Thinking Geographically: Wilmington’s Riverfront Over Time
Developed and Written by Kristin Becker and Samuel Heed

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Special thanks to Maggie Legates, Delaware Geographic Alliance

Images provided by BrightFields, Inc. and Delaware Public Archives

Geography Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places [PLACES].

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 19th 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).

Stage 1 – Desired Results
(What students will know, do, and understand)

Delaware Content Standards

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. Essential for Grade 5.
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
- Forest Finns
- 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.
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

What features, relative to site, situation, and historical changes over time, determine where people choose to settle/live?

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

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:

<table>
<thead>
<tr>
<th>Score</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<td></td>
<td>One historical attraction</td>
<td>Neighboring community</td>
<td>Possible job</td>
<td>Two examples of entertainment</td>
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<tr>
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<td>and its significance</td>
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<td>mostly explains why and how to visit</td>
<td>fully explains why and how to visit</td>
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<td>States neighboring community and somewhat explains why</td>
<td>States neighboring community and mostly explains why and</td>
<td>States neighboring community and fully explains why and</td>
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<td>and how to visit</td>
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<td>Mostly explains</td>
<td>States neighboring community and mostly explains why and</td>
<td>States neighboring community and mostly explains why</td>
<td>States neighboring community and fully explains why and</td>
<td>States neighboring community and fully explains why and</td>
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<td>how to visit</td>
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**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.


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)

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**Lesson One – Fort Christina Settlement**

**Essential Question:** Why is a place founded where it is?

**Strategy One** – Gathering Information (1 day)  
Cooperative Learning

*Teacher Background Information:*

1) 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. – From *Kalmar Nyckel: A Guide to the Ship and Her History*


3) (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 – EXPEDITION CARDS.

*Lesson Introduction:* Ask students: What would settlers look for when choosing a settlement location in a new land? Have students turn and talk. 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.)

*Student Activity:* Break students into groups of two or three to analyze the Expedition Cards listed above. Students should read for general knowledge first. Then they should reread the cards and identify details or 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.

The completed t-chart should include the following:

<table>
<thead>
<tr>
<th>SITE</th>
<th>SITUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Rocks</td>
<td>Convenient place (natural wharf) to dock ships – no need to build one</td>
</tr>
<tr>
<td>Christina River - Deep, navigable</td>
<td>Off the Delaware River – hidden from Dutch and English settlers – provides safety and</td>
</tr>
<tr>
<td>tributary two miles west of the</td>
<td>time for new settlement to develop</td>
</tr>
<tr>
<td>Delaware River</td>
<td></td>
</tr>
<tr>
<td>Christina River – continues to flow</td>
<td>Convenient transportation link into the interior lands of the Susquehanna River</td>
</tr>
<tr>
<td>westward leading into to Susquehanna</td>
<td>Valley, where there was an abundance of beaver and other fur-bearing animals</td>
</tr>
<tr>
<td>River Valley</td>
<td></td>
</tr>
<tr>
<td>Susquehanna River Valley – bountiful</td>
<td>Fur trading resource</td>
</tr>
<tr>
<td>beaver population</td>
<td></td>
</tr>
<tr>
<td>Marsh</td>
<td>Natural barrier that offers extra</td>
</tr>
<tr>
<td>Protection for Fort Christina</td>
<td>Narrow Peninsula (today’s Seventh Street Peninsula in the city of Wilmington, between the Brandywine and Christina Rivers)</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1) Surrounding water provided convenient access to waterways for the purpose of travel and added protection; 2) Narrow neck of the peninsula allows Fort Christina to dominate the area</td>
<td></td>
</tr>
<tr>
<td>Provide timber for log cabins and the fortification (fort)</td>
<td></td>
</tr>
<tr>
<td>Land west of the Delaware River</td>
<td>Minuit knew that the Dutch had not perfected land claims in this area (west of the Delaware River), therefore upon signing a deed with the Native Americans he could claim the land for Sweden.</td>
</tr>
</tbody>
</table>

If time permits, you may want students to record the t-chart in their notebooks as well. Consider posting the chart in the classroom for future reference.

*Check for understanding*: Exit Ticket – State two reasons Peter Minuit chose the location for Fort Christina and classify each as site or situation.

*Rubric:*
2 = Student accurately states two reasons.
1 = Student accurately states one reason.
0 = Student does not accurately state any reasons.

**Strategy Two (Part One)** – Extending and Refining (1 to 2 days)
Written Response

*Student Activity:*
Have students write a newspaper article about Peter Minuit and his choice for the location of Fort Christina. 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
Template for the newspaper article has been provided – APPENDIX B. 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.

Check for understanding:
Exit ticket – Do you agree with Peter Minuit’s choice for the Fort Christina settlement? Why or why not?

Rubric:
2 = Student takes a stand and supports it with two reasons.
1 = Student takes a stand and supports it with one reason.
0 = Student takes a stand but does not support it OR does not take a stand.

Strategy Two (Part Two) – Extending and Refining (1 day)

Teacher Background Information:

1) 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. (More information can be accessed @ http://www.nps.gov/nr/twhp/wwwlps/lessons/4logcabins/4facts1.htm.)

2) “…the colony that resulted was called New Sweden. Its population was a combination of mostly Finns, as well as Swedes. This combined population first introduced new means of building construction that remained popular well into the era of settling the Great American Plains as well as the Far West. This simple form of building was the log cabin.

As cabin after cabin was constructed, and more forest was cleared to make room for fields, New Sweden expanded to both banks of the Delaware River, as well as along the bay from Cape May to Trenton on the New Jersey side. It then expanded from Cape Henlopen to beyond the Schuylkill River on the other side.” (http://suite101.com/article/colonial-delaware--a4219)

3) Fort Christina’s Log Cabins – APPENDIX C

4) Expedition Card “First Log Cabins”

Lesson Introduction:
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.
Shared Reading:
Read and discuss Wilmington’s Log Cabins as a class.

Student Activity:
Play game – Can you build it?
Have students cut out cards – 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:
Exit Ticket – Why were log cabins a good choice for Fort Christina?

Rubric:
2 = Student provides two accurate reasons.
1 = Student provides one accurate reason.
0 = Student does not provide an accurate reason.

Strategy Three – Application (2 days)
Role Playing

Day One:
In small groups, students create a skit related to the founding and settlement of Fort Christina. Examples include: 1) Peter Minuit directing crewman where to dock the Kalmar Nyckel and 2) Forest Finns conversing while building log cabins. Students should imagine a conversation/scenario that may have taken place, then write down their skit in a play format.

Day Two:
Have students act out their skits for their peers.

Check for Understanding:
Exit ticket – How were the Forest Finns instrumental in building Fort Christina?

Rubric:
2 = Student provides two accurate reasons.
1 = Student provides one accurate reason.
0 = Student does not provide an accurate reason.

Lesson Two – Wilmington’s Riverfront Over Time
Essential Questions: Why is a place founded where it is? Why might those reasons change?

Strategy One – Gathering Information
History as a Mystery

Teacher Background Information:

1) 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.
2) In the 1880s and 1890s, 400 ships a month were being built, and many were shipped to South America from Wilmington’s Riverfront.
3) In 1863, during the height of the Civil, Jackson & Sharp established a major railroad car manufacturing plant on Wilmington’s 7th Street Peninsula. From 1863 until the end of the war in 1865, Jackson & Sharp built more railroad cars for the Union Army than any other company. 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.
4) “Wilmington, Delaware, experienced the loss of many jobs after World War II, mostly due to it becoming less utilized as a shipping location. To address this matter, the state legislators sought a way to bring new business into the state, starting in the late 1970s. Led primarily by the Governor Pierre DuPont, in the early 1980s, Delaware attempted to lure large banks away from New York and other large financial companies by dramatically redrafting tax laws for banking industries. Laws also changed to allow banks to charge any interest they wished on credit cards. Several banks, among them Bank of America and Chase, were inspired by Wilmington’s flexible laws to relocate at least their credit card companies to Wilmington. The ability to charge more interest meant that they could offer credit to less credit-worthy customers. Though big banks moved their credit card companies, the response was even greater than DuPont at first estimated. Many smaller banks also set up shop in Wilmington, to take advantage of being able to charge much higher interest rates, while paying lower taxes on their profits.” (www.wisegeek.com)

Lesson Introduction:
Begin with an anticipation guide - APPENDIX E. Collect until time to revisit at the end of lesson two.
**Student Activity:**
Students should work in small groups to analyze photos – APPENDIX F. What
can they infer about the ways Wilmington’s Riverfront was used over time?
Students should jot their thinking on small sticky notes and attach them to the
photographs. Students should then share out with the class and discuss.

Note: 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. Also, teachers may
need to provide some information to the students. Simply refer to the
background information provided above.

**Check for Understanding:**
Exit Ticket – Name two examples of how the Wilmington Riverfront has been
used over time.

**Rubric:**
2 = Student provides two accurate examples.
1 = Student provides one accurate example.
0 = Student does not provide an accurate example.

**Strategy Two** – Extending and Refining (3-4 days)
Reading with a question in mind – How has the Wilmington Waterfront been used
over time? / Jigsaw activity

**Jigsaw Activity:** Divide your class into small groups. 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 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. I suggest rearranging 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.

**Video:**
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. Google maps will give you additional views/perspectives of today’s Wilmington Riverfront as well.

Review the anticipation guide completed at the beginning of Lesson Two, Strategy One.

Check for Understanding:
Exit Ticket – Name two ways Wilmington’s Riverfront is used in the present day that it was not used in the past.

Rubric:
2 = Student provides two accurate examples.
1 = Student provides one accurate example.
0 = Student does not provide an accurate example.

Strategy Three – Application (1 day)
Cause and Effect

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. (http://www.skyscrapercity.com)

Lesson Introduction:
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.

Student Activity:
Students should take a long sheet of paper to create the flip chart. First fold the paper long ways. 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. After sharing thoughts and discussing ideas, students should complete their flip chart with the following information:

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:
Exit Ticket – How did wartime affect the manufacturing of ships and railroad cars along the Wilmington Riverfront?

Rubric:
2 = Student provides an accurate response with a supporting detail.
1 = Student provides an accurate response without a supporting detail.
0 = Student does not provide an accurate response.

Lesson Three – Connections to Other Places

Strategy One – Gathering Information
Mapping / Organizing Information

Teacher Background Information for APPENDIX I (en.wikipedia.org):

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

LST – 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.

Lesson Introduction:
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.

Student Activity:
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. Specifically, a world map can be found at http://www.eduplace.com/ss/maps/pdf/world_country.pdf.

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”. Finally, direct students to 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:
Exit Ticket – Name one place that is connected to the Wilmington Riverfront and explain how it is connected.

Rubric:
2 = Student states an accurate place and provides an explanation of how it is connected.
1 = Student states an accurate place but lacks an explanation of how it is connected.
0 = Student does not provide an accurate place or explanation of how it is connected.

Strategy Two – Extending and Refining (1 day)
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. Students will really “SEE” the connections.
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:*
Exit Ticket – 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 (1 day)*
Mapping

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

*Lesson Introduction:*
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.

*Student Activity:*
Have students add I-95 and the Delaware Memorial Bridge to their maps.

*Check for Understanding:*
Exit Ticket – 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.
Consider asking the “exit ticket” questions orally as a closure activity. Then give the written questions as a culminating assessment at the end of each lesson or the entire unit.

Additional APPENDIX:
Delaware’s Shipbuilding Prowess

Additional websites:
http://www.midcontinent.org/rollingstock/builders/harlan-hollingsworth1.htm
http://www.midcontinent.org/rollingstock/builders/jacksonsharp1.htm
http://www.midcontinent.org/rollingstock/builders/amercar&foundry1.htm
http://www.acfindustries.com/index.asp
http://www.midcontinent.org/rollingstock/builders/bowersdure.htm