Lesson Title: Mapping Changes

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Lesson Description: In this lesson the students examine road maps and photographs of Delaware, both historical and modern. They draw conclusions, based on evidence from the maps and photos, as to how changing roads has affected settlements in the three counties.

Grade Level: 3

Standards:
- Geography Standard 3: Students will develop an understanding of the diversity of human culture and the unique nature of places.
- History Standard 2: Students will gather, examine, and analyze historical data.
- History Standard 3: Students will interpret historical data.

End of Cluster Expectations (Benchmarks): K-3:
- (Geography3) Students will be able to identify types of human settlement, connections between settlements, and the types of activities found in each.
- (History 2) Students will use artifacts and documents to gather information about the past.
- (History 3) Students will understand that historical accounts are constructed by drawing logical inferences from artifacts and documents.

Essential Question: How might new and improved roads change the size and setting of a place?

Assessment: See pages 4 and 5

Objective(s): Students will be able to:
1. analyze maps and photographs for changes.
2. compare the maps and photographs to draw conclusions.
3. understand that road improvements cause changes in settlements.

Prior Knowledge and Skills:
1. Students need an understanding of what makes places unique: physical and human features.
2. Students need experience analyzing and interpreting maps and photos.

Vocabulary:
proposed completed improved unimproved affect effect

Time to Complete: 4-5 days, 30-40 minutes each day

Materials/resources needed:
The House on Maple Street, Bonnie Pryor
Set of maps from Delaware Archives:
1924 Official Road Map DPA file VIII
1952 Road Map file
    Note: Teacher needs to highlight the state border and county lines in one color, the railroads in a second color on both of these maps.
Magnifying glass for each child
Overheads for Visuals 1,2,3,4 All photos courtesy of the Delaware Public Archives
Day 1
Procedure Steps:

1. Introduce the general idea of the lesson by reading aloud *The House on Maple Street*.
   In this story, the history of 107 Maple Street is shown, beginning with the time when Native Americans lived on the location. As you read the story, have the children note how the physical and human features of the place change. Record the responses on chart paper. Some responses may include, the addition of shelter, roads, types of transportation, the filling in of the creek, and the addition of other houses. Students will comment on how the transportation, clothing, and buildings became modern. Ask the students:
   - Where did they get the supplies to build the houses?
   - Where did the modern transportation and clothing come from?
   - Do they think materials were manufactured there or somewhere else?
   - Why did the place where the house is, change?

Closure: Student will record a journal entry after the story:

   One day friends came to visit Chrissy and Jenny. They noticed the cup and arrowhead on the shelf. Write a journal entry telling their friends how the cup and arrowhead make them think how Maple Street used to look. Use examples from the story.

Day 2
Procedure Steps:

1. Ask the children if they have noticed any changes in the area where they live. They will most likely not have seen many changes because of their young age. Tell them that they are going to use some historical documents to see how Delaware has changed over the last two centuries.
2. Group the children in groups of two or three so that they can share the 1924 road map. Give each child a magnifying glass.
3. Draw the children’s attention to the highlighted parts of the map and have them tell you what these are. Ask them how the roads are represented on this map. They can refer to the Legend for this.
4. Give each child a copy of Handout 1, or prepare a large chart or overhead so that the teacher can record student responses.
5. Ask the children what they notice about the roadways in 1924. (Suggested responses: Many roads were not finished or started. There were many large roads around the city of Wilmington. There is no bridge between New Jersey and Delaware. Rehoboth was not yet connected by major roads. The large roads run down the center of the state, branching at Dover and Georgetown. Roads that branch out from these go to towns on the Railroad lines. The main trunk of the main highway north and south follows the railroad line. There is an interesting circle of roads just south of Smyrna that follows the river. Children may also notice the road grids in each of the larger cities. Refer them to the inset map of Wilmington to clarify the grids) Have the children record a summary of these observations on Handout 1, or record them on the large chart or overhead.
6. Have the children view the photographs from around the state (1924, Visual 1)On the map, locate each of the towns and cities that are shown in the photos. These include Dover, Wilmington, Rehoboth, Laurel, Delaware City, Clayton, Seaford, and New Castle. Be sure to use the terms affect, as in how do the roads or lack of roads affect the features of each place, and effect, as in discussing the effect of connectedness to other places.
7. Have the children make observations about the human and physical features they see in each of the photos. Have them also note the similarities and differences between the different locations. A clear comparison can be made between the photo of Wilmington and the photo of Laurel. The children can easily draw the conclusion that Wilmington was already more developed than Laurel.
because it was already at the center of a larger hub of transportation than Laurel. Have them record a summary of their observations on Handout 1 or record them on the large chart.

Day 3

Procedure Steps

1. Today the children will take a closer look at the effect of transportation connections on Rehoboth. First, display the photos of Rehoboth prior to 1924. (Visual 2)
2. Ask the children to note the details of the two photos.
3. Then display the photos of Rehoboth in 1931. (Visual 3) Ask the children to note the differences between 1910 and 1931.
4. Have them return to the 1924 map and propose a reason why the city changed. (On the map there is a proposed highway to Rehoboth. It must have been built before 1931, bringing more cars and people and eliminating the use of the railroad alongside the boardwalk.)
5. Closure: Hold up the 1952 road map. Ask the children to predict what changes may have occurred. Tell them that tomorrow they will compare the 1924 map and the 1952 map and look at some new photos to confirm or refute their predictions.

Day 4

Procedure Steps

1. Hand out the 1924 and 1952 maps to the groups of children. Ask them to compare the two to find changes in the roads and railroads. Have them record these changes on Handout 1, or put them on the large chart again.
2. View the photos on 1950’s Visual 4. On the map, locate each of the towns and cities that are shown in the photos. These include the Delaware Memorial Bridge, Wilmington, Rehoboth, New Castle Airport. Have the children make observations about the human and physical features they see in each of the photos. Have them compare the similarities and differences between different locations in the 1950’s. Then have them note changes that have occurred in the photos of one place in the two different time periods. This is especially obvious in the photos of Middletown. Have them record a summary of their observations on Handout 1.
3. Closure: Help them to draw conclusions about the location of the places that grew the most and the fact that these places are closest to the improved roadways. Take out the book The House on Maple Street again and ask the children, based on what they have learned, to speculate what caused the changes on Maple Street.

Assessment: Administer the assessment.
Which place is most likely to have three new restaurants open soon?

a. Hightown  
b. Ocean Town  
c. Beachville  
d. Parkerville
Benchmark Statement: Students will be able to identify types of human settlement, connections between settlements, and the types of activities found in each.

How might the connection of this road affect Market Town? Explain your answer.

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<th>Date</th>
<th>1952</th>
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Handout 1
Laurel 1924
State Road, intersection of U.S. Route 13 and Route 40, February 18, 1931. #1958.
Causeway south of Delaware City 1932
Clayton Main Street looking east
DuPont Boulevard north of Georgetown 1924
Kent General Hospital, Dover, 1926
Wilmington, 1900’s
On the Boardwalk Rehoboth Beach, Del.
Rehoboth 1910
Visual 3 1931 Rehoboth Photos

Boardwalk at Rehoboth from Belhaven  1931
Rehoboth Beach and Boardwalk 1931
Visual 4 1950’s Photos

Business Section, Main Street, Middletown, Delaware, 1929
Court Street operations looking west, Dover, July 17, 1956
Rehoboth Avenue, Rehoboth Beach 1950
Wilmington, 8th and Market Streets, 1950
Construction of the Delaware Memorial Bridge, November 15, 1950.

In 1940 the General Assembly directed the department to investigate the feasibility of crossing the Delaware River, either by bridge or tunnel. World War II intervened, but in 1947 the Delaware River Crossing Division was formed to begin construction. Four years later the bridge was dedicated to those who had died in World War II and was opened to traffic on August 16, 1951. It was the sixth longest suspension bridge in existence. The second span was opened in 1968 and made the Delaware Memorial Bridge the longest twin span suspension bridge in the world.
Wilmington 7th and Market Streets, 1957