

**Lesson Title:** The Transportation Revolution

**Length:** Three 40-minute class periods

**Age Group:** 4<sup>th</sup> grade

**Materials Needed:** *The Delaware Adventure* textbook, enlarged pictures of the different modes of transportation (turnpike, stagecoach, sailboat, steamboat, canal, railroad), whiteboard/chalkboard, performance space

**Standards--Geography:**

- Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places.
  - (4-5): Students will understand the reasons for the locations of human activities and settlements and the routes connecting them in **Delaware** and the United States
  - (textbook): Students will explain how different forms of transportation and communication contribute to the growth and changing character of settlements in Delaware over time.

**Standards--Arts (Dance):**

- Standard One: Identifying and demonstrating movement elements and skills in performing arts
- Standard Two: Understanding choreographic principles, processes, and structures
- Standard Seven: Making connections between dance and other disciplines

**Learning Objectives:**

- **Cognitive:** Students will be able to identify the different modes of transportation (turnpike, stagecoach, sailboat, steamboat, canal, railroad) and describe both their advantages and the disadvantages. Students will be able to explain the importance of these different modes in terms of how their invention influenced settlements and areas of activity in Delaware.
- **Affective:** Students will be able to respect others in the general space during movement exploration. Students will also be able to cooperatively work in groups while creating their narratives and shape-movement-shape sequences.
- **Artistic:** Students will be able to improvise shapes and movements representing the advantages and disadvantages of each mode of transportation. Students will also be able to choreograph a shape-movement-shape sequence, as part of a group, to be performed along with a narrative. Students will then be able to fuse their sequences together to create a dance representing the transportation revolution.

**Assessment Criteria:**

- **Cognitive:** Can students identify each of the modes of transportation? Can students describe the advantages and disadvantages of each, using vocabulary from both dance and the textbook? Can students explain each mode's importance in terms of how their invention influenced the settlements and areas of activity in Delaware?
- **Affective:** Can students efficiently move within the general space? Can students work together in groups, sharing their ideas and collaborating in their choreography? Can students then take their group creations and work together with the rest of the class in the final performance?

- **Artistic:** Can students take the descriptions from the board and their own minds and appropriately improvise movements and shapes for each mode of transportation? Can students take these improvised movements and shapes and integrate them into a choreographed shape-movement-shape sequence to be performed along with the narrative? Can students then effectively piece the individual sequences together to create a dance?

### **Introduce the Lesson's Target Learning**

#### **How will you introduce your lesson's concept?**

- The students will be introduced to the material in this lesson through *the Delaware Adventure* textbook. The students will need to have previously read chapter five, lesson three, entitled, "The Transportation Revolution." This lesson can be found on pages 115-123 in the textbook.

#### **Why are you studying this?**

- The initial lack of quality transportation in Delaware made communication limited and influenced which areas were commonly settled (larger settlements were generally found only along the waterfront, since those areas were the most accessible and therefore the most prosperous). The revolutionary modes of transportation which were developed influenced the rate at which people could send goods and information, as well as the rate at which they themselves could travel, allowing for more people to settle inland and for economic activity to develop in these newly settled areas.

### **Integrated Activities**

#### **Outline the steps/instructions that will take place for this activity from beginning to end:**

- The teacher will introduce the lesson by explaining that they will be working with the information read previously from chapter five, lesson three. The students should be sitting individually at their desks; they should have their textbooks open to the corresponding lesson.
- The students should be asked to raise their hands and give the names of the different modes of transportation that they read about. The goal is that they will recall the initial limited forms of transportation (walking, horseback riding, bad roads), and then the revolutionary forms that were in their textbook (turnpike, stagecoach, sailboat, steamboat, canal, railroad). As the students call out these modes, the teacher will a) write the name of each mode on the board and b) hold up the corresponding poster for each.
- Once all of the modes have been identified, the teacher will ask the students to help her place the different modes on a timeline in the order which they were invented. There will be two timelines created on the board: one for water transportation and one for land transportation.
- The students will then be asked to provide a description for each of the different modes by giving examples of and describing their respective advantages and disadvantages, which should be written on the board underneath the name of each mode. Students should use the dance vocabulary and their textbook to help them in describing these advantages and disadvantages.
  - To help the students further, the teacher may need to ask directive questions. For example: Is a sailboat fast or slow? What directions can a sailboat travel in and what direction would you dance in? Are turnpikes bumpy or smooth? Would turnpike

shapes be high, medium, or low? Do stagecoaches have a lot of room or are they crowded? Would “crowded” be danced with free or bound movements?

- Once descriptions have been given for each of the modes, the students should move their desks into groups on the outskirts of the classroom, leaving an empty performance area in the middle. Once back in the middle of the class, the students will be asked spread out in the general space. They are to begin an exploratory movement period, and they should be reminded to be respectful of others dancing in the general space. The students will then begin to improvise movements and shapes for each of the modes of transportation. First, the teacher should have the students improvise according to the advantages; the students will then improvise according to the disadvantages.
  - For each mode of transportation, the teacher should call out some of the descriptions on the board to help guide the students in their improvisation. The teacher should have some kind of musical instrument or composition which is used to signal when the students should begin and end their movements. Each mode should be explored according to the order of the timelines.
- Once a variety of movements and shapes for each mode have been explored, the students should break up into six pre-determined groups. Each group will be assigned one of the revolutionary forms of transportation that the students both read about and explored in their improvisation time. The teacher will explain to them that their next assignment is to create both a shape-movement-shape sequence and a narrative based upon their mode of transportation.
  - The narrative should be no more than one paragraph (3-5 sentences). It must identify the mode of transportation and talk about its advantages and then its disadvantages.
  - The shape-movement-shape sequence should be choreographed based on the ideas that the students explored in their improvisation time. It should begin with a representative shape, flow smoothly into one movement that illustrates the advantages of the mode and one movement that illustrates the disadvantages, and end with another representative shape. This sequence will be performed at the same time as the narrative.
  - The teacher should provide students with specific amounts of time to write the narrative and then choreograph their sequence. Every group member should participate in each part of the process
- Each group will then perform their narrative and sequence. The students may decide for themselves if they will have a narrator(s) and the rest of the group dance, or if they will all dance and speak at the same time. So long as everyone participates, this is up to them.

### **Culminating Activity:**

- After all groups have performed for the class, the groups who worked on water transportation will come together, and the groups who worked on land transportation will come together. The students should teach each other their sequences, in the order that each of their modes were invented: water--sailboat, then steamboat, then canal; land--turnpike, then stagecoach, then railroad. Each sequence should flow from one to the next, with students moving smoothly from an ending shape to the next beginning shape. Then, they should create another short paragraph narrative which explains how the revolutions in water/land transportation affected settlements and areas of activity in Delaware.

- The two larger groups will then perform for each other. They will perform their longer moving shapes sequences along with their new narratives. Again, the students can decide if they will designate a narrator(s) or if they will just all speak as they dance.

**Assessment**

- The students will be assessed according to their participation in the movement activities, during both the exploration period (brainstorming and improvisation) and the group work (choreography and collaboration). While their participation level will be mostly determined by the teacher's observations, their participation in the group work will also be influenced by a group evaluation form (see attached).
- The students will also be assessed on the final outcome of their shape-movement-shape sequences and narratives. They will be graded on the quality of the narrative and the quality of the dance sequence. These grades, along with the grades for participation, will be combined in a comprehensive assessment (see attached). The combined score will serve as their total assessment for this lesson.

# Group Evaluation Form

Name \_\_\_\_\_

Form of Transportation \_\_\_\_\_

|                                     |     |    |
|-------------------------------------|-----|----|
| 1. We all shared our movement ideas | Yes | No |
|-------------------------------------|-----|----|

|                                      |     |    |
|--------------------------------------|-----|----|
| 2. We all talked about the narrative | Yes | No |
|--------------------------------------|-----|----|

|   |     |    |
|---|-----|----|
| 3. We kept track of time and completed our task | Yes | No |
|---|-----|----|

|                              |     |    |
|------------------------------|-----|----|
| 4. We listened to each other | Yes | No |
|------------------------------|-----|----|

|   |     |    |
|---|-----|----|
| 5. We praised each other when we had good ideas | Yes | No |
|---|-----|----|

|  |  |  |
|--|--|--|
| 6. To be a better group next time we might _____ |  |  |
|--|--|--|

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Comprehensive Assessment

Student Name \_\_\_\_\_

## Area of Assessment

## Scoring

### Participation

|  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. Could identify the various modes of transportation    | 4 | 3 | 2 | 1 | 0 |
| 2. Engaged in brainstorming session using vocabulary     | 4 | 3 | 2 | 1 | 0 |
| 3. Improvised within self space                          | 4 | 3 | 2 | 1 | 0 |
| 4. Improvised various shapes and movements for each mode | 4 | 3 | 2 | 1 | 0 |
| 5. Worked cooperatively with group                       | 4 | 3 | 2 | 1 | 0 |
| 6. Participated in group performance(s)                  | 4 | 3 | 2 | 1 | 0 |

Total Possible=24      Student Total \_\_\_\_\_

### Group Narrative(s)

|  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. Identified mode of transportation   | 4 | 3 | 2 | 1 | 0 |
| 2. Included example advantages   | 4 | 3 | 2 | 1 | 0 |
| 3. Included example disadvantages  | 4 | 3 | 2 | 1 | 0 |
| 4. Clearly explained their mode's importance<br>in the transportation revolution | 4 | 3 | 2 | 1 | 0 |

Total Possible=16      Student Total \_\_\_\_\_

### Moving Shapes Sequence(s)

|  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. Sequence began and ended with an appropriate shape  | 4 | 3 | 2 | 1 | 0 |
| 2. Sequence included one movement representing advantages<br>and one movement representing disadvantages | 4 | 3 | 2 | 1 | 0 |
| 3. Sequence corresponded well with narrative   | 4 | 3 | 2 | 1 | 0 |
| 4. Shapes and movements incorporated a variety dance elements  | 4 | 3 | 2 | 1 | 0 |
| 5. Final group sequence was performed fluidly  | 4 | 3 | 2 | 1 | 0 |

Total possible=20      Student Total \_\_\_\_\_

**Overall Possible Points=60**

**Overall Student Total** \_\_\_\_\_