Lesson Plan 3A
Building the Grid – Randel Map Gallery

OVERVIEW
Students will study the Randel Maps to understand how the island was surveyed and prepared for the implementation of the street plan.

RESOURCES
Randel Maps Gallery [Link]

The Estate of Robert Lenox: A Great Increase in Property Values
"Valuable Real Estate Record. An Instance of Great Increase of Values in Property on Manhattan Island," 1874. [Link]
Museum of the City of New York, The J. Clarence Davies Collection, 29.100.1360B

STUDENT GOALS
- Students will analyze 19th-century prints and text documents to understand the motivations behind developing a city-wide plan.
- Students will use a 19th-century image to explore the streets of Manhattan predating the grid.
- Students will be introduced to the concept of urban planning and explore how planning helps ensure that communities serve the needs of the people who live in them.

COMMON CORE STATE STANDARDS

1st Grade:
CCSS.ELA-LITERACY.RI.1.1
Ask and answer questions about key details in a text.

5th Grade:
CCSS.ELA-LITERACY.RI.5.2
Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

11th Grade:
CCSS.ELA-LITERACY.RH.11-12.2
Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
Lesson Plan 3A
Building the Grid – Randel Map Gallery

KEY TERMS/VOCABULARY

- Increase
- Property
- Instance
- Real estate
- Lots
- Record
- Map
- Value

DOCUMENT BASED QUESTIONS

Images:

The Randel Maps depicts the conditions of 19th-century Manhattan (land ownership) and chart what will come next (laying out the street plan of the grid). What written clues can help students decipher the land use?

- What do the different colored lines indicate?
- What information do the maps provide about how property was divided before and after the grid?
- Find Augustus Winkop. How does the street plan impact his property? How might the pre-grid property owners feel about the plan? How do you know?
Lesson Plan 3A
Building the Grid – Randel Map Gallery

DOCUMENT BASED QUESTIONS

Text:
The Estate of Robert Lenox: A Great Increase in Property Values [Link]
Selling Lots, Subdividing Estates [Link]

- How does the title indicate the purpose of the document?
- What information do the maps provide? Note the fine print below the map – what is the purpose of the statement?
- Referring to the Randel Maps, why did Lenox choose to begin purchasing these parcels of land in March 1818?
- At the time of his last will and testament (1846) had his real estate investments paid off?
- In what year did the lots first increase in value? By how much? Jump ahead to 1874. What was the value of the lots then?
- In the opinion of the students, what was the purpose of this document? What were the intentions of its author?

DOCUMENT BASED ACTIVITY

Following a guided discussion of the map and the broadside, students will participate in a planning exercise designed to clarify the need for planning. Students will use their own classroom layout to participate in a planning exercise. Each student will be given a blank piece of paper and will be instructed to draw a map of their classroom noting its organizational structure. How do students move about? What direction do students most frequently walk in? Which pathways are most heavily trafficked? Are the desks arranged in groups, rows, or circles? On the flip side of the paper, students will prepare a list of questions to interview their teacher. Students should prepare questions that address why the teacher created the layout, what the teacher thinks works well in the space, and what he or she wishes to change. Combining their discussions and observations, students will work in small groups to prepare alternative organizational layouts that respond to their suggestions and the wishes of the teacher. By participating in this activity, students will understand how planned spaces impact use.
Lesson Plan 3B
Building the Grid – Laying Out The Grid

OVERVIEW
What topographical changes occurred as a result of creating the 1811 grid plan for the city’s streets? By analyzing the 1861 print, View of 2nd Ave. Looking Up From 42nd Street, students will consider the pros and cons of the Street Plan.

RESOURCES
A House “in the Air” [Link]
Egbert L. Viele, View of 2nd Ave. Looking up from 42nd St., 1861. Lithograph

Opening Streets [Link]

Building the Grid: From Paper to Street, Block and Lot [Link]

STUDENT GOALS
- Students will understand elements of the original topography and geography on Manhattan Island.
- Students will understand how the grid plan was overlaid onto the blueprint of Manhattan Island and the challenges and criticisms facing its implementation.

COMMON CORE STATE STANDARDS
1st Grade:
CCSS.ELA-LITERACY.RI.1.3
Describe the connection between two individuals, events, ideas, or pieces of information in a text.

5th Grade:
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.

11th Grade:
CCSS.ELA-Literacy.RH.11-12.1
Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
Lesson Plan 3B
Building the Grid – Laying Out The Grid

KEY TERMS/VOCABULARY
- Challenges
- Construction
- Result
- Topographical

DOCUMENT BASED QUESTIONS

What activities do students notice taking place in the image?
What were the physical challenges involved in laying down the grid?
How did the inhabitants adapt to the construction surrounding them?
How is the street plan already in use?
What do students think is going to happen to the house on the hill?
What examples of progress are visible in the image?

RELATED COLLECTIONS

A House “in the Air”
Egbert L. Viele, View of 2nd Ave. Looking up from 42nd St., 1861. Lithograph [Link]

DOCUMENT BASED QUESTIONS

What activities do students notice taking place in the image?
What were the physical challenges involved in laying down the grid?
How did the inhabitants adapt to the construction surrounding them?
How is the street plan already in use?
What do students think is going to happen to the house on the hill?
What examples of progress are visible in the image?

RELATED COLLECTIONS

A. J. Bleecker & Co. [Link]
Auction Sale of 225 Harlem Lots. 1857.
Museum of the City of New York. 29.100.3055.

Wurts Bros.
East 42nd Street. Tudor City, view looking north up 2nd Avenue from 40th Street. 1946. [Link]
Museum of the City of New York. X2010.7.1.9016

Manhattan Railway Company.
2 Ave & 42 St Looking North. 1901. [Link]
Museum of the City of New York. F2012.53.397B
Lesson Plan 3B
Building the Grid – Laying Out The Grid

DOCUMENT BASED ACTIVITY

Students will note the characters and activities included in the image such as people walking, children playing, and the inhabitants of the house on the hill. Students will be assigned a character and will write a letter to the editor of a newspaper either in favor of the progress or in resistance to the change that surrounds them. Refer to the discussion questions to investigate examples in the image to use as proof in the letter. Once the letters are completed, students will take turns reading them out loud and debating their positions.