

CONNECTICUT

Giant Traveling Map Lesson

TITLE / AUTHOR: Connecticut on the Move / Margaret Evelyn

Connecticut ACADEMIC STANDARDS / SUITABLE DISCIPLINES:

Grade 3

The Influence of Geography on the Social, Political, and Economic Development of Connecticut Towns and the State

How does the geography of Connecticut affect the social, political, and economic development in local communities?

In what ways do the rivers in Connecticut influence economic development?

Why is your town/city/state shaped the way it is?

The Impact of Geography on Population Patterns and Economic Development

Identify how various groups and industry controlled the use of land and resources in Connecticut and/or your local town.

How did various groups use the rivers and other geographic features in Connecticut to develop communities and economic systems?

How has geography affected the growth and development of your own town and of Connecticut in general?

Overall, have geographic factors aided or hindered economic growth in Connecticut and in your town?

Grade 4

Movements of People and Ideas

Explain reasons for migration of people within and beyond a region.

Evaluate the impact of immigration on a region.

Explore the modes of transportation unique to various American regions.

Analyze unique cultural similarities to various American regions

Defining Regions

Discover patterns related to various themes to define a region.

Define factors that make a region unique.

High School

Rights and Responsibilities of Citizens

Define citizenship.

Explain how a government works to balance the rights of the individual with the overall well-being of the society.

Evaluate the obligations and responsibilities of citizens.

Elections, Voting, Voter Behaviors

Describe how the American political system provides for choice and opportunities for participation.

Explain the factors that influence voter participation.

Explain how new technologies influence elections, voting, and voter behaviors.

Structure and Function of Local, State, National, and International Governments

Explain how power and responsibility are distributed, shared, and limited in a government to meet the needs of its people.

Compare and contrast the effectiveness of different systems and/or levels of government at meeting the needs of its people.

Explain why different forms of government exist in different parts of the world.

OBJECTIVES:

Participants will:

- Learn about major cities in Connecticut 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
- 2-3 plastic chains to create electoral districts
- List of Connecticut cities by population for 1820/1910/2010

PREPARATION:

- Discussion reasons why people choose to live in different places
- Review of historical settlement patterns in Connecticut
- 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, students will locate the fifteen most populous cities in Connecticut for the years 1820, 1910, 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 students with an overview about exploring the top fifteen populated places in Connecticut in 1820, 1910, and 2010 using U.S. Census data as a source of information.

2. Ask students about the kinds of jobs they imagine people were doing in Connecticut in 1820. Ask them to predict where people might be living.
3. Take 15 of the round makers. Pass them out to 15 of the students (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 students and asking the students to place the marker on the dot identifying the town (star in the case of Hartford).
5. Remind the students 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 students to interpret the new information that has been added to the map.
7. Move on to the 1910 census and ask students what jobs people were doing then. Ask them to predict where people might be living.
8. Pass out the 15 larger cones. Assign individuals students to place their cones on the 15 cities. For cities in the top 15 in 1820 and 1910, have students 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 students 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 1950.
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.

NOTES:

Review the Major Eras in Connecticut history for contextual information for the time periods highlighted in this lesson.

GUIDING QUESTIONS:

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

A. Access to the coast and waterways, transportation routes, productive land.

Q. How many of the fifteen largest cities along a river in 1820? 1910? 2010?

A.

1820	1910	2010
14	13	13

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

1820	1910	2010
Coastal Lowlands – 6 Central Valley – 4 Tactonic Range - 1	Fewer cities are located along the Coastal Lowlands.	Most cities are centered around Hartford or New York City.

Q. For what reasons did this pattern exist?

A. Transportation opportunities, employment opportunities, depletion of resources

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

A.

	1820	1910	2010
Connecticut	275,248	1,114,756	3,574,097
United States	9,638,453	92,228,496	308,745,538

Q. How many cities in the new top fifteen in 1910 were also in the top fifteen in 1820?

A. 6, 40%

Q. How many cities in the new top fifteen in 2010 were also in the top fifteen in 1820?

A. 1820: 6 of 15; 1910: 9 of 15, 60%

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

A. Many are located near New York City, as there is easy access to this large employment center.

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

A.? Not particularly.

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

A. Away from the coast and toward urban areas.

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 Bridgeport today than in 1820? How much larger is Bridgeport than the 15th largest city? How concentrated is the population in Bridgeport 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:

Connecticut Council for the Social Studies,
www.ctsocialstudies.org
<https://www.ctsocialstudies.org/about/standards/>

Social Studies Frameworks and Resources, <https://portal.ct.gov/SDE/Social-Studies/Social-Studies-Frameworks-and-Resources>

Connecticut History, <https://connecticuthistory.org/>

Connecticut Historical Society, <https://chs.org/education/>

Regions: <https://portal.ct.gov/ChooseCt/Regions>

	City	1820	√		City	1910	√		City	2010	√
	State	275,248			State	1,114,756			State	3,574,097	
1	New Haven	7,147		1	New Haven	133,605		1	Bridgeport	144,229	
2	Stamford	5,284		2	Bridgeport	102,054		2	New Haven	129,779	
3	Hartford	4,726		3	Hartford	98,915		3	Hartford	124,775	
4	Groton	4,664		4	Waterbury	73,141		4	Stamford	122,643	
5	Litchfield	4,610		5	New Britain	43,916		5	Waterbury	110,366	
6	Saybrook	4,165		6	Meriden	32,066		6	Norwalk	85,603	
7	Fairfield	4,151		7	Stamford	28,836		7	Danbury	80,893	
8	Guilford	4,131		8	Norwich	28,219		8	New Britain	73,206	
9	Danbury	3,873		9	Norwalk	24,211		9	West Hartford	63,268	
10	Wethersfield	3,825		10	Danbury	23,502		10	Greenwich	61,171	
11	Greenwich	3,790		11	Middletown	20,740		11	Hamden	60,960	
12	Stratford	3,438		12	New London	19,659		12	Meriden	60,868	
13	East Hartford	3,400		13	Greenwich	18,463		13	Bristol	60,477	
14	East Windsor	3,372		14	Torrington	16,840		14	Fairfield	59,404	
15	New London	3,330		15	Ansonia	15,152		15	Manchester	58,241	

Source: United States Census

	City	2020	√
	State	3,605,944	
1	Bridgeport	148,654	
2	Stamford	135,470	
3	New Haven	134,023	
4	Hartford	121,054	
5	Waterbury	114,403	
6	Norwalk	91,184	
7	Danbury	86,518	
8	New Britain	74,135	
9	West Hartford	64,083	
10	Meriden	60,850	
11	Bristol	60,833	
12	West Haven	55,584	
13	East Hartford	51,045	
14	Milford city (balance)	50,558	
15	Middletown	47,717	

*2020 Census data is from Redistricting Data Hub using the State and Place level PL 94-171 datasets.

<https://redistrictingdatahub.org/data/download-data/#state-menu>

