



#3673

TRUCKS

Grade Levels: PS-4
11 minutes
FILMS FOR THE HUMANITIES 1994
1 Student Activity Sheet

DESCRIPTION

An animated balloon and live mouse ask questions about trucks and learn the history of trucking. Shows many different kinds of trucks and watches a Mack truck being assembled.

ACADEMIC STANDARDS

Subject Area: Science

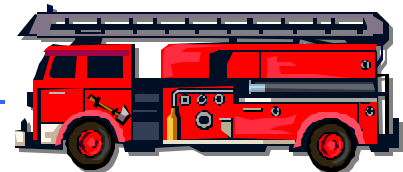
- ◆ Standard: Understands motion and the principles that explain it
 - Benchmark: Knows the relationship between the strength of a force and its effect on an object (e.g., the greater the force, the greater the change in motion; the more massive the object, the smaller the effect of a given force)
 - Benchmark: Knows that when a force is applied to an object, the object either speeds up, slows down, or goes in a different direction

Subject Area: Historical Understanding

- ◆ Standard: Understands and knows how to analyze chronological relationships and patterns
 - Benchmark: Knows how to construct time lines in significant historical developments that mark at evenly spaced intervals the years, decades, and centuries
 - Benchmark: Knows how to identify patterns of change and continuity in the history of the community, state, and nation, and in the lives of people of various cultures from times long ago until today

VOCABULARY

- | | |
|--------------|-------------------|
| 1. delivery | 7. cables |
| 2. transport | 8. brakes |
| 3. load | 9. steering wheel |
| 4. connect | 10. tires |
| 5. reliable | 11. tight |
| 6. bumper | |



BEFORE SHOWING

1. Talk about what trucks do to make life easy for us. Ask students to name things that trucks deliver (e.g., mail, food). Can students imagine what a truck driver's life must be like?
2. Ask students to describe some toy trucks they have seen. What kinds of trucks were they? What could they do? Ask them to describe their favorite truck and what it does.

AFTER SHOWING

Discussion Items and Questions

1. How is most of our food delivered from farmers?
2. What kinds of trucks did you see in the program?
3. How were things transported in the old days? What problems did drivers have?
4. Why are trucks so big and strong today?
5. Does it take long to assemble a truck in a factory? Explain.
6. What is a chassis? What does it do?
7. How is a truck painted?
8. What does a truck engine look like?
9. How is a cab assembled?
10. How are trucks tested?
11. What would Mouse have in a truck? Why? What would you have? Why?
12. What kinds of things would you see if you were a truck driver hauling things long distance?



Applications and Activities

1. Trucks Galore

- a. Have students bring toy trucks to class. Place them on a table and add more from the class toy collection. Have students describe each truck and what it does. Ask students to name some trucks (e.g., dumpsters). Write the names on the blackboard.
- b. Allow students time to experiment with trucks. Give them small items (clips, Lego pieces) for moving, hauling, etc. Ask students to imagine that one of the trucks is called to do an important job. Have them tell a story about it. Note: Students can read stories about trucks (e.g., Matthew and the Midnight Tow Truck by Allen Morgan).



2. Box Trucks

Ask students to bring to class a large, clean milk carton. You will need paper, pipe cleaners, glue, scissors, paint, collage materials, tubes cut into 2.5 centimeter sections, and tape. Pull the tops of the carton fully open and cut away two flaps

opposite each other. Have students cover the carton with paper and tape. They can paint and glue on materials as they wish. Have them attach the tube pieces underneath the truck body with tape. These pieces are the trailers. Assemble two or three trailers together by attaching the flaps of each piece with pipe cleaners. Students can turn some of the finished cartons into truck cabs. Have students imagine that there is a truck convoy going to a magical place. Can they make up a story? Have them pretend they are truck drivers talking to each other on a CB (two-way radio). You can tell them that truckers like to have code names when they talk to each other. Have students make up a code name for themselves. (They will need to understand a CB in order to read the story on the Activity Sheet.) Note: It may preferable to have very young students work with Lego pieces to construct the truck.



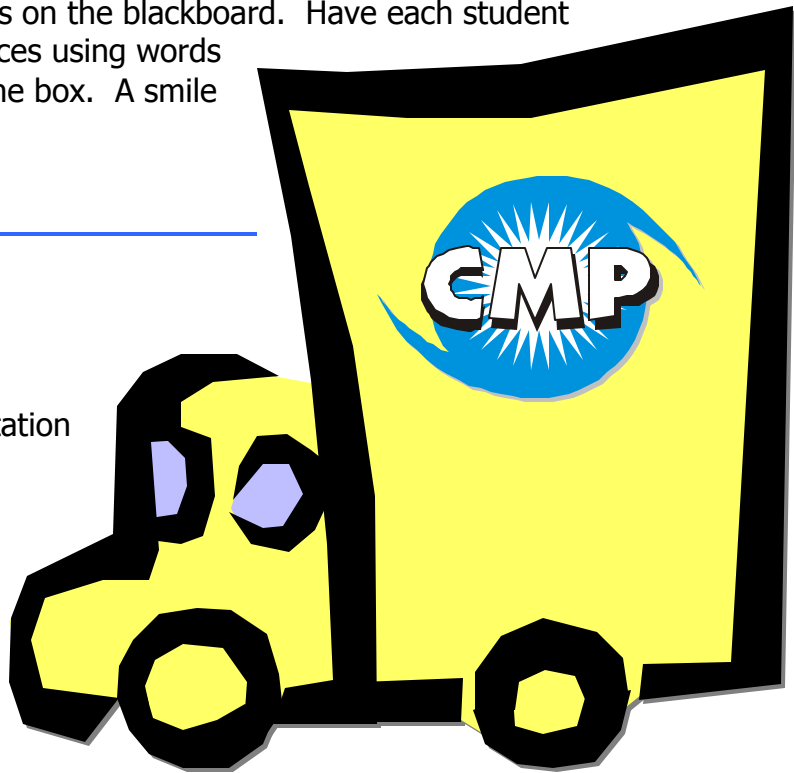
3. Trucks Unlimited

Have students draw a type of truck on an index card (e.g., van, cement mixer). Collect all cards. Show one card at a time to the class. Have students come up with at least three words to describe what each truck can do (e.g., lift, deliver, dig, scrape). Write down the words on the blackboard. Have each student write down two to four sentences using words from the list (e.g., I can't lift the box. A smile lifts me up).

RELATED RESOURCES

Captioned Media Program

- Airplanes #3560
- Automobiles #3566
- The Development of Transportation (Third Edition) #2373
- Roads and Bridges #3650



World Wide Web



The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and "kid-safe" sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- **EXPLORE A FIRE TRUCK**

<http://www.sparky.org/firetruck/index.htm>

Click on the parts of the truck to learn more, click through the pictures in the gallery, and drive during a real emergency using the Shockwave game.

- **HENRY FORD MUSEUM & GREENFILED VILLAGE**

<http://www.hfmvgv.org/index2.html>

"An astounding collection of Americana that depicts the ever-changing worlds of transportation, manufacturing, home life, entertainment and technology." Tour the museum and the surrounding Greenfield Village.

- **SO YOU WANT TO MAKE A CAR?**

<http://www.ipl.org/autou/>

Compare the Mack truck assembly from the ground up to this clickable photograph tour of a car factory. Watch car assembly from start to finish, too.

- **MONSTER TRUCK PICTURE GALLERY**

<http://www.geocities.com/~monstertrucks/gallery.html>

From the Monster Truck UK site. Photographs galore!

- **CARS AND HISTORY AT THE SLOAN MUSEUM**

<http://www.ipl.org/exhibit/sloan/>

Two tours available: Cars from 1902-1983, and Historic Car-Making. Great pictures. Easy-to-skim text for each. Friendly navigation.

STUDENT ACTIVITY SHEET

- Mystery Word, Choose It, Find It, and Read It

STUDENT ACTIVITY SHEET

1) MYSTERY WORD

Look at the words. The letters are mixed up. Correct them. Clue: These are ways to travel.

- LPANE _____
- CRA _____
- RAINT _____
- TRUKC _____

2) CHOOSE IT

Circle the correct answers. Clue: They are parts of a truck.

It holds the cargo.
What is it?

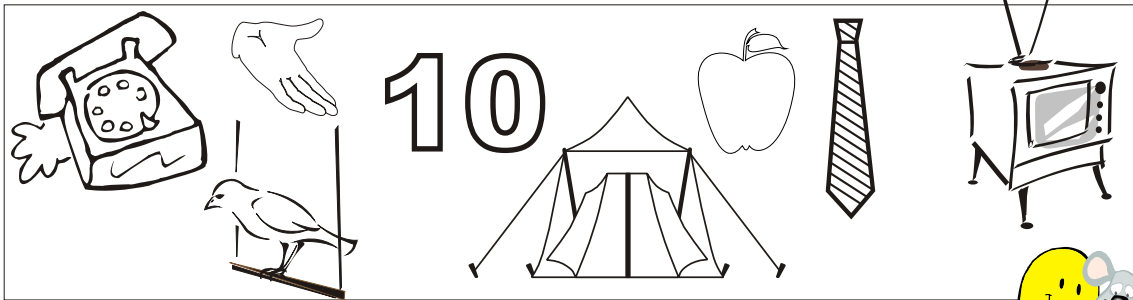
- a) chassis
- b) bumper
- c) trailer

It pulls a heavy load.
What is it?

- a) trailer
- b) cab
- c) wheel

3) FIND IT

TRUCK is a "T" word. Look inside the box. Find "T" words. Color them.



4) READ IT

Read the story silently, and answer the questions below.

Balloon had a CB. "Hello, Big Yellow," said a voice. "Big Yellow here. Who is it?" he asked. "Snow White," said the voice. Balloon laughed. "That's a good name," he said.

What did Balloon use to communicate?
What was his code name? Was it a good name for Balloon?
What was the other speaker's code name?
Who do you think the other speaker was? Why?
What other code name would you give Balloon? Mouse?