

Lesson #1 - Construction of Route 66

Delaware Geography Standard One: Students will develop a personal geographic framework, or "mental map," and understand the uses of maps and other geo-graphics [MAPS].

- 9-12:
 - ○ Students will identify geographic patterns which emerge when collected data is mapped, and analyze mapped patterns through the application of such common geographic principles aso Students will apply the analysis of mapped patterns to the solution of problems.
 - § Hierarchy (patterns at a detailed scale may be related to patterns at a more general scale)
 - § Accessibility (how easily one place can be reached from another)
 - § Diffusion (how people or things move in certain directions at certain speeds)
 - § Complementarity (the mutual exchange of people or goods among places usually occurs over the shortest possible distances)
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Performance Objective

SWBAT read background information on both, the Cumberland Road (a.k.a. National Road and Route 66 IOT compare and contrast the reasons for and construction of both highway systems.

Materials

1. articles
2. ESPN graphic organizer [click here](#)

Work Period

Opening

- a. What major road(s) are you most familiar with?
- b. What would happen if your major road was shut down? How would it affect your life?
(answers vary: more difficult to go to school, go to work, travel to games, go on vacation -- Students might recall the spring of 2023 I-95 highway collapse near Philadelphia)

Highway systems are a part of American culture as Americans travel to and fro to work daily, head out on family vacations, or simply run errands. Today, we will learn about two major highways built and how they changed American life.

(c) Photo analysis - Students will view two images from the past and today.

<https://drive.google.com/file/d/1uCGO1cjeoxdeazLg5s9IB1eAJMuZ6ty8/view?usp=sharing>

Activity

- a. mini-lecture on Clay's American system
- b. In pairs, students will read the following secondary sources.
 - The National Road <https://www.fhwa.dot.gov/infrastructure/back0103.cfm>
 - Before 1926: The Origins of Route 66
<https://www.nps.gov/articles/before-1926-the-origins-of-route-66.htm>
- c. Students will complete a venn diagram using information from the articles about both highway systems focusing on ESPN (economic, social, political, and natural elements).
- d. Students will present their venn diagrams to the rest of the class and the class will discuss their findings.

Closing

- a. Was the National Road important to the development of the United States?
- b. Was Route 66 important to the development of the United States?
- c. To what extent do you think the federal government should have allowed private companies to build the roads?
- d. In addition to the information mentioned in the texts and what you know about the time periods in which the roads were built, what type of opportunities could you imagine these roads providing for Americans at that time?
- e. Who benefited the most from the building of the roads? Who benefited the least?

Assessment

Children's Book - Write a children's book about the experience of people who traveled and/or lived along either the National Road or Route 66. Please include answers to the following questions as you create your book.

- a. Who are the main characters of your story?
- b. What's the point of your story?
- c. How's it going to end?