ILLINOIS

Giant Traveling Map Lesson

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ILLINOIS ACADEMIC STANDARDS / SUITABLE DISCIPLINES:

Geographic Representations
SS.G.1.3. Locate major landforms and bodies of water on a map or other representation.
SS.G.1.4. Construct and interpret maps of Illinois and the United States using various media.

Human-Environment Interaction
SS.G.2.3. Compare how people modify and adapt to the environment and culture in our community to other places.
SS.G.2.4. Analyze how the cultural and environmental characteristics of places in Illinois change over time.
SS.G.1.5. Investigate how the cultural and environmental characteristics of places within the United States change over time.
SS.G.2.6-8.MdC. Compare and contrast the cultural and environmental characteristics of different places or regions.

Human Population
SS.G.2.K. Identify and explain how people and goods move from place to place.
SS.G.3.4. Describe some of the current movements of goods, people, jobs, or information to, from, or within Illinois, and explain reasons for the movements.
SS.G.2.5. Describe how humans have utilized natural resources in the United States.
SS.G.3.6-8.LC. Explain how environmental characteristics impact human migration and settlement.
SS.G.7.9-12. Evaluate how economic activities and political decisions impact spatial patterns within and among urban, suburban, and rural regions.

Civic and Political Institutions
SS.CV.2.9-12: Evaluate the opportunities and limitations of participation in elections, voting, and electoral process.
SS.CV.3.9-12: Analyze the impact of constitutions, laws, and agreements on the maintenance of order, justice, equality and liberty.
SS.CV.4.9-12: Explain how the US Constitution established a system of government that has powers, responsibilities, and limits that have changed over time and are still contested while promoting the common good and protecting rights.

Processes, Rules, and Laws
SS.CV.9.9-12: Evaluate public policies in terms of intended and unintended outcomes and related consequences.
SS.CV.10.9-12: Explain the role of compromise and deliberation in the legislative process.

OBJECTIVES:
Participants will:

- Learn about major cities in Illinois during three different historical periods
- Practice using grids and cardinal directions to locate cities in the state
- Practice using latitude and longitude lines (if appropriate for grade level)
- Analyze change over time
- Discuss topics such as the census (source of data), distribution of resources in the state, and implications of changes in population for political representation at various levels of government

RECOMMENDED GRADES: Fourth through adult

TIME NEEDED: 20 to 25 minutes, depending on whether discussion is held as part of the map visit or at a later time

MATERIALS:

- Compass rose
- 15 flat markers
- 15 tall cones
- 15 shorter, flexible cones
- 2 or 3 plastic chains
- List of Illinois cities by population for 1860/1930/2010 (some cities are not on the map and will need to be found by using latitude and longitude lines at the sides of the map – attached)

PREPARATION:

- Discussion about the reasons why people choose to live in different places
- Review of historical settlement patterns in Illinois
- Development of predictions by participants about where they think people might live

RULES:

- Shoes are not allowed on the map. Please have participants remove shoes before walking on the map.
- Participants should wear socks while walking on the Giant Map.
- No writing utensils on the map.
- No sliding on the map.

DIRECTIONS:

Using the list of cities and colored cones, participants will locate the fifteen most populous cities in Illinois for the years 1860, 1930, and 2010. They will then look for trends based on the east/west axis and north/south axis, speculating about the factors that contributed to populations among the various regions of the state.

On the map:

1. Provide participants with an overview about exploring the top fifteen populated places in Illinois in 1860, 1930, and 2010 using U.S. Census data as a source of information.
2. Ask participants about the kinds of jobs they imagine people were doing in Illinois in 1860. Ask them to predict where people might be living. Consider push and pull factors in migration.
3. Take 15 of the round makers. Pass them out to 15 of the participants (usually just ask them to take one and pass the remainder along).
4. Read the 15 largest cities one at a time, going down the row of participants and asking the participants to place the marker on the dot identifying the town (star in the case of Columbus).
5. Remind the participants that they can provide assistance to their classmates about the location of a city based on cardinal directions or the grid. They should avoid shouting "over there", "this way", etc.
6. After the flat, round markers are all on the map, ask the participants to interpret the new information that has been added to the map.
7. Move on to the 1930 census and ask participants what jobs people were doing then. Ask them to predict where people might be living.
8. Pass out the 15 larger cones. Assign individuals participants to place their cones on the 15 cities. For cities in the top 15 in 1860 and 1930, have participants pick up the red marker and place it on top of the cone.
9. After the larger cones are all on the map, repeat Item 6 above, asking them to think about what has changed and why.
10. Repeat process with 2010 census data and smaller or flexible orange cones. Have participants put the orange cone on top of the flat, round marker creating a pyramid, or on top of the large cone if the city was in the top 15 only in 1930.
11. Discuss where most of the people live and why. This is also an opportunity to review the concentration of people in the state in terms of electoral districts.

GUIDING QUESTIONS:

Tell participants that at the beginning of Illinois history agriculture was a main industry in the state. Ask what other factors might have influenced where people settled.

The initial attraction to Illinois and its prairie drew a wide variety of farming immigrants during the early 1800s. Chicago's growth was based on its linkage to other cities through various means of transportation by lakes, rivers, canals, and then railroads. The construction of the Illinois and Michigan Canal in 1848 became a critical artery that shaped European settlement as this linked the Great Lakes to the Mississippi River. Farming products could travel from Chicago and reach the Gulf of Mexico as a result of this exposure to water-based transportation routes. Many settlers saw Illinois as a land of opportunity in not only farming but also in mining. Miners were able to extract coal and lead in Illinois, which fueled development during the Industrial Revolution.

However, the most influential factor that shaped the settlement of Illinois during the 1850s was the development of the Illinois Central Railroad. The route ran directly diagonal throughout the entire state connecting Chicago to Cairo for 700 miles. The most

southern city in Illinois, Cairo, is located at the confluence of the Ohio and Mississippi Rivers. As a result, many new cities in Illinois grew in population as farmers, factories, entrepreneurs, or even miners could sell their products to Chicago or reach multiple markets in the south or east. Chicago's central geographical position created an economic powerful hub of development and experimentation in farming, manufacturing, commercial, and service industries.

Ask participants:

Q. How many of the fifteen largest cities are along a river?
A.

1860	1930	2010
13	14	13

Q. How many of the cities were in a particular region?
A.

1860	1930	2010
Central Plains - 13 Shawnee Hills - 2	Central Plains - 13 Shawnee Hills - 2	Central Plains - 13 Shawnee Hills - 2

Q. For what reasons did this pattern exist?
A. During Chicago's boom period, many cultural attractions were developed in close proximity to the working population. As transportation and technology developed, the American culture changed in the 1940s. Many World War II veterans took advantage of the low rate loans, and, desiring the "American Dream", purchased homes outside Chicago's city limits. During the 1960s, more than half of the manufacturing jobs relocated to the suburbs to take advantage of lower taxes and the ability to transport goods using interstate roads. Suburban sprawl distributed manufacturing and service companies throughout the northeast part of the state.

Q. How did Illinois compare with the rest of the United States?
A. Consider how much the population of Illinois increased compared to the increase in the United States. What percentage of people in the United States lived in Illinois during the various time periods? After adding cones from the 1930 Census, ask participants to consider how many of the cities are in rural areas.

	1860	1930	2010
Illinois	1,711,951	7,630,654	12,830,632
United States	31,443,321	123,202,624	308,745,538
Percentage of people living in Illinois	5.4%	6.1%	4.1%

Q. How many cities in the new top fifteen in 1930 were also in the top fifteen in 1860? What percentage is that?
A. 9, 60%

Q. How many cities in the new top fifteen in 2010 were also in the top fifteen in 1860? In 1930?
A. 1860: 7 of 15, 46%; 1930: 5 of 15, 33%

Q. Where are most of the large cities in Illinois located in 2010? Why?
A. Near the Chicago metropolitan area where there are many jobs.

Q. Generally speaking, how would you describe the majority of population movement and growth in the Illinois over the past one hundred years?
A. Rural population growth is limited to water reservoirs as fishing and hunting are the major outdoor recreation activities. Agriculture has evolved into more mechanization and large-farm corporations resulting in fewer people working on Illinois farms. The growing concern in the state of Illinois is the loss of manufacturing jobs and the exodus of young workers. With the high property taxes, persistence of unions, and high sales taxes has created a growing uncertainty in Illinois' future. The "City of Big Shoulders" has been currently referred as the "metropolis of the big question mark."

Q. Why? What factors have encouraged people to move and live in cities?
A. The availability of jobs has been the primary factor. During the 19th century, Chicago's competitive environment had a spectrum of different industries such as construction, meatpacking, garment making, steel, and agricultural tools. Many immigrants arrived in the Land of Lincoln for economic opportunities initially in farming but later as factory workers in an expanding manufacturing environment. As the 19th century came to a close, Chicago grew as a center of commercial enterprises through department stores and giant catalog merchandisers. Chicago also expanded in the early 20th century as a result of a half a million African-Americans seeking better opportunities and lifestyle during the Great Migration. Many people find loyalty to professional sports in the Chicagoland area. As a result, younger residents are attracted to the entertainment, sports, and other cultural opportunities available in the Chicago metropolitan area.

MODIFICATIONS:
For younger participants, focus on the map key and compass rose. For older participants, invite them to have more autonomy in the lesson and incorporate additional mathematical concepts.

EXTENSIONS:
Consider using the census data in math lessons. How much larger is Chicago today than in 1860? How much larger is Chicago than the 15th largest city? How concentrated is the population in Chicago over time? How did the population of your city change?

For use with the GeoCivics activities (https://www.uccs.edu/geocivics/), invite participants to think about the current configuration of United States Congressional Districts in the state. Ask them to remember the key characteristics of how districts are drawn (equal population and contiguous). Invite them to pretend that their state has just two Congressional Districts; ask two people to pick up one of the chains and divide the state generally in half by population; invite two more people to divide the state into four districts (they may choose to move the original chain, or not). Discuss why some districts would likely be smaller in area than others. If appropriate, determine how to divide the state into state senate districts. How might an online mapping program make this activity more effective?

Consider when a giant floor map is a good tool for understanding geographic phenomena and when other tools (paper maps, online maps) might be more appropriate.

NOTE:

Thanks to National Geographic's Giant Traveling Maps team for the inspiration for this lesson, which is based on "People on the Move", a lesson for the North America Giant Map.

RESOURCES:

Illinois State Board of Education
https://www.isbe.net/Pages/Social-Science.aspx
Chronology of Illinois History
https://www.cyberdriveillinois.com/publications/illinois_bluebook/chronology.pdf
Encyclopedia of Chicago
http://www.encyclopedia.chicagohistory.org/pages/1381.html
The Geography of Illinois
https://www.netstate.com/states/geography/il_geography.htm
The Great Migration
http://www.inmotionaame.org/print.cfm;jsessionid=f8302984931573629012751?migration=8&bhcp=1
A History of Illinois Agriculture
http://www.museum.state.il.us/OHIA/htmls/people/early/peo_early.html
Illinois Digital Archives - 1860 businesses
http://www.idaillinois.org/ui/custom/default/collection/default/resources/custompages/bin/buildSubjectPages.php?subject=5
Illinois During the Civil War
https://digital.lib.niu.edu/illinois/civilwar/economic
Illinois Historical Timeline
https://www.ereferencedesk.com/resources/state-history-timeline/illinois.html
Illinois Policy
https://www.illinoispolicy.org/illinois-sees-stagnant-jobs-growth-declining-labor-forcein-january/
Notable Events in Illinois History
https://illinoisgenweb.org/historyproject/events.html
Timeline of Illinois History
https://www2.illinois.gov/dnrhistoric/Research/Pages/Timeline.aspx

City	1860	√		City	1930	√		City	2010	√
State	**1,711,951**			**State**	**7,630,654**			**State**		
Chicago	112,172		1	Chicago	3,376,438		**1**	Chicago	2,716,450	
Peoria	14,045		2	Peoria	104,969		**2**	Aurora	197,899	
Quincy	13,718		3	Belleview	102,772		**3**	Rockford	152,871	
Moline	9,458		4	Rockford	85,864		**4**	Joliet	147,459	
Springfield	9,320		5	East St. Louis	74,397		**5**	Naperville	141,853	
Galena	8,196	42.4°N, 90.4°W	6	Springfield	71,864		**6**	Springfield	116,250	
Belleville	7,520		7	Cicero	66,602		**7**	Peoria	115,007	
Joliet	7,104		8	Evanston	63,338		**8**	Elgin	108,188	
Bloomington	7,075		9	Aurora	46,589		**9**	Waukegan	89,078	
Rockford	6,979		10	Joliet	42,993		**10**	Cicero	83,895	
Alton	6,332		11	Decatur	57,510		**11**	Champaign	81,055	
Aurora	6,011		12	Quincy	39,241		**12**	Bloomington	76,610	
Jacksonville	5,528		13	Rock Island	37,953		**13**	Decatur	76,122	
Freeport	5,376		14	Danville	36,765		**14**	Arlington Heights	75,101	42.1°N, 88.0°W
Rock Island	5,130		15	Elgin	35,929		**15**	Evanston	74,486	
Galesburg	4,953			Waukegan	33,499			Schaumburg	74,227	
Decatur	3,839			Bloomington	30,930			Bolingbrook	73,366	
Pekin	3,467			Alton	30,151			Palatine	68,557	
Waukegan	3,433			Galesburg	28,830			Skokie	64,784	
LaSalle	3,993			Belleview	28,425			Orland Park	56,767	

Source: United States Census

Chicago	41.8781° N, 87.6298° W
Peoria	40.6936° N, 89.5890° W
Quincy	39.9356° N, 91.4099° W
Moline	41.5067° N, 90.5151° W
Springfield	39.7817° N, 89.6501° W
Galena	42.4167° N, 90.4290° W
Belleville	38.5201° N, 89.9840° W
Joilet	41.5250° N, 88.0817° W
Bloomington	40.4842° N, 88.9937° W
Rockford	42.2711° N, 89.0940° W
Alton	38.8906° N, 90.1843° W
Aurora	41.7606° N, 88.3201° W
Jacksonville	39.7339° N, 90.2290° W
Freeport	42.2967° N, 89.6212° W
Rock Island	41.5095° N, 90.5787° W
Galesburg	40.9478° N, 90.3712° W
Decatur	39.8403° N, 88.9548° W
Pekin	40.5675° N, 89.6407° W

Waukegan	42.3636° N, 87.8448° W
LaSalle	41.3622° N, 89.0418° W
East St. Louis	38.6245° N, 90.1506° W
Cicero	41.8456° N, 87.7539° W
Evanston	42.0451° N, 87.6877° W
Aurora	41.7606° N, 88.3201° W
Danville	40.1245° N, 87.6300° W
Elgin	42.0354° N, 88.2826° W
Galesburg	40.9478° N, 90.3712° W
Naperville	41.7508° N, 88.1535° W
Champaign	40.1164° N, 88.2434° W
Arlington Heights	42.0884° N, 87.9806° W
Schaumburg	42.0334° N, 88.0834° W
Bolingbrook	41.6986° N, 88.0684° W
Palatine	42.1103° N, 88.0342° W
Skokie	42.0324° N, 87.7416° W
Orland Park	41.6303° N, 87.8539° W