

## The National Road: Pennsylvania

**WebQuest Description:** This WebQuest allows students to research the history and features of The National Road in Pennsylvania. Students will create an informational brochure based on the knowledge they have compiled from the research.

**Grade Level:** 3-5

**Curriculum:** English / Language Arts

**Keywords:** National Road, Route 40, National Pike, Old National Pike, Old Pike, Pennsylvania trails, federal highway, U.S. Route 40

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### Introduction

Do you know that you travel on a very famous road each day? It's where you can follow the path of historical icons like George Washington to Abraham Lincoln and the 200-year caravan of Americans who set out for adventure on this famous road. Can you guess which road? If you guessed The National Road you are right! The National Road is a main roadway in your area that has great historical importance to our country. This road has helped build America into what is today and has given respect and appreciation to the area where you live. But, do you really know what makes this road so special? Let's take a trip down southwestern Pennsylvania's historical lane, the National Road and find out why we live in such an amazing place!

### Tasks

You and your classmates have just been assigned the task of teaching your community's local history to the general public. In order to do this, you will create an informational brochure that describes and illustrates interesting facts. You will work in groups to explore the history of the National Road in Pennsylvania: its importance to the development of our country, the historical landmarks and towns along the road, its location, the scenic attractions of the road, and some famous people who are connected with the road. Use the following questions to guide you in your research:

1. What is The National Road?
2. Why is The National Road important to America?
3. When was The National Road built?
4. Where is The National Road located in southwestern Pennsylvania?
5. What sites can I see along The National Road? (historical towns, historical landmarks, scenic attractions)
6. What famous people were connected to The National Road? (those who helped develop the idea of the road and those who traveled the road)

### Process

You will be working together as a group exploring web sites that your teacher has selected. You should start with the pages that are labeled 'Background Information' before dividing into groups. Each group has their own Task to complete and a separate set of web sites to use.

1. There are seven areas that will need to be included in the brochure. These seven areas are divided into four roles. Each member will need to choose one of the roles to complete the research. Below is a list of roles and a description of each.
  - The Tour Guide(s): Research historical towns and landmarks
  - The Geographer(s): Research scenic attractions and creates a map of the road
  - The Journalist(s): Writes the introduction of the brochure by summarizing the importance of the road to the development of our country
  - The Historian(s): Provides a timeline or summary of the history of the National Road, identifies famous people who traveled the road or was involved with the roadBe sure to view the Brochure Checklist to see what is required.
2. Once the roles are selected, each group member will research the given websites for all of the information and graphics needed to complete their job. Read through the websites for your particular role. You can print out pages and underline the parts that you feel are important or cut and paste from the webpage into a word processor.
3. When all of the information and images are gathered, the group members will need to sort through and select the most important pieces to include in the brochure.
4. Next, each group member will begin the writing process for their section of the brochure. Keep in mind that this is an informational brochure - your audience is someone who does not know about the local history in your area (southwestern Pennsylvania). This information should be presented in an informative and descriptive manner so that you spark your reader's interest and make them want to visit your area and tour the historic National Road. Click on the link below to view characteristics and a rubric of informative and descriptive language.
5. Once the rough drafts are revised and edited, your group will need to create the brochure. You can do this in several ways, but your group needs to choose one way and stick with it. Physically - Using classroom supplies such as 8 1/2 x 11 paper, you can fold the paper into a Z-fold or a Tri-fold. You may type your information and print it out. Then, cut and paste it on the paper by hand. Or, you can write the information neatly by hand. For graphics, you may draw them or print them from the sites to paste onto the brochure. Electronically - You can create the brochure entirely through a computer program such as Microsoft Word, PowerPoint, Publisher, or the online resources: ReadWriteThink Printing Press or My Brochure Maker. In this way, you can type your information and cut and paste it electronically to the brochure or type in the given spaces. Also, you can cut and paste graphics. Click here to see a sample brochure. Please note: The brochure may be presented on paper, PowerPoint, or Hyper Studio. It depends on the availability of materials in your classroom and your teacher's preference.
6. When the brochure is completed, your group will present it to the class. Each group member will present his or her own section.

Your presentation should meet the requirements in the Presentation Evaluation Rubric (click to view rubric). Phase 1 - Research Instructions: 1. Two members from each Web Quest group will explore one or more of the areas below depending on the role that you have chosen to perform. 2. Read through the sites designated for your role. You can print out pages and underline the parts that you feel are important or cut and paste from the webpage into a word processor. 3. Remember to include the URL of the page you take information from so you can return to it and use it as a citation. 4. Focus what you've learned to answer the question(s) that relates to your role. Phase 2 - Background Information These sites are important because they will provide basic information about the topic as a whole. Everyone should explore these sites before starting your Task. In addition to these sites, you may also use classroom or library resources that may help you. National Road Heritage Corridor: Historical Timeline National Road Heritage Corridor: History National Park Service National Road Heritage Corridor: Festival &nbsp;&nbsp; Phase 3 - Explore Websites Find the sites that are related to your role and search away! Geography and Maps: National Scenic By-Ways Program Visit PA U.S. Route 40: The National Road National Road Heritage Corridor Fort Necessity Explore PA History &nbsp;  Use these links to help you develop a map of the National Road. National Road History and Time Periods: Pennsylvania Department of Conservation and Natural Resources National Road Heritage Corridor: Timeline Wikipedia Encyclopedia National Road Heritage Corridor: History National Scenic Byways Program Explore PA History: National Road Marker near Addison Use these links to answer your questions. 1. What is the National Road? 2. When was the National Road built? 3. Why is the National Road important to the United States? &nbsp;  Historical Landmarks and National Monuments: National Road Heritage Corridor: Bridges and Tollhouses National Road Heritage Corridor: Homes and Museums National Road Heritage Corridor: Monuments Roots Web &nbsp;&nbsp;&nbsp;Somerset County Pennsylvania Genealogy David Bradford House Aboard the Underground Railroad Nemaacolin Castle Brownsville Area Revitalization Corporation National Park Service National Scenic Byways Program Explore PA History: Historic Markers - Somerset Explore PA History: Historic Markers &nbsp;&nbsp;&nbsp;Fayette Explore PA History: Historic Markers &nbsp;&nbsp;&nbsp;Dunlap Creek Bridge Explore PA History: Historic Markers &nbsp;&nbsp;&nbsp;Searright's Tollhouse Explore PA History: Historic Markers &nbsp;&nbsp;&nbsp;Lemoyne House Explore PA History: Historic Markers &nbsp;&nbsp;&nbsp;Braddock Road National Park Service: Mount Washington Tavern Explore PA History &nbsp;&nbsp;&nbsp;Fort Necessity Explore PA History &nbsp;&nbsp;&nbsp;Jumonville Glen Explore PA History &nbsp;&nbsp;&nbsp;Great Crossings &nbsp;  Use these links to answer the following questions. 1. What historical landmarks or national monuments are located along or near the National Road? Scenic Attractions: National Road Heritage Corridor National Scenic Byways Program US Army Corps of Engineers Pennsylvania Department of Conservation and Natural Resources Wikipedia Encyclopedia Fayette West Fallingwater The Western Pennsylvania Conservancy Use these links to answer the following questions. 1. What scenic attractions are located along or near the National Road? &nbsp;  Famous People: Friendship Hill &nbsp;&nbsp;&nbsp;Albert Gallatin Academic Kids Encyclopedia: Albert Gallatin Daniel Boone Homestead Academic Kids Encyclopedia: Daniel Boone Wikipedia Encyclopedia: General Edward Braddock National Park Service: General Edward Braddock Academic Kids Encyclopedia: George Washington Academic Kids Encyclopedia: Abraham Lincoln Academic Kids Encyclopedia: Thomas Jefferson Academic Kids Encyclopedia: Henry Clay Academic Kids Encyclopedia: Andrew Jackson Wikipedia Encyclopedia: Francis Le Moyne Academic Kids Encyclopedia: Lafayette Use these links to answer the following questions. 1. What famous people traveled the road? 2. What famous people were involved with the development of the National Road? Towns and Counties: Brownsville Area Revitalization Corporation Wikipedia Online Encyclopedia: Brownsville, PA Wikipedia Online Encyclopedia: Addison, PA Uniontown Online Wikipedia Online Encyclopedia: Uniontown, PA Wikipedia Online Encyclopedia: Hopwood, PA Washington County Chamber of Commerce Fayette County Website Fayette County Chamber of Commerce Wikipedia Online Encyclopedia: Scenery Hill City of Washington Pennsylvania City of Washington Pennsylvania: Attractions Wikipedia Online Encyclopedia: Washington, PA Use these links to answer the following questions. 1. What historical towns are located along the National Road? 2. What Pennsylvania counties does the National Road pass through? Phase &nbsp;&nbsp;&nbsp;4 - Reaching Consensus You have all learned about different parts of The National Road. Now group members come back to the larger Web Quest team with the expertise gained by searching from your roles. You must all now create an informational brochure as a group. &nbsp;  

## Evaluation

Category and Score	Exemplary 4	Very Good 3	Developing 2	Beginning 1	Score
Organization	The brochure has excellent formatting and very well organized information.	The brochure has appropriate formatting and well organized information.	The brochure has some organized information and random formatting.	The brochure's format and organization of information are confusing to the reader.	%25
Content	The brochure has all of the required information (see checklist) and some additional information.	The brochure has all of the required information (see checklist).	The brochure has most of the required information (see checklist).	The brochure has little of the required information (see checklist).	%25
Conventions	All of the writing is done in complete sentences. Capitalization and punctuation are correct throughout the brochure. No spelling errors.	Most of the writing is done in complete sentences. Most the capitalization and punctuation are correct throughout the brochure. Few errors in spelling.	Some of the writing is done in complete sentences. Some of the capitalization and punctuation are correct throughout the brochure. Many errors in spelling and some interfere with text meaning.	Most of the writing is not done in complete sentences. Most of the capitalization and punctuation are not correct throughout the brochure. Many errors in spelling and many interfere with text meaning.	%25
Graphics	The graphics do well with the text.  There is a good mix of text and graphics.	The graphics go well with the text, but there are too many that distract from the text.	The graphics go well with the text, but there are too few.	The graphics do not go with the text or appear to be randomly chosen.	%25

Category and Score	Exemplary 4	Very Good 3	Developing 2	Beginning 1	Score
				Total Score	%100

## Conclusion

Congratulations! You are an official ambassador of the National Road. Your brochure will help spread the history of southwestern Pennsylvania to the thousands of visitors who tour our area each year. From what you learned through this Web Quest, don't you feel excited to live so close to the National Road? What a privilege! Now that you know the background of the National Road, here's a challenge: what other parts of the Road can be explored?

## Teacher Page

**Overview:**The National Road has great historical importance to the United States. It has helped build our nation into what it is today. In this WebQuest, students in grades 4-5 will explore The National Road using a variety of web resources. They will also practice writing for a specific audience, revising their writing, and working collaboratively to create a brochure for the general public. Once the brochures have been created, each group will present the information they learned using the brochure.

**WebQuest Objectives:**The students will:

- Research a variety of informational websites pertaining to The National Road.
- Practice information-gathering techniques.
- Synthesize information by collecting facts about important and interesting features of The National Road, and then selecting the relevant information to include in a brochure.
- Practice communicating information to a specific audience by writing and revising text about The National Road for the brochure.
- Learn about grammar and spelling by editing their own writing.
- Develop collaborative skills by partnering with classmates to review and collect information and working as a class to create a brochure.
- Select graphics that are relevant to text information.
- Present information about The National Road in a group.
- Identify and describe historical landmarks, monuments, and sites related to The National Road.
- Identify and describe historical towns and places related to The National Road.
- Identify and describe famous people who were connected to The National Road in some way.
- Explain the importance of The National Road to the United States.
- Identify the course of The National Road in Pennsylvania and create a map the road.
- Create a timeline of The National Road.

**Standards:**History8.1 Historical Analysis and Skills DevelopmentA. Understand chronological thinking and distinguish between past, present and future time.B. Develop an understanding of historical sources.D. Understand historical research.8.2 Pennsylvania HistoryA. Understand the political and cultural contributions of individuals and groups to Pennsylvania history. B. Identify and describe primary documents, material artifacts and historic sites important in Pennsylvania history.C. Identify and explain how continuity and change have influenced Pennsylvania history from the Beginnings to 1824.8.3 United States HistoryA. Identify contributions of individuals and groups to United States history. B. Identify and describe primary documents, material artifacts and historic sites important in United States history. C. Identify important changes in United States history (e.g., Belief Systems and Religions, Commerce and Industry, Innovations, Politics, Settlement Patterns and Expansion, Social Organization, Transportation, Women's Movement). Geography7.1 Basic Geographic LiteracyA. Identify geographic tools and their uses.B. Describe and locate places and regions.7.3 The Human Characteristics of Places and RegionsA. Describe the human characteristics of places and regions by their population characteristics.Reading, Writing, and Speaking1.1 Learning to Read IndependentlyB. Select texts for a particular purpose using the format of the text as a guide.G. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text. 1.2 Reading Critically in All Content Areas A. Read and understand essential content of informational texts and documents in all academic areas.B. Use and understand a variety of media and evaluate the quality of material produced.C. Produce work in at least one literary genre that follows the conventions of the genre.1.4 Types of Writing A. Write multi-paragraph informational pieces (e.g., essays, descriptions, letters, reports, instructions).1.5 Quality of WritingA. Write with a sharp, distinct focus identifying topic, task and audience.B. Write using well-developed content appropriate for the topic.C. Write with controlled and/or subtle organization.D. Write with an understanding of the stylistic aspects of composition.E. Revise writing to improve organization and word choice; check the logic, order of ideas and precision of vocabulary.F. Edit writing using the conventions of language. G. Present and/or defend written work for publication when appropriate.1.6 Speaking and ListeningA. Listen to others.C. Speak using skills appropriate to formal speech situations.D. Contribute to discussions.E. Participate in small and large group discussions and presentations.F. Use media for learning purposes.1.8 ResearchA. Select and refine a topic for research.B. Locate information using appropriate sources and strategies.C. Organize and present the main ideas from research.D. Credit sources using a structured format (e.g., author, title)Science and Technology3.7 Technological DevicesA. Demonstrate basic computer operations and concepts.

**Lesson Plan Idea**

**Prior to performing the WebQuest, it would be useful to familiarize your students with the characteristics of brochures.**

**The following information is a lesson plan on brochures.**

**Brochure Lesson Plan**

**Student Objectives**

Students will:

- Use prior knowledge to recall information in a brochure.
- Work cooperatively in groups to examine brochures.
- Identify characteristics that make an effective brochure by examining existing brochures.

**Time:** One class period

**Resources**

- Various travel brochures
- Handout of brochure characteristics or paper for students to record a list of characteristics
- White Board or Chart Paper
- Markers
- Preparation

**Collect travel brochures from travel agents, the local chamber of commerce or visitor center, businesses, etc.**

**Make copies of handout (if necessary)**

**Instruction and Activities**

**Introduction**

1. Ask students to share experiences with traveling:
  - Where did they go?
  - How did they travel? (car, plane, train, etc.)
  - What kinds of brochures, travel guides, or books did their families review before traveling?
2. If students have experiences with travel guides and brochures, invite them to share what they remember about them.
3. Explain that the class is going to create a travel brochure relating to the area where they live, but first they need to become familiar with the characteristics of a brochure.

**Development**

1. Arrange students in groups.
2. Divide the various brochures among each

group to allow them to examine the characteristics. Tell them to pay attention to the layout, highlighted features, graphics, and text style. Give students sufficient time to explore. You may want to allow several minutes for each group of brochures and rotate them amongst the groups. 3. Afterwards, ask students to share what they found in the brochures. Use the following questions to guide the discussion:

- Did you find any maps, photos, diagrams, illustrations?
- What kinds of words or vocabulary were used to interest the readers? (i.e. descriptive adjectives, names of places, etc.)
- How was the text presented? (paragraphs, bullets, lists)
- How was the information presented? (facts, persuasion, etc.)
- Did you find any highlighted information? (names of places, people, contact info, etc.)

4. Ask students if they would like to visit any of the places on the brochures. If so, ask them to share what parts of the brochures made them want to visit. If not, ask them to share why they would not like to visit. 5. In their groups, give students several minutes to brainstorm what makes an effective travel brochure.

Closure

1. When time is up, have the groups share their responses for you to record on the board or a chart.
2. Have students record the answers on paper as you list them or provide them with a handout of brochure characteristics afterwards so they can keep and reference for the travel brochure WebQuest project.
3. Now, students are ready to create their own brochure.

### **Standards**

### **Credits**

### **Other**