

This is the Way We Go to School

Subjects: Social Studies, Language Arts, Math



OBJECTIVES:

- Students will compare and contrast how they, their parents and their grandparents got to school
- Students will learn how other children get to school, using the book “This is the Way We Get to School”



MATERIALS:

- Student handouts
- Book: “This is the Way We Go to School”



SETTING: indoors



ESTIMATED TIME:

2 class periods



VOCABULARY:

- Transportation, culture



ACTIVITY SOURCE:

Susan Silber, Alameda County Safe Routes to Schools Program



OVERVIEW:

Students will first learn how their parents and/or grandparents got to school when they were children, and will compare this information with their own lives. Then they will learn about children from around the world by reading the book “This is the Way We Go to School.”

BACKGROUND:

It is remarkable how much has changed in one generation: just 30 years ago, more than 60% of Americans walked or biked to school. Now approximately 13% do so. The reasons for fewer children walking are numerous, from more traffic to busy schedules to parents who have simply gotten into the habit of driving everywhere.

Children at this age might also assume that their peers across the world might get to school in similar ways. The book introduced in this lesson (“This is the Way We Go to School”) breaks that assumption, introducing various methods of transportation from skiing to taking a boat.

Students might also be interested in learning that children from cultures all over the world have a huge variety of challenges that they encounter while getting to school, including those children in other countries who walk several miles to school each day.

LESSON SET-UP:

1. Photocopy the homework worksheet and “Getting to School!” worksheet for each student.

STATE STANDARDS

Language Arts

2.2: Write a brief expository description of a real object, person, place or event, using sensory details.

3.3: Recollect, talk and write about books read during the year.

Social Studies

1.4: Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places and things change over time while others stay the same.

1.2-2: Study transportation methods from earlier days

Math:

1.0: Students organize, represent and compare data by category on simple graphs and charts.

This is the Way We Go to School

SET-UP:

1. Give students the homework handout entitled “How did you get to school?” to fill out with their parents.

DISCUSSION AND ACTIVITY:

Part I:

1. Ask the students how they got to school. Record their answers by creating a bar graph.
2. Ask students to take out their homework “How did your parents (or guardian) get to school?” Write the answers next to the students’ answers.
3. Compare and contrast the two answers. Discuss with students why methods of getting to school have changed. Why are more children getting driven now? What are the benefits of walking to school?
4. Discuss the benefits of walking to school, as most of their parents and grandparents probably did.
5. Introduce the word “pollution.” What does this mean (something in nature that is dirty and unhealthy, because of what humans have done, such as driving). Discuss if these various methods of transportation are polluting or non-polluting.
6. Have students fill out the worksheet: “Getting to school.”

Part II:

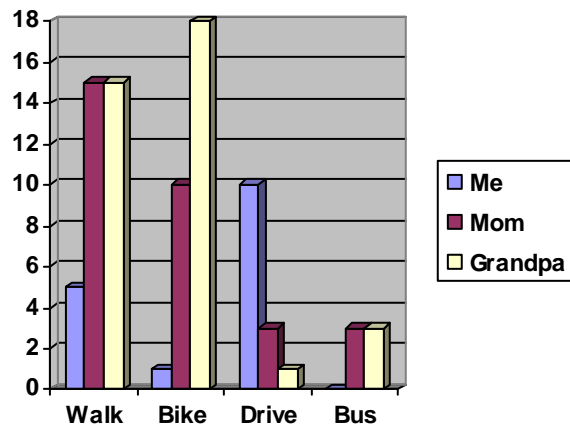
1. Expand the discussion of transportation by reading the book “This is the Way We Go to School.” (*found in the Safe Routes to Schools toolkit*).
2. While reading the book, talk about the various forms of transportation that are introduced. Which ones do they like? Which ones seem easy to use? Which pollutes? Hard to use? — thinking about the weather, location, etc. of these countries.
3. Have students choose their favorite form of transportation from the book.
4. Create a book with the students entitled “Getting to School”, using the worksheet provided. The book should have four pages or sections, with one or two descriptive sentences

and a picture about the following:

- ✓ How I usually get to school
- ✓ How my parents (or guardian) got to school
- ✓ How my grandparents got to school
- ✓ How _____ gets to school
(from the book)

5. Have students share their books with each other and their parents.

BAR GRAPH: How my parents got to school, How I get to School



EXTENSION IDEAS

1. Expand the book to include pages such as: how my best friend gets to school, how I’d like to get to school, etc.
2. Ask students what they think transportation will be like 100 years from now. Ask them to draw a picture with their prediction and write a few sentences about it.
3. Make a timeline of when transportation methods that they learned about were invented. For example, walking was the first form, then horses and kayaks, then boats, etc.

How Did You Get to School?



How I get to school:

What I like about this:

What I don't like:

How my parents got to school:

What I like about this:

What I don't like:

How my grandparents got to school:

What I like about this:

What I don't like:

Getting to School!

<p>This is how I usually go to school!</p>	<p>This is how my mom/dad got to school!</p>
<p>This is how my grandma/grandpa got to school!</p>	<p>This is how _____ got to school! (a child from the book)</p>