

Length: two 70 minute periods

Age Group: 6th-8th grade

Materials Needed:

Index Cards for facts

Giant Poster of the US

Timeline worksheet

Drawing paper for movement maps

Markers

Hello My name is stickers

Speakers or Boombox

Example movement map

Cones/Placemats

Word search copies

Standards: Social Studies 1, 3 ; Geography 1,3,4

Standards – Arts: 1,2,3,7

Learning Objectives: Performance Tasks for this Lesson:

The Student Will:

Cognitive	Affective	Artistic
<ul style="list-style-type: none">• Understand the transportation modes that were created during the industrial revolution• Understand how transportation affected the geography of the US and the economy	<p>Follow directions Cooperate Work together</p>	<ul style="list-style-type: none">• Choreograph a movement map depicting different modes of transportation using pathways, levels, speed, locomotive and nonlocomotive movements, energy, flow, weight

Assessment Criteria for this lesson:

<p>When we review the second day we'll know whether or not the information 'stuck'</p> <p>If they complete the tasks given correctly</p> <p>Also questions will be asked about this on the post test</p>	<p>We'll realize if the kids are not acting well and take the necessary steps to resolve it</p>	<p>We'll ask each to group to highlight their movements; we will know whether they have learned or not</p>
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How will you introduce your lesson's concept?

- We will begin by asking:
 - What are some different transportation modes that you can use?
 - Do you know when they were invented?
 - What do you know about the industrial revolution?
- Show map (<http://www.animatedatlas.com/movie2.html>)
 - While showing map, ask:
 - Why people were able to move west?
 - How were people able to move out west

Why are you studying this?

- It's very important to understand the industrial revolution as it was an integral part in our nation's history. The revolution would not have occurred without transportation

Integrated Activities:

Exploration Activity: Review of dance concepts/industrial revolution/website

Target Activity: First, we'd give each group an index card set and have them set up the cards in order of when each mode of transportation came about. The cards will have facts about each transportation mode on them. Once everyone understands, we will summarize. As a group, we will then go over the movements for each mode of transportation: human, animal (horse and buggy, covered wagon), raft/steamboat, car, train, plane. Breaking up into smaller groups, students will embody one of the transportation methods and work with their team members to create a movement piece using the dance concepts of shape, locomotor movement, pathway and level.

Culminating Activity: Day 2: review previous day's information, split into groups and come up with movement maps using multiple transportation modes.

Assessment:

- have students write what they learned on the board and in their notebooks
- ask follow up questions about activity

Start to Finish:

Day 1:

1. Write Questions on board/index card
 - : Name your two favorite locomotor movements and explain why you like them
 - : What are different types of transportation you can use?
 - : What do you know about the Industrial Revolution? Explain
2. Students come in, have them sit and hand out journals (8 min)
 - : make sure they write the date
3. Have students answer questions on board in journals
4. Go over answers, write answers for two on board (2 min)
5. Show poster board (3 min)
 - : "Notice how the map is broken up. This represents how people during the 1700s and 1800s (beginning of the United States) moved from East to West in order to own their own land and have a better life. They did this using different modes of transportation. What transportation do you think they used? (walking, rafts, wagon, horses)
 - : As time went on, and population grew throughout the US, people felt congested and wanted to move out west. In order to do that, there needed to be an easier way to travel longer distances. What was this time period called? (Industrial Revolution)
6. Our Lesson today is centered about the Industrial Revolution and Transportation. You'll be broken into groups of five in order to complete the next task
7. Break up into groups
8. Hand out index cards (5-7 mins)
 - : five index cards per group
 - : car, train, steamboat, plane, covered wagon [facts on each card]
 - : have them arrange the cards by timeline and name three movements or words to describe each mode (adjectives, shapes, feelings, -ing, level etc.)
 - : go over with class, see what everyone gets

9. "We're going into the gym, and we're doing a warm up exercises, and then we will come back to this timeline"
10. Put students into five groups: give them a mode of transportation (20-25 min)
: pick one locomotor movement, one shape, one level, and come up with 8 count phrase incorporating their transportation mode. They need to start and finish in a shape. We will go around and make sure they are on task
11. Once they are done, they'll sit and we'll go over and watch them.
12. Then they'll have to incorporate a pathway and follow each other. One person at a time like follow the leader [signs for leaders]
13. They'll go over it, show it to us, and if it's good, they can sit on the bleachers, and journal/reflect on what they did etc.

DAY 2:

1. Journal: what did you learn about the industrial revolution and transportation yesterday? , Describe in your own words/pictures how you would move like each of the following modes of transportation (wagon, steamboat, train, car, plane). (8 min)
2. Share journal entries as a whole (2 min)
3. Hand out posters, set them into groups of five (15 mins)
4. Explain:
: task is to get from one end of the US to the other using a movement map
: A movement map is a map that uses different pathways and movements to show how you get from one place to another
: In your groups of four or five, you are starting at the star on the east coast, because that's where most people settled when they moved from across the Atlantic Ocean
: There are four obstacles on your map: the Appalachian mountains, the Mississippi river, the rocky mountains, and the Columbia Plateau
: You are required to incorporate all of the movements, pathways, and transportation mode described on your Map and Key. The modes of transportation will be shown in time order. Here is our example:
: talk about including color matching mode of transportation and design matching locomotor movement.
5. Have students complete map
6. Move into gym, set up cones/mats as obstacles.
7. Have each group sit on bleachers, and watch groups one at a time with us. (20 min)
8. During this time they may complete a word search or watch the other groups perform
9. Block out map, turn on music, run through it again [each group] in order of modes.
10. After everyone is done, have students reflect on today's lesson.

Important fact to include: 2800 miles from Bayard to Hollywood by car (44 hours driving, 888 hours (37 days) walking, 6 hour flight)

Index Cards Information:

Covered wagon:

- A covered wagon was also known as a "prairie schooner" and was used by pioneers during the mid 18th century to early 19th century.
- These wagons, while previously used for short distance traveling, were the main source of transportation on the Oregon Trail to California.
- Fun Fact: Wagons mainly were meant to carry goods, not people, because of the rough roads.

Steamboat/Canals:

- In the mid-1700's the first construction of canals between major cities began; a cheap way to move heavy items.
- Robert Fulton invented the first steam-powered engine for the steamboat in the early 1800's.
- Fun Fact: Ever since two steamboats passed each other on the Mississippi River in 1870, pilots and owners have competed to see whose boat was faster and could carry more cargo.

Steam Engines (trains):

- In 1802 Richard Trevithick invented the first steam locomotive, while James Watt is known as the inventor of the actual steam engine.
- Coal and iron were the main items carried by steam engines during the early parts of the Industrial revolution.
- Fun Fact: The first human passengers were carried on a train between the cities of Stockton and Darlington.

Cars:

- Henry Ford's "Model T" automobile was invented in 1908, however the very first car was invented by Karl Benz in 1885.
- Steam powered cars were made in America since before the Civil War, but the early ones were like miniature locomotives.
- Fun Fact: The Rolls Royce "Silver Ghost" of 1906 represented the best engineering and technology available at the time and these cars still run smoothly and silently today.

Airplanes:

- The Wright brothers make first powered flight in 1903 and were the first to invent aircraft controls.
- In 1920, the first airmail service arrives in New York from San Francisco in 33 hours and 20 minutes, nearly 3 days faster than by train.

-Fun Fact: On their best flight of the day, Wilbur Wright covered 852 feet over the ground in 59 seconds.

