



GETTING TO SCHOOL - YESTERDAY For students in 3rd 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. Collect, present and analyze data.

Objectives:

- Social Studies 2.02 - Analyze similarities and differences among families in different times and in different places.
- Social Studies 3.01 - Analyze changes, which have occurred in communities past and present.
- Social Studies 3.02 - Describe how individuals, events, and ideas change over time.
- Math 1.05 - Use area or region models and set models of fractions to explore part-whole relationships.
- Math 4.01 - Collect, organize, analyze, and display data to solve problems.
- English Language Arts 2.03 - Retell text using expanded vocabulary, descriptive words, and paraphrasing with occasional difficulties.
- English Language Arts 4.02 - Compose sentences with correct subject and verb agreement for regular verbs in the present tense.

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.