

# TRANSPORTATION

## A view into the future with a look at the past

### “A New Danger Threatens Society!!”

This headline was printed in the Saguache Chronicle dated November 14, 1879. What could this headline be about....the bird flu? A terrorist attack? No...that deadly menace to life and limb...the bicycle!

No doubt transportation and traveling have changed in the last 125 years. So what are Coloradoans buzzing about today? Light rail? DIA? What do the headlines tell us? Let's study the transportation news of then and now with an eye to analyzing changes, concerns, and the challenges of the future.

**Audience:** Upper Elementary/Middle School

**Duration:** 3 days

#### **Goals:**

A. Students will study **historical** modes of transportation and issues surrounding their use found in Colorado's newspapers using the Colorado Historic Newspaper Collection (CHNC). Students will study **contemporary** ideas and issues on transportation using the electronic versions of the Denver Post and Rocky Mountain News.

B. Students will analyze transportation issues through readings about bicycles, flying machines, and railroads in historical newspapers. Students will be able to relate benefits, problems, and other issues seen through history.

C. Students will analyze current modes of transportation and the issues surrounding their use. How are issues such as the environment, pollution, land use, quality of life, growth, etc. been addressed over the years? How will these issues impact the future of transportation?

D. Students will create a Plan for Colorado's Transportation Future 2020 based on current transportation articles and issues.

#### **Background information needed for teachers and students:**

- Working knowledge of the electronic editions of the Denver Post & Rocky Mountain News. [www.post-newscustomer.com](http://www.post-newscustomer.com)
- Working knowledge of Colorado's Historic Newspaper Collection (CHNC) [www.ColoradoHistoricNewspapers.org](http://www.ColoradoHistoricNewspapers.org)

This unit is organized on different levels which can help you differentiate instruction:

Level I – Bicycles (historical articles provided are short, easily read)

Level II – Flying Machines (historical articles provided are longer in length, more difficult)

Level III - Railroads (one historical article provided, students research other historical articles themselves)

Level IV – Transportation Now (students search for contemporary articles on one particular issue to analyze and compare/contrast with historical articles)

**Level I - Bicycles**

Type in <http://www.ColoradoHistoricNewspapers.org>. On the horizontal Tab Bar, click on Featured Topics, then General Interest Topics. Click on bicycles. Read at least four articles and write your observations.

1. What did you learn from your reading in the historic newspapers?

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2. List the advantages/hopes/benefits of the bicycle.

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3. List the difficulties/concerns/disadvantages of the bicycle.

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4. How did this bicycle differ from today's models?

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**Level II – Flying Machines**

Type in <http://www.ColoradoHistoricNewspapers.org>. On the horizontal Tab Bar, click on Featured Topics, then General Interest Topics. Click on flying machines. Of the thirteen articles listed, read at least four and write your observations.

1. What did you learn from your reading on flying machines?

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2. List the advantages/hopes/benefits of flying.

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3. List the difficulties/concerns/disadvantages of flying.

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4. How do these flying machines differ from today's methods of flying?

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**Level III - Railroads**

Type in <http://www.ColoradoHistoricNewspapers.org>. Click on Browse Region. Scroll to Rocky Mountain News. Click on June 22, 1870. On the front page, find the article titled “The Denver Pacific Finished”. Use this as your first article to study. For more articles, return to Map page, click on your region, then click on Search Region. Enter “railroads” as your Search Term. Search the articles for items of interest, and choose at least three more for this assignment. Then respond to the following questions.

1. List the articles you read for this assignment:

<u>Newspaper</u>	<u>Date</u>	<u>Title of Article</u>
Rocky Mountain News	6/22/1870	The Denver Pacific Finished

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2. What did you learn from your reading on railroads?

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3. List the advantages/hopes/promises of trains.

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4. List the difficulties/discouragements/disadvantages of trains.

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5. How do these trains differ from today’s railroads?

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6. What else do you wish to note that was important, interesting, or puzzling?

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**Level IV – Transportation Now**

Type in <http://www.postnewscare.com> – electronic editions of The Denver Post and Rocky Mountain News. Choose one paper to search. Click on search, type in “transportation”, search in articles for the whole month. Look for articles printed on the front page, state, national, or world, rather than ads listed on marketplace, autos, etc. You are looking for news rather than purchasing a car. After browsing through these articles, choose four articles that all address a similar issue such as paying for roads, light rail, DIA, gasoline prices, air quality, etc. Choose four articles (you may want to access both papers online) to read and respond to with the following form.

Circle the Paper:    Denver Post                      Rocky Mountain News  
Title of Article \_\_\_\_\_ Date \_\_\_\_\_  
Type of Transportation/Issue \_\_\_\_\_

1. What is the transportation issue making news? What are the main ideas of this article?

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\_\_\_\_\_  
\_\_\_\_\_

2. What problems/concerns were covered? Are any of these similar to problems of the past?

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3. What solutions/benefits are covered? Are any of these similar to solutions of the past?

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4. What are the issues facing Colorado and the nation in the future?

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5. Create a Plan for Colorado’s Transportation Future 2020. How can Colorado address the environment, pollution, land use, growth, quality of life issues, etc. through transportation in the future? What would your plan favor?

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## **Colorado Model Content Standards**

**Information Literacy Standard 1:** The information literate student accesses information efficiently & effectively.

**Information Literacy Standard 2:** The information literate student evaluates information critically and competently.

**Information Literacy Standard 3:** The information literate student uses information accurately and creatively.

**Information Literacy Standard 7:** The information literate student contributes positively to the learning community and to society and recognizes the importance of information to a democratic society.

**Information Literacy Standard 9:** The information literate student contributes positively to the learning community and to society and participates effectively in groups to pursue and generate information.

**History Standard 2:** Students know how to use the processes and resources of historical inquiry.

**History Standard 3:** Students understand that societies are diverse and have changed over time.

**Reading and Writing Standard 1:** Students read and understand a variety of materials.

**Reading and Writing Standard 2:** Students write and speak for a variety of purposes and audiences.

**Reading and Writing Standard 3:** Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling

**Reading and Writing Standard 4:** Students apply thinking skills to their reading, writing, speaking, listening and viewing.

**Reading and Writing Standard 5:** Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.