Pre and Post Visit
Instructional Materials for
Fourth and Seventh Grade
Students
About These Materials:

These lessons and learning activities were created and designed to help students learn more about the history of the Erie Canal, the people who used it and its impact on the environment. The pre-visit and post-visit activities are designed to accompany a field trip to the Erie Canal Museum located in the Weighlock building in Syracuse, NY. The activities designed to take place during the museum visit are included in this packet as they may be adapted for use in the classroom if time does not permit or a visit to the Museum is not possible.

These activities are designed primarily for students in grade 4 but can be used and adapted for grade 7. They correlate to Performance Indicators in the New York State Learning Standards for the Social Studies for grades 4 and 7:
Standard 1: History of United States and New York
Standard 2: World History
Standard 3: Geography
Standard 4: Economics
Standard 5: Civics and Government

The Erie Canal and related topics included in these activities are addressed in the New York K-8 Social Studies Framework Key Ideas:
4.1 - Geography and History of New York State
4.6 - Westward Movement and Industrialization
4.7 - Immigration and Migration from the Early 1800s to the Present
7.6 - Westward Expansion

The activities also address many of the Social Studies Practices listed in the Framework including:
- A. Gathering, Interpreting, and Using Evidence
- B. Chronological Reasoning and Causation
- C. Comparison and Contextualization
- D. Geographic Reasoning
- E. Economics and Economic Systems
- F. Civic Participation

In addition, these activities also address the arts, mathematics, ELA and Next Generation Science Standards. The Museum-based activities are especially suited to STEM learning and may be adapted or recreated in a classroom setting.

As you prepare your students for their visit to the Erie Canal Museum keep these guiding questions in mind:
- Why is the Erie Canal important to New York State history and the development of the United States?
- How does the Erie Canal work and what are its uses?
- How has the Erie Canal impacted how we live today?
- What industries developed because of the construction of the Erie Canal?
- What would have been different about New York State and the world if the Erie Canal had not been built?
Pre-Visit Activities

Before your scheduled field trip:

● Review all the materials in this packet.
● Let us know which Museum Activities you would like for your class to participate in during your visit. A summary description of the possible activities is included in this packet.
● Discuss the guiding questions for students to keep in mind during the visit to the museum.
   ○ Why is the Erie Canal important to New York State history and the development of the United States?
   ○ How does the Erie Canal work and what are its uses?
   ○ How has the Erie Canal impacted how we live today?
   ○ What industries developed because of the construction of the Erie Canal?
   ○ What would have been different about New York State and the world if the Erie Canal had not been built?
● Introduce/reinforce vocabulary related to the topic with your students.
● Introduce students to the history of the Erie Canal by showing the video, CBS Almanac: The Erie Canal (http://www.cbsnews.com/videos/almanac-the-erie-canal/ or https://youtu.be/WiZ7hRVNqPQ)
● Use maps found on the Internet or classroom maps to show the route of the Erie Canal. Identify lakes and major waterways as well as other geographic features along the route. Estimate the length of the canal in miles. Identify the villages, towns, and cities along the canal’s route. Have students point out areas on the map that they or a family member/friend live. Point out Syracuse, where the class will be visiting the Museum.
   ○ http://www.canals.ny.gov/maps/
   ○ http://www.eriecanal.org/maps/canal_map.jpg
   ○ http://www.eriecanal.org/maps/NYScanalmap-1896.jpg
● Examine photographs of the Erie Canal. Three photographs have been provided but others can be found in the collection of the Canal Society of New York archived as a part of the New York Heritage Digital Collections (http://cdm16694.contentdm.oclc.org/cdm/landingpage/collection/p16694coll51) This can be done as one large group or broken up into smaller groups of students. Use a magnifying glass if possible to let the students go “hunting” for any details that they might see.

Extending Activity:
Have students play the “Weigh Master Game” located on the Erie Canal Museum website (http://eriecanalmuseum.org/history) to visualize the lock system and how it works.
Map of the Erie Canal
Pre-Visit Activity Materials

Photo One
- What do the mules appear to be doing?
- What is in the background of the postcard?
- When might this photograph have been taken?
- What is different about the boat compared to ships on the ocean?
- What might the boat be carrying?

_In this picture mules are pulling the canal boats down the Erie Canal. Before steamboats or engines, mules moved the boats down the canals and into the locks. Teams of mules like the ones pictured used their strength to move heavy boats full of supplies. Food, wood, medical supplies, animal feed, and clothing all came down the Erie Canal. Boats would be loaded in cities like Buffalo (the city in the background) and pulled down or up the canal to other cities. Boats coming down the canal allowed for the distribution of goods to families and farmers in New York and the United States. The boats that brought supplies on the canal were smaller than boats on the ocean as they needed to fit down the canal and into tight spaces called locks._
Photo Two

- How is this photograph the same (or different) to Photo One?
- Where was this picture taken?
- How many boats do you see in the canal?

This photograph shows one of the locks on the canal. A canal boat going down the water would make its way into the lock where the doors would close and either fill or empty with water. The movement of water allowed boats to go up or down the canal easier and faster than when traveling over hills in the landscape. Not seen in this photograph are mules, as the boat the photographer was traveling on could have been a steamboat. Also seen in the photograph are two other canal boats, buildings, and a town in the background. This boat could be dropping off supplies to Baldwinsville, New York, the location of the photograph.
Photo Three

- What does this building appear to be?
- How do you know the location?
- How is this photograph similar to Photo One?

* Taken in Syracuse, New York, this photograph shows a weighlock building and the current site of the Erie Canal Museum. A weighlock building is where boats would be weighed to see how many pounds of cargo they were carrying. A single boat would be allowed into the weighlock, much like a car into a garage. The water would be drained from the lock leaving the boat resting on the scale. The Weighmaster would record the weight of the boat and figure the toll, or fee, required for the boat to continue down the canal. When you visit the Museum, compare how it looks in this picture to how it looks today. *
Post-Visit Activity

Questions along the Canal - Erie Canal Trivia (grade 4)

Materials:
- Classroom map of New York State or one of the maps from the pre-visit activity projected on the board.
- Canal boat cut-outs (provided)
- Erie Canal Trivia Questions (provided)
- Paper and pencil or small whiteboards and markers
- Optional: DVD - The History of the Erie Canal. This video is available for purchase from the Erie Canal Museum store. Showing the video from approximately the six-minute mark to the end may provide students with some more detailed background on the Erie Canal in preparation for the trivia activity.

Procedure:
1. Divide students into two teams. Assign a canal boat to each team. (Teams may wish to color their boats if not printed in color.)
2. Place each team’s canal boat near Albany on a classroom map or a projected map from the Internet showing the route of the Erie Canal (see pre-visit activity)
3. Teams will be asked a series of questions about the history, ecology, economics, geography, and technology of the Erie Canal.
4. Give teams time to consider the question and write their answers on a sheet of paper or small whiteboard. When time is called, each team will reveal their answer at the same time.
5. For every correct answer, teams will move their canal boat to a city further along the Erie Canal from Albany in the east to Buffalo in the west. (Cities along the canal: Albany, Troy, Schenectady, Little Falls, Utica, Rome, Syracuse, Rochester, Lockport, Buffalo)
6. The first team to reach Buffalo wins!

Concluding Discussion
1. Divide the class into four or five-person groups to brainstorm some of the technological processes and equipment needed to complete the canal and how the canal changed New York State. Allow the students to think about these questions on their own, but if they need guidance, give them examples of technology/processes used create the canal (such as stump pullers or weighlocks) or how it helped the state grow (for example, it expanded the economy).
2. After five to ten minutes, gather the students in a circle and have them toss a ball around the circle. Whoever catches the ball has to provide an example of the technological process, piece of equipment used in the building of the canal or how the canal changed New York State. This can be repeated until everyone has participated.
3. Conclude the activity by re-enforcing that the Erie Canal was a massive technological undertaking that employed many processes and pieces of equipment in order to ensure its completion. The canal became critical for the growth of commerce,
technology, travel, and development across the New York State and the entire country. Though we might not use the same technology that was used to construct the Erie Canal, emphasize to students that technology is critical to our society and drives its advancement each and every day.
Post-Visit Activity Materials

Canal boat cut outs
Erie Canal Trivia Questions

1. What are the names of the two cities at the beginning and the end of the Erie Canal? *Albany and Buffalo*

2. In what year did construction on the Erie Canal begin?
   - A) 1800
   - B) 1903
   - C) 1817
   - D) 1865

3. The Erie Canal, like other waterways in New York, suffered from very dirty and smelly water. The water was not always dirty, however. Can you think of what might have made the water become unclean and smell? *Pollution*

4. When the Erie Canal was being built, as many as 1200 workers lived in the small town of Lockport. For one week’s pay, the 1200 workers were paid $3600.00. How much was each worker paid per week? *$3.00*

5. The Erie Canal increased trade and commerce in Western and Central New York. What did this do for the economy of New York? *It helped it! New York’s economy boomed thanks to the Erie Canal.*

6. What Great Lake does the Erie Canal connect to?
   - A) Lake Erie
   - B) Lake Huron
   - C) Lake Michigan
   - D) Lake Ontario

7. What is the name of the buildings on the Erie Canal that weigh the boats in order to see how much to charge in tolls? *Weighlocks*

8. In what year was the canal completed?
   - A) 1880
   - B) 1825
   - C) 1943
   - D) 1817

9. What kind of animals pulled the canal boats? *Mules, Horses*

10. The speed limit for traveling on the Erie Canal was about 4 miles an hour. The Erie Canal is around 364 miles long. How many hours did it take for a boat to make it from one end of the canal to the next? *91 hours*

11. Name an item traded on the Erie Canal. *Items include potatoes, flour, guns, apples, lumber, whiskey, and fur.*

12. What was the nickname given to the Erie Canal during its construction?
   - A) Clinton’s Ditch
   - B) Washington’s Monument
   - C) Lincoln’s Hat
   - D) Clinton’s Path
13. What is the name of the river that the Erie Canal connects to near Albany

A) The Amazon River  C) **The Hudson River**  
B) The Mississippi River  D) The Mohawk River

**Bonus Question**
Describe how locks work.

*The boat enters an open lock. The gates close. The boat is either raised or lowered, as the water in the lock is either emptied or filled by the lock master. The lock gates are opened in the direction the boat is traveling. The boat leaves the lock.*
Useful Resources

Map Resource Websites
http://www.canals.ny.gov/maps/
http://media.web.britannica.com/eb-media/58/125958-050-8380FC47.gif
http://www.canals.ny.gov/maps/
http://www.eriecanal.org/maps/canal_map.jpg
http://www.eriecanal.org/maps/NYScanalmap-1896.jpg

Canal Photo Collections
http://cdm16694.contentdm.oclc.org/cdm/landingpage/collection/p16694coll51

Books and Texts


Web Resources
http://www.dec.ny.gov/education/40248.html


http://eriecanalmuseum.org/wp/wp-content/themes/ecm/swf/ECMweb.sw
Teacher Evaluation *(please complete both sides)*

Teacher Name: 

School Name: 

# Students: 

Date Visited: 

1. How did you hear about this program?

2. Rate the ease of getting to the Erie Canal Museum.

   1 2 3 4 5

   Low    High

3. Rate how satisfied you were overall with your visit.

   1 2 3 4 5

   Low    High

4. Rate how engaging the staff members leading the program were.

   1 2 3 4 5

   Low    High

5. Rate how well the program fit into your curriculum/standards.

   1 2 3 4 5

   Low    High

6. Rate how well the program fit into what you teach about the Erie Canal in your class.

   1 2 3 4 5

   Low    High

7. Rate how likely you are to recommend this program to other teachers.

   1 2 3 4 5

   Low    High

8. Did you do the pre-visit activities with your students?  
   YES    NO
IF YES:
8a. Rate how useful the pre-visit activities were in preparing your students for their visit.
   1  2  3  4  5
   Low High
8b. Rate how actively students participated in the pre-visit activity.
   1  2  3  4  5
   Low High

If NO:
8c. Why not?

8d. What comments or suggestions do you have for the pre-visit activity?

9. Did you do the post-visit activity with your students? YES NO

IF YES:
9a. Rate how useful the activity was in reinforcing what your students learned on their visit.
   1  2  3  4  5
   Low High
9b. Rate how actively students participated in the post-visit activity.
   1  2  3  4  5
   Low High

If NO:
9c. Why not?

9d. What comments or suggestions do you have for the post-visit activity?
Student Evaluation

What was your favorite part of your visit to the Erie Canal Museum?

What is one thing you learned on your visit?

What is one thing from your visit you would like to learn more about?
Learning Objectives, CCL and New York State Standards

Previsit Activities

Learning Objectives
Students will:

• Learn new terms and vocabulary about the Erie Canal.
• Gain map-reading skills related to New York State geography and the Erie Canal.
• Develop skills analyzing historical evidence through primary source photographs.

New York Common Core and Learning Standards

Grade 4 - 4.6 Westward Movement and Industrialization, 4.6b, 4.6c, 4.6e, 4.6f
Grade 7 - 7.6 Westward Expansion, 7.6c

New York State P-12 Common Core Learning Standards for ELA and Literature
Grade 4 - SL.4 Speaking and Listening Standards SL.4.1, SL.4.3, SL.4.4
Grade 7 - SL.7 Speaking and Listening Standards SL.7.1, SL.7.4

Post Visit Activity

Learning Objectives
Students will:

• Verbally recall themes learned about the canal and how people interact with their environment.
• Solve questions while working in teams competing in an Erie Canal trivia game.
• Share, discuss, and compare stories and information about the Erie Canal in history and today that they learned during the museum visit.

New York Common Core and Learning Standards

4.1 Geography and history of New York State
4.6 Industrialization and westward migration

New York State Next Generation Science Standards

Grade 4
4-ESS3 Earth and Human Activity
4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.
4-ESS3-2 Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.

Grades 3 – 5
Engineering Design / 3-5-ETS1-1, 3-4-ETS1-2

New York State P-12 Common Core Learning Standards for Mathematics

Grade 4
4.0A Operations and Algebraic thinking
4.NBT, 4. NF Fractions and number operations, number and operations in base of ten
4.MD Measurements and Data
4.G Geometry

New York State P – 12 Common Core Learning Standards for ELA and Literature
Grade 4
SL.4 Speaking and Listening Standards SL.4.1, SL.4.3, SL.4.4
Museum Activities adapted for the classroom

Two of the suggested activities for students visiting the Erie Canal Museum have been adapted for the classroom. The two options presented meet different educational objectives and feature different aspects of canal history. Each activity is designed so that additional information about the canal may be incorporated.

**Bottle Match Activity (grades 4 and 7)**

**Summary:** This activity demonstrates different types of contamination in the canal based on what industries, populations, and technologies existed around the Erie Canal. It can be done in conjunction with, in replacement of, or entirely separate from the Contamination in the Canal Activity. This interactive can provide the basis for a discussion about negative effects of the canal on the environment.

**Estimated time for activity:** Flexible; 15-20 minutes if done as a structured activity. Time will vary if students conduct the activity without a facilitator and participate in a final discussion.

**Materials**
- 5 water bottles filled with various forms of water pollution
  - Construction Era: dirt and mud
  - Early Years: broken ceramic/china, glass, corn husks/plant material
  - Industrial Growth: black sludge
  - Passage of the Clean Water Act: clean water but with plastics/oil
  - Today: candy wrappers and modern trash

**Activity**
1. Show students each of the five bottles. Explain the contents inside them as representations of different eras of pollution in the Erie Canal. The items inside the bottles can either represent the differing levels of pollution (ex: using cooking oil to represent industrial oil) or the actual type of pollutants that might have been found in the canal may be used. However, do not identify the eras these levels might represent.
2. Ask the students to try to put the bottles in order according to when each contaminant would have appeared in the canal.
3. Allow them to guess, then discuss. Explain the levels of pollution, how they came to be, what happened in between eras, etc.
4. Discuss the causes of pollution, who or what was responsible for the changes (people and industry), and why keeping the canal clean is important today.
Pack ‘n Go—An Activity on Erie Canal Immigration (grades 4 and 7)

Materials
- 10 Character cards-copied and cut apart
- 10 Store lists
- 10 Suitcases (or paper bags)
- Props for the store (photos of the items may be used for classroom adaptation)

Introduce the activity:
(Italicized sections are script for the teacher/leader to read to students)
1. In this activity, each one of you will get the chance to be a person from another time traveling on the Erie Canal. Immigration on the Erie Canal was very important to New York and America. The canal allowed people to reach new places easily, and opened up opportunities for jobs in new farms, factories, and businesses. Immigrants allowed towns to grow by moving and working and spreading new ideas. They came from all over the world and formed the communities that still exist today. Some of your ancestors may have traveled on the Erie Canal.
2. Today, each of you will take the role of a person about to start a journey on the Erie Canal. You are all leaving your homes and journeying towards something new. You will start your journey with a suitcase and three things from home. You have the chance to get new things from the store, but remember—your suitcase can only fit three items, so if you want something new you’ll have to trade.
3. To start, let’s think about what it must have been like for people to leave their homes and go someplace entirely new. Raise your hand if you’ve moved before. What was it like?
4. Now think about what might be important to take with you when you move. If you had to leave your house tomorrow, what’s one thing you would pack to bring with you?

Procedure:
1. Give each student a suitcase (or bag) and let him or her choose a character card at random.
2. Allow students time to read their cards and think about their character. Help with reading and answer any questions that may arise.
3. Have students take their suitcase or bag and line up in order of the year that their character was born, oldest to youngest. For example, if their character was born in 1800, they will stand in front of someone born in 1850.
4. As students are in line, they will visit the store to get the items that their character already owns. These items are listed on the bottom of their card. As students are waiting their turn to visit the store, ask them to think about why these things would be important to their character.
5. As the students receive their items, they should place them in their suitcase or paper bag. Give each student the store list so that they can see all of the items they will have a chance to trade for.
6. After students have visited the store to get their items, they should form a circle.
7. Remind students that they are now playing the role of the character on their card. Go around the circle and have each student introduce himself or herself and tell a little bit about whom they are. They might share where the character is from, what kind of job they have or what they like to do for fun.

8. Go around the circle again and ask students (as their character) to say why they are leaving home and what they for in their future.

Trading:
Say: Now that you each have your things and your suitcases, take a look at the list of things you can get at the store. This includes some of the items that you already have in your suitcases. [Read the list out loud]

1. Have students line up in order of their character’s birth year — this time, the youngest birth year goes first (the opposite order from last time).
2. Say: You are all going to take turns choosing objects one at a time from the store. We will go around up to three times, since you can fit a total of three things in your suitcase. Remember—you can only have three things. If you want something from the store, you’re going to have to trade an object you already have. Think hard about what you’re going to need in a new town, and what is most important to you. For example, if you are a farmer and you have a shovel, a picture of your mother, and a candle, you might decide to get rid of the candle, because you could easily buy another and it’s not as important to your work as a shovel is. That would make room for something new from the store.
3. Each student will come up to the store with their suitcase. Help them decide if they should take something new, or keep what they already have. Encourage the other students to watch the process and give advice, if necessary.
4. Once the first round of trading is over, start the second round. Each student should come to the store, even if they tell you they want to keep what they have. If any students are still trading, go into the third round.

“Boarding the Boat”
(At this point during a museum visit the students would get on the canal boat in the weighlock. To adapt this for the classroom, students may return to the circle used earlier or you may choose to create a “boat” area in the classroom.)

1. Leader: You’re all packed! It’s time to get on board the canal boat.
2. Lead students onto the “boat” or return to the circle.
3. Welcome to the Erie Canal! Each one of you have packed up and left your homes and everything you know. You are about to start a new adventure and a new life. Our canal boat is tied to the canal wall in the busy city of Syracuse. There are people everywhere, coming and going, carrying luggage and boxes full of things to buy and sell. The mule on the towpath is ready to pull the boat along the canal wall. You’re probably a little nervous about traveling on the canal, and all the noise and commotion and strange smells aren’t helping. You’re going to be sharing this space with a lot of people over the next few days or weeks, depending on how far you’re traveling. I hope you don’t get seasick!
4. **Now that you’re on board, let’s get to know each other a little better.** Each of you will take turns showing everyone what you’ve packed in your suitcase, and tell us why you chose those three things.

5. Have the students take turns introducing what they have packed.

6. **Thank you so much for being a great group of travelers. I know each of you will go off into the world and do great things. I wish you the best of luck and thank you for traveling on the Erie Canal!**
Pack ‘N Go Character Cards

**Antonio Costa**
22 years old  Born in Italy in 1878  Quarry worker
Antonio is traveling on the Erie Canal to find stone cutting work. He comes from a long line of talented stonemasons in the village of Alfedena, Italy. His relatives say that their ancestors built Rome and now they are building America. Antonio is unmarried but has family already living and working in the quarries of Medina, NY, which are famous for their brownstone. He plans to stay with them until he can find a job and buy a home of his own. He only speaks a little English. Antonio loves painting and looking at artwork more than anything else, and doesn’t think he could live without it.
*Already owns: Warm socks, portrait of parents, deck of cards*

**Tim Flannigan**
16 years old  Born in Ireland in 1834
Tim is the youngest of four siblings and decided to leave Ireland. His older brothers are staying on the family farm, but there is hardly enough to support them and Tim wants more. He has no skills, but heard that there were jobs available in the salt industry. Tim is taking the Erie Canal to Syracuse, where salt is mined around Onondaga Lake. He doesn’t know anyone in the area, but he knows there are a lot of Irish workers there so he might be more likely to get work and be less homesick. He hopes that there will be lots of dances in Syracuse.
*Already owns: Candle, work clothes, family portrait*

**Mila Block**
19 years old  Born in Germany in 1910
Mila’s family left Germany because there was not enough work there. She is used to having to support herself with factory jobs, especially since she does not get along well with her family. Mila’s parents have settled in Albany, but Mila wants to travel to Rome to work in a clothing factory. She will live in a female boarding house and hopes to make friends who will go to “moving pictures” and dances with her. She also hopes to go on dates, and that her factory job will pay enough for a few new dresses. Mila loves music, and sings while she does her work.
*Already owns: Work clothes, fashion magazine, cooking pot*

**Albert Carlson**
54 years old  Born in Sweden in 1785
Albert is headed farther west, but is traveling on the Erie Canal to the Great Lakes, where he will take a riverboat to Chicago. He has enough savings to buy farmland outside the city. Albert has heard that he can get an acre of farmland for about $7. He plans to buy 100 acres, and get more with time. Once he builds a home (with help from his neighbors), he will send for his wife, his twenty year-old daughter, her husband, and their children. Albert loves playing games with his grandchildren more than anything else.
*Already owns: Locket with painting of his wife, blanket, water flask (to carry drinking water)*
**John Neumann**
30 years old  
Born in the Kingdom of Bohemia (now the Czech Republic, in Central Europe) in 1811

John (originally “Johann”) wants to become a Catholic priest, but there are no openings in Bohemia. His only chance to become a priest is to move to another country, so he travels to New York. John can speak six languages and is also interested in plants and astronomy (planets and stars). Once he got to New York City, a bishop finally made him a priest and sent him west to preach to German immigrants. He is on his way to Buffalo now. He is meeting many interesting people on his travels, since there are many religions spreading across New York State on the canal.

*Already owns: Suit, Bible, warm socks*

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**Allie Campbell**
13 years old  
Born in Scotland in 1837

Allie (short for “Alison”) set sail for America with her mother when she was 10. They were hoping to meet her father in New York City, but when they arrived, they could not find any trace of him. Allie’s mother died of the u a year ago, and Allie has to work to survive. She is disguising herself as a boy and has a job driving mules along the canal. Some of the boat captains are kind to her, and others are mean—one abandoned her in a town at the end of the season and she worked as a maid until she found a new boat.

*Already owns: Boy’s cap, mother’s hymnal (a book of religious songs), sewing kit*

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**Harriet Carver**
15 years old  
Born in Philadelphia in 1818

Harriet is traveling with her mother, who was a slave but ran away on the Underground Railroad (a network of secret routes and safe houses that helped enslaved people escape to freedom in the North) when she was Harriet’s age. Harriet’s father is a potter, and makes plates and bowls. He just found a job in Troy, NY and wants Harriet and her mother to join him there. Harriet hopes that her father will teach her how to be a potter and that she will also be able to find a job. She has been living in Philadelphia and loved going to the theater there. Harriet is always reading and writing, and hopes that there will be plays in Troy.

*Already owns: Winter coat, novel, blanket*

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**Thomas Day**
25 years old  
Born in North Carolina in 1801

Thomas is a free African American furniture designer and cabinetmaker. He and his brother owned a furniture business in North Carolina together, but when his brother decided to move to Liberia (in Africa), Thomas decided it was time to move north. His work is very beautiful and business was good in North Carolina, so even though he knows he will have to face racial prejudice, Thomas hopes to open a successful shop in a town along the canal. He also wants get enough land to grow a garden. He has a violin, but he doesn’t play it very often.

*Already owns: Woodworking tools, suit, violin*
Danielle Leroy
17 years old  Born in France in 1890
Danielle wants to be a schoolteacher but could not find work in France. Her father died after his business failed, and there was not enough money in his will to support the family. Danielle is traveling with her mother and younger sister. She has a good education from the years when her family had more money, and learned English when she was very young. She is worried that her accent will make her an outsider in a new country. Her favorite subject is geography, because she has always wanted to travel the world. She loves to meet new people and try new things.
*Already owns: Teacher’s book, work clothes, handkerchief*

Anna Simon
8 years old  Born in New York City in 1853
Anna is an orphan. Her parents died of a disease known as yellow fever, leaving Anna and her two brothers on their own. A charity called The Children’s Aid Society took them in. They sent her brothers somewhere out west, and are sending Anna to a farm in Rochester. She is worried that he won’t know where their new home is to write them letters. She might never see them again, and they’re the only family she has left. Anna has never been outside of the city before, and doesn’t know what country people are like. She’s glad that she’ll have enough food to eat again, but has been warned that she’ll have to work hard on the farm to earn her living. She hopes her new family will be kind, and there will be at least one dog on the farm.
*Already owns: Father’s harmonica, scarf, drawing by her brother*
<table>
<thead>
<tr>
<th>Character Cards</th>
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<tbody>
<tr>
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<tr>
<td>Born in Italy in 1878</td>
<td>Born in Ireland in 1834</td>
</tr>
<tr>
<td>Quarry worker</td>
<td></td>
</tr>
<tr>
<td>Antonio is traveling on the Erie Canal to find stone cutting work. He comes from a long line of talented stonemasons in the village of Alfedena, Italy. His relatives say that their ancestors built Rome and now they are building America. Antonio is unmarried but has family already living and working in the quarries of Medina, NY, which are famous for their brownstone. He plans to stay with them until he can find a job and buy a home of his own. He only speaks a little English. Antonio loves painting and looking at artwork more than anything else, and doesn’t think he could live without it.</td>
<td>Tim is the youngest of four siblings and decided to leave Ireland. His older brothers are staying on the family farm, but there is hardly enough to support them and Tim wants more. He has no skills, but heard that there were jobs available in the salt industry. Tim is taking the Erie Canal to Syracuse, where salt is mined around Onondaga Lake. He doesn’t know anyone in the area, but he knows there are a lot of Irish workers there so he might be more likely to get work and be less homesick. He hopes that there will be lots of dances in Syracuse.</td>
</tr>
<tr>
<td>Already owns: warm socks, portrait of parents, deck of cards</td>
<td>Already owns: candle, work clothes, family portrait</td>
</tr>
<tr>
<td><strong>Anna Simon</strong></td>
<td><strong>Mila Block</strong></td>
</tr>
<tr>
<td>8 years old</td>
<td>19 years old</td>
</tr>
<tr>
<td>Born in New York City in 1853</td>
<td>Born in Germany in 1910</td>
</tr>
<tr>
<td>Anna is an orphan. Her parents died of a disease known as yellow fever, leaving Anna and her two brothers on their own. A charity called The Children’s Aid Society took them in. They sent her brothers somewhere out west, and are sending Anna to a farm in Rochester. She is worried that he won’t know where their new home is to write them letters. She might never see them again, and they’re the only family she has left. Anna has never been outside of the city before, and doesn’t know what country people are like. She’s glad that she’ll have enough food to eat again, but has been warned that she’ll have to work hard on the farm to earn her living. She hopes her new family will be kind, and there will be at least one dog on the farm.</td>
<td>Mila’s family left Germany because there was not enough work there. She is used to having to support herself with factory jobs, especially since she does not get along well with her family. Mila’s parents have settled in Albany, but Mila wants to travel to Rome to work in a clothing factory. She will live in a female boarding house and hopes to make friends who will go to “moving pictures” and dances with her. She also hopes to go on dates, and that her factory job will pay enough for a few new dresses. Mila loves music, and sings while she does her work.</td>
</tr>
<tr>
<td>Already owns: Father’s harmonica, scarf, drawing by her brother</td>
<td>Already owns: work clothes, fashion magazine, cooking pot</td>
</tr>
<tr>
<td><strong>Albert Carlson</strong></td>
<td><strong>John Neumann</strong></td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>54 years old</td>
<td>30 years old</td>
</tr>
<tr>
<td>Born in Sweden in 1785</td>
<td>Born in the Kingdom of Bohemia (now the Czech Republic, in Central Europe) in 1811</td>
</tr>
</tbody>
</table>

Albert is headed farther west, but is traveling on the Erie Canal to the Great Lakes, where he will take a riverboat to Chicago. He has enough savings to buy farmland outside the city. Albert has heard that he can get an acre of farmland for about $7. He plans to buy 100 acres, and get more with time. Once he builds a home (with help from his neighbors), he will send for his wife, his twenty year-old daughter, her husband, and their children. Albert loves playing games with his grandchildren more than anything else.

*Already owns: locket with painting of his wife, blanket, water flask (to carry drinking water)*

<table>
<thead>
<tr>
<th><strong>Allie Campbell</strong></th>
<th><strong>Harriet Carver</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>13 years old</td>
<td>15 years old</td>
</tr>
<tr>
<td>Born in Scotland in 1837</td>
<td>Born in Philadelphia in 1818</td>
</tr>
</tbody>
</table>

Allie (short for “Alison”) set sail for America with her mother when she was 10. They were hoping to meet her father in New York City, but when they arrived, they could not find any trace of him. Allie’s mother died of the flu a year ago, and Allie has to work to survive. She is disguising herself as a boy and has a job driving mules along the canal. Some of the boat captains are kind to her, and others are mean—one abandoned her in a town at the end of the season and she worked as a maid until she found a new boat.

*Already owns: Boy’s cap, mother’s hymn book (a book of religious songs), sewing kit*

<table>
<thead>
<tr>
<th><strong>John Neumann</strong></th>
<th><strong>Harriet Carver</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

John (originally “Johann”) wants to become a Catholic priest, but there are no openings in Bohemia. His only chance to become a priest is to move to another country, so he travels to New York. John can speak six languages and is also interested in plants and astronomy (planets and stars). Once he got to New York City, a bishop finally made him a priest and sent him west to preach to German immigrants. He is on his way to Buffalo now. He is meeting many interesting people on his travels, since there are many religions spreading across New York State on the canal.

*Already owns: suit, Bible, warm socks*

Harriet is traveling with her mother, who was a slave but ran away on the Underground Railroad (a network of secret routes and safe houses that helped enslaved people escape to freedom in the North) when she was Harriet’s age. Harriet’s father is a potter, and makes plates and bowls. He just found a job in Troy, NY and wants Harriet and her mother to join him there. Harriet hopes that her father will teach her how to be a potter and that she will also be able to find a job. She has been living in Philadelphia and loved going to the theater there. Harriet is always reading and writing, and hopes that there will be plays in Troy.

*Already owns: Winter coat, novel, blanket*
<table>
<thead>
<tr>
<th>Thomas Day</th>
<th>Danielle Leroy</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 years old</td>
<td>17 years old</td>
</tr>
<tr>
<td>Born in North Carolina in 1801</td>
<td>Born in France in 1890</td>
</tr>
</tbody>
</table>

Thomas is a free African American furniture designer and cabinetmaker. He and his brother owned a furniture business in North Carolina together, but when his brother decided to move to Liberia (in Africa), Thomas decided it was time to move north. His work is very beautiful and business was good in North Carolina, so even though he knows he will have to face racial prejudice, Thomas hopes to open a successful shop in a town along the canal. He also wants get enough land to grow a garden. He has a violin, but he doesn’t play it very often.

*Already owns: Woodworking tools, suit, violin*

Danielle wants to be a schoolteacher but could not find work in France. Her father died after his business failed, and there was not enough money in his will to support the family. Danielle is traveling with her mother and younger sister. She has a good education from the years when her family had more money, and learned English when she was very young. She is worried that her accent will make her an outsider in a new country. Her favorite subject is geography, because she has always wanted to travel the world. She loves to meet new people and try new things.

*Already owns: Teacher’s book, work clothes, handkerchief*
Pack ‘N Go Store list

Cooking pot
Violin
Harmonica
Toy dog
Set of marbles
Pick-up-sticks game
Deck of cards
Paper and pen for letter-writing
Artist’s kit (paper and paints)
Nice clothes (3 suits for men, 3 dresses for women)
Work clothes (3 sets male, 3 female)
Winter coats (4) Shoes (3 sets male, 3 female)
Blankets (3)
Book that will help you learn English
Teacher’s book
Sewing kit
Blank journal
Family portrait
Child’s drawing
Fashion magazine
Boy’s cap
Novel
Hymnal
Candle
Scarf
Locket with painting
Water flask
Warm socks (3 pair)
Seeds
World map
Handkerchief