

Hog Music by M.C. Helldorfer. New York: Viking, 2000. ISBN: 0-670-87182-6

Literature Annotation: Great Aunt Liza sends a birthday present in a wooden box from her home in Maryland to her niece in Illinois. *Hog Music* is the story of the trip that the box takes along the National Road and the misadventures that occur along the way.

Grade Level: 4th Grade

Duration: 2-3 class periods

Maryland State Curriculum

- 4.A.3.a Describe how changes in technology, such as refrigeration, impacted the lives of consumers (Grade 4)
- 4.B.1.b Give examples of the kinds of goods and services produced in Maryland during different historical periods (Grade 4)
- 4.B.2.a Give examples of how governments' decision-making affect economic growth and ability to provide jobs and provide services (Grade 4)

College and Career Ready Standards for Reading Literary Text

- RL1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RL2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- RL3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text
- RL4 Determine the meaning of words and phrases as they are used in a text,

Objectives: Students will be able to...

- identify the types of goods and services available along the National Road.
- analyze the impact of the National Road on producers and consumers.

Vocabulary

consumer: an individual or group who uses resources, goods and services to satisfy economic wants.

goods: physically tangible objects that can be used to satisfy economic wants, including but not limited to food, shoes, cars, houses, books and furniture.

producer: an individual or group who combine economic resources to make goods and/or services

services: physically intangible actions that can be performed to satisfy economic wants, including but not limited to medical care, dental care, haircuts, education, police protection, fire protection and national defense

technology: skills, methods, tools, machines and other things used to perform activities. Technology changes over time and affects the way we live, work, and play.

Teacher Materials

- Box wrapped in Birthday Paper
- *Historic National Road* Pamphlet (Available at Maryland Welcome Centers or www.visitmaryland.org)

- *The Maryland Adventure* by Suzanne Ellery Chapelle (Gibbs Smith Publisher, 2001)
- Teacher Resource 1: *The National Road: 1860 - Present*

Student Materials

- Student Resource 1: *Hog Music Sequence Chain*
- Student Resource 2: *The National Road*
- Student Resource 3: *The National Road Timeline*
- Student Resource 4: *Goods and Services Along the National Road*
- Student Resource 5: *Travelers on the National Road*

Additional Resource: “The National Road”, *Cobblestone*, June 1991.

Motivation

Display the birthday gift. Ask: What is this? Discuss. Tell students that it was sent to you by a relative who lives far away. Ask students to brainstorm how that gift might have gotten to Maryland. Discuss.

Development

1. Tell students that they are going to be reading a story about a birthday gift that was sent to a little girl in Illinois from her aunt in Maryland in the 1800’s. Ask: How do you think that the present was shipped? Discuss.
2. Show the cover of *Hog Music* by M.C. Helldorfer. Explain that items were shipped by wagon over a road that was called the National Road. Read the first five pages of the story.
3. Distribute Student Resource 1: *Hog Music Sequence Chain*. Tell students to fill in the sequence chart with the name of the person who touched the present and/or what they added to the wooden box.
4. Read the remainder of *Hog Music*.
5. After reading, allow students time to consult with a partner about Student Resource 1. Debrief as a class.
6. Tell students that the road described in *Hog Music* is called the National Road. This road ran from Cumberland, Maryland to Vandalia, Illinois. Display a map of the National Road. (Map can be found in Historic National Road Pamphlet or on page 97 of *The Maryland Adventure*.)
7. Distribute Student Resource 2: *The National Road*. Read with students.
8. Explain that they are going to be creating a timeline of the history of the National Road. Distribute a sentence strip and a copy of Student Resource 3: *The National Road Timeline* to pairs of students. Instruct them to cut out the blocks and place

them in order. After checking for accuracy, allow them to glue the blocks onto the sentence strip. (The timeline will be vertical.) Discuss timeline with class.

9. Tell students that many goods and services were available along the National Road. (You may need to review the concepts of goods and services with students.) Ask them to recall *Hog Music*. What goods and services were discussed in the book? Distribute Student Resource 4: *Goods and Services Along the National Road*. Have students review their timeline and *Hog Music*, allow student groups to list goods and services found in both sources. Debrief by displaying a transparency of Student Resource 4: *Goods and Services Along the National Road* and begin a master list of goods and services.
10. Distribute Student Resource 5: *Travelers On the National Road*. Have student pairs read the selection and add additional goods and services to Student Resource 4. Debrief as a class.
11. Display the definitions of Producers and Consumers. Ask: How did the National Road impact producers? How did the National Road impact consumers? Discuss.

Assessment: Have students respond to the following writing prompt.

The National Road has been called “The Road that Built the Nation.” Write a note to your teacher explaining why you think that the National Road was called “The Road that Built the Nation.”

As you write your note, be sure to include information about the following:

- the types of goods and services available along the National Road
- the impact of the National Road on producers and consumers

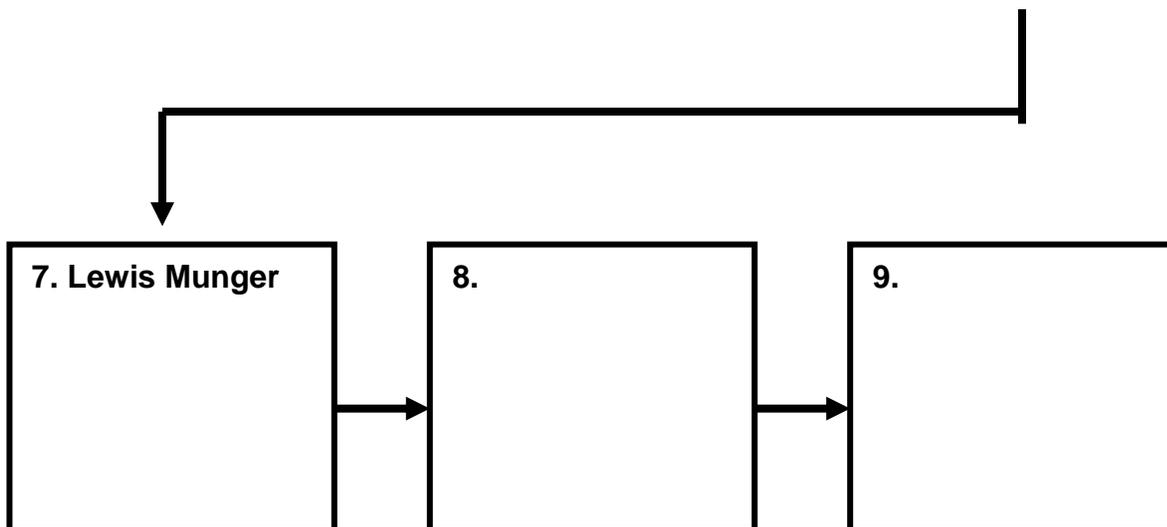
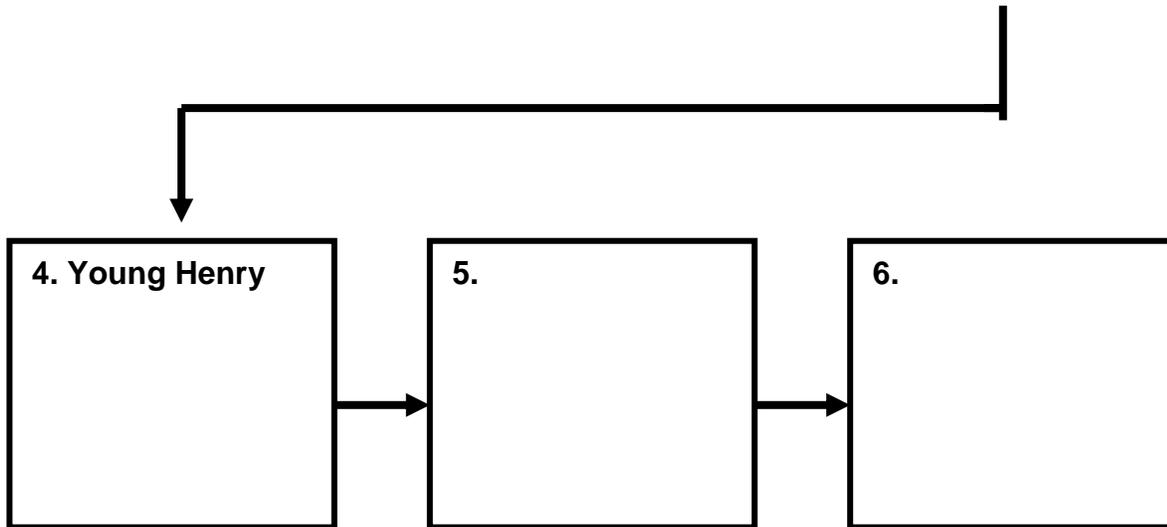
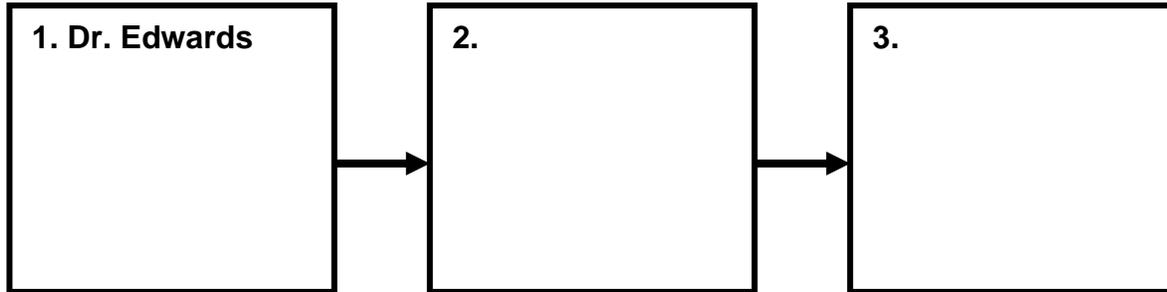
Closure: Have students review their timeline of the National Road. Display Teacher Resource 1: *The National Road: 1860 - Present*. Ask: How did the National Road change over time? What technology caused those changes? Did the types of goods and services along the road change? Discuss.

The National Road: 1860 - Present

1860's	The lack of traffic along the National Road is so severe that stage coach lines go out of business, inns and taverns are converted into private homes, commercial businesses disappear, and industrial activity declines.
1870's	The states crossed by the National Road no longer want the responsibility of maintaining the unprofitable roadway. Instead, responsibility is relegated to the counties, which, for the most part, provide little or no maintenance. The historic road is simply neglected or abandoned.
1910's	The Post Office Appropriation Act of 1912 and the Rural Road Act of 1916 make available federal funding for rebuilding the National Road. World War I, an overburdened railroad system, and expanding numbers of motorists make a federally funded national highway system a top priority.
1920-1930's	The Federal Highway Act of 1921 provides federal aid for the construction of interstate highways. The National Road is realigned and incorporated as part of one of the first new interstate highways, U.S. Route 40.
1940's	The new National Road, U.S. Route 40, is the busiest it has been since its heyday during the 1840's. Instead of Conestoga wagons, there are tractor-trailer trucks. Stages were replaced by buses and horses were replaced by automobiles. Inns and taverns were updated as restaurants, motels and hotels. The hustle and bustle of travel has returned to the Road.
1950-Current	The Federal-Aid Highway Act of 1956 creates the limited-access interstate system. Interstate Highways 70 and 68 are constructed, and replace U.S. Route 40 as the primary transportation routes through the region. U.S. Route 40 is bypassed and becomes a local, secondary, alternate, or, a scenic road. The National Road was designated a National Historic Civil Engineering Landmark in 1976.

Hog Music Sequence Chain

Directions: Fill in the name of the person and the items that they placed in the wooden box.



The National Road

“Let us, then, bind the republic together with a perfect system of roads and canals. Let us conquer space.”

Senator John C. Calhoun, 1816.

Settlers had been moving west since the early 1700's. By 1802, so many farms and towns had been settled in the Ohio Valley that people living in the territory were calling for statehood. But the area was a long way from the eastern cities and towns where most of the nation's business took place. It took weeks of travel over rough wilderness tracks to reach the western outposts that wanted to be part of the nation.

A road was what the nation needed - a well built road to carry its people and goods westward and to link its established cities and town with the growing settlements on its new frontier. A road would help the nation prosper. Along it business would grow and news and important communications could be carried to keep the growing nation working together.

In 1805, a proposal was put before Congress for a road to connect East with West - “a road from Cumberland...within the state of Maryland, to the river Ohio.” A year later, Congress passed the bill, and President Thomas Jefferson appointed surveyors to lay out the route that would open the rugged Allegheny Mountains of Pennsylvania and the lands beyond them to travelers and business.

Officially, this road was called the Cumberland Road, but it soon became known as the National Pike, the Great Turnpike, and the Old Pike. The name that stuck, however, was the National Road. True to its name, it is the only road ever built directly by the federal government.

By the time the road reached the Ohio River in 1818, many knew that it did not go far enough. The call went up to extend the road across Ohio, Indiana, and Illinois to the Mississippi River. By 1839, the road had reached Vandalia, Illinois, where lack of money and political disputes stopped it.

In its best years, the National Road was the busiest in the land. Most of America's pioneers followed its six hundred miles across six states to settle the lands along it and those farther west. Stagecoaches, carriages, Conestoga wagons loaded with freight and droves of cattle and sheep traveled the road. Inns, taverns and towns grew up along its length. It was the only route connecting East and West.

Source: “The National Road”, *Cobblestone*, June 1991

The National Road Timeline

<p>1830's The Federal Government transfers ownership of the National Road to the states through which it passes. It becomes known as the National Pike. Some of the states build toll houses to collect fees from those using it.</p>	<p>1835-1836 The United States Postmaster General begins using the Pony Express on the National Road. Boys on horseback are used to deliver light mail in leather pouches.</p>
<p>1820's The National Road is thriving and heavily traveled via horse, Conestoga wagons, and stage coach, by farmers with livestock, prominent businessmen and politicians. Taverns, inns, and stagecoach lines are springing up all along the National Road.</p>	<p>1840's These are the peak years for travel along the National Road. Taverns and inns enjoy a brisk business. Stage lines transport many famous persons including Presidents Jackson and Lincoln.</p>
<p>1818-1820 Construction of the National Road is completed to Wheeling, (West) Virginia. Congress approves funding to survey west of Wheeling with instructions that the road be as straight as possible.</p>	<p>1802 Congress establishes a "2 percent fund" derived from the sale of public lands for the construction of roads through and to Ohio.</p>
<p>1806-1808 Over 130 miles of wilderness are surveyed for the construction of the National Road.</p>	<p>1811 Construction of the National Road begins at Cumberland, Maryland.</p>
<p>1850's A new form of transportation, the railroad, begins to replace the National Road. In 1853 the first locomotive reaches the Ohio River.</p>	<p>1806 Congress passes and President Thomas Jefferson signs legislation to construct the nation's first multi-state, federally funded highway - National Road.</p>
<p>1749-1750 Nemacolin, a Delaware chief, and Thomas Cresap, a Maryland frontiersman, clear a trail between Cumberland, Maryland and Brownsville, Pennsylvania. This trail, known as Nemacolin's Path, was of military importance as the route of George Washington's first Western expedition and of Gen. Edward Braddock's expedition during the French and Indian War. It was later known as Braddock's Road.</p>	<p>Timeline of the National Road</p>  <p>The illustration shows a stagecoach, a large wooden wagon with a canopy, being pulled by a team of horses. A driver is seated on the box seat, and another person is visible in the back. The scene is set on a dirt road with a green landscape, trees, and a blue sky with clouds.</p>

Goods and Services along the National Road

Goods	Services

Travelers on the National Road

“Movers” were the largest group of travelers along the National Road. Poor families from worn-out farms in eastern states packed pots, clothes, blankets, and tools. At night they pulled off the road to camp. Women cooked in a kettle over an open fire. Men unharnessed and fed the horses, and spread blankets on the ground for sleeping.

Conestoga wagons, named for the Conestoga River Valley in Pennsylvania, were used to haul freight. They could carry 6,000 to 10,000 pounds. Hauling freight was profitable. The Conestoga wagons carried flour, wool, hemp, and tobacco from the western frontier to eastern markets. On the return trips they carried calico, sugar, and coffee to fill shelves of merchants.

Stagecoaches ran regular schedules. Their passengers included merchants on annual visits to eastern markets. In addition to people, the stagecoaches carried the U.S. Mail. In 1836, to speed important mail, Postmaster General Amos Kendall started operation of a pony express on the National Road.

All riders and vehicles were slowed by droves of livestock.

“It was soon obvious we were approaching a land of abundance, for we met daily droves, and large ones, of kindly, well-fed, handsomely-shaped bullocks, weighing, on an average, nine hundred pounds. These were on their way to the markets of Baltimore, Philadelphia, and New York. Notwithstanding the weather, too, there were thousands of pigs on their way to the Eastern markets. Great numbers of these animals are bred in the western country at little or no expense.”

Over the Alleghanies and Across the Prairies: Personal Recollections of the Old West

Western farmers sent meat to Baltimore on hoof, driving herds of thousands of hogs, cattle, sheep, and even turkeys over the National Road. They spend several weeks on the road, stopping at drover’s stands at night. The stock was fed there and drovers slept on blankets in front of the fireplace.

Source: “The National Road”, *Cobblestone*, June 1991