

MAINE

Giant Traveling Map Lesson

TITLE / AUTHOR: Mainers on the Move / Bai Mei

Maine ACADEMIC STANDARDS / SUITABLE DISCIPLINES:

Civics and Government

Civics & Government 1: Students understand the basic ideals, purposes, principles, structures, and processes of constitutional government in Maine and the United States as well as examples of other forms of government in the world by:

(F1) Explaining that the study of government includes the *structures* and functions of government and the political and civic activity of citizens.

(F2) Describing the *structures* and processes of United States government and government of the State of Maine and how these are framed by the United States Constitution, the Maine Constitution, and other primary sources.

Civics & Government 2: Students understand the constitutional and legal *rights*, the civic *duties and responsibilities*, and roles of citizens in a constitutional democracy and the role of citizens living under other forms of government in the world by:

(F2) Describing how the powers of government are limited to protect individual rights and minority rights as described in the United States Constitution and the Bill of Rights.

Geography

Students draw on concepts and processes from geography to understand issues involving people, places, and environments in the community, Maine, the United States, and the world.

Geography 1: Students understand the geography of the community, Maine, the United States, and various regions of the world by identifying the Earth's major geographic features such as continents, oceans, major mountains, and rivers using a variety of *geographic tools* including digital mapping tools; and explaining examples of changes in the Earth's physical features and their impact on communities and regions.

Geography 2: Students understand geographic aspects of unity and diversity in the community, Maine, and regions of the United States and the world, including Maine Native American communities, by identifying examples through inquiry of how geographic features unify communities and regions as well as support diversity using print and non-print sources.

OBJECTIVES:

Participants will:

- Learn about major cities in Maine 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, physical features associated with settlements, 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
- 3 to 4 plastic chains for dividing the state
- List of Maine cities by population for 1810/1910/2010

PREPARATION:

- Discuss reasons why people choose to live in different places
- Review historical settlement patterns in Maine
- Review Maine era info
- Develop predictions by participants about where they think people might live
- Consider push and pull factors in migration

RULES:

- Shoes are not allowed on the map. Please have participants remove shoes before walking on the map.
- Participants should wear socks 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 Maine for the years 1810, 1910, and 2010. They will then look for trends based on the east/west axis and north/south axis, waterways adjacent to and within Maine, and defensive settlements from the 18th century. Encourage speculation about the factors that contributed to population development among the various regions of the state.

On the map:

1. Provide participants with an overview about exploring the top fifteen populated places in Maine in 1810, 1910, 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 Maine in 1810. Ask them to predict where people might be living. (If needed, ask the participants to consider where they live and why? What does a location need for people to live there?)
3. Take 15 of the round markers. 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 Augusta).
5. Remind the participants that they can provide assistance to their classmates or colleagues about the location of a city based on cardinal directions or the grid. They should avoid shouting “over there”, “this way”, “left/right”, etc. From the beginning of the lesson, model the use of cardinal directions or the grid. Students may use the compass. Place NSEW labels on the walls or around the map.
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. Remind them that this is similar to adding a layer to a geographic information systems map.
7. Move on to the 1910 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 individual participants to place their cones on the 15 cities. For cities in the top 15 list by population in both 1810 and 1910, have participants pick up the flat marker and place it on top of the cone.
9. After the larger cones are all on the map, repeat Item 6 above, asking participants 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 previously in the top 15 only in 1910.
11. Discuss where most of the people live and why. What areas of the state have no large settlements? Why? This is also an opportunity to review the concentration of people in the state in terms of electoral districts.

NOTES:

Review the Major Eras in Maine History for contextual information for the time periods highlighted in this lesson.

GUIDING QUESTIONS:

Q. What factors influence where people settle(d)?

A. Water, safety, transportation routes, employment opportunities, physical geography

Q. How many of the fifteen largest cities are located along a river or lake in 1810? 1910? 2010?

A.

1810	1910	2010
14	14	14

Q. How many of the cities were in the various regions? Are they spread evenly or grouped together?

A.

1810	1910	2010
South - 11 Southeast - 4	South - 10 Southeast - 3 East - 2	South - 14 East - 1

Q. For what reasons did this pattern exist?

A. Transportation opportunities, employment opportunities

Q. How did Maine compare with the rest of the United States?

A. Consider how much the population of Maine increased compared to the increase in the United States. What percentage of the population has lived in Maine over these time periods?

	1810	1910	2010
Maine	228,705	742,371	1,328,361
United States	7,239,881	92,228,496	308,745,538

Q. How many cities in the new top fifteen in 1910 were also in the top fifteen in 1810? What percentage is that?

A. 5, 33%

Q. How many cities in the new top fifteen in 2010 were also in the top fifteen in 1810? In 1910?

A. 1810: 6 of 15; 1910: 7 of 15

Q. Where are most of the large cities in Maine located in 2010? Why?

A. In the southern part of the state, because of jobs and educational opportunities.

Q. Are major cities and suburbs significantly more concentrated than they were in 1910?

A. Depending on which suburbs are counted as being part of major cities, the concentration of population in major cities is similar to what it was in 1910.

Q. Generally speaking, how would you describe the majority of population movement and growth in the Maine over the past one hundred years?

A. *Maine's population began to increase rapidly after the American Revolution, peaking at 3.2 percent of the national total, and accelerated up to the Civil War. The post-war movement of Americans to explore the western reaches of the country had its effect. Worries about the loss of population between 1860 and 1870, provoked civic and political leaders to promote immigration. Governor Joshua Chamberlain was one who supported the recruitment of Swedes to northern Aroostook to what became known as the Swedish Colony. During most of the twentieth century, population growth was moderate and lagged the general U.S. increase, reducing Maine's portion of the country's total from one percent to one-half percent. Substantial increases were recorded in 1970 and 1980, but again leveled off in 1990. (Population Since 1741, Maine, An Encyclopedia)*

Q. Why? What factors have encouraged people to move and live in cities?

A. Jobs.

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 Portland today than in 1810? How much larger is Portland than the 15th largest city? How concentrated is the population in Portland 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.

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:

Maine Department of Education

<https://www.maine.gov/doe/learning/content/social>

<https://www.maine.gov/doe/learning/content/socialstudies/standards/national>

Maine Historical Society

<https://www.mainehistory.org/>

Maine, An Encyclopedia

<https://maineencyclopedia.com/population-since-1741/>

Maine Population Changes

<https://www.pressherald.com/2017/05/26/interactive-population-change-maine-towns-2010-2016/>

	City	1810	v		City	1910	v		City	2010	v
	State	228,705			State	742,371			State	1,328,361	
1	Portland	7,169		1	Portland	58,571		1	Portland	66,194	
2	North Yarmouth	3,295		2	Biddeford	17,079		2	Lewiston	36,592	
3	York	3,046		3	Augusta	13,211		3	Bangor	33,039	
4	Brunswick	2,682		4	Waterville	11,458		4	South Portland	25,002	
5	Gorham	2,632		5	Bath	9,396		5	Auburn	23,055	
6	Saco	2,492		6	Westbrook	8,281		6	Biddeford	21,277	
7	Bath	2,491		7	Brunswick	6,621		7	Sanford	20,798	
8	Buxton	2,324		8	Saco	6,583		8	Brunswick	20,278	
9	Freeport	2,184		9	Calais	6,116		9	Augusta	19,136	
10	Thomaston	2,100		10	Gadiner	5,311		10	Scarborough	18,919	
11	Hallowell	2,068		11	Eastport	4,961		11	Saco	18,482	
12	Vasselborough	2,063		12	Belfast	4,618		12	Westbrook	17,494	
13	Minot	2,020		13	Ellsworth	3,549		13	Windham	17,001	
14	Augusta	1,805		14	Camden	3,015		14	Gorham	16,381	
15	Windham	1,613		15	South Berwick	2,935		15	Waterville	15,722	