



## GeoCivics Lesson: *Why Should We Know Who George Pointer Was?*

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<b>Teacher:</b> Jake Wager	<b>Lesson Title:</b> Why Should We Know Who George Pointer Was?	<b>Grade Level:</b> Middle School
<b>Notes:</b> This lesson will take three or four days to complete.		
<b>Pre-existing Knowledge:</b> <ul style="list-style-type: none"> <li>● Students should know what a canal is. Students should already be familiar with how much of America was built by enslaved people.</li> </ul>		
<b>Overview of Content:</b> <ul style="list-style-type: none"> <li>● The story of Captain George Pointer and his family is a window into American society. We see some of America's greatest triumphs and worst evils. Countless families have faced similar challenges and many more may face them in the future. The Pointer family legacy is one of struggle, resilience, and hope that shows us how far we have come and what we still need to work towards.</li> <li>● Captain George Pointer's life was truly remarkable. He was born enslaved but would eventually buy his freedom and shape his family's legacy. He would rise through the Patowmack Canal Company to become the supervisory engineer. Most of the enslaved and indentured workers did not leave personal records, but Captain George Pointer did. He told the story of his 43-year career in a handwritten letter.               <ul style="list-style-type: none"> <li>○ <a href="#">National Park Services</a></li> </ul> </li> </ul>		
<b>Purpose: <i>What will students learn?</i></b> Students will learn about the remarkable life of George Pointer. They will learn that he was born enslaved, but was able to eventually buy his freedom. They will learn how Pointer purchased a home along the Potomac and how he spent his entire career working for the Patowmack Canal Company. They will learn how he saved his family home by writing to the C&O Canal Company asking for compensation for the land they would use for the Chesapeake and Ohio Canals. Finally, students will learn about the trials and tribulations the Pointer		

family endured to maintain their lands secured to them by George Pointer.

### **National & State Social Studies Standard(s)**

#### **[NCSS National Curriculum Standards for Social Studies](#)**

- **Theme 3: People, Places, and Environments:** This theme helps learners develop their spatial views, and perspectives of the world, to understand where people, places, and resources are located and why they are there, and to explore the relationship between human beings and the environment.
- **Theme 10: Civic Ideals and Practices:** Through social studies programs, students acquire a historical and contemporary understanding of the basic freedoms and rights of citizens in a democracy, and learn about the institutions and practices that support and protect these freedoms and rights, as well as the important historical documents that articulate them.

#### **[Iowa Social Studies Standards](#)**

- SS.8.13. Explain the powers and responsibilities of citizens, political parties, and the media in a variety of governmental and nongovernmental contexts.
- SS.8.15. Evaluate how economic decisions affect the wellbeing of individuals, businesses, and society.
- SS.8.21. Analyze connections among early American historical events and developments in broader historical contexts.
- SS.8.24. Critique primary and secondary sources of information with attention to the source of the document, its context, accuracy, and usefulness.

### **National & State Geography Standard(s):**

#### **[NCGE - National Council for Geographic Education standards](#)**

- Standard 2: How to use mental maps to organize information about people, places and environments in a spatial context.
- Standard 12: The processes, patterns, and functions of human settlement.
- Standard 14: How human actions modify the physical environment.
- Standard 15: How physical systems affect human systems.

#### **[Iowa Social Studies Standards](#)**

- SS.8.18. Explain how the physical and human characteristics of places and regions influence culture.
- SS.8.19. Explain how push and pull factors contributed to immigration and migration in early American history.

### **ELA Standards:**

- Cite specific textual evidence to support analysis of primary and secondary sources. (RH.6-8.1)
- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (RH.6-8.2)
- Analyze the relationship between a primary and secondary source on the same topic. (RH.6-8.9)

### **[ISTE Teacher and/or Student Standard:](#)**

- 1.3 Knowledge Constructor
  - b. Evaluate Information
    - Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

- c. Curate Information
  - Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

**Language Functions:**

- Inquiry/Seeking Information
- Summarizing/Informing
- Justifying/Persuading

**Culturally Responsive Lesson Strategies:** (See Rubric below. What strategies will you include in your instructions to make lesson/assignments more culturally responsive?)

- **CONNECTION**
  - Lesson/Activity incorporates real-life connections and representations from various cultures and life experiences.
- **HIGHER ORDER THINKING**
  - Lesson/Assignment provides avenues for students to engage in higher cognitive processing, applying learning to big-picture analysis and creative applications for learning.
- **EQUITY/DECOLONIZATION**
  - Attention paid to minimizing dominant discourses, deficit perspectives, and possible biases/microaggressions in instruction/language/expectations so students from non-dominant background (e.g. English language learners, students from poverty, students with special needs, students of various genders/sexual orientations) have access and can participate as readily as those from dominant backgrounds.

**Objective(s):** (Explicit & Measurable - suggested one per standard in each category.):

**Students will be able to:**

- Explain how George Pointer used the powers and responsibility of citizenship to secure what he wanted.
- Evaluate how George Pointers' efforts had a positive economic effect on the wellbeing of himself and his family.
- Analyze the connections between George Pointer's life and how unique his accomplishments were considering the broader historical contexts of the time.
- Critique and summarize the primary source of George Pointer's letter.

SIOP Elements		
Preparation	Scaffolding	Grouping Option
Adapting content	Modeling	Whole class
Linking to background	Guided practice	Small groups
Linking to past learning	Independent practice	Partners
Strategies used	Comprehensible input	Independent

<b>Integrating Processes</b>	<b>Application</b>	<b>Assessment</b>
Reading Writing Speaking Listening	Hands-On Meaningful Linked to objectives Promotes engagement	Individual Group Written Oral

**Evidence of Mastery (Measurable):**

**Formative** - After analyzing the [Diorama of George Washington inspecting Construction of the Potomac River Canal](#) and reading [The Remarkable Lives Of George Pointer And His Family](#), students will be asked to turn in their Guided Reading Notes (see below). The teacher will need to check to make sure accurate information is written about the Pointer family legacy.

**Summative** - The students will turn in their “Key Ideas and Details” summaries and claims made about the compelling question, “why should we know who George Pointer was? (see below). The teacher will ensure the students have accurately summarized the primary source document [Transcription Of Captain George Pointer’s September 5](#), and determined its central idea. The teacher will also be sure the students have made a claim to help answer the compelling question: why should we know who George Pointer was, and that they have supported this claim with evidence from the readings.

Exceeds Expectations	Information, research and ideas about the Pointer family are presented both in writing with a full essay paper, and in presentation form (PowerPoint presentation, poster, etc.)	4
Meets Expectations	Writes a paragraph that makes a claim addressing the compelling question and supports that claim with evidence and provides an accurate summary of the George Pointer story.	3
Approaches Expectations	Paragraph written makes a claim but fails to connect it to evidence. The summary lacks details, missing key information, or offers too much detail.	2
Fails to Meet Expectations	Fails to make a claim and support it and does not accurately summarize the learning.	1

**Key vocabulary:**

- **Canal** - artificial waterway constructed to allow the passage of boats or ships inland.

**Materials:**

- iPad or laptop for accessing the documents, or classroom set of copies made of each document.
- Documents:

<ul style="list-style-type: none"> <li>● <b>Lock</b> - device used for raising and lowering boats between stretches of water of different levels on river and canal waterways.</li> <li>● <b>Summary</b> - a brief statement or account of the main points of something.</li> <li>● <b>Central Idea</b> - a brief, overall summary of what the entire story or document is about.</li> </ul>	<ul style="list-style-type: none"> <li>○ <a href="#">Diorama of George Washington inspecting Construction of the Potomac River Canal</a></li> <li>○ <a href="#">The Remarkable Lives Of George Pointer And His Family</a></li> <li>○ <a href="#">Transcription Of Captain George Pointer’s September 5</a></li> <li>● Assignments/activities - one per student <ul style="list-style-type: none"> <li>○ Gilder Lehrman <a href="#">Image Analysis Worksheet</a></li> <li>○ Guided Reading Notes - see below</li> <li>○ National Archives <a href="#">Written Document Analysis Worksheet</a></li> <li>○ Key Ideas and Details - see below</li> </ul> </li> </ul>
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**Sources:**

- Gilder Lehrman [Image Analysis Worksheet](#).
- [NP Page](#) - National Parks
- [The Remarkable Lives of George Pointer and his Family](#)
- [Written Document Analysis Worksheet](#) - National Archives
- [Transcript of Captain George Pointer’s September 5, 1929 Letter](#)

**Engage**

<p><b>Teacher Will:</b></p> <p><b>(NOTE)</b> The teacher will put the students in small groups strategically providing language and/or learning support for English language learners, special education accommodations, gifted and talented or ELP, etc.</p> <ol style="list-style-type: none"> <li>1. Display the image “<a href="#">Diorama of George Washington inspecting Construction of the Potomac River Canal</a>” on the whiteboard.</li> <li>2. Have the groups of students make observations about the image together and discuss what they see. In order to spur conversation, the teacher may ask: <i>Have you seen this image before? What do you feel? Where did your eyes go first? What observations can you make about what is happening in the image?</i></li> </ol>	<p><b>Student Will:</b></p> <ol style="list-style-type: none"> <li>1. Observe the image “<a href="#">Diorama of George Washington inspecting Construction of the Potomac River Canal</a>” that is displayed on the whiteboard and think about what they are seeing.</li> <li>2. In small groups, the students will make observations about the image, discuss their observations together in their group, and think about the answers to the guided questions posed by the teacher. <i>Have you seen this image before? What do you feel? Where did</i></li> </ol>
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<ol style="list-style-type: none"> <li>Next, the teacher will hand out the <a href="#">Image Analysis Worksheet</a> and instruct students to analyze the image and fill out the worksheet together in their small group.</li> <li>After the groups finish their analysis worksheet, the teacher will lead students in a discussion about the image, paying particular attention to who was actually doing the work of digging the Potomac River Canal.</li> <li>The teacher will tell students this is an image of the construction of the Potomac River Canal and inform them that they will be learning about one particular family that was vital to the success of the building and maintenance of the canal.</li> <li>The teacher will instruct the students to turn their image analysis worksheets in before they leave, or collect them at the door.</li> </ol>	<p><i>your eyes go first? What observations can you make about what is happening in the image?</i></p> <ol style="list-style-type: none"> <li>Once the small group discussion is over, the students will complete the <a href="#">Image Analysis Worksheet</a> handed to them by their teacher.</li> <li>The students will now debrief with the whole class about the image and discuss what they wrote down on their image analysis worksheet.</li> <li>The students will then turn their image analysis worksheet in to the teacher before they leave class.</li> </ol> <p><u>Academic Language Function</u>  01 - Inquiry/Seeking Information  06 - Analyzing  07 - Inferring, Predicting, and Hypothesizing</p> <p><b>(Preparation: Linking to background) (Integrating Processes: Listening/Speaking/Writing) (Grouping: Whole class/Independent)</b></p>
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**Explore**

<p><b>Teacher Will:</b>  <b>IQ 1# - Why is George Pointer an important historical figure?</b></p> <ol style="list-style-type: none"> <li>Project to the class the reading: <a href="#">The Remarkable Lives Of George Pointer And His Family</a></li> <li>Students read the article about the lives of George Pointer and his family aloud to the class.</li> </ol> <p><b>(NOTE)</b> Provide an electronic copy for the students to follow along with the read aloud, or print out a class set of the article for each student.</p> <ol style="list-style-type: none"> <li>While reading the article, the teacher will model good reading by conducting a “think aloud.” <ol style="list-style-type: none"> <li>As the teacher reads, pause and offer what you are thinking as you read, such as summarizing key points and ideas.</li> </ol> </li> </ol>	<p><b>Student Will:</b></p> <ol style="list-style-type: none"> <li>Participate in the read aloud with the class on the background/explore article: <ul style="list-style-type: none"> <li><a href="#">The Remarkable Lives Of George Pointer And His Family</a></li> </ul> </li> <li>Follow along with the electronic copy or hard copy provided and listen to the teacher model what good reading sounds like. <ul style="list-style-type: none"> <li>Listen and respond when asked about the teacher's reading strategies.</li> <li>Listen to how they fix mistakes when they read, or how they pause to think and reflect at times as they read to ensure comprehension.</li> <li>Listen to how they think about key vocabulary words and how they are defined and how they apply to the text.</li> </ul> </li> </ol>
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- b. Highlight and discuss important vocabulary terms and define them.
- c. If you make a mistake with your reading, model how to go back and correct the mistake and why that is important.

**(NOTE)** Talk to the students about the importance of reading with *good*:

- **Expression:** Students should be able to match their expression and volume to the tone and mood of the reading material. Additionally, punctuation can provide cues for how students should flex their voices.
- **Phrasing:** the ability to chunk words into phrases - students should be able to apply expression and volume based on punctuation cues and clauses in order to read with appropriate and smooth phrasing.
- **Smoothness:** elements of chunking in that students should be able to read material smoothly, pausing only when appropriate.
- **Pace:** the rate at which the student reads. While there are several markers and norms, a student's reading should sound conversational, which means that the appropriate pace for each student may differ.

[Landmark Outreach](#)

- d. The teacher could also do an [echo or choral reading](#) to allow for a safe space for students who are not quite fluent in their reading to practice out loud reading without the potential embarrassment of making mistakes in front of their peers.
4. After completing the read aloud, hand out the Guided Reading Notes and instruct the students to read the article again.
    - a. Emphasize that [repeated reading](#) is one important aspect of becoming a fluent reader.
  5. The students will now read through the background/explore article again and answer the guided reading notes (see below) as they read.

- Listen to your teacher talk about the importance of reading with good expression, phrasing, smoothness and pace.
- Practice silently reading the text while the teacher reads the text.
- If asked, engage in an echo read - the teacher reads a line or two and you read it back to them with same phrasing and expression, or choral read - read together as a whole class.
- Practice reading with the class in a safe place where you don't have to read in front of everyone, but rather, quietly with everyone.

3. Receive the Guided Reading Notes and write your name on the paper.
4. Work independently or with a partner to re-read the article and answer the questions on the Guided Reading Notes.
  - Remember the reading strategies and components (expression, phrasing, smoothness and pace) that you worked on or had modeled in class as you read the article the first time, and apply these strategies and components in your second reading of the article.
5. The students will now read through the background/explore article again and answer the guided reading notes (see below) as they read.

Academic Language Function

- 01 - Inquiry/Seeking Information
- 02 - Summarizing and Informing
- 06 - Analyzing

**(Integrating Processes: Listening/Speaking/Writing)**  
**(Grouping: Whole class/Independent)**

<ul style="list-style-type: none"> <li>a. Allow struggling readers to engage in a partner read or work in small groups to re-read the story and answer the questions.</li> <li>b. The teacher should move around the room to monitor and guide students with this reading activity.</li> </ul>	
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**Explain - Formative Assessment**

<p><b>Teacher Will:</b></p> <ol style="list-style-type: none"> <li>1. Ask students to share out to their class answers to the guided reading notes to ensure accuracy of the information.             <ul style="list-style-type: none"> <li>a. Ask students to add to or adjust their answers as they listen to the discussion on each of the questions.</li> <li>b. Project or write answers to the questions on the whiteboard to support struggling readers and writers, or students who are learning English as an additional language to their first language(s) they know.</li> </ul> </li> <li>2. Collect the Guided Reading Notes to check for accuracy and to use a formative assessment before allowing students to move on to the primary source analysis in the elaborate section that follows.</li> </ol>	<p><b>Student Will:</b></p> <ol style="list-style-type: none"> <li>1. Listen and participate in the class discussion of the answers to the Guided Reading Notes.             <ul style="list-style-type: none"> <li>a. Fix or add to your answers as you listen and participate in the discussion.</li> <li>b. Volunteer to answer a question verbally or on the white board in writing if asked.</li> </ul> </li> <li>2. Ensure that your Guided Reading Notes are accurate and complete before moving on to the document analysis.             <ul style="list-style-type: none"> <li>a. Turn these notes in to your teacher to serve as a formative assessment on your learning.</li> </ul> </li> </ol> <p><u>Academic Language Function</u>            01 - Inquiry/Seeking Information            02 - Summarizing and Informing            03 - Comparing and Contrasting            08 - Justifying and Persuading            11 - Evaluation</p>
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**Elaborate**

<p><b>Teacher Will:</b>  <b><i>IQ #2: How did George Pointer convince the Chesapeake and Ohio Canal company to allow his family to remain on their land?</i></b></p> <ol style="list-style-type: none"> <li>1. The teacher will say to the class, for practice, let's do some research to find out how</li> </ol>	<p><b>Student Will:</b></p>
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George Pointer convinced the Chesapeake and Ohio Canal companies to allow his family to remain on their land.

- a. The teacher should ask questions to the class to answer and discuss as a whole group like: *What do you think George Pointer did to fight for his land? What type of documents would be helpful to us in order to answer IQ #2 - How did George Pointer convince the Chesapeake and Ohio Canal company to allow his family to remain on their land?*
2. Hand out both the [Transcription Of Captain George Pointer's September 5, 1929 Letter](#) and the National Archives [Written Document Analysis Worksheet](#) and lead the class in a discussion to help answer the sourcing questions (sections 1-5) about the document.
  - a. Please note, the last section of the [Written Document Analysis Worksheet](#) (section 6 - document information) should be completed after completing a reading on the primary source document - [Transcription Of Captain George Pointer's September 5, 1929 Letter](#).
3. Read the primary source document from George Pointer aloud to the class.
  - a. Provide an electronic copy for the students to follow along with the read aloud, or print out a class set of the article for each student.
4. While reading the [letter](#), the teacher will model good reading by conducting a "think aloud" similar to earlier in the lesson.
  - a. Pause and offer what you are thinking as you read, such as summarizing key points and ideas.
  - b. Highlight and discuss important vocabulary terms and define them.
  - c. If you make a mistake with your reading, model how to go back and

1. The student should be actively listening to the class discussion and teacher questions and participating.
  - a. What do you think George Pointer did to fight for his land?
  - b. What type of documents would be helpful to us in order to answer IQ #2 - How did George Pointer convince the Chesapeake and Ohio Canal company to allow his family to remain on their land?
2. Students receive the [Transcription Of Captain George Pointer's September 5, 1929 Letter](#) and the National Archives [Written Document Analysis Worksheet](#) and participate in the discussion about sourcing the document.
  - a. Fill out the first five sections with the teacher and classmates together.
3. Using their provided copy of [Transcription Of Captain George Pointer's September 5, 1929 Letter](#), students will listen and actively participate in the read aloud of the primary source document.
  - a. Actively listen to the teacher model good reading.
  - b. listening and responding to times when the teacher stops to ask questions, think about their thinking, summarize parts of the reading, etc.
  - c. Also, students should listen to the teacher explain the importance of reading with good expression, phrasing, smoothness and pace.
  - d. If asked, the student should actively read and participate in an [echo or choral read](#) for parts of the document.
4. Once the read aloud with the teacher is complete, the student will answer the questions with the class together from section 6 (document information) of the [Written Document Analysis Worksheet](#) that was not completed from the sourcing at the beginning.

<p>correct the mistake and why that is important.</p> <p>d. Discuss the importance of reading with good expression, phrasing, smoothness and pace.</p> <p>e. Consider an <a href="#">echo or choral reading</a> for parts of the document.</p> <p>5. After completing the read aloud, answer the questions together from section 6 (document information) of the <a href="#">Written Document Analysis Worksheet</a> that was not completed from the sourcing at the beginning.</p> <p>a. Have the students work in pairs or small groups to answer questions A-E on the worksheet.</p> <p>b. Then share out and ensure all students have completed the worksheet accurately.</p>	<p>a. Students may be asked to work in pairs or small groups to answer questions A-E on the worksheet.</p> <p>5. The <a href="#">Written Document Analysis Worksheet</a> should be turned in by the student.</p> <p><u>Academic Language Function</u></p> <p>01 - Inquiry/Seeking Information</p> <p>02 - Summarizing and Informing</p> <p>05 - Classifying</p> <p>06 - Analyzing</p> <p>07 - Inferring, Predicting, and Hypothesizing</p> <p><b>(Preparation: Strategies Used) (Scaffolding: Guided Practice)</b></p>
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**Evaluate - Summative Assessment**

<p><b>Teacher Will:</b></p> <ol style="list-style-type: none"> <li>Hand out the Key Ideas and Details assignment (see below), or provide it electronically, and instruct the students to read the <a href="#">letter</a> again.       <ol style="list-style-type: none"> <li>On this evaluative assignment, the students will synthesize all the information they have learned from the <a href="#">background/explore article</a> with the information they obtained from the <a href="#">Transcription Of Captain George Pointer's September 5, 1929 Letter</a>.</li> </ol> </li> <li>Now tell the students they will be evaluated on their ability to determine the key ideas and details of a primary source document.       <ol style="list-style-type: none"> <li>Explain to the students that a good summary will retell the most important points from the reading from the beginning, through the middle, and to the end.</li> </ol> </li> </ol>	<p><b>Student Will:</b></p> <ol style="list-style-type: none"> <li>Students will accept the Key Ideas and Details evaluation assignment (see below) either electronically or in print.</li> <li>The student will consider and reflect on all of their learning about George Pointer and his family from the:       <ol style="list-style-type: none"> <li><a href="#">Diorama of George Washington inspecting Construction of the Potomac River Canal</a></li> <li><a href="#">The Remarkable Lives Of George Pointer And His Family</a></li> <li><a href="#">Transcription Of Captain George Pointer's September 5</a></li> </ol> </li> <li>The student will now complete the evaluation assignment - Key Ideas and Details.       <ol style="list-style-type: none"> <li>Write an accurate summary of the primary source document <a href="#">Transcription Of Captain George Pointer's September 5</a>, being careful to include critical key information</li> </ol> </li> </ol>
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- b. They are not too wordy, but also they don't miss any of the key ideas in the reading.
  - c. Explain that they are to fill out the three sections of the summary component in the Key Ideas and Details evaluation (beginning, middle, end).
  - d. The teacher may elect to fill out the beginning portion of the assignment together as a class using modeling and a think aloud.
3. Once they have completed the summary portion of the evaluation, instruct the students to write a central idea for the letter.
- a. The central idea is the main point that the author is making. In other words, what was the purpose of the writing? What was the goal or intended outcome?
4. Finally, instruct the students to make a claim by answering the IQ #2: How did George Pointer convince the Chesapeake and Ohio Canal Company to allow his family to remain on their land?
- a. The teacher can provide a sentence starter to get them started - usually is the question rewritten as a phrase:
    - i. George Pointer was able to convince the Chesapeake and Ohio Canal Company to allow his family to remain on their land by \_\_\_\_\_.
  - b. Once the student answers the question, or completes the sentence starter, they will then need to explain using evidence from the letter.
  - c. Be sure to clearly explain that the students need to both explain their answer and provide a quote, or evidence, from the letter to support their answer or claim.

- from the beginning, through the middle and to the end of the letter.
- b. Then determine a central idea, or main aim, of the document and write that in the appropriate section.
  - c. Finally, the student will answer the question:
    - i. How did George Pointer convince the Chesapeake and Ohio Canal Company to allow his family to remain on their land?
  - d. This answer should be one complete sentence that provides one claim from the letter as to why the student thinks this letter was convincing to help the family remain on the land.
  - e. The student should then finish the claim section of the evaluation by explaining their answer in writing and providing a quote as evidence from the letter to support that claim.
4. The student will then turn the evaluation assignment in to the teacher or submit it electronically for an evaluation or summative grade.

Academic Language Function

02 - Summarizing and Informing

06 - Analyzing

08 - Justifying and Persuading

11 - Evaluation

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|---|--|
| <ol style="list-style-type: none"><li>5. Monitor students as they work on their Key Ideas and Details evaluation page, and ensure they are completing each component required.</li><li>6. Collect their work and assign a score when they finish.</li></ol> |  |
| <p><b>Extensions:</b></p> <ul style="list-style-type: none"><li>● Direct students to National Parks pages and encourage them to explore other parks and their histories.</li></ul>  |  |



### Guided Reading Notes

Fill out this form and answer the questions as you read about George Pointer.

1. When and where was George Pointer born? How long, according to him, was he enslaved?
2. According to Pointer, how much money did he need to save in order to buy his freedom from slavery?
3. What project did George Pointer work as an engineer on?
4. How often did George Washington visit the canal project? What did he give the workers when he visited?
5. Describe the work that was happening with the canals and the locks according to Pointer. What was being sent through?
6. What tragic incident happened to Pointer while he was working between Seneca to the Little Locks? Explain what happened, and how it impacted Pointer?

7. How long did Pointer say he lived on his land before the Chesapeake and Ohio Canal threatened it?
  
8. Explain what the plea was that Pointer was making to the canal company? What did he want?
  
9. When was this letter signed and dated?

### Key Ideas and Details

Using the document: [Transcription Of Captain George Pointer's September 5, 1929 Letter](#), fill out the assignment below. This will be turned in for an evaluation grade.

Summary: A good summary retells the most important points in the reading from the beginning, through the middle, and to the end. They are not too wordy, but also they don't miss any of the key ideas in the reading.

Please provide a summary in the space below of the document: [Transcription Of Captain George Pointer's September 5, 1929 Letter](#)

Beginning	
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Middle	
End	

Central Idea: The central idea is the main point that the author is making. In other words, what was the purpose of the writing? What was the goal or intended outcome?

Please provide the central idea of the document: [Transcription Of Captain George Pointer's September 5, 1929 Letter](#) in the space below.

Central Idea

Claim: A claim is an observation made, or an answer to a question, using evidence from a document or piece of writing and quoting that evidence to support your claim.

Please make a claim about George Pointer by answering the compelling question: Why Should We Know Who George Pointer Was? Answer this question with one reason, and then explain the reason and provide a quote from the document: [Transcription Of Captain George Pointer's September 5, 1929 Letter](#) to support this claim.

How did George Pointer convince the Chesapeake and Ohio Canal company to allow his family to remain on their land?	
Claim (Finish the Sentence with one answer).	George Pointer was able to convince the Chesapeake and Ohio Canal Company to allow his family to remain on their land by
Explain (Explanation of the claim in your own words)	
Evidence (Quote from the document)	