

# H1: LESSON PLAN

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**Title**

Modes of Transportation: Boats, Wagons, and Trains

**Subject**

History

**Grade**

3-8

**Time**

75 minutes (one class session or more)

**Purpose**

After locating and identifying the various modes of transportation in the fresco, students explore how, throughout history, different means of travel affected our ability to reach different lands and peoples.

**Key Questions**

1. How, where, and why were boats, wagons, and trains used for travel?
2. Throughout history, who used boats, wagons, and trains for travel?
3. What do modes of travel tell us about history?
4. What do modes of transportation teach us about first encounters between peoples?

**Values**

An understanding of and appreciation for how history is made through travel, as well as how modes of transportation tell stories about people, places, and civilizations.

**Materials & Resources**

[Virtual tour of the fresco](#); [fresco image guide](#); world map or globe (physical or virtual), 12" x 12" pieces of white paper with graphite and colored pencils.

**Activities**

1. Lead students through a virtual tour of the fresco.
  2. Looking at the virtual fresco, ask students to search for images of different modes of transportation. When students identify an image, ask them what they know about the history of this mode.
  3. Using a world map/globe, show where large-scale use of transportation happened in the world. Focus on modes and places, rather than people. While
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doing this, ask a student to record modes and places on the whiteboard/chalkboard.

4. In pairs, ask students to discuss the modes and locations of transportation in the fresco and guess who used them and why. All students in the group should take notes.
5. Together, as a class, discuss the pair work. Ask students to update and correct their lists as needed.
6. In the same pairs, ask students to map, on a white sheet of paper, connections and encounters between places and modes of transportation. For example, we know that the Spaniards traveled to the Americas by boat and, once there, encountered people whose mode of travel was by foot. Draw these travels and “encounters” and discuss how interaction between peoples and modes of transportation affected (or might have affected) both the travelers and others they saw for the first time. Add notes and stories to your map.
7. Together, as a class, ask pairs to show and discuss their maps.

### **Evaluation/Assessment**

[Feedback: Take this survey to share your feedback on this lesson plan](#); formative and summative assessment (e.g. [Edutopia](#); [CRLT](#)); state assessment tools.