

# LESSON 40

## TEXAS ALMANAC TEACHERS GUIDE

### Transportation in Texas

- *Highway Miles and Motor Vehicles*
- *Accidents and Driver Licenses*
- *Airports and Texas Ports*

#### SOCIAL STUDIES TEKS

4 - 11, 12, 13, 20, 21, 22, 23

7 - 12, 13, 20, 21, 22, 23

8 - 12, 14, 28, 29, 30

#### STAAR

4, 7 - Writing - 1, 2, 3

4, 7, 8 - Reading - 1, 2, 3

8 - Social Studies - 4

#### INSTRUCTIONAL SUGGESTIONS

- 1. GRAPH OF VEHICLES REGISTERED:** Using the table "Highway Miles, Construction, Maintenance, Vehicles," in the Transportation section of the Texas Almanac, and a blank grid (see Appendix), students will **construct a bar graph** that reflects the number of vehicles registered in his or her county and nine other nearby counties.
- 2. COUNTY COMPARISON:** Students will select their county and one county from another physical region of Texas from the Physical Regions of Texas map in the Environment section. Using "Highway Miles, Construction, Maintenance, Vehicles," students will **determine the differences between the two counties** in "Vehicles Registered," "Lane Miles of Highway," and "Vehicle Miles Driven Daily." A **Student Activity Sheet** is included in this lesson.

*A teepee-themed picnic area along FM 170 in Presidio County northwest of Big Bend National Park. The Texas Department of Transportation maintains more than 660 such roadside stops. Photo by Robert Plocheck.*



## LESSON 40 – Transportation in Texas

- 3. DRIVER LICENSE DESIGN:** With a partner, students will **create a new driver license** for the state. Their design on poster board should be original, creative, and artistic, as well as include the legal elements. Students will present their licenses to the class, which will vote on the best design.
- 4. FATALITIES BAR GRAPH:** Students will use a blank grid (*see Appendix*) and the “Motor Vehicle Crashes, Losses in Texas” chart to **construct a bar graph**. They will select **one year from each decade** listed and graph the number of people killed in traffic accidents. Students will then **write an essay explaining possible reasons for the trends** reflected in their graphs.
- 5. DRIVER LICENSE LINE GRAPH:** Students will use the “Driver Licenses” chart and a blank grid (*see Appendix*) to **construct a line graph** showing the number of licensed drivers from 1950 to the present.
- 6. ENPLANEMENTS BY AIRPORT:** Using the “Passenger Enplanement by Airport” chart, students will **answer these questions**:
  - a. Which community had the greatest enplanements in the most recent year?  
\_\_\_\_\_
  - b. Which city had the fewest enplanements in the most recent year?  
\_\_\_\_\_
  - c. What percentage of the total enplanements was handled in the most recent year by Dallas–Fort Worth International Airport?  
\_\_\_\_\_
  - d. Which two cities account for approximately 80 percent of the total airport passenger service in the state?  
\_\_\_\_\_
  - e. In which two years between 2001 and the present were there the greatest increase in total passengers?  
\_\_\_\_\_
- 7. TONNAGE IN THE HOUSTON PORT:** Using a blank grid (*see Appendix*) and “Tonnage Handled by Texas Ports” students will **construct a line graph** showing the tonnage handled by the port of Houston for any five-year period.

*Tankers pass through Galveston Bay via the Houston Ship Channel enroute to Texas’ many ports. Photo by Robert Plocheck.*

## Lesson 40 - Transportation in Texas

### STUDENT ACTIVITY

# County Comparison

Write the name of your county and one county from another physical region of Texas in the boxes indicated, below; you can refer to the Physical Regions of Texas map in the Texas Almanac's Environment section. Using the table "Highway Miles, Construction, Maintenance, Vehicles" in the Transportation section, determine the differences between the two counties in "Vehicles Registered," "Lane Miles of Highway," and "Vehicle Miles Driven Daily."

	<u>YOUR COUNTY</u>	<u>COUNTY FROM ANOTHER REGION</u>	<b>WHAT IS THE DIFFERENCE?</b>
<b>Vehicles Registered</b>			
<b>Lane Miles of Highway</b>			
<b>Vehicle Miles Driven Daily</b>			