

Research Transport Trough the Years

Summary

In this lesson, students will work in groups to collate information and photographs, create a timeline of events that reflects their local community and transport options over time, and write a persuasive text on the benefits of using transport options from a certain decade. See links to Western Australian Curriculum at the end of this lesson plan.

Year Level: Years PP - 6

Teaching and Learning Resource

Learning outcomes

Students will be able to:

- Work in groups to conduct historical research
- Identify how transport has changed over the past 100 years
- Understand that our life hasn't always been so car-focused
- Create a class visual timeline of change in the local community

Preparation

Materials

- Access to the internet, school or local library for research
- Large sheet of paper for each group
- Scissors, glue and coloured markers to create posters
- If possible, conduct the 'Interview Parents and Grandparents' lesson prior to this lesson and collate findings

Teaching and learning ideas

Teachers are encouraged to use a range of the teaching and learning ideas provided. The teaching and learning ideas provide opportunities to address multiple learning areas.



Teachers can modify and extend ideas for different year levels and phases of schooling. Teaching ideas have been aligned to the Western Australian curriculum including identification of learning area, strand and sub-strand.

Activity 1 – Transport through the years' inquiry

1. As a class, brainstorm on the board the different types of transport used in Perth today. Discuss the difference between transport used by students, parents, grandparents and great grandparents. Use information gathered from 'Interview Parents' and Grandparents' lesson plan if completed.
2. Split the class into ten groups and assign each group with a decade starting from the 1910's. Ask each group to research their local community and the types of transport available to people in their assigned decade. Students should collate relevant photographs/images to assist them in this task.
3. Ask students to construct suitable data displays, with and without the use of digital technologies, from given or collected data. Include tables, column graphs and picture graphs. Provide each group with the 'Research Worksheet' to assist them in this process. Each group will need to come up with three questions to answer, which relate to transport in their decade. Examples include:
 - What aspects of the local community affected transport?
 - What types of transport were used?
 - What new inventions impacted on transport options?
 - What were road standards like?
 - What major event/s happened in this decade that influenced transport options?
 - What was the size of Perth?
 - What were living conditions like and how did this affect transport choices?

Activity 2 – Timeline creation

1. Once students have done their research, completed their worksheet and collated information and photographs, ask them to create a poster/collage or digital visual display that reflects Perth transport options and the community in their decade.
2. Place each of the ten decades on a wall to create a timeline of events.
3. Encourage students to walk around the timeline and learn about transport use through the decades.
4. One student from each group creates a verbal summary of the allocated decade. As students pass by that decade the orator summarises the decade.
5. When all students have completed the learning journey each student then writes a recount of the decades and includes prominent markers from that decade.

Activity 3 – Persuasive writing

1. Using information students have gathered, create a table on the board that lists the pros and cons of transport options 100 years ago compared to today.
2. Instruct students to choose either the present **or** the past (100 years ago) to write a persuasive text on the benefits of using transport options from that era. Students should consider the following when writing their text:
 - Road safety
 - Environmental impacts (carbon dioxide emissions, air, noise and water pollution and habitat loss)
 - Exercise
 - Travelling time and distance
 - Human interaction
 - Transport services
 - Traffic congestion
3. Students choose a range of images either print or digital and using sequenced photos as prompts write a recount

Transport solutions for the future

1. In small groups, develop and communicate alternative solutions and follow design ideas, using annotated diagrams, storyboards and appropriate technical terms to take into consideration the following:
 - Road safety
 - Environmental impacts (carbon dioxide emissions, air, noise and water pollution and habitat loss)
 - Exercise
 - Travelling time and distance
 - Human interaction
 - Transport services
 - Traffic congestion

Create a postcard from yesteryear - The world before us is a postcard

- A picture is worth a thousand words.
- Research to find digital image(s) that best suit the task descriptor.
- Ask students to then create a postcard by either drawing, re-creating or computer generating the task image.

- Imagine and then write a fictional or factual story on the back of the postcard and send to someone.
- Tasks have been written for each year group to align with curriculum but can be used by all year groups.

Year	Sub strand	Task
PP	Personal and family histories	How the stories of families and the past can be communicated and passed down from generation to generation in relation to transport
Year 1	Present and past family life	The differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods in relation to transport
Year 2	The past in the present	A record of a significant historical event, aesthetic value that reflects the community's identity in relation to the areas of transport
Year 3	Community and remembrance	One important example of change and one important example of continuity over time in the local community, region or state/territory in relation to the areas of transport

Extension

- Go digital – have students create online timelines of transport using free online tools such as [Tiki-Toki](#) (sign-up required).
- Research and discuss early Indigenous transport options (canoes and walking) and how this influenced their trade routes, family relationships and traditional land ownership. Invite an Indigenous elder to the classroom to talk about these themes.
- Invite other classes to visit the classroom and view the timeline.

Assessment Ideas

- Assess persuasive text from activity 3.
- Assess student's ability to work effectively as a team member while researching their decade.
- Using any new words students have identified during their research, assess student's ability to incorporate this new vocabulary into their written work.

Weblinks

<https://www.pta.wa.gov.au/about-us/our-role/our-history> - History of public transport use in Western Australia

<http://www.austehc.unimelb.edu.au/tia/435.html> - Excerpt from Technology in Australia 1788-1988 (Australian Academy of Technological Sciences and Engineering)

Links to Western Australian Curriculum

Subject	Strand	Substrand
Humanities and Social Sciences	Historical Knowledge and Understanding	<ul style="list-style-type: none"> • Personal and family histories (PP) • Present and past family life (Year 1) • The past in the present (Year 2) • Community and remembrance (Year 3) • The Australian colonies (Year 5) • Australia as a nation (Year 6)
	Historical Skills	<ul style="list-style-type: none"> • Questioning and Researching • Analysing • Evaluating
English	Language	<ul style="list-style-type: none"> • Language for interaction • Expressing and developing ideas • Text structure and organisation
	Literacy	<ul style="list-style-type: none"> • Interacting with others • Creating text
Mathematics	Statistics and probability	<ul style="list-style-type: none"> • Data representation and interpretation
The Arts: Visual Arts	Making	<ul style="list-style-type: none"> • Developing skills and processes • Ideas • Skills • Production • Inquiry
Technologies: Digital Technologies	Processes and production skills Creating solutions by:	<ul style="list-style-type: none"> • Designing
Technologies: Design and Technologies	Processes and production skills Creating solutions by:	<ul style="list-style-type: none"> • Designing

Cross curriculum Priorities: Sustainability, Aboriginal and Torres Strait Islander histories and cultures (if completing extension activity)

General Capabilities: Literacy, critical and creative thinking, personal and social capability, Information and communication technology (ICT) capability, intercultural understanding

Research Worksheet

Group members: _____

Our decade of research is: _____

Three things we want to find out:

1:

2:

3:

Interesting ideas we learnt while researching our questions:

New vocabulary and definitions:

New vocabulary and definitions:

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Where we found the answers to our questions:

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The answers to our questions:

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