



Transportation Diamonte (Multiple Modes)

LENGTH: Two - Three Class Periods

CURRICULUM: Language Arts

OBJECTIVES: Student will describe modes and uses of transportation used on land.

EDUCATIONAL LEVEL: Grades 5 - 6

MATERIALS:

1. Paper
2. Pencil
3. Computer
4. Construction paper
5. Vocabulary and technology terms
6. Diamonte model (**see next page**)
7. Teacher Resource: *Transportation* by Dr. Anthony Schwaller

PROCEDURE:

1. **Activity:** Diamonte--a free verse form of poetry that is easy to write. The purpose is to go from the subject at the top of the diamond to another totally different (sometimes opposite) subject at the bottom.
2. After studying chapter 1 from the text book, *Transportation*, by Dr. Anthony Schwaller, the student will be able to develop a Diamonte form of poetry.
3. The student will choose two modes of transportation. The two modes chosen will be compared and contrasted using the Diamonte technique.

DIAMONTE

The Diamonte is a fun and easy form of poetry in the shape of a diamond (**see next page.**) The purpose is to go from the subject at the top of the diamond to another totally different (and sometimes opposite) subject at the bottom. Compare and contrast two modes of transportation using the Diamonte form of free-verse poetry.

POINTS TO DISCUSS:

1. What if one of the modes of transportation you chose no longer existed? How would it change your life?
2. What if a moving sidewalk were installed in your school? What would you consider to be three positive and three negative results?
3. Terms to discuss: airships, antilock braking, coastal waters, dirigibles, efficiency, energy, environmental divisions, intermodal, maritime, mass transit, miles per gallon, passenger miles, random route, supertanker, systems, technology, transportation, transportation literacy.

Transportation Diamonte (Multiple Modes)

DIAMONTE STRUCTURE

1. One Noun (Subject #1)

2. Two adjectives (describing subject #1)

3. Three participles (ending in -ing, telling about subject #1)

4. Four nouns (first two related to subject #1, second two related to subject #2)

5. Three participles (ending in -ing telling about subject #2)

6. Two adjectives (describing subject #2)

7. One noun (subject #2)