

**Purpose and Learning Objectives** The purpose of this activity is for students to recognize various modes of transportation that we use on a daily basis. Learning objectives for this activity are:

- Understand the various modes of transportation.
- Understand how transportation connects to the daily lives of people who live in the U.S.

**Estimated Time for Completion** .5 hours

**Resources/Supplies Required**

- Paper and pens/pencils for students to write

**Instructions** Note: It is recommended students complete this activity after the Exploring Transportation Careers activity ([Transportation Exploration Activity](#) on youth site).

- Have students answer the questions, “What is the one item at home that you use every day and couldn’t live without? Where was the item purchased”? Have students write their answers on a sheet of paper.
- Working with their classmates, students should share all the items that were identified.
- Ask students to classify the items into three categories on one sheet of paper (or the white board if teacher leads this portion of the activity): (1) Items made in their home state (underline these), (2) Items made outside of their home state but probably in the US (star these), and (3) Items probably made in other countries (circle these).
- Ask students to answer the question “How did your item get from where it was made to where you bought it, what modes of transportation do you think were used to transport your item? If time permits, have the students create a map of the modes of transportation that are used to transport the item from the manufacturer to where they live.
- Now ask students to think of all the items where they live and imagine all the modes of transportation that were used to get those items from the manufacturer to where they live. Ask them to share what they have learned from this activity.
- Take a class poll to determine what form of transportation each student used to get to school today and typically use on a weekly basis. (Likely answers will include car, bus, bike, walking, train, etc.). Help students organize the class data in a simple table or bar graph. (If time permits, students could instead present this data in a pie chart with percentages).