

Teacher's Guide

This unit is designed for four classroom periods and one field trip to see the U.S. Snagboat *Montgomery*, if possible. It may be enriched by including lessons about steamboats based on the many available websites.

These lessons work towards fulfilling the following objectives:

Students will:

Understand the impact both socially and economically of technological progress.

Understand the basic economics of trade.

Understand the governments role in providing for safe and effective transportation routes.

Increase understanding of economic growth across the southern United States.

Increase vocabulary and reading comprehension.

Learn about famous inventors such as Robert Fulton and how their inventions affected everyday life.

Day 1:

1. Give each student a copy of *A History of Steamboats* to be read.
2. Each student should prepare a brief (1 page) biography of one of the following inventors: Robert Fulton, Henry Miller Shreve, James Watt, or John Fitch. There are numerous websites containing this information. Students should be instructed to cite all materials used.

Day 2:

1. Discuss *A History of Steamboats*. Pay particular attention to unfamiliar vocabulary.
2. Give each student a copy of the Steamboats crossword puzzle as a follow-up to reinforce the vocabulary lesson and history lesson. This puzzle may be used as a graded assignment.

Day 3:

1. Give each student a copy of *The U.S. Army Corps of Engineers and the U.S. Snagboat Montgomery* to be read.

2. Using the internet, students should research the U.S. Army Corps of Engineers. This site provides some basic information:

<http://education.usace.army.mil/> This link,

<http://www.hq.usace.army.mil/history/brief.htm> takes you to a very well written history of the Corps.

Suggested topics for 2 to 3 page papers include:

- dredging
- environmental actions
- emergency response
- cultural resource management
- wildlife and ecosystem management

Teachers: you may wish to divide the class into groups of 3 to 5 students and assign these as oral presentations rather than written papers. If using oral presentations plan enough classroom time for each presentation to take approximately 5 to 10 minutes with audio-visual aids.

Day 4:

1. Give each student a copy of the Montgomery crossword puzzle as a follow-up to reinforce the vocabulary lesson. This puzzle may be used as a graded assignment or quiz.

Day 5:

Field trip to the *Montgomery*. Please tell Rangers at Tom Bevill Visitor Center that your class has completed these lessons.

The Tom Bevill Visitor Center has several displays about local wildlife, the construction of the Tennessee-Tombigbee Waterway, and the placement of the Montgomery into the dry berth. Rangers can arrange for several short video presentations to be shown to classroom groups.