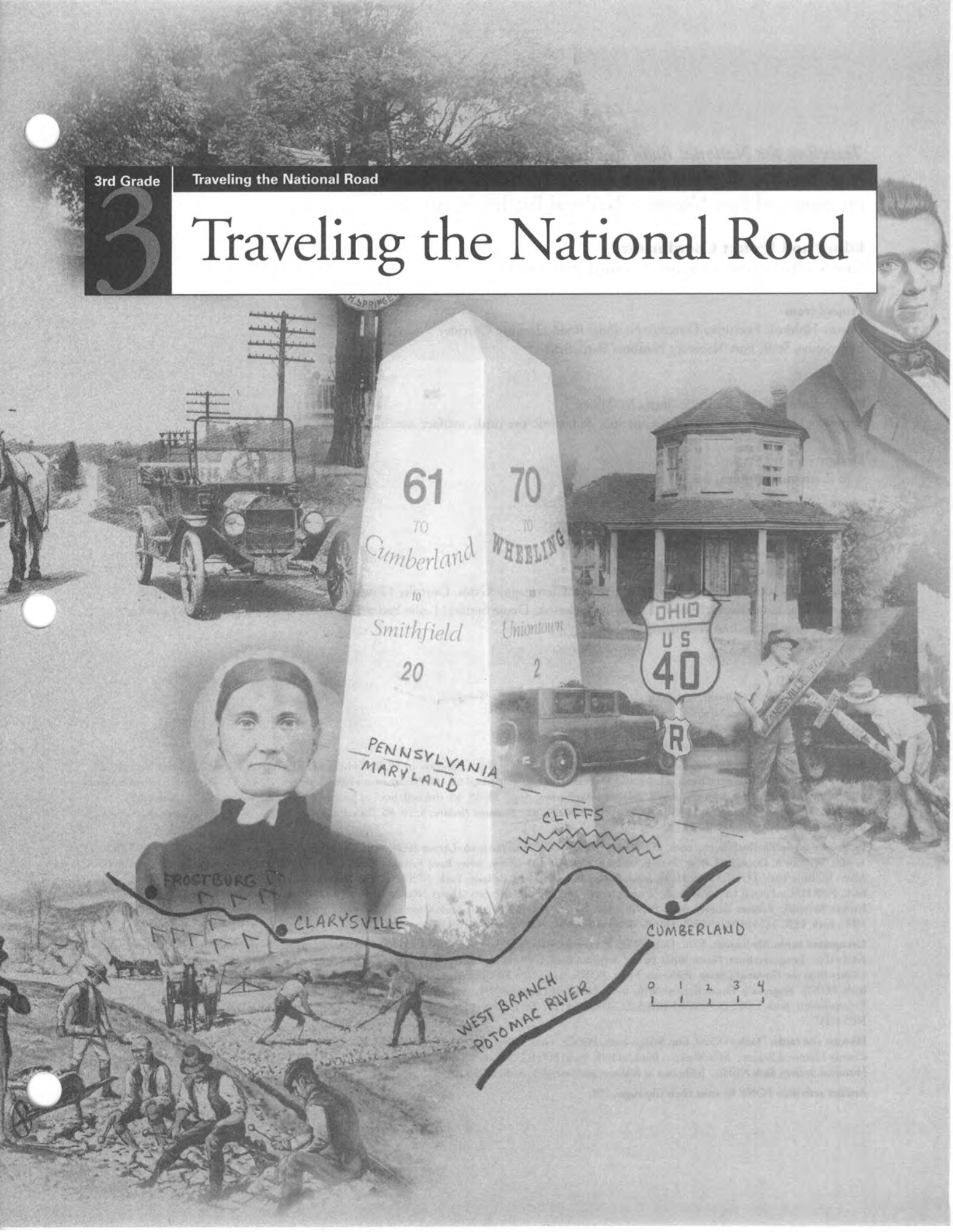
Traveling the National Road



Acknowledgements

Traveling the National Road teacher's guide was made possible through generous funding from the ***Roy A. Hunt Foundation, National Park Service Parks as Classrooms*** grant program and Fort Necessity National Battlefield entrance fees.

Editor and Project Coordinator
Jane S. Clark, Fort Necessity National Battlefield

Project team
Donna Holdorf, Executive Director, National Road Heritage Corridor
Interpretive Staff, Fort Necessity National Battlefield

Text
Original teacher's guide, 1995: Shelia M. Sibley
Supplemental pages (biography, occupation, & historic site cards, artifact activities): Susan Moger

Design
A to Z communications, inc.

Printed
2005

Special Thanks to
Karen Chrise, Kenneth Cowsert, Lori Detweiler, Charmagne Gates, Dorothy Gruskowski, Carole Keiste, Rita Kennison, Suzanne Magazine, Karen Martin, Holly Jill Patterson, Diane Satifka, Leslie Yoder and all the teachers and reviewers who provided suggestions and comments.

Photo credits:

FONE = Fort Necessity National Battlefield,
LOC = Library of Congress, NPS
HFC = National Park Service Harpers Ferry Center,
NRHC = National Road Heritage Corridor

Teacher's guide: American Canal & Transportation Center, *Indian Trails to Super Highways*, by William H. Shank, 33; Eastern National, (sledge hammer) 23, 27, 37; FONE by artist Yvonne Becca, 41, (candle, fireplace, checkers, carpetbag) 61; FONE by artist Herb Clevenger, 45, 46, 47, 48; FONE by artist Maxine Mullen, 71; FONE, 9, 13, (hammer, shovel, axe, saw, wheelbarrow, rings) 23, 38, 53, (inkwell, bowl & pitcher) 61, 67, (farmer, tavern) 75, (hotel) 89 ; Jack Gates,(car in mud, gas station) 89; LOC, LC-USZ62-50126, 81; National Archive, 5, 19, 86, (bicyclist, Route 40) 89; NPS HFC, (horse and wagon) 23, (blacksmith) 75; NRHC, (tollhouse) 75.

Biography cards: Elizabeth Boeke: both, Minster Historical Society from the book *Liwwat Boeke*; Redding Bunting: front, FONE, back, LOC LC-USZ62-17944; William A. Donaldson, front, FONE, back LOC LC-USZ62-17944; Mary Reed Eastman, Front LOC LC-USZ62-78681, back, National Archives; Albert Gallatin, both, FONE; Peter Hook, front, Robert and Ann Hook Belknap, back, NPS HFC; Andrew Jackson, front, LOC LC-USZ62- 47464, back, NPS HFC; Francis LeMoyne, both, Washington County Historical Society; Henry Nycum, both, NPS HFC; James Sampey, front, FONE, back, Eastern National; Rebecca Sampey, front, FONE, back, Eastern National; Hiram Seaton, front, Ira Seaton, Jr., back, NRHC; Westley Strothers, front, NPS HFC, back, LOC LC-USZ62- 94848; Ellis B. Woodward, front, FONE, back, NPS HFC.

Occupation cards: Abolitionist, front, North Wind Picture Archives, back LOC LC-USZ62-88806; Blacksmith, front, North Wind Picture Archives, back, NPS HFC; Emigrant, front, North Wind Picture Archives, back, NPS HFC; Farmer, both, NPS HFC; Merchant, front, NPS HFC, back, Uniontown Public Library from the *Genius of Liberty*; Politician, Front, FONE, back, NPS HFC; Stagecoach Driver, front, FONE, back, NPS HFC; Stagecoach Tavern Keeper, both, FONE; Stagecoach Tavern Keeper's Wife, front, NPS HFC, back, FONE; Stagecoach Yard Worker, both, NPS HFC; Tollkeeper, both, FONE; Traveling Entertainment, both, LOC, LC-USZ62-50165, LC-USZ62-1129; United States President, both LOC LC-USZ62-1805, LC-USZ62-24806; Wagoner, both, NPS HFC.

Historic site cards: Dunlap's Creek Iron Bridge, both, FONE; Great Crossings Bridge, front, FONE, back, NRHC; LeMoyne House, both, Washington County Historical Society; Mile Markers, front, FONE, back, NRHC; Mount Washington Tavern, both, FONE, "S" Bridge, front, Washington County Historical Society, back NRHC, Tollhouses at Addison and Searights, both, NRHC

Artifact activities: FONE by artist Herb Clevenger, 178.

National Road Heritage Corridor

United States Department of the Interior

National Park Service
Fort Necessity National Battlefield
Friendship Hill National Historic Site
1 Washington Parkway
Farmington, PA 15437

Dear Educator:

I am glad you have selected *Traveling the National Road* for your classroom. The goal of this teacher's guide is to provide teachers and their students with accurate and engaging information and activities which are curriculum-based and which meet Pennsylvania standards for learning. To reach this goal, Fort Necessity National Battlefield joined with the National Road Heritage Corridor in working collaboratively on the teacher's guide.

This teacher's guide has numerous classroom activities. As you and your students become familiar with the history, I encourage you to continue your learning with a field trip to Fort Necessity National Battlefield. There you can experience first hand the objects and places that made National Road history. Experiencing the "real things" and the "power of place" will help reinforce your classroom learning. Fort Necessity National Battlefield offers tours of the Mount Washington Tavern, a historic National Road tavern; on-site activities for students; and museum exhibits on the National Road.

I would like to thank both the *Roy A. Hunt Foundation* and the *National Park Service Parks as Classrooms* program for their generous funding. This teacher's guide would not have been possible without their assistance and the funding from Fort Necessity National Battlefield's entrance fees.

I am proud to be able to offer this educational opportunity. If you have comments or suggestions please feel free to contact Fort Necessity National Battlefield's education department at 724-329-5512.

Sincerely,

Joanne M. Hanley

Joanne M. Hanley
Executive Director National Parks of Western Pennsylvania
Fort Necessity National Battlefield

Table of Contents

Dear Educator I
Table of Contents II
Introduction V
Pennsyvania Academic Standards for History VII
Pennsyvania Academic Standards for Econimics IX

Teacher's Guide

UNIT 1: Overview of the National Road

Overview of the National Road
Teacher Background 1
The National Road
Student Reading Teacher Instructions 3
The National Road
Student Reading 5
Map of the National Road
Student Activity Teacher Instructions 7
Map of the National Road
Student Activity 9
The National Road in Pennsylvania
Student Activity Teacher Instructions 11
The National Road in Pennsylvania
Student Activity 13

UNIT 2: Construction of the National Road

Construction of the National Road
Teacher Background 15
Building the National Road
Student Reading Teacher Instructions 17
Building the National Road
Student Reading 19
Road Building Tools
Student Activity Teacher Instructions 21
Road Building Tools
Student Activity 23
Workers Building the National Road
Student Activity Teacher Instructions 25
Workers Building the National Road
Student Activity 27

UNIT 3: Travelers and Transportation on the National Road

Travelers and Transporatation on the National Road
Teacher Background 29
Travelers and Transporatation on the National Road
Student Reading Teacher Instructions 32
Travelers and Transporatation on the National Road
Student Reading 33
Stagecoach and Conestoga Wagon Coloring Sheet
Student Activity Teacher Instructions 35
Stagecoach and Conestoga Wagon Coloring Sheet
Student Activity 37
Travelers' Tools
Student Activity Teacher Instructions 39
Travelers' Tools
Student Activity 41
Emigrant's Journal
Student Reading Teacher Instructions 43
Emigrant's Journal
Student Reading 45

UNIT 4: Accomodation on the National Road

Accomodation on the National Road
Teacher Background 49
Meals and Places to Stay Along the National Road
Student Reading Teacher Instructions 51
Meals and Places to Stay Along the National Road
Student Reading 53
Food Along the National Road
Student Activity Teacher Instructions 55
Food Along the National Road
Student Activity 57
Objects Now and Then
Student Activity Teacher Instructions 59
Objects Now and Then
Student Activity 61

UNIT 5: Workers Along the National Road

Workers Along the National Road
Teacher Background 63

Workers Along the National Road
Student Reading Teacher Instructions 65

Workers Along the National Road
Student Reading 67

Traffic on the National Road
Student Activity Teacher Instructions 69

Traffic on the National Road
Student Activity 71

Jobs Along the National Road
Student Activity Teacher Instructions 73

Jobs Along the National Road
Student Activity 75

UNIT 6: Decline and Rebirth of the National Road — 1852-Present

Decline and Rebirth of the National Road — 1852-Present
Teacher Background 77

Traffic Leaves the National Road and Comes Back
Student Reading Teacher Instructions 79

Traffic Leaves the National Road and Comes Back
Student Reading 81

A Poem and Riddle About the National Road
Student Activity Teacher Instructions 83

A Poem and Riddle About the National Road
Student Activity 85

Picture Matching on the National Road
Student Activity Teacher Instructions 87

Picture Matching on the National Road
Student Activity 89

Biography Cards

Conduct an Interview
Student Activity Teacher Instructions 91

Figuring Miles Per Hour: How Fast Did They Travel?
Student Activity Teacher Instructions 92

Elizabeth Boeke 93

Redding Bunting 95

William A. Donaldson 97

Mary Reed Eastman 99

Albert Gallatin 101

Peter Hook 103

Andrew Jackson 105

Francis LeMoyne 107

Henry Nycum 109

James Sampey 111

Rebecca Sampey 113

Hiram Seaton 115

Westley Strother 117

Ellis B. Woodward 119

Occupation Cards

Conduct an Interview
Student Activity Teacher Instructions 121

What Is My Occupation?
Student Activity Teacher Instructions 122

Essay About an Occupation
Student Activity Teacher Instructions 123

Abolitionist 125

Blacksmith 127

Emigrant 129

Farmer 131

Merchant 133

Politician 135

Stagecoach Driver 137

Stagecoach Tavern Keeper 139

Stagecoach Tavern Keeper Wife 141

Stagecoach Yard Worker 143

Tollkeeper 145

Traveling Entertainment 147

United States President 149

Wagoner 151

Historic Site Cards

National Road Bridges
Student Activity Teacher Instructions 153

Design a Brochure
Student Activity Teacher Instructions 154

Create a Postcard
Student Activity Teacher Instructions 155

Dunlaps Creek Iron Bridge:
Still Standing 157

Great Crossings Bridge:
Why Is That Bridge Under Water? 159

Lemoyne LeMoyne House:
Freedom's Doorway 161

Mile Markers:
Are We There Yet? 163

Mount Washington Tavern:
A Good Place to Stay on the National Road 165

"S" Bridge:
S is for "Straight" 167

Tollhouses at Addison and Searights:
Stop! Pay Toll! 169

Artifact Activities

Tollhouse Rate Sign Poster
Stop! Pay Toll!
Student Activity Teacher Instructions 171

Traveler Information Cards 175

Rates of Toll 176

Mile Markers
Are We There Yet?
Student Activity Teacher Instructions 177

Mile Marker Math
Student Activity 179

Mile Marker Map
Student Activity 180

Mile Markers
Outdoor or Gym —How Far Is It?
Student Activity Teacher Instructions 181

Appendix

Appendix 1
National Road Timeline 183

Appendix 2
National Road Bibliography 184

Appendix 3
Vocabulary 185

Appendix 4
National Road Word Hunt
Student Activity 189

Introduction

This teacher's guide is intended for 3rd grade teachers and students. It includes everything you need to give your students a historically accurate and age-appropriate overview of the National Road. The curriculum is standards-based with each activity being tied to the Pennsylvania Academic Standards for History and Economics. The teacher's guide has six sections:

Teacher's Guide. This section is broken down into six units. Each unit starts with background information for the teacher. Included on each teacher instruction page are materials, objectives, standards, procedures and answers. There is a teacher instruction page for each activity. Each activity also has reproducible pages with either a student reading or a student activity.

Biography Cards. This section contains 14 reproducible biography cards about people who lived and traveled along the National Road. There are two suggested student activities. Each biography card has a corresponding occupation card. For example, the biography card on Elizabeth Boeke matches the Emigrant occupation card.

Occupation Cards. This section contains 14 reproducible occupation cards about workers who labored and moved along the National Road. This section has three suggested student activities. Each occupation card has a matching biography card.

Historic Site Cards. This section contains 7 reproducible historic site cards highlighting historic buildings, bridges and structures from the National Road that are still standing today. Three teacher instruction pages present the suggested student activities.

Artifact Activities. Several classroom artifacts associated with the teacher's guide will help the students learn about the National Road. The first activity uses a large poster of the tollhouse rate sign and reproduction historic coins. Using the artifacts the students compute the tolls charged along the National Road. The second and third activities use four large cardboard mile markers to have the students calculate distances.

Appendix. Four appendices provide additional resources. Appendix 1 is a National Road timeline. Appendix 2 contains a National Road bibliography. Next is a list of vocabulary in appendix 3 and finally, a National Road word hunt.

We hope this teacher's guide inspires you and your students to explore the historic National Road. Approximately every mile on the north side of the road are the original, cast iron obelisk-shaped mile markers or fiberglass replicas (in locations where the original mile marker is missing). Today the red, white and blue Historic National Road signs mark the historic route. If you would like to visit the Mount Washington Tavern at Fort Necessity National Battlefield or learn more about the National Road please call 724-329-5512.

Pennsylvania Academic Standards for History

8.1. Historical Analysis and Skills Development

8.1.3. GRADE 3

Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to...

A. Understand chronological thinking and distinguish between past, present and future time.
- Calendar time
- Time lines
- Continuity and change
- Events (time and place)

B. Develop an understanding of historical sources.
- Data in historical maps
- Visual data from maps and tables
- Mathematical data from graphs and tables
- Author or historical source

C. Understand fundamentals of historical interpretation.
- Difference between fact and opinion
- The existence of multiple points of view
- Illustrations in historical stories
- Causes and results

D. Understand historical research.
- Event (time and place)
- Facts, folklore and fiction
- Formation of a historical question
- Primary sources
- Secondary sources
- Conclusions (e.g., storytelling, role playing, diorama)

8.2. Pennsylvania History

8.2.3. GRADE 3

Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to analyze cultural, economic, geographic, political and social relations to...

A. Understand the political and cultural contributions of individuals and groups to Pennsylvania history.
- William Penn
- Benjamin Franklin
- Pennsylvanians impacting American Culture (e.g., John Chapman, Richard Allen, Betsy Ross, Mary Ludwig Hayes, Rachel Carson, Elizabeth Jane Cochran, Marian Anderson)
- Local historical figures in municipalities and counties.

B. Identify and describe primary documents, material artifacts and historic sites important in Pennsylvania history.
- Documents, Writings and Oral Traditions (e.g., Penn's Charter, Pennsylvania "Declaration of Rights")
- Artifacts, Architecture and Historic Places (e.g., Local historical sites, museum collections, Independence Hall)

- Liberty Bell
- Official Commonwealth symbols (e.g., tree, bird, dog, insect)

C. Identify and describe how continuity and change have influenced Pennsylvania history.
- Belief Systems and Religions (e.g., Native Americans, early settlers, contemporary religions)
- Commerce and Industry (e.g., jobs, trade, environmental change)
- Innovations (e.g., technology, ideas, processes)
- Politics (e.g., rules, regulations, laws)
- Settlement Patterns (e.g., farms, towns, rural communities, cities)
- Social Organization (e.g., relationships of individuals, families, groups, communities; ability to be educated)
- Transportation (e.g., methods of moving people and goods over time)
- Women's Movement (e.g., changes in roles and rights over time)

D. Identify and describe conflict and cooperation among social groups and organizations in Pennsylvania history.
- Domestic Instability (e.g., political, economic and geographic impact on daily activities)
- Ethnic and Racial Relations (e.g., treatment of various ethnic and racial groups in history)
- Labor Relations (e.g., working conditions over time)
- Immigration (e.g., diverse groups inhabiting the state)
- Military Conflicts (e.g., struggle for control)

8.3. United States History

8.3.3. GRADE 3

Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to analyze cultural, economic, geographic, political and social relations to...

A. Identify contributions of individuals and groups to United States history.
- George Washington
- Thomas Jefferson
- Abraham Lincoln
- Theodore Roosevelt
- Franklin D. Roosevelt
- Individuals who are role models (e.g., Abigail Adams, Sacajawea, Frederick Douglass, Clara Barton, Jackie Robinson, Rosa Parks, Archbishop Patrick Flores, Jamie Escalante, Sally Ride, Tiger Woods, Cal Ripken, Jr., Sammy Sosa)

B. Identify and describe primary documents, material artifacts and historic sites important in United States history.
- Documents (e.g., Declaration of Independence, U.S. Constitution, Bill of Rights)
- Writings and Communications (e.g., Pledge of Allegiance, famous quotations and sayings)
- Historic Places (e.g., The White House, Mount Rushmore, Statue of Liberty)
- The Flag of the United States

C. Identify important changes in United States history (e.g., Belief Systems and Religions, Commerce and Industry, Innovations, Politics, Settlement Patterns and Expansion, Social Organization, Transportation, Women's Movement).

D. Identify conflict and cooperation among social groups and organizations in United States history.
- Domestic Instability (e.g., impact on daily activities)
- Ethnic and Racial Relations (e.g., treatment of minority groups in history)
- Labor Relations (e.g., working conditions over time)
- Immigration (e.g., diverse groups inhabiting the state)
- Military Conflicts (e.g., struggle for control)

Pennsylvania Academic Standards for Economics

6.1. Economic Systems

6.1.3. GRADE 3

Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to...

A. Describe how individuals, families and communities with limited resources make choices.

B. Describe alternative methods of allocating goods and services and advantages and disadvantages of each.

C. Identify local economic activities.

- Employment
- Output

D. Identify examples of local businesses opening, closing, expanding or contracting.

6.2. Markets and the Functions of Governments

6.2.3. GRADE 3

Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to...

A. Define and identify goods, services, consumers and producers.

B. Identify ways local businesses compete to get consumers.

C. Identify and compare means of payment.

- Barter
- Money

D. Identify groups of competing producers in the local area.

E. Identify who supplies a product and who demands a product.

F. Define price and identify the prices of different items.

G. Define what a tax is and identify a tax paid by most families.

H. Identify government involvement in local economic activities.

I. Identify goods and services produced by the government (e.g., postal service, food inspection).

J. Explain the relationship between taxation and government services.

K. Identify forms of advertising designed to influence personal choice.

L. Explain why most countries create their own form of money.

6.3. Scarcity and Choice

6.3.3. GRADE 3

Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to...

A. Define scarcity and identify limited resources.

B. Identify and define wants of different people.

C. Identify and define natural, human and capital resources.

D. Identify costs and benefits associated with an economic decision.

E. Explain what is given up when making a choice.

F. Explain how self-interest influences choice.

6.4. Economic Interdependence

6.4.3. GRADE 3

Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to...

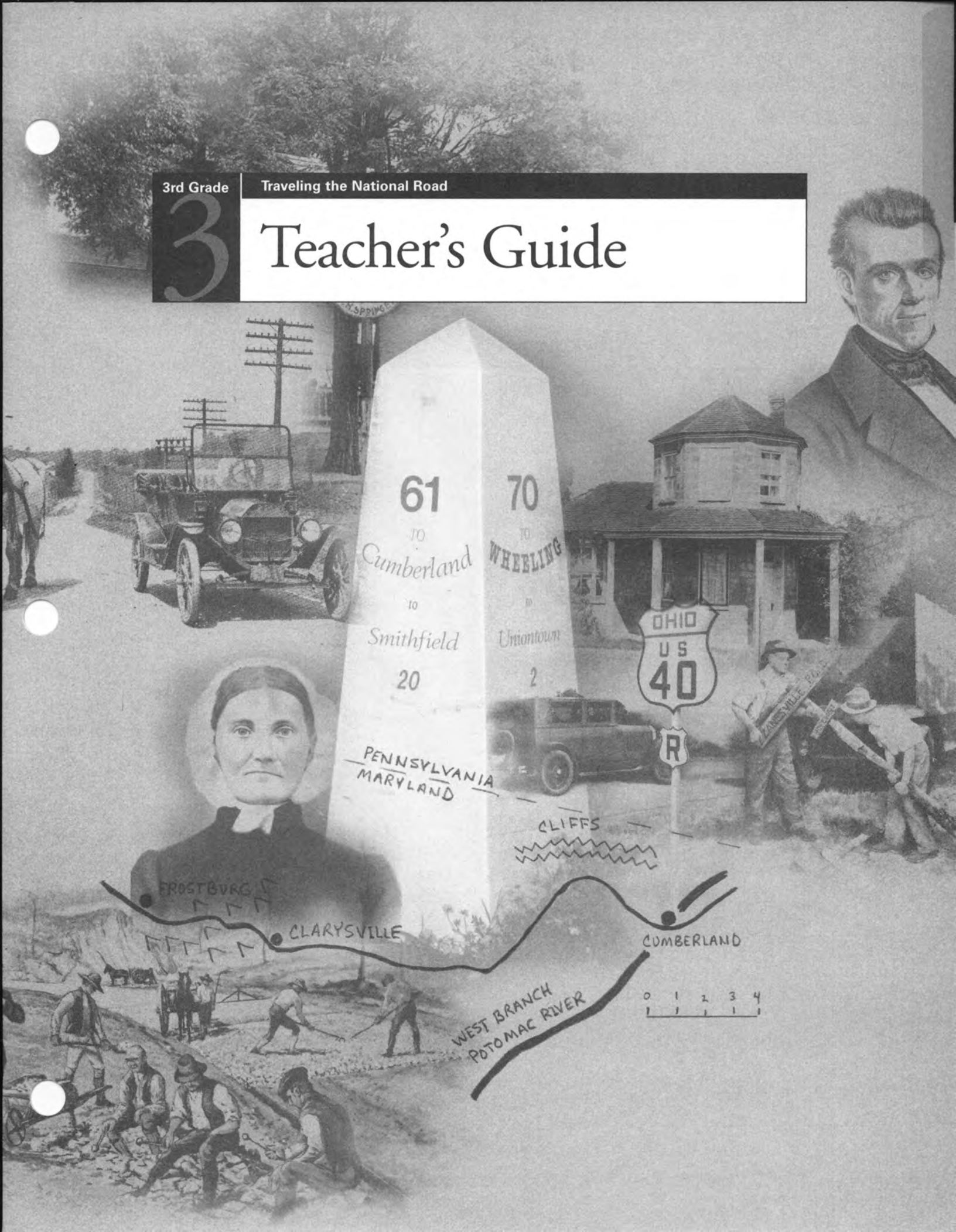
A. Define specialization and the concept of division of labor.
B. Explain why people trade.
C. Explain why goods, services and resources come from all over the nation and the world.
D. Identify local resources.
   - Natural (renewable, nonrenewable and flow resources)
   - Human
   - Capital
E. Define specialization and identify examples of interdependence.
F. Explain why some products are produced locally while others are not.
G. Identify local geographic patterns of economic activities.
   - Agriculture
   - Travel and tourism
   - Mining and mineral extraction
   - Manufacturing
   - Wholesale and retail
   - Health services

6.5. Work and Earnings

6.5.3. GRADE 3

Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to...

A. Explain why people work to get goods and services.
B. Identify different occupations.
C. Describe businesses that provide goods and businesses that provide services.
D. Define profit and loss.
E. Identify examples of assets.
   - Tangible (e.g., houses, cars, jewelry)
   - Financial assets (e.g., stocks, bonds, savings accounts)
F. Define entrepreneurship and identify entrepreneurs in the local community.
G. Define saving and explain why people save.
H. Explain how banks bring savers and borrowers together.



3rd Grade

3

Traveling the National Road

Teacher's Guide

Overview of the National Road

The National Road was the first federal road and the only one built entirely with federal funds. When it was first constructed, it was officially called the Cumberland Road. It has also been known as the National Pike and the Old Pike. Construction of the road began in Cumberland, Maryland, in 1811 and was completed to Wheeling, Virginia, (now West Virginia) in 1818. The National Road was eventually extended to Vandalia, Illinois.

Early paths, trails, and rivers in western Pennsylvania had been drawing people west for many years. The initial trails across the Allegheny Mountains (the mountains in Pennsylvania that are part of the Appalachian Mountains) were set up for pack horses. Traders led long trains of pack horses loaded with goods across the mountains. On their return journey the pack horses were loaded with furs.

In 1752, Thomas Cresap and his Delaware American Indian guide, Nemacolin, marked a route from Cumberland, Maryland, on the Potomac River to the Monongahela River at present day Brownsville, Pennsylvania. Two years later Lieutenant Colonel George Washington and his Virginia troops used Nemacolin's trail to build the first crude road across the Allegheny Mountains. This was a military road built by Virginia soldiers. This road brought wagons into western Pennsylvania. During Washington's 1754 campaign against the French, he was forced to surrender his small fort in what came to be known as the Battle of Fort Necessity. This was the opening battle of the French and Indian War.

In 1755, British and Colonial troops, led by Major General Edward Braddock and accompanied by George Washington, were again in western Pennsylvania. They widened and improved Washington's road and named it for General Braddock. General Braddock, defeated by the French and American Indians on July 9, was wounded during battle and died four days later. He was buried in an unmarked grave in the middle of the road that bears his name. In 1804 his grave was discovered, and Braddock's remains were moved to a nearby knoll. Today a monument marks the burial site.

Although these early roads followed different paths than the National Road, their existence created a precedent for building the National Road. The National Road was made possible by the 1802 Enabling Act that provided for Ohio's admittance into the United States. The Act stated that public land in Ohio would be sold to settlers and that 5 percent of these moneys would be set aside for the construction of a road from the east through Ohio.

Politicians had been urging for years that a road be built. Henry Clay, Thomas Jefferson, and Albert Gallatin each felt that a road would

Overview of the National Road

improve trade between the east and the emerging western frontier. Many people feared that without a good road the western territories, such as Ohio, Indiana, and Illinois, might decide to trade with the British in Canada or the Spanish in the Louisiana Territory. A good road was needed to help bind the nation together.

In 1806, President Thomas Jefferson signed an act to establish the National Road from Cumberland, Maryland, to Wheeling, Virginia. This section was completed in 1818.

There were very few roads across the Appalachian Mountains, and most of them were not very good. By contrast the National Road was one of the best and most substantial roads that had ever been built in the United States. Henry Clay related that it had taken him and his family all day to travel 9 miles on the Braddock Road and that he could cover 79 miles in the same time on the National Road.

Vast numbers of people and animals moved over the National Road. Stagecoaches carried passengers and mail. Wagons brought flour, whiskey, and bacon east, then loaded up with iron, salt, and every imaginable type of manufactured merchandise and headed west. Numerous trains of wagons laden with families and household goods carried emigrants to new homes in Ohio and beyond. The long lines of cattle, sheep, and pigs that were driven from frontier farms to markets in the east were described as "almost endless and countless."

The National Road intersected with the Monongahela River at Brownsville, Pennsylvania, and with the Ohio River at Wheeling. Travelers and freight often left the National Road to continue their journey via river. River travel was smoother for passengers, and freight was more easily transported.

The National Road, the first federal highway, succeeded beyond the expectations of its planners. It served the nation for many years. Then in the early 1850s the railroads made it across the Allegheny Mountains. They moved people faster and carried freight more cheaply. The National Road turned into a local route. It would be resurrected again with the advent of the motor car. In the 1926 the majority of the National Road became part of the new U.S. Route 40. Today, in most places, Route 40 is still on top of the old National Road.

Additional Information

1. The following **Biography Card** provides additional information:
   - Albert Gallatin
2. The following **Occupation Card** provides additional information:
   - Politician

Supplemental Activities

1. Use a map of the United States to talk about westward expansion.
2. Ask the students if they have seen or visited any historic sites associated with the National Road. Have the students share their experiences with the class.

Student Reading: The National Road

Materials

- Copies of the reproducible pages ***The National Road***.

Objectives

After reading the student reading and answering the thought question, students will be able to

- Name one reason the National Road was important to the people of the United States.

Standards

Pennsylvania Standards for History

- 8.1.3 A
- 8.2.3 C
- 8.3.3 B

Pennsylvania Standards for Economics

- 6.2.3 H
- 6.2.3 I

Procedures

1. Make a copy of the reproducible pages for each student.
2. Have the students read and answer the thought question.
3. Discuss the thought question.

Thought Question Answers

Any of the following could be correct answers:

- It was a good road across the mountains.
- It connected the nation.
- It was the first federally built road.

Student Reading: The National Road

Materials

- Copies of the reproducible pages: The National Road

Objectives

After reading the student reading and answering the thought question, students will be able to:

- Name one reason the National Road was important to the people of the United States.

Standards

Geography Standards for History

- Page 270
- Page 271
- Page 272

Reproducible Standards for Geography

- Page 274
- Page 275

Procedures

1. Make a copy of the reproducible pages for each student.
2. Have the students read and answer the thought question.
3. Discuss the thought question.

Thought Question Answers

Answers will vary. Below are some typical answers.

- It was a good road across the mountains.
- It connected the states.
- It was the most heavily used road.

The National Road

Roads are used by people every day. You probably traveled on a road to get to school today. Can you think of some reasons why roads are important? Can you imagine what it would be like not to have any roads?

Two hundred years ago in places where there weren't any roads people walked, rode horses, or traveled by boat. It was very hard to build roads across mountains. Only a few roads crossed the Appalachian Mountains and they were not very good. This made it hard for people to move back and forth.

The National Road

Americans wanted the country to grow. More and more people settled on the frontier—on the west side of the mountains. But bad roads cut them off from the rest of the United States. They needed a good road across the mountains. In 1806, President Thomas Jefferson signed a law saying a road would be built from Cumberland, Maryland, into Ohio. This road was called the Cumberland Road or the National Road.

When the National Road opened, it was one of the best roads in the nation. It made it easy for wagons to bring loads of bacon and flour to the cities to be sold. In the cities the wagons were loaded with iron, salt, cloth, and all sorts of items the settlers wanted to buy. The National Road also made it easier for people to travel. Stagecoaches filled with passengers regularly traveled the road.

The National Road was the first, and only, highway paid for entirely by the United States government. It helped connect areas of the growing country.

Thought Question:

Name one reason the National Road was important to the people of the United States.

Student Activity: Map of the National Road

Materials

- Copies of the reproducible pages ***Map of the National Road***.
- Crayons and pencils.

Objectives

After coloring the map and answering the thought questions students will be able to

- Identify the course of the National Road.
- Explain what was the biggest barrier to travelers before the National Road was built.
- Identify which side of the map had cities and was settled and which side had many unsettled parts.

Standards

Pennsylvania Standards for History

- 8.1.3 B
- 8.2.3 B
- 8.2.3 C
- 8.3.3.B

Pennsylvania Standards for Economics

- 6.2.3 H
- 6.2.3 I

Procedures

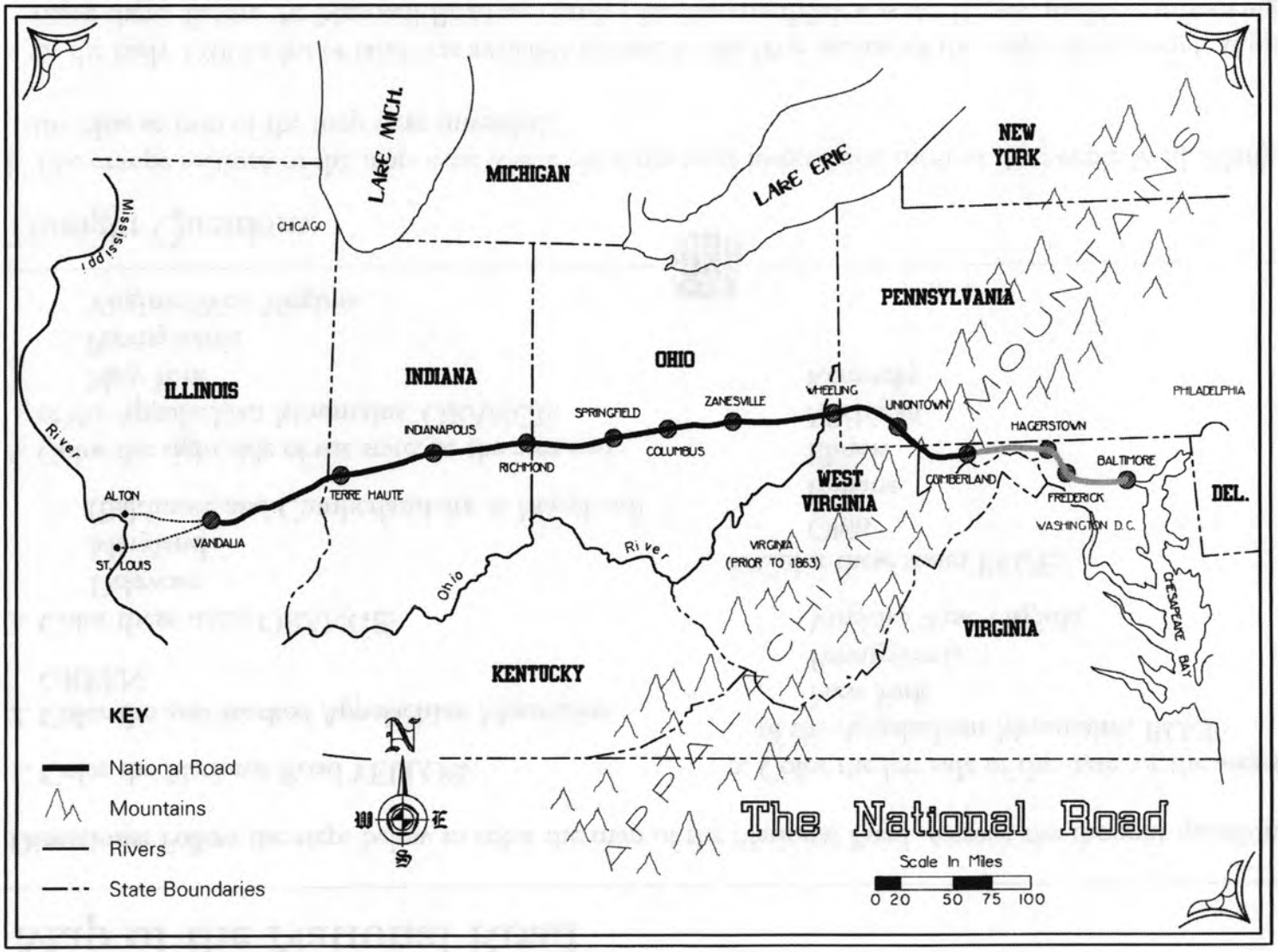
1. Make a copy of the reproducible pages for each student.
2. Have the students color the map according to the instructions.
3. Discuss the thought questions.

Thought Question Answers

- Before the National Road was built mountains were the biggest problem.
- Travelers continued their journey by boat on the Ohio River.

Student Activity:
Map of the National Road

Map of the National Road



Map of the National Road

Directions: Follow the steps below to color the map of the National Road. Answer the thought questions.

1. Color the National Road YELLOW.
2. Color the area marked Appalachian Mountains GREEN.
3. Color these states ORANGE:
   Delaware
   Maryland
   (Baltimore and Cumberland are in Maryland)
4. Color the right side of the state, or the area east of the Appalachian Mountains, ORANGE:
   New York
   Pennsylvania
   Virginia/West Virginia
5. Color the left side of the state, or the area west of the Appalachian Mountains, BLUE:
   New York
   Pennsylvania
   Virginia/West Virginia
6. Color these states BLUE:
   Ohio
   Indiana
   Illinois
   Michigan
   Kentucky

Thought Questions:

1. The orange sections of the map were where the cities were located and most of the people lived. Many parts of the blue section of the map were unsettled.

   In the early 1800s a lot of land was available for sale in the blue section of the map. Many people wanted to move there. Before the National Road was built what do you think was the biggest problem in moving from the orange area of the map to the blue?

2. Many travelers took the National Road as far as Wheeling and then continued their journey by another method of transportation. How did the travelers continue?

Student Activity: The National Road in Pennsylvania

Materials

- Copies of the reproducible pages ***The National Road in Pennsylvania***.
- Rulers or string.

Objectives

After completing the student activity and answering the thought questions, students will be able to

- Identify the course of the National Road in Pennsylvania.
- List one National Road site in Pennsylvania that is still standing.

Standards

Pennsylvania Standards for History

- 8.1.3 A
- 8.2.3 B
- 8.2.3 C
- 8.3.3 B

Pennsylvania Standards for Economics

- 6.2.3 H
- 6.2.3 I

Procedures

1. Make a copy of the reproducible pages for each student.
2. Have the students use the map to answer the questions.

Activity Answers

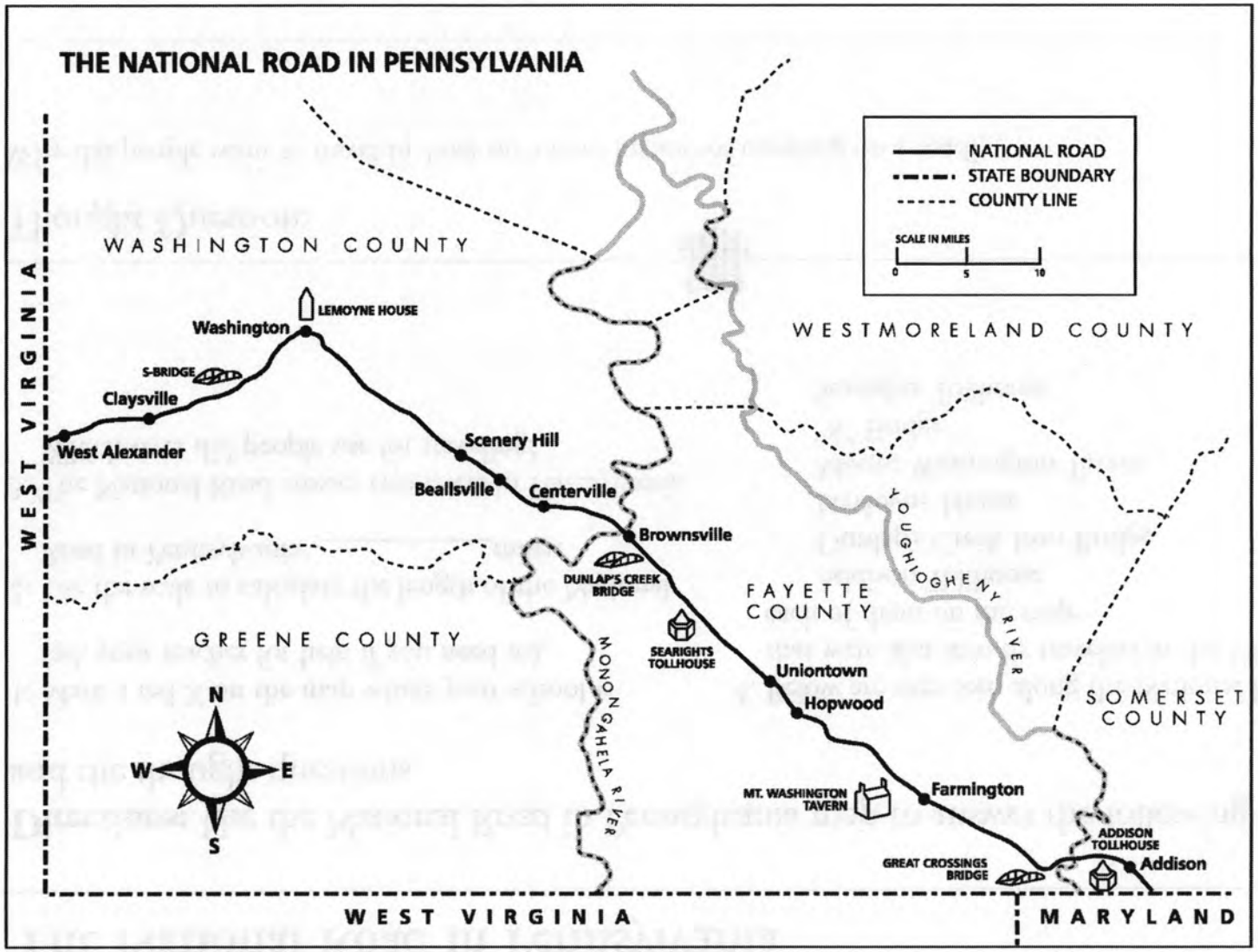
- ***#2.*** About 90 miles.
- ***#3.*** The Monongahela River was used for traveling. The Youghiogheny River was too rough to travel by boat.

Thought Question Answer

- River travel was smoother and faster.

Student Activity:
The National Road in Pennsylvania

The National Road in Pennsylvania



The National Road in Pennsylvania

Directions: Use the National Road in Pennsylvania map to answer the following questions and the thought questions.

1. Mark a red X on the map where your school is (ask your teacher for help if you need to).

2. Use the scale to calculate the length of the National Road in Pennsylvania: _____miles.

3. The National Road crosses two rivers in Pennsylvania. Which river did people use for traveling?

4. Below are sites seen along the National Road today that were also seen by travelers in the 1800s. Circle each of them on the map:
   - Addison Tollhouse
   - Dunlap's Creek Iron Bridge
   - LeMoyne House
   - Mount Washington Tavern
   - "S" Bridge
   - Searights Tollhouse

Thought Question:

Why did people want to travel by boat on a river instead of traveling on a road?