Comparing Great Lakes Maritime Transportation Systems: 1800 to 1898

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Topic: Great Lake maritime transportation systems in the 19th century.

Target Grade: 8th grade American History

Lesson Overview: Great Lakes maritime transportation systems of the 19th century will be addressed in this lesson. The lesson will focus on ships, and shore side activities, and the economic and social impact they had on people and industries, locally and nationwide. Studying this topic will strengthen students’ understanding of transportation in 19th century America, which in contemporary textbooks is dominated by land transportation, by looking at the important role of waterways in America. Students will also communicate their understanding of the topic in writing.

Objectives:
At the end of this lesson, students will be able to:
1. Identify Great Lakes maritime transportation systems in 1800
2. Identify Great Lakes maritime transportation systems in 1898
3. Describe the economic and social impact of Great Lakes maritime transportation systems on 19th century America
4. Explain the economic change Great Lakes maritime transportation has had on industry, labor and farmers

Michigan State Content Standards Addressed: (Grade 8 Social Studies Content Expectations)
8-U6.1.1 Compare and contrast the United States in 1800 with the United States in 1898 focusing on similarities and differences in:
- Systems of transportation and their impact on the economy and society
- Economic change, including industrialization, increased global competition, and their impact on conditions of farmers and industrial workers

5-8 P1.4 Communicate clearly and coherently in writing, speaking, and visually expressing ideas pertaining to social science topics, acknowledging audience and purpose.

List Materials Needed: paper, pencil, student textbook, projector and power point, large map of the Great Lakes

Room Arrangement or Special Needs: Normal arrangement for individual work, class discussion and ability to view images projected on screen.

New vocabulary:
- **Bulk cargo**: materials such as iron ore, limestone, coal, grain, salt, sand or gravel dumped directly into the holds of ships and carried in large volume
- **Dry dock**: basin which ships move into, the water is removed and the ship is worked on
- **Intermodal**: involving more than one type of transportation, i.e. ships and railways
- **Package**: cargo carried in some sort of container, i.e. box, crate, barrel, which are placed in ships’ hold or sometimes on deck
- **Transshipment**: material delivered to a point, unloaded and then loaded into another vessel
Voyageur - laborers who paddled the large canoes and carried the goods through the Great Lakes and associated river systems during the 18th and early 19th century, often French Canadian

Wharf - structure built from shore out into a body of water, to receive ships for loading and unloading people and goods, made of wood, rocks, fill and later steel

Background information:


Focus Questions:
- How did transportation systems change between 1800 and 1898?
- What economic impact have maritime systems had on America?

Attention-getter: View and discuss image of a voyageur canoe shooting the rapids, and freighters moving through the Soo Locks. Note the differences and similarities.

Describe classroom activity: This lesson is planned for three to five class periods, plus the questions that may appear on a larger chapter/unit test.

Part I
1. Administer the pretest. Discuss results.
2. Introduce attention getting images. Discuss student responses.
3. Introduce Focus Questions. Clarify any misunderstandings of what students should be looking for during this lesson.
4. Have students read silently the section of their textbook that address transportation in or about 1800.
   a. Have students identify, orally or in writing, means of transportation and transportation systems.
   b. Discuss economic importance and social impact these systems had on people.
5. View PowerPoint Presentation “Great Lakes Marine Transportation Systems in 1800.”
   a. Students should take notes while viewing.
   b. After viewing, have students identify means of marine transportation and transportation systems in the Great Lakes.
   c. After viewing, discuss economic importance and social impact these systems had on people in the Great Lakes.
6. Summarize lesson activities up to this point.

Part II
2. Reintroduce Focus Questions. Re-enforce what students should be looking for during this lesson.
3. Have students read silently the section of their textbook that address transportation in or about 1898.
   a. Have students identify means of transportation and transportation systems.
b. Discuss economic importance and social impact these systems had on people.

   a. Students should take notes while viewing.
   b. After viewing, have students identify means of marine transportation and transportation systems in the Great Lakes.
   c. After viewing, discuss economic importance and social impact these systems had on people in the Great Lakes.

5. Administer post test and discuss results.

Part III

Students will write a 1-2 page essay on one of the following topics.
1. Compare a Great Lakes cargo vessel used in 1800, to one used in 1898.
2. Describe the economic change that Great Lakes maritime transportation had on a lakeside community between 1800 and 1898.

Students should create a rough draft based on the information presented in class, edit and rewrite the paper, and hand in the essay for evaluation.

Assessment:
- Pre/post test questions (formative)
  1. What transportation systems existed on the Great Lakes in 1800? In 1898?
  2. What economic impact did marine transportation have on the Great Lakes in 1800? In 1898?

- Test /Quiz questions (summative)
  1. How did marine transportation systems change on the Great Lakes between 1800 and 1898?
  2. Describe the economic and social impact, marine transportation had on the Great Lakes in 1800 and in 1898.
  3. How have farm and factory workers lives been changed by Great Lakes maritime transportation systems?

- Writing Assignment essay topics (summative)
  1. Compare a Great Lakes cargo vessel used in 1800, to one used in 1898.
  2. Describe the economic change that Great Lakes maritime transportation had on a lakeside community between 1800 and 1898.

Extensions/Enhancements:
1. View and identify ships traveling along the nearest Great Lake, strait, or connecting river.
2. Identify cities founded as a result of Great Lakes transportation systems.
3. Read The Long Ships Passing by Walter Havighurst.
4. Visit a maritime history museum or museum ship.
5. Visit a maritime art museum or gallery.

Resources:
Books


**Websites**


**Maps/Brochures**


**Presentations**


LaMarre, Paul. *Iron Head Marine, Shipyard and Dry-dock.* Toledo Port Authority Tour. 22 June 2010.