

Grade 5 - South Street Seaport: The History of Our Neighborhood

How has our neighborhood (the South Street Seaport) evolved over time?

<p>Standards and Content</p>	<p>Common Core Learning Standards <i>Integration of Knowledge and Ideas:</i> CCSS.ELA-LITERACY.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p><i>Key Ideas and Details</i> CCSS.ELA-LITERACY.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>Social Studies Unifying Themes <i>Time, Continuity, and Change</i></p> <ul style="list-style-type: none"> ■ History as a formal study that applies research methods ■ Reading, reconstructing, and interpreting events ■ Analyzing causes and consequences of events and developments ■ Considering competing interpretations of events <p><i>Geography, Humans and the Environment</i></p> <ul style="list-style-type: none"> ■ Relationship between human populations and the physical world (people, places, and envts.) ■ Impact of human activities on the environment ■ Interactions between regions, locations, places, people, and environments ■ Spatial patterns of place and location
<p>Staging the Compelling Question</p>	<p>What is life like in your neighborhood? How would you describe the seaport today? (people, places, things, etc.)</p>

<p>Supporting Question 1</p>
<p>How has the Seaport’s geography changed over time?</p>
<p>Formative Performance Task</p>
<p>Begin Creating a Timeline of the Seaport’s evolution (through lens of geography)</p>
<p>Featured Sources</p>
<ul style="list-style-type: none"> ● Source A: Maps ● Source B: Bedsheet Activity Sheet

<p>Supporting Question 2</p>
<p>How has Seaport’s population changed over time?</p>
<p>Formative Performance Task</p>
<p>Create an Identity Map Make connections - Add to timeline (through lens of people and history)</p>
<p>Featured Sources</p>
<ul style="list-style-type: none"> ● Source A: Databases/Directories

<p>Supporting Question 3</p>
<p>How has Seaport’s architecture changed over time?</p>
<p>Formative Performance Task</p>
<p>Classroom Discussion Add to timeline (through lens of architecture and environment)</p>
<p>Featured Sources</p>
<ul style="list-style-type: none"> ● Source A: Photographs ● Source B: “East River Waterfront and the Seaport” (adapted from South Street Seaport Historic District Designation Report, 1977) ● Source C: Walking Tour ● Optional Trip/Contact: South Street Port Museum or Center for Architecture

C3 TEACHERS

Summative Performance Task	ARGUMENT: <i>How has the Seaport evolved over time?</i> Construct a “Then/Now” poster or double-bubble map using images, data, and relevant evidence from sources thinking about how the seaport has evolved over the last two centuries and what it is now.
	EXTENSION. Think about the seaport’s future. What do you think or hope the seaport will look like or be 100 years from now?
Taking Informed Action	UNDERSTAND Scientists predict that by 2100, average daily floods may rise 2-3 feet above existing grade in the South Street Seaport due to sea levels rising.
	ASSESS Identify how the community will be affected (transportation, jobs, residents, habitats, etc.)
	ACT Determine ways to protect the community and make a campaign flier

**Featured sources are suggested. It may be that these resources are no longer available, and we apologize in advance for the inconvenience.*

How has our neighborhood (South Street Seaport) evolved over time?

Overview

Inquiry Description

In this inquiry, students will learn about and understand the history of their neighborhood, from the mid-18th century to present day. This inquiry can be applied to any community or neighborhood, but this particular narrative will focus on the South Street Seaport in Manhattan. Students will understand the history of the Seaport through the lens of geography, people, and buildings and see how their neighborhood has evolved over time, becoming what it is today. This inquiry may require about 3-5 lessons and while it is intended for grade 5, it can also be adapted for 4th or 6th grade.

Structure of the Inquiry

In addressing the compelling question, “How has the South Street Seaport evolved?” students work through a series of supporting questions, formative performance tasks, and featured sources to construct an argument supported by evidence. By looking at resources across time periods, students will see how their neighborhood has changed over time. In particular, the supporting questions will allow students to think about the history of their neighborhood, using different lenses (geography, people, buildings). Each lens will build upon one another. For example, understanding the location and time period informed the types of people that lived in the seaport and the jobs that they had. In their Summative Performance task, students will create a presentation, displaying what the seaport was like in the past and what it is like in the present. Extensions and action steps have also been provided.

Staging the Compelling Question

To set students up with this multi-day inquiry, the teacher can have students first describe what their neighborhood is like in the present day. Where is it located? Who lives here? What do people do? What makes it special? The teacher can also have students begin thinking about what their neighborhood may have been like 100 years ago-200 years ago and whether or not they think there are any similarities or differences. Finally, the teacher can then explain that for the next week, students will learn about and study their neighborhood and its place in history.

Supporting Question 1

The first supporting question, “How and why did the Seaport’s geography change over time?” will allow students to grasp a sense of the location and place of their neighborhood. Students will study maps from 1754 to present day and engage in a “[Bedsheet Activity](#)” (sample attached”). Students will then interpret the map and discuss noticings that they have (ie: thinking about the water line shifted over time, noticing different building materials used). Students can also begin to think about how the location played a part in the economy (ie: the Seaport as a port city). The teacher can provide guiding questions to scaffold their learning: How does each map or image differ from the preceding one(s)? What might explain the differences? For their Formative Performance Task, students will create a timeline of the Seaport, using dates from the map. There are many ways the timeline can be created (individually, with partners, as a whole class with students adding to it with index cards, etc.).

Supporting Question 2

The second supporting question, “How and why did the Seaport’s population change over time?” will build off of the first one, as students will begin to think about the lives of the people and the role they played in the neighborhood. Based on the maps they studied, students may have inferred that trade was an important part of the early 19th century, and may have seen how the city gradually expanded out into the water over time. Today’s activity will help students connect how the seaport’s location reflects the people who lived and worked in the neighborhood. In groups (or whatever the teacher chooses) students will look at a particular directory (ranging from 1789-1870) and create an “[identity map](#)” of the directory they are looking at, thinking about the identity of the people who lived in that particular area in that particular time. Students will have to make connections thinking about the jobs/occupations, gender, class, family, age, etc.

Students can then present to their class (in chronological order) and engage in discussion about what they are noticing and learning. For example, students may notice that during the height of trade (late 1700s to mid 1800s), many of the jobs connected to wealth (merchants, mariners, attorneys), but towards the turn of the century, things shifted with immigration. For their Formative Performance Task, students will add to the timeline of the Seaport, using what they learned from today’s lesson. The goal is for students to also make connections to the previous lesson as well.

Supporting Question 3

The final supporting question, “How and why did the Seaport’s architecture change over time?” will allow students to synthesize what they have learned in a more tangible and hands-on way, using images and photographs. Students will compare images of particular buildings and streets in their neighborhood, and again, make connections to what they’ve already learned through the maps and directories. These photographs can also include images of the people, transportation, and objects to help students visualize beyond just buildings. These photographs can be utilized in two different ways: either in the classroom prior to the walking tour or in tandem with the walking tour. During this inquiry, students can notice the materials and size of the buildings, consider who might have lived or worked in that particular building, think about the surrounding features (lamp posts, horses, etc.), and place themselves in the time periods. They can also share out which aspects (if any) of the past still remain. Note: If the teacher does not feel fully well-versed in leading a walking tour, they can consider reaching out to a local museum (ie: South Street Seaport Museum) or a local organization (Center for Architecture) that can host a tour or provide pre-made materials (the one attached also has some interesting facts and stories!). At the end of the tour, students will return and engage in a class discussion and finally add on to and complete the timeline.

Finally, to support students in their understanding and to root their inferences into more context (“the big reveal!”), the teacher can also provide students with a shared reading in which students can also add to the timeline. The teacher can decide if they would like this before or after the walking tour.

Summative Performance Task

At this point in the inquiry, students have examined “*How has the South Street Seaport evolved over time?*” Students should be expected to demonstrate the breadth of their understanding and their abilities to use evidence from multiple sources to support their claims. In this task, students construct an evidence-based visual project or presentation using multiple sources to answer the compelling question “*How has the South Street Seaport evolved over time?*” Students’

posters will likely vary with photographs, illustrations, text, and artifacts, but could include any of the following that depicts theme around the following ideas:

- The South Street Seaport has evolved because of changes in the economy and population.
- Whereas the Seaport began as a....it evolved into a....
- The expansion of the Seaport has allowed for positive and negative changes.

As an extension task, students may be asked to think about what they think the Seaport will look like in the future (in 100 years?). They can do this through drawing or writing. This can also be discussion based. Hopefully students will use what they have learned to inform them about how history plays a part and how cities evolve over time.

Finally, students will take action in thinking about how they can preserve the history of their community as we move towards the future. In thinking about the future of the seaport, students will learn that scientists predict that by 2100, average daily floods may rise 2-3 feet above existing grade in the South Street Seaport due to sea levels rising (*source a* and in addition can discuss Hurricane Sandy's effects in 2012). In knowing this, the goal then is for students to identify how their neighborhood will be impacted by climate change (*source b*: How will this affect the livelihoods of their community? Who are the stakeholders? How will this affect the environment and its surroundings?). Hopefully after the week of lessons and inquiry, students will have developed a deeper sense of appreciation and pride in the seaport and will want to protect it. The ultimate goal is then for students to determine ways to help the seaport continue to thrive and make a campaign flier spreading awareness about the importance of their neighborhood and what the action they can take.

Supporting Question 1: Featured Sources

Source A: Sanborn Maps

[Sanborn Key](#)

[1754](#), [1789](#), [1852](#), [1865](#), [1899](#), [1923](#), [1981](#), [2005](#), [2022](#)

Supporting Question 2: Featured Sources

Source A: [Databases/Directories](#)

Supporting Question 3: Featured Sources

Source A: [Photographs](#)

-NYPL Digital Collections

-*South Street: A Photographic Guide to New York City's Historic Seaport* by Ellen Fletcher Rosebrock, Edmund Vincent Gillon

Source B: [Shared Reading](#) - "East River Waterfront and the Seaport"

-adapted from *South Street Seaport Historic District Designation Report, 1977*

Source C: [Walking Tour Guide](#)

-adapted from *South Street Seaport Museum*

Optional Trip/Contact: [South Street Museum](#) or [Center for Architecture](#)

Helpful Source:

[History of the Seaport](#)

Resources for Extension:

- a. [2100 / Climate Change](#)
- b. [Stakeholders / Why Protect the Seaport?](#)