

## So Close, But Yet So Far: The Failed Attempt to Build a Highway Alongside The Hudson River

### 1. Relevance/Rationale

The development of an interstate highway (i.e., I-487) along the Hudson River was a project that garnered widespread attention at both the state and federal level. In his academic journal, Lifset (2006) posits that the construction of the highway was greatly affected by political interests. While passed at the state level, the development of the Hudson River Expressway was ultimately overturned. In the classroom, it is important for students to recognize the powerful political interests that play a role in decision-making.

Lesson Outcomes:

- Students will consider the positive and negative aspects of building an interstate highway alongside the Hudson River
- Students will develop an argument over whether they feel the highway would've benefitted or hurt the Hudson River Valley
- Students will utilize critical-thinking skills to determine why the plan to build the highway wasn't passed.

### 2. Class Information

Instruction of this lesson must be geared to meet student needs. Students must have a basic understanding of the levels of government (i.e., local, state, federal) to inform their opinion. Prior to class, students are directed to read "The Environment is Political: The Story of the Ill-Fated Hudson River Expressway, 1965-1970" by Robert Lifset. This academic journal can be found in *The Hudson River Valley Review: A Journal of Regional Studies* (Volume 22, Number 2, Spring 2006 [https://www.hudsonrivervalley.org/HRVR\\_22\\_2\\_TOC](https://www.hudsonrivervalley.org/HRVR_22_2_TOC)).

Individual Learning Needs:

- Additional Reading Supports:
  - Encourage annotation of the text.
  - Mention key figures in the text before asking students to read it (i.e., Governor Nelson Rockefeller, Representative Richard Ottinger (NY-25), Environmental Lawyer Dave Sive).
  - Consider comprehension questions to monitor student engagement.
  
- Language Needs

- Students must be proficient in English to read this text.
  - Consider alternative support for ELL students.
  - Communication and writing serve as essential aspects of the activity.
- Cultural Context
    - Draws student interest to the local history of the Hudson River Valley.
    - Limited mention of cultural influence in the article.
  - Social-Emotional Features to Attend to:
    - This article can be particularly engaging for students who are conscious about the environment.
    - The activity encourages collaboration with classmates→ teachers must consider the effects of group work.
  - Specifically Designed Instruction for Students With IEPs or 504 Plans:
    - Offer an adapted text for students who need extensive support in reading.
    - Offer a vocabulary list with key terms and comprehension questions for students who need extensive support in reading.

### **3. Prior Learning/Prior Thinking**

As briefly mentioned above, teachers should inform their students about the levels of government (i.e., local, state, federal) before engaging with this activity. In addition, teachers who have a highly-engaged class can introduce the influence of special interest groups in policy making. Prior to class, students bring their knowledge of the article to class for discussion in groups. This activity gives students the opportunity to bring their own knowledge of the Hudson River Valley to discussion as well.

### **4. Alignment of Assessments**

Informal: Group Activity→ Check for student participation

Formal: Exit Ticket→ Directly prompt student to monitor engagement

- “Should the Hudson River Expressway (i.e., I-487) have been built? Why or why not?”

## Marist College Education Department Lesson Plan

### So Close, But Yet So Far: The Failed Attempt to Build a Highway Alongside The Hudson River

**Teacher Candidate:** Paul Buonaguro

**Lesson Title:** So Close, But Yet So Far: The Failed Attempt to Build a Highway Alongside The Hudson River

**Grade Level:** 11th Grade

**Primary Subject Area:** General Ed- U.S. History

**Lesson Duration:** 45 Minutes

#### Section I: Establishing Instructional Outcomes

**Central Focus:** In this lesson, you will learn about the failed attempt made by Governor Nelson Rockefeller to build an interstate highway (i.e., I-487) along the Hudson River. This lesson will help explain the complex relationship shared between the state and federal government.

#### **Standard(s):**

**11.10b** Individuals, diverse groups, and organizations have sought to bring about change in American society through a variety of methods.

- Students will trace the following efforts in terms of issues/goals, key individuals and groups, and successes/limitations:
  - Environment (e.g., Silent Spring [1962], Clean Air Act of 1970, Clean Water Act of 1972, Endangered Species Act of 1973, Environmental Protection Agency [1970], Reagan's policy)

#### **Objective(s):**

- Students will consider the positive and negative aspects of building an interstate highway alongside the Hudson River using a T-Chart.
- Students will develop an argument over whether they feel the highway would've benefitted or hurt the Hudson River Valley.

### **Materials, Resources, & Technology**

- Reading: "The Environment is Political: The Story of the Ill-Fated Hudson River Expressway, 1965-1970" by Robert Lifset in *The Hudson River Valley Review: A Journal of Regional Studies* (Volume 22, Number 2 Spring 2006)  
[https://www.hudsonrivervalley.org/HRVR\\_22\\_2\\_TOC](https://www.hudsonrivervalley.org/HRVR_22_2_TOC)
- Computer
- Pen or Pencil
- Map- Accessible via computer→ Link:  
<https://www.google.com/maps/d/viewer?mid=1QSpnp7c6-I5eax4CfQ0QiK1rzfY&hl=en&ll=40.90520933257777%2C-73.05335249999999&z=9>
- Worksheet: For activity and exit ticket

### **Section II: Outlining Lesson Plan**

#### **Assessments**

- Before the Lesson: Informal Assessment
  - Students will be assessed while working in groups based on their engagement level with the reading and overall participation during the activity.
- During the Lesson: Formal Assessment
  - Students will be assessed based on their completion of the anticipatory set and graphic organizer.
- After the Lesson: Formal Assessment
  - Students will be assessed on the completion of their exit ticket and overall quality of the response.

#### **Lesson Introduction (Anticipatory Set/Hook)**

Did you know that there was supposed to be a highway built along the Hudson River? As explained in the reading, the construction of I-487 was ultimately canceled. Why do you think this was the case?

### Lesson Procedures

Time	Learning Tasks
1. 5 minutes  <b>Anticipatory Set</b> (i.e., “Do Now”)	<ol style="list-style-type: none"><li>1. <i>Anticipatory Set</i> will be shown to students on the board.</li><li>2. Students will have several minutes to write down their response to the prompt question on the worksheet.</li></ol>
2. 5 minutes	<ol style="list-style-type: none"><li>1. Students will be given the opportunity to share-out their response to the teacher. Classmates will listen to the responses of their peers.</li><li>2. This preliminary discussion will be used to monitor student engagement with the reading as it was assigned before class.</li></ol>
3. 5 minutes  <b>Geography</b>	<ol style="list-style-type: none"><li>1. Teacher will display the proposed map of I-487 on the board.</li><li>2. The teacher will ask students, “Do you see any potential issues with where the highway is located?”</li><li>3. Students will respond to the question based on their personal experience and knowledge gained from the reading.</li><li>4. Teacher will provide feedback to each response.</li></ol>
5. 10 minutes  <b>Group Work</b>	<ol style="list-style-type: none"><li>1. Teacher will break down students into groups of three-four.</li><li>2. Once groups are constructed, the teacher will break groups in half to produce a debate-style discussion. Groups will either argue “<i>YES: I-487 Should Have Been Built</i>” or “<i>NO: I-487: Should Not Have Been Built</i>”</li><li>3. In each group, students will come up with reasons</li></ol>

<b>Group Work (cont.)</b>	<p>to support their argument. These can be based on their personal experience or from the assigned reading.</p> <p>4. Group members will list their reasons on the corresponding space on the worksheet.</p>
6. 15 minutes  <b>Group Discussion</b>	<ol style="list-style-type: none"><li>1. Teacher will ask students to return to their seats.</li><li>2. After students return to their seats, the teacher will direct students to sit on the side of the room that corresponds with their argument (i.e., “YES”, “NO”).</li><li>3. Over the next ten minutes, the teacher will ask students from each group to discuss their findings.</li><li>4. Approximately five minutes will be provided for the “YES” Group to explain their reasons. Direct students in the “NO” Group to listen to their classmates and write down what the other group gave as reasons on the worksheet.</li><li>5. Provide students the opportunity to ask questions to each other and respond accordingly.</li><li>6. Approximately five minutes will be provided for the “NO” Group to explain their reasons. Direct students in the “YES” Group to listen to their classmates and write down what the other group gave as reasons on the worksheet.</li><li>7. At the end of the discussion, the teacher should allow some time for students to return to their seats for the exit ticket.</li></ol>
7. 5 minutes  <b>Exit Ticket</b>	<ol style="list-style-type: none"><li>1. Teacher will instruct students to answer the exit ticket based on what they learned.</li><li>2. This will monitor what students retained during the lesson.</li></ol>

## Lesson Differentiation

- Additional Reading Supports:
  - Encourage annotation of the text.
  - Mention key figures in the text before asking students to read it (i.e., Governor Nelson Rockefeller, Representative Richard Ottinger (NY-25), Environmental Lawyer Dave Sive).
  - Consider comprehension questions to monitor student engagement.
  
- Language Needs
  - Students must be proficient in English to read this text.
  - Consider alternative support for ELL students.
  - Communication and writing serve as essential aspects of the activity.
  
- Cultural Context
  - Draws student interest from being located in Hudson River Valley.
  - Limited mention of cultural influence in the article.
  
- Social-Emotional Features to Attend to:
  - This article can be particularly engaging for students who are conscious about the environment.
  - The activity encourages collaboration with classmates→ teachers must consider the effects of group work.
  
- Specifically Designed Instruction for Students With IEPs or 504 Plans:
  - Offer an adapted text for students who need extensive support in reading.
  - Offer a vocabulary list with key terms and comprehension questions for students who need extensive support in reading.

## Lesson Closure

As mentioned above, the teacher will assess student knowledge by asking a critical-thinking question. This type of informal assessment allows the teacher to see what students retained from the lesson and which areas of improvement they'll have to address in future class sessions. Finally, after students have concluded with the exit ticket, the teacher should allow students the opportunity to ask any questions they had from the lesson.

## Works Cited

Lifset, R. (2006). The Environment is Political: The Story of the Ill-Fated Hudson River Expressway, 1965-1970. *The Hudson River Valley Review: A Journal of Regional Studies*, 22(2), 28-53. [https://www.hudsonrivervalley.org/HRVR\\_22\\_2\\_TOC](https://www.hudsonrivervalley.org/HRVR_22_2_TOC)

*Unbuilt Highways of New York City*. (October, 2023). Google Maps. Retrieved March 1, 2024, from <https://www.google.com/maps/d/viewer?mid=1QSpnp7c6-l5eax4CfQ0QiK1rzfY&hl=en&ll=40.90520933257777%2C-73.05335249999999&z=9>.



## Model Worksheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### So Close, But Yet So Far:

### The Failed Attempt to Build a Highway Alongside The Hudson River

1. **Do Now:** As explained in the reading, the construction of I-487 was ultimately canceled. Why do you think this was the case?

**2. Group Work**

<b>YES: I-487 Should Have Been Built</b>	<b>NO: I-487: Should Not Have Been Built</b>

3. **Exit Ticket:** Should the Hudson River Expressway (i.e., I-487) have been built?  
Why or why not?