

Title: Journey along two National Roads, U.S. 40 and the Tōkaidō of Japan: Teaching Historical Thinking Skills, Grade 7. This is 4 part lesson plan.

Introduction/Summary of lesson:

Lesson One: Students will be able to use primary sources to write a narrative about how Ohio's locations earned it the nickname, "Gateway to the West" in the early 19th century but later became changed to the "Heart of it All" and then changed again to "Birthplace of Aviation".

Lesson Two: How and why did Americans use U.S. Route 40, the National Road.

Lesson Three: Students will use historical primary source material in order to classify and categorize lifestyle elements for Japan.

Lesson Four: Student will use historical primary source material to decide the purpose for Japan's national road, the Tōkaidō.

Subject(s)/Grade level(s): Social Studies/History, Grade 7

Duration of lessons: Lessons One & Two: 2 class periods each; Lessons Three & Four: 1 class period each

Connection to standards/common core: Social Studies- History Strand (Ohio) Grade 7:

- **Historical Thinking and Skills - #1:** Historians and archaeologists describe historical events and issues from the perspectives of people living at the time in order to avoid evaluating the past in terms of today's norms and values.
- **Human Systems - #14** Trade routes connecting Africa, Europe and Asia fostered the spread of technology and major world religions.

Learning Objectives: Students will use primary source material to write narratives, classify lifestyle, analyze change, determine usage and determine rationale for titles.

Materials needed:

- Resources from the "[Journey along the Tōkaidō](#)" website
- Historic National Road-Image Results
- Traveling the National Road: Across the Centuries on America's First Highway by Merritt Ierley
- Refer to online links listed with each activity
- [National Road/Route 40 \(Maps and other resources\)](#)

Lesson One:

Pre-Assessment : Ask the class, "Does anyone know the nickname or slogan on any state license plate? Suggestions/ optional question: Why does Nebraska's automobile license plates read "The Cornhusker State?"

Activity One: “Why was Ohio once called the Gateway to the West?”

- Students will use the online source, <http://www.lincolnhighwayassoc.org/> consisting of historical photos and journals about the National Road U.S. 40 in order to gather facts as to why Ohio earned each of the following nicknames: “Gateway to the West” and the “Heart of it All” and if possible , “ Birthplace of Aviation”.
- Maps of the Lincoln Highway http://lincolnhighway.jameslin.name/by_state/
- Lincoln Highway Newspaper articles (1913) <http://lincolnhighway.jameslin.name/history/#articles>
- **Teacher Note:** Students will discover a major reason for location of the national road was directness, bypassing many scenic attractions and large cities, narrow winding roadways thereby avoiding congestion.

Lesson Two:

Pre-Assessment: Student can begin (optional) with the activity written for Grade 4. This activity will be especially enjoyable if using the Interactive Map of the Tōkaidō, with modern era photographs.

Activity Two: “Did the Uses for the National Road Change over Time?”

1. Divide the class into two research groups: 1950 America and 1990 America. Each group will research photos from their respective time period then analyze the possible change in uses over time.
 - Maps of the Lincoln Highway http://lincolnhighway.jameslin.name/by_state/
 - Lincoln Highway Newspaper articles (1913) <http://lincolnhighway.jameslin.name/history/#articles>
 - Lincoln Highway Digital Image Collection at <http://quod.lib.umich.edu/l/linchigh> with over 3,000 early 20th century photographs of the Lincoln Highway.

Lesson Three:

Pre-Assessment Lesson Three: Discuss as a class what are examples of lifestyle. Give the class 4 examples of lifestyle and ask which one does not belong (jobs, *landscape*, clothing, transportation, and styles of buildings).

Activity Three: “How did lifestyle change in Japan from 1830 to 1920 to modern times.

2. Have students look at the online module “Journey along the Tōkaidō” and separate the study into 3 parts:
 - [Ukiyo-e Woodblock Prints \(1830s\)](#)
 - [Tōkaidō Manga Scroll \(1920s\)](#)
 - [Interactive map of the Tōkaidō with contemporary photographs.](#)
3. Have students define then find samples of lifestyles regarding the Tōkaidō and how the lifestyles appeared to change with time.
4. **Teacher Note:** Students can be encouraged to classify methods for recognizing lifestyle. Examples for methods by which to define or classify lifestyle include: regional, social, occupational, economic, psychological etc. Some students will see people using the road for commerce such as farmers hauling goods; others will see the road as a social medium for connecting families, etc.

Lesson Four:

Pre-Assessment Lesson Four: Divide the class into 2 groups to brainstorm either examples of religious destinations or places technology is used.

Activity Four: “The Tōkaidō Then and Now?”

1. Have students look at the online module “Journey along the Tōkaidō” and separate the study into 3 parts:
 - [Ukiyo-e Woodblock Prints \(1830s\)](#)
 - [Tōkaidō Manga Scroll \(1920s\)](#)
 - [Interactive map of the Tōkaidō with contemporary photographs.](#)
2. Divide class into groups. Have the groups race to find and list prints that illustrate the Tōkaidō as a religious destination and/or place of where technology was used.

Teacher’s Notes- Background Information about the Tōkaidō source (Overview):

To show change over time and compare cultures as well as learn more about a very important part of Japanese history and culture, the “[Journey along the Tōkaidō](#)” has been created using various primary source materials. Japan’s National Road, the Tōkaidō Road, from Tokyo to Kyoto in Japan is examined at various time periods (1830s, 1920s, and present day).

Students will study two primary source materials: the *Tōkaidō gojūsantsugi manga emaki* (The Fifty Three Stations of the Tōkaidō Manga Scroll, which will be referred to as the “Tōkaidō Manga Scroll”) and the *The Fifty-Three Stations of the Tōkaidō* woodblock prints. This Tōkaidō manga scroll was created by 18 members of the Tokyo Manga Association during a trip approximating the route of the old Tōkaidō in 1921 and depicts scenes of Japanese culture, history, economics, daily life, transportation, architecture, and industry. Utagawa (Andō) Hiroshige’s *The Fifty-Three Stations of the Tōkaidō* (1833–1834 in the Hōeidō edition) is a series of woodblock prints (ukiyo-e) of the stations along the Tōkaidō. These *ukiyo-e* prints became enormously popular and have been reprinted countless times down to the present. The scroll is part of an online module, “Journey along the Tōkaidō,” which includes a video of the scroll, links to the ukiyo-e (woodblock prints from 1833-34) and links to sections of the Tōkaidō area today, along with other background material.

Though the title is *The Fifty Three Stations of the Tōkaidō Manga Scroll*, the paintings are numbered 1 through 55. This is because the starting location, Nihonbashi, and the final destination, Kyōto, were not numbered in Utagawa (Andō) Hiroshige’s original *The Fifty-Three Stations of the Tōkaidō* (1833–1834 in the Hōeidō edition), and the manga scroll follows this precedent. Japanese names are given throughout in Japanese order, family name first and given name last.

Enrichment for Activity Three: Students should compare maps of the Tōkaidō with maps of either Route 40 in the US then decide why each highway is considered to be a national road or not?

Lesson plan is available on: <http://u.osu.edu/journeyalongthetokaido/lesson-plans/>

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