

## **TRANSPORTATION: THEN AND NOW**

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### **OVERVIEW**

Students will use primary and secondary sources to learn about transportation and methods for preserving the past.

### **STANDARDS**

- History Standard 1: Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
- History Standard 2: Students know how to use the processes and resources of historical inquiry.
- History Standard 4: Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.

### **OBJECTIVES**

- Students will use primary and secondary sources to identify types of transportation that existed in late-19<sup>th</sup> century Colorado.
- Students will know the advantages and disadvantages of increased speed of transportation.

### **INQUIRY QUESTIONS**

- How did transportation change over time?
- What forms of public transportation were available in 19<sup>th</sup> century Colorado?
- What forms of transportation did children use to go to school then?
- How does availability of transportation influence what food products are available to people?

Doing History/Keeping the Past  
Inquiry Activities

**MATERIALS**

Doing History/Keeping the Past CD-ROM disc or website:

- Farming/Ranching topic; Families, Transportation theme.
- Also documents under “In Their Own Words”

**PROCEDURE**

1. Discuss “historical archives” and the labeling of artifacts to be placed in an archive.
2. Using photographs from the website, create a transportation collage to be placed in a class historical transportation archives. Have the students label the artifacts.
3. Ask students to lead a discussion about their collage based on the inquiry questions above.
4. Discuss how the increased speed of transportation affects farmers and ranchers now. How does it affect what food produces we eat today?