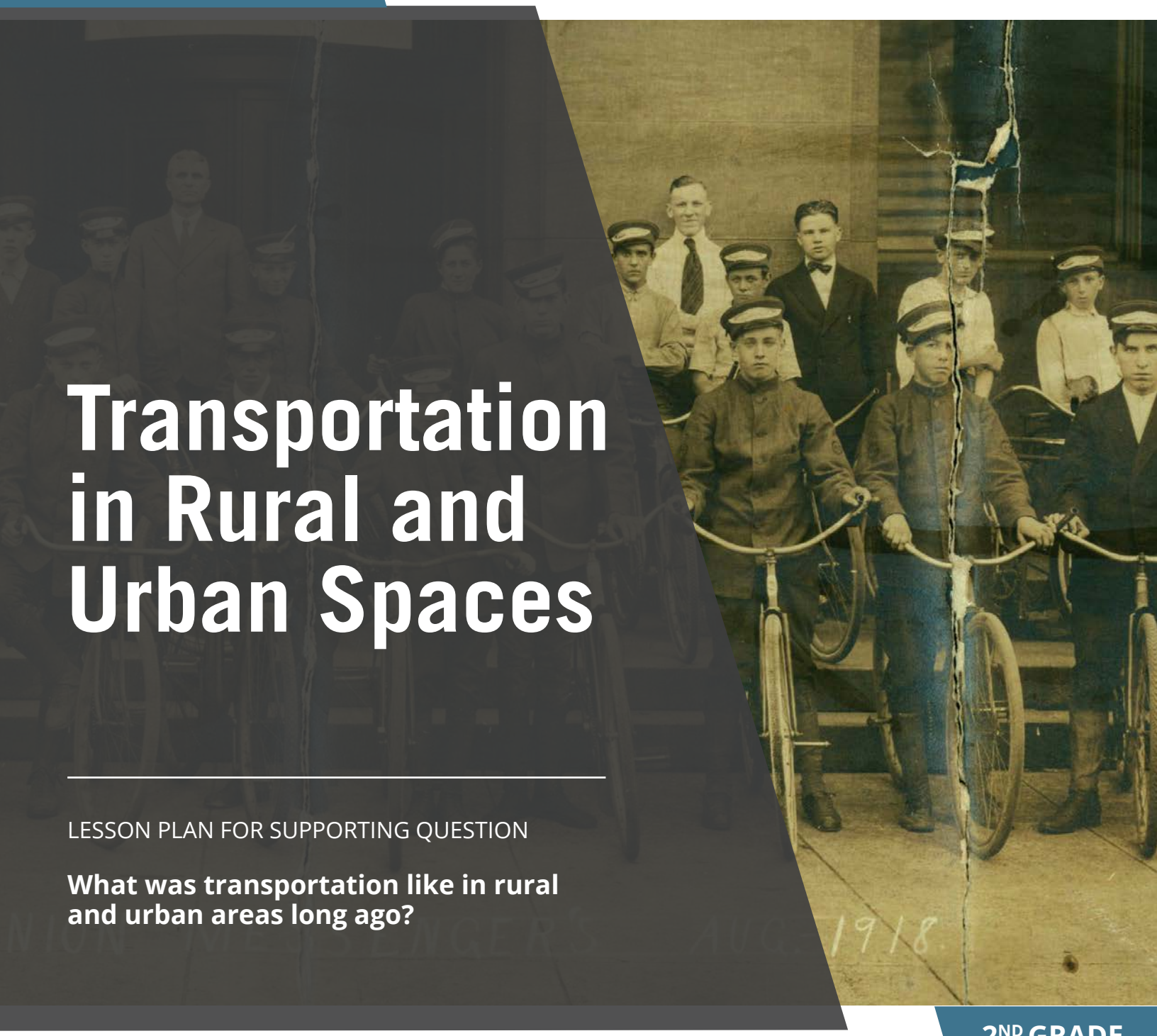
READ IOWA HISTORY

EDUCATOR MATERIALS



Transportation in Rural and Urban Spaces

LESSON PLAN FOR SUPPORTING QUESTION

What was transportation like in rural and urban areas long ago?

2ND GRADE

STATE HISTORICAL SOCIETY OF IOWA
IOWA DEPARTMENT OF CULTURAL AFFAIRS

LIBRARY OF CONGRESS TEACHING WITH PRIMARY SOURCES

Introduction to Read Iowa History

About Read Iowa History

Through the Library of Congress Teaching with Primary Sources grant, the State Historical Society of Iowa developed Read Iowa History — free, downloadable K-5 lesson plans to build and develop reading and critical thinking skills with primary sources in the classroom.

Primary sources (from the digital **Primary Source Sets collection**) are used to help students learn from multiple perspectives, develop primary source-based claims and evidence, and to interpret documents and images of the past. These lessons were developed with the Iowa Core Social Studies and Literacy Standards. Each unit includes ready-to-use source material, worksheets, educator lesson plans and assessment tools and activities. You, the educator, are encouraged to explore the unit, and use materials as they see fit for their students. You are welcome to alter lesson plans, worksheets and assessments to best align with their curriculum.

Please check out the **Primary Source Sets toolkit** to learn more about using primary sources in the classroom.

What's Included

Educator Materials

Sources are accompanied by an educator lesson plan. This plan includes: the unit compelling question, unit supporting question, objectives, background information, vocabulary lists or cards, a materials list and instructions. There also is a "formative assessment" to wrap up each part of the unit and to check for comprehension. You are welcome to use the activities that are suggested or create their own with the primary sources.

Student Materials

Many of the unit instructions are accompanied by a worksheet that can be copied and distributed to students as they analyze the primary source(s) to assist in their application and comprehension. These worksheets are optional but may provide a structure for students to think critically about the primary sources they are analyzing. These reproduceable student worksheets are available in the **Student Materials PDF** (on website, below "Educator Materials") for this topic.

Courtesy of the State Historical Society of Iowa, Des Moines Register & Tribune, 1940

Formative Assessments, Lesson Summative Assessment and Scoring Options

The formative assessments, lesson summative assessment and possible scoring options allow you to evaluate how students comprehend and apply the knowledge they learned from the individual primary source activities. Assessment instructions, example worksheet(s) and possible scoring options are located at the end of this Read Iowa History section. Reproduceable assessment worksheet(s) also are available in this topic's **Student Materials PDF**.

Transportation in Rural and Urban Spaces

2nd Grade

Overview

In this unit, students will develop and demonstrate chronological thinking skills, analyze photographs by becoming an "Image Detective," discuss various transportation modes and routes and compare life long ago in rural and urban areas through the lens of transportation.

Unit Compelling Question

How is life the same and different in rural and urban areas?

Unit Supporting Question

What was transportation like in rural and urban areas long ago?

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Compelling and Supporting Questions

2nd Grade

How to Apply Read Iowa History Lessons to Other Primary Sources

The origin of Read Iowa History lessons stem from the **Primary Source Sets**, which are a collection of primary sources that focus on a topic and are structured under a compelling question and multiple supporting questions (typically three). Five or six primary sources are used to address and help students answer a single supporting question. Read Iowa History takes one supporting question, the primary sources addressing that question and instructions (divided into parts) to integrate these primary sources in the classroom through different activities.

These lessons, instructions, worksheets, tools and assessment suggestions can be applied to all of the K-5 **Primary Source Sets**.

Unit Compelling Question

The compelling question drives students to discuss, inquire and investigate the topic of a unit of understanding.

How is life the same and different in rural and urban areas?

Unit Supporting Questions

Supporting questions scaffold instruction to help students answer the compelling question. Their aim is to stimulate thought, to provoke inquiry and spark more questions. The supporting question that is highlighted above is the question that was used in this Read Iowa History. The **bolded** questions below is the supporting question for this Read Iowa History unit.

1) What was transportation like in rural areas long ago?
2) What is transportation like in rural areas today?
3) What was transportation like in urban areas long ago?
4) What is transportation like in urban areas today?

Read Iowa History: Transportation in Rural and Urban Spaces

This Read Iowa History lesson addresses “How is life the same and different in rural and urban areas?” and “What was transportation like in rural and urban areas long ago?” and includes lesson plans, worksheets, suggested assessments and other tools.

Standards and Objectives

Iowa Core Social Studies Standards	
No.	**Standard**
SS.2.16.	Using maps, globes, and other simple geographic models, evaluate routes for people or goods that consider environmental characteristics.
SS.2.17.	Explain how environmental characteristics impact the location of particular places.

Iowa Core Literacy Standards	
No.	**Standard**
W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Objectives

- I can demonstrate chronological thinking skills.
- I can understand some of the differences between urban and rural areas long ago.
- I can evaluate routes for goods, including showing consideration for environmental characteristics such as mountains, rivers, etc.
- I can analyze images including the who, what, when, where and why.

Background Essay

Utilize this background essay, in whole or in parts, with students to provide further context and understanding about rural and urban transportation. You can read it aloud to students, utilize excerpts and introduce the vocabulary words. The essay is also referenced in parts of this Read Iowa History to assist students in their interpretation and analysis of primary sources.

Transportation is about how to get from here to there. What is the **route** and what is the mode of travel? Walking from one place to another with whatever one could carry was the earliest form of **transportation**, and the first **routes** were paths through fields or woods. Where there were rivers, small rafts, canoes and boats provided easier and faster travel than by foot, and they were capable of carrying larger loads than a single person. People by the sea learned how to catch the wind in a boat's sails and travel to distant ports for trade and exploration.

In early Iowa, rivers were the first highways. Indians, French and British fur traders loaded canoes to trading posts that sent furs to the East Coast and on to Europe. The Missouri and Mississippi Rivers and their tributaries provided an extensive system of water routes. Early Iowa settlers often arrived by sailing down the Ohio to St. Louis or up from New Orleans and then landing in one of the Mississippi River towns. Western Iowa pioneers established Council Bluffs and Sioux City along the Missouri where they could get supplies.

Stage coaches and wagons drawn by horses or oxen could take early settlers across land where there were no navigable rivers. In the 1850s, railroads extended their first lines west of the Mississippi and soon were bringing waves of pioneers seeking homes on the fertile Iowa prairies. Trains could travel in all weather, haul tons of freight on each trip and make travelers much more comfortable. Being on a rail line was so important to a town's survival that local citizens invested in them and voted public bonds to support them. In western Iowa, the railroad companies platted towns along their routes. Soon, nowhere in Iowa was more than 10 miles from a rail line.

The automobiles greatly helped to end the isolation many farm families felt. While there were still many **rural** one room schools by 1920, more farm children started enrolling in town high school, and their families no longer made only Saturday night shopping trips into town. Trucks and buses added new forms of travel and hauling. Airplanes made their appearance in the Iowa skies in the early 20th century. The U.S. Post Office added air mail service. Airports in the larger cities connected Iowans with distant destinations, both in the U.S. and abroad. The interstate highway system made automobile travel much faster and safer.

Today, when automobiles are almost universal among Iowa families, there is not that much difference between **rural** and ***urban*** **transportation**. **Urban** residents often have more access to public or commercial resources, like taxis or buses, and **rural** residents usually have longer trips to airline terminals. However, **rural** trips rarely experience the heavy traffic of **urban** rush hour. Access to affordable, reliable and convenient **transportation** is a critical factor in modern life. Iowans have good roads but it is costly to maintain such an extensive system.

Just like technology changes and modes of **transportation** change, definitions change over time as well. For the purposes of this source set, "**long ago**" means anything pre-1960, and, with a couple of exceptions, the "today" sources are all in the 21st century. The U.S. Census Bureau revised the population requirement for an **urban** area since the U.S. population has more than tripled from 1900 to 2000. For the purposes of this source set, the "long ago" definition of **urban** is a population of 2,500 or more people, which was set in 1910 and remained until 1950. In the "today" category, we use the 2000 definition from the U.S. Census Bureau of 50,000 or more people.

Vocabulary Words

- Consumer
- Long Ago
- Natural Resource
- Producer
- Route
- Rural
- Urban
- Transportation

Introducing Transportation and Maps

Unit Compelling Question

How is life the same and different in rural and urban areas?

Unit Supporting Question

What was transportation like in rural and urban areas long ago?

Overview

Students will be introduced to the word "transportation," as well as different transportation modes and routes. This introductory activity about maps connects how roads are ways for producers to get their products to consumers. If available, the trade book *Market Maze* by Roxie Munro offers an engaging format as students search for images on each themed page as several producers (fishermen, apple growers, flower growers, bakers, etc.) produce and transport their product to an urban farmer's market. Students can follow their journey and learn about maps as small graphic representations of a large space and the environmental characteristics of that location.

Instructions

1. **Introducing "Transportation"**
   Display these word parts to students: **port** means *to carry*, **trans** means *across*, **ation** means *an action or process.*

2. Have students discuss these questions: What word fits all three of these parts? What does that word mean?

3. **Activate Prior Knowledge**
   Now, ask students: How many forms of transportation can you name?

4. Introduce the concept of maps and transportation routes to students. Here are two materials that you could use to do that:
   - Find a book with a real or fictitious road map. One great option is *Market Maze* by Roxie Munro. If using this book, read the introduction and display "It's Apple-Picking Time!" (pg. 6-7) or use this **free digital version**. This is available as an ebook to Epic! subscribers.
   - Consider displaying a map of your community, maybe through the use of Google Maps. Help students make the connection to how their community is represented on this map by looking at familiar landmarks.

5. Talk to students about how maps are representations of real or imaginary places. Maps help people to understand a big area of land and water. They also show major roads, landmarks and environmental characteristics like mountains, rivers, etc. Using either "It's Apple-Picking Time!" or a map of your community, discuss how transportation routes must be planned around environmental characteristics such as waterways, mountains, rock formations, etc.

6. Read and follow the directions on the **"It's Apple-Picking Time!" page**. Ask students the following question: Which natural resources are gathered by the producers and transported to the consumers?

Instructions continued on next page

Materials

- **Suggested Book:** *Market Maze* by Roxie Munro
- **"Market Maze" worksheet**, if using book

Introducing Transportation and Maps

Instructions continued

7. Display the worksheet and complete one together as a model, using "It's Apple-Picking Time!" You can continue to use subsequent pages from the book as literacy center activities for students to practice locating transportation routes that connect producers to consumers. Reproduce this **"Market Maze" worksheet** for students to record about their thinking.

8. **Formative Assessment:** Observe students talking. Do they understand that a map represents a geographic location? Do they understand that lines represent roads or routes and that the names on a map tell us the names of rivers, roads, towns, buildings, etc.? Are students using the term "transportation" to understand that goods are carried from one place to another? Do students talk about different modes of transportation (truck, bike, boat, walking, etc.) even if they don't use the term mode? If the same misconception is heard more than once while listening to various students, it needs to be addressed with the whole class during discussion.

Market Maze Worksheet

This is an example worksheet that corresponds with the instructions in Part 1 to analyze the book, *Market Maze*. This version of the worksheet is for you, the educator, to fill out, add notes and utilize. A version of this worksheet is available for reproduction to students in this topic's Student Materials PDF.

Directions: Circle the title of the map you are using from the book, *Market Maze*, by Roxie Munro.

Good Catch Today	It's Apple-Picking Time	Milk for Cereal, and Ice Cream Too	Love the Corn on the Cob	Pansies are My Favorite	I Want Mine Scrambled	Eat Your Veggies	Now For the Yummies

Which natural resources are gathered by the producers and transported to the consumers?

Natural Resources

Producers

Kinds of Transportation

Consumers

Chronological Sequencing of Historical Images

Unit Compelling Question

How is life the same and different in rural and urban areas?

Unit Supporting Question

What was transportation like in rural and urban areas long ago?

Overview

Students will play the game "Make One Move" to practice the skill of chronological sequencing using primary sources. This game forms the foundational skill of chronological thinking that is fundamental to historians. This same skill will be assessed independently in **part four**. Emphasize how technology changes can show chronological sequence and so can understanding the year of the photos. Number lines and understanding of place value are natural math connections to this game.

Source Backgrounds

Source 1: This 1928 photo shows children standing beside a horse-drawn bus for the Webster Consolidated School in Keokuk County, Iowa.

Source 2: The 1937 photo features a wooden bus of the Renwick Independent School in Renwick, Iowa.

Source 3: Residents are standing beside wagons of potatoes onto a Chicago, Burlington & Quincy railcar into 1903.

Source 4: This photo shows a dump truck of the Eclipse Lumber Company in Clinton, Iowa, in 1913.

Source 5: This photo is a bird's eye view of Tipton Consolidated school buses.

Source 6: This 1918 photo shows a Western Union messenger team with bicycles/motorcycles in Iowa.

Source 7: The image shows a delivery wagon of Flynn Farm Dairy on a residential street in Iowa.

Source 8: This photograph shows elevated railroads in the Bowery in the southern part of Manhattan.

Instructions

1. Have students gather as a whole class. Display the eight primary source photographs on an easy-to-sort surface so all students can see.

2. Demonstrate the "Make One Move" game with a small group:
   - Select four students to play the game as an example.
   - Tell students this is a "no talking" game. The players have to guess in their heads why other students are making that move. The goal is to get the photos in the correct order from oldest to most recent.
   - Put four of the photos up in a horizontal line. One at a time, each student will pick up one photo and move it to another place in line.
   - Have students "turn and talk" to a partner about why they think the photos are in the correct or incorrect order

Materials

- Eight primary source images

Instructions continued on next page

Chronological Sequencing of Historical Images

Instructions continued

- At the end of each turn, everyone who is playing has to shake their head "yes" or "no" if the photos are in the correct order.
- The initial game is over when the whole group agrees that the photos are in the correct order.
- After a turn or two, teacher asks students, "What are you looking at in the photographs to make your decision?" Students may point out items such as clothing, wheels or the material that is found in regard to the form of transportation.

3. Play the game as a whole class or possibly as small groups.

4. **Formative Assessment:** As students think about if the photos are in the correct chronological order, listen to students as they answer and talk through any important misconceptions.

Sources 1 & 2

Source 1

Courtesy of the State Historical Society of Iowa, Des Moines Register & Tribune, 1940

Source 2

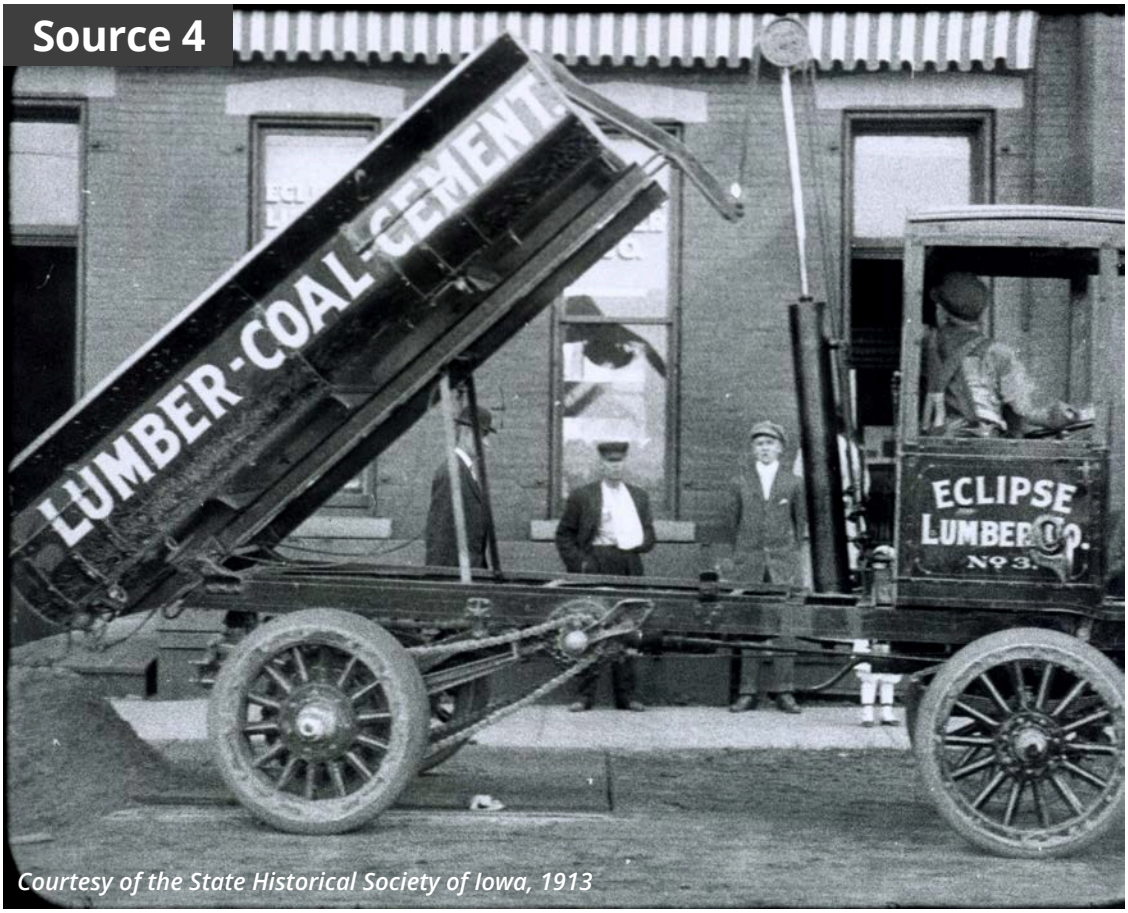
Courtesy of the State Historical Society of Iowa, Des Moines Register & Tribune, October 1937

Sources 3 & 4

Source 3

Courtesy of the State Historical Society of Iowa, 1903

Source 4



Courtesy of the State Historical Society of Iowa, 1913

Source 5

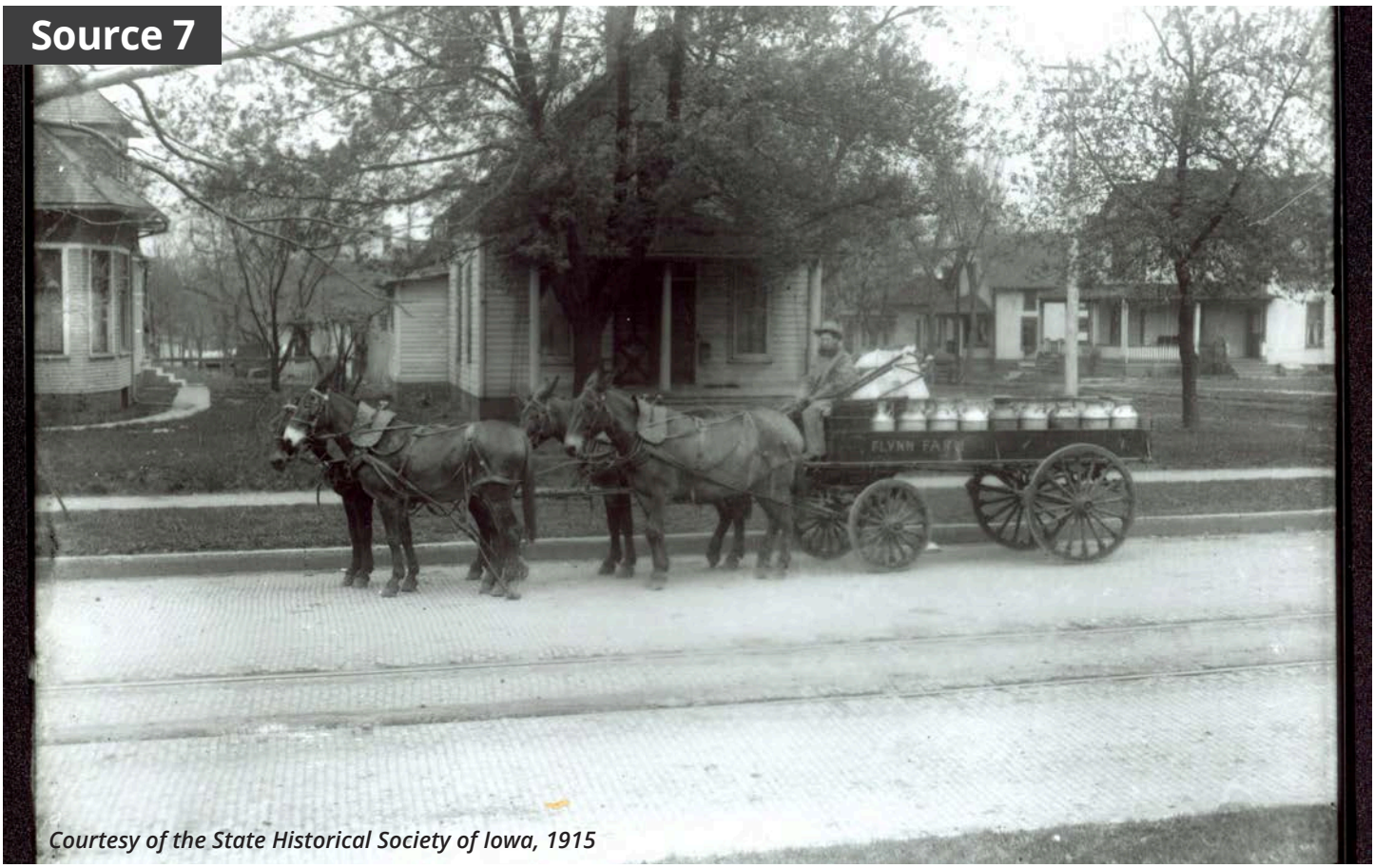
Courtesy of the State Historical Society of Iowa, Des Moines Register & Tribune, 1940

Source 6

Courtesy of the State Historical Society of Iowa, Shearer & Johnson, August 1918

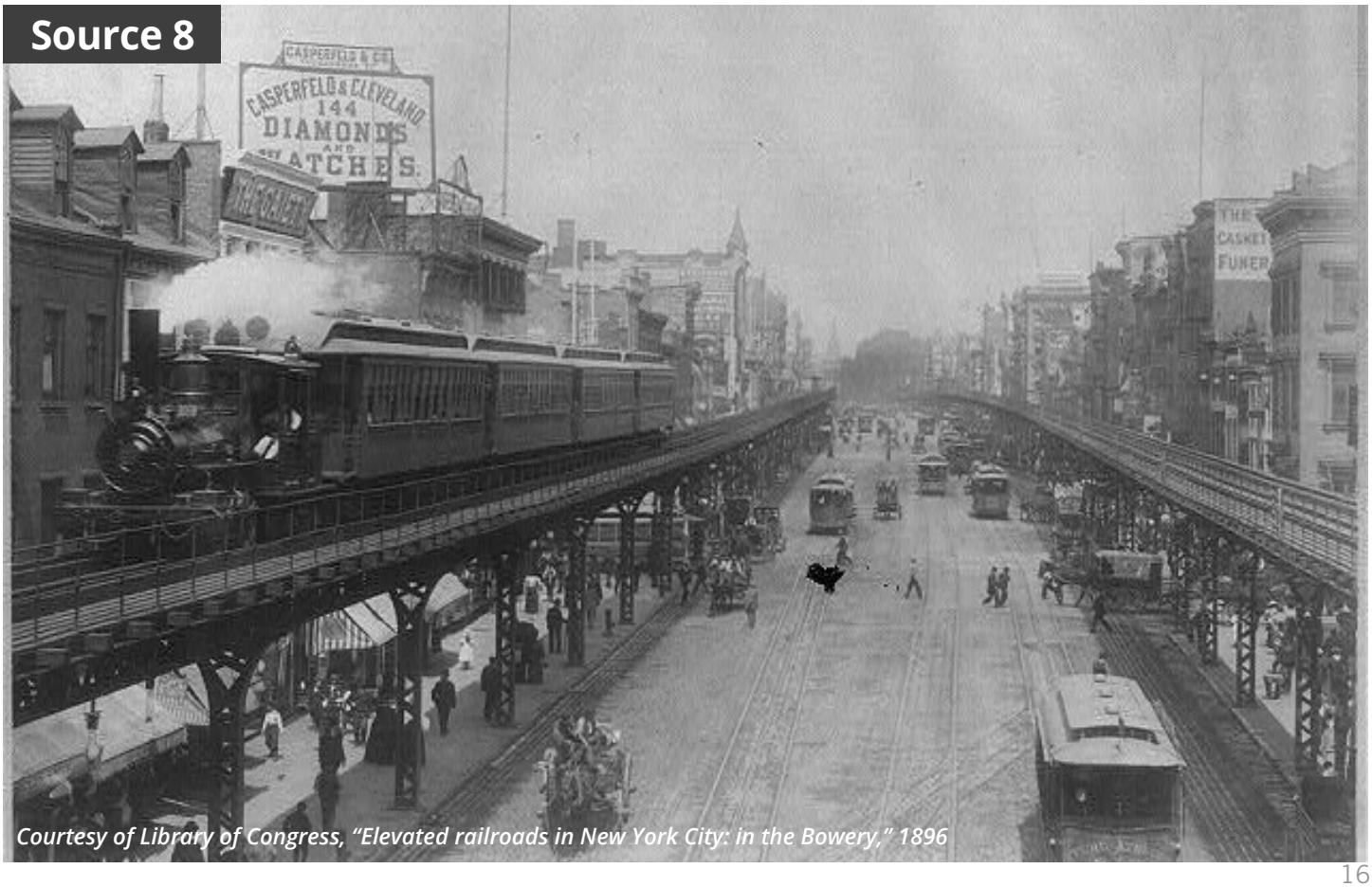
Sources 7 & 8

Source 7



Courtesy of the State Historical Society of Iowa, 1915

Source 8



Courtesy of Library of Congress, "Elevated railroads in New York City: in the Bowery," 1896

Transportation in Rural Spaces from Long Ago

Unit Compelling Question

How is life the same and different in rural and urban areas?

Unit Supporting Question

What was transportation like in rural and urban areas long ago?

Overview

Students will analyze sources in order to answer the question, "What did transportation in rural places look like long ago?" Students will analyze each historical photograph by explaining the who, what, when, where and why that they observe in the photo.

Source Background

These four photos from **"long ago,"** show what early road and rail transportation looked like. Early forms of transportation in Iowa were paths and people carried what they could. Wagons allowed people to move more items, but often at a very slow pace. Automobiles and roads allowed for faster transportation but also cost more money. Railroads allowed for faster and more comfortable transportation, especially over long distances. The railroad was so important to Iowans that many towns located or even relocated to be along them, and by the late 1800s, no one in Iowa was more than 10 miles from a rail line. The **"Galbraith's Railway Mail Service Maps, Iowa, 1897"** shows the complex network of railroad lines in Iowa. These sources show life in rural areas long ago, and, for the purpose of this lesson, this Read Iowa History is using the 1910-1950 U.S. Census definition of "rural" as being less than 2,500 people. See the **GIS Story Map on Rural America** for more information.

Source 1: This 1928 photo shows children standing beside a horse-drawn bus for the Webster Consolidated School in Keokuk County, Iowa.

Source 2: The photo features a wooden bus of the Renwick Independent School in Renwick, Iowa, in October 1937.

Source 3: Residents are shown standing beside wagons in the process of loading potatoes onto a Chicago, Burlington & Quincy railcar into 1903.

Source 4: This photo shows a dump truck of the Eclipse Lumber Company in Clinton, Iowa, in 1913.

Instructions

1. Display photos for your students. Tell them that these photos show transportation in rural places from long ago. Explain how for a long time, people have needed to figure out their modes of transportation and routes.

2. Display "**Wagons of Potatoes to Railroad Train, Lacona, 1903**," along with the **"Be an Image Detective" worksheet** for the class. As a class, talk through the title, kind of image and the "Start with the Basics," "Observe..." sections. Leave "Put the Pieces Together" and "Questions..." for later.

Instructions continued on next page

Materials

- Four primary source images
- **"Be an Image Detective!" worksheet**
- **Optional: "Bird's Eye View Map of Marengo, Iowa, 1868"**

Transportation in Rural Spaces from Long Ago

Instructions continued

3. Repeat this process with the image **"Horse-Drawn Bus, Keokuk County, Iowa, 1928."**

4. Start the analysis with the photos of the **"Wooden Bus of the Renwick Independent School in Iowa"** and **"Eclipse Lumber Company Truck in Clinton, Iowa"** but stop after "The Basics" section on the analysis tool. Students will work with a partner to complete the observation part for the images.

5. **Optional:** Give students a magnifying glass as they make observations.

6. As a whole group, ask the students to tell what they think "long ago" means. Then show the **vocabulary card** with definition to see if they are correct. Repeat with the **"rural" vocabulary card**.

7. For the whole group, display all four photos. Talk through the remaining sections of the **"Be an Image Detective" worksheet**, focusing on gathering evidence to answer the question: What was transportation like in rural areas long ago?

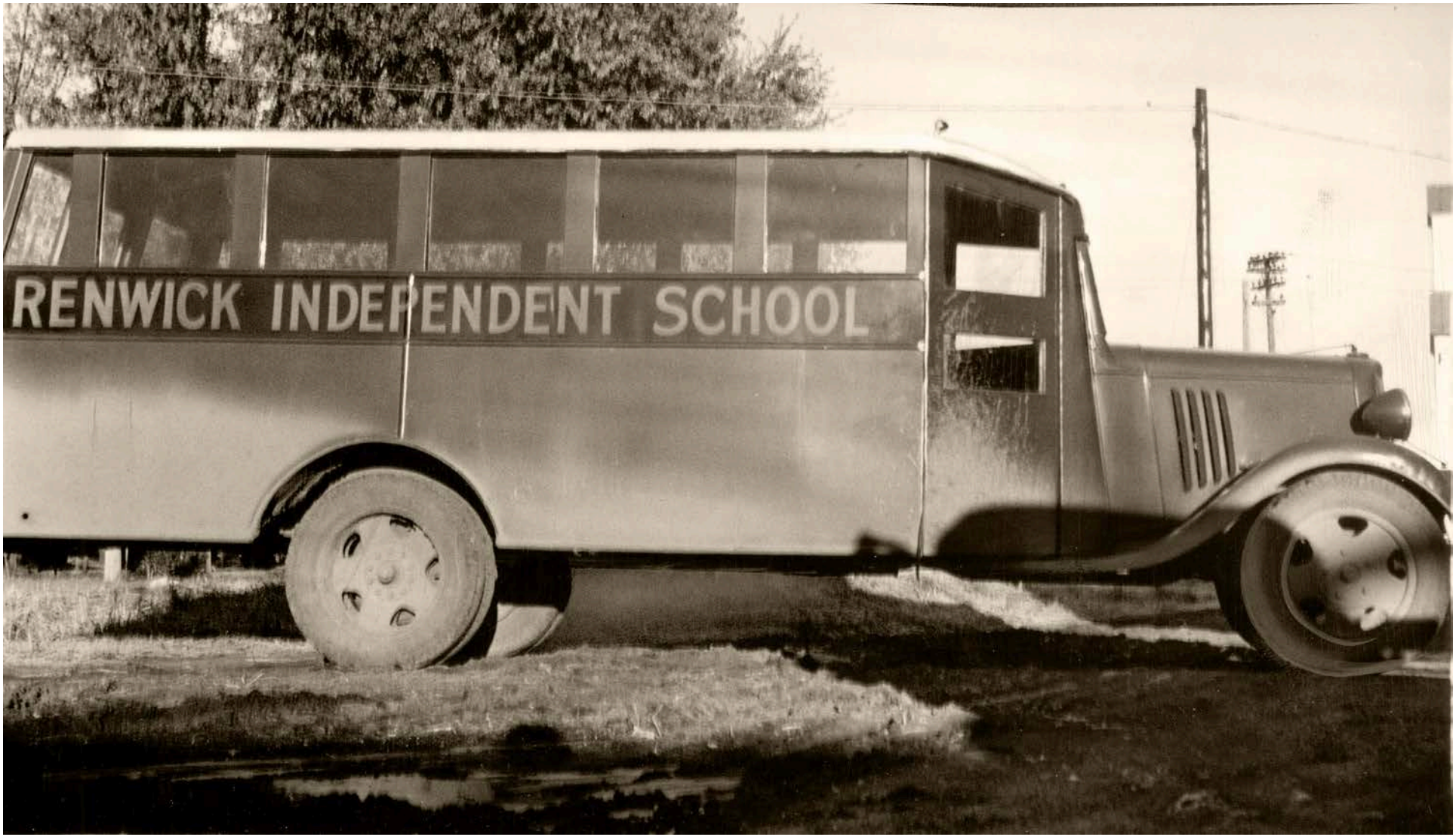
8. **Optional Activity:** Display the image of the **"Bird's Eye View Map of Marengo, Iowa, 1868."** Discuss how this map from long ago shows what a rural community looked like. Describe the routes and modes of transportation that people in Marengo and farmers in Iowa used long ago.

9. **Formative Assessment:** During work time, observe students to see if they identify evidence within the image. Ask students to describe transportation in rural places long ago using evidence gathered from the photos.

Horse-Drawn School Bus in Webster, Iowa, 1928

Courtesy of the State Historical Society of Iowa, 1928

Wooden Bus of the Renwick Independent School in Iowa, October 1937



Courtesy of the State Historical Society of Iowa, Des Moines Register & Tribune, October 1937

People Loading Potatoes onto a Chicago, Burlington & Quincy Railcar, 1903

Courtesy of the State Historical Society of Iowa, 1903

Eclipse Lumber Company Truck in Clinton, Iowa, 1913

Courtesy of the State Historical Society of Iowa, 1913

Be an Image Detective!

This is an example "Be an Image Detective" worksheet to help guide students in their analysis of images that are primary sources. This version of the worksheet is for you, the educator, to utilize. A printable version of this worksheet is available in this topic's Student Materials PDF.

Title: **Who made the image?** **What year?**		**What kind of image is it?** **___ photo** **___ drawing/cartoon** **___ painting** **___ advertisement** **___ something else**
Start with the Basics In one sentence, what is happening in this image? Is the image ... ____ black & white ____ color What does this tell us about when the image was made? Is there a caption? ____ yes ____ no If so, what does the caption tell you?	**Observe ... Look for the Details** Describe what you see in the image. What are the people doing in the image? What are the objects used for in the image?	**Put the Pieces Together** Where do you think this image takes place? What is its location? What evidence tells you that? What time period? What evidence tells you that? Why do you think this image was made? How does this image compare to modern times?
What questions does this image lead you to ask?		

Transportation in Urban Spaces from Long Ago

Unit Compelling Question

How is life the same and different in rural and urban areas?

Unit Supporting Question

What was transportation like in rural and urban areas long ago?

Overview

Students will analyze primary sources in order to answer the question, "What did transportation in urban places look like long ago?" Students will analyze each historical photograph by explaining the who, what, when, where and why that they observe in the photos.

Source Background

These four photos from **"long ago,"** show what early road and rail transportation looked like. Early forms of transportation in Iowa were paths and people carried what they could. Wagons allowed people to move more items, but often at a very slow pace. Automobiles and roads allowed for faster transportation but also cost more money. Railroads allowed for faster and more comfortable transportation, especially over long distances. The railroad was so important to Iowans that many towns located or even relocated to be along them, and by the late 1800s, no one in Iowa was more than 10 miles from a rail line. See the **GIS Story Map on Rural America** for more information.

Source 1: This photo is a bird's eye view of Tipton Consolidated school buses.

Source 2: This 1918 photo shows a Western Union messenger team with bicycles/motorcycles in Des Moines, Iowa.

Source 3: The image shows a delivery wagon of Flynn Farm Dairy on a residential street in Des Moines, Iowa.

Source 4: This photo shows elevated railroads in the Bowery, a neighborhood in the southern part of Manhattan, New York City.

Instructions

1. Display the photos for your students. Tell them that these photos show transportation in urban spaces from long ago, and as you all continue to work as historical detectives, the class is going to look and see how transportation in urban spaces long ago was different than rural spaces.

2. Display **"Elevated Railroads in New York City, 1896,"** along with the **"Be an Image Detective" worksheet** for the class. As a class, talk through the title, kind of image and the "Start with the Basics," "Observe..." sections. Leave "Put the Pieces Together" and "Questions..." for later.

3. Repeat this process with the image, **"Horse-Drawn Wagon Filled with Flynn Farm Dairy Milk Cans in Des Moines, Iowa, 1915."**

Instructions continued on next page

Materials

- Four primary source images
- **"Be an Image Detective!" worksheet**
- **Optional: "Bird's Eye View Map of Marengo, Iowa, 1868"; "Panoramic Map of Davenport, Iowa, 1888"**

Transportation in Urban Spaces from Long Ago

Instructions continued

4. Start the analysis with the photos of the **"Western Union Messengers in Des Moines, Iowa"** and **"Tipton Consolidated School Buses"** but stop after "The Basics" section on the analysis tool. Students will work with a partner to complete the observation part for the images.

5. **Optional:** Give students a magnifying glass as they make observations.

6. As a whole group, ask the students to tell what they think "urban" means. Then show the **vocabulary card** with definition to see if they are correct.

7. For the whole group, display all four photos. Talk through the remaining sections of the **"Be an Image Detective" worksheet**, focusing on gathering evidence to answer the question: What was transportation like in rural and urban areas long ago? Compare and contrast the rural and urban transportation - what is similar and what is different? Why?

8. **Optional Activity:** Display the image of the **"Bird's Eye View Map of Marengo, Iowa, 1868"** (which shows a rural area as depicted by the images in **part 3**) and **"Panoramic Map of Davenport, Iowa, 1888."** Ask students to compare and contrast the images aloud. How were people's needs for transportation different in rural spaces and urban spaces?

9. **Formative Assessment:** During work time, observe students to see if they identify evidence within the image. Ask students to describe transportation in rural places long ago using evidence gathered from the photos.

Tipton Consolidated School Buses, 1940

Courtesy of the State Historical Society of Iowa, Des Moines Register & Tribune, 1940

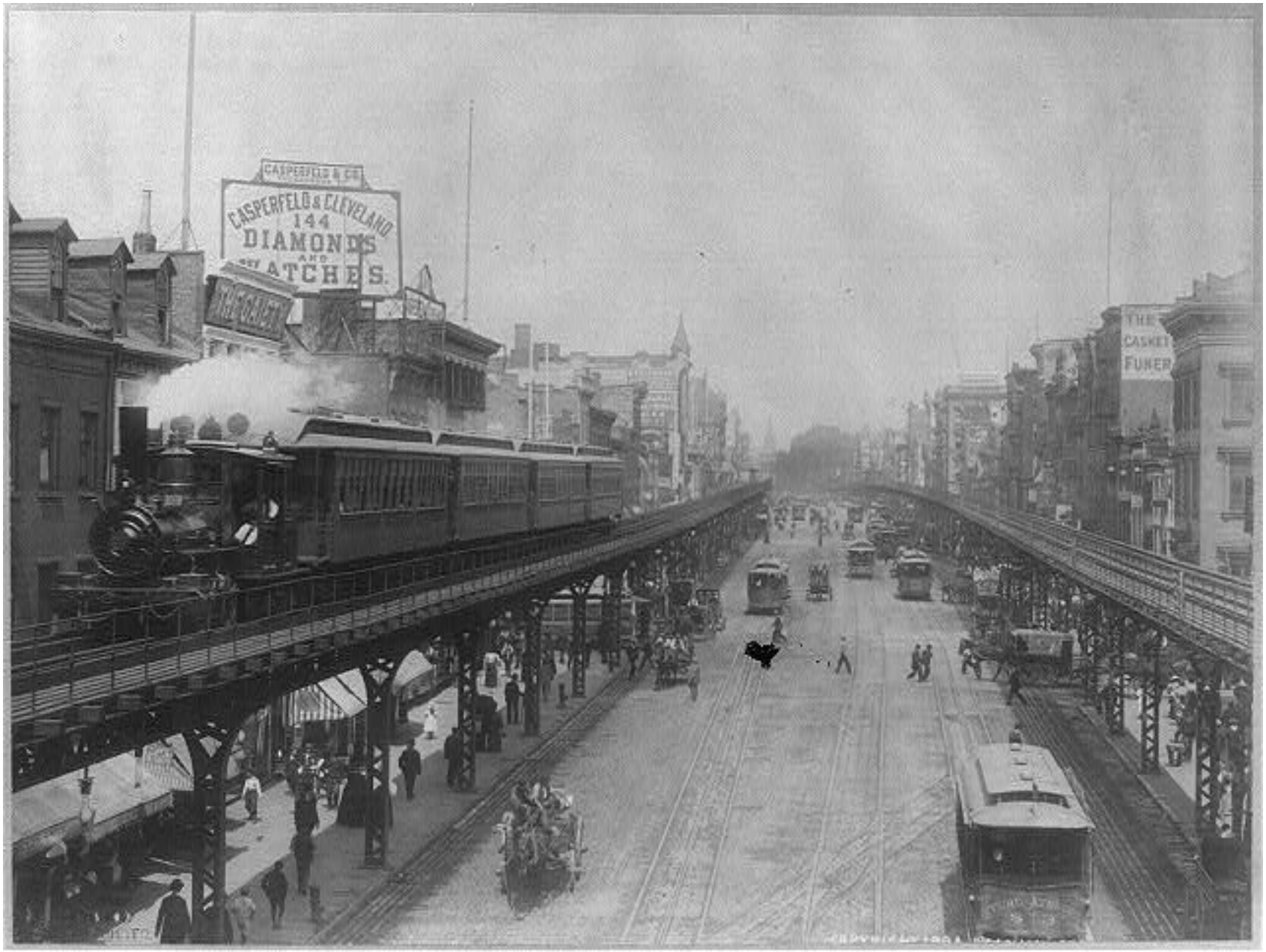
Western Union Messengers in Des Moines, Iowa, August 1918

Courtesy of the State Historical Society of Iowa, Shearer & Johnson, August 1918

Horse-Drawn Wagon Filled with Flynn Farm Dairy Milk Cans in Des Moines, Iowa, 1915

Courtesy of the State Historical Society of Iowa, 1915

Elevated Railroad in New York City, 1896



Courtesy of Library of Congress, "Elevated railroads in New York City: in the Bowery," 1896

Lesson Summative Assessment #1

Unit Compelling Question

How is life the same and different in rural and urban areas?

Unit Supporting Question

What was transportation like in rural and urban areas long ago?

Assessment 1: Chronological Thinking Skills Instructions

1. Students will be shown three images, and they will be asked to chronologically sequence them.
2. Distribute **"Sequence of Events" worksheet** and explain the directions.
3. Give students work time. The clues section of the assessment measures students' ability to identify evidence that supports their answer. Both the year of the photo and technology in the photo (such as what the tires are made of) show evidence of chronological thinking skills.

Assessment Scoring Options

Proficient	Student shows understanding of chronological thinking skills, answers are accurate
Developing	Mixture of some accurate and some inaccurate parts
Beginning	Student unable to write any ideas in the given time and/or ideas are very inaccurate

Sequence of Events Worksheet

This is an example worksheet that corresponds with the instructions for the Lesson Summative Assessment #1. This version of the worksheet is for you, the educator, to utilize. A printable version of this worksheet is available in this topic's Student Materials PDF.

Label these photos in number order with 1 as the oldest photo and 3 as the newest photo (photo 2 is inbetween).

☐ Wooden Bus of the Renwick Independent School, Renwick, Iowa 1937

☐ Horse-Drawn Bus, Keokuk County, Iowa, 1928

☐ Tipton Consolidated School Buses, Tipton, Iowa, 1940

Circle the clues that helped you to figure that out.

Write one sentence telling how you know which photo is oldest and which photo is the newest.

_____

_____

Grade	**Proficient** Shows understanding of chronological order, accurate	**Developing** Mixture of some accurate and some inaccurate parts	**Beginning:** Unable to write any ideas in the given time and/or ideas are very inaccurate

Lesson Summative Assessment #2

Unit Compelling Question

How is life the same and different in rural and urban areas?

Unit Supporting Question

What was transportation like in rural and urban areas long ago?

Assessment 2: Applying Ideas about Transportation Instructions

1. In this assessment, students will answer the question, "Why does transportation look different in rural and urban areas?" by using the information they gathered previously and their own background knowledge to answer this application question.
2. Assign students to groups of three or four people.
3. Give students the question and ask them to agree on an answer to share with the teacher and/or the class. They must include evidence in their answer as they explain their answer.
4. Students with strong understanding will say something like, "People in rural areas have different needs than people in urban areas. People in rural areas have a farther distance to travel." Students could also talk about the availability of technology such as, "People in urban areas long ago could ride a passenger train, but people in rural areas did not have passenger trains to ride."
5. **Optional:** Groups will dictate a paragraph to the teacher that tells their answer and explains why they picked that answer.

Assessment Scoring Options

Proficient	Student shows understanding of urban and rural areas, answers are accurate
Developing	Mixture of some accurate and some inaccurate parts
Beginning	Student unable to write any ideas in the given time and/or ideas are very inaccurate

READ IOWA HISTORY

Rural

READ IOWA HISTORY

Urban

READ IOWA HISTORY

Route

READ IOWA HISTORY

Transportation

Rural

Rural means relating to or characteristic of the country or the people who live there. Typically means a population of less than 2,500 people.

Urban

Urban typically refers to cities or people who live in cities. Usually, an urban area includes a population of 2,500 people or more.

Route

A route is the path from one place to another. It is a way for travel or movement, the path from point A to point B.

Transportation

Transportation is the act of moving something from one location to another. It is how people and goods get from here to there.

READ IOWA HISTORY

Producer

READ IOWA HISTORY

Consumer

READ IOWA HISTORY

Natural Resource

READ IOWA HISTORY

Long Ago

Producer

A producer is someone who makes or gathers goods and resources.

Consumer

A consumer is someone who uses goods and resources.

Natural Resources

A natural resource is something found naturally in nature such as trees, coal, and fish.

Long Ago

The period of time that happened in the distant past. Long ago in this Read Iowa History is defined as about 75 to 200 years ago; from about 1750 to about 1950.

Additional Resources for Educators

Transportation in Rural and Urban Spaces Primary Source Set
This is a digital collection of primary and secondary sources that highlight how transportation has changed in rural and urban America over time.

***Market Maze* by Roxie Munro**
This is a picture book about transportation routes for different products, such as fish, apples, dairy products, corn, vegetables, flowers, eggs and baked goods. Information on all of the products and their journeys is included along with answers to all of the mazes.

GIS Story Map on Rural America
This interactive website provides resources to explore U.S. Census population data in regard to rural America.

Galbraith's Railway Mail Service Maps of Iowa
This Library of Congress resources includes historical map of Iowa shows the complex network of railroad lines in Iowa in 1897.