

The Story of the Erie Canal

This lesson can be used as a summative assessment to the unit, a formative assessment as a check for understanding along the way, or a learning experience. Students will piece together the information they have learned thus far, paired with primary source documents, to tell “The Story of the Erie Canal.” Students will put primary source documents in chronological order and tell the story through words. Students will produce a video, a screencast, a podcast, a picture book, or a traditional essay to share their understandings.

Lesson Duration: DAY ONE: 65 minutes; DAY TWO: 60 minutes; TOTAL: 2 hours 5 minutes

Enduring Understandings: Historical objects tell a story.

Concepts: chronology, primary sources, geography, industrialization, trade, transportation, change

New York State Social Studies Standards Addressed:

4.1a Physical and thematic maps can be used to explore New York State’s diverse geography.

4.1b New York State can be represented using a political map that shows cities, capitals, and boundaries.

4.6a After the Revolution, New Yorkers began to move and settle farther west using roads, many of which had begun as Native American trails.

4.6b In order to connect the Great Lakes with the Atlantic Ocean, the Erie Canal was built. Existing towns expanded and new towns grew along the canal. New York City became the busiest port in the country.

4.6c Improved technology, such as the steam engine and the telegraph, made transportation and communication faster and easier. Later developments in transportation and communication technology had an effect on communities, the state, and the world.

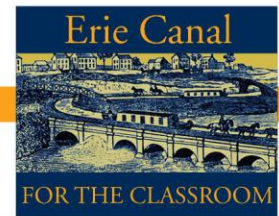
4.6d Farming, mining, lumbering, and finance are important economic activities associated with New York State.

4.6f Between 1865 and 1915, rapid industrialization occurred in New York State. Over time, industries and manufacturing continued to grow.

New York State Social Studies Practices Addressed:

A. Gathering, Interpreting, and Using Evidence

1. Develop questions about New York State and its history, geography, economics, and government.



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2. Recognize, use, and analyze different forms of evidence used to make meaning in social studies (including sources such as art and photographs, artifacts, oral histories, maps, and graphs).

6. Create an understanding of the past by using primary and secondary sources.

B. Chronological Reasoning and Causation

1. Explain how events are related chronologically to one another.

3. Identify the relationship between multiple causes and multiple effects, using examples from his/her life or from a current event or history.

6. Use periods of time such as decades and centuries to put events into chronological order.

C. Comparison and Contextualization

4. Recognize the relationship between geography, economics, and history in social studies.

5. Describe historical developments in New York State with specific detail, including time and place.

D. Geographic Reasoning

1. Use location terms and geographic representations (maps and models) to describe where places are in relation to each other, to describe connections between places, and to evaluate the benefits of particular places for purposeful activities.

2. Distinguish human activities and human-made features from “environments” (natural events or physical features—land, air, and water—that are not directly made by humans).

3. Identify how environments affect human activities and how human activities affect physical environments.

5. Describe how human activities alter places and regions.

E. Economics and Economic Systems

4. Explain why individuals and businesses specialize and trade.

Teacher Questions:

1. What can historical objects tell us about a person, place, thing, or event?
2. How can we piece historical objects together to tell a story?
3. How did the Erie Canal shape the people and places around it?
4. Why should we care about the past?

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Materials List:

1. Poster paper and markers or electronic notetaking space
2. Students' personal historical objects (if doing the activity in which students bring in items to tell their own stories)
3. Erie Canal primary source documents (provided). NOTE: if you choose to provide additional sources, be sure they include dates that students can see. For additional sources relating to the Erie Canal, see the Erie Canal topic section of the Rochester Public Library's *Rochester Voices* website: <http://www.rochestervoices.org/topics/erie-canal/>.
4. Notecards or sticky notes, enough for each group to have 15
5. Tool for student notetaking (notecards, a graphic organizer, electronic organizer, etc.)
6. Paper or 1:1 technology with microphone, if needed
7. The Erie Canal Story Rubric (provided)

Procedure:

Teacher Questions	Procedure	Materials
<ol style="list-style-type: none"> 1. What can historical objects tell us about a person, place, thing, or event? 2. How can we piece historical objects together to tell a story? 	<p>DAY ONE:</p> <p>10 minutes: Introduce students to this learning experience by brainstorming all the objects in their lives that tell the story of who they are. Objects may include: birth certificate, student ID, photographs, schoolwork, religious documentation, baby book, sports/club/scout garb, report cards, etc.</p> <p>Take 5 minutes to let students tell their own story to a buddy using a few objects they have identified. Then ask them to reflect on the two Teacher Questions, written on poster paper or displayed electronically:</p> <ol style="list-style-type: none"> 1. What can historical objects tell us about a person, place, thing, or event? 2. How can we piece historical objects together to tell a story? <p>TEACHER NOTE: If this lesson is taught near the beginning of the year, it would</p>	<ul style="list-style-type: none"> • Poster paper and markers or electronic notetaking space • Students' personal historical objects (if doing the activity in which students bring in items to tell their own stories)

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	<p>serve as a great introduction to primary source documents and as a class teambuilding experience. You could invite students to bring in 8-12 objects (originals or copies) to tell the story of what makes them who they are. They could begin by arranging their objects in chronological order. They would then use the objects from the beginning to the end of their timeline to tell their story to the group.</p>	
<ol style="list-style-type: none"> 1. What can historical objects tell us about a person, place, thing, or event? 2. How can we piece historical objects together to tell a story? 	<p>10 minutes: Explain the assignment: “Today you will use historical objects (primary sources) to tell the story of the Erie Canal. First, you will put the primary sources in chronological order. Then you will use the timeline you have created with the primary sources to tell the story of the Erie Canal. You may tell the story in a variety of ways. You can orally tell the story using a video, a screencast, or a podcast. You may tell the story by creating a picture book that has simple words on each page with the primary source document above or next to it. You could also write an essay where you describe each document and the facts, including the dates, to put the story together. If you have another idea, please talk with me.”</p> <p>“Today you will put the primary sources in order with a small group. You will then take notes on the sources to tell the story. Tomorrow you will create your final story. You can use notecards/sticky notes to write the dates of the sources and then place each date with the primary source it corresponds to so you can keep track of your order. You may use any notes or other primary sources</p>	<ul style="list-style-type: none"> • Erie Canal primary source documents (provided). NOTE: if you choose to provide additional sources, be sure they include dates that students can see. For additional sources relating to the Erie Canal, see the Erie Canal topic section of the Rochester Public Library’s <i>Rochester Voices</i> website: http://www.rochestervoices.org/topics/erie-canal/. • Notecards or sticky notes, enough for each group to have 15 • Tool for student notetaking (notecards, a graphic organizer, electronic organizer, etc.)

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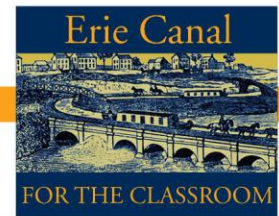
	<p>we have used throughout the unit so far to help tell the story. I will put you in groups/pairs and you will have 45 minutes to work.”</p> <p>TEACHER NOTE: Students do NOT have to create a timeline with exact increments of time intervals to complete this project. Timelines are difficult for kids to create since they must understand division and fractions to create appropriate time spans. For this experience, students can simply place the primary source documents in order on the table or floor with notecards or sticky notes telling the date of the primary source document.</p>	
<ol style="list-style-type: none"> 1. What can historical objects tell us about a person, place, thing, or event? 2. How can we piece historical objects together to tell a story? 	<p>45 minutes: Students work in groups/pairs or independently to put the primary sources in chronological order and to take notes on them to use in telling their stories on Day Two.</p>	<ul style="list-style-type: none"> • Erie Canal primary source documents (provided). NOTE: if you choose to provide additional sources, be sure they include dates that students can see. For additional sources of and relating to the Erie Canal, see the Erie Canal topic section of the Rochester Public Library’s <i>Rochester Voices</i> website: http://www.rochestervoices.org/topics/erie-canal/. • Notecards or sticky notes, enough for each group to have 15 • Tool for student notetaking (notecards, a graphic organizer, electronic organizer, etc.)

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<ol style="list-style-type: none"> 1. What can historical objects tell us about a person, place, thing, or event? 2. How can we piece historical objects together to tell a story? 3. How did the Erie Canal shape the people and places around it? 	<p>DAY TWO: 60 minutes: Explain to the class that they will use their notes and the primary source documents from Day One to tell the story of the Erie Canal.</p> <ul style="list-style-type: none"> • If they choose to create a podcast using an app such as Synth or WeVideo, or to write an essay, they can use their notes to tell the story. • If they choose to author a picture book, they will use physical copies of the primary source documents to place in order and write the words directly on these pages. • If they choose to screencast, they will need the electronic version of the primary source documents to voice over. • If they choose to create a video using an app such as WeVideo, Adobe Spark Video, or iMovie, they will need the primary source documents and their notes so they can hold the documents up while they talk. 	<ul style="list-style-type: none"> • Paper or 1:1 technology with microphone, if needed • Notes from yesterday's work • Erie Canal primary source documents from Day One
<ol style="list-style-type: none"> 4. Why should we care about the past? 	<p>You will use the provided rubric to assess the students' understanding of the Erie Canal Story and their use of the primary source documents.</p> <p>TEACHER NOTE: This rubric was created with the specific NYS Social Studies Standards in mind. You may also choose to assess students' writing, oral storytelling, speaking skills, etc.</p> <p>You may choose to share student work with the rest of the class! If so, it would</p>	<ul style="list-style-type: none"> • The Erie Canal Story Rubric (provided)

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	<p>be interesting for students to complete a “Notice and Wonder” reflection about similarities and differences among projects.</p> <p>At this point, you can also pose the last of the teacher questions: “Why should we care about the past?” In responding, have students refer to their Erie Canal stories.</p>	
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The Story of the Erie Canal

Name(s) _____ Date _____

The Story of the Erie Canal Summative Assessment Rubric

Enduring Understanding: <i>Historical objects tell a story.</i>				
Criteria	1	2	3	4
Grade 4 Social Studies Practice: A. Gathering, Interpreting, and Using Evidence	<ul style="list-style-type: none"> Student uses 0-1 primary sources to tell the story. The story has enough misunderstandings to interfere with the meaning. 	<ul style="list-style-type: none"> Student uses at least 2 primary sources to tell the story but may not elaborate on the sources. The story has misunderstandings or lacks organization that interferes with the meaning. 	<ul style="list-style-type: none"> Student uses at least 3 primary sources to tell the story. The story is complete and organized enough to convey a general meaning. 	<ul style="list-style-type: none"> Student uses 4 or more primary sources to tell the story, weaving them in and out of the message. The story is organized and told with accuracy and detail.
Grade 4 Social Studies Practice: B. Chronological Reasoning and Causation	Student does none of the following:	Student does 1-2 of the following: <ul style="list-style-type: none"> Explains how events are related chronologically. Identifies cause and effect. 	Student does 3 of the following:	Student does all 4 of the following:
Grade 4 Social Studies Practice: C. Comparison and Contextualization	Student does none of the following:	Student does 1 of the following: <ul style="list-style-type: none"> Recognizes the relationship between geography, economics, and history. Describes historical developments in New York State with specific detail. 	Student does both of the following:	Student does both exceptionally well:
Grade 4 Social Studies Practice: D. Geographic Reasoning	Student does none of the following: <ul style="list-style-type: none"> Uses location terms and geographic representations to describe where places are in relation to each other and to describe connections between those places 	Student does 1-2 of the following: <ul style="list-style-type: none"> Evaluates the benefits of particular places for purposeful activities. 	Student does 3 of the following:	Student does all 4 of the following: <ul style="list-style-type: none"> Distinguishes human activities and human-made features from "environments." Identifies how environments affect human activities and vice versa.
Grade 4 Social Studies Practice: E. Economics and Economic Systems	Student does not :	Student notes but does not explain why : <ul style="list-style-type: none"> Explain why individuals and businesses specialize and trade. 	Student adequately explains :	Student thoroughly explains :
Grade 4 Social Studies Standards <i>Demonstrating knowledge about the past and how it is studied.</i>	Student shares with no references to:	Student shares with 1-2 references to: <ul style="list-style-type: none"> New York's geography and boundaries can be explored through maps. New Yorkers began to move and settle farther west. 	Student shares with 3-4 references to:	Student thoroughly shares with 4-5 references to: <ul style="list-style-type: none"> In order to connect the Great Lakes with the Atlantic Ocean, the Erie Canal was built. Existing towns expanded and new towns grew along the canal. Between 1865 and 1915, rapid industrialization occurred in New York State.



Sam Patch canal boat, 1991.

<https://catalogplus.libraryweb.org/?section=resource&resourceid=1115901088¤tIndex=1&view=fullDetailsDetailsTab>.

Courtesy of the City of Rochester.

THE REPUBLICAN.

TUESDAY, NOV. 15, 1825.

Canal Celebration.—The papers are filled with accounts of celebrations in different places, of that great and interesting event, the completion of the Erie Canal. The citizens of most places benefitted by this great work, seem to have truly felt that no event was so worthy of a joyous celebration, as this one, which they have gladly united to commemorate. Nay, those who from their situation might seem to derive no peculiar benefit from this undertaking, have, with an honest and commendable disinterestedness come forward and offered their congratulations; all have seemed anxious to give vent, by some public testimonial, to the glad feelings which this event has excited. After "the first boat" had left this village, it was received at the different villages between this place and Albany, with prepared celebrations and public rejoicings. It arrived at Albany on the 2d inst. and its patriotic citizens were not backward in celebrating its arrival. An address was pronounced by Wm. James Esq. and after the ceremonies of the day were over, the boats were towed down the river to New-York. The Celebration at New-York was on the 4th inst. and is described as being peculiarly splendid and imposing. The Societies of the different Mechanics, with the insignia of their professions, with their cars drawn by beautiful horses containing artisans at work at their respective trades, and decorated with banners and devices; the Fire Companies with their ornamented engines; the musicians dressed in scarlet and gold; the Free Masons with their gorgeous and symbolical array! the Soldier with "sword and plume;" the Schollars in their academical dress, and the official functionaries with their dignity must have formed a procession at once splendid and dignified, alike imposing and interesting. The aquatic procession to Sandy-Hook likewise was not without its interest or devoid of splendor. The fleet of Steam Boats gaily decorated towing out the little barks of the West, must have been an interesting spectacle to one who reflected that a few years since, the peaceful calm of New-York bay was undisturbed in its quiet by either one or the other. The mingling the waters of Erie with the "Ocean's brine" will likewise have its interest when viewed as a symbol of the completion of the great work. But we hope to publish the proceedings entire at some future time; meanwhile we cannot leave the subject of the Celebrating the completion of the Erie Canal without a brief retrospect to its commencement and progress.

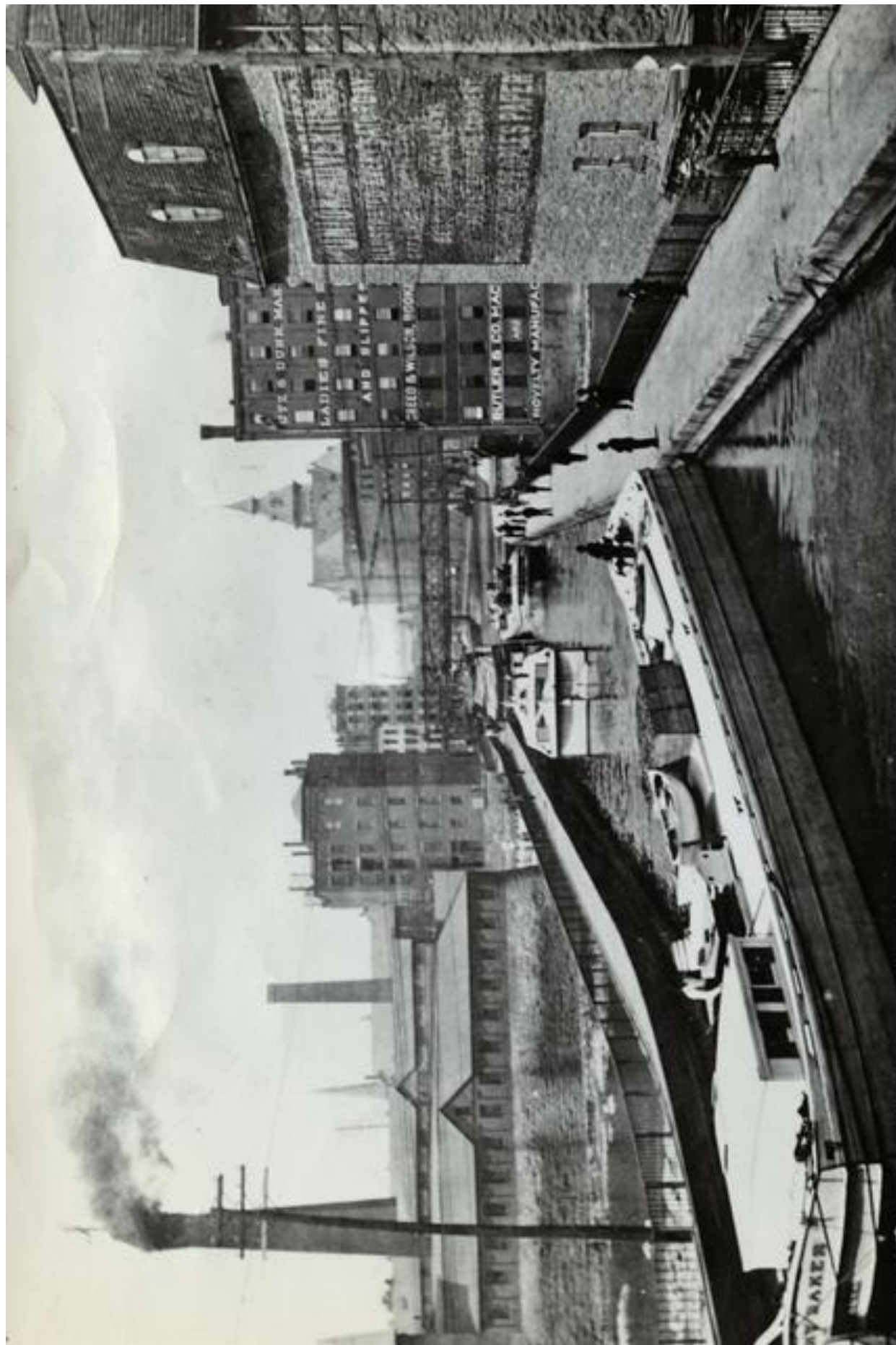
On the 4th of July 1817, ground was first broken in this undertaking. It was then considered an enterprise of very doubtful character. Like the steps of infancy, feeble, tottering and uncertain, it seemed to afford no sure promise of its early and vigorous manhood. Many thought it a wild and ruinous project, too vast for the resources of the State, and too premature for its energies. Such men opposed it, and the patriotism and devotion to the public good of such men, is no more to be questioned than that of those who were successful in supporting the measure, nay such men are wanted in a government like ours, to stand forth in manly opposition to extravagant and visionary projects.

Those who thought the enterprise practicable scarce expected to live to behold its completion. Now, but little more than eight years have elapsed and we behold their public rejoicings for that event. The warmest dreams of the most sanguine and enthusiastic have been more than realized, a Canal of more than 360 miles in length has been completed, with a vigor, an enterprise and rapidity of which only our own country affords an example.

After all, the rapidity of its completion is but of a piece with the progress of other improvements in this young and flourishing country, where enterprise is in its highest spring. We are a nation not yet fifty years old, and from a feeble youth, we have already grown to an active and vigorous manhood. The fertile west has advanced with a rapidity fully equal to this great undertaking. Look at our towns and villages—our farms and cultivated fields; eight years since, they might almost be said to be among the "waste places" now they are growing into CITIES and blooming into cultivation.

As to whom is due the credit of originating and perfecting the great Enterprise whose completion has been thus celebrated, perhaps there can be little difference of opinion. As was well said by the Orator in this village, credit is due firstly and chiefly to an "enlightened community," prompt to procure the advantages their country held out, and enterprising to develop them. The same spirit has been brought to the completion of this great work which has been active in converting the wilderness into fertile fields, and the waste places into habitations for man to dwell in. The enterprise which originated and perfected it, is not, nor cannot be called, individual; it is public, general, national.

"Canal Celebration,"
Monroe Republican
(Rochester, NY),
Nov. 15, 1825.
Courtesy of the
Rochester Public
Library Local History
& Genealogy
Division.



Erie Canal Aqueduct, Rochester, NY, 1897-1899.

<https://catalogplus.libraryweb.org/?section=resource&resourceid=1115915646¤tIndex=11&view=fullDetailsDetailsTab>.

Courtesy of the Rochester Public Library Local History & Genealogy Division.



Erie Canal locks at Lockport, NY, ca. 1880-1910.

<https://catalogplus.libraryweb.org/?section=resource&resourceid=1115986458¤tIndex=0&view=fullDetailsDetailsTab>.

Courtesy of the Rochester Public Library Local History & Genealogy Division.



Barge Canal construction near Rochester, NY, ca. 1918-1923.

<https://catalogplus.libraryweb.org/?section=resource&resourceid=1116719529¤tIndex=5&view=fullDetailsDetailsTab>.

Courtesy of the Rochester Public Library Local History & Genealogy Division.

Projects proposed to revamp Erie Canal

**\$300 million investment
set for historic lifeblood**

Jon Campbell

New York State Team
USA TODAY NETWORK

ALBANY – A whitewater rafting course. A “pocket neighborhood.” Hydropowered light displays.

It’s all part of Gov. Andrew Cuomo’s administration’s flashy new plan to pump life into the Erie Canal, which remains a tourism lifeblood for many communities but costs the state more than \$100 million a year to maintain.

Cuomo on Monday announced plans to invest \$300 million over the next five years to revamp the historic canal, starting with a first phase of \$165 million that will fund a series of economic-development and flood-mitigation projects.

The New York Power Authority, which oversees the state’s canal system, is expected to vote on the funding at its board meeting later this month.

Once approved, the first \$25 million will go toward five projects in communities up and down the Erie Canal, according to Cuomo’s office.

Those projects include:

- The completion of the “Brockport Loop,” which will include a pedestrian bridge that will connect the SUNY College at Brockport campus on one side of the canal to the multiuse trail on the other side.

- A whitewater sporting course along the canal at the north end of Cayuga Lake near Seneca Falls, along the Montezuma National Wildlife Refuge in Seneca County.

- A series of new homes in a “pocket neighborhood” on land along the old canal in Canastota, Madison County, about 25 miles east of Syracuse.

- Hydropowered lighting on movable canal dams in Amsterdam and Canajoharie in Montgomery County, meant to highlight the historic pieces of infrastructure.

- A revamped Guy Park Manor on the Mohawk River in Amsterdam, including a new pedestrian bridge across a canal lock.

See CANAL, Page 4A

“Projects Proposed to Revamp Erie Canal,” *Democrat and Chronicle* (Rochester, NY), Jan. 8, 2020.

Courtesy of the Rochester Public Library Local History & Genealogy Division.

Canal

Continued from Page 1A

First phase of Erie Canal funding: \$165 million

The first phase of funding would see \$100 million set aside for an Erie Canal economic development fund, including the \$25 million for the initial projects, according to Cuomo's office.

The other \$65 million in the first phase would go toward anti-flooding projects and preventing ice jams along the canal near Schenectady and along the Mohawk River Valley, which has long been susceptible to significant flooding.

The plan also calls for opening an irrigation district in western New York, which would allow farmers to access water from the canal during droughts in the summer.

The plan was not specifically included in the New York Power Authority's three-year capital budget approved late last year, though it is expected to be approved in an update at a board meeting later this month.

The authority operates 16 power plants and 1,400 transmission lines across the state, as well as the canal system since 2017. Cuomo appoints the members of the authority's board of directors.

Cuomo's office released the plan ahead of the governor's State of the State address Wednesday, when he will lay out his agenda for 2020.

He called on the Power Authority's board to approve the funding.

'Reimagining' the Erie Canal

"When the Erie Canal was created in the 19th century, it set the state and the nation on a path to prosperity, and this year we will repurpose the canal to fit our state's 21st century needs," Cuomo said in a statement.

Long past its days as a major shipping waterway, the Erie Canal for years has been primarily used for recreational purposes, serving as an important tourism driver for many of the communities it cuts through but costing the state significant money to maintain it.

Each year, the canal generates about \$2.5 million in revenue primarily from recreational boaters, while costing the state more than \$100 million annually in operating and capital costs.

The Cuomo administration's plan was unveiled the same day a state panel tasked with "reimagining" the Erie Canal released its final report, which included a series of recommendations to bolster the economic and environmental future of the canal.

Among the recommendations in the Reimagine the Canals Task Force's report were to bolster water sports offerings along the canal, alter water-release patterns to

improve fishing in the area, further research steps to stop the spread of aquatic invasive species and improve cultural programming and other recreational offerings to attract a younger crowd.

The task force's report came after the panel held a series of listening sessions across the state to solicit ideas.

The panel also oversaw a competition to come up with the best ideas for revamping the canal, which led to the selection of the "pocket neighborhood" in Madison County.

The 25-member task force included a series of experts, municipal leaders and former state officials. It was led by three co-chairs: former Onondaga County Executive Joanie Mahoney, former state Environmental Conservation Commissioner Joe Martens and former Lt. Gov. Robert Duffy, now the head of the Greater Rochester Chamber of Commerce.

"When the Erie Canal was created in the 19th century, it set the state and the nation on a path to prosperity, and this year we will repurpose the canal to fit our state's 21st century needs."

Gov. Andrew Cuomo

Connecting SUNY Brockport to canal trail

The "Brockport Loop" project, meanwhile, comes as the state is putting the finishing touches on the 750-mile Empire State Trail project, which is connecting a series of multi-use trails to allow users to travel uninterrupted from Buffalo to Albany and Albany to New York City.

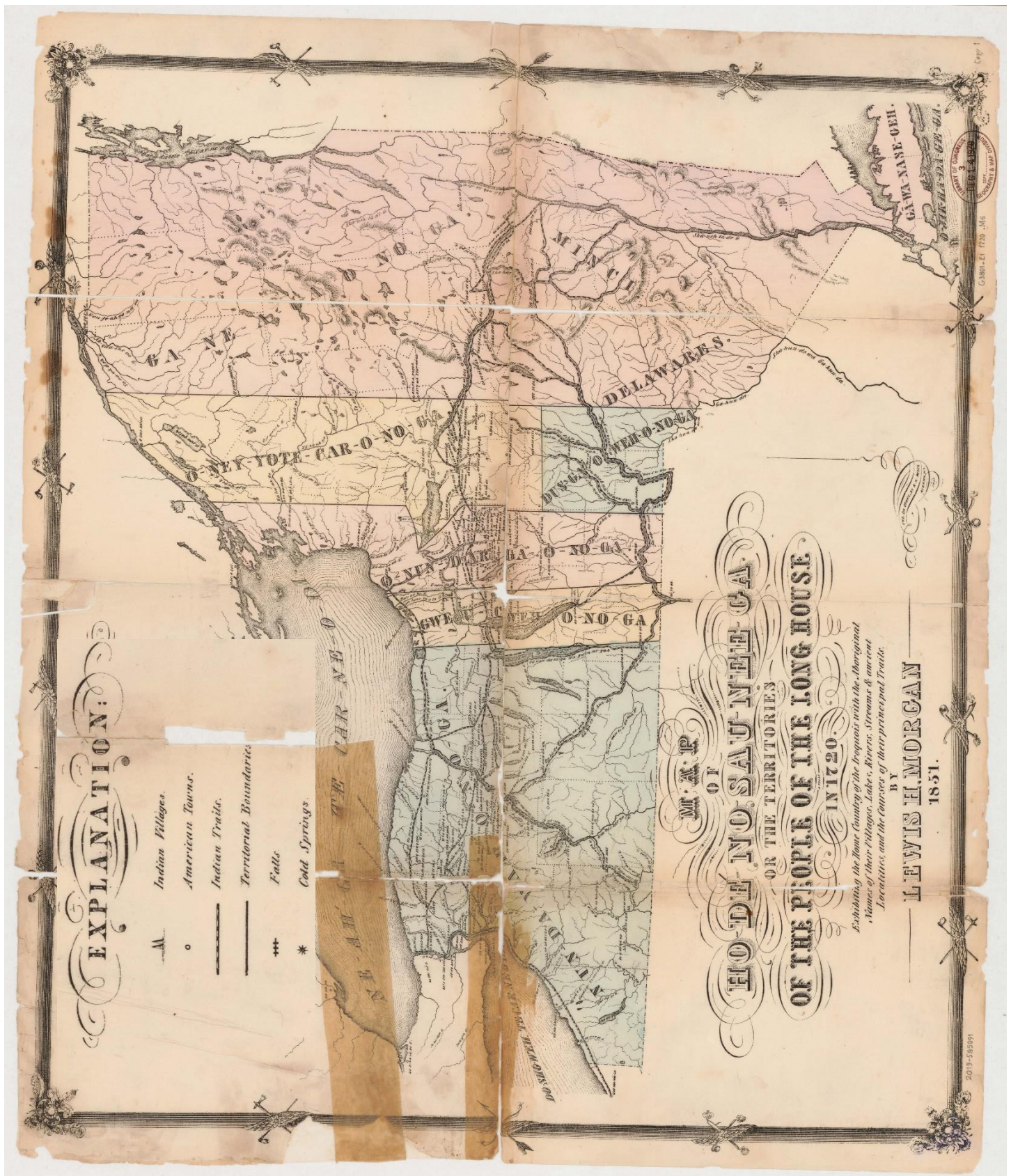
Once the new bridge is completed, the SUNY Brockport campus will be connected to the trail, which is on the other side of the canal and hasn't been easily accessible for students and faculty.

"Here and in other places, canal infrastructure — guard gates, movable dams, and other forms of water control infrastructure — can be retrofitted to serve as the backbone for pedestrian and bike connections that do not currently exist," the task force wrote in its report.

The plan has support from Power Authority CEO Gil Quiniones, who was appointed by Cuomo.

Quiniones called the plan "innovative" and said it has the potential to unite the canal and the Empire State Trail to create "one central artery connecting our communities and reinvigorating upstate economies all along the Albany-Buffalo spine."

Jon Campbell covers state government and politics for the USA TODAY Network New York.



Lewis Henry Morgan, *Map of Ho-De-No-Sau-Nee-Ga, or the Territories of the People of the Long House in 1720* [map], 1851, with detail of Explanation overlaid at top left corner.

<https://www.loc.gov/item/2019585091/>.

Courtesy of the Library of Congress Geography and Map Division.

1834.

PACKET BOAT,



AND

Rail-Road



ARRANGEMENT.

A Packet BOAT will leave **Schenectady**
Daily, for **Utica, Rochester and Buffalo**, at

Half past 10 o'clock A. M., and

Half past 6 o'clock P. M.

PASSENGERS for the **PACKETS** will leave **Albany**
by the **CARS** at **9 A. M.** and **5 P. M.**

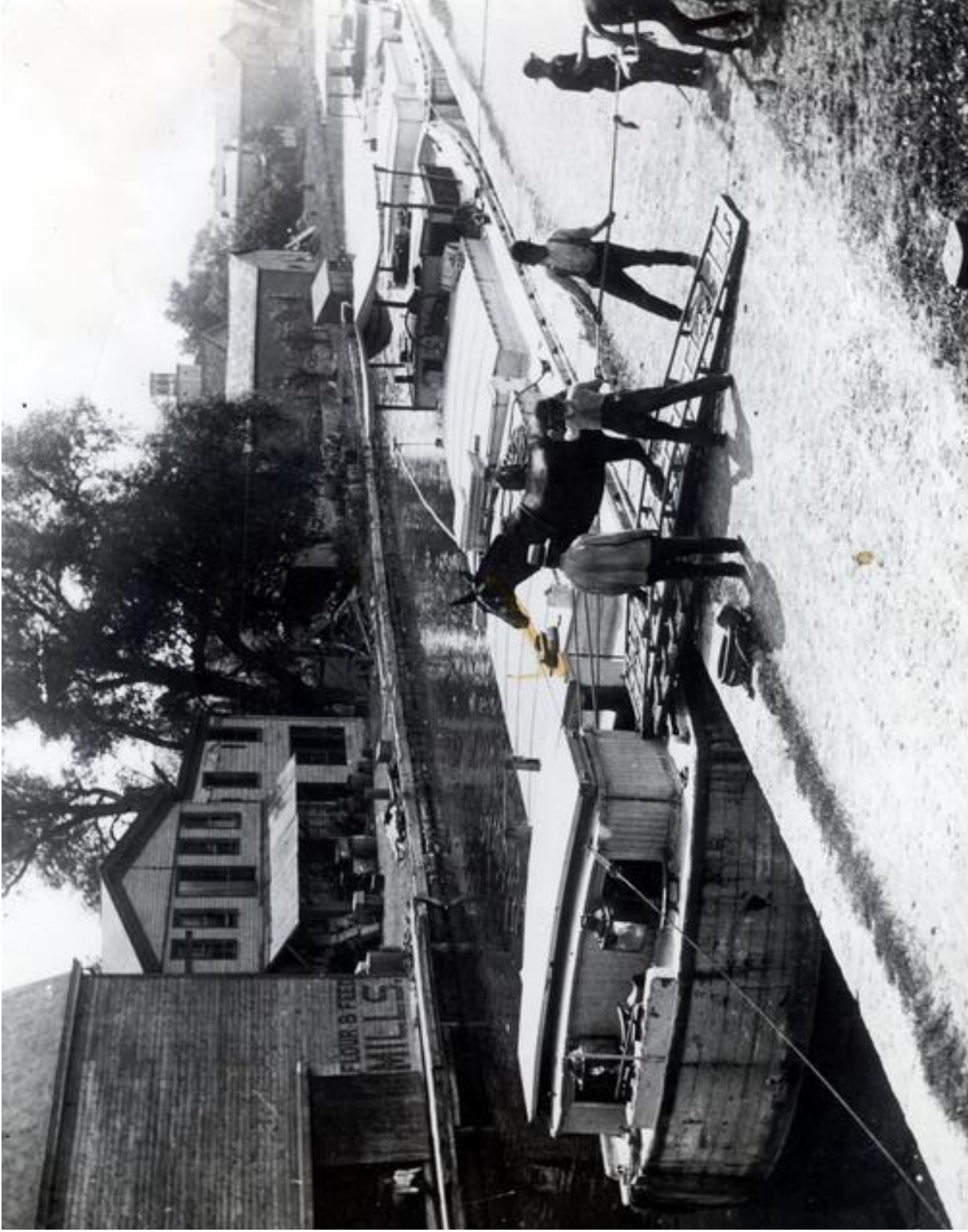
These are the only Cars that run to the Packets.

By this arrangement there is no delay, as the Packets will
leave Schenectady immediately after the arrival of the Cars.

Broadside, Sign for 1834 packet boat trip, 1834.

<https://catalogplus.libraryweb.org/?section=resource&resourceid=1115927864¤tIndex=8&view=fullDetailsDetailsTab>

Courtesy of the Rochester Public Library Local History & Genealogy Division.



Erie Canal scene, Fultonville, NY, ca. 1900.

<https://catalogplus.libraryweb.org/?section=resource&resourceid=1116596342¤tIndex=0&view=fullDetailsDetailsTab>.
Courtesy of the Town of Perinton.

POPULATION.

The following tabular view will show the increase of population, from the year 1815, when the first census was taken, to December, 1826 :

	Year.	Population.
First census,	December, 1815,	- 331
Second, -	Sept. 1818,	- 1,049
Third, (U. S.)	August, 1820,	- 1,502
Fourth, -	Sept. 1822,	- 2,700
Fifth, -	February, 1825,	- 4,274
Sixth, (State,)	August, 1825,	- 5,273
Seventh, -	December, 1826,	- 7,669

The population is composed chiefly of emigrants from New-England, and the other states of the Union, together with a considerable number from England, Ireland, Scotland, and Germany, and a few natives of Canada, Norway, and Switzerland.

It is a remarkable FACT, that, in a population of nearly 8,000, *not one adult person is a native of the village!* The oldest person now living in the village, who was born here, *is not yet seventeen years of age!*

These inhabitants, almost without exception, are employed either in professional or productive industry. The following may be considered as nearly a correct statement of the

PRINCIPAL OCCUPATIONS.

7 Clergymen,	124 Shoemakers,	17 Coachmakers,
25 Physicians,	20 Hatters,	67 Blacksmiths,
28 Lawyers,	73 Coopers,	14 Gunsmiths,
74 Merchants,	23 Clothiers,	10 Chairmakers,
89 Clerks,	20 Millers,	95 Masons,
84 Grocers,	21 Millwrights,	25 Cabinet-mkrs.
33 Butchers,	304 Carpenters &	5 Combmakers,
48 Tailors,	Joiners,	26 Painters,
24 Wheelwrights,	23 Tinnerns,	16 Inn-keepers,
21 Saddlers,	29 Tanners,	16 Goldsmiths,
8 Tallow-chandlers,	14 Bakers,	8 Bookbinders,
	423 Labourers,	31 Printers.

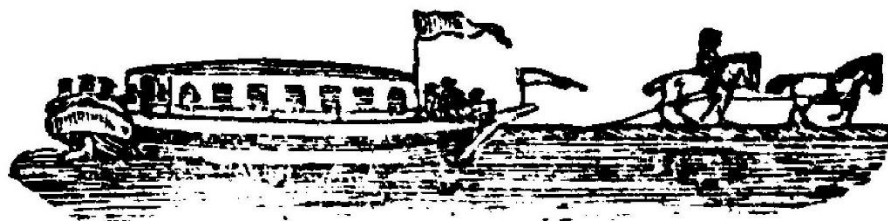
"Population," *A Directory for the Village of Rochester* (Rochester, NY: Elisha Ely, 1827), 114-15.

<https://www.libraryweb.org/rochcitydir/images/1827/1827complete.pdf>.

Courtesy of the Rochester Public Library Local History & Genealogy Division.

STORAGE,
Forwarding and Commission Business.

CANAL TRANSPORTATION.



UNION LINE.
FOR FREIGHT AND PASSENGERS.



THE subscriber, as agent for the above extensive Line of

Canal Boats,

is prepared to receive PROPERTY and forward the same to Albany or New-York. He will also contract to receive MERCHANDISE in Albany or New-York, and forward the same to any part of the western country, or the Canadas.

Office at the stone Warehouse, near the Episcopal Church.

RUFUS MEECH.

Rochester, March, 1827.

"Advertisement, Storage, Forwarding and Commission Business," *A Directory for the Village of Rochester*
(Rochester, NY: Elisha Ely, 1827), 148.

<https://www.libraryweb.org/rochcitydir/images/1827/1827complete.pdf>.
Courtesy of the Rochester Public Library Local History & Genealogy Division.

FOR SALE.

INDIAN LANDS

IN THE STATE OF
NEW-YORK.

For Sale by *Public Auction*, in the *City of Buffalo*, on the **15th day of June** next, about **16,000 acres of Land**, in the *County of Erie*, being part of the Tract called the *Buffalo Creek Reservation*, the north line of which is bounded on the Corporation line of the *City of Buffalo*.

And on **Monday, the 19th of June**, at *Batavia, in Genesee County*, about **8000 acres of Land**, in that County, being part of the Tract called the *Tonnewanda Reservation*, lying on the *Tonnewanda Creek*, near the *Town of Batavia*.

The possessory right in these Tracts, hitherto reserved by the *Seneca Indians* for their own occupation, has been lately sold by them to the preemptive owners. They are now surveyed and subdivided into convenient farms, amounting in number to about **320**, containing generally from **50 to 140 acres each**.

These Tracts have never before been in the Market. They are well known to be the most inviting bodies of Land in the State of New-York, both as to soil and situation, being all near the *Grand Canal* and the *Great Western Rail-Road*; part of them in the vicinity of the *City of Buffalo*, and part near the town of *Batavia* and other flourishing villages and settlements, and all possessing extensive and durable water power. For the culture of wheat the *Tonnewanda Tract* is not excelled by any land in the State.

By the convention between *Massachusetts* and *New-York*, these Lands will be exempt from state taxes for fifteen years from the date of the purchase of the *Indians* in 1842.

The title which is indisputable, is now vested in the undersigned Trustees, by whom the farms will be conveyed to the purchasers at the sale.

TERMS OF SALE.—One fourth of the purchase money to be paid in hand—the residue in five annual instalments, with annual interest, and to be secured by *Bond and Mortgage*.

To enable applicants conveniently to examine the farms, Maps will be furnished, on application to the *Subscribers* at their respective offices in the *City of New-York* and in the village of *Geneva*; to *Rogers & Smith, Buffalo*; and *N. U. Soper*, at the *Clerk's office Batavia*; Maps will also be placed in several of the *County Clerks' offices*.

New-York, 1 May, 1843.

**T. L. OGDEN,
JOSEPH FELLOWS.**

E. B. CLAYTON & SONS, Printers and Stationers, 6 Tontine Buildings, Wall-street, New-York.

Broadside, Indian lands for sale, 1843.

<https://catalogplus.libraryweb.org/?section=resource&resourceid=1117009931¤tIndex=6&view=fullDetailsDetailsTab>.

Courtesy of the Rochester Public Library Local History & Genealogy Division.



Ice skating on the Erie Canal Aqueduct, Rochester, NY, ca. 1900.

<https://catalogplus.libraryweb.org/?section=resource&resourceid=1115927367¤tIndex=1&view=fullDetailsDetailsTab>.

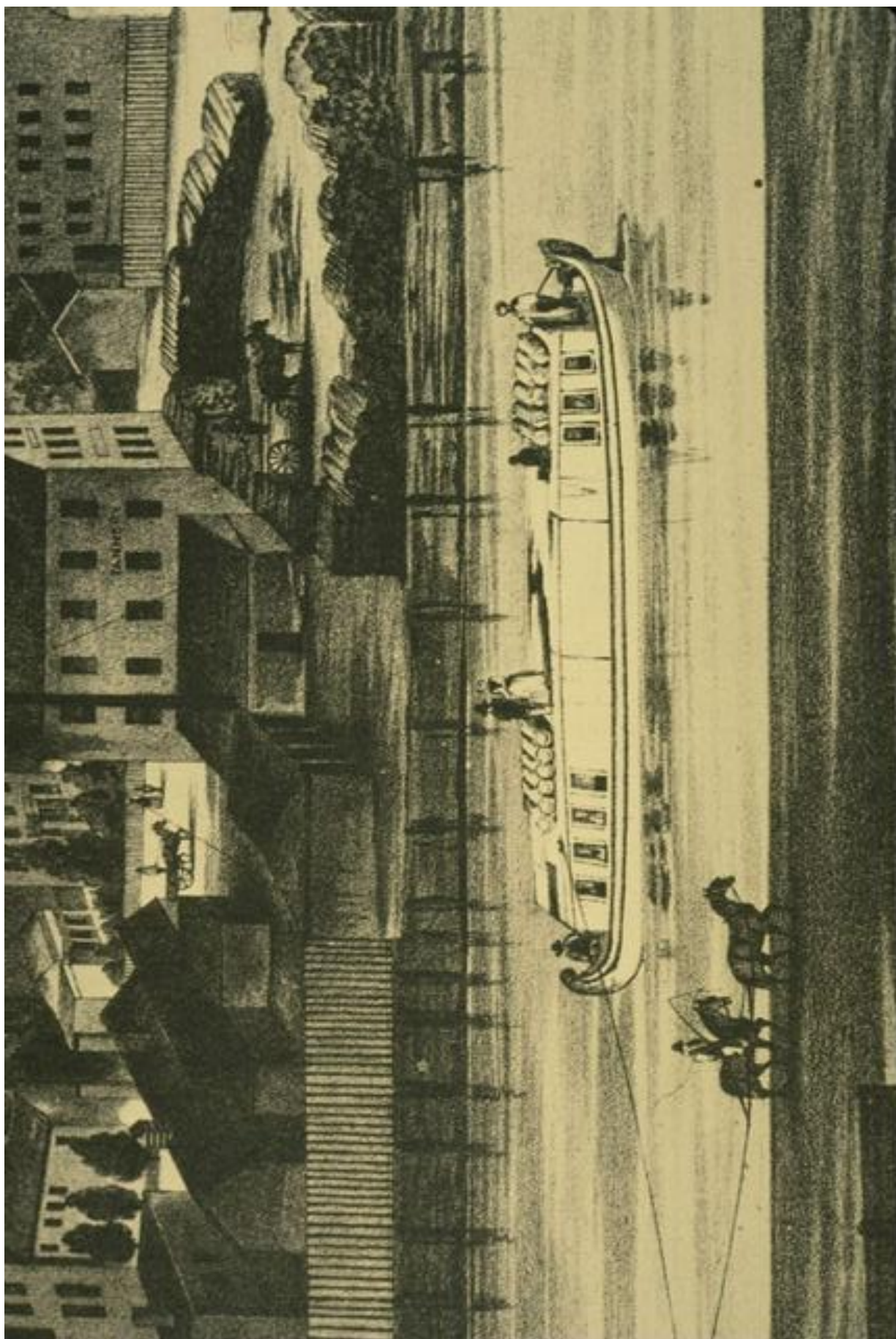
Courtesy of the Rochester Public Library Local History & Genealogy Division.



City Mills, Rochester, NY, owned by Josiah Strong, 1838.

<https://catalogplus.libraryweb.org/?section=resource&resourceid=1116791972¤tIndex=5&view=fullDetailsDetailsTab>.

Courtesy of the Rochester Public Library Local History & Genealogy Division.



Detail of " Rochester from the west," 1853.

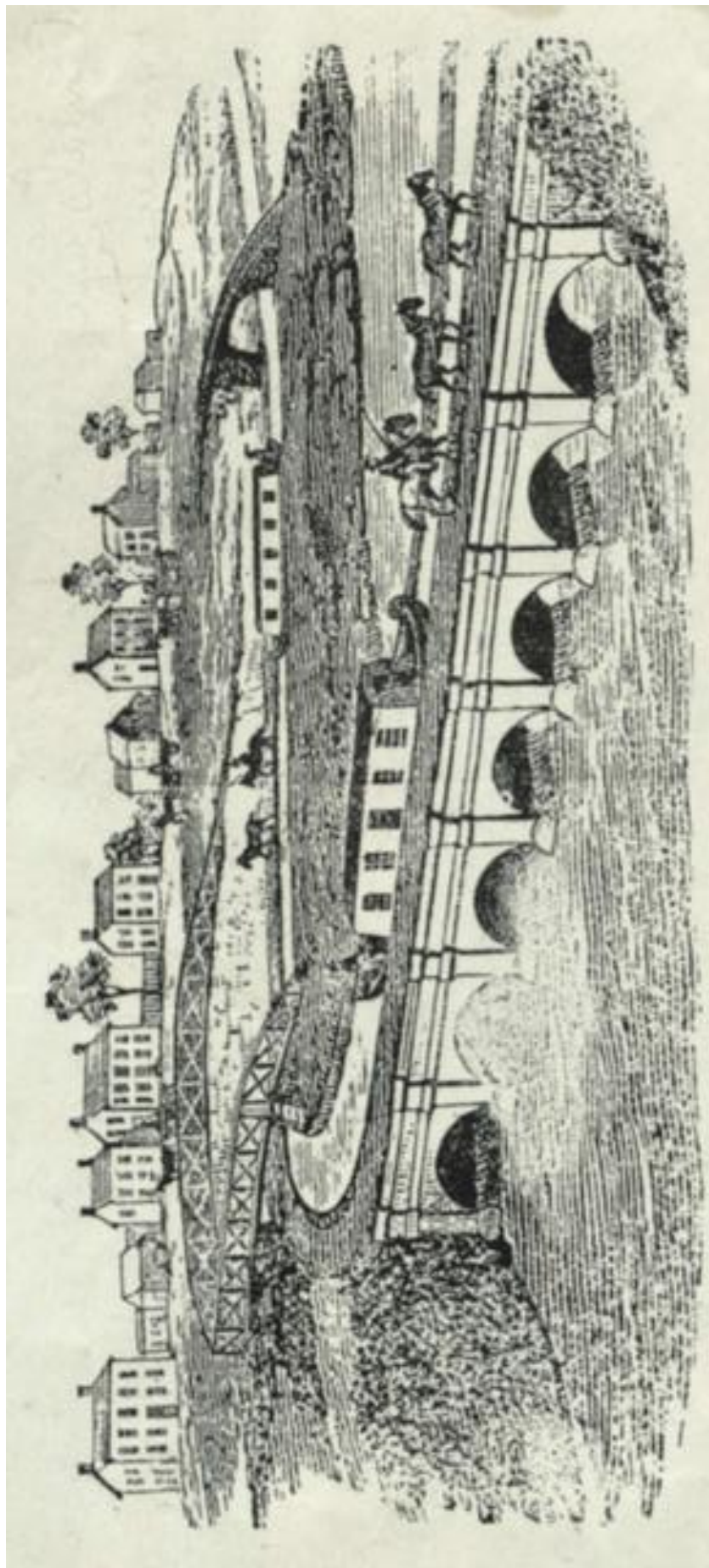
<https://catalogplus.libraryweb.org/?section=resource&resourceid=1115971734¤tIndex=0&view=fullDetailsDetailsTab>.

Courtesy of the City of Rochester.



Albert R. Stone, *Canal Bridge*, ca. 1915.

<https://catalogplus.libraryweb.org/?section=resource&resourceid=1116708529¤tIndex=0&view=fullDetailsDetailsTab>.
From the Albert R. Stone Negative Collection, Rochester Museum & Science Center, Rochester, NY.



Everard Peck, *Plan of the first aqueduct carrying the Erie Canal over the Genesee River at Rochester, New York, ca. 1817-1823.*
<https://catalogplus.libraryweb.org/?section=resource&resourceid=1115911503¤tIndex=0&view=fullDetailsDetailsTab>.
Courtesy of the Rochester Public Library Local History & Genealogy Division.



Albert R. Stone, *Weigh lock*, 1915.

<https://catalogplus.libraryweb.org/?section=resource&resourceid=1115929548¤tIndex=0&view=fullDetailsDetailsTab>.
From the Albert R. Stone Negative Collection, Rochester Museum & Science Center, Rochester, NY.

ERIE CANAL

Total cost of Construction \$38,977,831

REMARKS	OLD CANAL not now existence	ENLARGEMENT
Construction authorized	April 15 th 1817	May 11 th 1835
do. commenced	July 4 th 1817	August 1836
do. completed	October 26 th 1825	Septbr. 1862
do. estimated cost at Eng ^{rs} Prices	\$4926738	\$23,402,863
Actual cost of construction	\$7143,789	\$31,834,041
Total Feet Lockage	675 1/2 feet	654 8/100 feet
Length from Albany to Buffalo	36.3 miles	35.0 1/2 miles
Number of Locks and Size of Chambers	83 Locks 90x15	71 Locks 110x18
Size of Piers and capacity annually	40 & 28 x 4.1 1/2 mill tons	70 & 56 x 7.7 mill tons
Ratio between cargo & whole weight	1 to 1.43	1 to 1.20
Cost of Transport ⁿ pr. ton pr. mile ex. clus. of tolls	1 cent	4 1/2 mills
Average annual cost of repairs pr. mile	\$725	\$400

S.H. Sweet, Detail from Profiles of the New York State canals and feeders [map], 1862.

<https://catalogplus.libraryweb.org/?section=resource&resourceid=1117041290¤tIndex=7&view=fullDetailsDetailsTab>.

Courtesy of the Rochester Public Library Local History & Genealogy Division.