**CO Education Standards for Social Studies:**

*The exhibits at the Forney Museum of Transportation offer physical artifacts that illustrate ideas and topic which coincide with many of the Colorado Common Core State Standards for curriculum from kindergarten through twelfth grade as detailed below.*

**High School:**

* 1. *The Historical method of inquiry to as question, evaluate* ***primary*** *and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence from a variety of primary and secondary sources.* The museum exhibits many important historical artifacts that will allow students to engage with these items intellectually as primary source materials.
  2. *Analyze the key concepts of continuity and change, cause and effect, complexity, unity and diversity over time.* The development of a diversity of types and forms of transportation in addition to changes in technology illustrate the principle of technological advancement over time.
  3. *The significance of ideas as powerful forces throughout history.* Ideas advanced the innovations seen in the development of transportation forms and technologies.

2.1 *Use different types of maps and geographic tools to analyze features on Earth to investigate*

*and solve geographic questions.* Some transportation technologies developed in response to

geographical issues during the expansion and settlement of the western United States

including the use of various types of trains to combat the difficult geography of the Rocky

Mountains.

2.3 *The interconnected nature of the world, its people and places.* Developments in

transportation made the world a more interconnected place by allowing the easy movement

of people.

3.1 *Productive resources- natural, human, capital- are scarce; therefore choices are made about*

*how individuals, businesses, governments, and societies allocate these resources.* Productive

resources are addressed in the exhibits in several aspects, these include the use of different

types of fuels for both trains and cars throughout history (including coal, gasoline, and

electricity).

**8th Grade:**

2.1 *Use geographic tools to analyze patterns in human and physical systems.* Explore how

geography influenced the developments of types of transportation and the routes created for

trains and the US Highway system.

**7th Grade:**

3.1 *Supply and demand influence price and profit in a market economy.* Students can see how

prices have changed over time for cars. Additionally, students can see economic innovations

through themes such as Henry Ford’s assembly line and the mass production of Ford cars to

meet demand.

**6th Grade:**

1.2 *The historical eras, individuals, groups, ideas, and themes in regions of the Western*

*Hemisphere and their relationships with one another.* The exhibits here focus on the

developments of transportation in the United States. These developments were driven by

ideas of progress, technology and by people such as Henry Ford among others represented in

the museum.

2.2 *Human and physical systems vary and interact.* Human and physical systems interact

through the use of transportation and the museum shows how different types of

transportation connect people and places. This includes the nation becoming interconnected

first by the railroad and subsequently by the interstate highway system.

**5th Grade:**

2.1 *Various geographic tools and sources to answer question about the geography of the United*

*States.* Use geography to understand the development of different types of transportation in

the United States, for instance, the creation of specific types of train engines to travel through

the Rocky Mountains.

2.2 *Causes and consequences of movement.* Explore how and why people moved West and see

the different types of vehicles used throughout US History.

**4th Grade:**

* 1. *Organize a sequence of events to understand the concepts of chronology and cause and effect in the history of Colorado.* Students will see the chronological development of types of transportation throughout history. Our collection houses several pieces of rail equipment from Colorado and Western History including a car from the Rio Grande line and the Union Pacific “Big Boy” steam engine.

2.2 *Connections within and across human and physical systems are developed.* Explore how

different forms of transportation developed into a connection between different regions of

both Colorado and the United States.

**3rd Grade:**

* 1. *People in the past influenced the development and interaction of different communities and regions.* Explore how transportation influenced the interaction of communities and regions.

2.1 *Use various types of geographic tools to develop spatial thinking.* Different types of

transportation, traveled at different speeds and for different distances, understanding these

differences will aid in spatial thinking in relation to travel.

**2nd Grade:**

* 1. *Identify historical sources and utilize the tools of a historian.* The museum offers the opportunity to use historical vehicles, maps and artifacts as primary sources to understand how people traveled in the past.
  2. *People in the past influenced the history of neighborhoods and communities.* Decisions about transportation routes, particularly railroads, often decided the fate of towns.

2.1 *Use geographic terms and tools to describe space and place.* Maps of railroad tracks and

highways show various routes of travel between regions and cities in the US.

2.2 *People in communities manage, modify, and depend on their environment.* The development

and use of various types of transportation influenced the development of communities, in

particular the importance of the railroad in the development of towns throughout the US.

**1st Grade**

* 1. *Describe patterns and chronological order of events of the recent past.* The museum

displays the chronological development of transportation.

2.1 *Geographic tools such as maps and globes to represent places.* Maps show railroad stops and

towns connected by both railways and highways.

**Kindergarten:**

* 1. *The first component in the concept of chronology is to place information in sequential order.*

Students can see the sequential development of transportation throughout history.

**Preschool:**

* 1. *Change and sequence over time.* Students can see the sequential development of

transportation throughout history.