

The National Road: All Roads Led to Baltimore

Teacher's Guide

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Objectives:

After working with this lesson, students will be able to:

- Explain how building roads helped connect Western Maryland to Baltimore.
- Explain how Baltimore's location made it a good center of production.
- Explain why the National Road was built through Maryland.
- Construct a timeline showing the history of the National Road.
- Explain why towns were built in the western part of Maryland.
- Describe the relationship between natural resources and the production of goods and services in Maryland.
- Compare travel on Maryland's early roads with travel today.

Maryland Learning Outcomes:

Social Studies Skills

Students will demonstrate an understanding of historical and current events using chronological and spatial thinking develop historical interpretations, and frame questions that include collecting and evaluating information from primary and secondary sources.

- Apply the concept of change over time by organizing turning point events in chronological order and applying chronological terms correctly, including decade, century, and generation
- Find, interpret, and organize primary and secondary sources of information including pictures, graphics, maps, atlases, artifacts, timelines, political cartoons, videotapes, journals, and government documents.

Geography

Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time.

- Construct and interpret maps using map elements including a title, cardinal and intermediate directions, compass rose, border, longitude and latitude, legend/key, author, date, and scale.
- Identify and locate physical and human-made characteristics of places and explain how those characteristics have affected people living there.
- Describe the relationship between physical characteristics of a place and the location of human activities.
- Explain how people in Maryland and the United States are linked by transportation and communication.

Economics

Students will develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.

- Explain how producers combine resources to provide goods and services to satisfy economic wants.
- Explain how changes in technology (factories, machinery, transportation, communication, new technology) impact Maryland's economy.
- Explain how specialized work results in interdependence, trade, and economic growth.

Worksheets:

- All Roads Led to Baltimore Worksheet (5 pages)
- How to Make a Flipbook Worksheet

Other materials needed:

- Map of Maryland
- Sheets of construction paper for the flipbook

An on-line source for an excellent outline map of Maryland is the National Geographic Xpeditions Atlas: <http://www.nationalgeographic.com/xpeditions/atlas/atlas.html>.

A printable map of Maryland is available in several formats at:
<http://www.nationalgeographic.com/xpeditions/atlas/nameri/usofam/usmd-d.html>

Key Web Site Referenced In This Lesson:

- Road Through the Wilderness: Making of the National Road
<http://www.connerprairie.org/ntlroad.html>

Teacher Background:

Before students begin this lesson, it would be helpful to do the following:

- Identify and locate the regions of Maryland on a map.
- Review characteristics of the Atlantic Coastal Plain, the Piedmont Plateau, and the Appalachian Mountain regions of Maryland.
- Review geographic and economic terms which are listed in the activities.
- Become familiar with the key web site used in the lesson.
- Make a transparency of a current Maritime Report from *The Baltimore Sun*.

Introduction and Motivation:

Tell students that during the Colonial period of American history, farmers in other colonies heard that Maryland had good land for raising wheat, and that Baltimore merchants were ready to buy wheat and flour. Many of these farmers now began coming to Maryland to buy land and raise wheat. New farms were settled and new mills were built. By 1775, a great change had come to Maryland shipping, for wheat, not corn, came next in importance to tobacco. Baltimore had become one of the busiest ports on the Atlantic coast. Locate Baltimore on a Maryland map and ask students to describe its location.

Tell students that about one hundred years after the first settlers came, people began to settle in the western part of the state. Rough wagon roads were the only roads over which crops could be transported to Baltimore. Have students look at the map of Maryland and explain why there were no ports of entry near Frederick, Hagerstown or Cumberland. (The Potomac River was the only river and it was not navigable because of the mountains. The Chesapeake and Ohio Canal would not help Baltimore merchants because it did not come to Baltimore.) Ask students how more of the western trade could be brought to Baltimore?

Show students a transparency of the Maritime Report. Discuss the legend at the bottom of the report with the students. Tell them that even today many ships come in and out of the Port of Baltimore and transportation routes continue to link Maryland with other states and countries.

Tell students that this lesson is about technologies that were new in the 19th century. These technologies made it easier to travel in Maryland and other parts of the country.

Lesson Development:

Students will use their prior knowledge, web pages and pictures to complete a worksheet containing nine activities. Information about the activities is listed below. The numbers relate to the number on the worksheet.

1. All Roads Led to Baltimore map activity identifies the regions of Maryland.
2. In this activity, students identify from a picture and a description on the web site the goods, as well as natural, capital, and human resources that a farm family might buy, sell, or trade in Baltimore
 - good - something people want that you can hold or touch
 - natural resources - the many things nature provides that we use to satisfy our wants
 - capital resources - goods that are used over and over to make other goods or to provide services
 - human resources - people doing mental or physical work
3. In this activity, students identify and explain how technologies have made travel by land easier.
4. This activity focuses on toll rates.

5. In this activity, students explain how people modified the environment to build the National Road using a National Road web site:
<http://www.connerprairie.org/ntlroad.html>
6. In this activity, students, use a historic map to follow the National Road from Baltimore to St. Louis. They answer questions about why the Road was built in Maryland.
7. In this activity, student put ten events related to the National Road in chronological order. You may wish to have students cut out the fact boxes and arrange them on a timeline.
8. In this activity, students show their understanding of production by drawing pictures of natural, capital and human resources and the product produced.
9. In this activity, students identify factors that helped Baltimore grow into a busy seaport.

Thoughtful Application:

Tell students that they will now make a Transportation Flipbook. Make each student has a copy of the Making A Flipbook Worksheet. Give students a sheet of 8 1/2” X 11” paper or a sheet of 12” X 18” construction paper. You may want to make a flipbook as an example, or make the book step-by-step with the students.

Directions for Making a Transportation Flip Book:

- On the cover, identify four different ways people of Maryland are linked by transportation and communication systems today on the cover of the book
- Under each of the four flaps, draw a pictures that illustrate each of the ways you have identified on the cover.
- On the back of the flipbook, explain and give examples for each of your choices. Share your book with your teacher and classmates.

Scoring Tool:

Students will receive:	
4 Points	Four different pictures have been drawn, explained, and examples are given for each of the choices.
3 Points	Three different pictures have been drawn, explained, and examples are given for each of the choices.
2 Points	Two different pictures have been drawn, explained, and examples are given for each of the choices.
1 Point	One picture has been drawn, explained, and examples are given for the choice.

Lesson Extension:

Have students look beyond Maryland at a second National Road Web site:

<http://www.kingsfield.com/route40/driveguide/index.htm>

Students should examine the History Section of the site to see how the National Road eventually became Route 40, one of the first and most historic transcontinental routes across America.

Other Resources:

- *Wheeler Leaflets on Maryland History*, Leaflet 12c and 12b. Maryland Historical Society, 201 W. Monument St., Baltimore, MD.
- *My Maryland*, by Beta Kassmann, Harold Randall Manakee, and Joseph Wheeler. Maryland Historical Society, Baltimore, MD, 1955.