



Marshall Steam Museum

at Auburn Heights Preserve

The Car Today

Grade Level: For grades K-3

Standards and curriculum connections are available at the end of the document.

Background: When students visit the Marshall Steam Museum they will explore what automobiles were like at their very beginning. In this lesson, students will consider the importance of the automobile as a type of transportation today so that they can better understand how life changed with its invention.

Lesson

1. As a group or individually, have student make a list of all the words that come to mind when they think of cars. What words would they use to describe a car?
2. If students are having trouble or want to expand their list use an image of a modern car.
3. Once they have their list of words, have students think about what a car is and how people use cars. They can draw examples from their own experiences.
 - a. What are cars used for?
 - b. How do they work? What do they have or do?
 - c. Why do we have cars?
 - d. Are there different kinds?
 - e. How do they make life easier?
 - f. Do they make things harder?
 - g. Are there bad things about the car?
 - h. Who has cars? Does everybody? Why or why not?
 - i. What would life be like without the car?

Take it a Step Further

For students in the upper range for these activities (Grades 2-3) have them make a writing project out of this lesson. Have them write an opinion or informative piece about how the car is used in their life or their family life. Students can then share their writing with their peers and revise as necessary.

Research Project:

For students in Grade 3, turn this exercise into a research project. Students can interview different adults about how the car is important in their lives and compare the adult answers with their own. They can also use technology to investigate the idea further – such as how many vehicles are on the road today (in the US or internationally) and how this can impact something such as the environment.



Image: Ford Fiesta



Delaware Standards

- **Economics 3, K-3a:** Students will identify human wants and the various resources and strategies which have been used to satisfy them over time.

Common Core: English and Language Arts

Grade K

- **W.K.2:** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- **W.K.7:** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- **W.K.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **SL.K.1A-B:** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- **SL.K.2:** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- **SL.K.3:** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- **SL.K.4:** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- **SL.K.6:** Speak audibly and express thoughts, feelings, and ideas clearly.

Grade 1

- **W.1.2:** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- **W.1.5:** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- **SL.1.1A-C:** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- **SL.1.2:** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.1.3:** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- **SL.1.4:** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Grade 2

- **W.2.2:** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- **W.2.5:** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- **W.2.8:** Recall information from experiences or gather information from provided sources to answer a question.
- **SL.2.1A-C:** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- **SL.2.2:** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **SL.2.3:** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- **SL.2.4:** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Grade 3

- **W.3.2A-D:** Write opinion pieces on topics or texts, supporting a point of view with reasons.
- **W.3.4:** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- **W.3.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)
- **W.3.7:** Conduct short research projects that build knowledge about a topic.
- **W.3.8:** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- **SL.3.1A-D:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.3.2:** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **SL.3.4:** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.