



Team Members:	Carol Teverbaugh, Karen Shank, Amanda Goodwin, Cheryl Coker
Instructional Unit:	The National Road
Title of Lesson:	“Highway of Hope”
Grade Level:	Can be modified 4th-8th
Description:	This lesson is designed to learn about the increase of migration into the Ohio territory by way of the National Road.
Standards: Include Standard, Benchmark Letters, and GLI numbers	Geo. D.8.3 Explain how colonization, westward expansion, immigration and advances on transportation and communication changed geographic patterns in the U.S.
Duration:	2-3 class periods

Primary Source Materials:

Alexander Mitchell letter to David Heaton, March 16, 1836. Ohio Historical Society Archives/Library, *Ohio Memory*,
<http://www.ohiomemory.org/cdm/ref/collection/p267401coll32/id/259>.

National Road milestone, A Traveler’s Guide to the Historic National Road in Ohio: The Road that Helped Build America, p. 3.

Warm Up:

Students learn “Goin’ West,” a song about the National Road.

Instructional Strategies:

Students look up and define the following words:

- Turnpike
- Isolated
- Macadam

Read paged 402 and 403 in text, America, History of Our Nation. Do map activity on page 402.

Homework and Practice:

On “Building the National Road” maps, students will color code each of the four sections of construction. Construct a timeline with 5 year intervals and place the dates and towns from the map on the timeline.

Assessment Question:

Complete the cause/effect chart with facts and conclusions concerning the building of the National Road. The third cause/effect relationship must demonstrate the economic impact of the road in Ohio.

Re-teach Activity:

Students will be the “curator,” using 5 primary sources from <http://historymatters.gmu.edu/d/6540> to create National Road scrapbook page.

Extension Activity:

Students will answer a set of spiral questions over the Alexander Mitchell letter or milestone photograph.



Milestone indicating distance to Cumberland, MD

GOING WEST

CHORUS:

Goin' West in a covered wagon,
Git along mule, giddyap, giddyap,
Spite of the danger,
Goin' through strange new country,
We're gonna cross, the National Road,
The National Road!

VERSE 1

Where a man isn't judged
By his money or his name,
Where you walk up to a stranger
an say, "Howdy" just the same.
And the only thing that matters
Is your courage and your heart,
Cause the past is all behind you
And you make a brand new start.

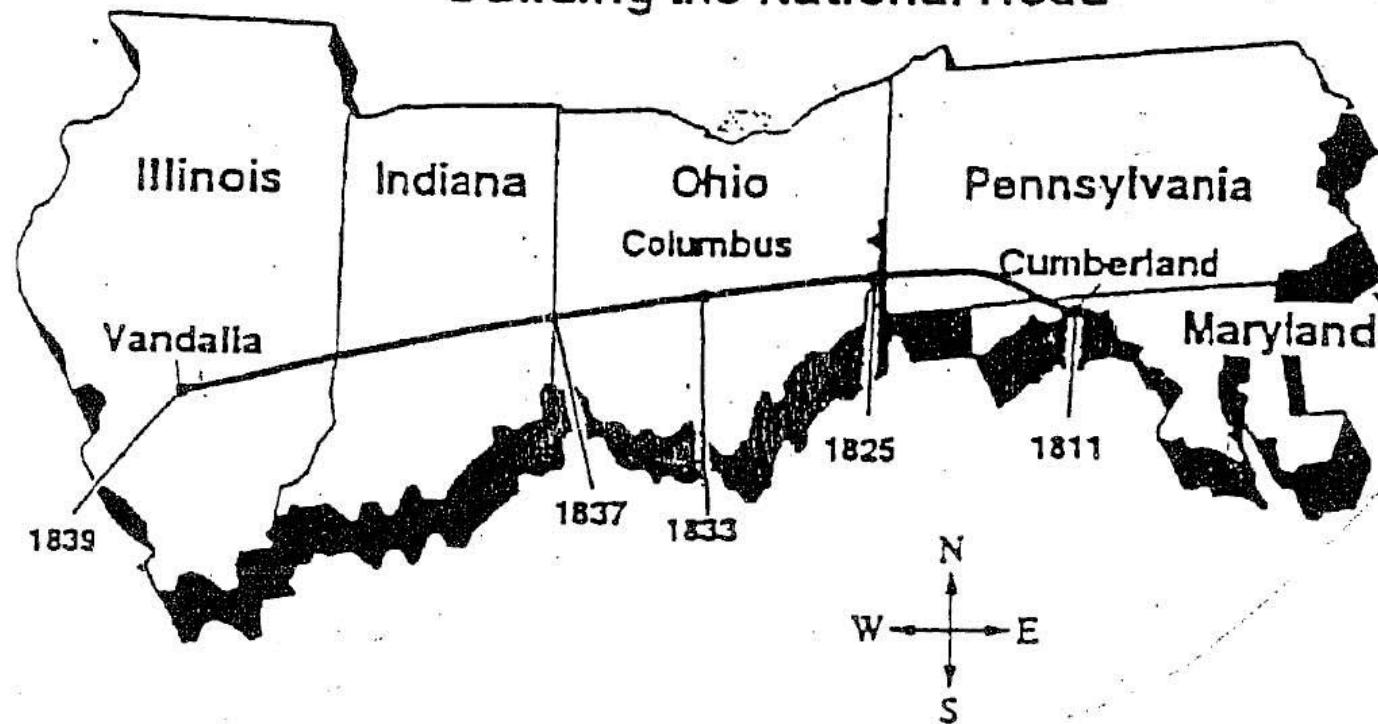
CHORUS

VERSE 2

Where a woman's dreams are planted
In a precious piece of land,
Where her castle is a cabin, every timber split by hand
And she has no silks or satins,
But her heart is filled with pride,
Cause she's buildin' up a future
With her family by her side.

CHORUS

Building the National Road



Ohio History Timeline

1800

1806

1840

Congress
authorizes
the construction
of a National
Road

Name _____

Date _____

The National Road - Assessment**Cause/Effect Chart****Cause****Effect**

After Ohio became a state in 1803, many Americans wanted to emigrate to Ohio. However, transportation routes were by water, very poor, or didn't exist.



It took 28 years to complete the National Road from Cumberland, Maryland to Vandalia, Illinois.



Grading Rubric for Cause/Effect Chart

*Scoring for a 4 point question is as follows...

- A 4-point response provides extensive evidence of the kind of interpretation called for in the item or question. The response is well-organized, elaborate, and thorough. It demonstrates a complete understanding of the whole work as well as how parts blend to form the whole. It is relevant, comprehensive, and detailed, demonstrating a thorough understanding of the *question*. It thoroughly addresses the important elements of the question. It contains logical reasoning and communicates effectively and clearly.
- A 3-point response provides evidence that an essential interpretation has been made. It is thoughtful and reasonably accurate. It indicates an understanding of the concept or item, communicates adequately, and generally reaches reasonable conclusions. It contains some combination of the following flaws: minor flaws in reasoning or interpretations, failure to address some aspect of the item, or the omission of some detail.
- A 2-point response is mostly accurate and relevant. It contains some combination of the following flaws: incomplete evidence of interpretation, unsubstantiated statements made about the text, an incomplete understanding of the concept or item, lack of comprehensiveness, faulty reasoning, or unclear communication.
- A 1-point response provides little evidence of interpretation. It is unorganized and incomplete. It exhibits decoding rather than reading. It demonstrates a partial understanding of the item but is sketchy and unclear. It indicates some effort beyond restating the item. It contains some combination of the following flaws: little understanding of the item, failure to address most aspects of the item, or inability to make coherent meaning.
- A 0 is assigned if the response shows no understanding of the item or if the student fails to respond to the item.

Spiral Questions

Source: Photo on page 3 of A Traveler's Guide to the Historic National Road in Ohio, by Glenn Harper and Doug Smith

Level 1: Description

What towns are labeled on the mile marker?

How many miles are listed for each location?

Level 2: Interpretation

What do you think was the purpose of the mile marker?

What kind of people would use them?

Level 3: Analysis

What types of things are used now in that do the same job as the mile marker? List two examples and explain how each is used.