

TRANSPORTATION HISTORY

Performance Standard 16CW.C

Construct a timeline of the major developments in transportation history and write a statement about how improvements in transportation have brought about changes in the world accordingly:

- *Knowledge*: identify five forms of transportation over time (i.e., transportation by foot, by animals, by non-motorized vehicles, by motorized vehicles and by future forms of transportation);
- *Reasoning*: organize the five forms of transportation in chronological order; analyze how improvements in transportation bring about changes (e.g., in the economy and broaden access to places around the world; and
- *Communication*: create a timeline and related statement that is well-organized and well-detailed; express all ideas in a way that provides evidence of knowledge and reasoning processes.

Procedures

1. *In order to understand the development of economic systems (16CW)*, students should experience sufficient learning opportunities to develop the following:
 - Describe how different methods of transportation have changed over time; and
 - Arrange a series of significant events in world economic history in chronological order (i.e., improvements and expansion of transportation).
2. Have students review and discuss the following assessment task and how the rubric will be used to evaluate their work.
3. Use a book or pictures of different methods of transportation to begin a discussion. Classify, with students, transportation into four categories (by foot, by animal, by non-motorized vehicle, and by motorized vehicle). Chart the examples using concentric circles to illustrate the idea of an expanding world.
4. Ask each student to draw a four section timeline as follows:
 - Label each section in progression from transportation by foot, by animals, by non-motorized vehicles, and by motorized vehicles.
 - Draw icons representing forms of transportation in the appropriate sections on the timeline.
 - Add a title and color to the timeline.
 - Write a conclusion about how advancements in transportation have expanded access to other regions of the world at the bottom of the timeline poster.
5. Evaluate each student's work using the Social Science Rubric as follows and add the scores to determine the performance level:
 - *Knowledge*: the identification and representation of developments in transportation over four time periods was complete and correct.
 - *Reasoning*: organization of the four forms of transportation in chronological order was complete and accurate; the statement about how improvements in transportation brought about changes in the economy and expanded access to places around the world was thorough and accurate.
 - *Communication*: the timeline and statement were well-focused, well-organized, and well-detailed; the knowledge and reasoning were completely and effectively communicated.

Examples of Student Work follow

Time Requirements

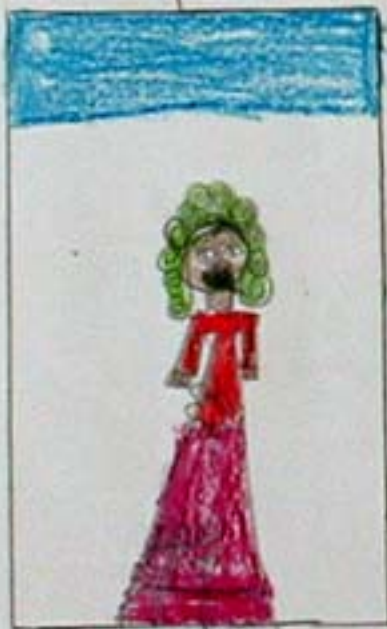
- Three class periods

Resources

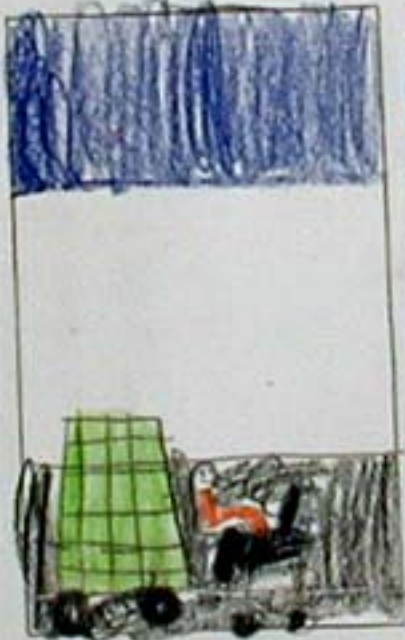
- Books or pictures of transportation throughout history
- http://mnmn.essortment.com/transportationh_rgly.htm
- Sample transportation icons
- Chart or board space
- 12 x 17 drawing paper
- Markers or crayons
- Scissors and glue
- Social Science Rubric

Transportation Timeline

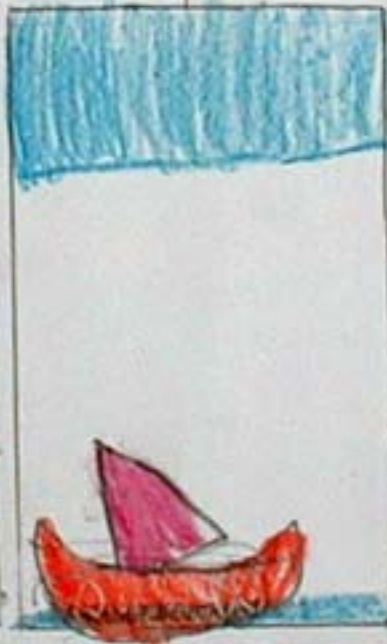
By foot



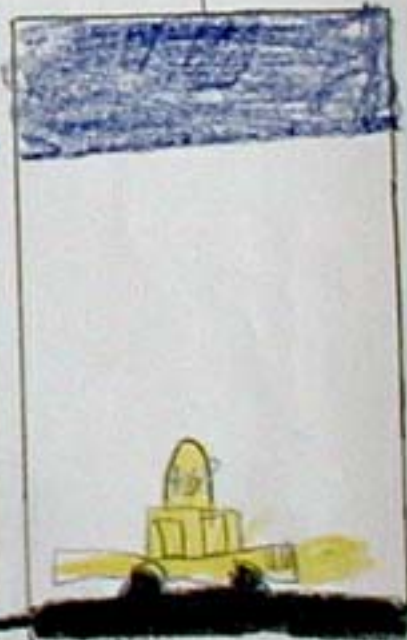
By Animal



Non-Motorized



Motorized



Motorized vehicles help us by going more places. We could carry almost anything, it is very comfortable and it is a safer way and it is not much work today.

"Exceeds"

Transportation Timeline

By Foot



By animals



Non-Motorized



Motorized



Now that we have motorized things we could know more about the world, go faster, it's safer, you could carry anything, go lots of places, it's more comfortable, it's not much work, and you could go farther.