

Title of Lesson: *Changes in Transportation over Time*

(Suggested grade level: 2)

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Background Information:

Background information for teacher:

- The teacher will construct a class time line. It should be divided into ten-year intervals and go back one hundred years.
- Teacher should print the following photos:
 - <http://www.flickr.com/photos/stevierox/4765675772/> Modern Fire Truck
 - http://www.123rf.com/photo_7060303_an-18-wheeler-semi-truck-on-white.html Transfer Truck for moving goods
 - www.santaclaracountylib.org/Templates/images/bookmobile.jpg Modern Bookmobile
 - www.idcow.com/bs2008.html Modern Pickup Truck
 - http://commons.wikimedia.org/wiki/File:Laidlaw_school_bus.jpg Modern School Bus
 - [Farmer hauling produce to market in Ft. Payne 1920's](#)
 - [Members of Montgomery Fire Dept. standing around an engine 1920's](#)
 - [Bookmobile in Jefferson County, AL 1920's](#)
 - [Montgomery County School Bus 1920's](#)
 - [Farmer loading produce on truck – 1930s](#)

Overview of lesson: The students will compare and contrast the different modes of transportation during the early twentieth century and in present-day America.

Content Standards

[Alabama Course of Study: Social Studies](#) (Bulletin 2004, No. 18)

Second Grade: Standard 1, p.19

[National Standards for History, 1996](#)

Standards in History for Grades K-4 (p. 37)

Topic 4, Standard 8 – Major discoveries in science and technology, their social and economic effects, and the scientists and inventors responsible for them

8B – The student understands changes in transportation and their effects.

[National Curriculum Standards for Social Studies](#), (Bulletin 111, 2010)

Chapter 4 Learning Expectations: Early Grades

Standard 2 – Time, Continuity, and Change, p. 70

Primary Learning Objective(s):

- The student will use clues from primary source photos to determine whether the transportation shown is from the early twentieth century or the present day.
- The student will build chronological understanding by placing events and pictures on a provided timeline.

Time allotted: 60 minutes

Materials and Equipment:

- Photo analysis worksheet

Technological Resources:

- Computer with internet access
- Color printer
- Digital projector

Background/Preparation:

- The students should have an understanding of concepts such as past, present, future, similarity, difference, and change.

Procedures/Activities:**Engagement/Motivation Activity:**

The teacher will ask students how the following have changed during their lifetimes:

- Cars
- Television
- Hand-held games
- Styles of clothing
- Telephones

The teacher will ask the students if they can name other things that have changed during their lifetimes.

Step 1	Call students' attention to the timeline. Ask for volunteers to point out the span of their lives, their parents' lives, and their grandparents' lives. Point to 1920 and ask: "Do you know anyone who was living then?" "How do you think farmers got their crop to market then?" "How do you think students got to school?" "How would firemen have gotten to a fire in 1920?"
Step 2	Show the students the pictures printed from the internet. Have the children identify which pictures are current and which are not.
Step 3	Select and number seven of the above pictures. Divide the class into seven groups and pass out the Transportation Photo Worksheet. Tell the students that they will complete step one as a group and steps two and three individually. Give each group one of the seven pictures. Give students time to fill in the information about that picture on the worksheet. Instruct students to pass the pictures around

	until they have had an opportunity to complete step one.
Step 4	Instruct students to complete their Transportation Photo Worksheets individually. Take up worksheets and grade for accuracy.
Step 5	Provide students with the time each picture was taken. Have volunteers place them on the time line on the appropriate interval.
Step 6	Using the digital projector, the teacher will show additional photographs of transportation changes over time. The following linked photos may be used. Steamboat , Train , Oxen-drawn cart , 1950s Oldsmobile , 1940s automobiles , Bullet train , Cruise ship , 2009 Corvette , New school bus Ask the students where they would place each picture on the timeline.

Assessment Strategies:

- The student will complete individually a Transportation Photo Worksheet on seven selected photos from the second set of pictures.

Extension:

- The children can continue to bring in pictures and place them on the timeline.
- Students will construct a timeline as a homework assignment. The timeline will depict events in their lives from infancy to the present.

Remediation:

- The teacher will observe the students who are familiar with timelines and the students who are not as familiar. Students who need additional help will work in pairs with other students who are serving as peer helpers. The teacher will also work with students in small groups.

Accommodation:

- The teacher will work one-on-one with students who need assistance completing the photo-analysis worksheet.

Modification:

- Review Individualized Education Plans, 504 Plans, and Gifted or ELL Plans for instructional and assessment accommodations or modifications.
- Provide multiple opportunities for students to demonstrate comprehension and mastery of appropriate learning objectives.

Transportation Photo Worksheet

Step 1. What do you see?

A. What do you see in the photos?

B. Use the chart below to place the pictures in the right time.

Photo number	Long Ago	Present Day
1		
2		
3		
4		
5		
6		
7		

Step 2. How do you know?

What clues in the pictures helped you know which transportation was from long ago?

What clues in the pictures helped you know which transportation was from the present day?

Step 3. What will future transportation be like?

Draw a picture of what you think transportation will look like when you are as old as your parent.