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## 3: Transport, Past and Present

### Based on the Guam quarter reverse

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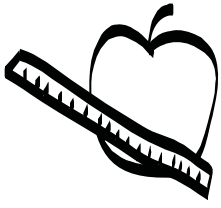
#### OBJECTIVE

Students will describe different modes of transportation from the past and present.



#### MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency of each of the following:
  - “Guam Quarter Reverse” page
  - “Boats, Cars, Trains, Planes” worksheet
- 1 copy of the “Boats, Cars, Trains, Planes” worksheet
- 1 class map of the world that shows Guam
- Collection of books about past and present transportation such as:
  - *Boat* by Eric Kentley
  - *Amazing Boats* by Margarett Lincoln
  - *Flying Machine* by Andrew Nahum
  - *Eureka! It’s an Automobile!* by Jeanne Bendick
  - *Transportation: From Cars to Planes* by Gare Thompson
  - *Ships Through Time* by Roy Richards
  - *Amazing Cars* by Trevor Lord
- Image of a Flying Proa
- Chart paper
- Markers
- Pencils
- Crayons
- Scissors
- Glue
- Butcher paper
- White drawing paper
- Paints
- Paint brushes



# Transport, Past and Present

## PREPARATIONS

- Make an overhead transparency (or photocopy) of each of the following:
  - “Guam Quarter Reverse” page
  - “Boats, Cars, Trains, Planes” worksheet
- Make copies of the “Boats, Cars, Trains, Planes” worksheet (1 per student)
- Locate an image of a Flying Proa
- Make a Venn diagram labeled “Transportation Past and Present”



## GROUPINGS

- Whole group
- Individual work
- Pairs



## CLASS TIME

- Two 20- to 30-minute sessions



## CONNECTIONS

- Social Studies
- Language Arts



## TERMS AND CONCEPTS

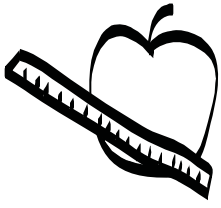
- Quarter
- Obverse (front)
- Reverse (back)
- Territory
- Island
- Transportation



## BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

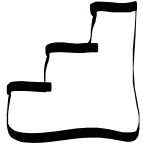
- Compare and contrast
- Venn diagram



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# Transport, Past and Present

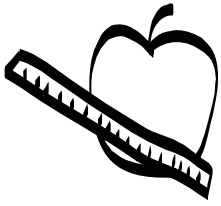
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## STEPS

### Session 1

1. Describe the District of Columbia and United States Territories Quarter Program® for background information, if necessary, using the example of your own state's or territory's quarter. When defining "US territory" (lowercase "t") for your students, the United States Mint recognizes and uses the Department of the Interior's definitions found at [www.doi.gov/oia/Islandpages/political\\_types.htm](http://www.doi.gov/oia/Islandpages/political_types.htm). Locate Guam on a classroom map. Note its position in relation to your school's location.
2. Display the "Guam Quarter Reverse" overhead transparency. Tell the students that the back of a coin is also called the reverse, and the "obverse" is another name for the front. With the students, examine the coin design. Explain that the items on the coin are special to the people of Guam. Identify the Latte (pronounced "lattie") as a sacred marker or monument. It is a symbol of the Chamorro people (also spelled CHamorro and Chamoru), a group of people who live on the island of Guam. Tell the students the inscription means "Guam, Land of the Chamorro."
3. Focus the student's attention on the image of the boat. Ask the students if they can tell you what it is. Display the image of the Flying Proa. Tell the students this is a special type of boat built by the Chamorro people a long time ago called a Flying Proa. The Chamorro people are proud of the Flying Proa because it shows they work very carefully and they like to explore new places.
4. Tell the students that the Chamorro people long ago used the Flying Proa to get from one place to another. Ask the students if they can think of another way to say something happened a long time ago. Write the word "Past" on the chart paper and include the definition.
5. Write the word "Present" on the chart paper. Ask the students what the "present" means. Tell the students the word "present" can have more than one meaning. Tell the students one meaning of the word "present" is what is happening right now. Add the relevant definition for the word "present" to the chart paper.
6. Tell the students what you use to go from one place to another is a type of transportation. Write the definition for "transportation" on chart paper.
7. Brainstorm with the students different types of transportation (such as a boat, car, plane, train, bicycle). Write the student's responses on the chart paper.
8. Display the Venn diagram Labeled "Transportation Past and Present." Display the selected text images about transportation past and present. Discuss with the students what they notice about transportation from the past. Write the student's responses on the Venn diagram.
9. Display the selected text images about transportation in the present. Discuss with the students what is different about transportation today when compared with



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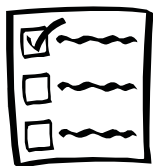
transportation from the past. Lead the students to discover present day transportation can be bigger, more comfortable, safer, and faster than transportation in the past.

Add the student's responses to the Venn diagram.

10. Ask the students what is the same about transportation in the past and present. Add the student's responses to the center of the Venn diagram.
11. Display the "Boats, Cars, Trains, Planes" overhead transparency. Review the pictures of different types of transportation with the students.
12. Distribute the "Boats, Cars, Trains, Planes" worksheets. Allow appropriate time for the students to complete the worksheets.
13. Review the worksheets with the class. Display the worksheets in the classroom.

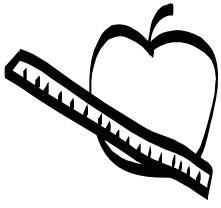
## Session 2

1. Review the charts and information from the previous session about Guam and past and present.
2. Display the image of the Flying Proa. Review with the students the Flying Proa is an example of a form of transportation from the past. Discuss what a present-day Flying Proa would be.
3. Review the selected text images about transportation past and present from Session 1. Explain to the students transportation from the past can still be used today. Ask the students for examples of types of transportation from the past that are still used today (such as a canoe, bicycle, propeller plane, and antique car).
4. Tell the students they will be creating a class mural of past and present transportation. Divide the class into pairs. Have each pair select a type of transportation. One of the students should draw the past form of the mode of transportation they chose and the other student should draw its present form.
5. Distribute a sheet of drawing paper to each student. Allow the students enough time to finish their pictures.
6. Discuss with the class how the mural will be organized. Suggestions include: dividing the mural into sections two with the past transportation on one side and the present on the other; creating a Venn diagram mural with past and present transportation separated and transportation from both categories in the middle; displaying each pairs' drawings together; or randomly displaying the transportation on a scenic background.
7. Create the mural. Review the mural with the class. Display the mural in the school cafeteria.



## ASSESSMENT

Use anecdotal notes and the students' class participation and worksheets to evaluate whether the students have met the lesson objectives.

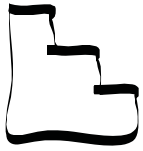


# Transport, Past and Present



## ENRICHMENTS/EXTENSIONS

- Have students create a new form of transportation for the future.
- Have students create a journal entry about an imaginary trip on a Flying Proa.



## DIFFERENTIATED LEARNING OPTIONS

- Have students work with a partner to complete the worksheet.
- Provide pre-cut pictures for the students to paste onto the worksheet.



## CONNECTION TO WWW.USMINT.GOV/KIDS

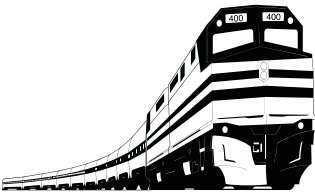
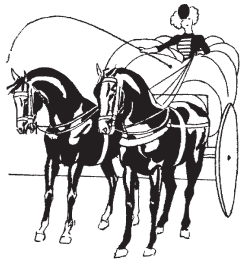
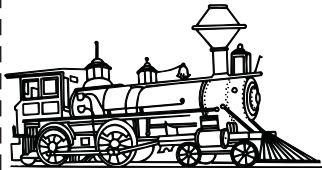
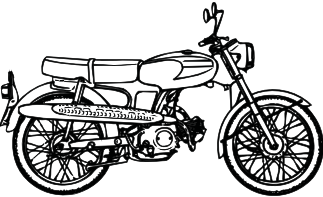
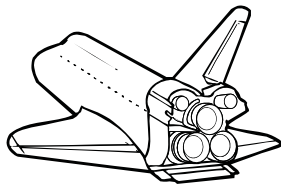
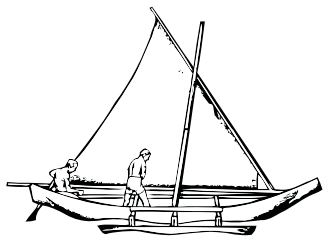
- Have students learn more about the past and present with the Utah quarter lesson plan at [www.usmint.gov/kids/teachers/lessonPlans/50sq/2006/\\_k01-3.pdf](http://www.usmint.gov/kids/teachers/lessonPlans/50sq/2006/_k01-3.pdf).
- Have students learn more about how coins have changed with the quarter lesson plan titled “How Change Has Changed” at [www.usmint.gov/kids/teachers/lessonPlans/50sq/1999/\\_k01.pdf](http://www.usmint.gov/kids/teachers/lessonPlans/50sq/1999/_k01.pdf).
- Have students learn more about the past and present with the generic quarter lesson plan titled “Past and Present” at [www.usmint.gov/kids/teachers/lessonPlans/50sq/2005/\\_k01-6.pdf](http://www.usmint.gov/kids/teachers/lessonPlans/50sq/2005/_k01-6.pdf).
- Have students learn more about past and present transportation with the March 2004 Coin of the Month (Florida quarter) at [www.usmint.gov/kids/coinNews/coinOfTheMonth/2004/03.cfm](http://www.usmint.gov/kids/coinNews/coinOfTheMonth/2004/03.cfm).
- Have students learn more about past and present transportation with the September 2004 Coin of the Month (Keelboat Nickel) at [www.usmint.gov/kids/coinNews/coinOfTheMonth/2004/09.cfm](http://www.usmint.gov/kids/coinNews/coinOfTheMonth/2004/09.cfm).



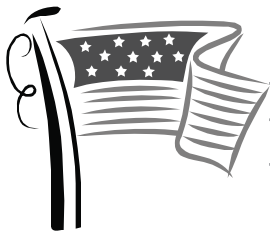
Name \_\_\_\_\_

# Boats, Cars, Trains, Planes

**Directions:** Color and cut out the pictures below. Match each type of transportation from the past with that type from the present. Paste the pairs into a box beside each other.



PAST	PRESENT



# Guam Quarter Reverse

