

Erie Canal State-Wide Collaborative Project 2022

For the last 13 years, Monroe #1 BOCES has facilitated an exciting state-wide collaboration with 4th grade students about the Erie Canal. Students learn about other communities and history near the Erie Canal, as well as explore more about the historical relevance of the Erie Canal on their community.

Purpose: The purpose this project is to address NYS 4th grade Social Studies curriculum regarding the Erie Canal, transportation, economy, and geography. Educators and students will participate in an interactive and engaging learning session, titled ***Mystery Through History*** presented by the facilitator and some guests from the era of the building of the Erie Canal. Overall, **4000** students have participated and learned from the Erie Canal project.

Instructional Framework: The purpose of these modules is to be as flexible as possible in meeting the varied needs of both multiple learners and multiple educators. As such, they will be designed utilizing a number of curriculum frameworks:

- Next Gen Standards & NYS Computer Science and Digital Fluency Standards Aligned!
- NY State Social Studies Framework with a focus on:
 - "local communities with connections to New York State"
 - Industrial growth and expansion
 - Transportation, inventions, communication and technology
 - Immigration and migration (how did the Erie Canal facilitate this?)
 - The important contributions of immigrants to New York State (those who worked on the canal and then stayed on to live in various locations)
 - Geographic influences of industrialization and expansion (eg. Natural resources, location): the interactions between economic and geographic factors

Connection Information: This is for educators and students. Facilitator presents the interactive experience in which students help solve a ***Mystery Through History*** about the Erie Canal. The ***Mystery Through History*** showcases 4 suspects (Businessman, Canal boat Captain, Inventor, and Canal Worker). Inspector J. leads the students through the interrogation as students ask each suspect where they were during the robbery, what they do on the canal boat, why were they on the canal boat, and if they can add anything to the investigation. With each question the students are able to gather evidence about historical information about jobs, life on the Erie Canal, economics, geography, immigration, and cultural information about the Erie Canal.



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