

TPS Lesson Plan

Title

Conestoga Wagons

Overview

Students will analyze a primary source (photograph of a Conestoga wagon). Students will read *Conestoga Wagons* by Richard Ammon. They will then analyze instructional materials/resources concerning both Conestoga wagons and modern tractor trailers. Students will complete a graphic organizer and work in groups to discuss the differences between Conestoga wagons and the modern tractor trailer on the highways today. Finally, students will complete an essay on the differences and similarities of Conestoga wagons and tractor trailers.

Objectives

Students will be introduced to Conestoga wagons - how they were built and driven as well as their historical significance and importance to the early American economy. Additionally students will appreciate the modern tractor trailer, and how it compares to the earlier dominate mode of freight transportation - the Conestoga wagon. Students should be able to write a well-organized comparison/contrast essay comparing Conestoga wagons to tractor trailers.

Time Required

Four Days (1 hour each day)

Recommended Grade Range

3-4

Subject

Social Studies (Pennsylvania History)

Common Core Anchor Standards

W.CCR.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.CCR.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Pennsylvania Standards

8.2.4.C: Explain how continuity and change in Pennsylvania history have influenced personal development and identity.

- Belief systems and religions
- Commerce and industry
- Technology
- Politics and government
- Physical and human geography
- Social organizations



Vocabulary

Tractor-trailer, Pennsylvania Dutch, blacksmiths, forged, wainwrights, mortises, fellies, traveler, teamsters, withers, fetlocks, and lazy board.

Additional Background Information

Modern truck drivers transport anything and everything (food, garbage, gas, cars, school supplies, etc.). They drive big and heavy trucks across a vast network of roads in Pennsylvania and across the United States of America. Long-haul truck drivers are often away from home for weeks at a time. In many cases, the truck drivers own their trucks and are responsible for maintenance and repairs. The truck drivers often sleep in their trucks at truck stops and along the road.

Starting in the middle of the 18th century Conestoga wagons were being built by German immigrants around Lancaster, Pennsylvania. The first Conestoga wagons were used to haul goods and materials between Lancaster and Philadelphia. As the American Colonies grew, so did the use of the Conestoga wagon. Known for their solid construction and ability to carry large loads over great distances, Conestoga wagons became the preferred method of transporting freight in America up until the 1850's. In the 1850's trains became the dominant mode of transporting freight, although Conestoga wagons were used to transport freight locally until the 20th century. Trucks eventually replaced the wagon. The Conestoga wagons were an important part of American history for over 100 years, and they were built by Pennsylvanians in Lancaster County.

Investigative Question

How is the invention and use of the Conestoga wagon similar and different from the modern tractor-trailer truck?

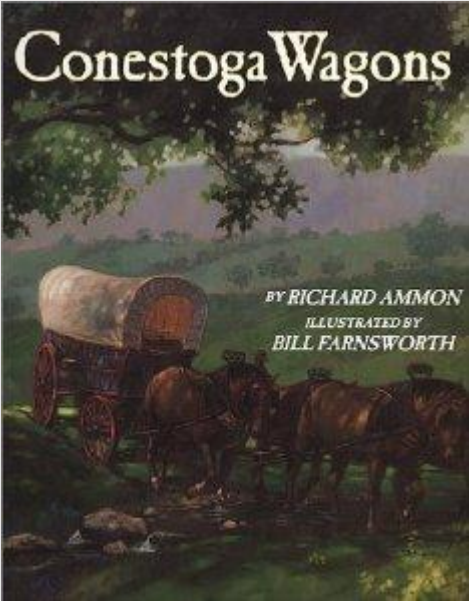

Credits

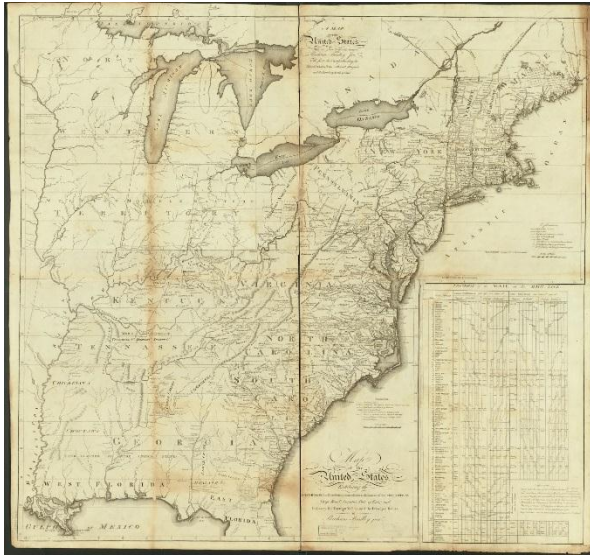
Dustin Sheffer



PREPARATION

Materials/Resources Used

	<p>Title of Book: Conestoga Wagons Author: by Richard Ammon Illustrated: by Bill Farnsworth Grade: 3 - 6 Topic/Theme: ISBN-10: 0823414752, 2000</p> <p>Summary: <i>Conestoga Wagons</i> is a well written nonfiction children's book for ages 6-10. The book explains how Conestoga wagons were built and driven as well as their historical significance and importance to the early American economy.</p>
<p>Primary Source Thumbnail</p>	<p>Library of Congress Bibliographic Information and Connections to Literature</p>
	<p>Title: A Turnpike Schooner Created/Published: c1906 URL: http://www.loc.gov/pictures/item/2012645749/</p> <p>Book Connection: This is a picture of an authentic Conestoga wagon.</p>



Title: A map of the United States of America

Created/Published: 1796

URL: <http://www.loc.gov/item/2004633148>

Book Connection: This is a map of wagon roads at the end of the 18th century. This is a good resource to show how goods and materials moved across the early American countryside.






Title: American Scenery - The Inn on the Roadside

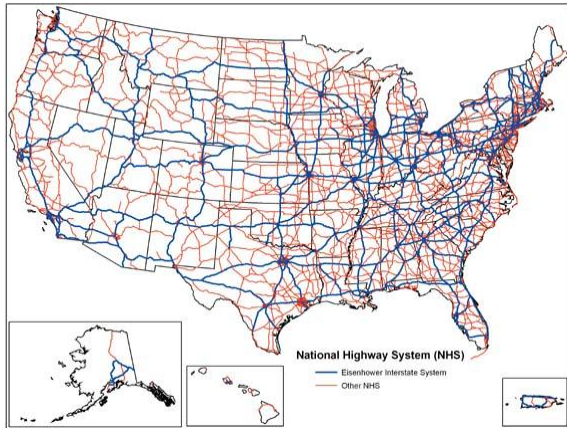
Created/Published: 1872

URL:

<http://www.loc.gov/pictures/item/2006678348>

Book Connection: This is a painting of an inn where Conestoga wagon drivers would spend the night when transporting goods and materials.

Primary Source Thumbnail	World Wide Web Information and Connections to Literature
	<p>Title: Making a Wooden Wheel Pt3 Created/Published: c2010 URL: www.heritagecraft.co.uk</p> <p>Book Connection: Video on how to put an iron tire on a wooden wagon wheel.</p>
	<p>Title: Inside a Conestoga Wagon Created/Published: 2010 DianneB Photography URL: http://www.flickr.com/photos/38776274@N04/4916205686/</p> <p>Book Connection: Image showing the sloped floor and inside of a Conestoga wagon.</p>
	<p>Title: 18-Wheeler Created/Published: 2009 URL: http://ecomodder.com/blog/wp-content/uploads/2009/08/image21.jpg</p> <p>Book Connection: Picture of a “big rig” truck to compare to Conestoga wagons.</p>



Title: National Highway System (NHS)

Created/Published: 2011

URL: <http://hepgis.fhwa.dot.gov/hepgismaps17/#>

Book Connection: U.S. map showing the National Highway System. This map can be compared to the older wagon road map from 1796 (pictured above).



Title: Pilot Truck Stop

Created/Published: 2011

URL: <http://blog.thecoverletter.com/wp-content/uploads/2011/03/Pilot-Truck-Stop.jpg>

Book Connection: This is a picture of a modern truck stop. This picture can be compared to the inn painting (pictured above) where Conestoga wagon drivers rested for the night.



Title: Transportation Operations - Tractor-Trailer Truck Drivers

Created/Published: Uploaded 2011

URL: <http://www.youtube.com/watch?v=-j-u0pTgIDY>

Book Connection: This is a good, brief video explaining the modern tractor trailer.

Description of Procedure

Day 1

Activation Strategy



- Have the students view the picture above. (<http://www.loc.gov/pictures/item/2012645749/>) Have the students use the Primary Source Analysis Tool to analysis the photo. (<http://www.loc.gov/teachers/primary-source-analysis-tool/>).
 - First, have the students select “Photographs and Prints” from the drop down menu at the top left of the form.
 - Have the students record their responses to the “Observation”, “Reflect”, “Question”, and “Further Investigation” boxes. Use the question mark bubble in each box for ideas or create your own.
 - Finally, discuss findings as a class.
- This activity will introduce the Conestoga wagon to the students.

Day 2

Teaching Strategies

1. Read *Conestoga Wagons* by Richard Ammon to the class. If possible, provide copies for the students to follow along. In this first reading - read the book for enjoyment. Read straight through the book and show the students the pictures as you go.
2. As a class discuss the book. Discuss what was interesting and what was learned.
3. Read *Conestoga Wagons* by Richard Ammon to the class again. This time stop throughout the book to discuss key points and vocabulary. Let the students know your thought process when reading a nonfiction book. For example: on page 9 when the author compares modern rubber tires to the Conestoga wagon’s iron wrapped wheels, explain to the students that iron wheels would probably be a much rougher ride than rubber wheels. Show the students that a good reader makes inferences while reading.



Day 3

- Have the students complete the graphic organizers (see reference materials). Instruct the students to think about the vehicles, the roads, the things they carry/carried, the people that drive/drove them and the time periods in which they operate/operated.
- Then have the students work with a partner to discuss their graphic organizers. Encourage discussion and encourage the students to add to their own graphic organizers.
- Finally, discuss the graphic organizers as a class. Encourage the students to update their graphic organizers with things they did not list.

Day 4**Assessment**

Write a comparison/contrast paper on the differences and similarities of Conestoga wagons and tractor trailers. Support your writing with evidence from the text and primary sources. Use the graphic organizers to develop the writing. Students should each be given a copy of the rubric to reference when writing their papers. (2 to 3 paragraphs)

Summarizing Strategy

Switch papers with a partner. Read each other's papers. With that partner, on a separate sheet of paper, write 5 things that you learned about Conestoga wagons.

Extension (optional)

Have the students write a personal reflection on whether they would prefer to work as a teamster during the days of the Conestoga wagon or as a teamster driving trucks today. Explain your answer.

and/or

Organize a field trip to The Conestoga Area Historical Society to see a real Conestoga wagon, as well as other historical artifacts.



Rubric

Elementary Teaching Task Rubric (Informational or Explanatory)

Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced
	1	1.5	2	2.5	3	3.5	4
Focus	Attempts to address prompt, but is off-task.		Addresses prompt, but focus is uneven.		Addresses prompt with an adequately detailed response; stays on task		Addresses key aspects of prompt in a detailed response; stays on task.
Controlling Idea	Lacks a clear controlling idea to inform or explain.		Establishes a controlling idea to inform or explain, though may lack clarity or credibility.		Establishes a credible controlling idea to inform or explain.		Establishes and maintains a substantive and credible controlling idea to inform or explain.
Reading/ Research (when applicable)	Attempts to include reading materials using examples, quotes, or other references. L3 Summary retells or is not accurate.		Presents some information from reading materials but may lack accuracy or relevance. L3 Summary mentions a key point but does not cover points sufficiently.		Accurately presents information from reading materials relevant to the purpose of the prompt to develop argument or claim. L3 Summary is concise and relates key points.		Accurately and effectively presents important information from reading materials to inform or explain. L3 Summary is concise and relates key and supporting points.
Development	Attempts to inform or explain but lacks details. L2 Conclusion is missing, irrelevant, or illogical.		Informs or explains by presenting some details. L2 Briefly notes a relevant conclusion		Informs or explains using appropriate details. L2 Explains a relevant and plausible conclusion.		Informs or explains by providing detailed and relevant information. L2 Explains in detail a relevant and plausible conclusion.
Organization	Lacks an opening, development, and/or closure.		Demonstrates an attempt to organize information within a structure to inform or explain.		Organizational structure adequately supports presentation of information.		Organizational structure enhances presentation of information.
Conventions	Lacks cohesion and control of grammar, usage, and mechanics appropriate to grade level.		Demonstrates an uneven command of standard English conventions appropriate to grade level.		Demonstrates a command of standard English conventions, with few errors as appropriate to grade level.		Maintains a well-developed command of standard English conventions, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt.
Content Understanding	Content is irrelevant, inappropriate, or inaccurate.		Shows uneven understanding of disciplinary content.		Presents generally accurate disciplinary content.		Presents accurate and relevant disciplinary content to enhance understanding of topic.



Graphic Organizer (Lodging)

Compare and Contrast. Think about the vehicles, the roads, the things they carry/carried, the people that drive/drove them and the time periods in which they operate/operated.



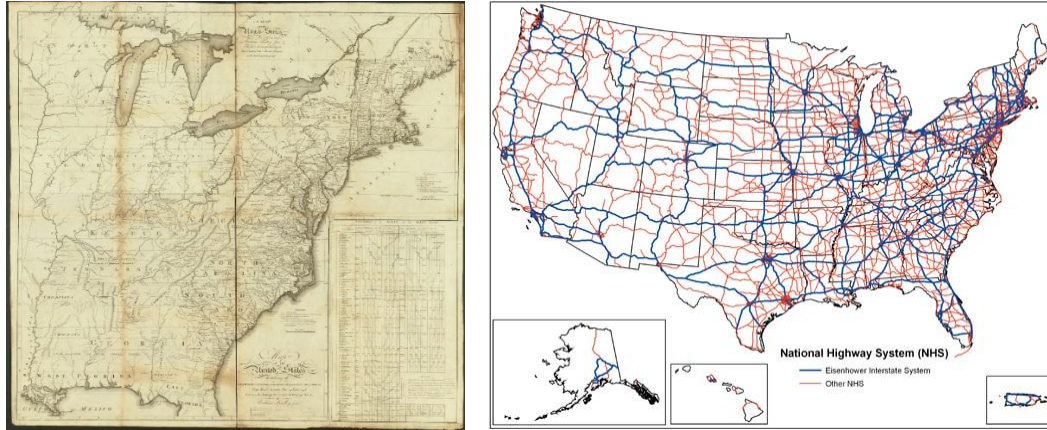
Similarities:

Differences:



Graphic Organizer (Roads)

Compare and Contrast. Think about the vehicles, the roads, the things they carry/carried, the people that drive/drove them and the time periods in which they operate/operated.



Similarities:

Differences:



Graphic Organizer (Vehicles)

Compare and Contrast. Think about the vehicles, the roads, the things they carry/carried, the people that drive/drove them and the time periods in which they operate/operated.



Similarities:

Differences:

