Lesson Plan by: Emily Bauman

Lesson: Transportation in Indiana  
Length: 45 minutes

Age/Grade Intended: 4th

Academic Standard(s):
SS 4.3.9 Human Systems: Explain the importance of major transportation routes, including rivers, in the exploration, settlement and growth of Indiana and in the state’s location as a crossroad of America.

Performance Objectives:
After completing the Indiana outline map, students will write five reasons concerning the importance of major transportation routes in Indiana with 80% accuracy.

Assessment:
An assessment paper will be collected after the lesson listing five reasons for major transportation routes.

Advanced Preparation by Teacher:
- Gather painter’s or duct tape of at least five different colors.
- Have textbook available
- Chalkboard
- Assessment paper
- Map of Indiana-for each student
- Pictures of modes of transportation

Procedure

Introduction/Motivation: Ask students to close their eyes and listen to the story you are about to read (Story at bottom of lesson) imagining themselves seeing, hearing, tasting, feeling and smelling all things around them. They need to pay special attention to what the traveler is riding on, and where he is riding. Ask questions only after reading so students can feel the beauty of the story. Ask the following questions: What do you think about the person traveling on the river? (Bloom’s: Evaluation) Are you a person that would like this lifestyle of moving slowly and being surrounded by nature? (Bloom’s: Evaluation) Why? Do you think that our lifestyles today match up with the lifestyle of the traveler? (Bloom’s: Analysis) Explain to students, if they haven’t mentioned yet that the traveler in the story was from the 1800’s when much transportation was done by using a flat boat. Show picture of a flatboat. Explain what it is. Tell students that they will be learning about the various forms of transportation today and will be creating a map to show where the major transportation routes were in the 1800s and today.
Step-By-Step Plan:

1. Before meeting in a circle in the center of the classroom, students will need to bring the following things with them: social studies book, map of Indiana, writing utensil, colored markers or crayons.

2. Students will have social studies books and turn them to page 144. The teacher will draw sticks to have students read the first section of the page entitled “Steamboats.” (Gardner: Linguistic) Compare and contrast the section with what was previously read. Show picture of both steamboat and flatboat and elaborate on the difference. (Gardner: Visual/Spatial)

3. Now it is time to begin mapping with the tape. The outline of Indiana should already be taped on the floor in white. The students will each look at their map handout and try to locate the Ohio River which runs along the bottom of our state. (Gardner: Spatial) Whoever finds the river will have the opportunity to choose one person and they will both tape the river in blue onto the floor. (Gardner: Bodily/kinesthetic) Another person will be chosen to label the river with permanent marker. The same process should be done for the Wabash River. Mark an X for where Huntington County is. Locate the Salamonie Reservoir. Also mark Indianapolis. Label all.

4. Now the students know of the two navigable rivers (define this) in the 1800’s. But what if someone lived far away from the river? (Bloom’s: Analysis) They would have to travel longs distances, many days or months even. Have students think about what they could do to make it faster. Have students begin reading the second section on 144 labeled “Canals.” Discuss this to check for understanding. Explain that this made a much better life for people because of goods and travel. Explain that it was very expensive to make these so some other way of transportation was needed. The canals were never finished but some were started. Tape and Label the Erie and Wabash canal.

5. Pull sticks to read the third section on 145 entitled “Roads.” Label the National Road and the Michigan Road. Ask, Why do you suppose people wanted to make roads? (exchange goods, faster travel, visit relatives, trade, settlement) Explain and show picture of stagecoach. Also label I-80 and I-69. Explain these Roads were built in later years to help ourselves get around today. This is a great time to bring up “The Cross Roads” nickname because Indiana has the most highways than any other state.

6. Read the last section on 145, “Railroads.” Mark the Railroad city tracks. Discuss as a class why railroad travel is the most efficient travel in this time period. (Bloom’s: Comprehension) How would this kind of travel help cities grow?

7. Have students visually examine map. (Gardner: Spatial) Ask students what other forms of transportation we use today. (Gardner: Application) Meet as a group in a circle and move onto the closure.

Closure:
Have students list several things out loud that they did not know before the lesson began. This will be a guided practice for the assessment. After several answers are given and any questions answered, give students provided answer sheet and have them list five
things that they personally learned about major forms of transportation from 1800 to present.

Adaptations/Enrichment:
For student with ADHD: Have them pass out papers or draw sticks for participation in reading.
For student with below level comprehension skills: Allow them to list three things they learned during the lesson. (This will then be graded for 100 % accuracy)
For student that excels in subject: Allow time for reading books that involve topic after assessment is finished.

Self-Reflection:
Did students take the topic seriously? What went well? What didn’t? What would I do differently next time? Did students have enough time to successfully complete the project? Was the visual manageable? Did the students perform well on the assessment? How were my teaching skills? Did I give enough information to teach students the standard?

Name______________________

Major Transportation in Indiana

Directions: Please list 5 reasons people of Indiana created more than a few ways of transportation. Use details when listing.
Ohio River Travel in 1800 From farmanddairy.com (modified by Emily Bauman)

The vegetation and forest floors have taken on a “spring look” along the shores of the queen of the rivers - the Ohio River.

Every tree appears to be hung with long, greening, flowing decorations of diverse species of vines.

The days are beginning to be warm. The sun has assumed the rich and glowing warm hue, which during this season, produces increasing evidences of a new earth.

Natural growth. A traveler glides down the river, without much disturbance due to the shallow draft of the vessel. Leisurely the vessel glides along, allowing time to gaze at length on the grand and natural beauty of the wild scenery.

As the traveler travels along the Ohio River, he or she can observe lofty cliffs and hills on one side.

Islands. Islands of varying sizes and shapes appear at unexpected times and a winding course frequently creates the illusion of a fast mountain stream.

During this time, many sluggish flat boats are overtaken and left quickly behind, many weighed down with varying products from the several head waters of the diverse streams along the Ohio River.

The shores often are populated by several species of game animals. Therefore, food is quite easily supplied.

Silent move. Silently the vessel moves along at an even pace. On either side is evidence of spring that can be seen by the wilderness knowledgeable traveler: The steep hillsides are still open.

Several species of birds announce their presence - towhees, cardinals, song sparrows, robins, Carolina wrens and other early spring heralders.

A distance away a splash breaks the silence, perhaps a large fish leaping for an insect or a kingfisher plunging for a fish. A fish cuts a course across the still river as it attempts to capture a small minnow near the river surface.

As the flatboat drifts slowly down the 908 miles of its length, the surrounding scenery is quite diverse and the width varies from 400 to 1,400 yards.

The travel along the winding river can prove a bit tedious.

Early in 1800 a canal was considered to bypass the Ohio Falls.
Name_____________________________ Map of Indiana

Please mark and label this map as we complete the large “tape map” as a class!