

States along the Lincoln Highway

Topic: An investigation of the states that the historic highway traverses

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Grade Level- 5-8

Format: Students will use the internet and atlases to explore states that the Lincoln Highway crosses from New York to California. They will make posters to display information about their groups state

Materials needed:

- Internet access
- Map of US Interstates
- Story of the Lincoln Highway
- Poster board
- Scissors, markers, and glue

Standards covered:

National Standards

- 16 Understand events, trends, individuals, and movements shaping the history of IL, U.S., and other nations
- 16A.3b Make inferences about historical events and eras using historical maps and other historical resources.
- 16C.3b Explain relationships among the American economy and slavery, immigration, industrialization, labor, and urbanization
- 17 Understand world geography and the effects of geography on society, with an emphasis on the U.S.
- 17A.3b Explain how to make and use geographic representations to provide and enhance spatial information including maps, graphs, charts, models, aerial photographs, and satellite images
- 17D.3a Explain how and why spatial patterns of settlement change over time.
- 17D.3b Explain how interactions of geographic factors have shaped present conditions

State Standard

- 17C.3a Explain how human activity is affected by geographic factors.

Objectives: To introduce students to the history of the Lincoln Highway and explain its economic benefit. To explore ways that transportation routes can affect businesses, families, tourism, and economics. To familiarize students with the use of interstate road maps.

Goals: Students will be able to summarize the history of the Lincoln Highway. Students will be able to explain how transportation routes can affect businesses, families, tourists, and economics. Students will be able to identify the route of the Lincoln Highway and points of interest in states along the route.

Procedure:

1. Brainstorming activities: types of roads they have been on, names of roads, reasons people used roads in 1910, reasons for using roads now, how people decide on vacation destinations.

2. Possible discussion questions: How are roads beneficial to ... towns, families, restaurants, shopping malls, tourists, factories, schools

3. Pre-lesson activity

- a. Look at a U.S. road map in small groups or individually, list different possible routes to get from the east coast to the west coast. Share group routes with the class and discuss which routes would be better in different scenarios (Traveling from the north, in winter, if you didn't want to go through major cities very much, mountains, and bodies of water. If you wanted to see the Grand Canyon, etc.)
- b. Make a class graph showing how many of the students have visited states that the Lincoln Highway runs through. NY, OH, PA, IN, IL, IA, NE, WY, UT, NV, and CA
- c. Students will be broken up into 12 groups. Each group will research one state that the Lincoln Highway crosses. NY, OH, PA, IN, IL, IA, NE, WY, UT, NV, and CA.
- d. The students should identify geographic features along the route of the Lincoln Highway and places students would want to visit on vacation on the internet and in atlases.
 - i. Students may wish to check links from www.lincolnhighwayassoc.org; or www.ugcs.caltech.edu/njlin/ Lincoln or do a search by state or city using a search engine. Example "Illinois tourism" or "Ohio Lincoln Highway"
- e. Each student should take his or her own notes and/or download their own information and then compile the highlights of the group together.
- f. The students will then organize their state's information and design a poster showing a map of that state, major geographical features, and briefly explain three places of interest in that state. Student will need to be able to answer the following questions about their state during their presentation of their information.
 - i. How does the Lincoln Highway affect the economy and transportation of goods in and around the historic highway?
 - ii. Why do you think the Lincoln Highway was built in that location across that state? Is there another route that your group thinks would have been better?

4. Optional Assignments.

- a. Students could research major cities along the Lincoln Highway (US 30) in Illinois and do the same project above.
- b. Students could find the mileage between major cities on the route and determine time it would take to travel between cities at different speeds.
- c. Make tourist brochures of states or cities along the route

5. Assessment- Use the States along the Lincoln Highway Assessment Sheet

6. Bibliography

"Lincoln Highway Homepage" www.lincolnhighwayassoc.org 6/30/2005

States on the Lincoln Highway Poster and Presentation
Checklist

Name _____

Poster Points

- ___10 The name of the state and state capital is given
- ___10 A map of the state is shown
- ___15 Major geographic features and the Lincoln Highway are on the map
- ___20 Three points of interest are marked on the map and explained briefly
- 10 States that border that state are shown on the map

Oral Questions

- ___10 Students will explain how the Lincoln Highway could affect the economics and transportation of goods in that state
- ___10 Students will explain why they think the Lincoln Highway was built in that location across that state.
- ___15 Neatness
- ___**100 points possible**