

OREGON

Giant Traveling Map Lesson

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Oregon ACADEMIC STANDARDS / SUITABLE DISCIPLINES:

Geography

- 2.11 Use basic information on maps and other geographic tools to locate, identify and describe physical and human features of the community.
- 3.9 Describe and compare physical and human characteristics of regions in Oregon
- 4.8 Compare and contrast varying patterns of settlements in Oregon, considering, past, present, and future trends.
- 4.10 Describe how technological developments, societal decisions, and personal practices affect Oregon's sustainability (dams, wind turbines, climate change and variability, transportation systems, etc.).
- 5.11 Describe how physical, human and political features influence events, movements, and adaptation to the environment.
- 5.13 Describe how natural and human-made events in one place affect people in other places.
- 8.20 Identify and describe patterns and networks of economic interdependence, migration, settlement, cultural diffusion, and modern technological development
- HS.44 Analyze the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.
- HS.47 Explain how political and economic power dynamics throughout time have influenced cultural identity and environmental characteristics of various places and regions.
- HS.52 Identify and analyze how map-making, zoning, and other policy decisions create social, political, and economic realities for various population groups

Civics

- 2.4 Give examples of and identify appropriate and inappropriate use of power and its effect
- 5.1 Analyze how cooperation and conflict among people contribute to political, economic, religious, and current social events and situations in the United States.

OBJECTIVES:

Participants will:

- Learn about major cities in Oregon 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 Oregon cities by population for 1860/1930/2010

PREPARATION:

- Discuss reasons why people choose to live in different places
- Review historical settlement patterns in Oregon
- Review Oregon 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 must wear socks on the 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 Oregon for the years 1860, 1930, and 2010. They will then look for trends based on the east/west axis and north/south axis, waterways adjacent to and within Oregon, 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 Oregon 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 Oregon in 1860. 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 Salem).
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 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 individual participants to place their cones on the 15 cities. For cities in the top 15 list by population in both 1860 and 1930, 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 1930.
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 Oregon History for contextual information for the time periods highlighted in this lesson.

GUIDING QUESTIONS:

Q. What factors influence where people settled?

A. Water, safety, transportation routes, physical geography

Q. How many of the fifteen largest cities are located along a river or lake in 1860? 1930? 2010?

A.

1860	1930	2010
14	12	14

*Note: For reference, students can use the C-GEO Student Atlas of Oregon at <https://www.pdx.edu/geography-education/table-of-contents-student-atlas-of-oregon-english> and the “Rivers and Lakes” atlas.

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

A.

1860	1930	2010
Willamette Valley: 11 Coastal Range: 2 Klamath Mountains: 2	Willamette Valley: 6 Coastal Range: 2 Eastern Cascades & Foothills: 2 Blue Mountains: 2 Columbia Plateau: 2 Klamath Mountains: 1	Willamette Valley: 12 Klamath Mountains: 2 Eastern Cascades and Foothills: 1

*Note: For reference on the region names, students can use the C-GEO Student Atlas of Oregon at <https://www.pdx.edu/geography-education/table-of-contents-student-atlas-of-oregon-english> and the “Ecoregions” atlas.

Q. For what reasons did this pattern exist?

A. Transportation opportunities, employment opportunities, land ownership, land use.
Note: To help with the answer, students could look at the C-GEO Student Atlas of Oregon at <https://www.pdx.edu/geography-education/table-of-contents-student-atlas-of-oregon-english> and refer to some of the atlases, such as “Transportation,” “Land Ownership,” “Federal Land Ownership,” and “Farm and Ranch Lands.”

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

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

	1860	1930	2010
Oregon	52,465	953,786	3,831,074
United States	31,443,321	123,202,624	308,745,538

Q. How many cities in the new top fifteen in 1930 were also in the top fifteen in 1860? 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 1860? In 1930?

A. 1860: 5 of 15, 33%; 1930: 7 of 15, 46%

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

A. Many of them are located in and around the Portland, Salem, and Eugene areas due to jobs, access to housing, and higher education opportunities.

Q. Are major cities and suburbs significantly more concentrated than they were in 1930?

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 1930.

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

A. While most cities expanded to include many suburbs, Oregon also grew and spread outward from the coast and reside largely along the Interstate-5 corridor.

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

A. Mostly jobs. Also, more entertainment and cultural opportunities tend to be available in the larger city areas.

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 mathematical concepts.

EXTENSIONS:

Consider using the census data in math lessons. How much larger is Portland today than in 1860? 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:

Center for Geography Education in Oregon, <https://www.pdx.edu/geography-education/>
Center for Geography Education in Oregon Student Atlas of Oregon
<https://www.pdx.edu/geography-education/table-of-contents-student-atlas-of-oregon-english>

Oregon Department of Education <https://www.oregon.gov/ode/educator-resources/standards/socialsciences/Documents/Adopted%20Oregon%20K-12%20Social%20Sciences%20Standards%205.18.pdf>

	City	1860	v		City	1930	v		City	2010	v
	State	52,465			State	953,786			State	3,831,074	
1	Portland	2,874		1	Portland	301,815		1	Portland	579,999	
2	Sublimity	1,221		2	Salem	26,288		2	Salem	154,637	
3	Eugene City	1,183		3	Eugene	18,901		3	Eugene	156,185	
4	Springfield	993		4	Klamath Falls	16,093		4	Gresham	105,594	
5	South Salem	902		5	Medford	11,007		5	Hillsboro	91,611	
6	Jacksonville	892		6	Astoria	10,349		6	Beaverton	89,803	
7	Oregon City	880		7	Bend	8,848		7	Bend	76,639	
8	Roseburg	835		8	Las Grande	8,050		8	Medford	74,907	
9	Fairview	824		9	Baker	7,858		9	Springfield	59,403	
10	Corvallis	700		10	Corvallis	7,385		10	Corvallis	54,462	
11	Jordan	626		11	Pendleton	6,621		11	Albany	50,158	
12	North Salem	625		12	The Dallas	5,883		12	Tigard	48,035	
13	South Beach	615		13	Oregon City	5,761		13	Lake Oswego	36,619	
14	Briers	556		14	Albany	5,325		14	Keizer	36,478	
15	Ash	480		15	North Bend	5,287		15	Grants Pass	36,478	

United States Census Bureau