Spatial Changes to Salem, Oregon area from 1876 to 2014

By Scott Bailon

Grade Levels: 3rd  Time: 3 days- days one and two will be 80 minute blocks Day three will be a 60 minute block.

Overview:
This lesson will have students look at three maps of Salem, Oregon Riverfront area at various years (1876, 1905, and 2014). Students will look for changes in land use, transportation and ways that humans have altered the landscape.

National Geography Standards:

Standard 3: How to analyze the spatial organization of people, places and environments on Earth’s surface.
Standard 14: How human actions modify the physical environment.

Oregon Geography Content Standards:

3.13. Identify how people have adapted to and have changed the physical geography of the community.

Connections to Common Core:

Urban forms and functions  
HS 4.A. Analyze the different ways land is used in a community.

Objectives:
In completing this activity, students will be able to:

• Describe how the spatial geography of Salem has changed from 1876 to 2002 paying attention to land use, transportation and changes to the physical geography.
• Recognize spatial changes that have happened over time to the riverfront area of Salem, Oregon.
Materials:
https://www.loc.gov/item/75694941/

https://www.loc.gov/item/75694940/

http://www.oregonlink.com/riverfront/westside_view.html
Materials (cont.):

Map Analysis tool

<table>
<thead>
<tr>
<th>Observe</th>
<th>Reflect</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the title of this map?</td>
<td>Describe the spatial patterns illustrated on this map (movement, connections, ecosystems, etc).</td>
<td>What is the significance of the date of the map? How does this map connect to other time periods and the time period under study?</td>
</tr>
<tr>
<td>What is the date of this map? When was this map published?</td>
<td>What does the map show (physical characteristics, human patterns)?</td>
<td>What else did you observe about the map? What questions do you have about this map?</td>
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<tr>
<td>Who is the author or cartographer of this map?</td>
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<tr>
<td>What is the orientation of this map? How can you tell directions on this map?</td>
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Students will need:
- Writing Journal
- Pencils

Teacher will supply:
- Map analysis tool questions
- Poster paper and pens/crayons/colored pencils
- Hard copies of maps if computer use is not available. Images are attached at the end of the lesson.

Background:

Students will look at and analyze three different maps of Salem, Oregon at various years (1876, 1905, and c. 2002). From these maps they will be able to see differences in the use of the riverfront area, such as in 1876 where there were numerous docks for ships that sailed down the Willamette River and the use of a barge to transport goods across the river where there were no docks. Students will then look at a map for 1905 and see significant changes from 1876. The number of docks was significantly reduced and there is now a bridge where the barge was at.
Students should also observe that streets have changed also from 1876 and the more prominent use of trains in the city. After looking at the two older maps, students will look at a 2002 picture of Salem. They will notice that Water Street is gone and there is now a large park where buildings once were located. Also gone are the majority of the docks and that another bridge has been added to help facilitate movement of traffic across the Willamette. They should also be able to see that streets have changed and human development of Salem.

The students will be able to write how and why the changes have happened over time as an assessment tool.

**Procedures:**

**Day One:**

**Overview:**
Students will be working in a computer lab. I have allotted 10 minutes for travel to and from the lab and logging in and logging off time. Times for the exercises are in bold.

Map #1 **25 minutes**
In the computer lab, students will access [www.loc.gov](http://www.loc.gov) and access the 1876 Salem map ([https://www.loc.gov/item/75694940/](https://www.loc.gov/item/75694940/)). Students will look at the map and answer questions using the map analysis tool.

Map #2 **25 minutes**
Students will then look at a map of 1905 Salem ([https://www.loc.gov/item/75694941/](https://www.loc.gov/item/75694941/)) on [www.loc.gov](http://www.loc.gov) and answer the same questions for the new map in their journal.

Classroom work **20 minutes**
Students return to class for small group collaboration. They will discuss their answers within the group and finish up any questions not answered.

**Day Two:**

Computer Lab review **10 minutes**
In the computer lab, students will do a quick review of both the 1876 and 1905 Salem maps.

Map #3 **25 minutes**
After the review, students will look at a 2002 photo of Salem and again answer the questions from the map analysis tool. The picture can be accessed from [http://www.oregonlink.com/riverfront/westside_view.html](http://www.oregonlink.com/riverfront/westside_view.html).

Classroom work **15 minutes**
Students return to class for small group collaboration. They will discuss their answers within the group and finish any questions not answered.

Whole class discussion **20 minutes**
Teacher will write on white paper what the students observed from the maps. The class will discuss spatial and land use changes that have occurred between the years that the maps were made and why.
Day Three:
Classroom work 60 minutes
Students will break into small groups and on poster paper listing the changes in transportation, land use and ways human construct has altered Salem.

Assessment:
Students will write a short paper (minimum 500 words) explaining the changes that the Riverfront area of Salem, Oregon. Students will choose one of the following subjects to write about:

1. How transportation has altered the geography.
2. How land use has changed in Salem.
3. How humans have adapted the land for their needs.

The topics will be written on the board and the class will write their names on what their paper will be done on. This will be given as a homework assignment.

Extensions and/or Adaptations:
This lesson can be adapted to the fourth grade by not giving the class the third picture (Salem c.2002). The 4th graders will use a mapping program to find a modern map to compare to the older maps.

Tag Students: Will be asked to make a small poster (8” x 11”) showing what they think the future spatial changes will look like for Salem.

Students with accommodations will be able to type their paper and will be given a 300 word minimum count. Extra time will be given to them to finish. Computer time will also be arranged as needed.

Sources:


<table>
<thead>
<tr>
<th>Score</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose/Organization</strong></td>
<td>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The response is fully sustained, and consistently and purposefully focused:</td>
<td>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected. The response is adequately sustained and generally focused:</td>
<td>The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus:</td>
<td>The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:</td>
<td>Unintelligible in a language other than English, Off-topic, Copied text, Off-purpose</td>
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<tr>
<td>• controlling or main idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose, audience, and task</td>
<td>• controlling or main idea of a topic is clear, and the focus is mostly maintained for the purpose, audience, and task</td>
<td>• controlling or main idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose, audience, and task</td>
<td></td>
<td>• controlling or main idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose, audience, or task</td>
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<td>• consistent use of a variety of transitional strategies to clarify the relationships between and among ideas</td>
<td>• adequate use of transitional strategies with some variety to clarify the relationships between and among ideas</td>
<td>• inconsistent use of transitional strategies and/or little variety</td>
<td></td>
<td>• few or no transitional strategies are evident</td>
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<td>• effective introduction and conclusion</td>
<td>• adequate introduction and conclusion</td>
<td>• introduction or conclusion, if present, may be weak</td>
<td></td>
<td>• introduction and/or conclusion may be missing</td>
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<tr>
<td>• logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety</td>
<td>• adequate progression of ideas from beginning to end; adequate connections between and among ideas</td>
<td>• uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas</td>
<td></td>
<td>• frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression</td>
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</tbody>
</table>
Capital City of Oregon.
POPULATION IN 1905 14,768.