

Title: How the Port of Baltimore Grew and Changed Over Time

Lesson Developed by: Sari Bennett and Patricia King Robeson, Maryland Geographic Alliance

Overview of the Lesson: This lesson uses a Baltimore timeline and photographs to chronicle the development of the port over 300 years.

Grade Level: 4

Duration: Two 45-minute class periods

MARYLAND VSC:

Geography: Grade 4

B. Geographic Characteristics of Places and Regions

1. Describe similarities and differences of regions by using geographic characteristics
 - c. Describe how geographic characteristics of a place or region change over time and affect the way people live and work

Skills and Processes: Grades 3 - 5

D. Acquire Social Studies Information

1. Identify primary and secondary sources of information that relate to the topic/situation/problem being studied
 - a. Gather and read appropriate print sources, such as textbooks, government documents, timelines, trade books, and web sites
 - c. Locate and gather data and information from appropriate non-print sources, such as music, artifacts, charts, maps, graphs, photographs, video clips, illustrations, paintings, political cartoons, interviews, and oral histories

E. Organize Social Studies Information

1. Organize information from non-print sources
 - c. Find relationships between gathered information

Objectives:

Students will:

- place in chronological order dates and events that lead to the growth of the Port of Baltimore.
- match photographs to dates to explain how the Port of Baltimore changed over time.
- organize dates and photographs to make a Port of Baltimore book showing how it grew and changed from 1706 to 2006.
- describe in writing how geographic characteristics of the Port of Baltimore changed and affected how people live and work.

Vocabulary:

chronological - occurring or recorded in sequential time order

human characteristics - traits that are used to describe the peoples of places, past and present; their religion, language, settlement pattern, economic activity, political system and their modification of the environment.

physical characteristics - traits that are used to describe the natural environment of the place. Physical or natural characteristics may be related to climate (e.g., polar), vegetation (e.g. rain-forest), soil (e.g., mountain), and body of water (e.g., bay).

container - a large metal box that fits on a truck, railroad car, or ship. Containers can be 20' or 40' in

length. Containers make loading and unloading much easier. Containers may carry a wide variety of products.

container ships - ships that carry all of their cargo in truck-size containers

Ro/Ro - for roll-on, roll-off ships where cargo is driven on and off, such as automobiles, tractors, trucks, etc

Materials/Resources:

- “300 Years: The Port of Baltimore” - make a transparency
- “Chronological Mini Books” - one for each student or groups of students
- “The Port of Baltimore: Looking for Details” on for each student
- “The Helen Delich Bentley Port of Baltimore Photographs” - one for each student or groups of students
- “Port of Baltimore Mini Book Cover” - one for each student or groups of students
- “Port that Built a City Celebrates 300 Years as the Gateway to the World” - one copy for each student

Historical photographs used in this lesson were provided by the Baltimore Museum of Industry, Baltimore, MD

<http://baltmusindustry.pastperfect-online.com>

Timeline adapted from - <http://www.mpa.state.md.us/300th/index.htm>

Teacher Background:

Over 300 years, the Port of Baltimore has grown from a Port of Entry for the state’s tobacco trade with England to a primary gateway moving goods such as automobiles, tractors, paper, toys, coal, sugar, and clothing. Maryland’s second official Port of Entry opened in 1706 near Fort McHenry. It was one of five small ports that merged to become the Port of Baltimore. By 1754 an inventory of Baltimore Town included a few hundred people, 24 houses, two taverns, one church and a single finger pier in the Patapsco River. Over the next three centuries the Port has become a world-class maritime center whose public and private operations include 45 miles of shoreline and 3,403 waterfront acres. Today goods from around the world arrive in the port to be shipped by trucks and trains throughout the country. Exports from the U.S. are shipped through the port to the rest of the world. This lesson has students placing events in chronological order and matching dates to photographs to see how the Port of Baltimore changed over time. In 2006 the name of the port was changed to The Helen Delich Bentley Port of Baltimore to recognize her work in its continued development.

Before beginning this lesson review geographic characteristics with students.

Lesson Development:

1. Tell students that The Helen Delich Bentley Port of Baltimore has celebrated a big birthday. It is 300 years old. Show students the transparency “300 Years: The Port of Baltimore” and tell students to look at it and think about how it shows 300 years of history about the Port of Baltimore. Ask the following questions:

- How does the painting show 300 years of history?
(*Left side of the painting is Baltimore Town in 1706 and right side shows Baltimore today.*)
- Identify the physical and human characteristics of the Port in 1706.
(*physical characteristics: physical features - coastal plain, beach; weather and climate - blue skies with white clouds and sunny - shadows; vegetation - trees and grass*
human characteristics: human-made features - building, pier; economic activity - shipping)
- How have the geographic characteristics of Baltimore changed?
(*There are many human-made features on the coastal plain, and you cannot see the land. The economic activities have increased as a result of more ships coming to Baltimore.*)

2. Explain to the students that just as they grow and change as they get older so did the Port. Divide students into groups of four and give each group a copy of “Chronological Mini Books.” Tell students to cut out the boxes and place them in chronological order. Give students the handout “300 Years: How The Port of Baltimore Changed.” Tell them to use what they know, have learned and the mini book to answer the questions.

Answer Key:

1. *What part of the port became the center for colonial shipbuilding? (Fells Point)*
2. *What crop did some farmers switch to and, as a result of this, how did Baltimore change? (Wheat became the cash crop, and mills were built along the fall line.)*
4. *What type of ship is shown on the seal for the Port? Where were they built? (Clipper ships were built in Baltimore)*
5. *Name the ship that was built in Baltimore and was used by the Navy for 158 years. (U.S.S. Constellation)*
6. *Who was Alexander Brown? (He was an Irish immigrant who founded one of the world’s foremost investment banks.)*
7. *What was Baltimore famous for in the early 1800s? (building schooners and clippers)*
8. *Why was the invention of the tin can important for Baltimore and people moving West? (The invention of the tin can made it possible for Baltimore to become a center for canneries. Cans made it easier to preserve food especially for those moving west.)*
9. *What job does a pilot have in the Port? (A pilot boards a ship before it enters the port and guides it into the port. The pilot also guides the ship out of the port when it is ready to leave.)*
10. *What made it possible for thousands of eastern and southern Europeans to come to Locust Point? (German Lloyd Company began steamship travel from Europe to Baltimore.)*
11. *After the Civil War, the growth of what type of transportation made Baltimore the sixth largest port in the world? (Baltimore & Ohio Railroad)*
12. *What was the purpose of the Maryland skipjack? (used for dredging oysters)*
13. *Rukert Terminals specializes in which products? (salt, metals, ores and fertilizers)*
14. *How much sugar can Domino Sugar handle in a year? (1,000,000 tons)*
15. *How many people were employed at Bethlehem Steel’s Baltimore shipyard when they reached its peak production year? (47,000 people)*
16. *Name the terminal that was once the site of an airport. (Dundalk Marine Terminal)*
17. *What type of service did Sea-Land provide? (container service)*
18. *In 1972 what type of technology did Dundalk Marine Terminal add when it expanded? (4 container cranes)*
19. *In what year did the Inner Harbor waterfront project begin? (1980)*
20. *In 1988 which Japanese car company began service at the Fairfield Auto Terminal? (Toyota)*
21. *What type of cargo does a Ro/Ro transport? (vehicles)*

3. Next, give groups the handout, “The Helen Delich Bentley Port of Baltimore Photographs.” Tell students to cut out the photographs and match each one to a textbox. Check answers and discuss how the mini-books shows how the Port grew and changed over time..

Answer Key:

(1729 - F; 1760 - R; 1785 - A; 1789 - H; 1794 - I; 1800 - Q; 1812 - T; 1848 - P; 1852 - U; 1867 - S; 1879 - N; 1914 - D; 1917 - W; 1921 - X; 1922 - G; 1941 - O; 1956 - B; 1961 - M; 1972 - J; 1980 - L; 1988 - E; 1990 - V; 2000 - C; 2006 - K)

4. Now tell students to fold each textbox in half and paste the photograph that matches the text information on the front to make mini books.

Assessment:

Give each student the handout, "Port that Built a City Celebrates 300 Years as the Gateway to the World." Tell students to use what they know and have learned to write a paragraph for the photograph that describes how the geographic characteristics of the The Helen Delich Bentley Port of Baltimore changed over time and affected the ways people live and work.

Answers should include: The Port was located on a natural harbor near the fall line. Over the years imports increased and came from around the world. Immigrants arrived, from Europe, and established business which provided jobs. Developments in transportation technology, such as new types of ships, rail - roads and later highways, made it easier to move goods from Baltimore to many other places. Over the years more land was cleared and terminals were built for the growth and development of the Port.

Closure:

1. Give students 2 sheets of 6 x 18" construction paper and tell them to fold them in half "hotdog" style. Also, give students the handout "The Helen Delich Bentley Port of Baltimore Mini Book Cover" and tell them to cut out the boxes.
2. Tell students to paste the two sheet of paper together. Next, they should make a cover for the book and paste six mini books on each pages in chronological order.
3. Tell students to share their information about the celebration of the 300th anniversary of the Port with others.