



Name of Lesson

Telling the Story of the I&M Through Maps

Purpose of Lesson/Overview

The purpose of this lesson is to allow students to understand the impact that the Illinois and Michigan Canal had on the growth and development of Northwest Illinois while also honing their ability to interpret maps. The lesson should help students understand the role that geography plays in developing culture, and economy.

This lesson will be broken up into two different parts and take 1-2 class periods depending on how long is spent on each task. The first part of the lesson will be providing the students with a general overview of the canal and its history. This can be done via PowerPoint. The second part of the lesson plan is to have students read a document packet of maps and answer questions pertaining to each document. Finally, the last part of the lesson involves students producing their own material using their learned knowledge of the I&M. They will do this by crafting a response to a “document based question” about the impact of the I&M.

Objectives

After this lesson, students should have a basic understanding of the history of the I&M Canal. They should understand how the canal spurred development in the Chicagoland area and how it affected the culture of the region. They should also understand how to make use of maps and other primary sources to highlight their affect on changes over time.

State Standards

Geography

SS.G.4.9-12: Evaluate how political and economic decisions have influenced cultural and environmental characteristics of various places and regions

SS.G.1.9-12: Use maps (created using geospatial and related technologies, if possible), satellite images, and photographs to display and explain the spatial patterns of physical, cultural, political, economic and environmental characteristics.

Gathering and Evaluating Sources

SS.IS.4.9-12: Gather and evaluate information from multiple sources while considering the origin, credibility, point of view, authority, structure, context, and corroborative value of the sources.

Duration

Two 50-60 minute class periods

Materials

PowerPoint Presentation. Document Packet.

Procedure

Period 1

1. Present students with a contextual overview of the topic they will be studying. This can be achieved by showing them all, or portions of the “introductory PowerPoint” that is provided. (20-25 minutes)
2. Students break into groups of 3-5 in order to complete their first task of the lesson plan. Pass out the document packet and explain to them that they should use the primary sources in order to answer the questions provided. They should work amongst themselves to complete the packet initially. (25-30 minutes)
3. After each student is finished answering the questions in the packet have them answer the larger questions as a group. (5-10 minutes)

Period 2

1. Class discussion. Students should take out their completed document packets and get back together with their group from the previous class period. The students should spend some time familiarizing themselves and their partners with their material and the answers to the questions. The teacher will facilitate a brief class discussion in order to ensure that students understood the material in the primary source packets. Each group should at least share what is the most interesting fact/idea they found in their document packet. (10 minutes)
2. Students should complete the in class DBQ referencing the documents provided to them in the document packet. (40-50 minutes)

Write About the Canal

Using the maps provided to support your argument, answer the following question. What are three ways that the construction of the Illinois and Michigan Canal contributed to the development and culture of Chicago and the surrounding area? How did the I&M Canal and Illinois change over time?