

# 3 Transportation

## Lesson Overview 3-4 30 minute periods

1. **Brainstorm. How do we move around the Region (sorting rural and urban transportation)**
2. **Planning a mystery transportation route**
3. **Writing a travel narrative**
4. **Building the Region: Active Transportation**

## Targeted Curriculum Expectations

### Social Studies: Urban and Rural Communities

- compare transportation in urban and rural communities
- sort and classify information about communities to identify issues and solve problems;
- ask questions to gain information about urban and rural communities
- describe way in which people interact with other communities (e.g., urban dwellers may travel to rural areas for recreational purposes)

### Language:

- Write short texts using a variety of forms

## Background Information

Transportation systems in the Region of Peel play an important role in shaping urban and rural communities, stimulating economic growth, creating healthy communities and ensuring respect for the environment.

The Region of Peel has an impressive transportation system that links people and goods locally, regionally, and to the world. Lake Ontario, The Pearson International Airport, and the 400-series highways link the regional communities in Peel Region to Canada and the rest of the world. To move people and goods locally, the Region of Peel has an extensive network of regional and city bus routes, roads, and bike paths.

## Teaching/Learning Sequence

### Materials:

TR 3.1

### MINDS ON...

#### Group Activity → How do people move around the Region?

1. Think for 30 seconds: Where did you travel with your family this week. Why did you make this trip? What type of transportation did you take? As a class, make a list or tally and graph all of the modes of transportation students used in the last week.
2. As a group, ask students to sort the transportation cards (TR 3.1) into rural and urban mode of transportation. Are some modes of transportation used in both rural and urban areas. (Sorting can be done using a T-chart or VENN diagram.)

**Materials:**  
BLM 3.1, 3.2  
Paper clips  
pencils

## **ACTION!:**

### **Whole Class → Transportation Mystery Route**

1. Post Region of Peel Urban and Rural Transportation Maps and mode of transportation spinner (TR 3.1 and BLM 3.1, 3.2).  
Try planning an urban mystery route:  
Spin the urban wheel using a paper clip and pencil.  
If it lands on car. You need to plan a urban car trip using the urban map.  
Plan 3 moves: Tell the class your starting point. They will need to guess your destination in three moves.  
Start: Amit's home.  
Move 1. Drive 1000 metres north on Crabtree Drive  
Move 2. Turn west on Bath Crescent.  
Move 3. Turn north on Magic Court. Drive to the end of the street.  
Where is Amit?

Discussion: What is a possible reason for making this trip? What time of day do you think he traveled? Could he have used a different type of transportation? Estimate how long it took to take the trip?

**Extension** → Spin the wheel twice. As a class create a mystery route using two modes of transportation.

### **Pair Activity → Transportation Mystery Route**

1. Have pairs of students create their own mystery routes. Share their mystery route with another group.
2. Other Scenarios: Plan as Urban to rural route; Rural to urban route; Region of Peel to another country route; Region of Peel to another province.

Exit activity: Create their own mystery route. Write it down. Submit it to the teacher for review and revisions.

## **CONSOLIDATION AND CONNECTION:**

### **Individual Activity → Travel Narrative**

Ask students to write a story involving a character taking a trip along a route the students have created. Students will describe the events that happened as the character travels.

**Note to Teacher:** These travel narratives can be acted out for a drama activity.

**Materials:**  
Writers  
notebook



## Building the Region

### Materials:

Paint and/or markers  
String  
BLM 3.2.

1. Have students paint or draw with markers the rural and urban transportation routes on the regional map (include major highways, airports, bike paths, city bus routes, country roads.) See page 7 for the location of major roads in the Region of Peel. Refer to <http://walkandrollpeel.ca/map/themap.asp> for path and transit routes.
2. Practice measuring distance using the scale. Using a string to measure distance may help.

### Active Transportation Extension

1. Cut up the rural and urban spinners. Sort the pieces into active\* and non-active modes of transportation BLM 3.2.
2. Plan mystery active transportation routes using the regional map.
3. List the benefits of using active transportation.\*
4. Student create posters promoting the use of active transportation or promoting a no idling zone in the school parking lot. and/or participate in a bike or walk to school day.

\* **Active Transportation** means using human power to get from place to place. Walking, cycling and in-line skating are all forms of active transportation.

Take action! Use active transportation to:

Travel between different destinations such as work, school, shops or your friends' homes, or to fit exercise into your day.

#### **Benefits of using active transportation:**

**Health:** increases energy, stress relief, and increases flexibility and muscle strength

**Environmental benefits:** reduces air pollutants, reduces need for new parking lots and road ways, saves money on gas. Walking is free!

**Social benefits:** Increases contact with your community, calmer, and safer roads.

Visit <http://walkandrollpeel.ca/map/themap.asp> to have students plan an interactive active transportation route around the Region.

All Terrain Vehicle



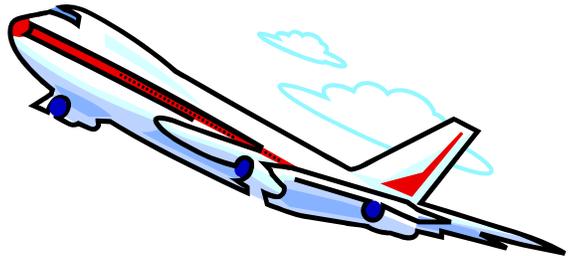
Transport Truck



Tractor



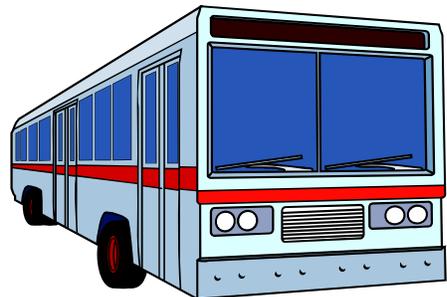
Airplane



Snowmobile



Transit Bus



Car



Train



Bicycle



Walk

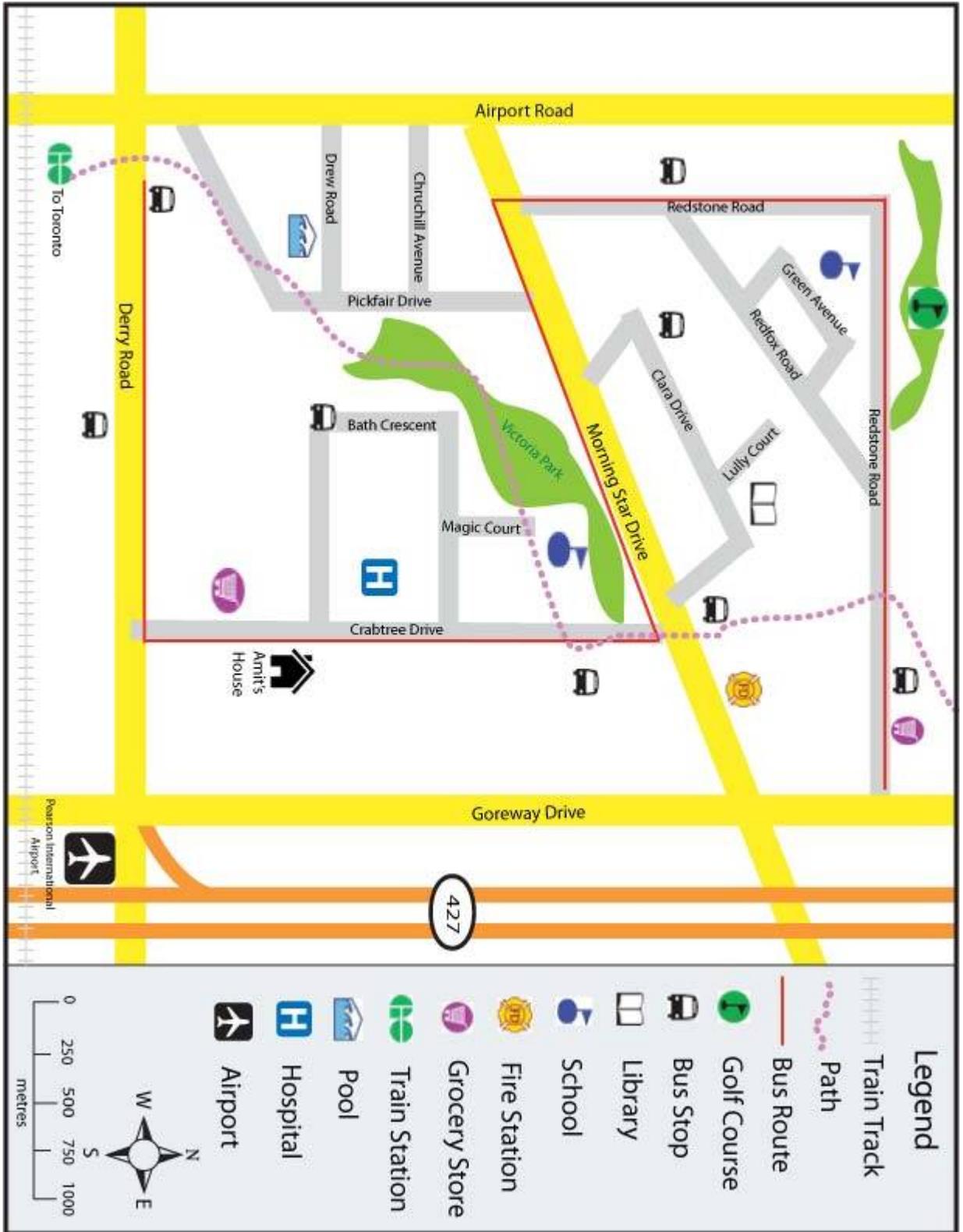


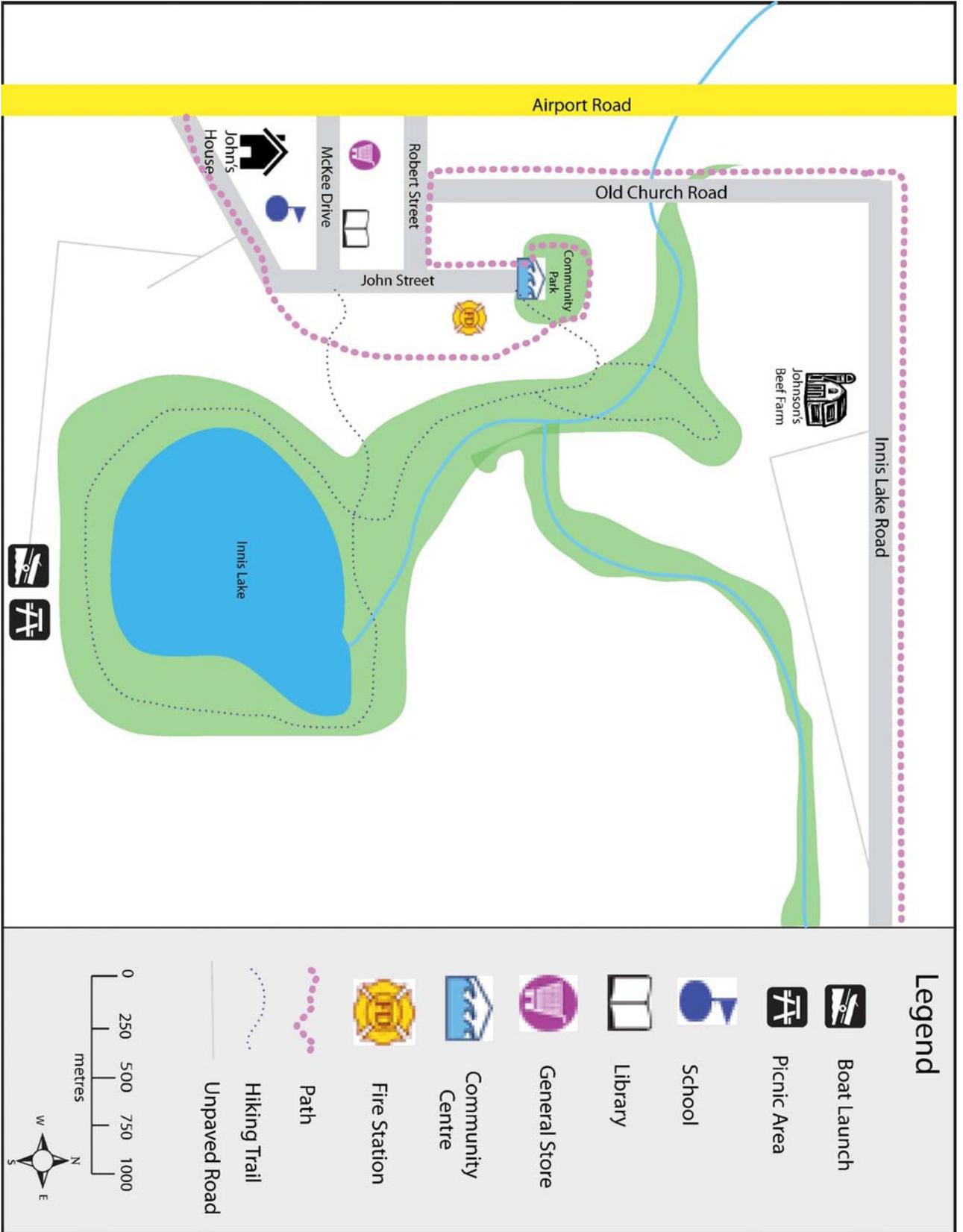
Truck



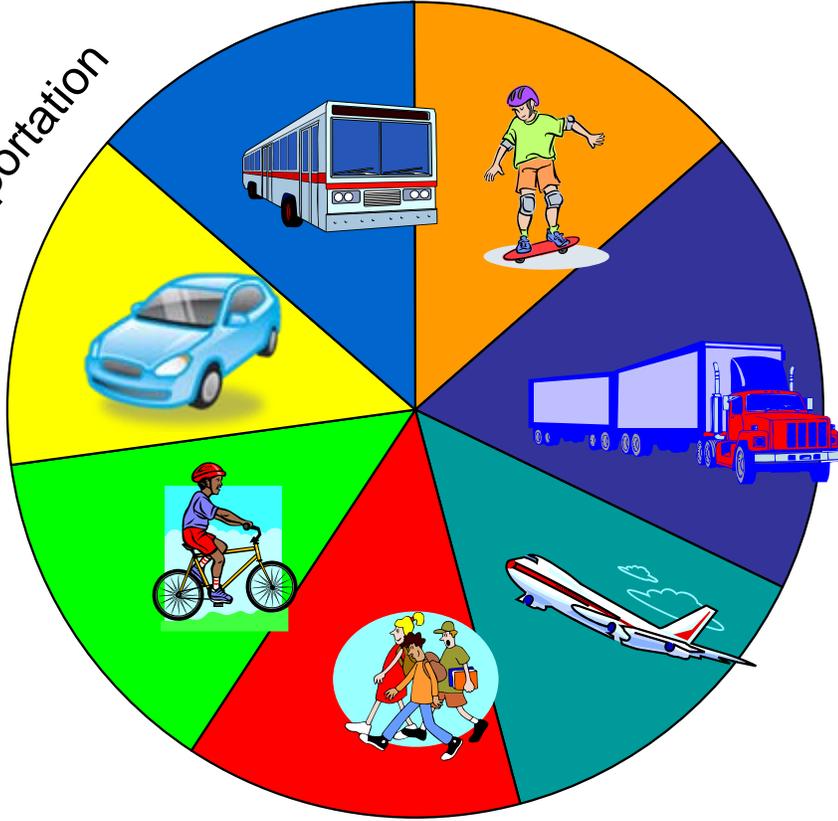
Cargo Ship







Urban Transportation



Rural Transportation

