DELAWARE

Giant Traveling Map Lesson

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Delaware ACADEMIC STANDARDS / SUITABLE DISCIPLINES:

Geography

K-3a: Students will understand the nature and uses of maps, globes, and other geo-graphics.

K-3a: Students will identify types of human settlement, connections between settlements, and the types of activities found in each.

4-5a: Students will demonstrate development of mental maps of Delaware and of the United States which include the relative location and characteristics of major physical features, political divisions, and human settlements.

4-5a: Students will apply a knowledge of topography, climate, soils, and vegetation of Delaware and the United States to understand how human society alters, and is affected by, the physical environment.

4-5a: Students will understand the reasons for the locations of human activities and settlements and the routes connecting them in Delaware and in the United States.

9-12a: Students will identify geographic patterns which emerge when collected data is mapped, and analyze mapped patterns through the application of such common geographic principles as

- Hierarchy (patterns at a detailed scale may be related to patterns at a more general scale)
- Accessibility (how easily one place can be reached from another)
- Diffusion (how people or things move in certain directions at certain speeds)
- Complimentarity (the mutual exchange of people or goods among places usually occurs over the shortest possible distances)

Civics

4-5b: Students will identify and employ the formal and informal methods by which democratic groups function.

6-8a: Students will understand that the concept of majority rule does not mean that the rights of minorities may be disregarded and will examine and apply the protections accorded those minorities in the American political system.

6-8b: Students will analyze the different functions of federal, state, and local governments in the United States and examine the reasons for the different organizational structures each level of government employs.

9-12b: Students will understand that the functioning of the American government is a dynamic process which combines the formal balances of power incorporated in the Constitution with traditions, precedents, and interpretations which have evolved over time.

9-12b: Students will understand the process of working within a political party, a commission engaged in examining public policy, or a citizen's group.

OBJECTIVES:
Participants will:
- Learn about major cities in Delaware 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 Delaware cities by population for 1820/1900/2010

PREPARATION:
- Discuss reasons why people choose to live in different places
- Review historical settlement patterns in Delaware
- Review Delaware 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 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 Delaware for the years 1820, 1900, and 2010. They will then look for trends based on the east/west axis and north/south axis, waterways adjacent to and within Delaware, 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 Delaware in 1820, 1900, 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 Delaware in 1820. 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 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 Tallahassee).
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 1900 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 1820 and 1900, 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 1900.
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 Delaware History for contextual information for the time periods highlighted in this lesson.

Hundreds were once used as a basis for representation in the Delaware General Assembly, and while their names still appear on all real estate transactions, they presently have no meaningful use or purpose except as a geographical point of reference.

GUIDING QUESTIONS:

Q. What factors influence where people settled?
A .

Q. How many of the fifteen largest cities are located along a river or lake in 1820? 1900? 2010?
A.

1820	1900	2010

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

1820	1900	2010

Q. For what reasons did this pattern exist?
A.

Q. How did Delaware compare with the rest of the United States?
A. Consider how much the population of Delaware increased compared to the increase in the United States. What percentage of people in the United States lived in Delaware during the various time periods?

	1820	1900	2010
Delaware	72,749	184,735	801,464
United States	3,893,635	76,212,168	308,745,538

Q. How many cities in the new top fifteen in 1900 were also in the top fifteen in 1820? What percentage is that?
A.

Q. How many cities in the new top fifteen in 2010 were also in the top fifteen in 1820? In 1900?
A.

Q. Where are most of the large cities in Delaware located in 2010? Why?
A. Near the ocean where more jobs and resources are accessible.

Q. Are major cities and suburbs significantly more concentrated than they were in 1900?
A.

Q. Generally speaking, how would you describe the majority of population movement and growth in the Delaware over the past one hundred years?
A. At 17.8 percent, the 1820 Census's proportion of slaves to the free population was the highest ever recorded by any census.

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

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

Delaware State Standards for Social Studies, https://www.doe.k12.de.us/Page/2548

	City	1820	√		City	1900	√		City	2010	√
	State	**112,216**			**State**	**184,735**			**State**	**891,464**	
1	Christiana	8,355		1	Wilmington	76,508		1	Wilmington	70,851	
2	Murderkill	7,558		2	New Castle	3,880		2	Dover	36,047	
3	Mispillion	5,731		3	Dover	3,329		3	Newark	31,454	
4	Wilmington	5,268		4	Milford	2,500		4	Middletown	18,871	
5	Duck Creek	3,951		5	Lewes	2,259		5	Smyrna	10.023	
6	Northwest Fork	3,456		6	Smyrna	2,168		6	Milford	9,559	
7	Appoquinimink	3,388		7	Laurel	1,825		7	Seaford	6,928	
8	Mill Creek	3,046		8	Seaford	1,724		8	Georgetown	6,422	
9	Saint George's	2.924		9	Georgetown	1,658		9	Elsmere	6,131	
10	Brandywine	2,796		10	Middletown	1,567		10	New Castle	5.285	
11	Broadkiln	2,731		11	Harrington	1,242		11	Millsboro	3,877	
12	Broad Creek	2,599		12	Newark	1,913		12	Laurel	3,708	
13	Cedar Creek	2,280		13	Delaware City	1,132		13	Harrington	3,562	
14	Little Creek (Sussex)	1,963		14	Milton	948		14	Camden	3,464	
15	Dover	1,906		15	Clayton	819		15	Clayton	2,918	

https://en.wikipedia.org/wiki/List_of_municipalities_in_Delaware
https://peninsularoots.com/2016/02/21/whorekill-and-murderkill-reclaiming-delawares-unsavory-place-names-part-1/

	City	2020	√
	State	989,948	
1	Wilmington	70,898	
2	Dover	39,403	
3	Newark	30,601	
4	Middletown	23,192	
5	Bear	23,060	
6	Glasgow	15,288	
7	Brookside	14,974	
8	Hockessin	13,478	
9	Smyrna	12,883	
10	Pike Creek Valley	11,692	
11	Milford	11,190	
12	Claymont	9,895	
13	Wilmington Manor	8,162	
14	North Star	8,056	
15	Seaford	7,957	

*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