

# Transportation Systems

## Culminating Projects

Consider introducing the culminating projects at the outset of the Transportation Systems unit so that students can gather information along the way. These projects are designed as opportunities for students to demonstrate their learning and their response to the question, “How do cultural attitudes affect day-to-day life, both intentionally and unintentionally?”

Choose the project option or options that best fit your class’s needs:

### Individual Online Project

#### ExhibitBuilder: Curate Your Own Exhibition

Create your own exhibition through **The Henry Ford’s** website, using digitized artifacts and the ideas and information you learned through this unit. The topic of your exhibition should be, “How do cultural attitudes affect day-to-day life, both intentionally and unintentionally?” It should tie in to current news on transportation systems. There are a number of angles to take with this project, so focus on what aspect of the topic matters most for you, and be creative! Use **The Henry Ford’s** Transportation in American Life website to access the ExhibitBuilder activity – or [click here](#).

### Class Off-line Project

#### Social Research

Collect data that future historians will find useful in studying how cultural attitudes affect day-to-day life. Using the American Attitudes Survey from Lesson 2 as a model, develop a survey with questions about attitudes, consumption of goods, use of personal and mass transportation, and funding public goods, such as transporta-

tion systems. Target specific audiences to study, such as teenagers, parents, etc., and distribute the survey. Compile the results, and work as a group to draw conclusions about American attitudes about transportation-related issues today. Students can write individual conclusion papers for assessment. Check with your school, library or local museum or historical society about donating a copy of the research for future historians’ use.

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## Extension Activities

### Community Transportation History

Have students research the history of transportation in your community. Was the establishment and location of the community due to transportation in any way (is the community located along a river, at a major cross-roads, etc.)? How were routes for the first roads chosen (are they along a Native American trail or convenient to the railroad, etc.)? How has the community changed as types of transportation and transportation networks have changed (businesses have moved from downtown to malls; the railroad depot is no longer the center of town; parking lots and garages have been built, etc.)? Contact your local library, museum or historical society for assistance.

### Government and Roads

Have students attend a meeting of the county road commission and then report back to the class some of the issues that were discussed. Invite a guest speaker from your city’s department of public works to visit your class and talk about the work involved in constructing and maintaining roads.