

MASSACHUSETTS

Giant Traveling Map Lesson

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Massachusetts ACADEMIC STANDARDS / SUITABLE DISCIPLINES:

Topic 1: Massachusetts cities and towns today and in history [3.T1]

Topic 2. The geography and Native Peoples of Massachusetts [3.T2]

Topic 1. North America: geography and map skills [4.T1]

Topic 4. The expansion of the United States over time and its regions today [4.T4]

Topic 3. Principles of United States Government [5.T3]

Topic 1. Foundations of government in the United States [T1]

Topic 2. Purposes, principles, and institutions of government in the United States [T2]

Topic 4: Political parties, interest groups, media, and public policy [T4]

Civics in Grade 8

- introduce significant recurring questions about the United States Constitution, rights, responsibilities, citizenship, a free press, and the concept of the common good
- establish foundational knowledge about government in preparation for High School United States and World History

OBJECTIVES:

Participants will:

- Learn about major cities in Massachusetts 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 Massachusetts cities by population for 1810/1910/2010

PREPARATION:

- Discuss reasons why people choose to live in different places
- Review historical settlement patterns in Massachusetts
- Review Massachusetts 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.
- 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 Massachusetts 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 Massachusetts, 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 Massachusetts 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 Massachusetts 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 Boston).
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 Massachusetts 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, employment opportunities, transportation routes, and physical geography all played a role.

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

A.

1810	1910	2010
14	13	14

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

A.

1810	1910	2010
West: 1 Middle: 1 Northeast: 8 Southeast: 4 Island: 1	West: 2 Middle: 1 Northeast: 9 Southeast: 3	West: 1 Middle: 1 Northeast: 11 Southeast: 2

Q. For what reasons did this pattern exist?

A. Development of employment opportunities in the whaling and oil industries as well as the later textile mills drove settlement patterns. Nantucket was once the whaling capital of the world and the industry boomed from 1750 to 1850. The whale population was depleted by 1860 and the island began to decline. New Bedford was once the richest city

per capita in the world. The industry was supported by Portuguese and Cape Verdean immigrants. Much like Nantucket, whaling nearly disappeared by the 1860s. Lowell was founded in the 1820s specifically for the purpose of manufacturing textiles. Factories went up all over the town. Women were the primary workers in the factories, giving them some economic freedom, despite the poor working conditions. Lowell's economy began to decline when manufacturing moved south after the Civil War. In the 21st century the Boston area, particularly around Route 128, evolved into a hub of innovation and startup success, particularly in tech and advertising.

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

A. What percentage of the population of the United States lives in Massachusetts in each of the three time periods? By what percentage did the state and the country grow over time?

	1810	1910	2010
Massachusetts	33,787	3,366,416	6,547,629
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. 7, 46%

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: 12 of 15

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

A. In the eastern part of the state, around Boston, which is a major provider of jobs and educational opportunities.

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

A. Somewhat, although urban centers were already forming in 1910.

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

A. People followed the jobs from the coast to mill towns to urban areas. Immigration patterns also played a role. The Irish began to immigrate during early 19th century, with the largest population found in Boston, but people of Irish descent live throughout the state. 20.2% of Massachusetts residents claim to be of Irish ancestry (which is nearly twice the percentage of the US population who claim Irish ancestry). The Portuguese have settled in the state since mid-19th century, arriving primarily from the Azores, mainly settling communities in fishing and industrial hubs of Fall River and New Bedford. Cape Verdeans began to arrive in the 1840s with another influx of immigration in the 1970s. Many Native Americans (including the Mashpee Wampanoag Tribe) also have a Cape Verdean background. There are large Cape Verdean communities in Southeastern Massachusetts (including on the Cape and Islands).

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

Massachusetts Curriculum Framework,
<http://www.doe.mass.edu/frameworks/current.html>

Massachusetts Historical Society
<https://www.masshist.org/>

	City	1810	v		City	1910	v		City	2010	v
	State	7,239,881			State	3,366,416			State	6,547,629	
1	Boston	33,787		1	Boston	670,585		1	Boston	617,594	
2	Salem	12,613		2	Worcester	145,986		2	Worcester	181,045	
3	Newburyport	7,634		3	Fall River	119,295		3	Springfield	153,060	
4	Nantucket	6,807		4	Lowell	106,294		4	Lowell	106,519	
5	Gloucester	5,943		5	Cambridge	104,839		5	Cambridge	105,162	
6	Marblehead	5,900	42.5, 70.9	6	New Bedford	96,652		6	New Bedford	95,072	
7	New Bedford	5,651		7	Lynn	89,336		7	Brockton	93,810	
8	Charlestown	4,959	42.4, 71.1	8	Springfield	88,926		8	Quincy	92,271	
9	Beverly	4,608		9	Lawrence	85,892		9	Lynn	90,329	
10	Middleborough	4,400		10	Somerville	77,236	42.4, 71.1	10	Fall River	88,857	
11	Plymouth	4,228		11	Holyoke	57,730		11	Newton	85,146	42.3, 71.2
12	Lynn	4,087		12	Brockton	56,878		12	Lawrence	76,377	
13	Springfield	2,767		13	Haverhill	44,115		13	Somerville	75,754	42.4, 71.1
14	Haverhill	2,682		14	Salem	43,697		14	Framingham	68,318	
15	Worcester	2,577		15	Newton	39,806	42.3, 71.2	15	Haverhill	60,679	

Source: <https://www.biggestuscities.com/ma/1910>