



Mr. Fulton's Journey

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✓ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Identify steamboats as a new means of travel that increased the movement of people west
- ✓ Explain the significance of the steamboat
- ✓ Identify Robert Fulton as the developer of the steamboat

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Identify the main topic of “Mr. Fulton’s Journey” by creating a quilt square (RI.2.2)
- ✓ Describe the connection between a series of historical events such as the invention of Fulton’s steamboat and westward expansion (RI.2.3)
- ✓ With assistance, create and interpret a timeline related to the invention of Fulton’s steamboat and westward expansion (RI.2.7)
- ✓ Write simple sentences to represent details or information from “Mr. Fulton’s Journey” (W.2.2)
- ✓ Interpret information presented, and then ask a question beginning with the word *who* to clarify information in “Mr. Fulton’s Journey” (SL.2.3)
- ✓ Draw pictures to represent details or information from “Mr. Fulton’s Journey” (SL.2.5)

- ✓ Determine the meaning of multiple-meaning words and phrases, such as *back* (L.2.5a)
- ✓ Prior to listening to “Mr. Fulton’s Journey,” identify what they know and have learned about people moving west
- ✓ Share writing with others

Core Vocabulary

design, v. To create the plans for

Example: Engineers continually work to design cars that are more fuel-efficient.

Variation(s): designs, designed, designing

inventor, n. A person who invents or creates a new product

Example: Benjamin Franklin was the inventor of bifocals, eyeglasses with two sections for near and far vision.

Variation(s): inventors

journey, n. An act of traveling from one place to another

Example: My family went on a journey to the beach last summer.

Variation(s): journeys

steamboats, n. Steam-powered boats


Example: We enjoy watching the steamboats travel up and down the Mississippi River.

Variation(s): steamboat

voyage, n. A journey

Example: Columbus’s first voyage to America was in 1492.

Variation(s): voyages

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	What Have We Already Learned?		10
	Purpose for Listening		
Presenting the Read-Aloud	Mr. Fulton’s Journey	Image Card 6	15
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Voyage		5
 Complete Remainder of the Lesson Later in the Day			
Extensions	Timeline	Image Card 6; timeline from previous lesson	20
	Multiple Meaning Word Activity: Back	Poster 1M (Back)	
	Westward Expansion Quilt	Instructional Master 2B-1; drawing tools	



Mr. Fulton's Journey

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Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Ask students to retell the adventures of the family moving to the West from the previous read-aloud. You may prompt discussion with the following questions:

- Why did the family decide to move to the West?
- How did they travel?
- What things did they take with them?
- Was their trip easy or difficult?
- What kinds of difficulties did they have?
- What sights did they see?
- Where did they decide to settle?
- Did it take them a long time or a short time to get to the West in the covered wagon?

Purpose for Listening

Share the title of today's read-aloud. Ask students if they know what a *journey* is. Explain that a journey refers to the act of traveling from one place to another. Tell students that an inventor named Robert Fulton had a very important invention that changed the way people traveled from one place to another during westward expansion.

Tell students to listen carefully to determine the main topic of the read-aloud and to learn about this invention that changed the way people traveled during westward expansion.



Mr. Fulton's Journey

← Show image 2A-1: Fulton greeting woman in pink and her husband¹

1 What is happening in the picture?

As she stepped from the dock onto the boat, the lady in the pink dress held a matching pink parasol, or umbrella, above her head. It was a sunny August day in 1807 in New York City, and she wanted to protect her delicate skin from the sunlight. She smiled at one of the boat's owners. "Mr. Fulton," she said, "I hope your boat will do everything you have built her to do."²

2 What do you think Mr. Fulton's boat was built to do? What is the setting for this story?

The lady's husband shook Mr. Fulton's hand and said, "It will be a great day if you succeed, Fulton; a great day, indeed!" Then the couple walked forward to join the other ladies and gentlemen already on board. The man whom they had greeted, Robert Fulton, wore a confident smile, but inside, he was terribly nervous. He thought to himself, "If all goes well today, I will be rich, and people all over the world will know my name. If I fail, I will lose a great deal of money and be laughed at as a dreamer and a fool. That must not happen!"³

3 What do you think Mr. Fulton is trying to accomplish?



← Show image 2A-2: Livingston standing next to Fulton

Fulton felt a hand on his shoulder and turned to find his business partner, Robert Livingston, standing at his side. Robert Livingston was a wealthy, important man. He had worked for the government both in the United States and in Europe. Many years ago in 1801, while Fulton was in Europe doing business, he met Livingston at a restaurant in Paris.⁴ Fulton told Livingston, "What I am working on right now will forever change the way people travel and the way in which everyone does business."⁵

4 a city in the country of France

5 What do you think Mr. Fulton had been working on back then?



← Show image 2A-3: Fulton and Livingston in Paris/diagram of steamboat

Livingston's eyes lit up with interest. "Tell me more, Fulton," he said.

"Well, as you know, an Englishman has invented what he calls a 'steam engine.' Basically, you light a coal or wood fire inside of

6 or water vapor

a furnace to heat a boiler of water. When the fire gets very hot, the water is also heated, and steam⁶ comes off it. That steam is fed to an engine and provides energy to power the engine.”

“Yes, I have heard of this steam engine,” Livingston replied, “Please, continue.”

7 What do you think a steamboat is? [Show Image Card 6 (Fulton’s Steamboat).] Yes, it’s a boat that moves because of the power of steam.

“I’m sure you have also heard of **steamboats**.”⁷

“Actually, I have,” said Livingston.

8 *Back* refers to the location of something, such as on a boat. Back is the opposite of front. *Back* means something else, too. Your back is part of your body. Let’s all pat ourselves on the back. [Demonstrate the motion.]

Fulton continued, “Well, Livingston, I plan on building one. But my steamboat will be much better than the ones already made. I shall use steam power to turn paddles on the back⁸ of the boat. With steam turning the paddles, the boat will move more quickly than by using human muscle or wind in a sail.”⁹

“Extraordinary!” said Livingston.

9 Canoes move fairly slowly through the water, as do sailboats when winds are calm.

“That is not all,” Fulton continued. “My boat will be flat on the bottom, not curved. This will allow us to carry more people and products on each **voyage**.¹⁰ Picture a whole fleet of such boats, Livingston! Why, the owners would become richer than even you can imagine.”¹¹

10 or journey

11 A fleet is a group of boats.



◀ **Show image 2A-4: Fulton and Livingston shaking hands**

Livingston noticed that Fulton had used the word *us*, as if he were already sure that Livingston would join him in this project. Livingston didn’t mind. He agreed to help fund the plan, and the two friends became partners. Livingston knew that Fulton was not the only **inventor** working to **design** a steamboat, but the two men thought Fulton’s design was far better than any other.¹²

12 An inventor is someone who invents or creates something. An inventor has to design, or plan, the invention before s/he makes it.



◀ **Show image 2A-5: On deck for maiden voyage**

After many years of countless improvements to the boat’s design, the day for the steamboat’s first voyage had finally arrived.¹³ Now, standing on deck, Livingston said, “Those were our last guests coming aboard, Fulton. We can begin our journey whenever you are ready.”

13 Do you think the word *countless* means just a few or many? Yes, Mr. Fulton worked to improve his design many times.

Fulton turned to his boat’s captain, who told him, “The engine is all fired up, sir. I await your orders.”¹⁴

14 What kind of engine powered the boat?

“Then let us begin,” Fulton answered.

The captain called to several sailors, “Cast off bow and stern lines!” The sailors untied the thick ropes holding the boat to the dock. Then the captain turned to the pilot, whose job it was to steer the boat, and told him, “Take us to Albany!”¹⁵ As the guests on board and the spectators on the dock began to cheer, steam began to pour from the boat’s smokestack. The steamboat was on its way!¹⁶

15 Albany is another city in the state of New York.

16 How do you think Mr. Fulton and Mr. Livingston are feeling?



◀ **Show image 2A-6: Map of route**

The plan was to travel along the wide Hudson River from New York City to the state capital of Albany, stopping briefly at Livingston’s home in Clermont, New York—which explains the name of Fulton’s steamboat: *North River Steamboat of Clermont*.¹⁷ Not only did the steamboat have to make the trip safely in order to show that steam travel would work, the boat also had to move faster than other types of boats—or no one would see any reason to switch to steam.¹⁸ As the viewers on the dock watched the steamboat paddle away, some people said, “I don’t see how they will ever do it!” Others said, “Let’s wait and see. After all, this fellow Fulton convinced Robert Livingston, a man who controls much of the river travel in New York, that his plan would work!”¹⁹

17 [Trace the route on the map.]

18 How were boats powered previously?

19 Do you think the voyage on the steamboat will be a success?



◀ **Show image 2A-7: Safe arrival in front of crowd**

The believers were right. About two days later, a second crowd stood cheering on the dock in Albany as Fulton’s steamboat puffed into view. The steamboat had taken less than two days for a voyage that usually took sailing ships four days!²⁰

“Congratulations, Mr. Fulton,” said the lady in the pink dress as she and her husband stepped off the boat. “Many didn’t believe it could be done. You proved them wrong.”

Shaking Fulton’s hand, Livingston said, “Congratulations, Fulton! New York will never be the same!”

“No, Livingston,” Fulton replied, “the *world* will never be the same!”²¹

20 Was Fulton’s steamboat faster than sailing ships?

21 What do you think Mr. Fulton meant when he said, “The world will never be the same”? How might Mr. Fulton’s steamboat change the world?



← **Show image 2A-8: Map showing two rivers with steamboats**

22 [Point to the two steamboats in the image.]

23 Do you think other people will invent faster and cheaper ways to travel between cities and to places not connected by rivers?

Robert Fulton was right. Over the next few years, the two partners set a whole fleet of steamboats afloat on the Hudson River and the Mississippi River.²² People realized that steamboats were faster, much cheaper, and much more reliable than other types of transportation. There was only one problem. Steamboats needed rivers to travel on, and there were no rivers between some of the biggest cities. So, people still couldn't use steamboats to go everywhere they wanted.²³

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Evaluative* What is the main topic of the read-aloud? (the steamboat; the invention of the steamboat; Robert Fulton's steamboat, etc.)
2. *Literal* What was the setting of this read-aloud? (New York) Is this located in the East or the West? (East)
3. *Inferential* Why were Robert Fulton, Robert Livingston, and others taking an important journey on the steamboat? (to see if Fulton's steamboat design was faster than other boats)
4. *Inferential* Was Fulton's voyage a success? (yes) Why? (He showed people that his steamboat could carry people and goods faster than other boats, and his design allowed the steamboat to carry more people and goods on each voyage.)
5. *Inferential* Why do you think Robert Fulton worked very hard as an inventor? (Answers may vary, but may include his interest in inventing or his desire for wealth and/or fame.)

6. *Inferential* Why do you think Robert Livingston agreed to be Robert Fulton's partner? (He was confident that Fulton's steamboat design would be successful.)
7. *Inferential* What was the advantage of a boat powered by steam rather than by people or the wind? (It could move faster; it was cheaper and more reliable; it was not dependent on the weather.)
8. *Inferential* What was the disadvantage of steamboat travel? (There had to be water, and some cities did not have rivers between them.)
9. *Evaluative* How do you think Fulton's steamboat affected westward expansion? (Movement increased because the steamboat, when it could be used, was faster, cheaper, and more reliable than other forms of river transportation.)

[Please continue to model the *Question? Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

10. *Evaluative Who? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *who*. For example, you could ask, "Who did you hear about in today's read-aloud?" Turn to your neighbor and ask your *who* question. Listen to your neighbor's response. Then your neighbor will ask a new *who* question, and you will get a chance to respond. I will call on several of you to share your questions with the class.
11. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Voyage

5 minutes

1. In the read-aloud you heard, “This will allow us to carry more people and products on each *voyage*.”
2. Say the word *voyage* with me.
3. A voyage is a journey or trip.
4. According to Greek mythology, Theseus took a voyage to Crete and destroyed the Minotaur.
5. Have you ever been on a voyage? Do you ever think about a voyage that you would like to take one day? Try to use the word *voyage* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “I would like to take a voyage . . .”]
6. What’s the word we’ve been talking about? What part of speech is the word *voyage*?

Use a *Making Choices* activity for follow-up. Directions: I will ask a question. Make sure to answer each question in complete sentences and use the word *voyage* when you respond. (Answers may vary for all.)

1. If you could take a voyage anywhere in the world, where would you go? (I would go on a voyage to . . .)
2. What kind of transportation would you use for your voyage? (I would use a _____ to go on my voyage.)
3. Would you rather take a voyage in a covered wagon or on a steamboat? (I would rather take a voyage in a _____.)
4. What kinds of things should you take with you when you go on a voyage? (I would take _____ with me on my voyage.)
5. Who would you take with you when going on a voyage? (I would take _____ with me on my voyage.)



Complete Remainder of the Lesson Later in the Day



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Extensions

20 minutes

Timeline

Quickly review what was placed on the timeline in the previous lesson. Show students Image Card 6 (Fulton's Steamboat). Explain that Robert Fulton took his first voyage on the *Clermont*—the steamboat that he had designed—in 1807, the year after Lewis and Clark returned from their expedition. Ask students where the Image Card should be placed on the timeline, and then place it to the right of the image of the Lewis and Clark Expedition. Save the timeline for use in later lessons.

↔ Multiple Meaning Word Activity

Associated Phrase: Back

1. [Show Poster 1M (Back).] In the read-aloud you heard, “I shall use steam power to turn paddles on the back of the boat.” The back of the boat refers to the end of the boat that is opposite the front. [Ask a student to come up to point to the back of the steamboat on the picture.]
2. *Back* can also mean something else. It is a part of your body that is opposite your stomach. [Ask a student to come up to the poster and point to this sense of *back*.]
3. [Point to the back of the boat.] With your partner, talk about what you think of when you see this kind of back. I will call on few partners to share their responses. (When I think of this type of back, I think of the back of my house, the backseat of the car, the back of the classroom, the back of the bus, etc.)
4. [Point to John Henry's back.] With your partner, talk about what you think of when you see this kind of back. I will call on a few partners to share their responses. (When I think of this kind of back I think of backbends, a back ache, patting myself on the back, stretching my back, etc.)

Westward Expansion Quilt (Instructional Master 2B-1)

Tell students that they are going to make another quilt square for their quilts. Have students recall important details from the read-aloud. You may prompt discussion with the following questions:

- What is a steamboat?
- What was needed in order for steamboats to be used for transportation?
- How was the steamboat superior to other boats of the time?
- Who is known for designing a superior steamboat?
- How did the invention of steamboats affect westward expansion?

Tell students that they will be making one piece of the quilt today using Instructional Master 2B-1. First, they should cut out the quilt square. Next, they should draw a picture representing the main topic of the read-aloud in the center diamond. (the steamboat) Then, they should write a word or short phrase in each corner, relating to facts they learned about the steamboat. Next, ask students to write a sentence on the back of the quilt square, using one or more of the words they've written. Finally, students should share their drawing and writing with a partner.

Save these quilt squares for making the complete quilts at a later time.