Long Ago and Today
Social Studies Unit
Part 2: Transportation

By: Mrs. Patton

I use the following pictures to introduce this part of the unit. I give a pair of students a set of the pictures and ask them to sort the pictures from what they think is the oldest to the newest.

It is not so important that they know or learn the correct order as much as the understand that they have changed over time. Here is the correct order in case you are curious:

Don't forget to add to the time capsule!

I use the picture below to talk about a time capsule. I explain what it means and we actually use the picture as a label to put on a shoe box. The shoebox then represents a time capsule. Inside of the shoebox, we store the pictures or "artifacts" that we examine later in the week.

Time Capsule

After we sort the pictures, I show the students the correct order, and ask them to guess why it changed. Once someone says an answer about speed, we explore it! I either take them outside or to a different part of the school and have them guess how many times they can go around the playground, for example, in 1 or 2 minutes. Then, we all walk the playground for that amount of time and see how many laps they could do. Then, they can guess how many times a horse, bike, model-T, covered wagon or Boeing 707 would go in that amount of time. I actually let them run around and try to do as many laps as they guessed before I tell them the answer. Here is how you can figure out the amount of laps:

Person walking : about 3 mph
Riding Horseback: about 6 mph (2 times faster than a person walking)
Covered wagon with baggage: 1-2 miles per hour (1/2 a person walking)
1860s Bicycle: about 8mph (about 2.5 times faster than a person walking)
Model-T: 35-45 mph (about 12 times faster than a person walking)
Boeing 707: 612 mph (about 200 times faster than a person walking)

So… if they were able to do 4 laps in 2 minutes, then:
Riding Horseback: (2 * person's laps) = 8 laps
Covered Wagon (1/2 * person's laps) = 1.5 laps
1860s Bicycle: (2.5 * person's laps) = 9 laps
Model-T: (12 * person's laps) = 48 laps
Boeing 707: (200 * person's laps) = 800 laps!

After I share this with them, we make a graph so they can visually see the speed difference, and we talk about what changed.

Use the following picture cards to talk about the modes of transportation and to put in your time capsule!

Walking

Horseback Riding

Covered Wagon

1860s Bicycle

Model-T

Boeing 707

The next day, I give them another sort to talk about transportation. I want them to see that things don't always change because they are faster or work better, sometimes we just want things to look better. So, I created a sort with 6 different years of mustangs.

Again, they don't need to learn the order so much as they need to see the change that happens.

Here is the order and the years if you need it:

Mustangs:

1964: 

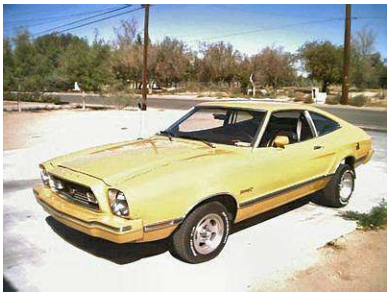
1968 Shelby: 

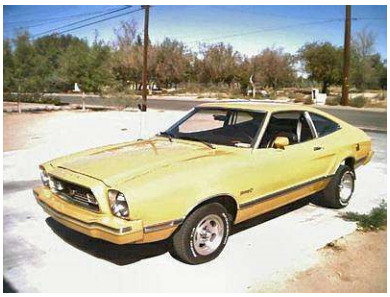
1974: 

1984: 

1996: 

2011: 





Don't forget to add to your class anchor chart as the unit progresses about why things change. (Efficiency, to look better, to go faster, etc.)

I made the mustang pictures larger in case you want to use them for discussion. They follow this page.

After that you will find an assessment you can use for the transportation piece of the unit.

1964 Mustang

1968 Shelby Mustang

1974 Mustang

1984 Mustang

1996 Mustang

2011 Mustang

Name:_____

1. Draw one form of transportation we use today.

2. What change do you think it needs?

_____

_____

_____

3. How would the change be helpful to us?

_____

_____

_____

4. Draw what it would look like after the change.