

## TRANSPORTATION THROUGH TIME

Grade Level: 3 to 5

### IN THIS LESSON

**Students will explore and analyze artifacts representing various modes of transportation used throughout Chicago's history. They will write a short adventure story illustrating the past and imagining the future of transportation in our city.**

### OBJECTIVES

- To develop habits of historical inquiry by analyzing visual evidence
- To recognize the importance of transportation in the city's history through the study of primary sources
- To make connections between past, present, and future
- To develop creativity and writing skills

### ILLINOIS LEARNING STANDARDS

#### ENGLISH LANGUAGE ARTS

**Goal 3:** Write to communicate for a variety of purposes.

**Goal 4:** Listen and speak effectively in a variety of situations.

**Goal 5:** Use the language arts to acquire, assess, and communicate information.

#### SOCIAL SCIENCE

**Goal 16:** Understand events, trends, individuals, and movements shaping the history of Illinois, the United States, and other nations.

### SUGGESTED ARTIFACTS

Photographs of transportation methods over time

Canoe paddle

Train whistle

Bike bell

Airline ticket

Present-day CTA maps, tickets, schedules, ads, brochures, etc.

### ADDITIONAL MATERIALS

Artifact Analysis worksheets (<http://www.greatchicagostories.com/classroom/artifact.php>)

Chart paper

Markers

Paper

Pens

Drawing supplies (colored pencils, markers, or crayons)

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*This lesson was developed and written by Esther Honson.*

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### ACTIVITY

#### DAY 1

1. On three sheets of chart paper, brainstorm three lists of modes of transportation: by land, water, and air. Each list should have a "Then" and "Now" heading.
2. Divide students into three groups and give each group one of the lists. Students should research the transportation methods listed by using books you provide or the internet, if you have computer access in the classroom. Students should add details they discovered to the chart paper lists.

#### DAY 2

1. Present the artifact kit to students. Have each student choose an artifact they find interesting. Distribute Artifact Analysis worksheets for students to complete. Depending on the number of artifacts in your kit, students can work in pairs or small groups.
2. Discuss the worksheet findings as a group.

#### DAY 3

1. Revisit the three lists from Day 1. Ask each student to create a character and write a short travel adventure story. Their character should use at least three modes of transportation in the story. Students should feel free to invent a "next generation" mode of transportation, making sure to clearly describe it and explain how it works in their story. Review any writing rules you want students to observe and set a desired length. Students can also illustrate their stories.
2. Share stories by reading them aloud or bind them together and keep them in your classroom library for independent reading.

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### EXTENSION ACTIVITIES

Have students read *Joseph's Railroad Dreams*, one of the Chicago History Museum's *Great Chicago Stories*. They can also do one or more of the classroom activities that accompany the story. (<http://www.greatchicagostories.com/transportation/index.php>)

### ADDITIONAL RESOURCES

National Museum of American History, America on the Move website  
[http://americanhistory.si.edu/ONTHEMOVE/themes/story\\_48\\_1.html](http://americanhistory.si.edu/ONTHEMOVE/themes/story_48_1.html)

The Franklin Institute History of Transportation Technologies  
<http://www.fi.edu/learn/case-files/transportation.html>

Transportation and Public Transit: An Online Lesson, TransitPeople  
<http://www.transitpeople.org/lesson/trancovr.shtml>

*Boats and Ships* by Scholastic Voyages of Discover Series, 1995