Choose the right vehicle

Early road transport | Form, function, and evidence

Grades 4-8 | Adaptable for families | **45-minute lesson** + model-building time

THE BIG QUESTION

How does a vehicle's design help it do a particular job?

STUDENTS WILL

Compare visible features of a car and flatbed truck; support a transport choice with evidence; distinguish a model observation from a real load-capacity claim.

PREPARE

Car and truck models or their completed-model picture; student worksheet; pencils. For building: the 4-page vehicle PDF, cardstock, scissors, and glue. Groups may share one pair of models.

TEACH IT IN FOUR STEPS

Compare (5 minutes). Notice passenger space, cargo space, and overall shape.
Connect (10 minutes). Discuss moving people and moving goods. A museum example shows how Ford adapted the Model T idea into a reinforced Model TT truck.
Decide (20 minutes). Complete the transport scenarios and design a change for another job.
Explain (10 minutes). Share decisions and separate visible evidence from information still needed.

ADAPT AND EXTEND

Younger learners can sort picture cards into people-carrying and goods-carrying jobs. Older learners can research one dated truck advertisement and compare its claims with a museum description.

PRINT AND BUILD

Download the matching model at **restoringwhatwaslost.com/printables**. Print the model on US Letter at **Actual size / 100%**, single-sided; let the printer follow each page's orientation. Print this handout on plain paper. Use child-appropriate scissors and glue; adults should help with small cuts and difficult folds. Building both vehicles may take an additional session. These are simplified early-style display vehicles, not measured reproductions of a particular factory model.

Free to copy for classroom, community, and home learning. Suggested timing is an estimate, not a tested completion time.

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Name: _____ Date: _____

Use what you can see. A paper model can suggest a job. It cannot prove a real vehicle's strength, speed, or safe load.

1. Observe the car and truck models. Record two visible differences that could affect their jobs.

2. A worker needs to take two visitors to town. Another needs to carry brick stacks. Which vehicle would you choose for each job, and why?

3. Could you learn a real truck's safe load limit just by looking at our paper model? Explain what other evidence you would need.

4. Draw one change to the model truck for a different job. Label the change and explain what it helps carry.

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WHAT TO LISTEN FOR

1. Possible observations: passenger seating or cabin area, open flatbed, body shape, and relative length.
2. A car is a reasonable choice for the visitors; an open-bed work truck is a reasonable choice for stacks. Credit explanations tied to visible features.
3. No. A safe load limit needs reliable specifications for the particular vehicle, condition, and equipment; our model provides none of these.
4. Accept a labeled change whose purpose matches the proposed cargo. Assess the explanation rather than artistic skill.

KEEP HISTORY AND THE MODEL DISTINCT

The kit includes a Model T-style car and a representative old work truck. Do not identify the truck as an exact Model TT or imply that the models establish what Louisville Fire Brick Works owned. The Henry Ford's 1918 brochure is an example of period truck history, not evidence of local ownership.

QUICK CHECK FOR UNDERSTANDING

Ask students to give one observation, one sensible inference about a job, and one question that would require another source.

SOURCES FOR THE TEACHER

The Henry Ford. Ford Model TT truck brochure, 1918. Museum description explains that the TT truck used a reinforced chassis derived from the Model T.

https://www.thehenryford.org/collections/explore/artifact/461527?AssetId=THF288674

Restoring What Was Lost History Workshop. Current model collection, completed-model illustrations, dimensions, and printing guidance.

https://restoringwhatwaslost.com/printables

Model and lesson design: Restoring What Was Lost History Workshop. Sources document the historical context; they do not endorse or certify these paper models. Free to print and copy for educational use.