

Exploring Our Heritage

OHIO RIVERBOATS



Learning Objective

Students will be able to explain how innovations in transportation and important transportation routes like the Ohio River contributed to the development of the state. Students will also be able to analyze and interpret primary source documents.

Video Synopsis

In this *Our Ohio* heritage segment, students will get to see a steamboat in action on the Ohio River and learn how riverboats contributed to the growth of the state and the economy.

Teacher Background

Beginning in the early nineteenth century, steamboats dominated the rivers of the Midwest, including the Ohio River. The Ohio River had long been a source of transportation for both goods and people, and during the 1800s was an important commerce route. A revolution in river transportation occurred when steam powered riverboats came into use in the early nineteenth century. With the advent of the steam engine, and invention of the steamboat, river travel increased. Since boats were no longer powered by human effort alone, river travel became easier and less labor intensive.

Steamboats were specially designed for maneuvering inland waterways such as rivers, whose shallow depths posed a danger to most other boats. Because of their size, these vessels could also transport large loads of agricultural and manufactured goods, construction materials, as well as people, over many miles. This steamboat traffic along the Ohio River, contributed to the growth and economic development of the state.

Cincinnati, situated along the Ohio River, eventually emerged as an important shipyard where steamboats were built and repaired. The industries and transportation system it developed transformed the “Queen City” into one of the most important cities in the Midwest. Canal routes provided easy access to the city and farmers brought livestock and crops to be sent via steamboat along the Ohio and Mississippi Rivers to a major Ohio market –New Orleans.

Beginning in the 1850s, railroads provided competition for the Ohio riverboats but never quite replaced them entirely. Unlike the canals, which languished with rise of the railroads, steamboats continued to be used widely throughout the nineteenth century. In the twentieth century, barges carrying coal and other products eventually replaced the steamboats. Today, steamboats function primarily a tourist attraction, carrying passengers on short trips along the Ohio River.



Ohio Academic Content Standards

GRADE

3

History

Chronology

1. Define and measure time by years, decades and centuries.
2. Place local historical events in sequential order on a timeline.

Growth

3. Describe changes in the community over time including changes in:
 - F. Transportation

Geography

Location

2. Use a compass rose and cardinal directions to describe the relative location of places.

3. Read and interpret maps by using the map title, map key, direction indicator and symbols to answer questions about the local community.

Movement

8. Identify systems of transportation used to move people and products and systems of communication used to move ideas from place to place.

GRADE

4

History

Chronology

1. Construct time lines with evenly spaced intervals for years, decades and centuries to show the order of significant events in Ohio history.

Places and Regions

7. Explain how resources, transportation and location influenced the development of cities and industries in Ohio including major industries such as oil, steel, rubber and glass.

Geography

Location

1. Use a linear scale to measure the distance between places on a map.
2. Use cardinal and intermediate directions to describe the relative location of places.
3. Describe the location of Ohio relative to other states and countries.
4. Use maps to identify the location of major physical and human features of Ohio including:
 - A. Lake Erie;
 - B. Rivers;
 - E. Bordering states;
 - F. The capital city;

Social Studies Skills and Methods

Obtaining Information

1. Obtain information about state issues from a variety of print and electronic sources, and determine the relevance of information to a research topic:
 - E. Multimedia/Electronic sources.
2. Use a glossary and index to locate information.
3. Use primary and secondary sources to answer questions about Ohio history.

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GRADE

5

History

Chronology

1. Create time lines and identify possible relationships between events.

Growth

6. Explain the impact of settlement, industrialization and transportation on the expansion of the United States.

Geography

Location

- D. The Mississippi, Rio Grande and St. Lawrence rivers;
- E. The Great Lakes.

Economics

Markets

4. Explain how regions in North America become interdependent when they specialize in what they produce best and then trade with other regions inside and outside North America to increase the amount and variety of goods and services available.

Social Studies Skills and Methods

Obtaining Information

3. Differentiate between primary and secondary sources.

Thinking and Organizing

6. Draw inferences from relevant information.





Instructional Procedure

(3-4 class periods)

An Ohio Riverboat: What I Learned

1. Start by writing the word *steamboat* on the board. Ask students if they know what a steamboat is.
2. Now, ask students how they would travel from Ohio all the way to New Orleans and write their answers on the board. Replies should include cars, buses, and airplanes. Then ask students how people in the nineteenth century would have traveled there.
3. Based on the information in the overview, explain to students what steamboats are. Then, let them know they will be watching a brief video and get to see a steamboat in operation on the Ohio River.
4. Distribute the ***An Ohio Riverboat: What I Learned*** graphic organizer and instruct students to complete the worksheet while watching.
5. Play the *Our Ohio: Exploring Our Heritage* video segment *Ohio Riverboats*.
6. Give students a few moments after the video is over to complete their worksheets, then review the answers as a class.

A Trip on the Ohio River

1. Explain that the Ohio River was an important waterway for a number of reasons. It acted as a source of food and water for many and also as a source of transportation for goods and people.
2. Divide students into pairs and have them work with their partners to answer the map analysis worksheet ***A Trip on the Ohio River***. Students may need access to an atlas or be able to conduct internet research in order to fill in all of the names of the states on the map.
3. Once students have completed the worksheet, collect the completed work and go over the answers as a class. Use a large map of the United States to locate the states from the last question. Explain that students should have included Louisiana in their answer as a portion of the state is located east of the Mississippi River.

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The Good Steam Boat General Pike

1. Start by writing the term “Primary Source” on the board. Ask students if they know what a primary source is.
2. Explain that primary sources are a record from a particular point in time. These records can be in different formats like documents, photographs, diary entries, and sound recordings to name a few.
3. Now, ask students to offer examples of primary sources and include their answers on the board. Ask students if something like a receipt would be a primary source. Explain how a receipt can be a primary source by being a record of what somebody bought or sold, the kinds of things people were manufacturing, how much things cost, and can show when and where a business existed.
4. Finally let students know that they will be examining a primary source document from the 1800s. Distribute the worksheet ***The Good Steam Boat General Pike*** and have students complete the questions.

Transportation Timeline

1. Have student work in groups of 3-4. Advise students that they will be conducting library and internet research to learn about the evolution of transportation.
2. Distribute the ***Transportation Timeline*** worksheet. Students should work in their groups to complete. Each student should include their own illustration of a type of transportation to be handed in.



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Answer Key

An Ohio River Boat: What I Learned

1. During the Ice Age
2. The River is deeper now because of the dams.
3. Locks change the water level so boats can pass through.
4. Steamboats usually lasted only five years.
5. Coal is the number one thing being sent on the river today.

A Trip on the Ohio River

1. The Ohio River, the Mississippi River, the Tennessee River, and the Tombigbee River. Lake Erie is the Great Lake.
2. The Ohio River touches six states.
3. A person would have to travel on the Ohio and Mississippi Rivers to get to New Orleans.
4. The Ohio River is the tributary.
5. Cincinnati and New Orleans were important centers of commerce because they were located on the water with ports on major rivers that connected the country from north to south. New Orleans is very important because it has access to the sea.
6. (from top to bottom left to right) New York, Massachusetts, Connecticut, Rhode Island, Pennsylvania, New Jersey, West Virginia, Maryland, Delaware, Kentucky, Virginia, Tennessee, North Carolina, Mississippi, Alabama, Georgia, South Carolina, Louisiana (a portion of the state is east of the Mississippi) and Florida.

The Good Steam Boat General Pike

1. July 27, 1824. It is a primary source.
2. It is a steamboat and its name is General Pike.
3. The captain of the boat is Jacob Struder.
4. Linseed Oil is being sent on the boat. It costs thirty cents a barrel. Since he is sending ten barrels it will cost three dollars.
5. The boat is leaving from the Cincinnati port.
6. The boat is going to Louisville, Kentucky.
7. The boat is sailing on the Ohio River.
8. The person's name is Dobbin Forsyth and he is probably shipping these things to be sold in Louisville. He might have sent them on a semi truck or even by plane. It is possible that they might be sent on a barge on the river.

Transportation Timeline

Conestoga Wagon: late 1700's

Hot Air Balloon: 1783

Steamboat: 1783

Canal Boats: 1820's

Railroad Steam Locomotive (the Tom Thumb): 1829

Gasoline Powered Car: 1892

Air Plane: 1903



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An Ohio Riverboat: What I Learned

NAME: _____

DATE: _____

Instructions: Read all of the boxes in the **Find Out** column below. Fill in the correct answers in the **What I Learned** column while watching the video *An Ohio Riverboat*.

FIND OUT	WHAT I LEARNED
When was the Ohio River Formed?	
How has the Ohio River changed over time? Is it deeper or more shallow?	
What do locks do?	
How long would Steamboats usually last?	
What is the number one thing being sent on the Ohio River today?	



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A Trip on the Ohio River

NAME: _____

DATE: _____

Instructions: Look closely at the map to answer each of the following questions on **Page 9** using complete sentences.



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A Trip on the Ohio River

NAME: _____

DATE: _____

Word Bank

tributary: a stream or river that feeds into a larger river

commerce: the buying, selling, and trade of goods on a large scale, the goods get sent from place to place

1. What are the names of the rivers pictured on the map and what is the name of the Great Lake that borders Ohio?

2. How many states does the Ohio River touch?

3. What rivers would someone from Ohio travel on to get to New Orleans?

4. Read the definition of the word tributary in the word bank. Which is the tributary, the Ohio or Mississippi River? Hint: They both flow from north to south.

5. Looking at the map, why were Cincinnati and New Orleans important centers for business and commerce?

6. Now, complete the map by filling in the names of all of the states east of the Mississippi River.

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The Good Steam Boat General Pike

NAME: _____

DATE: _____

Instructions: Below is an example of a bill of lading from a steamboat. Bills of Lading are like receipts and record shipments of goods. We can find out a lot about a time period by reading these documents closely. Look carefully at the Bill of Lading below to answer each of the questions using complete sentences.



C.W. GAZZAM
COMMISSION MERCHANT,
CINCINNATI, OHIO

SHIPPED, in good order and well conditioned, by **C.W. GAZZAM,** for account and risk of *Avery G. Stevenson* in and upon the good Steam Boat, called the *General Pike* whereof Master for the present voyage is *Jacob Struder*, now lying in the Ohio River, at the port of *Cincinnati* and bound for *Louisville*.

Dobbin Forsyth of Ohio
10 barrels Linsseed Oil

Being marked and numbered as in the Margin, and are to be delivered, without delay, in the like good order and well condition at the ... port of Louisville (the dangers of the river and unavoidable accidents only excepted) unto *Mr. Dobbin* ... paying freight for said goods at the rate of thirty cents per barrel.

IN WITNESS WHEREOF, the Master or Clerk of the said Steam Boat hath affirmed Bills of Lading... Date at Cincinnati

July 27, 1824 Dobbin Forsyth of Ohio



Find the original document online at:
<http://www.ohiomemory.org/index.html>

The Good Steam Boat General Pike

NAME: _____

DATE: _____

Word Bank

cargo: goods sent on a ship, airplane, or other vehicle

harbor: an area in a body of water where ships can safely anchor

port: a harbor town or city where ships unload cargo

freight: goods that are being shipped

barrel: a cylindrical wood container used for storage and shipping, also a unit of measure

1. When was this document written? Is it a primary or secondary source?

2. What kind of boat is being used and what is its name?

3. Who is the captain of the boat?

4. What is being sent on the boat and how much did it cost?

5. What port is the boat leaving from?

6. Where is the boat going?

7. What river is the boat sailing on ?

8. What is the name of the person who is having the freight shipped and why do you think he is shipping this cargo? How might he have shipped these things today?

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Transportation Time line

NAME: _____








DATE: _____

Instructions: Conduct research in the library and on the internet to find out about the history of transportation. Look up information about each of the types of transportation from the list below.

Then, construct a time line to show the year it was invented, or the time when it became used widely. For some, you may only be able to find the decade or century it was invented.

Be sure to include the dates for each. Once you have finished your time line, choose your favorite mode of transportation and draw a picture of it below your time line or on the back of your paper using crayons, colored pencil, or marker.

Type of Transportation

	Conestoga Wagon		Railroad Steam Locomotive (the Tom Thumb)
	Hot Air Balloon		Gasoline Powered Car
	Steamboat		Air Plane
	Canal Boats		

Transportation Timeline

NAME: _____

DATE: _____

1750

1920

