

Tales *of the* Towpath

Adventures Along the
Lehigh & Delaware
Canals

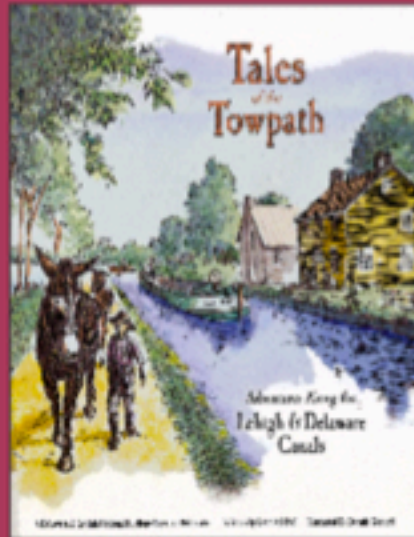
A Delaware & Lehigh National Heritage Corridor Publication | Written By Dennis Scholl | Illustrated By Dennis Gerhart

Tales of the Towpath is a fourth- or fifth-grade Language Arts/ Social Studies curriculum offered free-of-charge by the Delaware & Lehigh National Heritage Corridor. The program is funded entirely by grants.

Delaware and Lehigh National Heritage Corridor

Where America was Built ~

Tales of the Towpath School Curriculum



The Tales of the Towpath traveling trunks curriculum offers 4th- and 5th-grade students a unique opportunity to explore mid-19th century life along the Lehigh and Delaware canals and understand the canals' importance in the growth of the American Industrial Revolution.

Developed by an advisory committee comprised of teachers, principals, curriculum coordinators and local historians living in the Delaware & Lehigh National Heritage Corridor (D&L), the Tales of the Towpath curriculum is centered on an illustrated storybook of the same name written by D&L Outreach Coordinator, Dennis Scholl. The book follows the life of a young Irish boy - Finn Gorman - whose father takes his family to America in 1848 and eventually becomes a canal boat captain. Young Finn's adventures lead readers on a journey into the D&L's past, when anthracite coal was fueling unbridled industrial and economic growth.

The curriculum arrives at participating schools in reproduction 19th-century ship trunks. Each trunk contains an inventory of items representative of 19th-century life along the canals and in coal towns. Teachers implementing the curriculum are trained by the D&L at required Act 48 training sessions. Teachers from 32 elementary schools representing 10 Corridor school districts trained in 2009. The curriculum is being taught in the following school districts: Bethlehem, Northampton, Pen Argyl, Catasauque and Wilson Area in Northampton

County; Allentown and Northern Lehigh in Lehigh County; Hanover Area School District, Luzerne County; Jim Thorpe School District, Carbon County; and Council Rock School District, Bucks County.

Funding partners for "Tales of the Towpath" include: Lehigh Valley Community Foundation; Keystone Nazareth Charitable Foundation; Pennsylvania Dept. of Community and Economic Development, through Sen. Robert Wonderling; Pennsylvania Dept. of Conservation and Natural Resources;

Luzerne Foundation; Sovereign Bankcorp; Sovereign Securities; Embassy Bank; Capital BlueCross, the Julius and Kathryn Hommer Foundation, and the D&L.

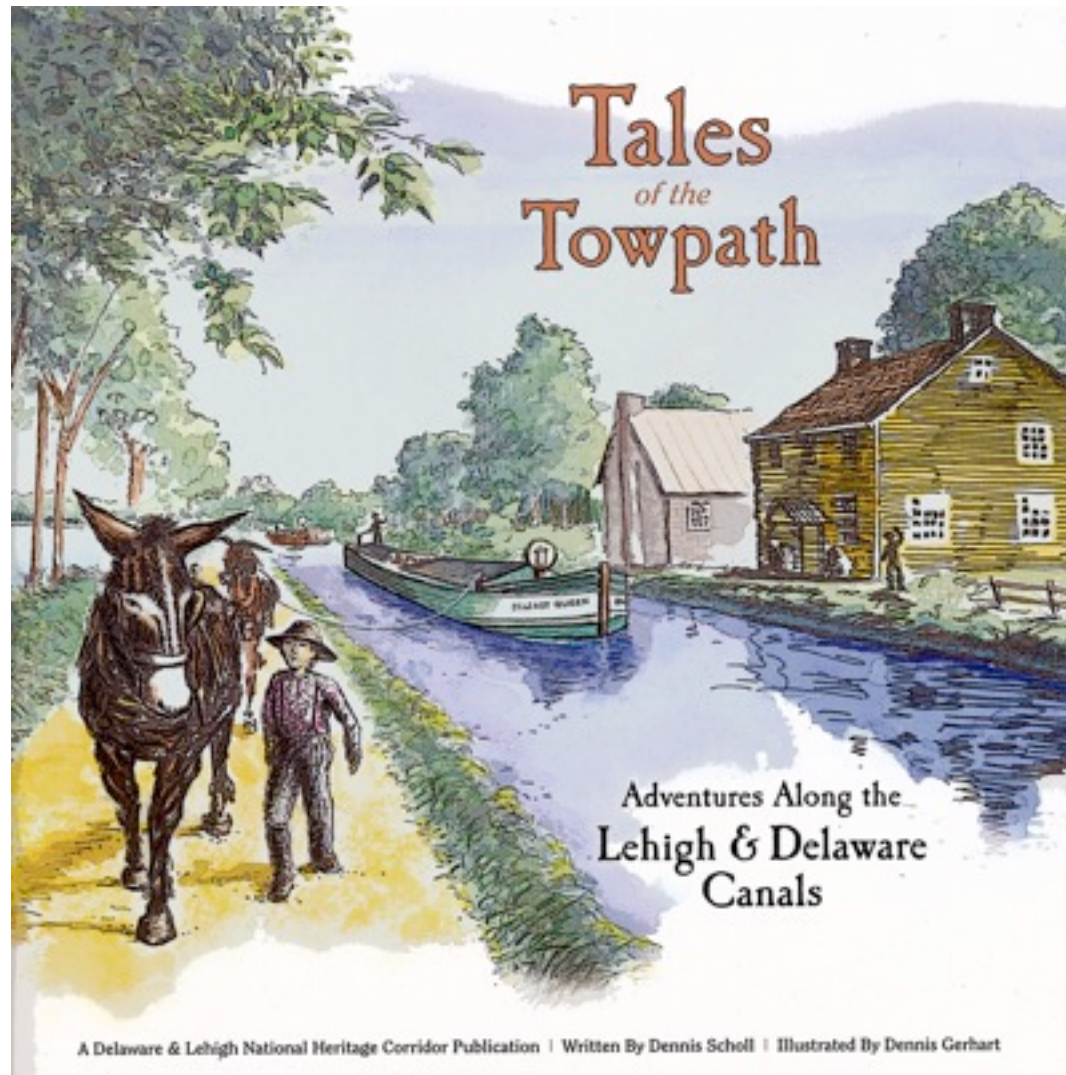


For more information, contact

Dennis Scholl
D&L Outreach Coordinator
dennis@delawareandlehigh.org
610-823-3548 x225

www.delawareandlehigh.org

The heart of the curriculum is a children's storybook entitled "Tales of the Towpath." It is available in print and audiobook versions. Classrooms receive copies of the book for each student and one audiobook version.



Tales of the Towpath is historical fiction. Finn Gorman, the story's main character, is fictitious. So are his family and some other characters. But many of the people Finn meets were real and lived in towns that Finn visited.

Towns and industries mentioned in the book were extensively researched by the author and are presented as realistically as possible.

All artwork in the book is original and was commissioned exclusively for Tales of the Towpath.



The “real” people in “Tales of the Towpath” were found in United States census records, as part of the author’s research. Some of them were chosen as book characters because of their occupation, others because of their age or country of origin.

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Page No. 1211

SCHEDULE 1.—Free Inhabitants in Port Carbon Township, in the County of Schuylkill, State of Pennsylvania, enumerated by me, on the 25th day of June, 1880. John P. Harrison, Clerk.

Port Carbon, Port Carbon.

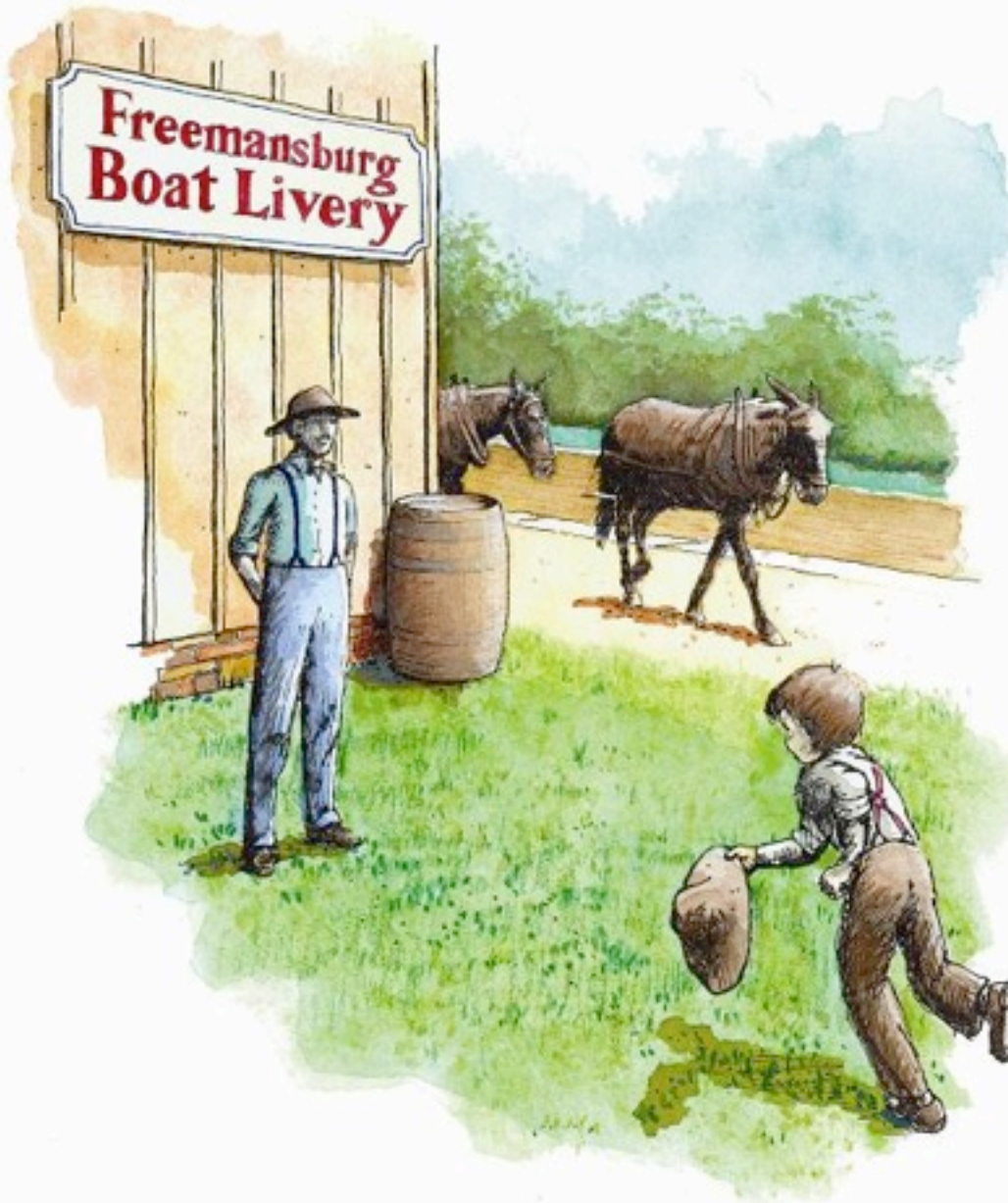
No.	Name	Sex	Age	Color	Profession, Occupation, or Trade, or Trade of said person, and of family, and of age.	Value of Real Estate		Value of Personal Estate	Place of Birth	Whether Naturalized, Alien, or Foreign-born	Whether Deaf, Blind, or Insane
						Value of Real Estate	Value of Personal Estate				
1	Richard Thompson	M	37	W					Scotland		
2	John Lohy	M	21	W	Boat Builder	100			Ireland		
3	Estelle	F	22	W					do		
4	Ellen	F	1	W					do		
5	Thomas Lynch	M	21	W					Ireland		
6	Margaret	F	20	W					do		
7	John's Wife	F	40	W	Restroom	600	200		do		
8	Elizabeth	F	20	W					do		
9	Margaret	F	21	W	Boat Builder				Ireland		
10	William	M	19	W	Restroom				do		
11	Richard	M	17	W					do		
12	Elizabeth	F	15	W					do		
13	Ann	F	14	W					do		
14	William Lynch	M	20	W	Restroom	600	200		do		
15	Mary	F	20	W					Ireland		
16	James	M	7	W					Ireland		
17	Ellen	F	5	W					do		
18	Margaret	F	2	W					do		
19	Ann	F	2	W					do		
20	Elizabeth	F	1	W					do		
21	Ann Lynch	F	20	W					Ireland		
22	Elizabeth Lynch	F	20	W					Ireland		
23	Charles	M	18	W					do		
24	James	M	10	W					do		
25	George H. H. H.	M	20	W	Boat Builder	100	20		Ireland		
26	Elizabeth	F	20	W					Ireland		
27	Margaret	F	1	W					Ireland		
28	Thomas Herman	M	22	W	Restroom	20			Ireland		
29	Mary	F	20	W					do		
30	Robert	M	15	W					Ireland		
31	Thomas	M	12	W					do		
32	Joseph	M	5	W					do		
33	Julia	F	1	W					do		
34	Ann	F	1	W					do		
35	Margaret Bonnet	F	25	W	Restroom	2000			Ireland		
36	William Bonnet	M	20	W	Restroom				do		
37	Elizabeth	F	20	W					do		
38	Thomas	M	1	W					Ireland		
39	Patricia	F	1	W					do		
40	Elizabeth	F	1	W					do		

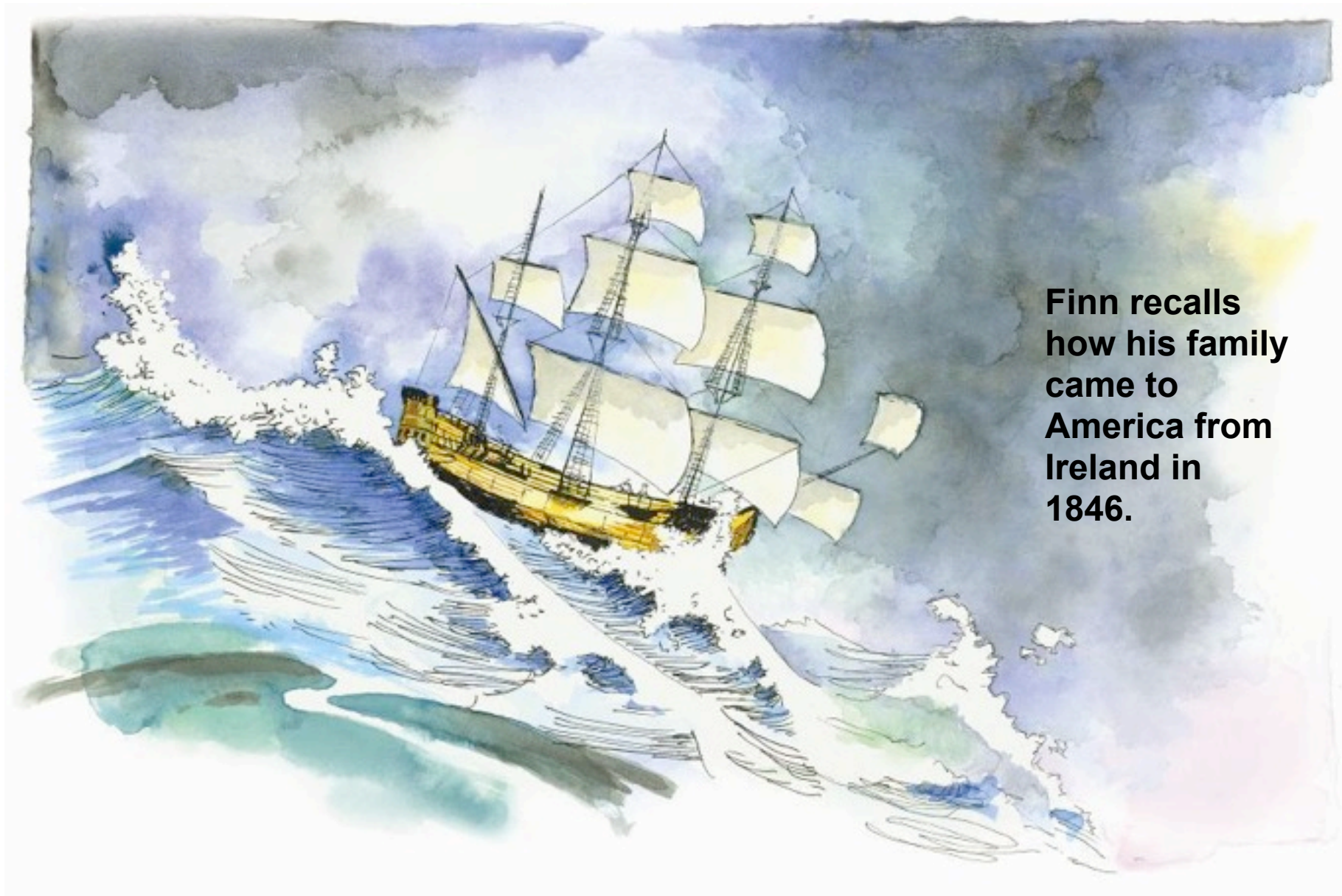
No. of Families 1211
 No. of Males 1211
 No. of Females 1211
 Total 1211

Finn Gorman is introduced as an 85-year-old man.



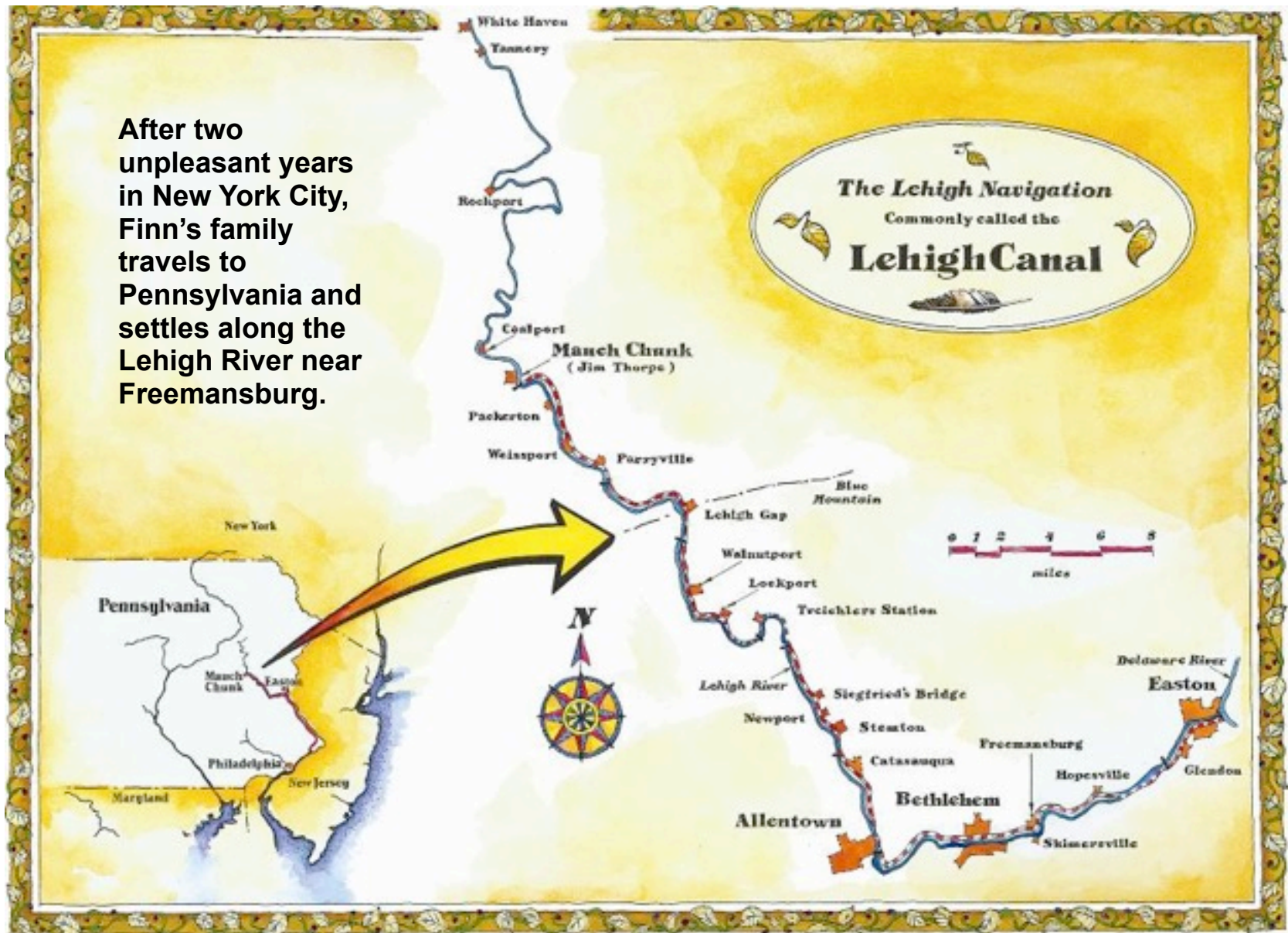
He
undergoes a
mystical
change and
relives life
as a 10-
year-old
boy.





**Finn recalls
how his family
came to
America from
Ireland in
1846.**

After two unpleasant years in New York City, Finn's family travels to Pennsylvania and settles along the Lehigh River near Freemansburg.



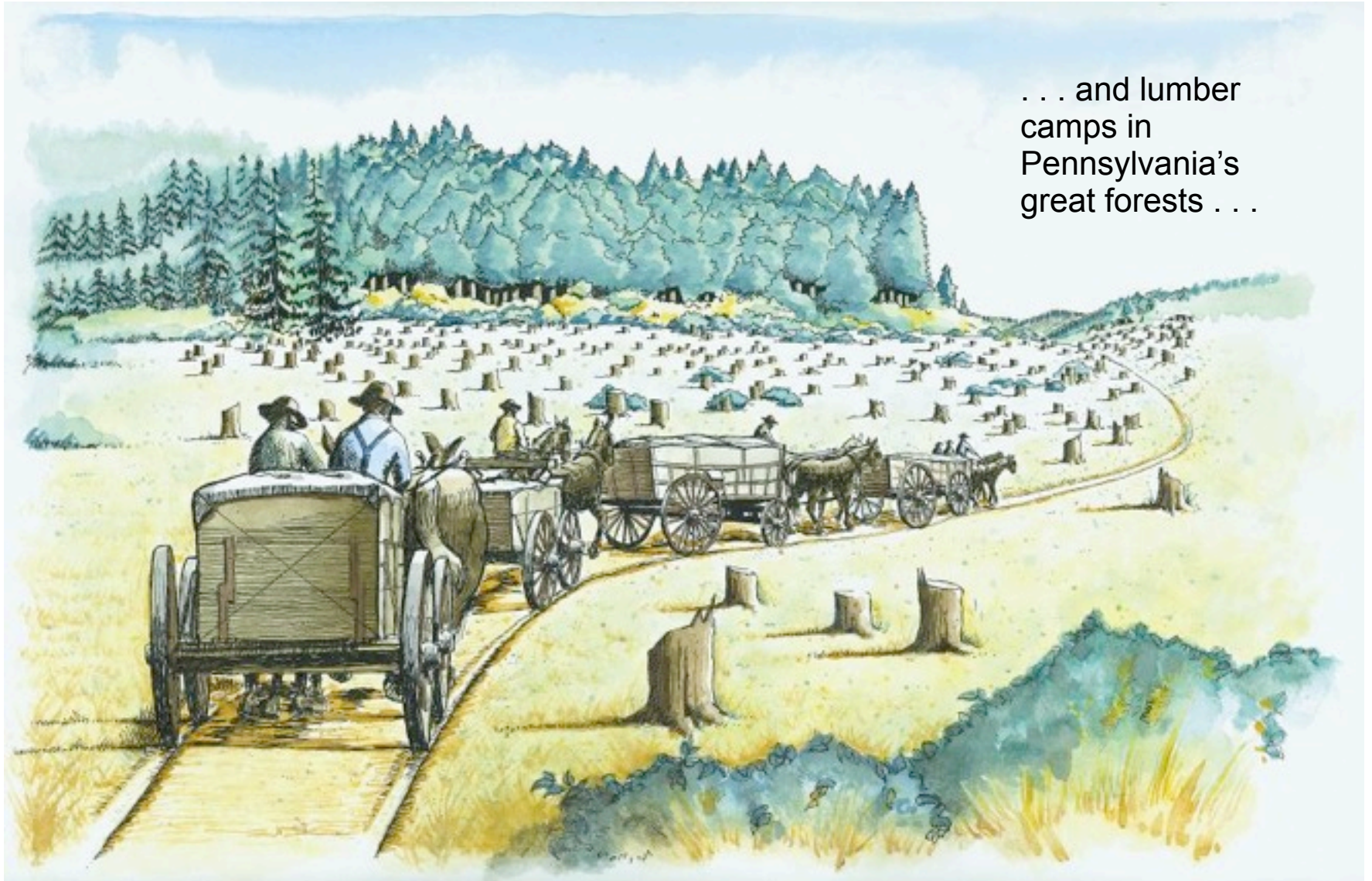


Finn's father buys a canal boat and becomes its captain. Finn and his brother become the crew.

Finn's travels
take him to coal
mines . . .



... and lumber
camps in
Pennsylvania's
great forests ...



. . . and to iron
furnaces . . .



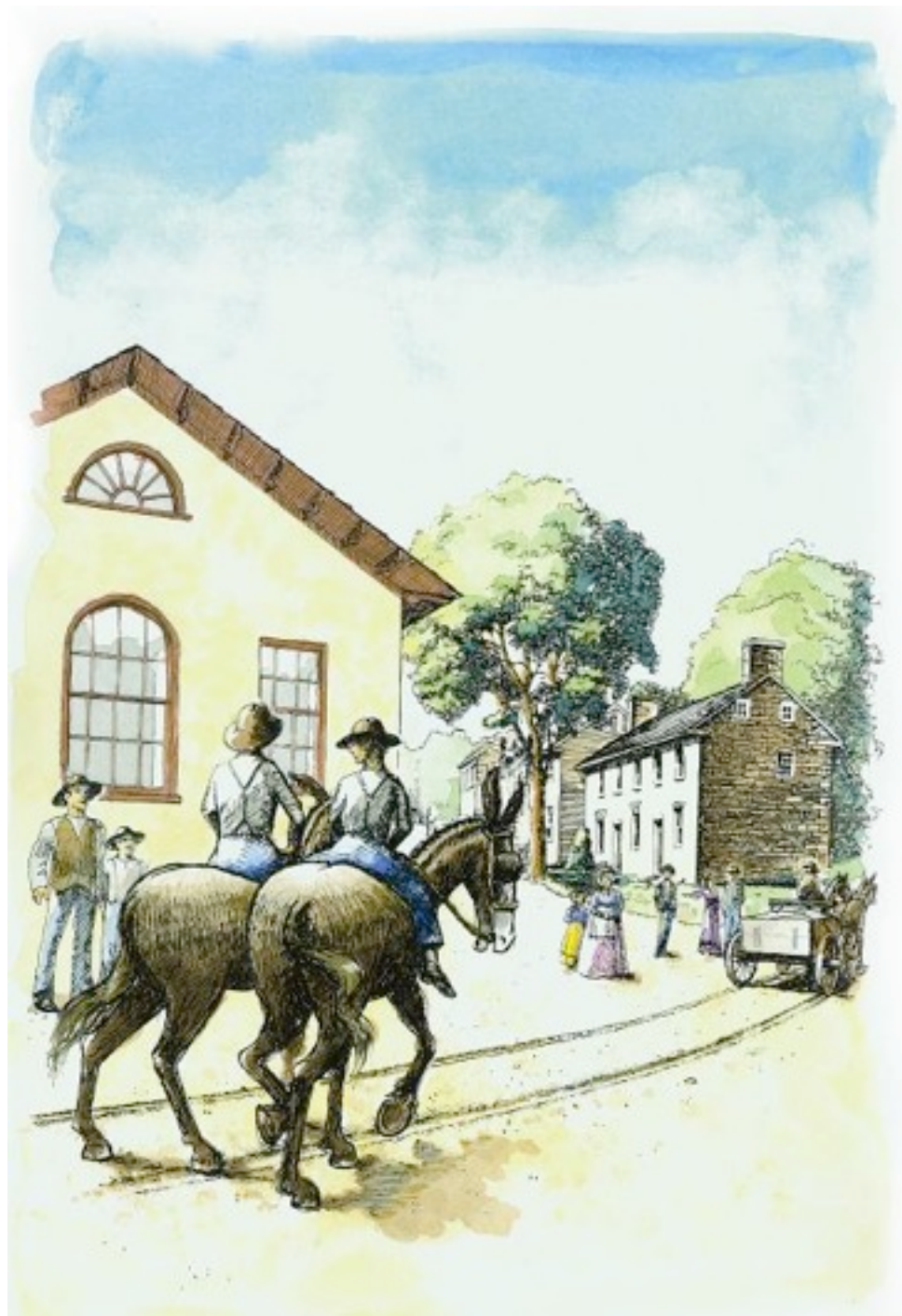
Finn makes
friends and has
wild adventures.



And he also
sees boys his
age who work
long hours in
harsh,
dangerous
conditions.



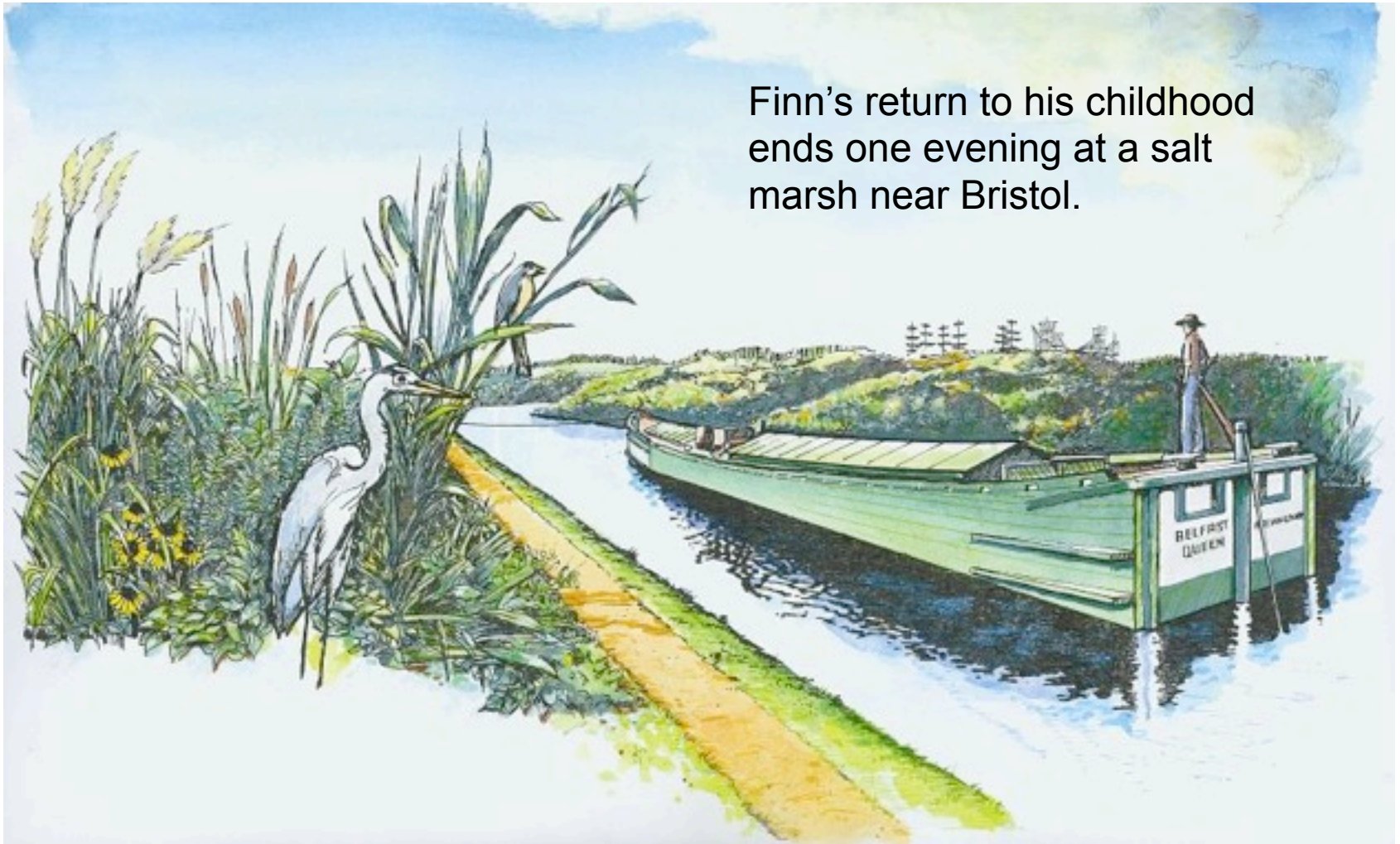
Finn's towpath travels also take him along the Delaware Canal and into towns like New Hope.



Some of the
friends Finn meet
offer him lessons
that shape his
life.



Finn's return to his childhood
ends one evening at a salt
marsh near Bristol.



An old man again, Finn recounts his “glorious time.”

I knelt down, closed my eyes, and took a deep breath before sticking my hand into the water. Then I opened my eyes and lowered my head toward the marsh's glassy surface. I looked for the crab but didn't see it. I looked again, but still no crab. Where had it gone?

I sensed something was oddly out of place. I looked at the shoreline and noticed the sand had disappeared. The smell of salt was gone, too. And where were the quacks and honks of the ducks and geese that serenaded me just moments ago?

Suddenly a loud whistle pierced the silence. I looked up, thinking it was a steamboat announcing itself on the Delaware River. But my eyes couldn't locate a steamboat or even the head Delaware. Then the whistle blasted a second time. I looked into the distance and saw a cloud of steam and a sleek black locomotive pulling a string of railroad cars filled with coal. It was traveling along the bank of a strangely familiar river...not the Delaware, but another river I knew from somewhere before.

The train passed underneath an iron bridge that connected two small towns. I recognized many of the buildings and noticed an old stone-and-log home high on a hill across the river that had a friendly, inviting look. Where was I? What was happening to me?

I closed my eyes and resisted opening them. I realized I was returning to a life I hoped I could avoid, but I had no power to change things. I gathered enough strength to open my eyes and looked down toward my outstretched hands. They were full of wrinkles. Then I touched my mouth and felt a soft moustache above my lips. My fingers ran over loose, saggy cheeks. My heart sank. The marsh was gone, and so was the life of adventure I had lived the last two weeks. I was back in Freemansburg, kneeling alongside the Lehigh Canal where my excitement had begun. I was eighty-five years old once again.

I stared into the still green water, hoping for the impossible. But no matter how closely I looked, I could not see a single strand of bushy brown hair or even a small patch of smooth fair skin. My eyes had lost their sparkle and twinkle. I knew that my time of reliving my youth was over.

I slowly stood up and brushed the towpath dust off my rumpled trousers. Across the river was Shimmersville and the hill where I discovered my Indian stone. I took a long look at the old stone-and-log home that rested there. I was sure I saw two mules running through the corn field behind it.

A bench along the towpath seemed to invite me to sit down, and I accepted the invitation. I spread an arm across the top of the bench and stretched my legs. They were tired and needed rest.

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"It was a glorious time," I said out loud. "Good gracious, how I enjoyed it."

I tilted my head backward and slowly closed my eyes. In my mind I saw a deer standing underneath a hemlock tree and an eagle soaring through tall, white clouds. Sarah was watching a turtle bask in the afternoon sun. A black bear and its cubs waded in a river next to her. My family was gathered at the supper table, laughing at silly stories about Coran and Rogan. I saw myself hurdling down a mountain in a Switchback car, scared out of my wits yet enjoying every second of the ride.

And there, in the middle of all these wonderful memories was my Indian stone, glowing in a golden aura that radiated a comforting warmth and feeling of safety.

A sigh of relief left my body. My mind slowly drifted into a deep sleep, and I wondered where my next great adventure would take me.



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COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
HARRISBURG, PA 17126-0333

August 24, 2007

To The Bearer of This Document, Greeting:

My letter to you concerns the nascent plan of the Delaware and Lehigh National Heritage Corridor to develop superior educational materials for regional schools. The organization joins a small number of other heritage sites in the northeastern United States in attempting to close the widening gap between schools and effective, meaningful educational resources.

Over the course of the past two decades, American students have continued to voice a strong distaste for history and its "irrelevance" to their lives. Indeed, after the 1994 NAEP exams, history managed to wrest "most-hated subject" status from mathematics, a real feat indeed. At the same time, crusaders such as David McCullough and former U.S. Deputy Secretary of Education Eugene Hickok (both Pennsylvania natives) carried forth the banner that effective heritage education is all that stands between a thriving democratic republic that is an international superpower and a future dictatorship without civil rights in a second rate regional power.

While many may dismiss the prediction of disaster as histrionic, it is undisputed that the problem in heritage education rests in what is taught and *how* it is taught. If American students are to become productive, contributive citizens, they must learn to become engaged citizens who treasure their communities and collective heritage and understand the exercise of civil rights and responsibilities. Recognizing that many mass-produced homogenous materials on the market do not meet those vital tenets, the Delaware and Lehigh National Heritage Corridor has proposed to design materials that form the core of a brilliant educational program employing local heritage with a number of community resources and organizations designed to assist students in developing a sense of place. Educating young citizens, the organization recognizes, is not solely the mission of schools, but is the collective responsibility of the community.

It is rare that we see opportunities like this for superior educational experiences that span generations and bring together institutions in the community. My hope is that this worthy endeavor receives funding and serves as a model for other communities seeking to explore their rich heritage.

Respectfully,

Jeffrey A. Zeiders
Social Studies Education Advisor
717-783-1832
jzeiders@state.pa.us

Tales of the
Towpath has
received high
marks from
the
Pennsylvania
Department of
Education.



The curriculum arrives at schools in hand-made, period ship trunks.



The D&L will have 65 trunks in circulation throughout the D&L Corridor this year.



Each trunk
is filled
with items
mentioned
in the
storybook,
including
hand-sewn
costumes



Our
teacher
training
program is
Act-48
approved.

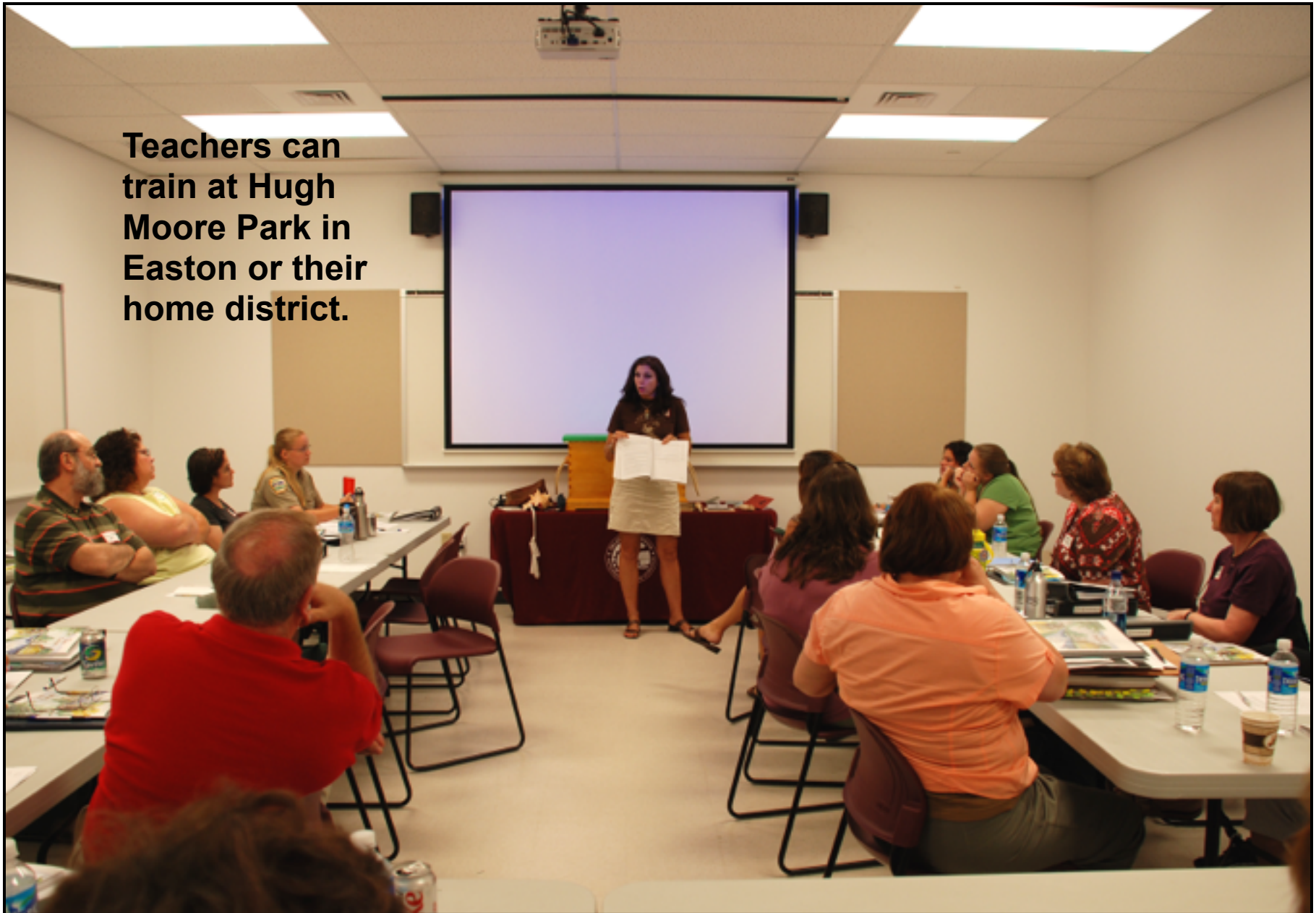
WELCOME!



TALES OF THE TOWPATH TEACHER TRAINING

Introduction, Agenda
and
Post-Training Evaluation Forms

**Teachers can
train at Hugh
Moore Park in
Easton or their
home district.**





**Training in Easton
includes a visit with Hank
and George, the mules
who pull the Josiah White
II canal boat**



Before You Read

- People have been coming to America for centuries. We call them immigrants. Some, like the Germans, came to escape disease and famine. Do you know any immigrants and the reasons that brought them to America?
- There are also people called emigrants. What do you think an emigrant is? How is this different from an immigrant?



Words to Watch

- famine
- bankrupt

To the west, to the west, to the land of the free

Where the mighty Missouri rolls down to the sea:

Where a man is a man if he's willing to toil,

And the humblest may gather the fruits of the soil.

Where children are blessings and the who hath most

Has aid for his fortune and riches to boast.

Where the young may exult and the aged may rest,

Away, far away, to the land of the west.



CHAPTER 3 COMING TO AMERICA

As I run down the towpath, I remembered Father's story of how we came to Freemansburg. It was one of his favorites, and mine, too.

My father and mother — Pergus and Mary Gorman — came to America from Ireland, where they lived in a seaport along the Irish coast called Belfast. Father was a carpenter who built sailing ships. Mother took care of her family and sewed clothing for extra income.

I was born in 1845, four years after my brother, Colin. In 1844, Father and a lot of other people were forced to leave Ireland because they were starving. Irish people depended on potatoes for food and money, but the country's potato crop became diseased and rotted in the ground. When the potatoes withered, people were left without food. Father called it a famine. People all over Ireland became sick and died.

The shipyard where Father worked went bankrupt during the potato famine and Father lost his job. He loved Ireland, but with no job and a growing family, the only thing he could do was

find a better place to live. Father and Mother and thousands of other Irish people crossed the Atlantic Ocean to America. It was called "a land of opportunity." A big city called New York was supposed to be a good place to start.

Father used most of his savings to buy boat tickets and mother used all her strength to take care of two little boys. Colin remembers that the ship was packed with passengers and how sick so many of them became from the rough sea. There was hardly any space for anyone to sleep. Mother never says much about the trip. I don't think she liked it.

We arrived in New York with hundreds of other families from Ireland and Scotland and Wales. We survived on the streets until Father got a job and enough money to rent a room. Mother brought in a few extra dollars by sewing for neighbors.

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What was . . . "the land of opportunity?"

Many people entering the United States began their journey as emigrants escaping poverty, economic disaster, restrictions on personal freedom in their homelands; seeking a better, freer life in America, the land of opportunity. Others began their trek to America as refugees fleeing other nations where war, political oppression, persecution, famine and epidemics, drove them to seek a better life elsewhere. And so they came, seeking security, prosperity, adventure, secure jobs, and arable land. Immigrants also wanted to be reunited with loved ones, family members who came to America before them.

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Diary of an Irish Immigrant

Read the fascinating account of Irish immigrant Robert White, who crossed the Atlantic aboard a "cotton ship" in 1847. Visit:

• www.digitalsouth.org/~codine/famine/diary1.htm



The Irish Potato Famine claimed one million people. Many others emigrated.

What was . . . the Irish Potato Famine?

The Irish Potato Famine was a famine in Ireland which started in 1845 and lasted until 1852. It led to the death of approximately one million people through starvation and disease; a further million are thought to have emigrated as a result of the famine. Some scholars estimate that the population of Ireland was reduced by 20 to 25 percent. The cause of the famine was a potato disease known as late blight. Although blight ravaged potato crops throughout Europe during the 1840s, the impact in Ireland — where a third of the population was entirely dependent on the potato for food — was exacerbated by a host of political, social and economic factors.

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Chapter Lesson

Explore the author's use of nonfiction primary sources to create a fictional story set against historical places and events.

Refer to **Lesson 3: Immigrant's Real and Fictional** in the **LESSON SECTION**



Internet Links

Learn more about the Irish Potato Famine and its effect on immigration to the United States by visiting:

• en.wikipedia.org/wiki/Irish_potato_famine

• www.historyplace.com/worldhistory/famine/begin.htm

The curriculum includes a "teacher's version" of the storybook with inquiry questions, lesson prompts, history vignettes, Internet links and much more.

Tales of the Towpath

*A Boy's Adventures Along the Lehigh & Delaware Canals
1845-1930*

Chapter 1 Finn's Mystical Moment Chapter 2 A Familiar Place

Enrichment Lesson 1: Reflecting

The purpose of this lesson is to investigate the passing of time in life and the use of memory as a device for telling a story.

Time: 50 min. +

Academic Area: Reading, Writing, Speaking, Listening

State Academic Standards 1.2.3 and 1.2.5

Reading Assessment Anchors R4.A.1.1.1; R4.A.1.4.1; R4.A.1.5.1;
R4.A.1.6.1; R5.A.1.6.2; R5.A.2.6.2
R5.B.2.2.1; R5.B.2.2.2

❖ Competencies

The students will:

- predict the author's reason for writing this book.
- recognize the author's purpose for chapters 1 and 2.
- identify the main literary devices the author uses to set up the narrative.
- define and find examples in the text of narrative, characterization, flashback, and first-person narrator.

❖ Resources and Prerequisites

From the trunk:

The text, *Tales of the Towpath*, the story about Finn Gorman
Non-glass mirrors

From the teacher's manual:

Photocopies of Worksheet 1 *Now and Then Chart*

Internet support:

State Academic Standards for Reading, Writing, Speaking, and Listening
Reading Assessment Anchors
Reading Assessment Anchor Glossary
<http://www.pde.state.pa.us/> Use the Search box to find a topic quickly.

❖ Materials

Pencils
Drawing paper/Tracing paper

1

Tales of the Towpath

*A Boy's Adventures Along the Delaware & Lehigh Canals
1845-1930*

Chapter 1: Finn's Mystical Moment Chapter 2: A Familiar Place

Enrichment Lesson 2: It's About Time

The purpose of this lesson is to use a concrete timeline to illustrate the passage of time as reflected in the flashback in the first two chapters of the text and to place events on the timeline that occurred before, during, and after the flashback.

Time: 50 min.

Academic Areas:

History
Math

State Academic Standards 8.1.3 A and 8.1.6A
State Academic Standards 2.1.3 J

2.2.3A, and 2.2.5EG

2.3.3.C and 2.8.5.H

2.11.3.A

Math Assessment Anchors M4.E.3.1.1 M5.A.1.4.1

M4.E.1.2.1 M5.B.1.2.2

❖ Competencies

Students will use a basic 100-year horizontal timeline to:

- Subtract or add years in Finn's life.
- Follow events during the flashback in Finn's life.
- Transfer given historical and fictional events from a vertical timeline to a horizontal timeline.
- Approximate where historical and personal events happened before the timeline starts and after it ends.

❖ Resources and Prerequisites

From the trunk:

The text, *Tales of the Towpath*
Vertical timeline of Finn's life copied on front and back cover overlaps
Lengths of rolled number line chart paper for display timeline

From the teacher's manual:

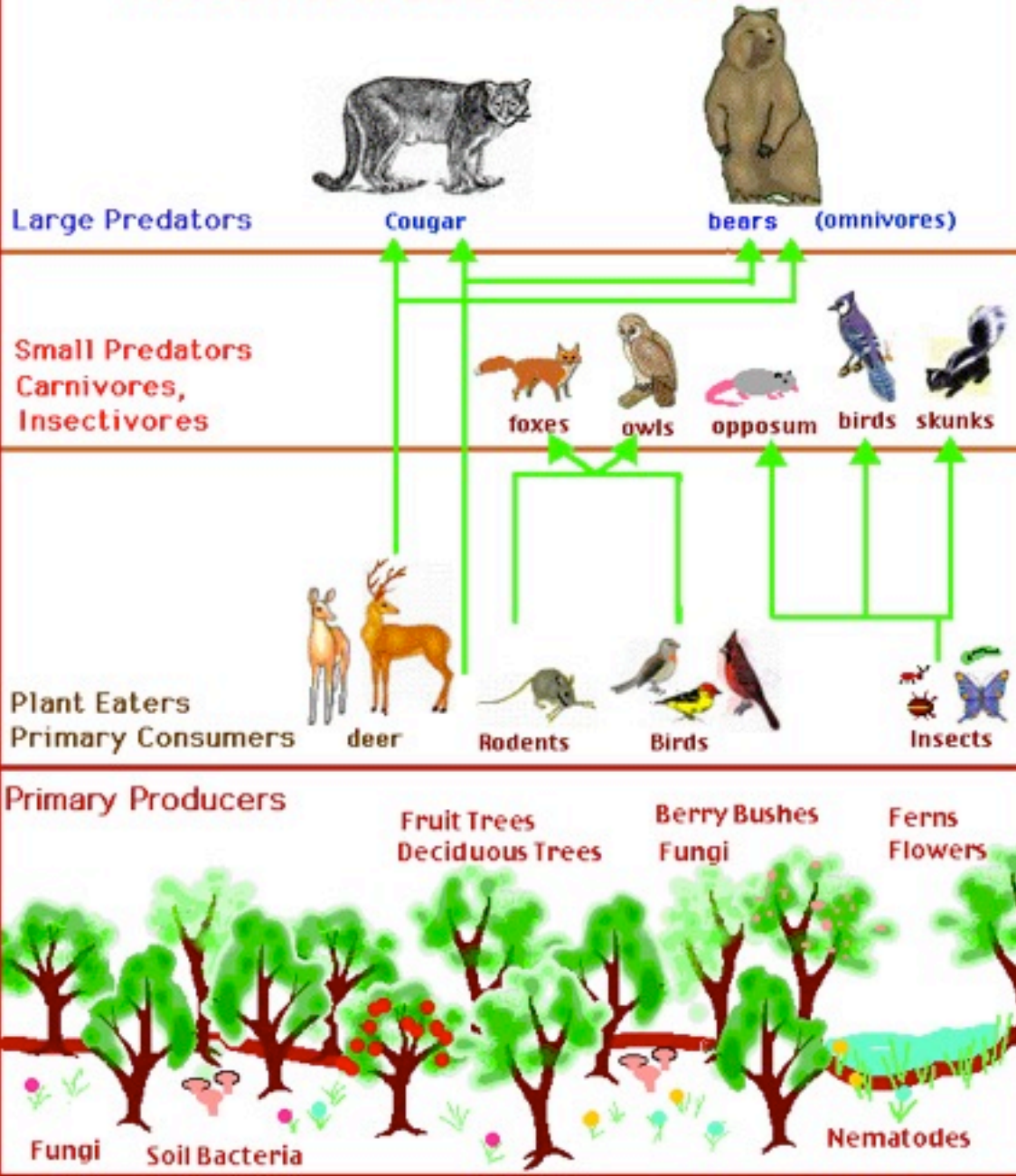
Worksheet 2: *Individual Timeline*
Copies of vertical timeline of Finn's life

❖ Materials

Pens/pencils/colored pencils/markers
Rulers/Glue Sticks

All curriculum lessons are written to Pennsylvania Academic Standards.

A Food Web in the Deciduous Forest Biome



Lessons cover Language Arts, Social Studies, Science, Environmental Science, Consumer Education and other disciplines.

Curriculum
assessments
are provided
for fourth
and fifth
grades.



ASSESSMENTS

Written By:

Alicia Milewski and Melissa Luksh
5th-grade teachers
Hanover Area School District
Luzerne County

The
curriculum
binder
includes a
storybook
glossary . . .

Tales of the Towpath Glossary

A

accustomed- familiar with, used to

adorn- decorate

Allentown- large city on Lehigh River; grew rapidly after new iron furnaces opened

aqueduct- a bridge carrying water used so canal boats could cross streams and rivers

Arigna- a town in Ireland

arrowhead- blade, point, or tip of weapon chipped from a hard stone like flint

Asa Packer- a rich businessman and senator from Mauch Chunk who started out as a carpenter

Ashlon- village near Summit Hill along the Switchback Railroad

attire- (n) clothes; (v) to wear clothes

aye- yes

B

Bachman- father of Teddy; worked at Freemansburg coal yard

bank- wall of land beside river or canal

bank boss- man who works on the bank of a canal

bankrupt- to go out of business because of no money

banney car- bammy car; coal car on Switchback Railroad

barter- trade

bask- lie in the sun

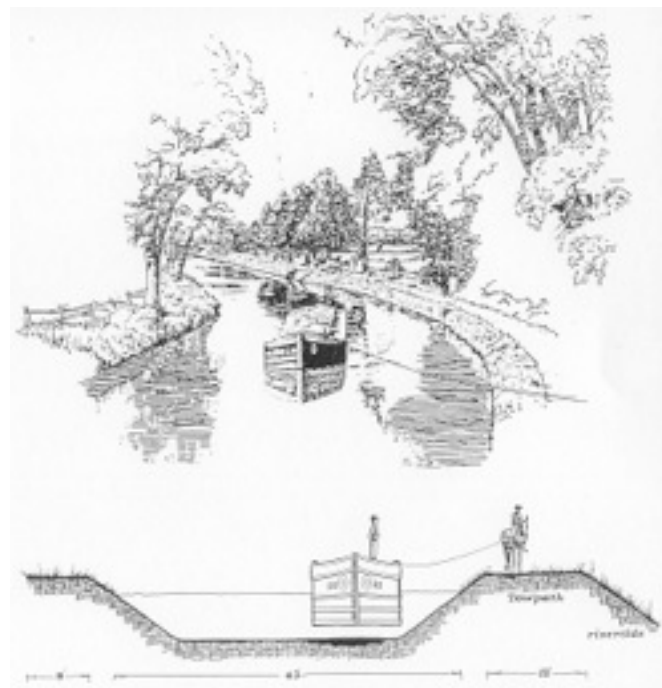
beam- big smile

bellow- yell

basin- deep, wide water where boats can turn and can dock

. . . more than 125 historic black-and-white photographs . . .





. . . a listing of
related field
trip
opportunities
in the D&L
Corridor . . .

Delaware & Lehigh National Heritage Corridor Field Trip Opportunities

Luzerne County

- *Eckley Miner's Village, Weatherly PA*
Subject matter: coal mining and mining towns
Contact: Janet Banks (jabanks@state.pa.us; (570) 636-2070
Website: www.eckleyminers.org/about.html
- *Nescopeck State Park, Butler and Dennison townships*
Subject matter: natural and cultural history
Contact: Diane Madl (dimadl@state.pa.us)
Website: www.dcnr.state.pa.us/stateparks/parks/nescopeck.aspx
- *Lehigh Gorge State Park*
Subject matter: environmental and cultural education
Contact: Diane Madl (dimadl@state.pa.us)
Website: www.dcnr.state.pa.us/stateparks/parks/lehighgorge.aspx
See page 41 of teacher's manual for more information

Carbon County

- *No. 9 Mine and Museum, Lansford, PA*
Subject matter: coal mining and coal mining culture; a great tour of a former coal mine. Highly recommended.
Contact: Call (570) 645-7074 for tour times and prices
Website: <http://no9mine.tripod.com/>
- *Mauch Chunk Museum, Jim Thorpe*
Subject matter: coal mining, canal navigation, Switchback Railroad
Contact: (570) 325-9190
Website: www.mauchchunkmuseum.com
See page 53 of teacher's manual for more information

Lehigh County

- *Lehigh Gap Nature Center, Slatington, PA*
Subject matter: environment and natural history
Contact: Dan Kunkle (danknc@ptd.net; (610) 760-8889)
Website: www.lgnc.org

Northampton County

- *National Canal Museum, Easton, PA*
Subject matter: canal history, canal culture

... and a complete Corridor history

HISTORICAL OVERVIEW

SUMMARY

Some of the most important events of America's frontier settlement, Revolutionary War, and industrial development took place within the five-county area of the Delaware and Lehigh Canal National Heritage Corridor. The concepts behind William Penn's colony, based on the principles of religious freedom and civil liberty, resulted in a greater diversity of immigrants in Pennsylvania than any other colony, and became the foundation on which the United States of America was created. Within the Corridor is the site of General George Washington's crossing of the Delaware with 2,400 troops on December 26, 1776, to capture Hessian mercenaries, one of the most significant events of the Revolutionary War. The anthracite-mining industry, the building of the Lehigh Navigation that enabled early exploitation of the anthracite resources and led directly to the development of the modern iron industry, the founding of the modern American defense industry, and the creation of the American Portland cement industry all have fundamental significance to the nation. The iron wire rope industry in the United States had its beginning in the Corridor, and for many years the most important slatequarrying area in America and one of the nation's most important textile manufacturing centers were within the Corridor.

The discovery and exploitation of anthracite coal deposits was well underway in the Delaware and Lehigh Corridor by 1777, and the completion of the Lehigh Navigation in 1820-1821 provided a commercially effective transportation link to the Philadelphia market. Necho Allen is credited with the discovery and exploitation of anthracite in the Schuylkill region some years later, during 1790-1791, but the first shipments of anthracite from the Western Middle coalfields near Shamokin did not begin until 1826. There is no record of any attempt to exploit anthracite coal in the Lackawanna Valley until the Wurts brothers' mine at Carbondale was opened in 1815-1816. The Lackawanna Valley had no system for shipping anthracite until the Delaware and Hudson Canal was completed in 1828. The Wurts brothers built the Delaware and Hudson Canal to the New York market because of their inability to compete with the Lehigh Coal and Navigation Company in Philadelphia, then America's largest coal market.

The Summit Hill to Mauch Chunk gravity railroad, completed in 1827, was the first permanent railroad to be built in the United States. It was the first railroad of over five miles in length and the first engineered railroad grade. It carried substantial amounts of freight, and operated until 1952 in essentially its original form. This nine-mile line became the prototype for the Delaware and Hudson Canal Company's Carbondale to Honesdale gravity railroad, which went into operation in the Lackawanna Valley more than two years later.

David Thomas placed in blast the first commercially successful anthracite-fueled blast furnace in America at the Crane Iron Works at Catasauqua in the Delaware and Lehigh Corridor in 1840, while anthracite iron was not produced in the Lackawanna Valley or elsewhere until more than a year later. It was a Lehigh Valley ironmaster, William Henry III, who first produced iron at Scranton in the Lackawanna Valley; among his principal partners was Phillip Mattes, son of the chief burgess of Easton. The Lehigh Valley remained the unchallenged leader in American iron production between 1850 and 1880, while during the same period economic considerations caused the relocation of the iron and steel industry in the Lackawanna Valley, which by 1900 had moved to a better site near Buffalo, New York. John Fritz, whose technological genius did so much to develop the Cambria Iron Company, went to Johnstown from Catasauqua in 1852 and returned to the Lehigh Valley in 1860 to work in Bethlehem, because he wanted to be at what was at that time the center of America's iron industry.

The Huber breaker at Ashley and the Lehigh Valley Coal Company breaker at Hazleton, both within the study area of the National-Heritage Corridor, possess great integrity. Only scattered fragments of colliery complexes remain in the Lackawanna Valley, although there are at least two intact and operational coal breakers in the Schuylkill region. The same comparison can be made in terms of the ferrous metals industry: In the Lackawanna Valley only the furnace stacks of the Lackawanna Iron and

- Historical Overview
- Lehigh Navigation
- Delaware Canal
- Coal
- Iron
- Lumber
- Agriculture
- Grain Milling
- Cement
- Slate
- Wire Rope
- Gravity Railroads

Here's what's happened with Tales of the Towpath the past two years

2009-2010 School Year

- 10 school districts in five counties
- 32 elementary schools
- 2,000 fourth- and fifth-grade students
- trained 72 teachers

2010-2011 School Year

- 12-13 school districts in five counties
- approx. 55 elementary schools
- approx. 3,800 fourth- and fifth-grade students
- will train additional 100+ teachers



U.S. Rep. Charlie Dent read to students at Freemansburg Elementary School in the Bethlehem Area School District.



Students at Scheckler Elementary School in Catasauqua made Lenape effigies with art teacher, Bill Nothstein.



Students at Buchanan Elementary in Bethlehem wore 19th-century costumes.



A super Tales of the Towpath timeline was created along a hallway at Scheckler Elementary.





And storybook author, Dennis Scholl, tried his hand at making Finn's famous stone.



The entire curriculum, including the children's book and more than 200 story-related photographs and illustrations, are digitized on a DVD included in the curriculum binder. Other resources include trunk items and DVDs with historical video footage of canal operations and the Switchback Railroad.





To learn more, contact Dennis Scholl at 610-923-3548 x225 or e-mail dennis@delawareandlehigh.org.