



# Commerce on the Railroad

## Pre-Visit Lesson

Grades: PreK-2nd Grade

Class Time Needed: 30 minutes

**Big Idea** Students will understand the different ways they are connected to the world.

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### Maryland Curriculum Standards

#### Social Studies Framework

- Essential Question (Pre-K): How do people connect?
  - Essential Question (Kindergarten-2nd grade): How does the movement of goods and ideas influence the growth of a community?
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### Materials Needed

- Picture book (either Trains by Byron Barton or I Love Trains! By Philemon Sturges)
  - Student worksheet (see end of lesson plan)
  - Coloring utensils of your choice
  - Scissors
  - Gluesticks
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### Teacher Resources

- Link to video reading of Trains by Byron Barton: <https://youtu.be/qiZDtFvRWmg>
- Link to video reading of I Love Trains! by Philemon Sturges: <https://youtu.be/LXb3HPjBcJE>
- Student worksheet (available at the end of this lesson plan)



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## Lesson Procedure

### Introduction:

Read aloud one of the picture books (or share the read a-loud video clip). Then ask students to share what they learned from the book. What are some of the ways trains transport people and goods to different places?

### Direct Instruction (Student Activity):

Using the student worksheet, allow students to explore the different ways they are connected to the world. Students can color, cut and paste each images into one of the three categories listed on the worksheet: Travel, Communication, & Trade. If needed, have a short discussion with students about the meaning of each category as well as what each picture represents before beginning.

### Conclusion:

Once students have completed the activity, reflect on what they learned by seeking more examples of travel, communication or trade that they have seen before but were not part of this activity.



Name: \_\_\_\_\_

Directions: Color the pictures, cut them out and sort them into the correct categories before gluing them onto the paper.

| Travel | Communication | Trade |
|--------|---------------|-------|
|        |               |       |



