

## ACTIVITY 13

# Events from Our History



Atlas pages 36–37

### Objectives

- Explain how transportation has changed over time.
- Show how transportation has affected the growth of our country.

### Materials

- U.S./World Desk Maps
- map markers

### Getting Started

Introduce the topic of transportation. Ask the class:

- Have you ever taken a long trip?
- What kinds of transportation did you use?

Tell students that today they will learn how people traveled across our country before cars, planes, and buses were invented.

### Teaching

#### 1 Explain how transportation has changed over time.

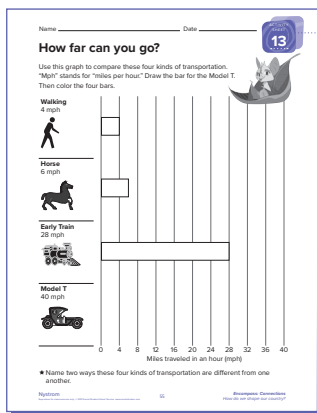
- Divide the class into six groups. Distribute U.S./World Desk Maps and map markers to each group.
- Have students turn to pages 36–37 in the atlas. Direct students' attention to the time line. Then say:
  - This time line shows important events that changed transportation in our country. What years does the time line cover? (*before 1519 to 2008*)
  - What were some of the early changes in transportation? (*horses came to the Americas, ships brought colonists*)
  - What were some of the later changes in transportation? (*Model T, space shuttle, electric cars*)

#### 2 Show how transportation has affected the growth of our country.

- Explain to the class that changes in transportation helped our country grow. Have students turn their desk maps to side 3C.
- Read the time line entry for 1519. Ask students how people traveled in the Americas before they had horses. (*by canoe, on foot*) Then tell the class:
  - Horses first arrived in Mexico. South of the United States, find Mexico on your desk map.
  - In Mexico, draw a horse symbol and label it 1519.
  - Horses soon traveled north. Draw arrows from the horse symbol north to the United States.

- The horse changed people’s lives. Many American Indians became hunters, following great herds of bison on horseback.
  - The horse was the main form of transportation in our country for hundreds of years.
- c.** Read the time line entry for 1775. Then tell the class:
- In 1775 most colonists lived east of the Appalachian Mountains.
  - On the desk map, trace the Appalachian Mountains with your finger.
  - The Wilderness Road made it easier to cross these mountains.
  - On your desk maps, start in Richmond, Virginia. Draw an arrow over the mountains and into Kentucky.
  - Label your arrow 1775.
  - After this road opened, thousands of people moved into the area that is now the state of Kentucky.
- d.** Read the time line entry for 1825. Then say:
- On your maps, find New York City.
  - From New York, draw a line north to Albany.
  - From Albany, draw a line west to Lake Erie.
  - Label your line 1825.
  - The Erie Canal connected the Atlantic Ocean with the Great Lakes.
  - When the Erie Canal opened, it helped settlers move west to places like Michigan and Ohio.
  - It also made it cheaper and easier to ship goods west.
- e.** Read the time line entry for 1869. Tell the class:
- *Transcontinental* means “across the continent.”
  - North America was the first continent to have a railroad extend all the way across it.
  - After 1869 people could travel all the way from New York to California by train.
  - On the desk map, start in New York City. Draw a line west to Chicago, Illinois.
  - From Chicago, continue your line west to Sacramento, California.
  - Label your line 1869.
  - Imagine how difficult it was to lay railroad tracks across those mountains.

- Railroads could move people and goods faster than horses or canals. They became the main way people traveled long distances.
  - The railroad helped the United States grow all the way to the Pacific Ocean.
- f. Have students compare the lines they drew. Ask them:
- Which of your lines is the shortest? (1775) Which is the longest? (1869)
  - Would you guess that our country was larger in 1775 or 1869? (1869)
  - How did transportation help our country grow? (It made it easier and faster to travel distances.)



Activity Sheet 13

## Summarizing and Assessing

### 1. Distribute Activity Sheet 13, *How far can you go?*

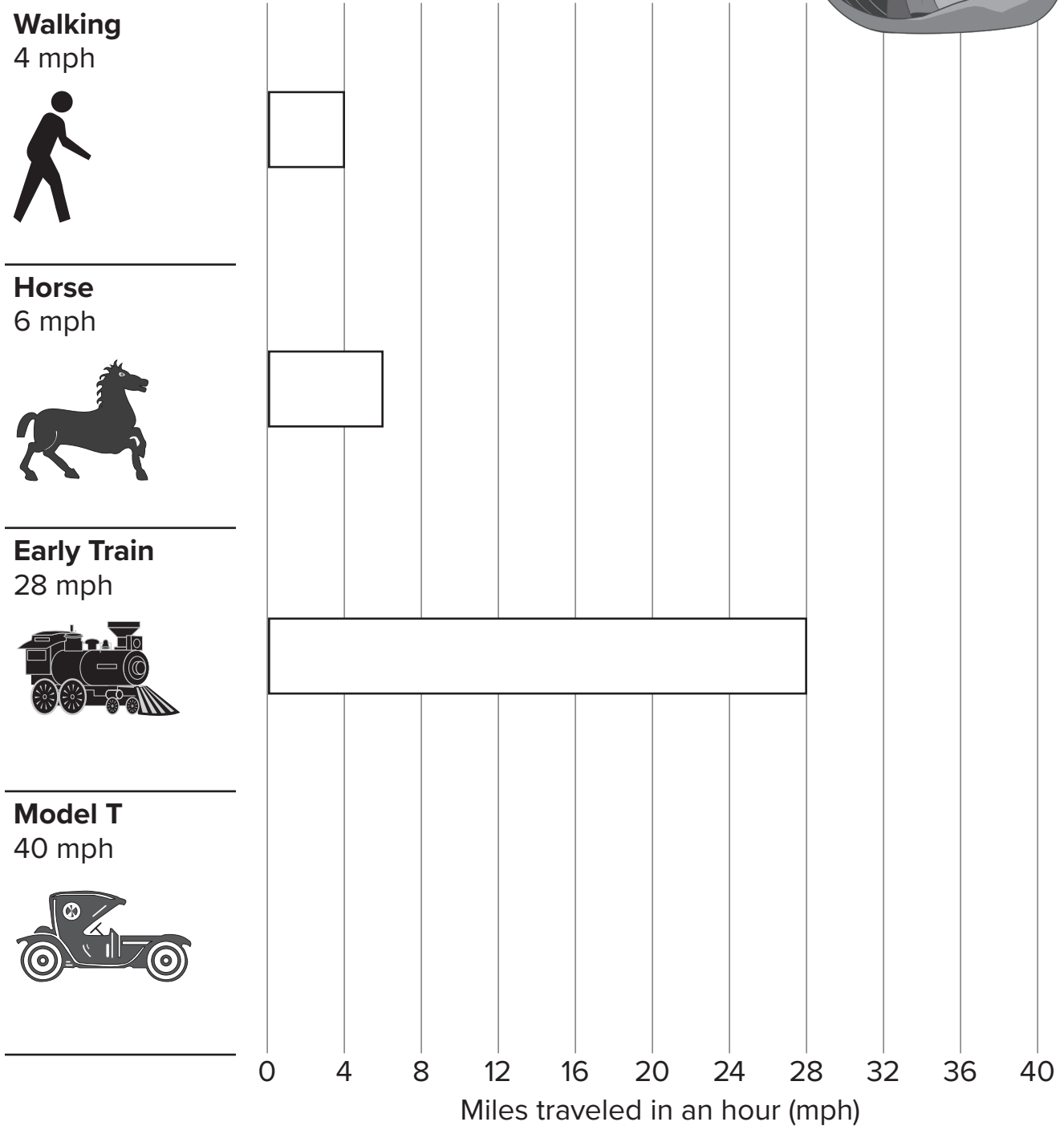
- Point out the title and ask students what this graph shows. (miles traveled in one hour) Ask:
  - If this bar graph shows how far you can travel in one hour, which bar shows the shortest distance? (the shortest bar)
  - Which bar shows the longest distance? (the longest bar)
- Tell students that they are going to add another bar to complete the graph. Ask students which bar is missing. (the Model T) Tell the class:
  - Early cars did not go as fast as cars today. The Model T could travel about 40 miles in one hour. Add this number to your graph.
- Model for the class how to add the bar to their graphs. Have students color all four bars. Then ask them:
  - Which was faster, riding a horse or driving a Model T? (driving a Model T)
  - Which was faster, traveling by train or traveling by horse? (traveling by train)
- Have students use the information in the atlas to help them number the forms of transportation on their graph from 1, for oldest, to 4, for newest.

## Extending

**Science** Have students research an inventor or invention mentioned on the time line. Ask each student to make a short class presentation to share what they have learned.

# How far can you go?

Use this graph to compare these four kinds of transportation. “Mph” stands for “miles per hour.” Draw the bar for the Model T. Then color the four bars.



★ Name two ways these four kinds of transportation are different from one another.



**Political Map  
UNITED STATES**

**CITY SYMBOLS AND SIZES**

- National capital
- State capital
- Other city

**Chicago** Over 500,000 people  
**Boise** 100,000 to 500,000  
**Macon** Under 100,000

**OTHER SYMBOLS**

- International boundary
- Dam
- State boundary
- Canal

**SCALE**

0 50 100 150 200 miles  
 1 inch stands for 177 miles





- ALB. Albania
- ARM. Armenia
- AUS. Austria
- AZER. Azerbaijan
- BEL. Belgium
- BOS. Bosnia-Herzegovina
- BULG. Bulgaria
- C. AFR. REP. Central African Republic
- CONGO REP. Congo Republic
- CRO. Croatia
- CZ. Czech Republic
- DOM. REP. Dominican Republic
- EQ. GUINEA Equatorial Guinea
- EST. Estonia
- HUNG. Hungary
- KOS. Kosovo
- KYR. Kyrgyzstan

**Political Map**  
**WORLD**

<b>CITY SYMBOLS AND SIZES</b>	<b>OTHER SYMBOLS</b>
<ul style="list-style-type: none"> <li><span style="color: red;">⊙</span> National capital</li> <li>● Other city</li> </ul>	<ul style="list-style-type: none"> <li><span style="border-bottom: 1px solid blue; width: 20px; display: inline-block;"></span> Continental boundary</li> <li><span style="border-bottom: 1px solid red; width: 20px; display: inline-block;"></span> International boundary</li> </ul>
<ul style="list-style-type: none"> <li>London Over 5,000,000 people</li> <li>Toronto 1,000,000 to 5,000,000</li> <li>Miami Under 1,000,000</li> </ul>	<p><b>SCALE AT EQUATOR</b></p> <p>0 500 1000 1500 2000 miles</p> <p>1 inch stands for 1380 miles</p>

- LAT. Latvia
- LITH. Lithuania
- MOL. Moldova
- MON. Montenegro
- NETH. Netherlands
- N. KOREA North Korea
- N. MAC. North Macedonia
- SERB. Serbia
- SL. Slovakia
- SLOV. Slovenia
- S. KOREA South Korea
- SWITZ. Switzerland
- TAJ. Tajikistan
- U.A.E. United Arab Emirates
- U.K. United Kingdom
- U.S. United States
- UZB. Uzbekistan