FLORIDA

Giant Traveling Map Lesson

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Florida ACADEMIC STANDARDS / SUITABLE DISCIPLINES:

Geography

Standard 1: The World in Spatial Terms
SS.1.G.1.1 Use physical and political/cultural maps to locate places in Florida.
SS.1.G.1.6 Describe how location, weather, and physical environment affect the way people live in our community.
SS.3.G.1.6 Use maps to identify different types of scale to measure distances between two places.

Standard 3: Exploration and Settlement of Florida
SS.4.A.3.7 Identify nations (Spain, France, England) that controlled Florida before it became a United States territory.

Standard 4: Growth of Florida
SS.4.A.4.1 Explain the effects of technological advances on Florida.

Standard 8: Contemporary Florida into the 21st Century
SS.4.A.8.2 Describe how and why immigration impacts Florida today.
SS.4.A.8.4 Explain how tourism affects Florida's economy and growth.

Standard 2: Places and Regions
SS.5.G.2.1 Describe the push-pull factors (economy, natural hazards, tourism, climate, physical features) that influenced boundary changes within the United States.

Standard 3: Environment and Society
SS.5.G.3.1 Describe the impact that past natural events have had on human and physical environments in the United States through 1850.

Standard 2: Understand physical and cultural characteristics of places.

Standard 1: Understand how to use maps and other geographic representations, tools, and technology to report information.
SS.7.G.1.2 Locate on a world map the territories and protectorates of the United States of America.
SS.7.G.1.3 Interpret maps to identify geopolitical divisions and boundaries of places in North America.

Standard 4: Understand the characteristics, distribution, and migration of human populations.
SS.912.G.4.1 Interpret population growth and other demographic data for any given place.
SS.912.G.4.2 Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.

Civics
Standard 2: Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.
SS.912.C.2.14 Evaluate the processes and results of an election at the state or federal level.

OBJECTIVES:
Participants will:

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

PREPARATION:

- Discuss reasons why people choose to live in different places
- Review historical settlement patterns in Florida
- Review Florida 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 Florida 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 Florida, 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 Florida 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 Florida 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 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 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 Florida History for contextual information for the time periods highlighted in this lesson.

GUIDING QUESTIONS:

Q. What factors influence where people settled?

A. 1860 settlement is mostly in northern Florida as southern Florida was too tropical and too wet (Everglades). The weather was too unpredictable to have large scale agriculture. The soil was not productive for food commodity-crops. Native American resistance to white settlers was a key factor in keeping populations farther north in the state.

In the 1880s, Henry Flagler (a former partner of Rockefeller in Standard Oil) built Florida East Coast Railway, as well as resorts as a means of capitalizing on the beaches and winter weather. Tourism even then was driving economic decisions. In 1896, the railroad reaches Biscayne Bay, where Miami is situated. The workers dredged channels and built infrastructure in the area. Prior to reaching Miami, the railroad crosses through Daytona,

West Palm Beach, and Fort Lauderdale. After reaching Miami, Flagler pushed further south to Key West with his railroad. This is when the Panama Canal is being built and Key West would be the southernmost port, and the closest port to the canal. He sees opportunities.

Between 1930 and 2010, huge changes in infrastructure took place, with the building of mega-ports and the Eisenhower interstate system. Interstate 95 runs from northeast cities (Boston, New York, and Philadelphia) all the way to Miami, and all east coast cities in Florida. Along the west coast of Florida, Interstate 75 is a corridor that reaches from Detroit in the north, through Atlanta in the south. Between those two cities, I-75 is met by I-65, funneling people and goods from Chicago, Indianapolis, and Nashville. I-75 runs through Tampa and St Petersburg as well as Gainesville.

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

A. Florida has the third most square miles covered by water in the United States behind only Michigan and Alaska. 18.5% of the state is covered by water. Travel, tourism, shipping, cruises, charter fishing, snorkeling/diving/kayaking/pleasure-boating, and commercial fishing industries are all major employers, driving population growth as transportation has become more affordable for visitors.

There are fourteen major ports on the coastline of Florida; 6 are some of the busiest 30 ports in the United States: Miami, Fort Lauderdale, Jacksonville, West Palm Beach, and Tampa.

1860	1930	2010
15	15	15

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

A. The southeast has the most densely populated areas due to several factors. The Florida East Coast Railroad no longer reaches Key West but the existing infrastructure allowed for the State of Florida's building of US1 (Overseas Highway) which ends in Key West at the United States' southern-most point.

1860	1930	2010
Northwest: 2 North: 5 Northeast: 7 Keys: 1	Northwest: 1 North: 4 Middle: 6 Southeast 3 Keys: 1	Northwest: 1 North: 3 Middle: 4 Southwest: 1 Southeast: 6

Q. For what reasons did this pattern exist?

A. There is no room for growth to the west of Broward, Miami-Dade, and Palm Beach counties as the land is protected as part of the Everglades. Between 1930 and 2010, air conditioning became affordable. Eventually central air become prominent, allowing people to live year-round in more hot and humid climates. The length of the state make south Florida much closer to the tropics than to the north.

Q. How did Florida compare with the rest of the United States?
A. Consider how much the population of Florida increased compared to the increase in the United States. What percentage of people in the United States lived in Florida during the various time periods? Florida's population is currently only behind California and Texas. It has grown to be the most populous swing state in every election.

	1860	1930	2010
Florida	140,424	1,468,211	18,801,310
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. 6, 40%

Q. How many cities in the new top fifteen in 2010 were also in the top fifteen in 1860? In 1930?
A. 1860: 3 of 15, 20%; 1930: 8 of 15, 53%

Q. Where are most of the large cities in Florida 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 1930?
A. Many of the largest cities are suburbs of major cities, and are part of Standard Metropolitan Statistical Area of other cities, resulting in sprawl and the creation of a "megalopolis". The greater Miami area would envelop Hialeah and the greater Fort Lauderdale area would envelope Pembroke Pines, Hollywood, Miramar, and Coral Springs. In fact, one could drive from Miami to Port St Lucie (about 100 miles) and not see any noticeable, abrupt difference in landscape. Every place is densely populated and developed. There is a very small percentage of green space along that route to break up the sprawl. The cities are all what a geographer might call an example of "placelessness" as in, all looking pretty similar. Of course, there are cultural differences between Miami and Port St Lucie, and variance in that regard in between those cities, but there is no halt to the built landscape that has been created.

Q. Generally speaking, how would you describe the majority of population movement and growth in the Florida over the past one hundred years?
A. More people moved toward the ocean and gulf. Expansion inland was limited but still exists, covering all of Florida instead of just the North.

The population of SE Florida is incredibly diverse and rich with immigrants (Haitian, Jamaican, Cuban, Columbian, Venezuelan, Brazilians, Bahamas, and many other Latin Americans). They tend to settle in urban-like enclaves. Cultural "comfort", chain migration and econ opportunity are huge drivers of immigration. Hialeah is mainly all Cuban immigrants; first and second generations are very much driven by proximity, politics, and policies. The largest Venezuelan communities in the United States are in greater Miami, as well as Little Haiti inside of Miami.

Southwest Florida (the Tampa and Saint Petersburg area) has a long history of connection to Cuban immigrants as well. Miami and Tampa both lay claim to being the "Home of the Cuban Sandwich". The population of Florida is made up of many, many people born outside of Florida…be it outside of the country, or outside of the state.

Miami has been referred to as the "Sixth Borough" of New York for the high number of transplanted and snowbirding New Yorkers. Some of the country's largest Jewish communities are good evidence of this migration. Retirees have relocated to Florida to areas such as Naples and The Villages; these places have upside-down population pyramids, but there are many elderly dispersed widely throughout the population as well. People have fled the cold harsh winters of the Northeast and Midwest.

Q. Why? What factors have encouraged people to move and live in cities?
A. No state income tax is another policy that encourages in-migration from other states, as well as employment and cultural opportunities. Younger professionals have ample choices for cultural events and nightlife that cities offer. The proximity to other major cities (Miami, Fort Lauderdale, and West Palm Beach are within about 90 miles and are very interconnected with transportation infrastructure including I-95, Florida Turnpike, and light rail.

Services available in cities far outweigh those of rural areas, including hospitals and universities. Proximity to workplace, as traffic in the southeast portion (Broward, Palm Beach, and Miami Dade Counties) is troubling. The Tampa and Saint Petersburg as well as the Orlando area also have major congestion issues.

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 Jacksonville today than in 1860? How much larger is Jacksonville than the 15th largest city? How concentrated is the population in Jacksonville 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:
Florida Department of Education, http://www.fldoe.org/

	City	1860	√		City	1930	√		City	2010	√
	State	**140,424**			**State**	**1,468,211**			**State**	**18,801,310**	
1	Pensacola	2,876		1	Jacksonville	129,549		1	Jacksonville	867,313	
2	Key West	2,832		2	Miami	1110,637		2	Miami	443,007	
3	Jacksonville	2,118		3	Tampa	101,161		3	Tampa	368,087	
4	Tallahassee	1,933		4	St. Petersburg	40,425		4	Orlando	269,414	
5	St. Augustine	1,914		5	Pensacola	31,579		5	St. Petersburg	256,031	
6	Apalachicola	1,904		6	Orlando	27,330		6	Hialeah	237,523	
7	Milton	1,815		7	West Palm Beach	26,610		7	Tallahassee	188,463	
8	Fernandina	1,390		8	Lakeland	18,554		8	Port St. Lucie	178,778	
9	Monticello	1,083		9	Daytona Beach	16,598		9	Fort Lauderdale	177,175	
10	Lake City	659		10	Key West	12,831		10	Cape Coral	173,679	
11	Palatka	613		11	St. Augustine	12,111		11	Pembroke Pines	166,530	
12	Newport	441		12	Tallahassee	10,700		12	Hollywood	149,750	
13	Gainesville	269		13	Gainesville	10,465		13	Miramar	136,415	
14	Madison	241		14	Sanford	10,100		14	Coral Springs	130,110	
15	Micanopy	238		15	Fort Lauderdale	8,668		15	Gainesville	129,394	

	City	2020	√
	State	**21,538,187**	
1	Jacksonville	949,611	
2	Miami	442,241	
3	Tampa	384,959	
4	Orlando	307,573	
5	St. Petersburg	258,308	
6	Hialeah	223,109	
7	Port St. Lucie	204,851	
8	Tallahassee	196,169	
9	Cape Coral	194,016	
10	Fort Lauderdale	182,760	
11	Pembroke Pines	171,178	
12	Hollywood	153,067	
13	Gainesville	141,085	
14	Miramar	134,721	
15	Coral Springs	134,394	

*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