

MOVING RIGHT ALONG Grades K-5

OBJECTIVES:

- To discover forms of transportation that were used throughout Florida's history.
- To draw pictorial representations of the various forms of transportation studied.
- To make a class graph that visually portrays the forms of transportation explored.

FCAT STRANDS ADDRESSED:

Writing Exam: Expository writing

SUNSHINE STATE STANDARDS/ BENCHMARKS:

SOCIAL STUDIES- Grades K-2

Strand A: Time, Continuity, and Change [History]

Standard 2: The student understands the world from its beginnings to the time of the Renaissance

Benchmark SS.A.2.1.2: The student understands the differences in the methods of travel from various times in human history and the advantages and disadvantages of each.

LANGUAGE ARTS- Grades K-2

Strand A: Reading

Standard 2: The student constructs meaning from a wide range of texts

Benchmark LA.A.2.1.3 The student reads for information to use in performing a task and learning a new task.

Strand B: Writing

Standard 2: The student writes to communicate ideas and information effectively.

Benchmark LA.B.2.1.4 The student composes simple sets of instructions for simple tasks using logical sequencing of steps.

MATH- Grades K-2

Strand E: Data Analysis and Probability

Standard 1: The student understands and uses the tools of data analysis for managing information

Benchmark MA.E.1.1.1 The student displays solutions to problems by generating, collecting, organizing, and analyzing data using simple graphs and charts.

SOCIAL STUDIES- Grades 3-5

Strand A: *Time, Continuity, and Change [History]*

Standard 2: *The student understands the world from its beginnings to the time of the Renaissance*

Benchmark SS.A.2.2.2 The student understands transportation and communication in various societies.

LANGUAGE ARTS- Grades 3-5

Strand A: *Reading*

Standard 2: *The student constructs meaning from a wide range of texts*

Benchmark LA.A.2.2.5 The student reads and organizes information for a variety of purposes.

Benchmark LA.A.2.2.8 The students selects and uses a variety of appropriate reference materials, including multiple representations of information, such as maps, charts and photos, to gather information for research projects.

Strand B: *Writing*

Standard 2: *The student writes to communicate ideas effectively.*

Benchmark LA.B.2.2.6 The student creates expository responses in which ideas and details follow an organizational pattern and are relevant to the purpose.

MATH-Grades 3-5

Strand E: *Data Analysis and Probability*

Standard 1: *The student understands and uses the tools of data analysis for managing information*

Benchmark MA.E.1.2.1 The student solves problems by generating, collecting, organizing, and analyzing data using histograms, bar graphs, circle graphs, line graphs, pictographs, and charts.

MATERIALS:

Websites and books on transportation (see attached)

Paper and drawing supplies (the paper should be cut so it can be used as squares on a class graph)

Glue

Bulletin board paper

PRE-VISIT ACTIVITIES:

1. Before going to the History Center, have the students brainstorm forms of transportation.
2. Classify these types into Land, Sea, Air, or Space.
3. Discuss how transportation has changed over time.
4. Explain how the children will keep track of all the different types of transportation that they will see during their visit to the History Center.

AT THE HISTORY CENTER:

1. Have the students make notes of all different types of transportation.

POST-VISIT ACTIVITIES:

1. Split the class into four groups. Assign each group a type or mode of transportation to study (Land, Sea, Air, or Space).
2. The groups should discuss the types of transportation they saw at the History Center. In addition, how did these modes of transportation affect the growth of economics in Florida.
3. Give each group the same size pieces of paper and ask them to make all of their illustrations going the same way on the paper (so that they will fit on a class graph)
4. Have each group illustrate only the type of transportation that they saw at the Center that was assigned to their group. For instance, one group will illustrate all the types of air transportation they saw, one group will illustrate all the types of land transportation they saw, etc.

5. Bring the class back together and have them post their illustrations on a class graph as well as provide information (orally) as to how their transportation helped Florida people of industry.
6. Discuss the results of the graph. Why do they think there was more of one kind versus another? Do they think it mattered that this was a “History” Center? Would the results have looked different in a Center that showcased the “Future” instead of the “Past?”
7. Discuss the advantages and disadvantages of various types of transportation found at the History Center.

EXTENSION:

1. Have the students pick a place they would like to go on a trip.
2. Have them choose the type of transportation they would like to take and give reasons why they would use that specific mode.
3. Have them include the advantages and disadvantages to the transportation they choose.
4. Would they choose a type of transportation from the past, present, or future?
5. They could also think about what they will need when they are away from home. Will everything fit in their suitcase?
6. Write a summary of the various methods of transportation used throughout history, including compare/ contrast and cause/effect relationships.

ASSESSMENT:

These are a few questions that could be used to check student comprehension.

- What did you learn about transportation?
- What surprised you?
- What was your favorite mode of transportation and why? Are there any disadvantages?
- Why do you think transportation has changed over time? (cause/effect relationships)
- Which type of transportation do you think has changed the most over time?
- Do you think transportation will be different in the future? Why?
- How is transportation of the past similar/different to transportation of today?

RESOURCES:

Websites - These sites give mainly historical background information for teachers to add to their lessons.

History

Photos

<http://www.dot.state.fl.us/publicinformationoffice/historicdotphotos/default.htm>

Florida Transportation History <http://dhr.dos.state.fl.us/kids/history.cfm>

Air

Florida Department of Transportation <http://www.dot.state.fl.us/aviation/>

Aviation History Online Museum <http://www.aviation-history.com/>

Women in Aviation History <http://www.ninety-nines.org/bios.html>

History of Aviation <http://www.aviationhistory.org/>

Water

Florida Department of Transportation <http://www.dot.state.fl.us/seaport/>

Port Canaveral <http://www.portcanaveral.org/>

Steamboats in Florida <http://aarf.com/festem95.htm> and
<http://www.floridahistory.org/floridians/newwave.htm>

Land

Florida in the 1920s <http://www.floridahistory.org/floridians/1920's.htm>

Florida Department of Transportation <http://www.dot.state.fl.us/planning/systems/>

Interstate 4 <http://www.interstate-guide.com/i-004.html>

Overseas Highway <http://www.keyshistory.org/osh.html>

Rail

Florida Department of Transportation <http://www.dot.state.fl.us/rail/>

Florida of the Railroad Barons <http://www.floridahistory.org/floridians/railroad.htm>

Florida East Coast Railway <http://www.flagler.org/fec.html>

Florida Gulf Coast Railway Museum <http://www.fgcrm.org/>

Florida Rails: Passenger Trains to the Palms <http://www.getcruising.com/rails/>

The Florida Trade <http://www.northeast.railfan.net/classic/FLAdata.html>

Space

Kennedy Space Center <http://www.ksc.nasa.gov>

Space Magnificent <http://space.magnificent.com/>

History of the Space Shuttle <http://history.nasa.gov/shuttlehistory.html>

NASA History Office <http://www.hq.nasa.gov/office/pao/History/current.htm>

History of NASA <http://www.hq.nasa.gov/office/pao/History/factsheet.htm>