

Transportation and Social Justice

Grade Level: 8th

Content Areas: Social Studies, English Language Arts

Time Required:

The basic lesson can be completed in 1-2 class periods, depending on whether you are introducing or reviewing the concepts and vocabulary. Optional extensions 1 and 2 may be done as group projects in 1-2 class periods and a homework assignment.

Overview: Using class discussion and a power point presentation, students will explore how the federal government balances the need to maintain an efficient Interstate Highway system with the need to protect the rights and properties of all citizens through a case study of the East End Bridge Project north of Louisville. Students will consider transportation needs and cultural resources of their own community and discuss the importance of civic participation. They will use analytical skills in analyzing primary resources (a historic photograph and two maps).

Optional follow-up activities allow students to apply the essential questions to their own community and include the opportunity to conduct short research projects, write opinion pieces, and/or report on a topic to present an opinion. An additional follow up presentation introduces careers in Transportation Planning (Practical Living/Career Awareness).

The lesson is particularly timely during Black History Month or when road construction, improvement, or maintenance activities (such as snow removal) are taking place in your community. The lesson can be enhanced by inviting a presenter from the Kentucky Cabinet for Transportation's Kentucky Engineering Exposure Network (K.E.E.N.) to make a presentation to your class. Please see attached description (KEEN Bridge Building Description).

Background for Teacher

In 2010 an average of 136,000 vehicles crossed the Jefferson Memorial Bridge between Louisville and southern Indiana every day. The resulting congestion caused both traffic delays and an increase in accident incidents. The Kentucky Transportation Cabinet, Indiana Department of Transportation and the Federal Highways Administration began exploring options to alleviate the situation. With public, political, and technical input, a plan was developed to build two bridges, one in downtown Louisville and one at Louisville's East End near the small, semi-rural community of Harrods Creek. In compliance with state and federal mandates the routes for the bridges and the approaching roadways were designed to minimize adverse effects on residents, businesses, and the natural and manmade environment in the impacted areas.

In the East End project, transportation engineers were able to design a roadway that minimized impacts to residences, businesses, and sites of historic significance. The project is neighboring

Harrods Creek, a pastoral suburban community with a significant African American history. An interpretive educational plan was developed to document and preserve the significant and rich heritage of the African American community in the area. The Harrods Creek Lesson Plans were developed as part of this overarching interpretive plan

While there are county, state, and federal roads throughout Kentucky, this lesson focuses on Interstate highways.

Essential Questions:

What is the role of transportation in society?

How can the Constitution be changed to meet the needs of citizens?

How does the federal government meet its obligation to accomplish common goals and uphold the fundamental value of justice for all?

Learning Targets:

I can explain how the Civil Rights Act of 1964 and the Environmental Justice Executive Order of 1994 addressed the inequality of burdens resulting from the Interstate Highway system.

I can discuss transportation needs and cultural resources.

Standards Addressed

Social Studies

Big Idea: Government and Civics

<p>SS-8-GC-U-4 Students will understand that the Constitution of the United States establishes a government of limited powers that are shared among different levels and branches. The Constitution is a document that can be changed from time to time through both formal and informal processes (e.g., amendments, court cases, executive actions) to meet the needs of its citizens.</p>	<p>SS-8-GC-S-2 Students will investigate the Constitution of the United States: a) examine ways the Constitution is a document that can be changed from time to time through both formal and informal processes (e.g., amendments, court cases, executive actions) to meet the needs of its citizens SS-8-GC-S-5 Students will analyze information from a variety of print and non-print sources (e.g., books, documents, articles, interviews, Internet) to research answers to questions and explore issues</p>
<p>SS-8-GC-U-2 Students will understand that the United States government was formed to establish order, provide security and accomplish common goals.</p>	<p>SS-8-GC-S-1 Students will demonstrate an understanding (e.g., illustrate, write, model, projects, present) of the nature of government: a) explain the role of government (e.g., establishing order, providing security, achieving common goals) in the United States prior to Reconstruction and make connections to how government influences culture, society and the economy SS-8-GC-S-5</p>

	<p>Students will analyze information from a variety of print and non-print sources (e.g., books, documents, articles, interviews, Internet) to research answers to questions and explore issues</p>
<p>SS-8-GC-U-3 Students will understand that the fundamental values and principles (e.g., liberty, justice, individual human dignity, the rule of law) of American representative democracy as expressed in historical documents (e.g., the Declaration of Independence, the Constitution of the United States) are enduring and remain significant today.</p>	<p>SS-8-GC-S-3 Students will make inferences about and among significant historical events and historical documents (e.g., the Declaration of Independence, the Constitution of the United States) to illustrate connections to democratic principles and guaranteed rights for all citizens</p> <p>SS-8-GC-S-5 Students will analyze information from a variety of print and non-print sources (e.g., books, documents, articles, interviews, Internet) to research answers to questions and explore issues</p>
<p>SS-8-GC-U-5 Students will understand that as members of a democratic society, all citizens of the United States have certain rights and responsibilities, including civic participation.</p>	<p>SS-8-GC-S-4 Students will explain pros and cons of how citizen responsibilities (e.g., participate in community activities, vote in elections) and duties (e.g., obey the law, pay taxes, serve on a jury, register for the military) impact the U.S. government’s ability to function as a democracy</p> <p>SS-8-GC-S-5 Students will analyze information from a variety of print and non-print sources (e.g., books, documents, articles, interviews, Internet) to research answers to questions and explore issues</p>

English Language Arts

Reading Standards for Informational Text

Grade 8

Speaking and Listening Standards 6–12

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues*, building on others’ ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
 - c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
 - d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Reading Standards for Literacy in History/Social Studies 6–12

6-8 grade students

1. Cite specific textual evidence to support analysis of primary and secondary sources.
 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
 3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.
 - b. Provide reasons that are supported by facts and details.
 - c. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).
 - d. Provide a concluding statement or section related to the opinion presented.

Relevant Dimensions, Subsections, and Indicators from the C3 Framework for Social Studies State Standards, National Council for the Social Studies

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRIES

- D1.1.6-8. Explain how a question represents key ideas in the field.
- D1.5.6-8. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.

DIMENSION 2: APPLYING DISCIPLINARY TOOLS AND CONCEPTS

CIVICS

- Civic and Political Institutions
 - **D2.Civ.5.6-8.** Explain the origins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government.
 - **D2.Civ.6.6-8.** Describe the roles of political, civil, and economic organizations in shaping people’s lives.
- Participation and Deliberation: Applying Civic Virtues and Democratic Principles
 - **D2.Civ.7.6-8.** Apply civic virtues and democratic principles in school and community settings.
 - **D2.Civ.8.6-8.** Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.

- Processes, Rules, and Laws
 - **D2.Civ.12.6-8.** Assess specific rules and laws (both actual and proposed) as means of addressing public problems.
 - **D2.Civ.13.6-8.** Analyze the purposes, implementation, and consequences of public policies in multiple settings.
 - **D2.Civ.14.6-8.** Compare historical and contemporary means of changing societies, and promoting the common good.

GEOGRAPHY

- Human Population: Spatial Patterns and Movements
 - **D2.Geo.7.6-8.** Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.

HISTORY

- Change, Continuity, and Context
 - **D2.His.1.6-8.** Analyze connections among events and developments in broader historical contexts.
 - **D2.His.2.6-8.** Classify series of historical events and developments as examples of change and/or continuity.
- Perspectives
 - **D2.His.5.6-8.** Explain how and why perspectives of people have changed over time.

DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE

Gathering and Evaluating Sources

- **D3.1.6-8.** Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

Developing Claims and Using Evidence

- **D3.3.6-8.** Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.

DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION

- **D4.1.6-8.** Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
- **D4.2.6-8.** Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.

Critiquing Conclusions

- **D4.4.6-8.** Critique arguments for credibility.

Taking Informed Action

- **D4.6.6-8.** Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

Preparation:

Review the power point and determine if you will use one of the follow-up activities. If you plan to use a follow-up activity, you can begin to lay the foundation as you lead students through the power point. You will need to do some preliminary research into your community's roads and bridges for Optional Activity 1 and into your community's cultural resources for Optional Activity 2 in order to determine if there are adequate, grade-level appropriate resources to provide background information.

If you plan to use Optional Activity 1 (Transportation Needs in Our Community), contact your district KEEN coordinator from the Kentucky Transportation Cabinet. Contact information can be found at <http://transportation.ky.gov/Education/Pages/KEEN.aspx#Coordinators> (scroll down). S/he can tell you if there are any current or planned highway projects in your community or any identified needs. You might also want to arrange a classroom visit. (See the list of district offices with contact information at the end of this lesson plan.)

Materials:

Make copies of the handouts as needed.

For each student:

- *Transportation and Social Justice* Word Bank
- Map Analysis NARA
- Photo Analysis NARA
- *Transportation and Social Justice* Word Match
- *Transportation and Social Justice* Writing Prompt

Optional Follow-up Handouts

- Transportation Needs in Our Community
- Cultural Resources in Our Community

Introduction: Uncover Prior Knowledge

- Ask students to give examples of actions or programs that the federal government undertakes to achieve common goals.
- Ask students to give examples of actions or programs that the federal government undertakes to ensure that justice is provided for all citizens.
- Ask students how they got to school today. How many of them traveled on a road, whether by bus or automobile?
- Ask them where else they travel on roads.
- Ask them where their milk comes from. If they respond by identifying a store, ask them how the milk got to the store.
- Ask them what other goods they purchase that are transported by road.
- Ask them who builds and maintains the roads.
- Ask who has seen road crews at work.
- Ask who decides where new roads and bridges are built. Record their answers.
- What happens if the route for a new road goes through a community where there are houses and businesses? What if it goes through someone's yard? Or someone's house?

Distribute copies of the *Transportation and Social Justice* Word Bank and complete the first and second entry as a group.

Power Point and Discussion; Discover New Knowledge

- **Slide 10** – Word Bank definition for “economic growth.” Ask how having a good interstate highway system could allow economic growth.
- **Slide 11** – Word Bank definition for “relocation.” Ask students to express how they might feel if they were forced to leave their home to make way for a highway and no assistance was given to help them relocate. (Note that people were paid for their homes but the price given might not have been what they thought they deserved or enough to allow them to relocate to a suitable place.)
- **Slide 12** - Word Bank definition for “displace.”
- **Slide 18** - Word Bank definition for “disproportionately,” “adverse,” “minority,” and “low-income”

- **Slide 23** – Ask students why civic participation in identifying transportation needs is important.
- **Slide 24** - Word Bank definition for “tolls.”
- **Slide 26** – Ask students to identify the two major roads that the bridge would connect.
- When you reach **Slide 29** – distribute Map Analysis NARA and complete as a group.
- **Slide 39** - Word Bank definition for “cultural resource.” Ask students why civic participation in identifying cultural resources is important.
- **Slide 41** – Ask students to summarize the interview clip they heard. Ask them why it is different to listen to an interview clip than to read a summary of the interview clip.
- When you reach **slide #44**, distribute the Photo Analysis NARA. Allow students time to complete the worksheets and share/discuss their responses.
- **Slides # 47 and 48** – Allow time for students to reflect on/apply their new knowledge to their local community. Use this as an opportunity for **reflection/formative assessment** of the class as a whole. You may elect to keep notes on the participation of individual students. If you plan to do one of the optional follow-up activities, introduce it at this time, distributing the appropriate handout.

Assessment:

- As noted, use the reflection discussion on slides 47-48 as formative assessment for the class or for individual.
- Use the *Transportation and Social Justice* Word Match to assess vocabulary comprehension.
- Use the *Transportation and Social Justice* Writing Prompts to assess concept comprehension. These can be used as exit slips or as prompts for short essays.

Optional Follow-up Activities: Applying Knowledge, Local Connections

Optional Activity 1

- If possible, plan this activity in coordination with your district KEEN coordinator.
- Ask students to recall the transportation need that led to the East End Bridge project (congestion over the John F. Kennedy Memorial Bridge in Louisville due to local, regional, and state-to-state traffic).
- Ask students to explain why other new roads or bridges would be needed.
- Clarify reasons that new roads or bridges are needed
- Ask students to recall/discuss why civic participation in identifying transportation needs is important.
- Ask if they are aware of any transportation projects currently going on in your community. This could include road or bridge repair, installation of signs or signals, addition of lanes or construction.
- Ask if they know of any transportation needs in your community. Are there places where the traffic is always congested? Are there places where there are potholes in the road? Are there bridges that are closed because they are unsafe?
- Select one or more of the maps from the list of Helpful Websites below and project it. Help students find the location of the school. Help them find where they live.

- As a group, identify one road, intersection, or bridge in your community that needs attention. Discuss what kind of attention it needs. What might solve the problem?
- Distribute *Transportation Needs in Our Community* and discuss the assignment. You may elect to make this an in-school and/or homework assignment. You might have each student take the assignment home to work on and then meet as a team to discuss the various ideas team members have and to come up with a group plan.

Helpful websites for Optional Activity 1 are:

- <http://maps.kytc.ky.gov/bridgedataminer/> This site allows you to see the location and condition of all bridges in your county/city
- <http://transportation.ky.gov/Planning/Pages/State-Primary-Road-System-Maps.aspx> This site allows you to search for maps of state primary road systems by county, incorporated area, or district
- <http://maps.kytc.ky.gov/SYP/> This site allows you to view the current highway plan by city or county
- <http://maps.kytc.ky.gov/photolog/> Zoomable and searchable roadway photo log

Optional Activity 2

- Consider inviting someone from the local historical society or tourism office to come into class and talk to students about local cultural resources.
- Ask students to recall the definition of a cultural resource that was provided in the power point.
- Explain that cultural resources might also include archaeological sites, that is places where human activity took place in the past and where artifacts (objects made or modified by humans) might be found.
- Ask students to recall one of the cultural resources that was identified in the Harrods Creek community.
- Ask why the local community felt the school was an important building to preserve.
- Share information you have discovered using one of the websites below or information obtained from your local historical society or tourism office.
- Ask students to recall/discuss why civic participation in identifying cultural resources is important.
- Ask if students are aware of other cultural resources in your community.
- Ask students to recall why the bridge at East End was needed (because of traffic congestion in downtown Louisville).
- Explain that sometimes new roads or bridges are needed.
- Ask students to consider which cultural resources in your community should be considered for preservation if a new road or bridge were needed.
- Distribute *Cultural Resources in Our Community* and discuss the assignment. You may elect to make this an in-school and/or homework assignment. You might have each student take the assignment home to work on and then meet as a team to discuss the various ideas team members have and to come up with a group plan.

Helpful websites for Optional Activity 2 are:

- http://www.kentuckytourism.com/things_to_do/history_heritage/historic_sites.aspx - searchable database of historic sites in Kentucky
- <http://www.nationalregisterofhistoricplaces.com/KY/state.html> List of sites included in the National Register of Historic Sites in Kentucky, searchable by county
- <http://www.signsofhistory.com/kentucky/kentucky.htm> This project lists Kentucky's historical markers by county. The project also posts pictures of the markers as they are provided by participating schools, historical groups, and individuals.
- <http://www.ket.org/kentuckylife/topics/kentucky-historical-markers.html> Videos from Kentucky Educational Television related to selected historical markers.
- <http://heritage.ky.gov/NR/rdonlyres/ACF24D83-59B1-4C83-AC25-80173291C4B8/0/RosenwaldSchoolsInKY.pdf> On page 31 there is a list by county of schools constructed with funding from the Julius Rosenwald Fund for the education of African Americans from 1917-1932
- <http://heritage.ky.gov/kas/kyarchynew/Site+Profiles.htm> Site profiles for selected archaeological sites from different time periods

Also check with your local historical society and local tourism offices for materials.

Kentucky Highway Districts

The Kentucky Transportation Cabinet divides the state into 12 highway districts to optimize building, accountability, & maintenance of the transportation systems within.



District 1

Ballard, Calloway, Carlisle, Crittenden, Fulton, Graves, Hickman, Livingston, Lyon, McCracken, Marshall, and Trigg [Email District 1](#)

Phone: (270) 898-2431



District 3

Allen, Barren, Butler, Edmonson, Logan, Metcalfe, Monroe, Simpson, Todd, and Warren [Email District 3](#)

Phone: (270) 746-7898



District 2

Caldwell, Christian, Daviess, Hancock, Henderson, Hopkins, McLean, Muhlenberg, Ohio, Union and Webster [Email District 2](#)

Phone: (270) 824-7080



District 4

Breckinridge, Grayson, Green, Hardin, Hart, Larue, Marion, Meade, Nelson, Taylor, and Washington [Email District 4](#)

Phone: (270) 766-5066



District 5

Bullitt, Franklin, Henry, Jefferson, Oldham, Shelby, Spencer, and Trimble [Email District 5](#)

Phone: (270) 766-5066



District 6

Boone, Kenton, Campbell, Bracken, Pendleton, Grant, Owen, Gallatin, Carroll, Harrison and Robertson [Email District 6](#)

Phone: (859) 341-2700



District 7

Anderson, Bourbon, Boyle, Clark, Fayette, Garrard, Jessamine, Madison, Montgomery, Mercer, Scott, and Woodford [Email District 7](#)

Phone: (859) 246-2355



District 8

Adair, Casey, Clinton, Cumberland, Lincoln, McCreary, Pulaski, Rockcastle, Russell, and Wayne [Email District 8](#)

Phone: (606) 677-4017



District 9

Bath, Boyd, Carter, Elliott, Fleming, Greenup, Lewis, Mason, Nicholas, and Rowan [Email District 9](#)

Phone: (606) 677-4017



District 10

Breathitt, Estill, Lee, Magoffin, Menifee, Morgan, Owsley, Perry, Powell, and Wolfe [Email District 10](#)

Phone: (606) 677-4017



District 11

Bell, Clay, Harlan, Jackson, Knox, Laurel, Leslie, and Whitley [Email District 11](#)

Phone: (606) 598-2145



District 12

Floyd, Johnson, Knott, Lawrence, Letcher, Martin, and Pike [Email District 12](#)

Phone: (606) 433-7791