

GETTING TO SCHOOL - YESTERDAY For students in 2nd grade

OVERVIEW:

Introduce students to forms of transportation that were popular in the past. Ask students to conduct individual and group research to discover whether transportation trends have changed in the past one hundred years.

OBJECTIVES:

- Social Studies 3.01 - Describe personal and family changes, past, and present.
- Social Studies 3.02 - Describe past and present changes within the local community.
- English Language Arts 4.02 - Write simple, complete sentences correctly including descriptors, subject, and verb.
- English Language Arts 4.05 - Compose simple sentences using punctuation and capitalization appropriately with frequent assistance.
- Math 1.01 - Develop number sense for whole numbers through 999.
- Math 1.02 - Use fractions to explore part-whole relationships in contexts.
- Math 4.01 - Collect, organize, describe and display data using Venn diagrams.

MATERIALS:

- Interview worksheets
- Bar graph on whiteboard, paper, overhead projector
- Symbols of various modes of transportation for x-axis of bar graph (provided)
- Bar graph worksheet (provided)
- Small stickers to represent people on the graph

TEACHER INPUT:

- Introduce students to Interview Questionnaire. Explain the importance of similar interview techniques, data recording and class reporting.
- If possible, invite older individual(s) to the classroom for practice interview session(s).
- Assign homework/project assignment to interview an older person, collect transportation data and report back to class.
- Using bar graph techniques and materials from "Getting to School - Today" activity, create graph comparing students' data. Ask students to analyze the graph.
 - What were the most popular forms of transportation to school?
 - What were the least popular?
- Divide the class into groups and re-introduce the graph of their own journeys to school. Ask student groups to compare the two graphs and discuss similarities, differences. Ask groups to report their findings.
- Introduce a Venn diagram to record similarities, differences discussed by student groups.
- As a class, read *The Little House* by Virginia Lee Burton

Assessment:

Students will share their written interview answers and graph the data. Written interview answers should be assessed for descriptors, subject/verb agreement, punctuation and capitalization.



Dear Parents,

At school, we are studying how transportation has changed over time. We would like to explore how our grandparents' early lives (or our older neighbors' early lives) were different from our lives today.

Can you please help your child interview a grandparent or elderly friend?
An interview worksheet is attached.

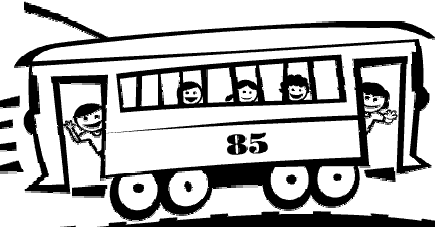
This assignment is due

_____.

Thank you for helping your child explore change in our community!

Sincerely,

**Charlotte Trolley's
LIVE AND LEARN™
Program**



Learn about the community where you live!

**How Has Transportation Changed?
Suggested Interview Questions**

Ask an older relative or friend how transportation has changed during his or her lifetime. Use complete sentences in your answers to the questions below.

Your Name _____

You Interviewed _____

How Do You Know Your Interviewee? _____

Date of Interview _____

Place of Interview _____

Where did you live? City? Country? House? Apartment?

How did you get to school? How did your parents get to work?

Do you remember your family's first car?

Do you remember the first time you rode on a train or an airplane?
