

Lesson Plan
Harry Truman – 1920s Road Building

Teacher Name: Sheila Engel

Grade level(s): 8th Course: American History

Describe the classroom or homework activity to be performed (individual assignment, cooperative learning, cross curricular, technology based, using artifacts and/or primary sources, etc.)

- Students will work in pairs, using primary documents and readings from secondary sources to discover how Harry Truman was a forward thinking individual as shown in road building for Jackson County.

Rationale (why are you doing this?)

- I am combining the ideas of the changes that the automobile brought to America in the 1920s, with an opportunity to give more time to Harry Truman's life as the only president from Missouri. The students study the Missouri Constitution and some history about the state, so this will enhance their understanding of Truman.

Required time frame: Two or 3 classes.

Where in the teacher conference did you get the idea for this activity or assignment (speaker, document, photograph, activity, audio recording, other)?

- The presentation of Dick Kirkendall was the main idea. I felt that the fact that Truman was so forward thinking about roads and then the way he went about raising the capital, executing the building and celebrating the results were worthy of using in my 8th grade class. We study the changes that the automobile brought to the nation, but I feel that being able to use primary sources from our state will enhance the learning. Also, my students study the MO Constitution and I feel that this will give them more insight into the only president from Missouri.

Lesson objectives – the student will:

- Explain how the mass availability of the automobile, required the building of roads.
- Compare and predict how the building of the roads changed life, especially in the Kansas City (Jackson County) area.
- Write a news article or broadcast simulation, a story, a poem or make a comic strip to present to the class that shows understanding of the situation.

District, state, or national performance and knowledge standards/goals/skills met (be specific when referencing):

- State of Missouri, The Show-Me Standards, Strand I.A "Why Have People Established Governance Systems? (Civic-Political Perspective), grades 5-8. What all students should be able to do: c. interpret information from sources (such as, documents, newspapers, videotapes, books and direct observations) (1.5) and d. organize information into useful forms for analysis or presentation (1.8)

Secondary materials (book, article, video documentary, etc.) needed – cite title and other detailed information:

- Textbook: *The American Journey*, Chapter 24, “The Jazz Age”, Section 3, p. 698-701.
- *Harry S. Truman*, Caroline Evensen Lazo, 2003. p. 46-49. (excerpts)
- *Harry S. Truman*, Robert H. Ferrell, 1994. p. 110-112 (excerpts)

Primary sources (document, photograph, artifact, diary or letter, audio or visual recording, etc.) needed – cite detailed information:

- Pictures from the Booklet “Results of County Planning: Jackson County , Missouri” (from archives at Truman Library)
- Two photographs from MVSC, Kansas City Public Library, Titles:” Little Blue Tank Road at the Missouri Pacific Railroad Crossing” and “Jackson County Highway Engineers”.
- Two photographs from Truman Library, Titles: “Truman with fellow judges at Jackson County barbeque” and “Harry S. Truman and two unidentified men in front of a new Ford Model A”.
- Document from Truman Library. Truman’s 9 page speech from Kansas City’s Regional Plan Association and Jackson County’s Road System, dated June 16, 1932. (selected parts will be used)

Fully describe the activity or assignment in detail. What will both you and the students do?

- The students will be placed into pairs for a pair and share. One student will receive the written documents and the other the photographs. Each will have time to read and/or look over the materials. The students will then write down what they have discovered about Harry Truman and the road building process during the 1920s (and into the 30s, too). They will be guided in this process with a worksheet that asks for specific answers. Each one will then share with his/her partner what they have discovered. Together they will select a method to share this information with the class. (news article or broadcast simulation, story, poem or comic strip) They will begin the work in class, but will need to complete the assignment at home. (If more time is needed, they will continue into the next class.) The next day, the students will share with the class what they have discovered. Each pair will have 3-5 minutes to share. When all pairs have had the opportunity to share, I will lead the class on a discussion of 1) what it means to use the primary source resources to find answers and 2) how Harry Truman used his position as County Judge, to execute and complete the project that contributed to his successes later in life.

Assessment: fully explain your assessment method in detail or create and attach your scoring guide:

- The scoring guide is attached.