

Delaware Model Unit

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

Unit Title: Our Community: Profiles and Connections

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Content Area: Social Studies

Grade Level: 4

Summary of Unit

Each local community is unique—the product of the physical environment found in the local area and also an expression of the activities of the residents, their values, levels of technology, and traditions.

In this unit, students will construct a community profile of their hometown or local community. Through directed research and data gathering, students will describe the area around them in terms that can be clearly understood and compared.

Examples of community characteristics and data include population, language, density, and land use. One of the key characteristics that shape the local community is transportation.

- How do people here travel within the community?
- How and why do they normally travel to other distant places, and how do people transport goods into and out of the community?
- What are the consequences of the transportation choices people make?

The answers to these questions depend on the needs and activities of the people who live in the community. After the students have constructed a profile of the community and examined how transportation affects the local landscape, they will have a basis for comparison with other communities in Delaware, in the United States, and in the world.

Stage 1 – Desired Results

(What students will know, do, and understand)

Delaware Content Standards

- **Geography Standard Four 4-5a:** Students will be able to apply geographic skills to develop a profile of the local community by placing it in the context of physical, cultural, and other types of regions.

Big Ideas

- Diversity of places
- Connections

Unit Enduring Understandings

Students will understand that...

- Communities are different and that the differences can be described in quantitative and qualitative ways.
- Individuals and groups living in places make decisions that alter the landscape and the lives of people who live there. Transportation choices are a good example of this.

Unit Essential Questions

- How and why are places similar or different?
- How do people here travel within the community?
- How and why do they normally travel to other distant places, and how do people transport goods into and out of the community?
- What are the consequences of the transportation choices people make?

Knowledge and Skills

Students will know...

- Characteristics of a community that can make it unique, such as the number, ages, health, education, and ethnicity of the inhabitants; the topography and natural resources of the area; levels of technology and innovation being employed for transport, communication, production, and distribution of resources in the community, etc.
- Key vocabulary: site, community, city, data, profile, survey, transportation mode, transportation system
- Census-related vocabulary: town, village, CDP, population, density

Students will be able to...

- Identify sources of useful data, gather information, organize it in useful form, and analyze their findings to answer geographic questions.

Stage 2 – Assessment Evidence

(Evidence that will be collected to determine whether or not Desired Results are achieved)

Transfer Task

This summative assessment is a transfer task that requires students to use knowledge and understandings to perform a task in a new setting or context. The assessment and scoring guide should be reviewed with students prior to any instruction. Students should do the assessment after the lessons have been completed.

Delaware Is Out of Gas!

The newspapers and radio stations are all announcing the news: Delaware Is Out of Gas! Because a big coastal storm has closed refineries on the East Coast and on the Gulf of Mexico, gas stations all over the state are running out and no more supplies are expected for at least seven days. Write a story telling what the effects would be on your community if cars and trucks could not be used to get around. In your story, answer these questions:

- How would people and businesses be affected?
- What are some ways people could solve this problem?
- What are some things a town might already have that would help solve this problem?

Rubric

2 – The student includes relevant and accurate details and information to demonstrate understanding of the effects for individuals and businesses of a loss of auto transport. The student suggests at least one way people might adjust to an alternate mode of transportation. The student identifies at least one form of infrastructure that might help a community adjust to an alternate form.

1 – The student includes relevant and accurate details and information to demonstrate understanding of the effects for individuals and businesses of a loss of auto transport. The student suggests at least one way people might adjust to an alternate mode of transportation OR the student identifies at least one form of infrastructure that might help a community adjust to an alternate form.

0 – The student includes inaccurate or irrelevant details that do not provide evidence of understanding of the needs and activities of the community or the value of connections to other regions.

Student Self-Assessment and Reflection

When students are required to think about their own learning, to articulate what they understand and what they still need to learn, achievement improves.

-Black and William, 1998; Sternberg, 1996; Young, 2000

How a teacher uses the information from assessments determines whether that assessment is formative or summative. Formative assessments should be used to direct learning and instruction and are not intended to be graded. The Checks for Understanding at the end of each instructional strategy should be used as formative assessment and may be used as writing prompts or as small-group or whole-class discussion. Students should respond to feedback and be given opportunities to improve their work. The rubrics will help teachers frame that feedback. An interactive notebook or writing log could be used to organize student work and exhibit student growth and reflection.

Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

Lesson One

Essential Question

- How and why are places alike and similar?

Instructional Strategies

Strategy One: Gathering Information Visualizing a Town and Getting Around

Provide each student with a sheet of drawing paper and crayons or colored pencils. Tell the students, “I want you to draw my town. It has houses, stores, and a church. The town has streets and sidewalks. There are cars parked on the street and people walking.” Allow about five minutes for the students to draw the town.

The teacher should provide no additional information while the students are working but may repeat the description or write it on the board. When the students are finished, ask to see the drawings. After admiring the work, the teacher should say, “These are all nice drawings, but they don’t look like my town. I don’t have a picture of it, but maybe I can describe it for you. My town has narrow streets and brick row houses. The houses are close to the street and there are only a few alleyways between them. In my town there are a lot of very old trees—they are taller than the houses. Cars can park on only one side of the street. People like to walk to stores and to the church down the street.”

Give the student five minutes to sketch the town. Again, ask to see the pictures. The sketches are likely to be more uniform, although they will still have individual differences. Tell the students that their sketches look more like your town.

Then, ask which sketch was easier for them to draw and why? They should conclude that it is easier to provide a good picture of a town when there is accurate information to guide the artist.

Strategy Two: Gathering Information Guided Research

Place students in groups of 2-3. Hand out the graphic organizer [Our Community Site](#) (see [Handout 1.2](#)). Have students work in small groups to brainstorm a list of physical characteristics and a second list of human aspects of communities.

Group reports should be compared and combined. A class list will include, at a minimum, total population and population groups; cultural characteristics like language, religion, and customs; architecture; level of technology. After the class list is generated, ask students to suggest sources of accurate, current, and complete data for each attribute. The teacher or library media specialist should take time to show students the web and print resources available for research about local communities, including the US Census Bureau website and brochures and websites of local Chambers of Commerce. Click here for a simplified [chart of population and population density](#) for Delaware communities.

Strategy Three: Extending and Refining Photo Analysis-Gallery Walk or Short Field Walk

Teacher Notes: While some people think of a community as a group of people who have something in common, geographers think of a community as an area where people live, shop, work, and play. When the word is used this way, it can apply to a town or village, but it also might apply to a subdivision or to a neighborhood within a larger city. The teacher will need to make a decision about the area to be profiled based on the local conditions. It may be efficient and effective to study the area around the school if it is in a residential neighborhood, but if this is not the case, one community within the attendance area of the school might be studied. The teacher should display a basic map of the area and discuss with the students approximate boundaries or borders of the community. Then the class can turn its attention to the characteristics that make the community special or unique.

Observation techniques are tools geographers use to understand places. Ideally the teacher will take the students on a short field walk in the community to allow guided observations, but if that is not practical, students can learn a great deal about a local community by looking closely at a few carefully chosen photographs. The pictures should be current and include commercial, residential, and industrial areas if these exist in the community. The evidence gathered will be largely qualitative. For example, students might note that streets are narrow, traffic is heavy and includes lots of trucks, or houses look old.

Post five photos of the hometown or target community around the room or down the hallway. Have the students visit each photo station and decide what that photo tells about the community (see [Handout 1.3](#)). After the observation walk, debrief with the class, discussing their observations and questions they might have.

Display a recent aerial photo of the community (visit Delaware DataMIL at <http://datamil.delaware.gov>.) With small post-it notes, label the locations where each of the five photos of the Gallery Walk were taken or label the route of the class field walk.

Ask the students to suggest other scenes that should be included to give a person a good idea of what the community is like and how it is distinctive. Possible suggestions from students would include local landmarks, physical features like a lake or river, schools, or recreational facilities.

Check for Understanding

- ❖ What physical and human features make your community like or unlike others?

Strategy Four: Extending and Refining Think/Pair/Share - Our Community "By the Numbers"

See [Handout 2.1](#), Our Community Profile. Photos and observation can tell us a little about a community, but an accurate picture or profile of a community should include some **data**. Data can be descriptive or qualitative, as in the first exercise, but often it is useful to gather information that uses numbers, or quantitative data. The numbers can be organized in charts, graphs, or maps to look for patterns.

To help students understand this, use the analogy of a person. A photo is useful, but to understand the person, more information is needed. Ask the group what types of data someone might look for if they want to have a better picture of a person. (Some possible answers include height, weight, IQ, income, batting average).

Next ask the students what people might be able to count or measure to get an accurate picture of the community. (Use the think-pair-share technique.) Allow 30 seconds for thinking, 1 minute for pairing, and 1 minute for sharing with another group.

Next collect suggestions for data points on the board. Population, number of buildings, number of cars, traffic flows are some possible answers. Ask the students for suggestions on places to get accurate numbers for some of the things they suggested.

Strategy Five: Application

Think/Pair/Share - Our Community "By the Numbers"

The Census and Other Information Sources

Share with the students that the US Census collects useful information about individuals and communities in the United States every ten years. The collected data is available on the website <http://2010.census.gov/2010census/data/>. Since it is organized by census tracts, the data is useful in studying a community.

Share with the students a community profile from the census bureau, preferably for the community surrounding the school or a community nearby (teachers have projection, computer lab, or print options). Review with the students a few of the ways a community might be compared using numbers. The students should be able to explain the meaning of the following basic terms used in the census profile: population, ethnicity, gender, the income, and literacy rate. Additional terms may be added at the teacher's discretion.

A simplified list of population figures is provided in [Handout 1.2R](#) to help students begin making comparisons of total population and population density among Delaware communities. Students need not do math calculations of density of population, but they can understand that high-density areas are more "crowded" and likely to have few open spaces and buildings with more stories and/or housing units. The full census profile for the community will tell how many people are male or female, ethnic groups of the residents, and how many residents live in group housing as opposed to single family homes.

Have students work in pairs to verify and support observations about the school's community. For example, if a student says that most residents are white, look for the percentage of white or Caucasian residents listed in the figures. If a student says the local community is smaller than others in the region, check the population table to see if the observation is borne out by the facts. Besides the census report, other sources of information include the local Chamber of Commerce website, city website, local histories, and the phone book or business directories.

Check for Understanding

The list below contains sources of information that might be used in developing a community profile for a town in Delaware.

- | | |
|-------------------------------|---|
| ❖ 1918 map of the town | ❖ Pictures taken around town this summer |
| ❖ Last week's local newspaper | ❖ a play written about early days in the town |
| ❖ Census 2000 Fact Sheet | ❖ 2008 aerial photo of the community |
| ❖ Chamber of Commerce website | ❖ an interview with a new resident |
| ❖ Phone book | ❖ |
| ❖ DE state highway map | |

Circle three sources that you think will be helpful in developing a community profile. On the space below, tell what type of important data you expect to get from the source:

Source	Data From the Source

Teachers, [click here](#) for a handout of this Check for Understanding.

Lesson Two – Preparing a Community Profile

Essential Question

- How and why are places similar or different?

Instructional Strategies

Strategy One: Gathering Information

Think-Pair-Share

Begin by displaying a baseball or football player’s trading card. If not enough cards for each pair of students is available, the following links can be displayed for the class.

[The face of the card shows a posed photo of the player](#), which gives some information. However, the [reverse side of the card provides a short, concise summary of the player’s accomplishments and playing history - a profile of the player](#).

Use a Think-Pair-Share strategy. Ask the students to think about:

- What can be learned from examining each side?
- What can’t be learned?

(For example, the statistics on the back are all related to sport. The person’s school grades, driving record, vacation trips, military service, favorite music, food preferences, etc., are not included in the profile. So a profile does not tell the whole story, but it is still a useful tool for comparisons of players.)

Inform students that this lesson will involve developing profiles for the local community and comparing it to other communities.

Strategy Two: Extending and Refining Develop a Community Profile

Provide students with a local map of the area they will study and a copy of [Handout 2.1](#), Community Profile Student Reading. Use this to reinforce and extend the concept of a profile. Take time to identify words students may be unfamiliar with and post these terms on the board or word wall.

For each question on the list on page 3 of [Handout 2.1](#), Community Profile Student Reading, ask students to suggest possible sources for the information. (Some may be by personal observation or surveying residents.)

The teacher may elect to complete the profile as a whole-class project or to have students work in cooperative groups as time and research resources permit.

Strategy 3: Application

Have students create a bulletin board or display board on the local community including photos, facts, and sources of information. This will reinforce the research and provide a constant reference to the concept of building a profile.

Tell students that a publisher is putting together a book to help people who are new to Delaware. Each community will get one page in this book. He has asked for one picture to represent the community. Under the picture he wants to list the “Top Five Facts About Our Community.” Based on our class project, prepare a draft page to submit to the publisher.



A Picture that Represents Our Community

Most Important Facts About Our Community

- 1.
- 2.
- 3.
- 4.
- 5.

Check for Understanding

❖ Why did you decide that the image and those facts were the most important?

Lesson Three – Personal Choices Affect Our Community

Essential Questions

- How do people here travel within the community?
- How and why do they normally travel to other distant places, and how do people transport goods into and out of the community?
- What are the consequences of the transportation choices people make?

Materials

One copy per student of transportation journals, survey, and readings.

Instructional Strategies

Strategy 1: Gathering Information Reading with Purpose

Ask students how they got to school that day. Write the names of the transportation types they suggest on the board or overhead.

Ask students how people in their community get where they need to go. Answers should be similar (car, bus, bike, walking), but there may be some additions.

Have students create a bar chart displaying the breakdown of different modes. Ask students which is best? Ask students to justify their responses to a partner.

Divide students into four groups, or if preferred, simply assign each student one of the four different modes of transport.

1. Cars, vans, and trucks
2. Bicycles
3. Public transit
4. Pedestrian

Ask each group or student to record advantages and disadvantages of the assigned transportation mode based on their own prior knowledge and experience using the T Is for Transportation Worksheet, [Handout 3.1](#).

When the charts are completed, distribute the appropriate readings for their group. Ask students to read carefully to see if the author included all the points they noted on the chart.

1. Cars, Vans, and Trucks – [Handout 3.1B](#)
2. Bicycles – [Handout 3.1C](#)
3. Public Transit – [Handout 3.1D](#)
4. Pedestrian – [Handout 3.1E](#)

Check for Understanding

- ❖ Why is it important to have a variety of modes of transportation in a community? Explain your answer with an example.

Rubric

- 2 – This response gives a valid explanation with an accurate and relevant example.
- 1 – This response gives a valid explanation with an inaccurate, irrelevant, or no example.

Strategy 2: Gathering Information Conducting a Survey

Ask the students which form of transportation they think most people use in the community.

Tell the class that they will be gathering data by completing a transportation journal and a survey (see [Handout 3.2](#)).

Review the directions and answer student questions. When all the members of the class have completed the journal and the survey, the results will be combined and used for a class project.

Strategy 3: Extending and Refining Organizing and Analyzing Data

One week later collect the transportation journals and the surveys, [Handout 3.2](#).

Have teams of students work together to add up the total number of trips reported by the class and the mode of transportation taken.

When the total number of trips taken and the total number of trips for each mode of transport are posted, ask the students to write a sentence that describes the results. (For example, "Our class took a total of 500 trips this week, and 250 were by car, 100 were on buses, 55 were on foot, and 45 were on bicycles.")

Ask the students if most trips were inside the community or to other towns and cities. If practical, a pie chart of the results should be constructed.

Next ask the students what questions they have about the data they collected. These might be questions about the accuracy and/or completeness of the data, but also might be questions about the choices available for transportation in the local community.

Write the summary statements and the questions on chart paper and post on the board for future reference. Set aside the student transportation surveys for future use.

Strategy 4: Application Patterns in Transportation

Travel to School

Tell the students that a class in another school conducted a survey of transportation choices, but they only recorded the ways classmates usually traveled to school. Display or distribute copies of "How Mrs. Mapp's Class Gets to School," [Handout 3.4](#).

Ask students what patterns they can see in the diagrams. (Students may notice that all the arrows are from one side of the school, or that there are different numbers of arrows for the modes of transport. They should notice the relative length of the trip increases.)

Ask the students to think about the information they gained from their own journals and compiling their results.

- How is Mrs. Mapp's class similar to or different from their class?
- What reasons might there be for differences (conditions around the school, attendance areas, after school care arrangements, etc.)?

Lesson 4

Essential Question

- What are the consequences of the transportation choices people make?

Instructional Strategies

Strategy 1: Gathering Information

Reading Graphics – Communities Can Solve Problems

Have students view the photo below ([Handout 3.5A](#)). Ask students to work in pairs to record the transportation problems present in the photo.



What transportation problems do you see?

Possible responses:

1. Congested streets, due to too many cars
2. No sidewalks or crosswalks provided
3. Street conditions are dangerous for bicyclists
4. Shopping area is located far from the houses
5. Cars idling in traffic are causing pollution
6. Poorly maintained roads
7. Only a few trees and other attractive features

Have students view the photo below ([Handout 3.5B](#)). Ask students to work in pairs to record the transportation solutions present in the photo.



What transportation solutions do you see?

Possible answers:

1. Sidewalks and bike paths allow people to get around without their cars
2. Public transportation
3. More attractive environment
4. Safer driveways

Check for Understanding

- ❖ What transportation problems might be present in the local community? What solutions can you suggest?

Rubric

2 – This response gives a valid problem with an accurate and relevant solution.

1 – This response gives a valid problem with an inaccurate, irrelevant, or no solution.

Strategy 2: Extending and Refining

Using Maps to Plan: Improving Transportation Connections

The goal is to make the students aware that transportation improvements can be planned to improve the community. Students become “planners” for a day to help propose where to add new buildings and transportation infrastructure.

A key tool of transportation planners is a map of the area to be studied. In this activity, students will make a map to show where they would place bus stops, sidewalks, and bikeways as well as adding new development such as a school, library, and a restaurant. Each group will have a base map ([Handout 3.6](#)) on which they can mark where the ideal bike racks, bus stops, and bikeways should be placed.

Give groups 15 to 20 minutes to “plan” where to place the new building and infrastructure. Encourage the students to think of convenience for residents; safety for bikers, pedestrians, and drivers; and the needs of local businesses. Rules to follow:

- Add 4 proposed bus stop and bike rack locations
- Add 3 new buildings to town (school, library, and a restaurant)
- Add locations of proposed crosswalks
- Add locations of proposed sidewalks
- Create color-coded map legend/key

Students then present their plan maps to teacher and rest of students.

Strategy 3: Extending and Refining

Connecting Communities

In this strategy, students connect geography to their own experiences.

Ask students to think of reasons why young people travel to other communities. The students may think of travel with their families (shopping trips, visit to a doctor, sports events) or with a team or group.

- What communities do they visit most often? Why?

The availability of certain stores, recreational facilities, or services is likely to come up in the discussion. Convenience, keeping travel time and mileage to a minimum, may also be mentioned. Geographers usually predict that people will visit the stores or facilities closest to them.

Travel Connections to Other Communities

Travels to Play – Display or distribute to the students an interscholastic sports schedule for a local high school. Distribute a state or regional map and help the students locate the locations for the away games. Do the schools form any pattern? How will the teams travel to the towns and why?

Travels to Work – There are many reasons why adults travel to other communities (schooling, shopping, arts and recreation, vacations), but the most common one is to go to work. People make decisions everyday about how far they will travel to a job and how they will get there.

Display the maps Public Transit in Delaware and Major Roads in Delaware ([Handout 3.7](#)).

Ask the students to identify the communities where people have the most travel connections. Point out that these connections allow individuals to make choices about their travel to work.

Ask the students to suggest the choices a commuter might make as he travels from his home in Claymont to his job in Newark.

Next, ask the students to suggest choices a commuter might make who travels daily from home in Smyrna to work in Wilmington.

Review from [Lesson 3, Strategy 1](#) the advantages and disadvantages of mass transit and auto travel.

- What communities in Delaware have no mass transit options?
- How must these people get to work?

Check for Understanding – [Handout 3.7](#)

- ❖ Look at the maps Public Transit in Delaware and the Major Roads in Delaware. Put a check on the line below to rate the Delaware towns listed.

	Least Connections	Most Connections
Bethany Beach	_____	_____
Elsmere	_____	_____
Dover	_____	_____
Millsboro	_____	_____
Newark	_____	_____

- ❖ Based on the maps, which community has the most travel connections in Delaware? Explain your answer.

Rubric

2 – This response gives a valid choice of community and an accurate and relevant explanation.

1 – This response gives a valid choice of community with an inaccurate, irrelevant, or no explanation.

Strategy 4: Application Mapped Patterns

Visit a local grocery and gather a representative market basket including at least some produce items which are often easily identified with country of origin.

As the items are removed from the bag, have the students record the item and its country of origin. Ask the students how they think these items arrived in the local grocery store.

Explain that the Port of Wilmington is the entry port for most fresh fruit items on the East Coast. Some useful information can be found on the Port of Wilmington website:

The Port of Wilmington, Delaware is a full-service deepwater port and marine terminal handling about 400 vessels annually with an annual import/export cargo tonnage of over 4 million tons. Today, Delaware's port is the busiest terminal on the Delaware River.

Located at the confluence of the Delaware and Christina Rivers, 65 miles from the Atlantic Ocean, the Port is owned and operated by the **Diamond State Port Corporation (DSPC)**, a corporate entity of the State of Delaware.

Since it was founded in 1923, the Port of Wilmington has been a major Mid-Atlantic import/export gateway for a wide variety of maritime [cargoes](#) and trade.¹

Connections to places in other climate zones allow us to have fresh fruit all year around.

Wilmington is located at the **heart of the U.S. East Coast** providing shippers with overnight access to major markets. Our gate is located 1/4 of a mile off the interstate highway linked to I-495, I-95, and I-295. On the Delaware River, we are located closest to the Atlantic Ocean providing ocean carriers who call Wilmington with savings in their operating costs.



Students can view the Port of Wilmington Schedule of Ship Arrivals at: http://portofwilmington.com/mainframesets/main_shippingschedule.htm in order to identify the different locations and connections the port has to the rest of the world.

Use maps to help students trace a route the produce might travel to their local store.

For example, in the schedule below, the "Origin from or Destination" shows 5 different countries of origin: Chile, Costa Rica, Argentina, Sweden, and Ukraine. Bananas labeled Product of Chile travel by ship from the west coast of South America, through the Panama Canal, up the Atlantic Coast to Wilmington. There they are loaded onto a truck. The truck takes I-495 to I-95, and then it turns off on local roads until it comes to the market.

¹ www.portofwilmington.com

Vessel												
Ship #	Lang.	Name	Voy.	E T A	Commodity	Comm. Code	Imp/ Exp	Origin from	Agent	Stevedore	Account of	Cust #
11287	453	BBC MONTANA			Dock	Project Cargo	9402	Imp		TERMINAL SHIP	DRS	BBC/TERMINAL
11290	653	LIBERTY PRIDE			Dock	Automobiles	2289	Exp		T PARKER HOST	MURPHY	LIBERTY
11289	463	ATLANTIC KLIPPER	USEC-21		Dock	Chilean Fruit	5101	Imp	Chile	TERMINAL SHIP	MURPHY	PAC.SEAWAY 6300
11291	748	ALLIANCE CHARLESTON			Dock	Automobiles	2299	Exp		NORTON LILY	DRS	HOEGH AUTO 6900
11308	541	ATLANTIC PROMISE			3/24	Petrolcoke	7555	Exp		CAPEX	DRS	PORT CONTRACT 6700
11292	445	VASSABORG			3/24	Olivine Sand	7599	Imp		CAPEX	DRS	
11309	623	SEA IRIS			3/26	ChemSalt	7562	Imp		T PARKER HOST	DRS	PORT CONTRACT 6937
11293	672	DOLE CHILE	V107		3/27	Containers	1221	Imp	Costa Rica	NORTON LILY	MURPHY	DOLE/N. LILY 6400
11310	681	HELENE	WN1112		3/28	Containers	1121	Imp		BIEHL & CO	MURPHY	CHIQUITA/BIEHL 6943
11311	620	RESOLVE			3/29	Automobiles	2289	Exp		WILHELMSEN	DRS	ARC
11312	578	FU AN HAI			3/29	Salt	7562	Imp		T PARKER HOST	DRS	PORT CONTRACT 6700
11296	514	HANSA VISBY	USEC-22		3/30	Chilean Fruit	5101	Imp	Chile	TERMINAL SHIP	MURPHY	PAC.SEAWAY 6300
11297	356	LADY CHRISTINA			3/30	Magnesite	7150	Imp		T PARKER HOST	DRS	PORT CONTRACT 6937
11307	461	LAURA			3/31	Argentine Fruit	5013	Imp	Argentina	TERMINAL SHIP	MURPHY	ARG FRUIT GRP
11295	452	ERIEBORG			3/31	Plate / Coils	3326/3302	Imp	Sweden	WILHELMSEN	DRS	SSAB 6802
11298	512	HANSA LUBECK	USEC-23		4/2	Chilean Fruit	5101	Imp	Chile	TERMINAL SHIP	MURPHY	PAC.SEAWAY 6300
11313	672	DOLE COLOMBIA	V107		4/3	Containers	1221	Imp	Costa Rica	NORTON LILY	MURPHY	DOLE/N. LILY 6400
11299	653	GRANDE CHAMPION			4/4	Automobiles	2299	Exp		NORTON LILY	DRS	HOEGH AUTO 6900
11314	627	OM IRIDIUM	WN1113		4/4	Containers	1121	Imp		BIEHL & CO	MURPHY	CHIQUITA/BIEHL 6943
11294	492	IZUMO BAY			4/5	Argentine Juice	5031/5033	Imp	Argentina	TERMINAL SHIP	MURPHY	A/TERMINAL
11302	469	EASTERN BAY	USEC-24		4/6	Chilean Fruit	5101	Imp	Chile	TERMINAL SHIP	MURPHY	PAC.SEAWAY 6300
11303	509	COMOROS STREAM	USEC-25		4/8	Chilean Fruit	5101	Imp	Chile	TERMINAL SHIP	MURPHY	PAC.SEAWAY 6300
11300	656	HOEGH DEHLI			4/9	Automobiles	2299	Exp		NORTON LILY	DRS	HOEGH AUTO 6900
11315	672	DOLE CHILE	V108		4/10	Containers	1221	Imp	Costa Rica	NORTON LILY	MURPHY	DOLE/N. LILY 6400
11316	681	HELENE	WN1114		4/11	Containers	1121	Imp		BIEHL & CO	MURPHY	CHIQUITA/BIEHL 6943
11317	469	HOPE BAY	USEC-26		4/11	Chilean Fruit	5101	Imp	Chile	TERMINAL SHIP	MURPHY	PAC.SEAWAY 6300
11301	348	OCEAN FORCE			4/12	Project Cargo		Imp	Ukraine	INCHCAPE	DRS	OS/ISS
11318	672	DOLE COLOMBIA	V108		4/17	Containers	1221	Imp	Costa Rica	NORTON LILY	MURPHY	DOLE/N. LILY 6400
11319	627	OM IRIDIUM	WN1115		4/18	Containers	1121	Imp		BIEHL & CO	MURPHY	CHIQUITA/BIEHL 6943

Check for Understanding

The government of Panama is planning to make the Panama Canal wider so larger ships can pass through.

- ❖ How would the activities at the Port of Wilmington change if the Panama Canal had to close for several months because of the construction? Support your answer with an example.

Rubric

- 2 - This response gives a valid change with an accurate and relevant example.
- 1 - This response gives a valid change with an inaccurate, irrelevant, or no example.

Handout 1.2

Community Profiles – Our Community Site

Site is a word geographers use to refer to all the physical and human characteristics of a town. Use the T-chart below to list the characteristics you can think of to describe the site of your community. Remember to use good descriptive words and details.

Physical Features	Human Features
<i>Example: The Broadkill River flows through the center of town.</i>	<i>Example: Two bridges cross the river.</i>

Handout 1.2R

Community Profiles

Delaware Census 2000 Fact Sheet adapted from US Census Bureau American

FactFinder: <http://factfinder.census.gov>

Delaware Place Name	Population	Population Density
Arden village	474	1708.5
Ardencroft village	267	2411.4
Bear CDP	17,593	3063.4
Bellafonte town	1249	7102.7
Bethany Beach town	903	782.4
Bethel town	184	413.2
Blades town	956	2201.4
Bowers town	305	1063.4
Bridgeville town	1436	1768.6
Brookside CDP	14,806	3787.7
Camden town	2100	1130.9
Cheswold town	313	729.8
Claymont CDP	9220	4371.4
Clayton town	1273	1242.3
Dagsboro town	519	409.5
Delaware City city	1453	1156.3
Delmar town (DE part only)	1407	1498.9
Dewey Beach town	301	876.6
Dover city	32,135	1435
Dover AFB housing CDP	3394	5061.6
Edgemoor CDP	5992	3288.3
Ellendale town	327	1289.5
Elsmere town	5800	5891
Farmington town	75	1075.6
Felton town	784	1268.1
Fenwick Island town	342	994.5
Frankford town	714	1012.7
Frederica town	648	769.1
Georgetown town	4643	1123.9
Glasgow CDP	12,840	1297.6
Greenville CDP	2332	852.4
Greenwood town	837	1267.2
Harrington city	3174	1587.1
Hartly town	78	1345.9
Henlopen Acres CDP	139	544.6

Definitions used by US Census:

Incorporated place - A type of government incorporated under state law as a city, town, borough, or village and having legally prescribed limits, powers, and functions.

CDP – Census designated place, a location with a densely settled concentration of population that is not within an incorporated place

Population density – the average number of people per square mile

Delaware Place Name	Population	Population Density
Highland Acres CDP	3379	2186.7
Hockessin CDP	12,902	1286.9
Houston town	430	1144.4
Kent Acres CDP	1637	1852.3
Kenton town	237	1375.8
Laurel town	3668	2215.9
Leipsic town	203	722
Lewes city	2932	801.5
Little Creek town	195	1780.5
Long Neck CDP	1629	655
Magnolia town	226	1178.7
Middletown town	6161	962.4
Milford city Kent	2935	1070.6
Milford Sussex	3797	1345.9
Millsboro town	2360	1367.9
Millville town	259	534.1
Milton town	1657	1568.7
Newark city	28,547	3198.6
New Castle city	4862	3198.6
Newport town	1122	2554
North Star CDP	8277	1209.5
Ocean View town	1088	495
Odessa town	286	652
Pike Creek CDP	19,751	3220.8
Rehoboth Beach city	1495	1266.5
Rising Sun –Lebanon CDP	2458	724.3
Riverview CDP	1583	440
Rodney Village CDP	1602	2652.6
Seaford city	6699	1925.9
Selbyville town	1645	1176.9
Slaughter Beach town	198	147.9
Smyrna town	5679	1541.9
South Bethany town	492	948.6
Townsend town	346	582.3
Viola town	156	878.4
Wilmington city	72,664	6698.1
Wilmington Manor CDP	8262	5088
Woodside town	184	1130.6
Woodside East CDP	2174	1272.7
Wyoming town	1141	1690

Definitions used by US Census:

Incorporated place - A type of government incorporated under state law as a city, town, borough, or village and having legally prescribed limits, powers, and functions.

CDP – Census designated place, a location with a densely settled concentration of population that is not within an incorporated place

Population density – the average number of people per square mile

Handout 1.3

Community Profiles

Photo Description	What does the photo tell me about the community?

Handout 2.1

Community Profiles – Student Reading

Our Community Profile – What Is a Community?

Sometimes people think of a community as a group of people who have something in common. When geographers talk about a community, they mean an area where people live, shop, work, and play. When the word is used this way, it might apply to a town or village, but it also might apply to a subdivision or to a neighborhood within a larger city. You and your classmates will work with your teacher to decide about the area you will study.

Your teacher will provide a map of the area. What do you think are the borders of the community? The answer may not be easy to agree on. Look at the map carefully and think about where you live, where you play, and where your family shops for everyday items. How can you tell when you have traveled outside your community? Perhaps the sidewalks end, or there is a busy highway that people do not like to cross. Perhaps there are cultural differences, like signs in a different language or the houses and buildings may look different.

Talk about this with your classmates. When you have decided what the boundaries or borders should be, draw them on the map. Then the class can begin to think about what makes the community special, different from all other communities.

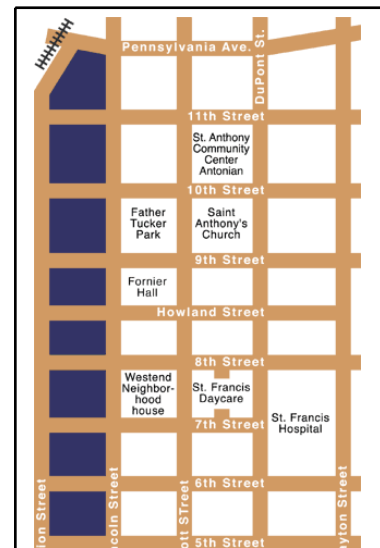
What makes this community special?



Where does this neighborhood end?



Do special foods, cultural events, and favorite activities make this a community?



Where does the neighborhood end?

What Is a Profile?

A side view or silhouette is sometimes called a *profile*. You can learn more about a person by looking at a picture taken from a different angle. Here are two pictures of a famous person. What can you learn by looking at the side view?



You might learn something about a community by looking at a drawing or a photo of it from a distance. Look at the picture below. What are the tallest objects in the photo? Why are they there? What objects are missing?



We will learn more about our community by constructing a profile. The geographic profile of our community will include more information than we can see from a distance. It will bring together a lot of useful information into a short summary. We can use this profile to compare our community with others, whether they are near-by or far away.

Our profile will answer these questions:

1. **What is the *site* of this community?**

- Describe the land. Is it flat or hilly? Is the soil sandy or rocky?
- Where does it get its drinking water? Are there streams or bodies of water?
- What is the climate type? What are the usual high and low temperatures? How much precipitation is usual in the area?

2. **Population**

- How many people live here?
- What groups of people live here? (Groups by age, occupation, ethnicity, economic status, education) Use census data files for this.

3. **Opinions or perceptions** of people who live here about their community

- What are the best things about the place? What are the worst things? Is there something that is missing?
- How does this community compare to others in the region, the state, the country?

4. **What is the *situation* of this place?**

- What important towns and resources are nearby?
- What are the most important connections to other communities?

5. **Connections**

- How many travel links are there?
- How much traffic is there?
- How and why do people in this community travel to other areas?

Handout 1.4

Community Profiles

The list below contains sources of information that might be used in developing a community profile for a town in Delaware.

- 1918 map of the town
- Last week’s local newspaper
- Census 2000 Fact Sheet
- Chamber of Commerce website
- Phone book
- DE state highway map
- Pictures taken around town this summer
- A play written about early days in the town
- 2008 aerial photo of the community
- An interview with a new resident

Circle three sources that you think will be helpful in developing a community profile.

On the space below, tell what type of important data you expect to get from the source:

Source	Data from the source

Handout 3.1

T Is for Transportation!

There are many ways of getting around in our community. Each form of transportation has pros and cons. Before you read, think about one form of transportation. Complete the T-chart below by listing advantages and disadvantages of getting around that way.

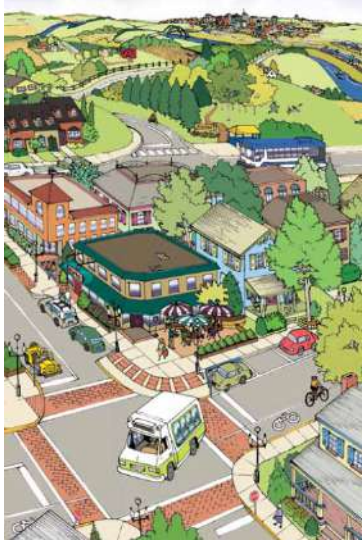
Form of transportation: _____

Advantages	Disadvantages

Handout 3.1B – Cars, Trucks, Vans

Notes While Reading

Motor vehicles—cars, vans, and trucks—are the most frequently used type transportation in the U.S. They allow you to travel more far and more quickly than walking or bicycling. Cars help you get groceries home from the store, carry books to school, and lug your equipment to sporting events. They also will keep you dry in the rain and warm in the cold. But, there are disadvantages. Cars are an expensive type of transportation—car owners must pay for fuel, maintenance, and insurance in addition to the cost of buying the car. The annual operating cost for the average car was \$8,220 in 2009. Road construction and maintenance costs taxpayers millions of dollars each year. The fuel used by cars also pollutes the air. For every gallon of gasoline used, our cars release roughly 20 pounds of greenhouse gases. Cars also pose a risk to our safety. More than 44,000 people are killed in auto crashes each year, though this risk is reduced by always wearing seatbelts, driving at the speed limit, and being a careful driver. Cars and vans



take up a lot of space. Parking lots, parking garages, and home garages cost lots of money. Trucks transport much of the goods you buy in stores. They haul heavy loads and help get important work done. But like cars, trucks pollute the air and increase congestion on the roads.

Compare the reading above to your T-Chart. How many of the advantages you listed were also in the reading?	
How many of the disadvantages you listed were in the reading?	
Which advantages or disadvantages were in the reading that you had not thought of?	
Which advantages or disadvantages were not in the reading that you had thought of?	

Handout 3.1C – Bicycles

Notes while reading

Bicycles have multiple purposes. They can be used for exercise, fun, and getting from one place to another. The average annual operating cost of a bicycle was \$308 in 2009. They do not pollute, and people of all ages can use them. To help make them safer to use, many areas are creating bike lanes or off-road pathways. A bike lane is a painted stripe on the road, shown in the picture on the left. A pathway is a route separate from traffic that is wide enough for bicycling and walking (8 feet or more), shown on the right. Baskets and backpacks can be used to carry things and people should always wear helmets to reduce the risk of being hurt. Weather can make bicycle travel uncomfortable. Bicycles work well for short trips but can be too slow or tiring for longer trips. Bike racks are not provided everywhere, so parking the bike can be a problem.



www.pedbikeimages.org /Dan Burden

Compare the reading above to your T-Chart. How many of the advantages you listed were also in the reading?	
How many of the disadvantages you listed were in the reading?	
Which advantages or disadvantages were in the reading that you had not thought of?	
Which advantages or disadvantages were not in the reading that you had thought of?	

Handout 3.1D – Public Transit (also called mass transit)



Public transit refers to buses, trains, subways, and monorails. It is a way to move a lot of people at one time. Transit systems usually operate on a set schedule, unlike traveling by car, bicycling, or walking. Also, you have to get to and from the bus or train station instead of arriving right at your destination.

Notes While Reading

On the plus side, having a lot of people in one vehicle instead of many different cars causes less pollution and traffic. Each person who switches to public transit from driving can reduce daily carbon emissions by 20 pounds or more than 4,800 pounds in a year. With no traffic lights or congestion to slow them down, trains generally get people to destinations faster than cars. Certain roads have bus lanes allowing them to avoid traffic jams, helping to speed up their trip, too. Also, people of all ages, incomes, and abilities can travel by transit.



To improve the conditions for bus and train riders, it is good to provide shelters, benches, and sidewalks to access them. Some shelters even have schedules and maps to help riders and let them know when their bus is due to arrive. New Castle County has several public transit options—DART buses, SEPTA trains, and AMTRAK. Other areas may have few public transit options. A special bus system has been developed just for students. The big yellow school buses are a familiar sight in many communities. Tax money pays for these buses, so students do not pay a fare. Like other public transit, school buses run on a set schedule. Some students who live close to school are not eligible to ride.

<p>Compare the reading above to your T-Chart. How many of the advantages you listed were also in the reading?</p>	
<p>How many of the disadvantages you listed were in the reading?</p>	
<p>Which advantages or disadvantages were in the reading that you had not thought of?</p>	
<p>Which advantages or disadvantages were not in the reading that you had thought of?</p>	

Handout 3.1E – Pedestrians

Notes While Reading

Walking is the simplest and easiest way to get to places that are nearby. It does not cost anything, and it causes no pollution. Walking is the most popular form of physical activity in the United States and can be done by kids and adults. Disadvantages are that walking is slower than other methods, and you cannot carry a lot of stuff with you. Plus, pedestrians must be very careful when walking in areas with a lot of traffic. Sidewalks, crosswalks, and pedestrian traffic signals all make walking safer. Delaware has a Safe Routes to School Program to help



improve safety conditions for students walking and biking to their nearby schools. Today only 13% of children walk to school, compared with 66% in 1970.

Building pathways is another way to make walking more enjoyable. Paths go through parks or along streams or are separated from streets and can be used for walking or bicycling. Several pathways in northern Delaware—the Northern Delaware Greenways, the New Castle Rail Trail, and the Newark Hall Trail, are part of the East Coast Greenway, whose goal is to connect all the states from Maine to Florida.

Compare the reading above to your T-Chart. How many of the advantages you listed were also in the reading?	
How many of the disadvantages you listed were in the reading?	
Which advantages or disadvantages were in the reading that you had not thought of?	
Which advantages or disadvantages were not in the reading that you had thought of?	

Handout 3.2

Keeping a Transportation Journal

To learn more about transportation in our community, we will work together to gather some data. We will do this by keeping a travel journal and by conducting a survey. During the next week, each member of our class or team will keep track of all of the trips we take. Then, each of us will answer questions on a short survey about transportation choices available in our community. Take a moment now to look over the survey questions. Next week we will combine the answers from our travel journals and surveys. The data will help us learn about transportation in our community.

Directions: Use the form provided to record your travel choices. For each day of the week, record the start and finish times of each trip you take. You will also note the type of transportation you used. Estimate how long the trip took, in either hours or minutes.

Use as many pages as you need to record your travel for the week. The sample below will help you.

Day of Week	Trip I Took	How Long it Took	Type of Transportation
Monday	<i>From/To</i> Home to school <i>Times:</i> 8:10 to 8:25 a.m.	15 Minutes	Walk___ Bike___ Car___ Bus <input checked="" type="checkbox"/> Other_____
Monday	<i>From/To</i> School to Chris' House <i>Times:</i> 3:00 to 3:20 p.m.	20 minutes	Walk___ Bike___ Car___ Bus <input checked="" type="checkbox"/> Other_____
Monday	<i>From/To</i> Chris' House to Home <i>Times:</i> 5:00 to 5:10 p.m.	10 minutes	Walk <input checked="" type="checkbox"/> Bike___ Car___ Bus___ Other_____

Student Survey
Travel Options in Our Community

How many public transit bus stops are there within easy walking distance of your home?

Does the school bus stop near your home? Yes ___ No ___

Are there sidewalks in your in your community? Yes ___ No ___

If you walk, do you feel safe? Yes ___ No ___

- If not, what could be done to make it better?

Are there train tracks near in your community? Yes ___ No ___

- If yes, do the trains carry passengers? Yes ___ No ___

Did you see any bike paths or bike lanes in your community? Yes ___ No ___

If you ride your bike, do you usually feel safe riding on the streets? Yes ___ No ___

- If not, why don't you feel safe and what could be done to make it better?

For the trips that you took in a car, could you have used another mode of transportation?

Yes ___ No ___

- If yes, which modes?

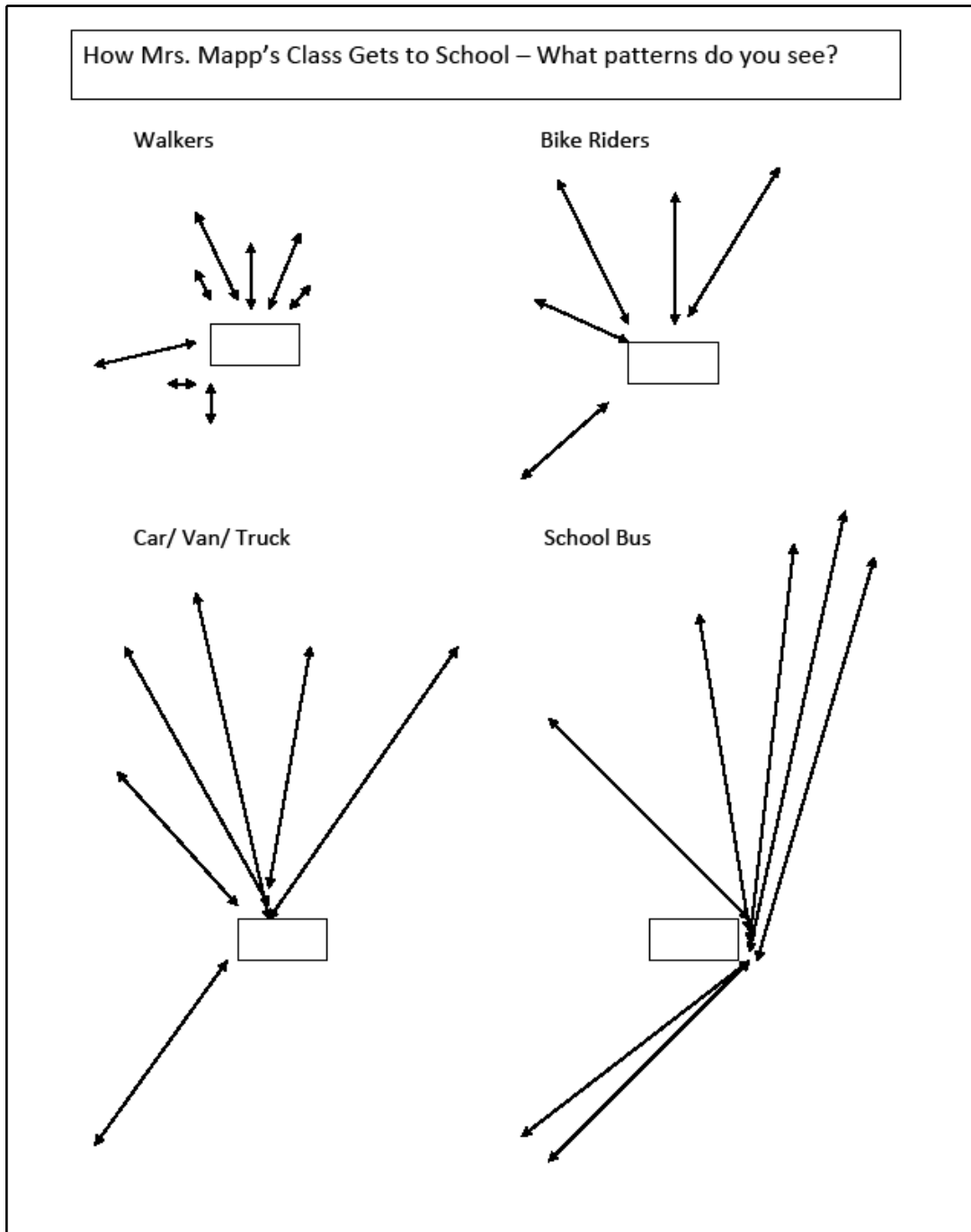
Transportation Journal

Name: _____

Day of Week	Trip I Took	How Long it Took	Type of Transportation
	<i>From/ To:</i> <i>Times:</i>		Walk ____ Bike ____ Car ____ Bus ____ Other ____
	<i>From/ To:</i> <i>Times:</i>		Walk ____ Bike ____ Car ____ Bus ____ Other ____
	<i>From/ To:</i> <i>Times:</i>		Walk ____ Bike ____ Car ____ Bus ____ Other ____
	<i>From/ To:</i> <i>Times:</i>		Walk ____ Bike ____ Car ____ Bus ____ Other ____
	<i>From/ To:</i> <i>Times:</i>		Walk ____ Bike ____ Car ____ Bus ____ Other ____
	<i>From/ To:</i> <i>Times:</i>		Walk ____ Bike ____ Car ____ Bus ____ Other ____

Handout 3.4

How Mrs. Mapp's Class Gets to School



Handout 3.5A

Reading Graphics



What transportation problems do you see?

Handout 3.5B

Reading Graphics



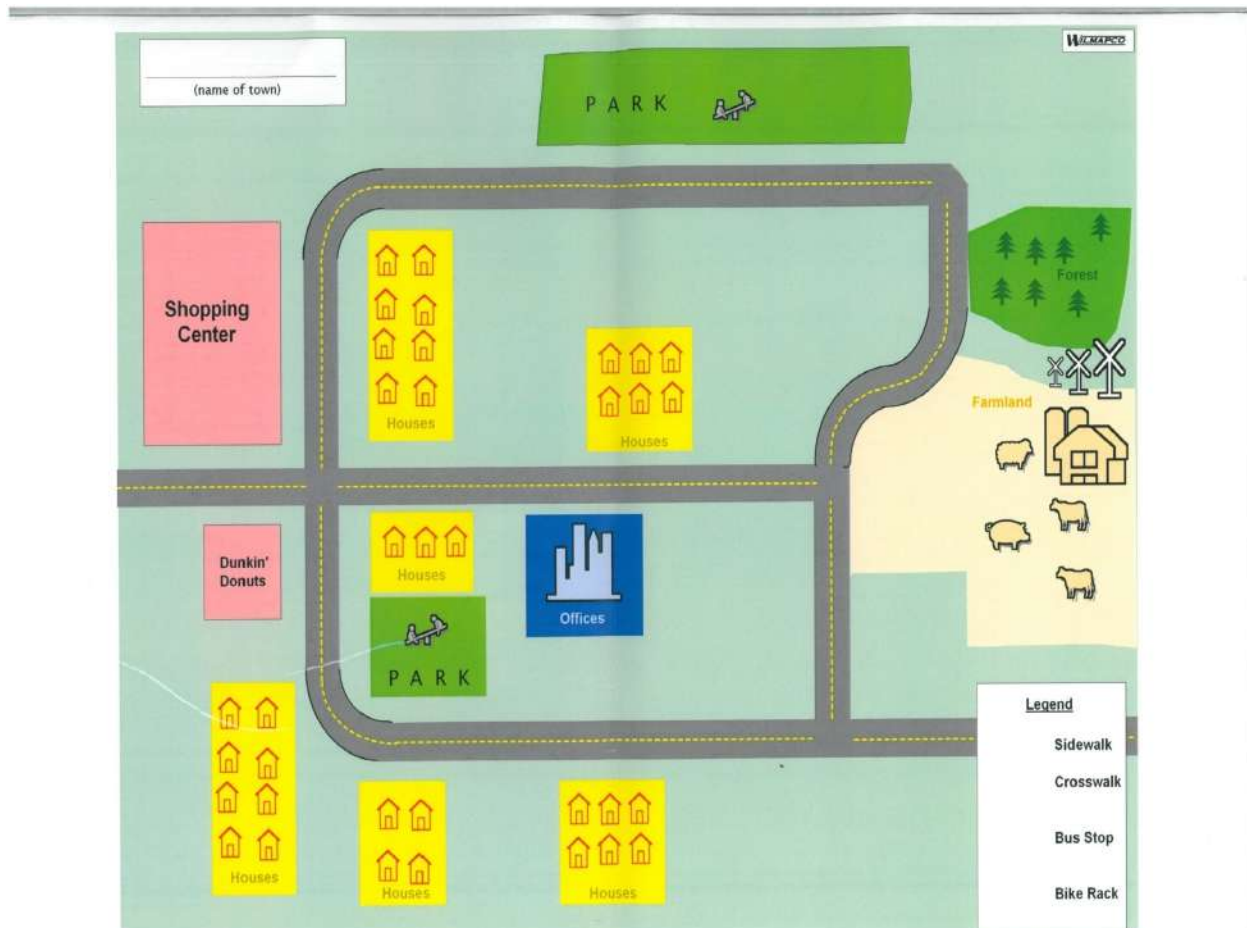
What solutions do you see?

Handout 3.6

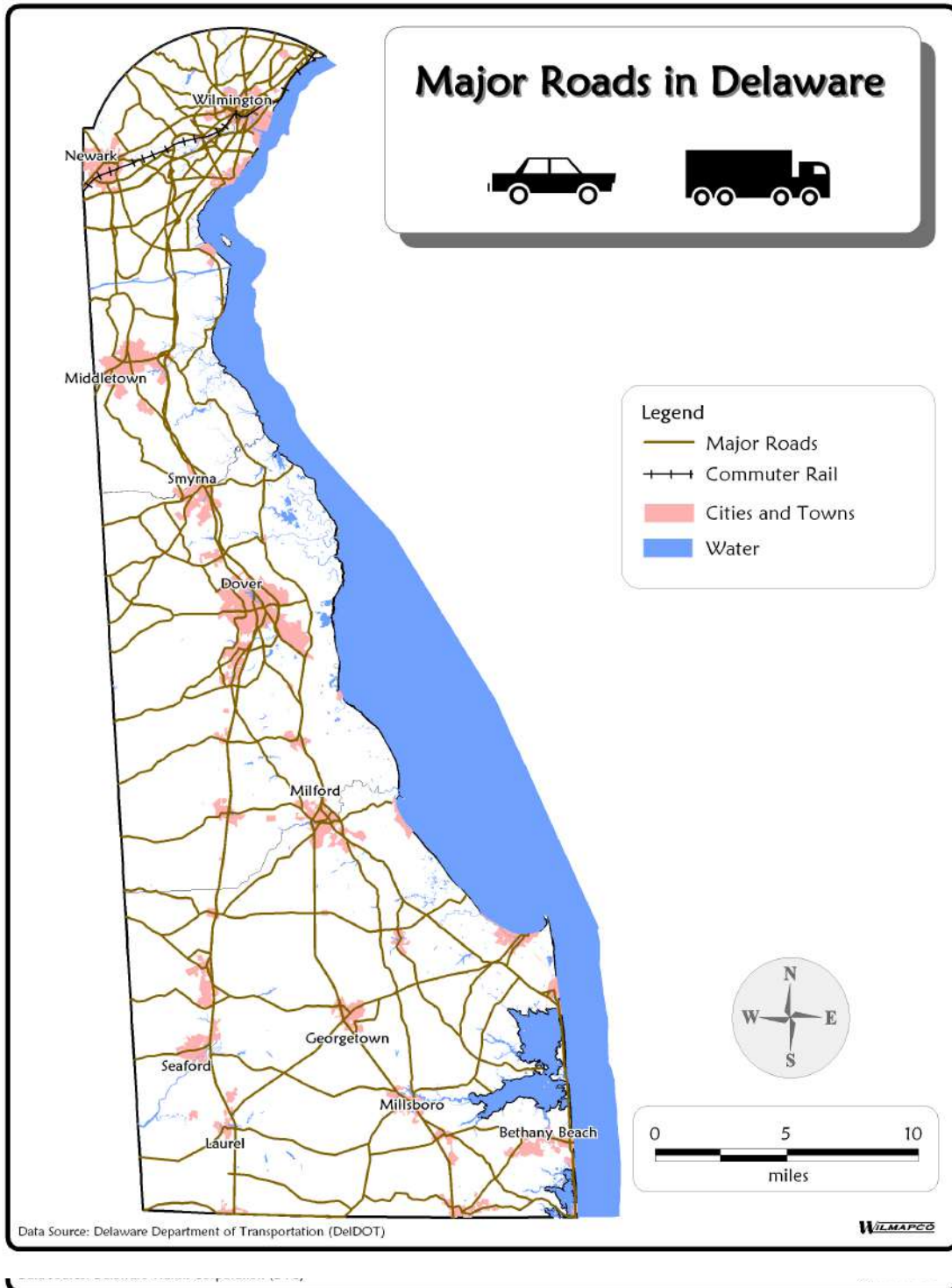
Map a Better Community

Look at the map below of a small community. Use your knowledge and skills to make the community better. Your new and improved community map should follow these rules:

- Add 4 proposed bus stop and bike rack locations
- Add 3 new buildings to town (school, library, and a restaurant)
- Add locations of proposed crosswalks
- Add locations of proposed sidewalks
- Create color-coded map legend/key



Handout 3.7 – Major Roads in Delaware

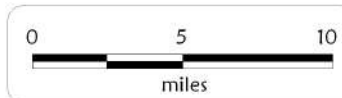
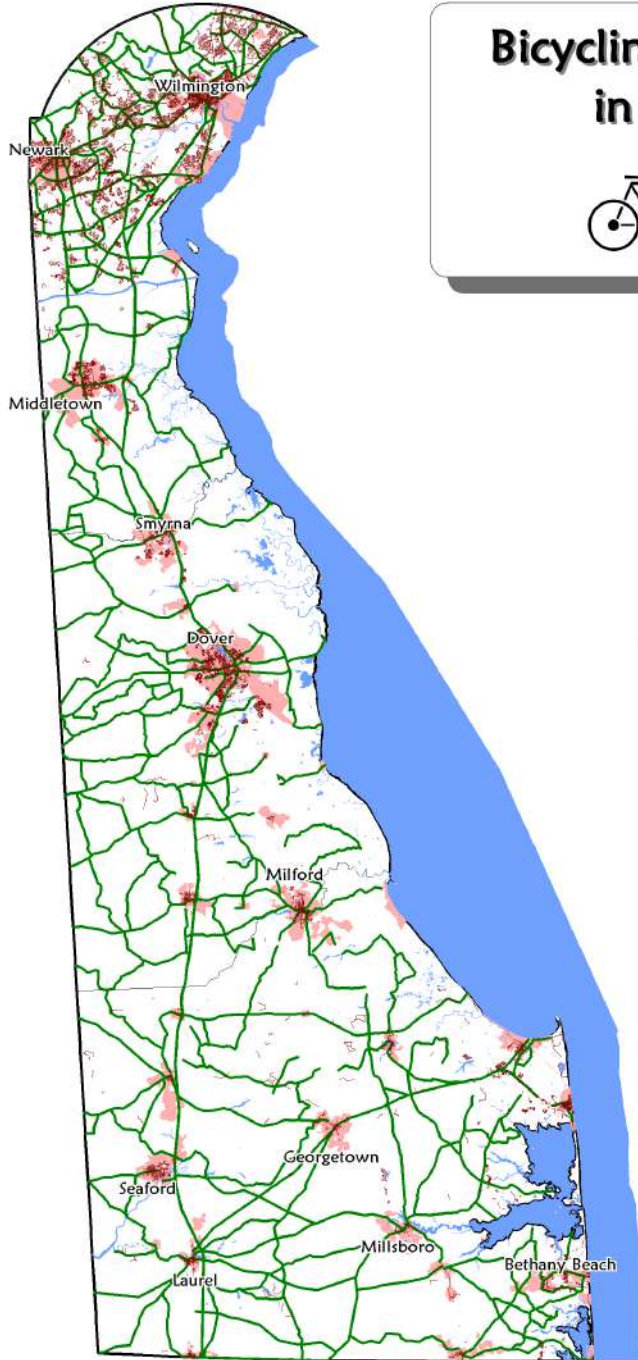


Bicycling and Walking in Delaware



Legend

-  Bicycle Routes
-  Sidewalks
-  Cities and Towns
-  Water



Data Source: Delaware Department of Transportation (DelDOT)

WILMAPCO

Handout 3.7

Check for Understanding

- ❖ Look at the maps Public Transit in Delaware and the Major Roads in Delaware. Put a check on the line below to rate the Delaware towns listed.

Connections	<i>Least Connections</i>	<i>Most Connections</i>
Bethany Beach	_____	
Elsmere	_____	
Dover	_____	
Millsboro	_____	
Newark	_____	

- ❖ Based on the maps, which community has the most travel connections in Delaware? Explain your answer.