

Lesson Plan

Title: Effect of Transportation on the Location of Cities	Date(s):
IN Academic Standards: <ul style="list-style-type: none">• 4.G.7 Explain the importance of major transportation routes in the exploration, settlement, and growth of Indiana and in the state's location as a crossroad of America.	
Materials/Resources: Map of United States including major highways, rivers, and lakes (provided) OR larger poster-size classroom map of United States including major highways, rivers, and lakes; pencil;	
Objectives/Learning Targets: Students will learn to read and interpret various aspects of a map by locating Midwestern waterways used for trade in the early 1800's and roadways being used today. Students will also gain an understanding of why Indiana is called the "Crossroads of America," as well as how rivers affected the settling of early American cities before development of our current road system. Students will also practice interpreting directions on a map by describing the route they drew.	
Assessment: If a printed map is used, students may be evaluated on the route they took and direction (North, South, East, West) they used to describe the route. OR if a large poster size map is used, students may be called on for participation to trace a route by hand in front of class. Students can then verbally answer questions about and describe the route.	
Introduction/Motivation/Springboard: As motivation for this activity, describe how few roads existed in the 1800's and that there was no effective way of transporting goods over land. Therefore, waterways had to be used. This was one of the most important reasons New Harmony was settled where it is today, along a major transportation route, the Wabash. Show students a map of the United States and explain why the location of Indianapolis is so important today, as it is located where so many major roads and highways meet.	
Procedures/Activities/Tasks/Examples: This activity can be done two different ways. One way is to use a large classroom map mounted on a wall and call students up to participate by tracing the various routes with the help of the class, if needed. A second method is to print out Map A (attached) for each student (or group of students) in the class and instruct the students to draw the routes on their map at their seats. A. Trace three routes across the country using major highways:	

For each route, answer the following questions:

- a) Is it the shortest **route**?
- b) Using the **compass rose**, tell which direction you are mostly travelling (North, South, East, West)?
- c) Do you drive through Indianapolis?

Routes:

1. New York, NY → Salt Lake City, UT
2. Nashville, TN → Chicago, IL
3. Casper, WY → Cincinnati, OH

Why do they call Indianapolis “The Crossroads of America?”

B. Trace three routes across the country using major waterways:

For each route, answer the following questions:

- a) Is it the shortest **route**?
- b) Using the **compass rose**, tell which direction you are mostly travelling (North, South, East, West)?

Routes:

1. New Harmony, IN → New Orleans, LA
2. New Harmony, IN → Pittsburgh, PA
3. New Harmony → Louisville, KY

The Harmonists that first built New Harmony had a successful economy that exported many things, such as rope and various crops. Why do you think they would settle New Harmony where they did?

Closure Activity/Extensions/Homework: Instruct students to write/type one to two short paragraphs on what they learned about the importance of river on the location of cities as well as why Indianapolis is also called the “Crossroads of America.”

Reflection:

