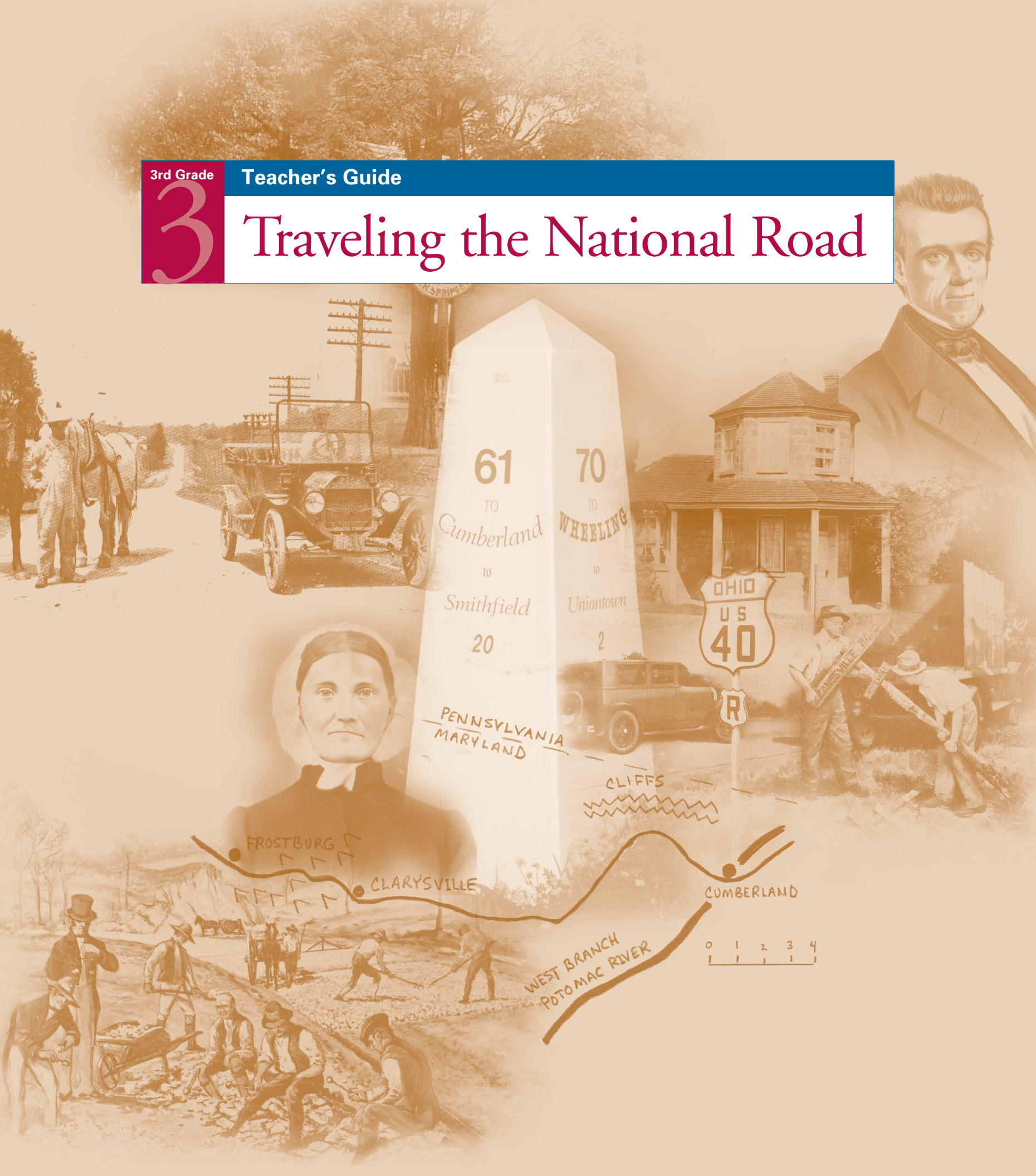


3rd Grade

Teacher's Guide

3

# 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.

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## Design

A to Z communications, inc.

## Printed

2005

## Special Thanks to

Karen Chrise, Kenneth Cowser, 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 LeMoyné, 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; LeMoyné 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.



# 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  
Executive Director National Parks of Western Pennsylvania  
Fort Necessity National Battlefield



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# 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.