

What used to be here?

An exploratory lesson of the Lincoln Highway Heritage Corridor

This lesson objective is to encourage students to learn about the changes in their surroundings and society throughout the 20th Century. In addition, it begins to build stronger community bonds with local groups such as the Lincoln Highway Heritage Corridor, local government sources, and local libraries, and local historical societies.

Objectives

Students will be able to:

- Understand the importance of the Route 30 Corridor to their community
- Relate to the changes that have occurred throughout the 20th century to the modern era
- Realize the social impact of transportation
- Develop a deeper sense of connection with their community
- Build stronger intergenerational ties
- Understand the overall impression made by residents, businesses, and institutions on their community
- How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.
- How to use maps and charts to organize information about people, places, and environments.

Materials needed

- Local map showing modern Route 30
- Computer and internet access
- Examples of vintage regional photographs of local landmarks
- Video device (If a video camera is not available, this project can be altered so that students present their end product as an oral presentation complete with student created dioramas using a medium of choice, posters, or other hand-held visuals.)
- Local historical society resources

Academic Standards

Pennsylvania Academic Standards for History

PA 8.1. 6 A. Understand chronological thinking and distinguish between past, present and future time.

PA 8.1.9 A Analyze chronological thinking.

PA 8.1.9 D. Analyze and interpret historical research.

PA 8.1.12 A. Evaluate the political and cultural contributions of individuals and groups to Pennsylvania history from 1890 to Present.

PA 8.1.12 D. Identify and evaluate primary documents, material artifacts and historic sites important in Pennsylvania history from 1890 to Present.

Common Core Standards

CC.8.5.6-8.A: Cite specific textual evidence to support analysis of primary and secondary sources.

CC.8.5.6-8.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Pennsylvania Academic Standards for Geography

7.1.9 A. Explain geographic tools and their uses

7.1.12 A. Analyze data and issues from a spatial perspective using the appropriate geographic tools

7.1.12 A. Analyze the location of places and regions.

7.2.12 A. Analyze the physical characteristics of places and regions including the interrelationships among the components of Earth's physical systems.

7.3.12 A. Analyze the significance of human activity in shaping places and regions by their population characteristics

Opening Procedures (10 to 15 minutes)

1. Ask your class to consider what main transportation method connects their community. (open the discussion by offering a variety of possibilities; rail, air, ground transportation). Ask them to name the main roads in the area that most of them may use on a daily basis. Guide the conversation by explaining that just as each person has his or her own identity, so does a community. Ask them if they have ever heard a parent, grandparent, friend or neighbor talk about "What used to be here" (allow time for students to relate some stories they may have heard or guide the conversation with some stories of your own.) Motivate students by explaining that they will discover the essence of their community with an in class presentation, they will get the opportunity to make a diorama, slide presentation, or multimedia presentation that captures the essence of how the Route 30 Corridor has developed and changed over time.
2. To help students generate ideas ask them to answer some or all of the following questions, and keep track of their answers on the board or on poster paper.
 - What places of interest can they name along modern Route 30 in their community?
 - What businesses can you name that they may have visited along modern Route 30 in the community?
 - What services are offered along modern Route 30?
 - What are some of the geographic features of modern Route 30? (hills, waterways, valleys, etc.)
3. Guide the students to begin their research using the internet to discover the changes that have occurred over time by exploring the variety of websites offering historic maps of the past such as:

- Pennsylvania Historical and Museum Commission:
<http://www.phmc.pa.gov/Archives/Research-Online/Pages/Maps.aspx>
- Penn State University Libraries:
<http://guides.libraries.psu.edu/c.php?g=340067&p=2288984>
- Road Maps of Pennsylvania:
<http://www.mapsofpa.com/roadmaps.htm>

4. Arrange for the assistance of the local historical society for sources of early regional photographs. Most historical societies will be excited to work on a cooperative educational effort. Allow students to explore these resources for use in the creation of their presentation.
5. Encourage students to interview family members, relatives, friends, and neighbors concerning their memories of the Lincoln Highway Heritage Corridor. The resultant stories can be an excellent motivator for the students desire to learn more and the information gained can be used in their presentations.
- After ample discovery time has been given, with the class, go over some of the responses you've noted on the board or poster paper. Based on those responses, ask the students to state the essence of the community—that is, the overall impression the community makes on them and the part that the Lincoln Highway Heritage Corridor has played in their own lives. That overall impression should become the underlying theme of their diorama, presentation, or video. The class should also use the responses to come up with ideas of people, places, and objects to videotape in an attempt to capture the essence of the Lincoln Highway Heritage Corridor. (Make a separate list of their ideas for future use). Some ideas to assist the research with their project may be:
 - interviews with special people in the community?
 - general voiceover commentary about some places?
 - sounds identified with certain places or objects?
6. *If the instructor decides to make this a collaborative group project, assist the students by assigning students to jobs, which can include but aren't necessarily limited to the following:
 - directorial team (to plan the sequence of the videotape, time for each section, angles of shots)
 - advance team (to make appointments for visiting people to be featured and interiors to be shot)
 - camera operators
 - writers (of scripts for on-screen reports, off-screen voices, questions for interviewers)

- onscreen reporters (including interviewers) and off-screen voices
- editors (to shorten, cut, or rearrange segments of video or presentation)
- artists (to create title screens and credits)
- music specialists (to perform music or to select appropriate music to be played with presentation)

Allow ample time for students to rehearse their scripts, film segments, overlay additions to the sound tracks, review and edit the video, prepare and shoot titles and credits, prepare their presentation, etc.

Lesson Extensions

Community Presentations - When the instructor/class are satisfied that their presentations capture the essence of the Lincoln Highway Heritage Corridor, invite other classes to view them or arrange for members of the community to a showing of the students multimedia presentations).

Community Role Models - Ask students to think about someone in the community who provided guidance for them. It can be a parent, a grandparent, a neighborhood merchant, a worker in an after-school center, or anyone else. Direct students to write a 'thank you' letter to their role model. The letter should describe the impact that the person is having on a student's life. Then suggest that students share their letters with someone else who is important to them. For example, your students may regard a parent as a role model and decide to share the letter with the parent's parent.

Community Collages - Encourage students to create collages about their community. Arrange to have the collages displayed in the school library, public library, local art center, local businesses, local government buildings, etc. Suggest they consider the following materials as elements in their collages:

- newspaper stories about the community
- ads for businesses in the community
- ticket stubs from community performances or sporting events
- programs from religious services
- agenda from community meetings
- menus from local restaurants

Evaluation

In this project, where the end product is dependent on timely input from many students, you may want to rate individuals on cooperative spirit, on-time performance, response to criticism, perseverance, and so on.