

Lincoln Highway Experience Curriculum

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The Lincoln Highway Experience Curriculum aims to educate middle school students and young adults on the importance and heritage of the Lincoln Highway. The Lincoln Highway has a variety of historical sites, monuments, and tourist attractions that have a rich history and provide significant contributions to local and state businesses across the country. By completing this eight lesson unit, students will be exposed to the significance of the Lincoln Highway and to the wonderful history that the Lincoln Highway has to offer.

Objectives and Standards

1. Use a wide variety of resources to learn about the history of the Lincoln Highway.

Standard - 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.

2. Through whole class instruction, describe how various things are connected and even dependent on each other.

Standard - 6.4.8.D: Explain how the level of transportation, communication networks, and technology affect economic interdependence.

3. Will create a map that outlines the path of the Lincoln Highway.

Standard - 7.1.8.B: Explain and locate places and regions as defined by physical and human features.

4. Describe characteristics of places, regions, and historical buildings through writing practice.

Standard - 7.2.8.A: Explain the characteristics of places and regions.

5. Discuss the modern impacts, conditions, and legacy of the Lincoln Highway.

Standard - 7.3.8.A: Explain the human characteristics of places and regions using the following criteria: Population, culture, settlement, economic activities, & political activities.

6. Describe history of the Lincoln Highway by completing a group project.

Standard - 8.1.8.A: Compare and contrast events over time and how continuity and change over time influence those events.

Unit Content Outline

1. Lesson One - Unit Introduction

- a. 30 minutes
- b. Pre-quiz
- c. PowerPoint Presentation

2. Lesson Two - History of the Construction of the Lincoln Highway

- a. 30 minutes
- b. Timeline Activity

3. Lesson Three - The Path of the Lincoln Highway

- a. 30 minutes
- b. Map Activity

4. Lesson Four - Early Travel

- a. 30 minutes
- b. Image Interpretation Activity

5. **Lesson Five - 25th Anniversary**
 - a. 30 minutes
 - b. Prezi Activity
 6. **Lesson Six - Lincoln Highway Since 1940**
 - a. 30 minutes
 - b. Collaborative Whole Group Activity
 7. **Lesson Seven - Roadside Giants**
 - a. 30 minutes
 - b. Pair-Share
 8. **Lesson Eight - National Registry of Historical Places**
 - a. 30 minutes
 - b. Mini Research Activity – Plan a Trip
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Length of Unit: 8 Lessons	Topic: History of Lincoln Highway	Year: 2017
Lesson 1		
Unit Introduction		
State Standards:	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.
Objectives:	SW will use a wide variety of resources to learn about the history of the Lincoln Highway.	
Materials:	Projector Projection Screen Computer Computer, iPad, or Cellphone (internet access) PowerPoint Handout (participant copy) Pencil	
Procedure:	<ol style="list-style-type: none"> 1. Project the PowerPoint presentation onto the projection screen. 2. Distribute the PowerPoint Handout (participant copy) to each participant. 3. Instruct the participants that they will be participating in a PowerPoint activity that introduces them to the Lincoln Highway and the time period in which it was constructed. 4. Inform the participants that they will need to fill in the blanks in their handout by using the master copy of the PowerPoint that is projected on the screen. 5. Deliver PowerPoint presentation. 6. Complete the pair-share activity at the end of the PowerPoint. 7. As an exit ticket, ask each participant which fact they found the most interesting from class today. 	
Assessment:		
Reflection:		
Lesson 2		
History of the Construction of the Lincoln Highway		
State Standards:	7.2.8.A	Explain the characteristics of places and regions.
Objectives:	SW describe the characteristics of places, regions, and historical buildings through writing practice.	
Materials:	Notebook Paper Clipboard White Computer Paper (11x17) Ruler Chalkboard Chalk Pencil	

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Procedure:	<ol style="list-style-type: none"> 1. Distribute one sheet of notebook paper and one clipboard to each participant. 2. Instruct the participants that they will be completing a timeline activity. 3. Instruct the participants to explore the Lincoln Highway Museum and locate what they believe are the top 10 most important events during and since the construction of Lincoln Highway. <ol style="list-style-type: none"> a. They should create a title for each of their events and write at least three facts about why that event is so significant. b. This information should be recorded on their sheet of notebook paper that is on their clipboard. c. Circulate to monitor progress and answer any questions. 4. Once participants have collected all of their research, distribute one sheet of white computer paper and a ruler to each student. 5. Instruct the participants to make a timeline of the events they selected on the sheet of computer paper – they only need to name the event on their time. 6. Once participants have finished the timeline, call on participants to discuss some of the events that they have chosen. 7. As an exit ticket, ask each participant to name which event they found the most interesting or significant. <ol style="list-style-type: none"> a. This event can be one of their own, or one that another participant discussed. 	
Assessment:		
Reflection:		
Lesson 3		
The Path of the Lincoln Highway		
State Standards:	7.1.8.B	Explain and locate places and regions as defined by physical and human features.
Objectives:	SW create a map that outlines the path of the Lincoln Highway.	
Materials:	United States Map – one copy per person Map Activity Packet Computer, iPad, or Cellphone (internet access) Pencil Lined Paper Notecards	
Procedure:	<ol style="list-style-type: none"> 1. Distribute the Map Activity Packet to each participant. 2. Instruct participants to take out a pencil to write with and their digital device to conduct research. 3. Instruct the participants to complete the packet with a partner by using their digital device to complete the desired tasks that are listed in the packet. 	

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	<ol style="list-style-type: none"> 4. Monitor participant progress and yield questions as they arise. 5. Once the packet is completed, call on participants to share their findings. 6. As an exit ticket, have participants evaluate one of the following by writing their responses on a note card. <ol style="list-style-type: none"> a. What is the economic impact of the Lincoln Highway? b. What is the political impact of the Lincoln Highway? c. What is the social impact of the Lincoln Highway? 	
Assessment:		
Reflection:		
Lesson 4 Early Travel		
State Standards:	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.
Objectives:	SW describe characteristics of places, regions, and historical buildings through writing practice. SW discuss the modern impacts, conditions, and legacy of the Lincoln Highway.	
Materials:	Computer PowerPoint Projector PowerPoint Projection Screen Image Interpretation Handouts Lined Paper Pencil	
Procedure:	<ol style="list-style-type: none"> 1. Distribute one Image Interpretation Handout to each participant. 2. Review the directions that are listed on the Image Interpretation Handout. 3. As participants complete the desired task, monitor participant progress and project any images that participants need see as enlarged. 4. Lead a participant discussion once everyone has completed their Image Interpretation Handout. 5. As an exit ticket, answer the following questions. <ol style="list-style-type: none"> a. Identify which photo stood out to you the most. b. What does this image teach you about conditions and travel on the Lincoln Highway? c. Discuss any social, economic, or political impacts that this image may represent. 	
Assessment:		
Reflection:		

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Lesson 5		
Traveling the Lincoln Highway		
State Standards:	7.2.8.A	Explain the characteristics of places and regions.
Objectives:	SW describe the characteristics of places, regions, and historical buildings through writing practice and completion of a KWL Chart.	
Materials:	KWL Chart Computer Projector Projection Screen Internet Access Prezi Link	
Procedure:	<ol style="list-style-type: none"> 1. Distribute the KWL Chart to each participant. 2. Instruct participants to fill out the K (what I already know) column first. In this column, participants write any information that they have learned thus far in the Lincoln Highway Curriculum; this includes prior knowledge as well. 3. Next, instruct participants to fill out the W (what I want to learn) column. In this column, participants write things that they wish to learn about the Lincoln Highway. 4. Once the participants have completed the K and the W sections of the graphic organizer, inform them that the instructor will be delivering a Prezi Presentation on the Lincoln Highway that includes information about significant events that have occurred since its creation. As the presentation is being given, participants should be writing down information that they are learning in the L (what I learned) column on their graphic organizer. 5. Deliver the presentation and yield questions as they arise. Feel free to elaborate on the information in the Prezi as the instructor. 6. Once the Prezi Presentation is completed, call on participants to share information from their L column as a form of their exit ticket. 	
Assessment:		
Reflection:		
Lesson 6		
Impact of the Boy Scouts of America		
State Standards:	6.4.8.D	Explain how the level of transportation, communication networks, and technology affect economic interdependence.
Objectives:	Through whole class instruction during a graffiti wall activity, SW describe how various things are connected and even dependent on each other.	
Materials:	Paper Pencil	

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	Graffiti Wall Handout Construction Paper Glue Markers Colored Pencils Scissors Tape Stapler	
Procedure:	<ol style="list-style-type: none"> 1. Distribute the Graffiti Wall Handout to each participant. 2. Instruct the participants to silently and carefully read over the handout, including the directions for the activity. 3. Verbally review the directions with the participants to answer any questions that may arise. 4. Instruct the participants to enter the hyperlink from their handout into their personal device to access the link/website. 5. Once participants have the website pulled up on their device, briefly show them the components of the website and what type of information they will be researching. 6. Instruct the participants to use the website to complete the directions on the Graffiti Wall Handout. 7. Be sure to have all of the materials above easily accessible for participants to make their piece of art work. 8. Monitor participant progress and answer any questions that arise. Also, be inquisitive as the instructor by walking around and engaging with the participants to have them share what they are finding in their research. 9. Once participants have completed their piece or art work for the graffiti wall, call on participants to share their work of art and explained what inspired them to create their piece; this will act as their exit ticket for this lesson. 10. As a class, either staple or tape the participants art work to a nearby wall to complete the graffiti wall. 	
Assessment:		
Reflection:		
Lesson 7 Roadside Giants		
State Standards:	7.2.8.A	Explain the characteristics of places and regions.
Objectives:	SW describe the modern impacts, conditions, and legacy of the Lincoln Highway. SW describe the characteristics of places, regions, and historical buildings through writing practice.	

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Materials:	Roadside Giants Handout Computer, iPad, or Cellphone (internet access) Lined Paper Pencil	
Procedure:	1.	
Assessment:		
Reflection:		
Lesson 8 National Registry of Historical Places		
State Standards:	8.1.8.A	Compare and contrast events over time and how continuity and change over time influence those events.
Objectives:	SW describe the history of the Lincoln Highway by completing a group project.	
Materials:	Computer, iPad, or Cellphone (internet access) Lined Paper Pencil	
Procedure:	1.	
Assessment:		
Reflection:		



OBJECTIVE:

Participants will use a web resource to create an image, graphic, or collage that represents the places that the Boys Scouts of America traveled when establishing mile markers on the Lincoln Highway from July 6th to August 8th, 1928.

<http://www.lincoln-highway-museum.org/BSA-1928/BSA-Index.html>

DIRECTIONS:

1. Type the link above into your browser on your device.
2. Scan through the link and look at all of the locations that the Boy Scouts traveled.
3. Once you have researched their biographies and supplemental information, select a location or several locations, and make a graphic that represents that location.
4. Participants can use construction paper, markers, colored pencils, scissors, rulers, and glue to make their graphic.
5. Once the graphics are made, the graphics will be hung on a bulletin board to make a class graffiti wall to share with the community in order to spread awareness about the history of the Lincoln Highway, and the contributions of the Boy Scouts of America.

Name: _____

Date: _____

K-W-L CHART

Fill in the first two columns before you do your research. Fill in the last column after finishing your research.

Topic: _____

What I Know (K)	What I Want to Know (W)	What I Learned (L)

Ogle, D. (1986). K-W-L: A teaching model that develops active reading of expository text. *The Reading Teacher*, 39, 564-570.

This middle school curriculum was created in partnership with the Pennsylvania Lincoln Highway Heritage Corridor and the Lincoln Highway Experience, Latrobe, PA.