

## Delaware Recommended Curriculum

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:**           **Thinking Geographically:  
Wilmington’s Riverfront over Time**

**Designed by:**       **Kristin Becker, Red Clay Consolidated School District  
Sam Heed, Kalmar Nyckel Foundation**

- \* Support provided by Kalmar Nyckel Foundation, Riverfront Development Corporation of Delaware, Swedish Council of America, and Finlandia Foundation National
- \* Special thanks to Maggie Legates, Delaware Geographic Alliance
- \* Images provided by BrightFields, Inc., Delaware Public Archives, and the RDC

**Content Area:**       **Social Studies**  
**Grade Level:**       **5**

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### Summary of Unit

Cultural differences produce patterns of diversity in language, religion, economic activity, social custom, and political organization across the Earth's surface. Places reflect the culture of the inhabitants as well as the ways that culture has changed over time. Places also reflect the connections and flow of information, goods, and ideas with other places. Students who will live in an increasingly interconnected world need an understanding of the processes that produce distinctive places and how those places change over time.

Students need to learn to apply the ideas of site and situation to explain the nature of particular places. Site choices at different time periods help explain the distribution of places in Delaware. The earliest European settlements such as Lewes, New Castle, Dover, Odessa, and Seaford were at the head of navigable rivers and streams that flowed into the Delaware River or Chesapeake Bay. Soils were fertile (site) and locations gave easy transport access to markets (situation). Inland locations were not populated. In the 19<sup>th</sup> century, the railroad offered better access to markets from the center of the Delmarva Peninsula, and a new string of towns such as Middletown, Harrington, and Camden-Wyoming developed (situation).

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## Stage 1 – Desired Results

What students will know, do, and understand

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### Delaware Content Standard

- **Geography Standard Three 4-5a:** Students will understand the reasons for the locations of human activities and settlements and the routes connecting them in Delaware and the United States.

### Big Ideas

- Human Choices
- Spatial Thinking
- Chronology

### Unit Enduring Understandings

Students will understand that:

- Places are unique associations of natural environments and human cultural modifications.
- Concepts of site and situation can explain the uniqueness of places. As site or situation change, so also does the character of a place.
- Human settlements are connected in a multitude of ways.

### Unit Essential Questions

- Why is a place founded where it is? Why might those reasons change?
- To what extent are human settlements connected?

### Knowledge and Skills

Students will know...

- site
- situation
- resources
- industry
- connections

Students will be able to...

- identify benefits of settling in a particular place, including the aspects of site and situation.
- infer how and why communities have changed over time.
- explain how and why settlements are connected.

## 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 setting or context.

The assessment and scoring guide should be reviewed with students prior to instruction. Students should work on the task after lessons have been completed.

### Essential Question Measured by the Transfer Task

- Why is a place founded where it is?
- Why might those reasons change?

### Transfer Task

<b>Problem</b>	Condominiums are being built along the Wilmington Riverfront. The investors want the condos sold before the end of the year.
<b>Role/ Perspective</b>	The student works for a Wilmington advertising firm.

### Product/Performance

Create a brochure that encourages people to live along the Wilmington Riverfront. You must include the following: one historical attraction, one neighboring community a person would visit, such as Philly, DC, etc., including why he/she would visit and how he/she would get there, a possible job one might get on the waterfront, and two examples of recreation.

**Teacher Note:** This could be in the form of a poster, PowerPoint, etc., based on student and/or teacher preference. Allow students to revisit websites and unit materials/resources as needed.

### Rubric

Score	1	2	3	4
One historical attraction	States, but fails to explain historical attraction and its significance	Somewhat explains historical attraction and its significance	Mostly explains historical attraction and its significance	Fully explains historical attraction and its significance
Neighboring community	States neighboring community but fails to explain why and how to visit	States neighboring community and somewhat explains why and how to visit	States neighboring community and mostly explains why and how to visit	States neighboring community and fully explains why and how to visit

Possible job	States a possible job but fails to explain why its relevant to the Wilmington Riverfront	States a possible job and somewhat explains why its relevant to the Wilmington Riverfront	States a possible job and mostly explains why its relevant to the Wilmington Riverfront	States a possible job and fully explains why its relevant to the Wilmington Riverfront
Two examples of entertainment	States one or no accurate examples of entertainment without sufficient details	States one accurate example of entertainment with sufficient details	States two accurate examples of entertainment but lacks sufficient details	States two accurate examples of entertainment with sufficient details

**Total score of 15 - 16 exceeds the standard.**

**Total score of 12 – 14 meets the standard.**

**Total score of 10 – 11 is below the standard.**

**Total score of 9 or below is well-below the standard.**

### **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. They 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: Fort Christina Settlement

#### Essential Question

- Why is a place founded where it is?

#### Background Information<sup>1</sup>

The Kalmar Nyckel Foundation shipyard, adjoining “the Rocks” and [Fort Christina](#), occupies some of the most historic acreage in the Delaware Valley. The reconstructed *Kalmar Nyckel* was built and launched from the Foundation’s three-acre shipyard, an area that has been building boats since 1644 and the days of Governor Johan Printz’s New Sweden. The shipyard also sits on part of the early Swedish settlement that grew up around Fort Christina.

The Foundation’s shipyard, as part of the Seventh Street Peninsula between the Brandywine and Christina Rivers, was once the busiest industrial site in Wilmington. Jackson & Sharp Company dominated the site at the height of the Civil War, where it constructed railroad cars for the Union Army beginning in 1863. At the peak of production during the “Railroad Age” in the late 1880s, Jackson & Sharp was building 400 railroad cars a month on the site. When Jackson & Sharp added ship building in 1875, it became one of the largest manufacturing firms in Wilmington, with the largest lumber mill in the city, turning out more wooden ships than any other yard in Delaware. American Car & Foundry bought Jackson & Sharp in 1901. American Car continued to operate the shipyard as the Jackson Plant, where it built hundreds of ships for the US Navy in World Wars One and Two, from minesweepers to landing craft (the famous “Higgins Boat,” or LCVP), from specialty barges for smokescreens to aluminum pontoons for temporary bridges. After the Second World War, American Car & Foundry returned exclusively to railroad car production. During the 1950s and 1960s, City Investing Corporation of New York acquired the shipyard and used it to convert the obsolete Wilson Line Ferry boats into sightseeing vessels. The shipyard was noted in 1962 for building the first American hydrofoil certified for passenger service.

Today, the Kalmar Nyckel Foundation shipyard provides a Center for educating students of all ages about Delaware’s maritime and colonial history and growth. It also houses the Foundation’s offices, the sail loft, carpentry, and blacksmith shops, where the ship is meticulously maintained.

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<sup>1</sup> *Kalmar Nyckel: A Guide to the Ship and Her History*

## Instructional Strategies

### Strategy One: Gathering Information Highlighting Text/Selective Underlining<sup>2</sup>

Fort Christina is considered the “Home of the American Log Cabin” because it was the location of the first log-cabin structures built on American soil.<sup>3</sup>

Ask students which state is home to the log cabin. Entertain responses and ask students to give reasons to support their thinking. Then explain that Delaware is home to the log cabin and they are about to find out why.

Have students use highlighters to read and organize thinking about the informational text, [Fort Christina’s Log Cabins – APPENDIX C](#)<sup>4</sup>.

Understanding the difference between main ideas and supporting details is important to understanding text. Using highlighters can help students gain that skill. Strategies include:

- Underline or highlight ONLY the key words, phrases, vocabulary etc.
- Use one color for main ideas and a second color for supporting details.
- Use boxes vs. circles or some other graphic to differentiate between main ideas and details.
- Underline or highlight cause and effect in the two different colors.

It is helpful for teachers to model this technique for students and discuss with students what was highlighted or underlined and why, in addition to what was not underlined and why. Teachers should practice this skill collectively as a class.

Have students in groups of 4 cut out cards in [APPENDIX D](#). Shuffle and place face down in a pile. First student takes a card off the top of the pile. If it’s a reason log cabins were built at Fort Christina, then you earn a “log.” If not, then you earn nothing. The first person to ten “logs” wins. Simply cut out brown strips of construction paper for logs. If you happen to have “Lincoln Logs,” they would work beautifully. Also, consider copying the cards on card stock and/or laminating them for future use.

### Check for Understanding

- Why were log cabins a good choice for Fort Christina? Explain your answer.

#### Rubric

2 – This response gives a valid reason with an accurate and relevant explanation.

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

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<sup>2</sup> <http://www.readingquest.org/strat/underline.html>; Gayle H. Gregory & Lin Kuzmich, *Differentiated Literacy Strategies for Student Growth and Achievement in Grades K-6*; page 120.

<sup>3</sup> Click [here](#) for more background information for the instructor.

<sup>4</sup> This reading has a [lexile measure](#) of 980, appropriate for the Common Core State Standards 4-5 grade cluster.

## **Strategy Two: Extending and Refining Think-Pair-Share and Graphic Organizers**

Conduct a Think-Pair-Share<sup>5</sup> strategy to have students consider: What would settlers look for when choosing a settlement location in a new land?

Record student responses on chart paper. Then explain that the reasons can be categorized into two groups – site and situation.

- Site refers to the location, as well as the available and accessible resources.
- Situation refers to the advantages (or disadvantages) of the site.

(The completed t-chart below lists Minuit’s considerations of site and the related situation for each.)

Have groups of 2-3 students analyze the [Expedition Cards](#)<sup>6</sup>. Students should read for general knowledge first. Then they should reread the cards to draw conclusions about why Minuit chose Fort Christina.

Students should record their thinking on sticky notes, one idea per sticky note. As they finish, students should place their sticky notes on a T-chart that the teacher has provided with the column headings “site” and “situation.” Class discussion should then take place, sharing out the information found and ideas discussed by each group.

[Click here for a completed T-chart.](#)

### **Check for Understanding**

- Identify two reasons Peter Minuit chose the location for Fort Christina.
- Classify each as an example of site or situation.

## **Strategy Three: Application Writing Informational Text**

Have students write a newspaper article about Peter Minuit and his choice for the location of Fort Christina. The article should respond to the question:

- “Why is Fort Christina located where it is?”

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<sup>5</sup> First, the teacher poses an open-ended question or problem. Each individual student takes approximately one minute to think about an answer or solution on their own. The student then pairs up with another student to discuss responses together. The whole class reports in partners. <http://www.wcer.wisc.edu/archive/cl1/CL/doingcl/thinkps.htm>

<sup>6</sup> Use the Green Expedition Cards – Fort Christina, New Sweden, The Rocks, and First Log Cabins. This is a resource teachers already have in their possession. [Digital copies are attached as an appendix.](#)

Students should begin by completing the graphic organizer [APPENDIX A](#).

Who – Peter Minuit

What – settling Fort Christina

When – 1638

Where – Fort Christina (today's city of Wilmington)

Why – site and situation facts

How – brought Swedes to settle, prior experience sailing to the new world

A template for the newspaper article has been provided – [APPENDIX B](#).<sup>7</sup>

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<sup>7</sup> Or, students can create the articles online and/or via PowerPoint with a variety of templates found at <http://www.presentationmagazine.com/editable-powerpoint-newspapers-407.htm>. Students can get creative with this activity – conducting interviews, writing from a particular perspective, modifying it to an editorial, etc.



## Lesson Two: Wilmington's Riverfront over Time

### Essential Question

- How has the Wilmington Waterfront changed over time?

### Background Information

The main industries along the Wilmington Riverfront have been shipbuilding, railroad car building, and banking. Notable ship and railroad-car building companies include: Jackson & Sharp, Dravo, Pusey and Jones, and Harlan & Hollingsworth Co. These companies manufactured ships and/or railroad cars at various times based on need, such as transportation or wartime.

Tens of thousands of ships were built along Wilmington's Riverfront in the 19<sup>th</sup> and 20<sup>th</sup> centuries, with production peaking during the Civil War (1861-65) and World Wars I (1914-18) and II (1939-45). During the 19<sup>th</sup> century, Wilmington shipyards pioneered the production of and led the nation in the construction of iron-hulled vessels.

In 1863, during the height of the Civil, Jackson & Sharp established a major railroad car manufacturing plant on Wilmington's 7<sup>th</sup> Street Peninsula. After the war, Jackson & Sharp continued producing railroad cars for companies all over North and even South America. About 400 railroad cars a month were built at the peak of production in the late 1880s.

#### *Teacher Background Information:*

- Peter Minuit settles Fort Christina (today's Wilmington, DE) - 1638
- Shipbuilding in Wilmington - 1644 - 1997 (*Kalmar Nyckel* - last ship built)
- Railroad car building in Wilmington - 1836 - 1967
- WWI - 1914 - 1918
- WWII - 1939 - 1945
- Industrial Revolution - 1750 - 1850
- Delaware banking regulations revised - early 1980s

The Riverfront is Wilmington's main historically industrial neighborhood. Access to water in Wilmington fueled several industries, from mills along the Brandywine in other areas of the city to shipbuilding and shipping in the tidal section of the Christina River at the Riverfront. In the late 1800s, Wilmington was the biggest iron shipbuilding producer in the United States, being the home of the biggest iron shipbuilder in the nation in Harlan & Hollingsworth, and the fourth-biggest iron shipbuilder in the nation in Pusey & Jones, among others. Both Harlan & Hollingsworth and Pusey & Jones built ships to compete in the America's Cup during their times, with the Harlan & Hollingsworth ship *Mischief* winning in 1881 (the first iron-hulled ship to win) and the Pusey & Jones ship *Volunteer* winning in 1887. As Pusey & Jones and Harlan & Hollingsworth produced ships during their heyday in the late 1800s, other companies built various railroad materials, from car wheels to passenger cars to streetcars. These were also produced along the Christina River. Almost all of these factories were located in between the Christina River and the railroad tracks through Wilmington, which meant that transporting goods by land or

by sea was simple.

As industries began to fade away or move to other places, the Riverfront became abandoned. The Dravo Corporation was one of the last major industries on the Christina, building LSMs and other beach-launching craft for the military during World War II. After World War II, many of the old shipbuilding and railroad-related manufacturing buildings sat empty. In 1993, the city and the state began work on revitalizing Wilmington's waterfront, and a massive rehabilitation effort was launched. Visions for the Riverfront were lofty, with some officials wanting it to rival the Inner Harbor in Baltimore. To date, the Riverfront has not utilized all of the land originally suggested for rehabilitation, but some older warehouses and factories have been converted, several new office buildings, residential buildings, and amenities have been built, and parkland along the river has been added.

## **Instructional Strategies**

### **Strategy One: Gathering Information**

#### **Photo Analysis**

Begin with an anticipation guide - [APPENDIX E](#). Collect until time to revisit at the end of lesson two.

Have students work in groups of 2-3 to analyze photos in [APPENDIX F](#).<sup>8</sup> Ask students

- What can they infer about the ways Wilmington's Riverfront was used over time?

Have students explain their thinking on small sticky notes and attach them to the photographs. Students should then share out with the class and discuss.

## **Check for Understanding**

- Name two examples of how the Wilmington Riverfront has been used over time.

### **Strategy Two: Extending and Refining**

#### **Jigsaw**

Divide students into small groups of 2-3. Students will be reading some of the Historical Markers – [APPENDIX G](#) – that are currently posted along Wilmington's Riverfront today.

Each group is responsible for reading an historical marker, creating an informational poster, and presenting the information to the class. Provide students the time to read and reflect upon the information they have read. Then, provide students the

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<sup>8</sup> Teachers may choose to print and copy the photos so that students may work individually, in partners, or in small groups. Or, teachers may choose to project the photographs and analyze each photo as a class.

time to create a poster that paraphrases the information. Encourage illustrations and color as part of their products. Finally, provide students the time to prepare and present their information to the class.

When all groups have shared, students should complete a t-chart telling how and why changes took place on the riverfront. Rearrange the small groups so that each new group has a member from the original small groups, thus providing an “expert” for each historical marker and its information in each new group. Then, review the t-chart as a class.

Play the video(s) of today’s Wilmington Riverfront, filmed in June, 2012.

- A shorter video (approximately 7 minutes) shows a water taxi’s view of today’s riverfront ([APPENDIX - Riverfront Wilmington Video](#)).
- A second video (approximately 18 minutes) embeds the historical markers and historical photos throughout the piece ([APPENDIX – Riverfront Wilmington Video with Historical Markers and Images](#)).
- [APPENDIX H](#) provides images for each historical marker as they appear along the riverfront, as well as in the video. This exhaustive collection includes those referenced in Lesson Two, Strategy Two. They have been divided into separate appendices for teachers’ convenience.

Have students create a Venn diagram or three-column chart and record the similarities and differences of Wilmington’s Riverfront in the past versus the present.

Additional information about today’s waterfront can be found at <http://www.riverfrontwilm.com> and [www.inkidswilmington.com](http://www.inkidswilmington.com). Google maps will give you additional views/perspectives of today’s Wilmington Riverfront as well.

### **Check for Understanding**

- Review the anticipation guide completed at the beginning of Lesson Two, Strategy One.
- How has Wilmington’s Riverfront changed over time? Support your answer with historical evidence.

*Rubric:*

2 – This response gives a valid explanation with accurate and relevant historical evidence.

1 – This response gives a valid explanation with inaccurate, irrelevant, or no historical evidence.

### **Strategy Three: Application Cause and Effect**

Explain to students that they are going to take the information they have learned about the Wilmington Riverfront and create a chronological “cause and effect” flip

chart. A connection will be made between societal events and the ways in which the Wilmington Riverfront was/is utilized.

Have students take a long sheet of paper to create the flip chart. First fold the paper horizontally (hot dog style). Then draw lines to divide the paper into 8 equal parts.

Have students cut along the lines, essentially creating 8 "flaps." On flaps 2 - 7 students should write a cause, and under each flap the effect.

Prompt students to think on their own, based on their learning throughout this unit, about what events/situations affected how the Wilmington Riverfront was used. Below is sample information that could be used to help students with the strategy.

1. Title and student's name
2. Cause – Settlers needed a way to travel the waterways (1644)  
Effect – Shipbuilding began
3. Cause – Industrial Revolution (1750 – 1850)  
Effect – Railroad car building began (1836)
4. Cause – WWI (1914 – 1918)  
Effect – Increase in production of ships and railroad cars
5. Cause – WWII (1939 – 1945)  
Effect – Increase in production of ships and railroad cars
6. Cause – WWII ends (1945)  
Effect – Decrease in jobs along the Wilmington Waterfront
7. Cause – Delaware banking regulations revised (early 1980s)  
Effect – Increase in banking jobs
8. Cause – Citizens interested in revitalizing the Wilmington Waterfront  
Effect – (a) *Blue Rocks* minor league baseball team plays first game in Frawley Stadium (1993)  
(b) Full-scale re-creation of the *Kalmar Nyckel* built. Sailing and learning opportunities made available to the public (1997)  
(c) Restaurants, museums, and shops built along the waterfront (2000s)

### Check for Understanding

- How did wartime affect the manufacturing of ships and railroad cars along the Wilmington Riverfront? Explain your answer with an example.

### Rubric

2 – This response gives a valid effect with an accurate and relevant example.

1 – This response gives a valid effect with an inaccurate, irrelevant, or no example.

## Lesson Three: Connections to Other Places

### Essential Questions

- Why is a place founded where it is? Why might those reasons change?
- To what extent are human settlements connected?

### Background Information

Landing Ship Medium (LSM) was a class of landing ships built for the United States Navy during World War II

Landing Ship Tank (LST) was the military designation for naval vessels created during World War II to support amphibious operations by carrying significant quantities of vehicles, cargo, and landing troops directly onto an unimproved shore

**Exodus 1947** was a ship that carried Jewish emigrants that left France with the intent of taking its passengers to the British mandate for Palestine on July 11, 1947. Most of the emigrants were Holocaust survivor refugees who had no legal immigration certificates to Palestine. Following wide media coverage, the British Royal Navy seized the ship and deported all its passengers back to Europe.

The ship was formerly the packet steamer **SS President Warfield** for the Baltimore Steam Packet Company. From the ship's launch in 1928 until 1942, it carried passengers and freight between Norfolk, Virginia, and Baltimore, Maryland, in the United States. During World War II, it served both the Royal Navy and the United States Navy: for the latter as **USS President Warfield**.

### Instructional Strategies

#### Strategy One: Gathering Information Mapping / Organizing Information

Ask students what the following places have in common:

Philadelphia, South America, Iwo Jima, Denver, Chicago, France, and Palestine coast.

The answer is: They were/are all connected to the Wilmington Waterfront through railways and shipping routes.

Locate each of the above listed places and mark them on a map. A variety of downloadable and printable maps can be found at [www.eduplace.com](http://www.eduplace.com). Specifically, a world map can be found [here](#).

[APPENDIX I](#) contains photographs of an LSM in Iwo Jima, an LST in Normandy, France, and the ship Exodus; and sketches of America's Cup winners "Mischief" and "Volunteer" respectively; all built on the Wilmington Riverfront. This helps students to truly "see" the connections.

Have students predict how the places listed above are/were connected to Wilmington's riverfront – either by railway or ship. Then, students construct a t-chart with the columns "railroad" and "shipping." Have students list each place under the correct column. The columns should include the following:

railroad – Philadelphia, Denver, Chicago

shipping – Philadelphia, South America, Iwo Jima, France, Palestine coast

### Check for Understanding

- Name one place that is connected to the Wilmington Riverfront and explain how it is connected.

*Rubric:*

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

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

### Strategy Two: Extending and Refining Mapping

Using the map from Strategy One, draw lines connecting the Wilmington Riverfront with the other places. For example, black lines might represent the railroad routes and blue lines might represent the shipping routes. Consider creating a bulletin board display of a map and connecting the places with strings and pushpins.

Some places, such as Philadelphia, are/were connected by train and by ship. Discuss why a person or company would choose one form of transportation over the other. Responses may include cost, speed, cargo, and the like.

### Check for Understanding

- If you were traveling from Wilmington, DE, to Philadelphia, PA, in 1900, would you take the train or a boat? Why?

*Rubric:*

2 – Response states a mode of transportation and provides a supporting explanation.

1 - Response states a mode of transportation but lacks a supporting explanation.

0 – Response lacks a mode of transportation and a supporting explanation.

### **Strategy Three: Application**

#### Mapping

Apply students' knowledge of modern transportation and connections to the map.

Have students brainstorm ways the Wilmington Riverfront is connected to places today. Record their responses on chart paper. Prompt students, if needed, in order to generate the following list: railroads, ships, cars, airplanes, and bridges. Of course this list is not exhaustive. Accept all appropriate student responses. Some may think outside of the box and suggest e-mail, credit cards, and the like.

Have students add I-95 and the Delaware Memorial Bridge to their maps.

#### **Check for Understanding**

- How would one travel from Wilmington, DE, to Salem, New Jersey, in 1900?  
How would one travel from Wilmington, DE, to Salem, New Jersey, today?

#### *Rubric:*

2 = Student gives an accurate response to both questions.

1 = Student gives an accurate response to one question.

0 = Student does not give an accurate response to either question.