

Family Cars

Lesson at a Glance:

Students will interview at least two adult family members (preferably from different generations) about the cars they remember from their childhood and the first cars they themselves owned as adults.

Skills:

Questioning, Communicating, Calculating, Researching

Grades:

3-5

Materials:

- Student questions
- Willing adult participants
- Writing materials, voice recorder or video recorder



Activity:

1. Students will develop a list of possible interview candidates.
2. Students will select their top two candidates.
3. Interviews should be scheduled by a set date.
4. If an interview is with a non-family member, the student should be chaperoned by a parent or guardian.
5. Have students prepare a brief explanation of the purpose of their interview.
6. Depending on the grade level of your students, have them create their own list of questions and/or use some of the questions provided below:
 - a. What year were you born?
 - b. How long have you lived in this area?
 - c. Did you grow up someplace else? If so, where?
 - d. What was it like to live here (or where you lived) when you were my age?
 - e. How did you get to school, to stores, to social gatherings?
 - f. Where did most of the people in this area (or your area) live? In a city? In small towns? On farms?
 - g. What kind of car reminds you of your childhood? (year, make, model)
 - h. Did you leave the area for vacations or other activities? How did you travel?
 - i. What was the first car that you owned? (year, make, model)
 - j. How have the changes in transportation affected your life?
 - k. What kind of vehicle do you use to get around today?
7. Have students calculate their interviewee's age by the year he/she was born.



AMERICA'S CAR MUSEUM®

8. Have students calculate the year that their interviewee would have been their age.
9. Have students research cars that were made that year and the important events that took place that year.
10. Have students research and, if possible, find a picture of the car that reminded their interviewee of his/her childhood.
11. Have students create a list of what has changed or not changed about cars since the time when their interviewee was their age.

Assessment:

1. Did the student organize well to accomplish his/her interview?
2. Did the student ask thoughtful questions?
3. Did the student correctly calculate the age of the interviewee and the year that this person was the same age as the student?
4. Did the student's list show that he/she had come away with a better understanding of how cars have changed over the years?

Extensions:

1. Bring in a guest speaker to share his/her story of cars and transportation. Have students prepare questions for the speaker.
2. Take a field trip to the LeMay Museum to see a variety of cars, representing more than a hundred years of automotive history.
3. Show the students historical pictures of your local community.

