

## NEW FIELDTRIP OPPORTUNITY IN LASALLE

### Learning History on the LaSalle Canal Boat

#### Activities

The LaSalle Canal Boat is a historically accurate replica of the mule-pulled passenger boats that transported pioneers along the Illinois and Michigan Canal more than 150 years ago. A mule-tender in period clothing will walk along the original canal towpath leading a mule pulling the boat. Tour guides dressed as a canal era boat captain, crew and passengers will engage students with lively stories of the early days on the canal and the Illinois prairie, taking them back to a critical time in the history of Illinois and America.

In addition to a one-hour ride, the experience includes a 15-minute lesson on mules – the power behind the canal boat, how they were used historically, and how they are cared for now.

#### Learning Outcomes

Field trips to the LaSalle Canal Boat can teach and reinforce a variety of social science and history themes that meet the Illinois State Board of Education's Illinois Learning Standards for grades 5 through 11. Among them:

- Understanding US economic systems
- Explaining the economic impacts of invention, technology and entrepreneurship
- Understanding events, trends, individuals and movements shaping Illinois and US history
- Analyzing, historical and contemporary developments using methods of historical inquiry
- Analyzing the impact of westward expansion on the US economy
- Analyzing the effects of technology on human productivity, comfort and the environment

#### Curriculum Connections

The I&M Canal ties in with a number of themes taught in U. S. History classes, including Westward Expansion, Transportation, Immigration, and Urbanization. These activities are appropriate for the following Illinois Learning Standards.

**Goal 15: Understand economic systems, with an emphasis on the United States.**

**A. Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.**

#### Early Elementary

15.A.1a Identify advantages and disadvantages of different ways to distribute goods and services.

15.A.1b Describe how wages/ salaries can be earned in exchange for work.

#### Middle/Junior High School

15.A.3a Explain how market prices signal producers about what, how and how much to produce.

15.A.3b Explain the relationship between productivity and wages.

15.A.3d Describe the causes of unemployment (e.g., seasonal fluctuation in demand, changing jobs, changing skill requirements, national spending).

**Early High School**

15A.4a Explain how national economies vary in the extent that government and private markets help allocated goods, services and resources.

**Late High School**

15.A.5a Explain the impact of various determinants of economic growth (e.g., investments in human/physical capital, research and development, technological change) on the economy.

15.A.5b Analyze the impact of economic growth.

**B. Understand that scarcity necessitates choices by consumers.**

**Middle/Junior High School**

15.B.3a Describe the “market clearing price” of a good or service.

15.B.3b Explain the effects of choice and competition on individuals and the economy as a whole.

**Late High School**

15.B.5a Analyze the impact of changes in non-price determinants (e.g., changes in consumer income, changes in tastes and preferences) on consumer demand.

**C. Understand that scarcity necessitates choices by producers.**

**Early Elementary**

15.C.1a Describe how human, natural and capital resources are used to produce goods and services.

15.C.1b Identify limitations in resources that force producers to make choices about what to produce.

**Late Elementary**

15.C.2a Describe the relationship between price and quantity supplied of a good or service.

15.C.2b Identify and explain examples of competition in the economy.

15.C.2c Describe how entrepreneurs take risks in order to produce good or services.

**Middle/Junior High School**

15.C.3 Identify and explain the effects of various incentives to produce a good or service.

**Early High School**

15.C.4a Analyze the impact of political actions and natural phenomena (e.g., wars, legislation, natural disaster) on producers and production decision.

15.C.4b Explain the importance of research, development, invention, technology and entrepreneurship to the United States economy.

**D. Understand trade as an exchange of goods or services.**

**Late Elementary**

15.D.2b Describe the relationships among specializations, division of labor, productivity of workers and interdependence among producers and consumer.

**Middle/Junior High School**

15.D.3c Explain how workers can affect their productivity through training and by using tools, machinery and technology.

**Late High School**

15.D.5c Explain how technology has affected trade in the areas of transportation, communication, finance and manufacturing.

**E. Understand the impact of government policies and decisions on production and consumption in the economy.**

**Early High School**

15.E.4c Analyze the relationship between a country’s science/technology policies and its level and balance of trade.

**Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the U. S. and other nations.**

**A. Apply the skills of historical analysis and interpretation.**

**Early Elementary**

16.A.1a Explain the difference between past, present, and future time; place themselves in time.

16.A.1b Ask historical questions and seek out answers from historical sources (e.g., myths, biographies, stories, old photographs, artwork, other visual or electronic sources).

16.A.1c Describe how people in different times and places viewed the world in different ways.

**Late Elementary**

16.A.2b Compare different stories about a historical figure or event and analyze differences in the portrayals and perspectives they present.

**Middle/Junior High School**

16.A.3a Describe how historians use models for organizing historical interpretation (e.e., biographies, political events, issues and conflicts).

16.A.3b Make inferences about historical events and eras using historical maps and other historical sources.

16.A.3c Identify the differences between historical fact and interpretation.

16.A.4a Analyze and report historical events to determine cause-and-effect relationships.

**B. Understand the development of significant political events.**

**Early Elementary**

16.B.1a (US) Identify key individuals and events in the development of the local community (e.g., Founders days, names of parks, streets, public buildings).

16.B.1 (W) Explain the contributions of individuals and groups who are featured in biographies, legends, folklore and traditions.

**Late Elementary**

16.B.2c (US) Identify presidential elections that were pivotal in the formation of modern political parties.

16.B.2d (US) Identify major political events and leaders within the United States historical eras since the adoption of the Constitution, including the westward expansion, Louisiana Purchase, Civil War, and 20<sup>th</sup> Century wars as well as the roles of Thomas Jefferson, Abraham Lincoln, Woodrow Wilson, and Franklin D. Roosevelt.

**C. Understand the development of economic systems.**

**Early Elementary**

16.C.1b (US) Explain how the economy of the students' local community has changed over time.

16.C.1a (W) Identify how people and groups in the past made economic choices (e.g., crops to plant, products to make, products to trade) to survive and improve their lives.

**Late Elementary**

16.C.2c (US) Describe significant economic events including industrialization, immigration, the Great Depression, the shift to a service economy and the rise of technology that influenced history from the industrial development era to the present.

**Middle/Junior High School**

16.C.3b (US) Explain relationships among the American economy and slavery, immigration, industrialization, labor and urbanization.

16.C.3c (US) Describe how economic developments and government policies after 1865 affected the county's economic institutions including corporations, banks and organized labor.

16.C.3c (W) Describe the impact of technology (e.g., weaponry, transportation, printing press, microchips) in different parts of the world, 1500-present.

Early High School

16.C.4b (US) Analyze the impact of westward expansion on the United States economy.

**D. Understand Illinois, United States and world social history.**

**Early Elementary**

16.D.1 (US) Describe key figures and organizations (e.g., fraternal/civic organizations, public service groups, community leaders) in the social history of the local community.

**Late Elementary**

16.D.2b (US) Describe the ways in which participation in the westward movement affected families and communities.

16.D.2c (US) Describe the influence of key individuals and groups, including Susan B. Anthony / suffrage and Martin Luther King, Jr. / civil rights, in the historical eras of Illinois and the United States.

**E. Understand Illinois, United States and world environmental history.**

**Late Elementary**

16.E.2c (US) Describe environmental factors that influenced the development of transportation and trade in Illinois.

**Middle/Junior High School**

16.E.3b (US) Describe how the largely rural population of the United States adapted, used and changed the environment after 1818.

**Group Size**

The boat can accommodate up to 70 students, has a restroom, and is wheelchair accessible. There is a city park adjacent to the site for activities and ample room for a picnic lunch. A shelter and picnic tables are available.

**Group Reservations & Information**

To make a reservation and design a visit, which meets your teaching goals, contact Katie MacKay at 815-220-1848, [reservations@canalcor.org](mailto:reservations@canalcor.org).