AACA Museum Field Trip:

Reflection on the Impact of the Automobile in American History

Group Research and Presentation Project

The invention of cell phones, the Internet and social media have had more impact on American society in the 21st century than any other inventions. In the 20th century the automobile had more impact on American life than any other invention. After visiting the AACA museum this project will allow students to reflect on how the automobile created cultural, economic and environmental changes in our society that we had never seen before in history. Men, women and teenagers experienced changes in how they lived, traveled, worked and entertained themselves. The economic changes were in the creation of businesses, jobs, industries and infrastructure. The environment saw changes to its atmosphere, landscape, resources and even wildlife.

Project Requirements

1. Students are required to work in **groups of three**.

2. Each student must **research one of the three** in their group either cultural, economic or environmental effects of the automobile in the 20th century. Students will be assigned a packet for research with particular topics by their teacher.

3. Each student must **use at least two websites or two online encyclopedia sources or one of each at their school or home** to complete their "organize my research" packet and **find at least one picture related to their research**.

4. After the research is completed, groups will **choose their presentation style**. The groups may present their information through a PowerPoint, Prezi or other current media format, or choose a poster or video.

5. **Follow the rubric** for the project style your group chooses and make sure to **include the citations** for the online encyclopedias, websites and pictures at the end of your PowerPoint presentation, video or on the back of the poster.

6. **Turn in the completed research packet** from each person in the group to your teacher on the day of the presentations.

Use your school online encyclopedia to research each topic about the automobile and any of the following websites:

1. The Impact of the Automobile in the 20th Century
l3d.cs.colorado.edu/systems/agentsheets/New-Vista/automobile

2. The Automobile www.history.com/topics/automobiles

3. The Age of the Automobile www.ushistory.org/us/46a.asp

4. A quick history of the automobile for young people
www.ausbcomp.com/~bbott/cars/carhist.htm

5. The Automobile in American Life and Society www.autolife.umd.umich.edu, includes topics on culture, economics and environment

6. Environmental impacts from automobiles https://yosemite.epa.gov/.../product stewardship/autos-impacts

7. Transportation and climate www3.epa.gov click the transportation and climate tab

8. Individual impacts of particular automobiles use aacamuseum.org (permanent exhibitions)

Timeline for project due date: research two periods, presentation preparation three periods (one day for presenting to the class). On the day of presentations each group will present their group research project. Presentations should be between 4-5 minutes.

Directions for MLA Style Citations

Basic Style for Citations of Electronic Sources: remember MLA does not require a URL address

Before citing electronic sources in MLA style, try to find the following information (remember not every web page will give all of this information, but try and collect as much as possible). 1. Author and/or editor names. 2. Article name in quotation marks. 3. Title of the website, project, or book in italics (some print publications have web publications with different names). 4. Any version numbers given, including revisions, posting dates, volumes, or issue numbers. 5. Publisher information, including the publisher name and date. 6. Write down any page numbers (if shown). 7. Style of publication (online encyclopedia, picture or webpage). 8. Date material was accessed. 9. URL for your own personal reference.

Website Citation: Editor, author, or compiler name (remember last name first). Name of site (in italics). Version number (if available). Name of institution/organization affiliated with the site (sponsor or publisher if available), Date of resource creation (if available). Type of publication. Date of access (notice the day of the month, then the month and year are written).

Use n.p. if no publisher name is available and use n.d. if no publishing date is given.

Don't forget to use capitals where needed. For an individual page on a Website: list the author or alias if known, followed by the information covered above for the entire Website.

Example: Miller, Susan. *Futurecars.com.* deepdivemedia.net, 20 July 2013. Web. 6 October 2015.

Online Encyclopedia Citation: include the entry name in quotations. Encyclopedia name in italics. Publisher, publishing year. Type of publication. Date of access.

Example: "Automobile." *Encyclopedia Britannica Online*. Encyclopedia Britannica Inc., 2014. Online Encyclopedia. 20 November 2015.

An Image Citation (including a painting, sculpture, or photograph): give the artist's name. The work of art italicized. The date of creation. The institution and city where the work is housed, follow this initial entry with the name of the website in italics. The medium of publication. The date of access. Remember not all information is always provided.

Example: Jones, Stephen. *Henry Ford's Assembly Line*. 1922. Smithsonian Museum Washington D.C. *The History of the Automobile*. Web. 15 May 2014.

If your citation goes to the next line, the next line should be indented. If the work is cited only on the web, then list the name of the artist. The title of the work in quotes. The type work. Then follow the citation format for a website above. If the work is posted with a username, use that username for the author.

Example: Martin, Greg. "Teenage Driving." Photograph. *1950's America History.com* Smithsonian Inc., 21 April 2004. Web. 21 February 2015.

***For more examples of citing electronic sources in MLA style go to**: owl.english.purdue.edu and click on MLA Formatting. **Notes below for Website or Online Encyclopedia Sources** a minimum of two per student is needed.

Source 1 Author/s: _____
Article name or entry name if encyclopedia: _____
Title of website or encyclopedia: _____
Version numbers, revisions, posting dates or volumes (if given): _____
Publisher information, name and date: _____
Any page numbers if given: _____ Style of publication (online encyclopedia, picture or webpage): _____
Date of access: _____ URL address (for your reference): _____
_____

Source 2 Author/s: _____
Article name or entry name if encyclopedia: _____
Title of website or encyclopedia: _____
Version numbers, revisions, posting dates or volumes (if given): _____
Publisher information, name and date: _____
Any page numbers if given: _____ Style of publication (online encyclopedia, picture or webpage): _____
Date of access: _____ URL address (for your reference): _____
_____

Source 3 Author/s: _____
Article name or entry name if encyclopedia: _____
Title of website or encyclopedia: _____
Version numbers, revisions, posting dates or volumes (if given): _____
Publisher information, name and date: _____
Any page numbers if given: _____ Style of publication (online encyclopedia, picture or webpage): _____
Date of access: _____ URL address (for your reference): _____
_____

Organize My Research Packet: Group 1

Name: _____ Source 1: _____

Economic Effects of the Automobile: industries created to support the automobile: steel works, iron works, plastic companies, tire companies etc.

Name: _____ Source 2: _____

Economic Effects of the Automobile: industries created to support the automobile: steel works, iron works, plastic companies, tire companies etc.

Organize My Research Packet: Group 1

Name: _____ Source 1: _____

Cultural Effects of the Automobile: women, teenagers, African-Americans and other groups affected by the automobile

Name: _____Source 2: _____

Cultural Effects of the Automobile: women, teenagers, African-Americans and other groups affected by the automobile

Organize My Research Packet: Group 1

Name: _____ Source 1: _____

Environmental Effects of the Automobile: changed the landscape through roads, tunnels other infrastructure and how that affected nature and wildlife

Name: _____ Source 2: _____

Environmental Effects of the Automobile: how they changed the landscape through roads and tunnels and how that affected nature and wildlife.

Organize My Research Packet: Group 2

Name: _____ Source 1: _____

Economic Effects of the Automobile: creating jobs for people and building infrastructure: roads, bridges and highways

Name: _____ Source 2: _____

Economic Effects of the Automobile: creating jobs for people and building infrastructure: roads, bridges and highways

Organize My Research Packet Group 2

Name: _____Source 1: _____

Cultural Effects: How the automobile changed where people lived and worked (rural, suburban and urban living)

Name: _____ Source 2: _____

Cultural Effects: How the automobile changed where people lived and worked (rural, suburban and urban living)

Organize My Research Packet Group 2

Name: _____ Source 1: _____

Environmental Effects: How the automobile impacted natural resources such as coal, oil, rubber, aluminum, and other metal resources

Name: _____ Source 2: _____

Environmental Effects: How the automobile impacted natural resources such as coal, oil, rubber, aluminum, and other metal resources

Organize My Research Packet Group 3

Name: _____ Source 1: _____

Economic Effects: businesses and industries created as a result of the automobile: gas stations, drive-up restaurants, drive-in theaters, supermarkets, shopping plaza, motels etc.

Name: _____ Source 2: _____

Economic Effects: businesses and industries created as a result of the automobile: gas stations, drive-up restaurants, drive-in theaters, supermarkets, shopping plaza, motels etc.

Organize My Research Group 3

Name: _____Source 1: _____

Cultural Effects: How shopping, entertainment, sports and the family vacation were changed by automobiles

Name: _____Source 2: _____

Cultural Effects: How shopping, entertainment, sports and the family vacation were changed by automobiles

Organize My Research Group 3

Name: _____ Source 1: _____

Environmental Effects: auto emissions and their effect on the atmosphere, air quality and noise levels in the environment

Name: _____ Source 2: _____

Environmental Effects: auto emissions and their effect on the atmosphere, air quality and noise levels in the environment

Poster Rubric	4	3	2	1
Topic: Impact of the Automobile in Culture, **Economics** **and the Environment**	Details on the poster contain three areas researched about the auto-mobile, is a student summary and does not contain plagiarism.	Details on the poster include two out of three areas of infor-mation about the automobile and does not use plagiarism.	Details on the poster does not use plagiarism, but are incomplete in two out of three areas researched about the automobile.	Details on the poster do not contain plagiarism, but have little or nothing to do with the main topic.
Pictures	Four pictures are displayed and relate to the topics.	Three pictures are displayed and relate to the topics.	Two pictures are displayed and relate to the topics.	One picture is displayed or they don't relate to the topics.
Organization: **Titles of** **Culture, Eco-nomics,** **Environment** **all subheadings shown**	Information is organized with the three different titles and all of the sub-headings.	Information is organized with three clear titles but one sub-heading from the research packet is missing.	Information is organized, but is missing one title and subheading or two titles or two subheadings.	The information is disorganized. A combination of more than three titles or subheadings are missing.
Layout and Design	All content is in focus, and is easily viewed from six feet.	Most of the content is in focus and is easily viewed from six feet.	Most of the information is in focus is viewed from four feet.	Much of the information on the poster is unclear or too small to see.
Bibliography: **A minimum** **of three** **different citations**	All sources are accurately documented in MLA format.	All sources are accurately docu-mented, but there are a few errors in the format.	All sources are documented, but two citations are not in the correct format.	There not three different web-sites citations or are not in the correct format.
Mechanics **on the** **Poster**	There are no grammatical, spelling, or punctuation errors.	There are two to three gram-matical, spelling,	There are four to five grammatical, spelling, or punctuation errors.	There are six or more gram-matical, spel-ling,

		or punctuation errors.		or punc-tuation errors.
Presentation of the Poster	The presentation was three to four minutes and not hurried or slow. The presenters spoke clearly, established eye contact. All three members speak during the presentation.	The presentation was three to four minutes, but one occurs: speakers are hurried or slow, do not speak clearly, do not establish eye contact or not all members speak.	The presentation was three minutes and two occurs: speakers are hurried or slow, do not speak clearly, do not establish eye contact with the audience or not all members speak.	The presen-tation is two minutes or three occurs: speakers are hurried or slow, do not speak clearly, do not establish eye contact or not all members speak.

PowerPoint	4	3	2	1
Topic: Impact of the Automobile in Culture, Economics and the Environment	The PowerPoint covers all three areas researched, is a student summary and does not use any plagiarism**.**	The PowerPoint is a student summary and does not use any plagiarism, but is lacking in one of three areas researched.	The PowerPoint is a student sum-mary and does not use any plagiarism**,** but is incomplete in two out of three areas.	The PowerPoint does not contain any plagiarism**,** but has little to do with the the three topics.
Pictures	Four pictures that relate to the topic.	Three pictures that relate to the topic.	Two pictures that relate to the topic.	One picture re-lates to the topic.
All titles and subheadings are on slides: Culture, Economics and Environment	Information is organized with three different titles: all sub-headings are in-cluded with cor-rect information.	Information is organized with three different titles, but one subheading is missing.	Information is organized but one title and one sub-heading or two titles or subhead-ings are missing.	The information is disorganized. More than three titles or sub-headings are missing.
PowerPoint Layout and Design	There are 18 to 21 slides. A theme and white background is used. Font size 32, Arial font style, minimal color. Slides have six lines and six words in a line.	There are 15-17 slides or one of the following is mis-sing: theme, white background, 32 font size, Arial font style, minimal color, slides with six lines or six words per line.	There are 12-14 slides or two are missing: theme, white back-ground, 32 font size, Arial font style, minimal color, slides with six lines or six words per line.	Fewer than 12 slides or three are missing: theme, white back-ground, 32 font size, Arial font style, minimal color, slides with six lines or six words per line.
Bibliography: A minimum of three different citations	All sources are documented in correct MLA for-mat and appear at the end.	All sources are documented and appear at the end, but there are a few format errors.	All sources are documented and appear at the end, but two have an incorrect format.	There are not three different citations, most are not in the correct format or do not appear at the end.
Mechanics	No grammar, spelling or punc-tuation errors.	Two/three errors in grammar, spelling or punctuation	Four/five gram-mar, spelling and punctuation.	Six in grammar, spelling, or punctuation.
Presentation	Presentation is three to four minutes. It is not	Presentation is three to four min-utes or one occurs: speakers	Presentation is three minutes or two occurs:	The presentation is under two minutes or three occurs:

	hurried or slow. The presenters speak clearly, establish eye con-tact all members speak.	are hur-ried or too slow, do not speak clear-ly, do not establish eye contact or not all members speak.	speakers are hur-ried or too slow, do not speak clearly, do not establish eye con-tact or not all members speak.	speakers are hurried or too slow, do not speak clearly, do not establish eye contact or not all members speak.

Video Rubric	**4**	**3**	**2**	**1**
Topic Coverage: Impact of the Automobile in Culture, Economics and the Environment	Dialogue in the video includes the information researched in all three topic areas.	Dialogue in the video includes the information researched in two out of three topic areas.	Dialogue in the video includes, one out of three topic areas researched about the automobile.	Dialogue in the video has little or nothing to do with the three topics.
Pictures or props in the video	Four items used and relate to the topics.	Three items used and relate to the topic.	Two items used and relate to the topics.	One item or they do not relate to the topic.
Editing, **Flow and Organization** **of the Video**	Information is edited by remov-ing mistakes, transitions from each topic are smooth and there are few pauses.	One out of three occurs: Mistakes remain and are not edited. Transitions from one topic to the next are not smooth. There are too many pauses.	Two out of three: occurs: Mistakes remain and are not edited. Tran-sitions from one topic to the next are not smooth, too many pauses.	All three occur: Mistakes remain and are not edit-ed. Transitions from one topic to the next are not smooth, too many pauses.
Videography	The camera is stable in its movements. The subjects are well framed and are clearly visible with good lighting.	One out of three does not occur: The camera is stable. The sub-jects are well framed and clear-ly visible with good lighting.	Two out of three does not occur: The camera is stable. The subjects are well framed and clear-ly visible with good lighting.	The camera is not stable in its movements. The subjects are not well framed and are not clearly visible with good lighting.
Bibliography: A minimum of three different citations	All three sources are in correct MLA format and shown in the	Two out of three sources are in correct MLA format. The group	Only one source is in correct MLA format. The group presents a copy of	There is not a minimum of three citations or none are in the desired

(from sources used)	video. The group presents a copy to the teacher.	presents a copy of the bibliography to the teacher.	the bibliography to the teacher.	format or the bibliography is not given to the teacher.
Length of the Video in Minutes	Seven to eight minutes.	Five to six minutes.	Between three and four minutes.	Less than three minutes.
Speaking during the Video	The sound is understandable. The people speaking have a good pace. All three group members appear and speak.	The sound is understandable. All three group members appear and speak, but some speakers were either fast or slow.	The sound is understandable but not all members appear or speak on camera and some speakers were fast or slow.	The sound is not understandable, not all members appear or speak on camera and some of the speakers were too fast or too slow.

Teacher Instructions for Automobile Research Project

1. This project can be done with homeschooled or public middle school students in language arts, English or social studies and technology education classes. It can be used as an interdisciplinary project to save class time. English teachers can review research and summarizing informational text without using plagiarism, social studies teachers can teach about the research of the historical impact automobiles had on past society and technology teachers can instruct about the impact of technology on society.

2. Teachers should have access to an online Encyclopedia, the Internet and individual computers for students. Teachers can allow for class and homework to complete this project.

3. Teachers should review the project with students and give a tutorial on how to cite online sources in MLA formatting and review the rubrics for the three different presentations. Remind students to use the note page on their sources as they complete their research.

4. If class sizes are bigger than twelve, teachers can copy two sets of the research packet and have more than one group research similar topics. If there are two students that remain (not enough for a group of three) there can be a couple of groups with two students. Citations needed can be two instead of three for smaller groups.

5. Allow students to pick their groups but assign if needed. No student should work alone.

6. For students who choose to complete a poster presentation, remind them that they will need to write their bibliography on the back and also give a three to four-minute presentation.

7. For those who choose a PowerPoint, each student must summarize their research to fit on six to seven slides for a group total of 18 to 21 slides. Slides must be in 32 Font style with six lines

per slide and six words in each line. They will also need to complete a three to four-minute presentation of their PowerPoint to the class. Students can also choose another media presentation format such as a Prezi, Google Slides or another current form available. The teacher may change the PowerPoint rubric to accommodate these media formats if needed.

8. For students who choose a video they will play their video for the class, but the video must be seven to eight minutes long and use good camera skills. Also, it must contain a written bibliography from the group given to the teacher on the day of presentations.

9. All students are required to use at least two different sources. The sources can be different than those provided. Sources provided are at a middle school reading level. Each group of three students should have a minimum of three different sources in their bibliography (some students will use the same sites). Guide students who have trouble finding three.

Reading in History and Social Studies Common Core Standards

CC.8.5.6-8. B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CC.8.5.6-8. G. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CC.8.5.6-8. H. Distinguish among fact, opinion, and reasoned judgment in a text.

Writing in History and Social Studies for Common Core Standards

CC.8.6.6-8. B. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style and objective tone. Provide a concluding statement or section that follows from and supports the information or explanation presented.

CC.8.6.6-8. C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.8.6.6-8. E. Use technology, including the Internet, to produce and publish writing and present

the relations hips between information and ideas clearly and efficiently.

CC.8.6.6-8. F. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CC.8.6.6-8. G. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CC.8.6.6-8. H. Draw evidence from informational texts to support analysis reflection, and research.

CC.8.6.6-8. I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language Arts Common Core

CC.1.2.6-8. B. Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text. E06.B-K.1.1.1, E07.B-K.1.1.1, E08.B-K.1.1.1

CC.1.2.7. F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings. E07.B-V.4.1.1 E07.B-V.4.1.2 E07.B-C.2.1.

CC.1.2.6. G Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

CC.1.2.6. I Examine how two authors present similar information in different types of text. E06.B-C.3.1.2

CC.1.2.7. I Analyze how two or more authors present and interpret facts on the same topic. E07.B-C.3.1.2

CC.1.2.6-8. J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. E06.B-V.4.1.1 E06.B-V.4.1.2

CC.1.2.6-8. K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. E07.B-V.4.1.1

CC.1.2.6-8. L. Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently

CC.1.4.6-8. A. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

CC.1.4.6-8. F Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. E08.D.1.1.1 E08.D.1.1.2 E08.D.1.1.3 E08.D.1.1.4 E08.D.1.1.5 E08.D.1.1.6 E08.D.1.1.7 E08.D.1.1.8 E08.D.1.1.9 E08.D.1.1.10 E08.D.1.1.11 E08.D.1.2.1 E08.D.1.2.2 E08.D.1.2.3 E08.D.1.2.4 E08.D.1.2.5

CC.1.4.6. I Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic. E06. C.1.1.2 E06.E.1.1.2

CC.1.4.6-8. S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. E08. E.1.1.1 E08. E.1.1.2 E08. E.1.1.3 E08. E.1.1.4 E08. E.1.1.5 E08. E.1.1.6

CC.1.4.6. V Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

CC.1.4.6-8. W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Writing for Language Arts

CC.1.4.6-8. C Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. E07. C.1.2.2 E07. E.1.1.2

CC.1.4.6-8. D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. E08. C.1.2.1 E08. C.1.2.3 E08. C.1.2.6 E08. E.1.1.1 E08. E.1.1.3 E08. E.1.1.6

Technology Education Standards

3.4.6. B1. Describe how economic, political, and cultural issues are influenced by the development and use of technology.

3.4.7. B1. Explain how the use of technology can have consequences that affect humans in many ways.

3.4.8. B1. Evaluate the societal implications of the management of waste produced by technology.

Technology and Environment

3.4.3. B2. Explain how materials are reused or recycled.

3.4.4. B2. Explain how the use of technology affects the environment in good and bad ways.

3.4.5. B2. Describe how waste may be appropriately recycled or disposed of to prevent unnecessary harm to the environment.

3.4.7. B2. Explain how decisions to develop and use technologies may be influenced by environmental and economic concerns.

3.4.8. B2. Compare and contrast decisions to develop and use technologies as related to environmental and economic concerns.

Society and Development of Technology

3.4.6. B3. Interpret how societal and cultural priorities are reflected in technological devices.

3.4.7. B3. Describe how invention and innovation lead to changes in society and the creation of new needs and wants.

3.4.8. B3. Explain how throughout history, new technologies have resulted from the demands, values, and interests of individuals, businesses, industries, and societies.

3.4.4. B4. Describe how the history of civilization is linked closely to technological development.

3.4.5. B4. Identify how the way people live and work has changed history in terms of technology.

Using and Maintaining Technological Systems

3.4.4. D3. Investigate and assess the influence of a specific technology or system on the individual, family, community, and environment.

3.4.5. D3. Determine if the human use of a product or system creates positive or negative results.

References

(2014). The age of the automobile. *US History Museum.* Retrieved from https://www.ushistory.org/us/46a.asp

Bottorff, W.W. (2006). What was the first car? A quick history of the automobile for young people. *Austin Business Computers Page*. Retrieved from http://www.ausbcomp.com/~bbott/cars/carhist.htm

Brancheau, J., Wharton, A., Komalov, F. (1998). The history of the automobile's impact on society. *University of Colorado at Boulder and Agent Sheets*. Retrieved from l3d.cs.colorado.edu/systems/agentsheets/New-Vista/automobile

Czarnecki, G. (Photographer). (2015 October 9). *1924 Marmon* [photograph]. Hershey, PA: The Antique Automobile Club of America Museum.

Gartman, D., Melosi, M., Meyer, S., Scharff, V., Surgue, T., Walsh, M. (2010). The automobile in american life and society. *University of Michigan-Dearborn and the Benson Ford Research Center*. Retrieved from http://www.autolife.umd.umich.edu

Gibaldi, J. (2009). *MLA handbook for writers of research papers* (*7th ed*.). New York, NY: Modern Language Association.

History.com staff. (2010). Automobiles. *A & E Television Networks*. Retrieved from https://www.history.com/topics/automobiles

The Antique Automobile Club of America Museum. (2016). Retrieved from https://www.aacamuseum.org

United States Environmental Protection Agency. (2016). Automobile impacts on the pacific northwest. *Author*. Retrieved from https://yosemite.epa.gov/.../product+stewardship/autos-impacts

United States Environmental Protection Agency. (2016). Transportation and climate change. *Author*. Retrieved from https://www3.epa.gov/otaq/climate/basicinfo.htm