

## Guided Tour, National Road/Zane Gray Description and Curriculum Resources

<b>Guided Tour:</b>	National Road/Zane Gray Museum
<b>Availability:</b>	Wednesday, Thursday, Friday September, October, April, and May by appointment
<b>Time Allowance:</b>	1½ hours on site
<b>Cost:</b>	\$3.00 admission fee
<b>Grades:</b>	2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> , adaptable for all 60 students maximum

### Description:

Students are assembled in the orientation room to view an audiovisual presentation. Large Groups may be divided. A tour of the National Road/Zane Grey Museum covers three topics: the building, use and evolution of the National Road and its influence on the growth and development of Ohio and the nation; the impact Zanesville-born author Zane Grey had on the literary history of America; and, the contribution of the Zanesville art potteries to this art form. Each topic may be interpreted separately or as mutually contributory to the history of the area.

Through the guided tour of the museum, students will learn how the National Road was built and how it evolved through the next 100 years. This story is placed in a broader context to show students how changing modes of transportation affected business, families, and the nation's growth. They will also learn about the life of Ohio-born author Zane Grey through exploration of the extensive collection of his manuscripts, awards, and sports and travel memorabilia. Finally, students will learn of the importance and scope of the art pottery and tile industry in and around Zanesville through the displayed examples of some of the best products of the factories and their artisans.

### Social Studies Academic Content Standards Addressed:

#### History (Daily Life)

2<sup>nd</sup>. Use historical artifacts, photographs, biographies, maps, diaries and folklore to answer questions about daily life in the past.

2<sup>nd</sup>. Identify the work that people performed to make a living In the past and explain how jobs in the past are similar and/or different from those of today.

2<sup>nd</sup>. Identify and describe examples of how science and technology have changed the daily lives of people and compare: a. Forms of communication from the past and present and b. Forms of transportation from the past and present

#### History (Heritage)

2<sup>nd</sup>. Recognize the importance of individual action and character and explain how they have made a difference in others' lives with emphasis on the importance of: a. Social and political leaders in the United States and b. Explorers, inventors and scientists

### **History (Chronology)**

3<sup>rd</sup>. Define and measure time by years, decades and centuries.

### **History (Growth)**

3<sup>rd</sup>. Describe changes in the community over time including changes in: a. Businesses, b. Architecture, c. Physical features, d. Employment, e. Education, f. Transportation, g. Technology, h. Religion, and i. Recreation

4<sup>th</sup>. Explain how Ohio progressed from territory to statehood, including the terms of the Northwest Territory.

4<sup>th</sup>. Explain how canals and railroads changed settlement patterns in Ohio and Ohio's economic and political status in the United States.

4<sup>th</sup>. Explain the importance of inventors such as the Wright Brothers, Charles Kettering, Garrett Morgan, Granville Woods and Thomas Edison.

### **History (Settlement)**

4<sup>th</sup>. Describe the earliest settlements in Ohio including those of prehistoric peoples.

4<sup>th</sup>. Explain the causes and effects of the frontier wars of the 1790's, including the Battle of Fallen Timbers, on American Indians in Ohio and the United States.

### **People in Societies (Diffusion)**

2<sup>nd</sup>. Explain how contributions of different cultures within the United States have influenced our common national heritage.

2<sup>nd</sup>. Describe the contributions of significant individuals, including artisans, inventors, scientists, architects, explorers and political leaders to the cultural heritage of the United States.

### **People in Societies (Cultures)**

3<sup>rd</sup>. Compare some of the cultural practices and products of various groups of people who have lived in the local community including: a. Artistic expression, b. Religion, c. Language, e. Food

3<sup>rd</sup>. Compare the cultural practices and products of the local community with those of other communities in Ohio, the United States and countries of the world.

4<sup>th</sup>. Describe the cultural practices and products of various groups who have settled over time: a. The Paleo Indians, Archaic Indians, Woodland Indians and Late Prehistoric Indians, b. Historic Indians of Ohio, c. European immigrants, d. Amish and Appalachian population, e. African-Americans, and f. Recent immigrants from Africa, Asia and Latin America

### **People in Societies (Interaction)**

3<sup>rd</sup>. Describe settlement patterns of various cultural groups within the local community.

4<sup>th</sup>. Describe the impact of the expansion of European settlements on American Indians in Ohio.

4<sup>th</sup>. Explain the reasons people came to Ohio including: a. Opportunities in agriculture, mining and manufacturing, b. Family ties, and c. Freedom from political and religious oppression

### **Geography (Location)**

2<sup>nd</sup>. Read and interpret a variety of maps.

3<sup>rd</sup>. Use political maps, physical maps and aerial photographs to ask and answer questions about the local community.

3<sup>rd</sup>. Read and interpret maps by using the map title, map key, direction indicator and symbols to answer questions about the local community.

4<sup>th</sup>. Describe the location of Ohio relative to other states and countries.

4<sup>th</sup>. Use maps to identify the location of major physical and human features of Ohio including: a. Lake Erie, b. Rivers, c. Plains, d. The Appalachian Plateau, e. Bordering states, f. The capital city, and g. Other major cities

### **Geography (Places and Regions)**

2<sup>nd</sup>. Describe and locate landforms (plateaus, islands, hills, mountains, valleys) and bodies of water (creeks, ponds, lakes, oceans) in photographs, maps and 3-D models.

3<sup>rd</sup>. Identify and describe the landforms and climate, vegetation, population and economic characteristics of the local community.

4<sup>th</sup>. Describe and compare the landforms, climates, population, vegetation and economic characteristics of places and regions in Ohio.

4<sup>th</sup>. Identify manufacturing, agricultural, mining and forestry regions in Ohio.

4<sup>th</sup>. Explain how resources, transportation and location influenced the development of cities and industries in Ohio including major industries such as oil, steel, rubber and glass.

### **Geography (Human Environmental Interaction)**

2<sup>nd</sup>. Compare how land is used in urban, suburban and rural environments.

2<sup>nd</sup>. Identify ways in which people have responded to and modified the physical environment such as building roads and clearing land for urban development.

3<sup>rd</sup>. Identify ways that physical characteristics of the environment affect and have been modified by the local community.

4<sup>th</sup>. Identify how environmental processes and characteristics influence human settlement and activity in Ohio.

4<sup>th</sup>. Identify ways that people have affected the physical environment of Ohio including: a. Use of wetlands, b. Use of forests, c. Building farms, towns and transportation systems, d. Using fertilizers, herbicides and pesticides, and e. Building dams

### **Geography (Movement)**

3<sup>rd</sup>. Identify systems of transportation used to move people and products and systems of communication used to move ideas from place to place.

4<sup>th</sup>. Use elevation, natural resource and road maps to answer questions about patterns of settlement, economic activity and movement.

### **Economics (Scarcity and Resource Allocation)**

2<sup>nd</sup>. Explain how resources can be used in various ways.

4<sup>th</sup>. Identify the productive resources needed to produce a good or service and suggest opportunity costs for the resources involved

4<sup>th</sup>. Explain how the availability of productive resources in Ohio promotes specialization in the production of goods and services and leads to trade.

### **Economics (Production, Distribution, and Consumption)**

2<sup>nd</sup>. Explain how people are both buyers and sellers of goods and services.

2<sup>nd</sup>. Recognize that most people work in jobs in which they produce a few special goods and services.

3<sup>rd</sup>. Identify people who purchase goods and services as consumers and people who make goods or provide services as producers.

3<sup>rd</sup>. Categorize economic activities as examples of production or consumption.

3<sup>rd</sup>. Explain the advantages and disadvantages of specialization and the division of labor to produce items.

4<sup>th</sup>. Explain how entrepreneurs organize productive resources to produce goods and services and that they seek to make profits by taking risks.

### **Economics (Markets)**

2<sup>nd</sup>. Recognize that money is a generally accepted medium of exchange for goods and services and that different countries use different forms of money.

3<sup>rd</sup>. Identify different forms of money used over time, and recognize that money facilitates the purchase of goods, services and resources and enables savings.

3<sup>rd</sup>. Explain how the local community is an example of a market where buyers and sellers exchange goods and services.

3<sup>rd</sup>. Identify examples of economic competition in the local community.

4<sup>th</sup>. Explain ways in which individuals and households obtain and use income.

4<sup>th</sup>. Explain why people in Ohio specialize in what they produce and then trade with others, which then increases the amount of goods and services available.

### **Government (Role of Government)**

2<sup>nd</sup>. Identify leaders such as mayor, governor and president, and explain that they are elected by the people.

2<sup>nd</sup>. Explain how a system of government provides order to a group such as a school of community and why government is necessary including: a. Making and enforcing laws, b. Providing leadership, c. Providing services, and d. Resolving disputes

2<sup>nd</sup>. Explain the importance of landmarks in the United States and the ideals that they represent including: a. The Washington Monument, b. The Jefferson Memorial, and c. The Lincoln Memorial

3<sup>rd</sup>. Identify goods and services provided by local government, why people need them and the sources of funding (taxation).

### **Government (Rules and Laws)**

2<sup>nd</sup>. Explain the purpose of rules in the workplace.

2<sup>nd</sup>. Predict the consequences of following rules or violating rules in different settings.

4<sup>th</sup>. Explain the purpose of a democratic constitution: a. To provide a framework for a government, b. To limit the power of government, and c. To define the authority of elected officials

### **Citizenship (Rights and Responsibilities)**

2<sup>nd</sup>. Demonstrate citizenship traits including: a. Honesty, b. Self-assurance, c. Respect for the rights of others, d. Persistence, and e. Patriotism

3<sup>rd</sup>. Describe the responsibilities of citizenship with emphasis on: a. Voting, b. Obeying laws, c. Respecting the rights of others, d. Being informed about current issues, and e. Paying taxes

4<sup>th</sup>. Explain the importance of leadership and public service.

4<sup>th</sup>. Explain why characteristics such as respect for the rights of others, fairness, reliability, honesty, wisdom and courage are desirable qualities in the people citizens select as their leaders.

#### **Citizenship Rights and Responsibilities (Participation)**

2<sup>nd</sup>. Demonstrate skills and explain the benefits of cooperation when working in group settings: a. Manage conflict peacefully, b. Display courtesy, and c. Respect others

3<sup>rd</sup>. Demonstrate effective citizenship traits including: a. Civility, b. Respect for the rights and dignity of each person, c. Volunteerism, d. Compromise, e. Compassion, f. Persistence in achieving goals, and g. Civic-mindedness

#### **Social Studies Skills and Methods (Obtaining Information)**

2<sup>nd</sup>. Obtain information from oral, visual and print sources.

2<sup>nd</sup>. Identify sources used to gather information: a. People, b. Printed materials, and c. Electronic sources

#### **Social Studies Skills and Methods (Problem Solving)**

2<sup>nd</sup>. Use problem-solving/decision-making skills to identify a problem and gather information while working independently and in groups.

4<sup>th</sup>. Use a problem-solving/decision-making process which includes: a. Identifying a problem, b. Gathering information, c. Listing and considering options, d. Considering advantages and disadvantages of options, e. Choosing and implementing a solution, and f. Developing criteria for judging its effectiveness

#### **National Road/Zane Gray Glossary:**

**“arrive with bells on.”** Teamsters would surrender some brass bells in exchange for assistance rendered away from home (“lost their bells”)

**Blue Book.** Privately published guides for the automobile tourist that were in use before auto road maps and atlases (first atlas was published in 1929). As there were few signs other than at crossroads, the Blue Books gave instructions such as “turn left at the Junction three telephone poles past the church.”

**Brake shoe.** Form an old shoe sole nailed to the braking mechanism in front of the rear wheels.

**concord coach.** Lightweight coach (stagecoach) mounted on heavy wagon gear, named for its place of manufacture in Concord, New Hampshire; it was used extensively along the National Road, where it proved its worth carrying both passengers and mail.

**Conestoga wagon.** A huge, heavily built freight wagon made in the Conestoga Valley of Pennsylvania; sway-backed body.

**drover’s inn or tavern.** A place offering food, drink and lodging to the herdsmen driving livestock over the National Road; different from ordinary inns and taverns because it offered pasture or corral for the animals.

**Enabling Act of 1802.** Provided for Ohio statehood and allotted 5% of the sale of public lands in Ohio for the purpose of building roads to and through the state, thus allowing for the “National Road”.

**inn or tavern.** A place offering food, drink and lodging to the traveler.

**lazy board.** Board that is pulled out from under the wagon bed; a driver using it is considered lazy (the wagoneer usually walked next to left lead horse or rode left wheel horse).

**mile marker.** Stone markers placed on the north side of the road every mile; top number gave the distance from Cumberland, Maryland (eastern most point of National Road) and angular faces gave distances to the next major town and also the very next town.

**rod:** Unit of measurement, 16 ½ feet, used in surveying. Also known as a perch when describing the length of a commodity i.e., a perch of stone.

**“S” bridge.** Where the roadbed crossed a creek or small river at an angle to the watercourse, the stonemasons would erect an ordinary arch over the stream at right angles to it. The road’s approach then had to be built at angles to the arch, resulting in an “S” shape.

**tollhouse.** Tremendous use of the National Road caused it to fall into poor condition rapidly, so eventually the federal government turned its ownership over to the individual states through which it passed. Each state built tollhouses at strategic locations to collect fees for use of the road; rate was directly proportional to the damage caused by the vehicle or animals; there were some exemptions.

**turnpike.** Toll road. At the tollgate, stanchions on either side of the road held a long pole or “pike” to bar the road until the fee was paid. “Turning the pike” allowed the toll-payer to pass through.

## Resources

*The National Road: Main Street of America* by Norris Schneider

*The National Road* by Philip Jordan

*The National Road* by Karl Raitz

*A Guide to the National Road* by Karl Raitz

*Zane Grey: A Biography* by Frank Gruber

*Zane Grey: Romancing the West* by Stephen May

*Maverick Heart: The Further Adventures of Zane Grey* by Stephen May

*The Kovel's Collector's Guide to American Art Pottery* by Ralph and Terry Kovel

*Weller, Roseville and related Zanesville Art Pottery and Tiles* by Betty Ward and Nancy Schiffer

National Road/Zane Gray Museum is operated by the Ohio Historical Society, a nonprofit organization that serves as the state’s partner in preserving and interpreting Ohio’s history, archaeology, and natural history.