

**The Old Stone House Lesson Plan**  
**Educator's Series One**

Stagecoach Travel in Western Pennsylvania

# Old Stone House Lesson Plan

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**Grade/Level:** 9-12

**Subjects:** American Studies, History, French and Indian War, and Transportation (Stagecoach Travel)

**Outcome:** Visiting historic locations such as the Old Stone House affords students of all ages a chance to expand outside the classroom and learn more about their regional history by visiting a local landmark. Slippery Rock University's Faculty and students want to share the Old Stone House with the community and recently has developed a variety of outreach services. These include a series of lesson plans; student workers who provided guided tours of the grounds, as well as additional information encouraging educators, historians, and others to work together professionally.

One of the valuable aspects of teaching outside the classroom is that it generates a sense of excitement and curiosity that is difficult to achieve inside a classroom setting. Students are offered the chance to discover not only the people who lived there, but the events that occurred there. Places like the Old Stone House might be easily over looked at first but these treasures are what make a state or community so special. If we take our time we often find that they offer experiences and information that help make the past come to life.

Students become historians by studying primary sources, historical and contemporary photographs, maps, and other documents. Students should be actively examining places to gather information and to piece together facts until final they get "the big picture," and bridge the past to the present. Visiting the Old Stone House is a great chance for them to do so. By seeking out and exploring the relationship of their own community's history to the themes that have shaped this country student are better able to bridge the gap between the past and present. By making history an active part of your life educators can help students connect to a variety of subjects including social studies, history, and geography.

**History of the Old Stone House:** Long before the construction of the original Old Stone House, the Indian trail, know as the Venango Trail, passed by this location. It would later to serve as the main military road for both France and Great Britain connecting their series of forts stretching from the forks of the Ohio to Lake Erie. In 1797 the state of Pennsylvania cut a new road through the wilderness from Pittsburgh to Erie. It conformed very closely to the original Venango Trail and passed this site.

In 1798 Andrew Douglass cleared land and erected a log cabin dwelling very near the Old Stone House. When Douglass family relocated shortly thereafter, John Elliot opened the cabin as a tavern and operated it until 1812; when it was purchased by John Brown. Brown's tavern prospered when, in 1821, the Butler-Mercer Pike, was built, and the new road

intersected the Pittsburgh-Erie Pike at this location, and Mr. Brown, in anticipation of even greater business, had the original Old Stone House constructed. For nearly fifty years the Old Stone House remained a major stage and transfer point at the juncture of these two historic roads. It served as a tavern, lodging house, and boarding house, for assorted travelers, livestock drovers, lumber raftmen, teamsters, and oilmen. It was here also the Sam Mohawk, a Seneca lumberman, spent an evening drinking in 1843 prior to murdering the wife and five children of James Wigton, a pioneer farmer who lived a short distance north of this site. In the 1840s the tavern served as a stopover and, perhaps, even the headquarters of two separate bands of coin counterfeiters.

Changing means of economic livelihood and the growth of the railroads caused a decline in business and the Old Stone House's function as a tavern ended in 1885. It served as a private dwelling for various renters until about the turn of the twentieth century, when it was abandoned to decay.

In 1963 the Western Pennsylvania Conservancy, a private philanthropic organization, purchased the land and began the extensive job of reconstructing of the building, utilizing the original stones whenever possible. It was later donated to the Pennsylvania Historical and Museum Commission for their management and maintenance. The Pennsylvania Historical and Museum Commission operated the site until 1981 when fiscal pressures prompted its termination. In February of 1983 its management was transferred to Slippery Rock University.

**History of the French and Indian War:** Twenty years before American colonists declared their independence from Great Britain, another great conflict was fought between 1754 and 1763 for control of North America. Popularly known as the French & Indian War, the struggle began as a contest for the Ohio River Valley and quickly developed into a multinational struggle fought throughout North America. The war pitted Britain and her American colonists against the French. Native peoples supported both sides, but early in the war France had the upper hand in recruiting Native warriors to her cause. Besides determining that England, not France, would control the American interior, the war had other far-reaching consequences. Many future leaders of America's revolutionary cause received their early military training in this conflict. American attitudes about Native peoples also hardened during the war's long years of violent border warfare.<sup>1</sup>

**History on Stagecoach travel:** Stagecoach travel is a symbol of our nation's image, heritage, and values. How often do you hear see in the old western movies a stagecoach; the answer is just about every single one. Americans are often referred to as cowboys. The truth is stagecoaches were not just used in the west but right here in Pennsylvania and were an interracial part of life. They were built high and wide so that they could handle the rough, rutted roads. The curved frame of the body gave it strength, and perhaps a little extra elbow room. Perfectly formed, fitted, and balanced wheels stood up to decades of wear and tear. The unique feature of these coaches was the suspension. Instead of steel springs, the coach body rested on leather made of

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<sup>1</sup> "French and Indian War," Digital History, <http://digitalhistory.uh.edu/> (accessed Summer 2009).

strips of thick bullhide. This feature spared the horses from jarring and gave the stagecoach a gentle rocking motion.<sup>2</sup>

Stagecoaches often carried mail, passengers, and express between communities that had no other transportation and connected outlying places with railroads and rivers. In the 1800s roads were rocky, rutted, and sometimes impassible by stagecoach without a good push from behind. Rest stations like the Old Stone House offered travelers a chance to get a bit to eat and a place to rest for the night. The stagecoach was a vital method of transportation in America, and far more comfortable than riding on horseback.<sup>3</sup>

Stagecoaches remained the principal means of travel for many years. However due to new technology stage line became obsolete as railroads soon became the primary method of transporting both humans and cargo. Trains were still confined to their tracks; however it was actually the introduction of the automobile that finally brought an end to the use of stagecoaches in the early 1900s.<sup>4</sup>

The Old Stone House had a regular flow of passengers stopping at it to spend the night. Stagecoaches could typically make the bumpy trip in approximately thirty six-hours from Pittsburgh to Erie barring breakdowns. As stagecoach travel became more popular, regular schedules were set up. In the 1830s daily runs to and from Pittsburgh were scheduled on three competing lines. The Pioneer Stage Co.'s thirty-hour trip to Pittsburgh traveled to Wellsville on the Ohio River, where passengers boarded a flatboat to their destination. In Pittsburgh they could make connections to Philadelphia, New York, Erie, and Washington.

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<sup>2</sup> "The Wells Fargo Stagecoach," Wells Fargo, <https://www.wellsfargo.com/about/history/stagecoach/> (accessed Summer 2009).

<sup>3</sup> Darla Dollman, "History of the American Stagecoach," Suite 101, [http://americanhistory.suite101.com/article.cfm/history\\_of\\_the\\_american\\_stagecoach#ixzz0KXOFIcQM&C](http://americanhistory.suite101.com/article.cfm/history_of_the_american_stagecoach#ixzz0KXOFIcQM&C). (accessed Summer 2009).

<sup>4</sup> Darla Dollman, "History of the American Stagecoach," Suite 101, [http://americanhistory.suite101.com/article.cfm/history\\_of\\_the\\_american\\_stagecoach#ixzz0KXOFIcQM&C](http://americanhistory.suite101.com/article.cfm/history_of_the_american_stagecoach#ixzz0KXOFIcQM&C). (accessed Summer 2009).

## **PA- Pennsylvania Academic Standards**

- Subject: History
  - Area 8.1: Historical Analysis and Skills Development
    - Grade 8.1.9: GRADE 9
      - Standard A.: Analyze chronological thinking.
        - Key Content: Sequential order of Historical narrative
        - Key Content: Context for event
      - Standard B.: Analyze and interpret historical sources.
        - Key Content: Different historical perspectives
        - Key Content: Data from maps, graphs and tables
        - Key Content: Visual data presented in historical evidence
      - Standard C.: Analyze the Fundamentals of historical interpretation.
        - Key Content: Fact versus opinion
        - Key Content: Reasons/causes for multiple points of view
        - Key Content: Causes and results
        - Key Content: Central issue
      - Standard D.: Analyze and interpret historical sources.
        - Key Content: Historical event (time and place)
        - Key Content: Facts, folklore and fiction
        - Key Content: Primary sources
        - Key Content: Secondary sources
        - Key Content: Conclusions
    - Grade 8.1.12: GRADE 12
      - Standard A.: Evaluate chronological thinking.
        - Key Content: Sequential order of Historical narrative
        - Key Content: Continuity and Change
        - Key Content: Context for event
      - Standard B.: Synthesize and evaluate historical sources.

- Key Content: Data in historical and contemporary maps, graphs and tables
  - Key Content: Different historical perspectives
- Standard C.: Evaluate historical interpretations of events.
  - Key Content: Impact of opinions on the perception of facts
  - Key Content: Issues and problems in the past
  - Key Content: Multiple points of view
  - Key Content: Central issue
- Standard D.: Synthesize historical research.
  - Key Content: Historical event (time and place)
  - Key Content: Facts, folklore and fiction
  - Key Content: Primary sources
  - Key Content: Secondary sources
  - Key Content: Conclusions

### **National History Standards**

- Standards in History for Grades 5-12
  - Standards in Historical Thinking
    - Chronological Thinking
    - Historical Comprehension
    - Historical Analysis and Interpretation
    - Historical Research Capabilities
    - Historical Issues-Analysis and Decision-Making
  - **Era 2** Colonization and Settlement (1585-1763) Standard 1B The student understands the European struggle for control of North America.

Therefore the student is able

- 7-12: Analyze how various Native American societies changed as a result of expanding European settlements and how they influenced European societies.
- 7-12: Analyze the significance of colonial wars before 1754 and the causes, character, and outcome of the Seven Years Wars.

- 9-12: Analyze Native American involvement in the colonial wars and evaluate the consequences for their societies.
- **Era 2** Colonization and Settlement (1585-1763) Standard 1B the student understands the European struggle for control of North America.
- Revolution and the New Nation (1754-1820s) Standard 1A the student understands the cause of the American Revolution.

Therefore the student is able: Explain the Consequences of the Seven Years War and the Overhaul of English imperial policy following the Treaty of Paris in 1763.

- 5-12: Compare the arguments advanced by defenders and opponents of the new imperial policy on the traditional rights of English people and the legitimacy of asking the colonies to pay a share of the costs of Empire.
- 5-12: Reconstruct the chronology of the critical events leading to the outbreak of armed conflict between the American colonies and England.
- 7-12: Analyze political, ideological, religious, and economic origins of the Revolution.
- National History Standard 4: Students understand how science, technology, and economic activity have developed, changed and affected societies throughout history.

### **National History Standards**

- Standard 1. Understands the characteristics and uses of maps, globes, and other geographic tools and technologies.
- Standard 2. Knows the location of places, geographic features, and patterns of the environment.
- Standard 3. Understands the physical and human characteristics of place.
- Standard 5. Understands the concept of regions.
- Standard 6. Understands that culture and experience influence people's perceptions of places and regions.
- Standard 11. Understands the patterns and network of economic interdependence on Earth's surface.

- Standard 13. How forces of cooperation and conflict and conflict among people influence the division and control of Earth's surface.

### **National History Standards**

- Students will understand that:
  - 1. Productive resources are limited (Scarcity)
  - 2. Voluntary exchange occurs only when all participating parties expect to gain.  
(Trade)
  - 3. When individuals, regions, and nations specialize in what they can produce at the lowest cost and then trade with others, both production and consumption increase.  
(Specialization and Trade)

### **National Reading and Writing Standards**

- Reading and Writing Standard 2: Students write and speak for a variety of purposes and audiences. This includes generating topics and developing ideas for a variety of writing purposes; revising and editing speaking and writing.
- Reading and Writing Standard 3: Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling. This includes use correct spelling and grammar in speaking and writing.
- Reading and Writing Standard 5: Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources. This includes paraphrasing, summarizing, organizing, or synthesizing information from a variety of media, reference, and technological sources.



## **Lesson Outline**

### Stagecoach History

- Stagecoach Inquiry Questions
- A Short History of Stagecoaches
- Improved Communications
- Canals
- The National Road
- Railroad
- Game Time
- Review and Assess Question
- Stagecoach Part Worksheet
- Construct and label a drawing of a stagecoach.
- Develop a brochure advertising travel by stagecoach.

### Old Stone House History

- A Brief History of the Old Stone House
- Parlor Room
- Tavern Room
- South Room
- Museum Room
- North Room
- Spring House

### Test

### Vocabulary

### Works Cited

## **Stagecoach Vocabulary**

Capital	Home station	Station
Free enterprise	Hostlers	Station keeper
Industrialization	Joiner	Superintendent or division
Interchangeable parts	Overland	Agent
Investment	Postrider	Swing station
Stagecoach	Reinsman	Transcontinental
Conductor	Relay	Turnpike
Driver	Run	Waybills
Division	Stagehorn	Wheelwright
Drag	Stageline	

## **Stagecoach Parts Terms**

Lantern  
Driver's Box  
Front Boot  
Brake Leaver  
Leather Throughbrace  
Hub  
Coach Body Panels  
Step  
Door  
Brake Block  
Spoke  
Wheel  
Rear Boot  
Roll-Up Curt

## **Overview**

Using historical pictures and written information to collect data, the student will construct a diagram of the inside of a stagecoach to scale and design a brochure advertising the stagecoach as a means of travel.

## **Objectives**

- Describe the impact of various forms of transportation in Pennsylvania History on individuals, the local community and state.
- Recognize the organizational features of electronic information.
- Comprehend nonfiction material and use reading to solve problems.
- Construct, read, and interpret data in bar graphs.
- Compare and order objects according to measurable attributes.
- Collect and organize data from a variety of sources.
- Construct and label a drawing of a stagecoach.
- Develop a brochure advertising travel by stagecoach.
- Present the brochure to peers.
- List the economic opportunities present in the national period.
- Measure the impact of the industrial, transportation, and communications revolutions on individuals and the nation.

## **Inquiry Questions**

- What kinds of transportation did city people use in the late 1800s and early 1900s?
- How did transportation in the cities change over time in Pennsylvania?
- How many people are on the top of the coach?
- How many people might be inside?
- How many horses can be seen pulling the wagon?
- Using the people sitting on the stagecoach, can you estimate the dimensions of the stagecoach?
- What types of transportation do you use in your own lives?
- If the only way to travel was to walk, what would you not be able to do?
- Why might people long ago have begun to travel?
- How has transportation changed since early times?
- Why are there so many types of transportation?
- Why do you think that people invented the car, train, ships, or other types of transportation?
- What would be the best way to go from your house to the grocery store? Why?
- Compare and contrast two different vehicles.

### **Initiating Activity**

1. Invite students to share places they have visited and the means of transportation they used to reach their destinations. Define transportation as a way of traveling from one place to another. Then invite children to name places they would like to visit, listing responses on the board. Ask students how they would get to some of these locations, encouraging them to name alternate means of transportation for each.

2. Pair various means of transportation, and have students tell which they think is faster. For example: walking and car, car and train, bus and train, car and airplane. Then have students tell which method of transportation they think is fastest of all, and which is slowest.

## **A Short History of Stagecoaches**

At the close of the War of 1812, heavy wagons drawn along common roads or turnpikes by four- and six-horse teams provided the only means of moving bulky goods over significant distances of land.<sup>5</sup> The roads were rocky, rutted, and sometimes impassible without a good push. On long trips, passengers generally slept sitting up or not at all since the road were not all that smooth and it was considered rude to rest ones head on another passenger. Rest stations like The Old Stone house, which were called swing stations, were only used to change out horses. Nevertheless, the stagecoach was a vital method of transportation in the American, and far more comfortable than riding on horseback.<sup>6</sup>

Stagecoaches were built like a basket on leather straps that swung from side to side, weighed more than a ton, and cost somewhere between \$1500 and \$1800. Concord had a seat in front, in back, and one in the middle seating nine when full and leaving little leg room.<sup>7</sup>

If stagecoaches drivers traveled on good roads and encountered no major obstacles, they averaged about 6 to 8 miles per hour. However greater speeds were obtained on routes with more importance since competition was intense. Stagecoaches that traveled between Philadelphia and New York stagecoaches were reported to travel between 11 and half miles and hours. Charges for travel averaged around 7 cents per mile.<sup>8</sup> Most travelers found that a trip by stagecoaches was faster, although more expensive and less comfortable for long journeys, than sailing to be worth it. Since while sailing might be cheaper the trip took a considerable bit of time longer.<sup>9</sup>

## **Improved Communications**

In 1825 the Post office was looked at as a primary source of revenue by the Treasury Department. At that time a strong sense that the benefits of the post should be rapidly extended to meet the needs of the newly settled areas as a result of this feeling and with latter policy the number of post offices was rapidly increased. The number of Post offices rose from only 3,000 in 1815, to 8,401 in 1830, and continued to grow so much that there were 28,000 in 1860. While most mail at first was carried by horseback riders the use of stagecoaches rapidly became the main transporters of the nation mail.<sup>10</sup>

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<sup>5</sup> George Taylor, *The Transportation Revolution 1815-1860* (Armonk, N.Y: M.E. Sharpe, 1989), page 132.

<sup>6</sup> "The Wells Fargo Stagecoach," Wells Fargo, <https://www.wellsfargo.com/about/history/stagecoach/> (accessed Summer 2009).

<sup>7</sup> Darla Dollman, "History of the American Stagecoach," Suite 101,

<sup>8</sup> George Taylor, *The Transportation Revolution 1815-1860* (Armonk, N.Y: M.E. Sharpe, 1989), page 132.

<sup>9</sup> George Taylor, *The Transportation Revolution 1815-1860* (Armonk, N.Y: M.E. Sharpe, 1989), page 153.

<sup>10</sup> George Taylor, *The Transportation Revolution 1815-1860* (Armonk, N.Y: M.E. Sharpe, 1989), page 142.

## Canals

During the late 1810s many people believed that people needed quick and easy access to many of the river if they were to profit financially. Many farmers and business owners were excited by the idea of a canal system since they would be able to transport their products much easier and cheaply with canals rather than turnpikes. Canals would also hopefully open up new markets for goods.<sup>11</sup> Since turnpikes were normally built over routes where water transportation was not easily available and therefore they did not have to compete largely with water routes. The one clear advantage of the canal was that it was much cheaper per ton mile rate.<sup>12</sup>

To finance the canals, the state government relied on loans. Most state legislature established a Canal Fund Commission to regulate the costs of and the securing of money for the canals. For example Ohio received its initial loan for construction of the canals from bankers and businessmen living along the East Coast. The initial loan was for \$400,000 dollars. Once construction was completed, the canals combined actually cost \$41 million dollars, \$25 million dollars of which was interest on loans. The canals nearly bankrupted the state government, but they allowed for every state to prosper beginning in the 1830s all the way to the Civil War.<sup>13</sup>

Canal construction went quickly, but not easily. At the peak of construction, more than four thousand workers were laboring on the canals. Private businesses bid on portions of the canals. The state usually accepted the least expensive bids. Once the trench for the canal was dug, workers usually lined it with sandstone. Canal locks also usually consisted of sandstone lined with wood, but sometimes workers made the locks exclusively from wood. The submerged wood would swell, making a waterproof barrier. Workers generally earned thirty cents per day plus room and board. A typical day began at sunrise and did not end until sunset. While thirty cents per day seems a poor wage in modern money, it was attractive to numerous people. Many recent immigrants to the United States, especially the Irish, survived thanks to jobs on the canals.<sup>14</sup>

Once completed, the canals still faced numerous difficulties. Flooding could do serious damage to the locks, walls, and towpaths, requiring extensive repairs. Especially in northern states since cold weather would cause the canals to freeze, also causing damage. Usually canals in the northern half of some states were drained dry from November to April. During the winter months, workers would repair any damage that occurred during the earlier part of the year.<sup>15</sup>

By the 1850s, however, canals were losing business to the railroads. Railroads had several advantages over the canals, which made the railroads much more popular. While railroads cost more to ship people and goods, they could deliver people and items much more quickly than the canals. Railroads also were not limited by a water source like canals were.<sup>16</sup>

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<sup>11</sup> Ohio History Central, "Ohio and Erie Canal," <http://www.ohiohistorycentral.org/entry.php?rec=778> (accessed Summer, 2009).

<sup>12</sup> George Taylor, *The Transportation Revolution 1815-1860* (Armonk, N.Y.: M.E. Sharpe, 1989), page 155.

<sup>13</sup> Ohio History Central, "Ohio and Erie Canal," <http://www.ohiohistorycentral.org/entry.php?rec=778> (accessed Summer, 2009).

<sup>14</sup> Ohio History Central, "Ohio and Erie Canal," <http://www.ohiohistorycentral.org/entry.php?rec=778> (accessed Summer, 2009).

<sup>15</sup> Ohio History Central, "Ohio and Erie Canal," <http://www.ohiohistorycentral.org/entry.php?rec=778> (accessed Summer, 2009).

<sup>16</sup> Ohio History Central, "Ohio and Erie Canal," <http://www.ohiohistorycentral.org/entry.php?rec=778> (accessed Summer, 2009).

## **The National Road**

The National Road was one of the first paved compacted gravel roads to cross the Appalachian Mountains. The United States Congress authorized construction of the National Road in 1806. In 1811, the Congress awarded contracts to private builders to construct the road. The War of 1812 prevented work from beginning until 1815. Construction began in Cumberland, Maryland, and the contractors completed the road to Wheeling, Virginia (modern-day West Virginia), in 1817.<sup>17</sup>

From 1825 to 1838, the National Road was extended and the federal government authorized individual states to maintain the National Road. To cover the maintenance costs many states turned the National Road into a toll road. The National Road did improve transportation and communication between the frontier and the East Coast, helping increase population. The National Road's importance declined with the advent of canals in the 1820s and 1830s and with railroads in the 1840s and 1850s. Modern-day U.S. Route 40 follows the National Road's original route.<sup>18</sup>

## **Railroads**

As early as the mid 1820s, most Americans associated the building of railroads to speed travel time and to make it easier to ship products. Most people were initially in favor of railroads lived in communities without access to canals. Most early railroads served two purposes. First, most wanted railroads to connect communities that did not have access to canals with these types of waterways. Second, most wanted a relatively cheap means of transporting people and products and many people hoped that the railroads would provide a quicker means of travel.<sup>19</sup>

While railroad supporters first appeared in during the mid 1820s, little construction occurred until the 1840s. Two reasons existed for the slow growth of railroads. First, canals provided a cheap means to transport products. Second, the Panic of 1837 had caused many people to watch their money more closely. Many people deemed railroads as risky, and some investors feared that they could lose their investment in railroad companies. As the United States emerged from this economic downturn, investment in railroads quickly grew.

The railroad attracted German and Irish immigrants who were looking for work. After the railroad was completed, these immigrants stayed in the region and found work in factories that began to emerge near the railroad.<sup>20</sup>

Following the American Civil War, Ohio experienced tremendous growth in railroad mileage. Larger, multi-state railroad companies also began to purchase shorter lines and connected them together, making a more integrated railroad system. For example, in 1870, the Little Miami Railroad leased most of its line to the Pennsylvania Railroad system as part of a ninety-nine-year agreement. This lease was renewed once again in 1968. By 1900, most of Ohio's smaller railroads now belonged to one of four major railroad companies, the Baltimore

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<sup>17</sup> Ohio History Central, "Ohio and Erie Canal," <http://www.ohiohistorycentral.org/entry.php?rec=778> (accessed Summer, 2009).

<sup>18</sup> Ohio History Central, "Ohio and Erie Canal," <http://www.ohiohistorycentral.org/entry.php?rec=778> (accessed Summer, 2009).

<sup>19</sup> Ohio History Central, "Ohio and Erie Canal," <http://www.ohiohistorycentral.org/entry.php?rec=778> (accessed Summer, 2009).

<sup>20</sup> Ohio History Central, "Ohio and Erie Canal," <http://www.ohiohistorycentral.org/entry.php?rec=778> (accessed Summer, 2009).

and Ohio Railroad, the Erie Railroad, the Pennsylvania Railroad, or the New York Central Railroad.<sup>21</sup>

Railroads dominated transportation infrastructure until after World War II, when the trucking industry experienced tremendous growth and took away much of the railroads' business. Automobiles also became more accessible for the American people, taking large numbers of railroad passengers off of the trains. Passenger airplanes, much faster than the railroads, also removed people from the trains. Since World War II, many railroad companies have cut back service. Many railroad companies have sold their tracks to various municipalities. Cities have since converted these former railroad tracks into bike paths and walking trails.<sup>22</sup>

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<sup>21</sup> Ohio History Central, "Ohio and Erie Canal," <http://www.ohiohistorycentral.org/entry.php?rec=778> (accessed Summer, 2009).

<sup>22</sup> Ohio History Central, "Ohio and Erie Canal," <http://www.ohiohistorycentral.org/entry.php?rec=778> (accessed Summer, 2009).



## Game Procedures

- **Warm Up**
  - Ask the class to compare life in the United States in 1800 to life today. Discuss the technological changes that make life today so different.
  - On the whiteboard, list the following changes that affected people's lives in the early to mid-1800s: roads, canals, steamboat, industrial machinery, railroads, telegraph, cotton gin, interchangeable parts.
  - Ask students to discuss the effects of each of these on individuals and the nation. Describe industrialization.
- **Direct Instruction**
  - Tell students that most of these changes could only become widespread if investors were willing to risk capital in order to develop enterprises. Identify capital.
  - Show the overhead transparency Table of Investment Opportunities.
  - Tell the class that each person will have opportunities to "invest" in any of these enterprises. The timing of the investments is very important. They should try to get in on the "ground floor."
- **Practice**
  - Give each student the Investment Opportunities Game sheet handout that says they have \$1,000 to invest and includes a copy of the Investment Opportunities chart. On this they will keep a record of their investments.
  - Tell the class that each person will assume an investor identity, which will influence how they choose to invest. Some students will join an investment club to minimize their investment risk. Others will invest alone. A few investors will get to choose whether to invest alone work with a group.
  - Copy and distribute one investor identity per student. There are 16 identities. Half the class will be in a group and half will invest alone. You may choose to create mixed ability groups that pair students who need additional support with students who can provide it.

- Ask students to create their investment groups or move to a table for lone investors, depending on their investor identity.
  - Tell students that will have opportunities to invest at four different rounds— 1820, 1830, 1840, and 1850. They must choose only one or two investments in each round and invest \$500 in two enterprises or \$1000 in one.
  - Ask them to make their investment for 1820. Give them about 2-3 minutes to decide where to invest. They may use their texts as a reference. Investment groups must decide as a group where to invest.
  - After each round, announce and write the earnings in the appropriate column. One thousand dollars invested brings the return shown on the left side of the slash; five hundred nets half.
- **Assessment**
    - Ask students to total their earnings from the five rounds.
    - Ask the students who are working alone to form small groups.
    - Ask all students to analyze with their group their best investment overall. Ask them to speculate as to why investments varied so greatly.
    - Ask students to discuss the implications of their investment strategy, not only what they invested in, but how their investor identity affected their risk.
    - Discuss the reasons that investment returns varied so greatly, focusing on these historical developments:
      - Lowell Textile Mills were just developing in the 1820s but they experienced steady growth afterward as cotton became King in the South.
      - The Lancaster Turnpike opened before 1820 and made good returns until canals and railroads took away much of its traffic.
      - The Ohio and Erie Canal required great capital, so it never really paid great returns and earned very little after railroads developed.
      - Western steamboat companies were also productive until the railroads began to operate in the West in the 1840s.

- The Baltimore and Ohio Railroad did not carry freight until the late 1830s, but it was very successful after that.
- The Magnetic Telegraph company did not produce investment returns until the 1840s because of the large investment, but it grew steadily.
- **Closure**
  - Remind students that these enterprises changed American life for the next two centuries and even greater changes occurred after the Civil War.

## **Review and Assess**

### **Questions**

1. Write one sentence for each key term.
2. How have the changes in transportation affected the way Pennsylvanians live?
3. Have students write a short answer response to the prompt: How did changes in transportation affect the way people lived?

### **Activities**

1. Draw a diagram of a stagecoach
2. Design a brochure advertising the use of the stagecoach as a means of travel. Construct the brochure to share with others. Present the brochure to the class.

### Table of Investment Opportunities

<b>Enterprise</b>	<b>1820</b>	<b>1830</b>	<b>1840</b>	<b>1850</b>	<b>1860</b>
Lowell Textile Mill					
Lancaster Turnpike					
Ohio and Erie Canal					
Western Steamboat					
Baltimore and Ohio Railroad					
Magnetic Telegraph Co.					

### Table of Investment Opportunities

<b>Enterprise</b>	<b>1820-29</b>	<b>1830-39</b>	<b>1840-49</b>	<b>1850-59</b>	<b>1860-69</b>
Lowell Textile Mill	\$0	\$300/ 150	\$500/250	\$600/300	\$600/300
Lancaster Turnpike	\$400/200	\$300/150	\$100/50	\$0	\$0
Ohio and Erie Canal	\$100/50	\$300/150	\$200/100	\$100/50	\$0
Western Steamboat	\$200/100	\$400/200	\$600/300	\$400/200	\$100/50
Baltimore and Ohio Railroad	\$0	\$200/100	\$400/200	\$600/300	\$800/400
Magnetic Telegraph Co.	\$0	\$0	\$100/50	\$300/150	\$600/300

**Investor Identities**  
Investment Opportunities Game

You are a wealthy landowner with money to spare. Invest alone.	You are a wealthy landowner with money to spare. Invest alone.
You are a school teacher but have a little savings to invest. Join investment club 3.	You are a school teacher but have a little savings to invest. Join investment club 4.
You are an entrepreneur. Invest alone.	You are an entrepreneur. Invest alone.
You own a general store and have some capital to play with. Invest alone or join a club.	You are a wealthy widower/window. Invest alone.
You have saved your entire working life so that you would have money in your old age. Join investment group 3.	You have saved your entire working life so that you would have money in your old age. Join investment group 4.
You are a wealthy widower/window. Invest alone.	You own a general store and have some capital to play with. Invest alone or join a club.
You are a country doctor with a small income. Join investment group 3.	You are a country doctor with a small income. Join investment group 4.
You have a prosperous cattle farm. Invest alone.	You have a prosperous cattle farm. Invest alone.

**Investor Identities**  
Investment Opportunities Game

You are a wealthy landowner with money to spare. Invest alone.	You are a wealthy landowner with money to spare. Invest alone.
You are a school teacher but have a little savings to invest. Join investment club 1.	You are a school teacher but have a little savings to invest. Join investment club 2.
You are an entrepreneur. Invest alone.	You are an entrepreneur. Invest alone.
You own a general store and have some capital to play with. Invest alone or join a club.	You are a wealthy widower/window. Invest alone.
You have saved your entire working life so that you would have money in your old age. Join investment group 1.	You have saved your entire working life so that you would have money in your old age. Join investment group 2.
You are a wealthy widower/window. Invest alone.	You own a general store and have some capital to play with. Invest alone or join a club.
You are a country doctor with a small income. Join investment group 1.	You are a country doctor with a small income. Join investment group 2.
You have a prosperous cattle farm. Invest alone.	You have a prosperous cattle farm. Invest alone.

## Investment Opportunities Game

You have \$1000 to begin round one, and you may reinvest that \$1000 in each round after that. (You do not reinvest earnings.) For each round, you may choose to invest \$1000 in *one* enterprise, or split your investment into *two* investments of \$500 each. Keep track of what your investments pay on the table below.

**Table of Investment Opportunities**

<b>Enterprise</b>	<b>1820</b>	<b>1830</b>	<b>1840</b>	<b>1850</b>	<b>1860</b>
Lowell Textile Mill					
Lancaster Turnpike					
Ohio and Erie Canal					
Western Steamboat					
Baltimore and Ohio Railroad					
Magnetic Telegraph Co.					

**Round 1 earned** \_\_\_\_\_

**Round 2 earned** \_\_\_\_\_

**Round 3 earned** \_\_\_\_\_

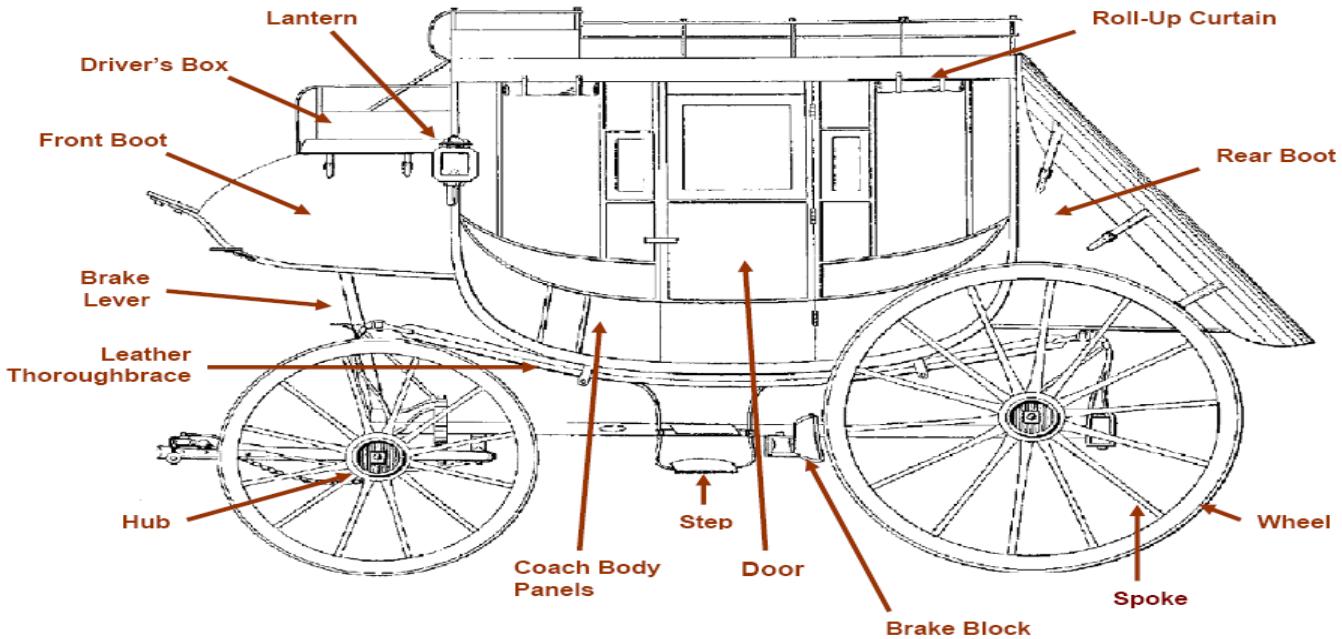
**Round 4 earned** \_\_\_\_\_

**Round 5 earned** \_\_\_\_\_

**Total** \_\_\_\_\_

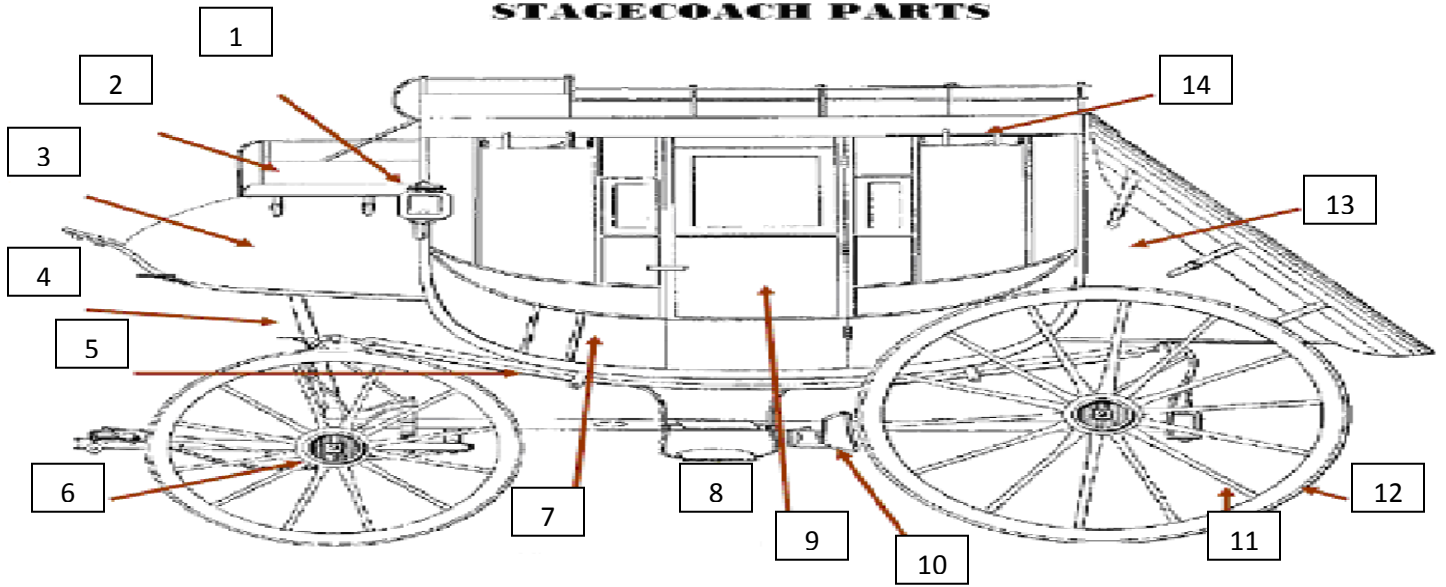


## STAGECOACH PARTS



- **Lantern:** A transparent or translucent, usually portable, case for enclosing a light and protecting it from the wind, rain, etc.
- **Driver's Box:** A wood and metal box that was used to transport gold ingots and other matter, and then stored under the driver's seat on stage coaches.
- **Front Boot:** A compartment under the driver feet where the Driver's Box is stored.
- **Brake Leaver:** The brake lever was four inches wide, so the driver's foot could find it easily and use it like a third hand to help stop the stagecoach.
- **Leather Thoroughbrace:** Which were leather straps supporting the body of the carriage and serving as springs.
- **Hub:** Located in the center of the wheel and allowed it to spin.
- **Coach Body Panels:** Are the side panels of the Stagecoaches and make up its body.
- **Step:** Used to help passengers get on and off the Stagecoaches.
- **Door:** A movable, usually solid, barrier for opening and closing an entranceway.
- **Brake Block:** Is the part of the brake that holds the brake as it moves against the inside lining of the brake drum.
- **Spoke:** Is one of some number of rods radiating from the center of a wheel the hub where the axle connects, connecting the hub with the round traction surface.
- **Wheel:** Is a circular device that is capable of rotating on its axis, facilitating movement or transportation whilst supporting a load, or performing labor in machines. Common examples are found in transport applications.
- **Rear Boot:** Deep luggage carrier of a stagecoach.
- **Roll-Up Curtain:** Could be rolled up or down depending on what passenger wanted.

### STAGECOACH PARTS



- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.

## Stagecoach Vocabulary

- **Free enterprise**: An economic and political doctrine holding that a capitalist economy can regulate itself in a freely competitive market through the relationship of supply and demand with a minimum of governmental intervention and regulation.
- **Capital**: The wealth, whether in money or property, owned or employed in business by an individual, firm, corporation, etc.
- **Industrialization**: To introduce industry into (an area) on a large scale.
- **Interchangeable parts**: Are components of any device designed to specifications which insure that they will fit within any device of the same type.
- **Investment**: The investing of money or capital in order to gain profitable returns, as interest, income, or appreciation in value.
- **Stagecoach**: A horse-drawn coach that formerly traveled regularly over a fixed route with passengers, parcels, etc.
- **Conductor**: The person who road with the driver of a stagecoach and collected fares, took care of passengers, and had charge of the mail.
- **Driver**: Drove the stage. Respected and only one revered. Changed often and often drove back and forth along the same route.
- **Division**: 250 miles of trail belonging to a superintendent.
- **Drag**: Object attached to the back of a stagecoach to slow it when going downhill.
- **Home station**: Station at which meals were served to passengers.
- **Hostlers**: Took care of the horses at the stops. Helped hitch up new horses in sometimes less than four minutes. Often low, rough, characters; outlaws, or criminals.
- **Joiner**: A carpenter who finishes inside woodwork such as doors, molding etc.
- **Overland**: Across land rather than by water.
- **Postrider**: A mail carrier who traveled by horseback between specific places.
- **Reinsman**: A team of horses kept in readiness at a way station to relieve the team of an approaching stagecoach.
- **Relay**: A team of horses kept in readiness at a way station to relieve the team of an approaching stagecoach
- **Run**: The distance between stations on a stagecoach journey.
- **Stagehorn**: A horn blown by the conductor as the stage neared the station.
- **Stageline**: A stagecoach company.
- **Station**: The place at which a stagecoach stopped.
- **Station keeper**: One who is in charge of the station stop.
- **Superintendent or division agent**: The person in charge of 250 miles of road on the overland route. He built the stations, purchased the horses and mules, harnesses, stages, hired and fired the station keepers, conductors, hostlers, drivers and blacksmiths. In charge of the whole division.
- **Swing station**: A station where only horses were changed.
- **Transcontinental**: Across the United States.
- **Turnpike**: A main road on which travelers paid a toll or fee.
- **Waybills**: Advertisements for stagelines posted in towns and villages.
- **Wheelwright**: A person who makes of fixes wheels.

## Stagecoach Parts Terms

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### Stagecoach Vocabulary

- Capital
- Free enterprise
- Industrialization
- Interchangeable parts
- Investment
- Stagecoach
- Conductor
- Driver
- Division
- Drag
- Home station
- Hostlers
- Joiner
- Overland
- Postrider
- Reinsman
- Relay
- Run
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- Station
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- Transcontinental
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- **Stagecoach Parts Terms**

- 
- Lantern
- Driver's Box
- Front Boot
- Brake Lever
- Leather Throughbrace
- Hub
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- Step
- Door
- Brake Block
- Spoke
- Wheel
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### Stagecoach Vocabulary

Capital	Stagecoach	Home station
Free enterprise	Conductor	Hostlers
Industrialization	Driver	Joiner
Interchangeable parts	Division	Overland
Investment	Drag	Postrider

Reinsman  
Relay  
Run  
Stagehorn  
Stageline

Station  
Station keeper  
Superintendent or division  
Agent  
Swing station

Transcontinental  
Turnpike  
Waybills  
Wheelwright

### **Stagecoach Parts Terms**

Lantern  
Driver's Box  
Front Boot  
Brake Leaver  
Leather Throughbrace

Hub  
Coach Body Panels  
Step  
Door  
Brake Block

Spoke  
Wheel  
Rear Boot  
  
Roll-Up Curtain

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