

**Changes in the Hunting Park/Kensington Neighborhood from 1777-1982****July 27, 2018**

This lesson explores how changes in the students' neighborhood and landscape affects their lives. Using maps as primary sources to analyze the changes to their neighborhood challenges students' perception of time and space as well as providing some geographical background into the history of Hunting Park.

**Overview****Student Objectives***List the bulleted goals/objectives behind your lesson plan*

Students will analyze the changes in their neighborhood by comparing and contrasting features in a set of maps from 1777 to 1925.

**Grade level**

5<sup>th</sup> Grade

**Curriculum area***Example: Language Arts*

Social Studies and Writing

**Materials**

SMART Board with maps preloaded, physical copies of the four maps, blank Philadelphia area map



## Standards

### *Learning Standards by State*

*Explain in bullet points how each of the Objectives align with state learning standards*

#### Basic Geographic Literacy

7.1.3 B. Identify and locate places and regions.

- Physical features (Continents and oceans, Major landforms, rivers and lakes in North America, and Local communities)

- Human features

Countries (i.e., United States, Mexico, Canada, etc.), States (i.e., Pennsylvania, Delaware, Maryland, etc.), Cities (i.e., Philadelphia, Erie, Altoona, Pittsburgh, etc.) and Local community

- Regions as areas with unifying geographic characteristics

Physical regions (e.g., landform regions, climate regions, river basins) and

Human regions (e.g., neighborhoods, cities, states, countries)

This lesson focuses primarily on the third bullet point, specifically with regards to the changes in geographic characteristics in Hunting Park/Kensington over time as observed through maps made in certain time periods.

## Procedures/Resources

### **Recommended time frame overview**

*Example: 6 sessions: 1 30-min group intro / 5 30-min computer-based activity sessions / 1 30-min group wrap-up*

**5 sessions, each session to be 30-45 mins, with the last session being nearly 1 hour (the entire Writing block)**



List the procedure and resources for— bullet points with resource links for each sessions:	
<b>Session One:</b>	<ol style="list-style-type: none"> <li>1. Students use prior knowledge about the cardinal directions on a map to orient themselves on the blank Philadelphia map and locate Hunting Park/Kensington neighborhoods on that map.</li> <li>2. Overlay/Transpose (using Notebook tool) a current (2018) map onto the blank map to show students the location of Hunting Park/Kensington neighborhoods in relation to the other neighborhoods in Philadelphia.</li> <li>3. Have students roughly draw and color the neighborhoods in Philadelphia (recommended use of <a href="http://www.philly.com/philly/hot_topics/117455888.html">http://www.philly.com/philly/hot_topics/117455888.html</a>)</li> </ol>
<b>Session Two:</b>	<ol style="list-style-type: none"> <li>1. Students use prior knowledge about the cardinal directions on a map to orient themselves on the 1777 Philadelphia map and locate Hunting Park/Kensington neighborhoods on that map.</li> <li>2. Discuss and review the historical context of the map.</li> <li>3. Students locate any estates that are familiar names in Philadelphia (street names, school names, etc.)</li> <li>4. Students will conduct research using loc.gov (use “<i>Old Fishtown and Kensington, bringing memories of the passed</i>” as primary source before branching out to secondary sources) and other sites on the origin of “Kensington” (people, place, etc.) neighborhood and eventually produce a short historical research report.</li> <li>5. Overlay/Transpose (using Notebook tool) a current (2018) map onto the 1777 map to show students the location of Hunting Park/Kensington neighborhoods in relation to the other neighborhoods in Philadelphia.</li> </ol>
<b>Session Three:</b>	<ol style="list-style-type: none"> <li>1. Students use prior knowledge about the cardinal directions on a map to orient themselves on the 1830 and 1847 Philadelphia maps and locate Hunting Park/Kensington neighborhoods on that map.</li> <li>2. Discuss and review the historical context of the map.</li> <li>3. Students locate any estates that are familiar street names in Philadelphia (street names, school names, etc.) and reflect upon the origin of the names.</li> <li>4. Students will continue research using loc.gov and other sites on the origin of “Kensington” (people, place, etc.) neighborhood (use “<i>Old Fishtown and Kensington, bringing memories of the passed</i>” as primary source before branching out to secondary sources) and eventually produce a short historical research report.</li> </ol>



	<ol style="list-style-type: none"><li>5. Overlay/Transpose (using Notebook tool) a current (2018) map onto the 1830 and 1847 maps to show students the location of Hunting Park/Kensington neighborhoods in relation to the other neighborhoods in Philadelphia.</li><li>6. Discuss changes to the neighborhood that can be observed just by reading the maps and comparing the three historical maps so far.</li></ol>
<b>Session Four:</b>	<ol style="list-style-type: none"><li>1. Students use prior knowledge about the cardinal directions on a map to orient themselves on the 1883 Philadelphia map and locate Hunting Park/Kensington neighborhoods on that map.</li><li>2. Discuss and review the historical context of the map.</li><li>3. Students locate any estates that are familiar street names in Philadelphia (street names, school names, etc.)</li><li>4. Students will continue research using loc.gov and other sites on the origin of "Kensington" (people, place, etc.) neighborhood (use "<b><i>Old Fishtown and Kensington, bringing memories of the passed</i></b>" as primary source before branching out to secondary sources) and eventually produce a short historical research report.</li><li>5. Overlay/Transpose (using Notebook tool) a current (2018) map onto the 1883 map to show students the location of Hunting Park/Kensington neighborhoods in relation to the other neighborhoods in Philadelphia.</li><li>6. Discuss changes to the neighborhood that can be observed just by reading this map and comparing it to the other three historical maps so far.</li></ol>
<b>Session Five:</b>	<ol style="list-style-type: none"><li>1. Students use prior knowledge about the cardinal directions on a map to orient themselves on the 1925 Philadelphia map and locate Hunting Park/Kensington neighborhoods on that map. Hand out the maps of the four wards (21, 23, 15 and 16) and have groups of 3-4 students join the four maps.</li><li>2. Discuss and review the historical context of the map.</li><li>3. Students locate any estates that are familiar street names in Philadelphia (street names, school names, etc.)</li><li>4. Students will conduct research using loc.gov and other sites on the origin of "Kensington" (people, place, etc.) neighborhood (use "<b><i>Old Fishtown and Kensington, bringing memories of the passed</i></b>" as primary source before branching out to secondary sources). By session 5, the report is expected to be complete and presented.</li></ol>



	<p>5. Overlay/Transpose (using Notebook tool) a current (2018) map onto the 1925 map to show students the location of Hunting Park/Kensington neighborhoods in relation to the other neighborhoods in Philadelphia.</p> <p>6. Discuss changes to the neighborhood that can be observed just by reading this map and comparing it to the 1883 map as well as the other three historical maps so far.</p>
<b>Evaluation</b>	
<p><i>Note the rubric which will help you evaluate/grade your students</i></p>	<p>Students will be evaluated using the historical research writing piece. The writing piece is based on the origin of the neighborhood name of Kensington, a short biography of Andrew Palmer and the difference between the “old” and contemporary Kensington. They will then give a short 2-3 mins presentation about their project.</p> <p>Style: 15% Grammar/Spelling: 15% Citations: 20% Historical Connections/Content: 30% Presentation: 20%</p>
<b>Additional Resources</b>	
<p><i>List any additional resources (example: websites related to lesson plan topic) that students can use for additional information and/or after class exploration</i></p>	<p><a href="https://d-maps.com/carte.php?num_car=41417&amp;lang=en">https://d-maps.com/carte.php?num_car=41417&amp;lang=en</a> (blank Philadelphia map)</p> <p><a href="http://www.philly.com/philly/hot_topics/117455888.html">http://www.philly.com/philly/hot_topics/117455888.html</a> (Philadelphia neighborhood maps from The Philadelphia Inquirer; map is based on the 2010 Census)</p> <p><a href="https://www.philageohistory.org/geohistory/">https://www.philageohistory.org/geohistory/</a> (Geographic materials of historic Philadelphia)</p> <p><a href="https://savingplaces.org/places/philadelphia#.W1fy5NJKgdU">https://savingplaces.org/places/philadelphia#.W1fy5NJKgdU</a> (a good starting point to research Kensington’s history)</p> <p><a href="https://spiritnews.org/articles/know-your-history-port-richmond-just-celebrated-its-169th-birthday/">https://spiritnews.org/articles/know-your-history-port-richmond-just-celebrated-its-169th-birthday/</a></p>




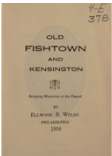


	<p>(biography of Anthony Palmer)</p> <p><a href="http://palmercemeteryfishtown.com/history.html">http://palmercemeteryfishtown.com/history.html</a> (information about Palmer Cemetery, named after Anthony Palmer and history of Kensington)</p> <p><a href="https://hiddencityphila.org/2013/06/milanos-latest-book-surveys-dark-days-of-kensington/">https://hiddencityphila.org/2013/06/milanos-latest-book-surveys-dark-days-of-kensington/</a> (information about the Nativist Riots)</p>
<b>Accommodations</b>	
<p><i>Note any accessibility options that might be applied to address student needs</i></p>	<ol style="list-style-type: none"><li>1. Access to Computer Labs in the five sessions.</li><li>2. Have ELL (and translators) and Special Education push-in teachers available to assist students with special needs and language assistance.</li></ol>


## Primary Sources from the Library of Congress

Image Thumbnail	Description	Citation	URL



	<b>Map of Philadelphia showing the wards, c. 1830</b>	<b>Plan of the city of Philadelphia and adjoining districts : shewing the existing and contemplated improvements</b>	<a href="https://www.loc.gov/item/78694442/">https://www.loc.gov/item/78694442/</a>
	<b>Map shows region of Philadelphia and rural householders, c. 1847</b>	<b>A plan of the city and environs of Philadelphia</b>	<a href="https://www.loc.gov/item/79695335/">https://www.loc.gov/item/79695335/</a>
	<b>General street map of the compact central districts of Philadelphia, c. 1883</b>	<b>Philadelphia</b>	<a href="https://www.loc.gov/item/2011593650/">https://www.loc.gov/item/2011593650/</a>
	<b>An early account of the formation of Kensington and Fishtown</b>	<b>Old Fishtown and Kensington, bringing memories of the passed.</b>	<a href="https://www.loc.gov/item/ltf90039967/">https://www.loc.gov/item/ltf90039967/</a>



	<b>Map of North Philadelphia, c. 1925</b>	<b>Atlas of the City of Philadelphia (North Phila.), Wards 25, 33, 37, 38, 43 and 45, 1925</b>	<a href="https://www.philageohistory.org/rdic-images/view-image.cfm/BRM1925.NorthPhila.003.IndexMap">https://www.philageohistory.org/rdic-images/view-image.cfm/BRM1925.NorthPhila.003.IndexMap</a>  (focus on Ward 21, 23, 15 and 16)
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