

# GEORGIA

## Giant Traveling Map Lesson

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**Georgia ACADEMIC STANDARDS / SUITABLE DISCIPLINES:**

### **Elementary**

- SS2G1 Locate and compare major topographical features of Georgia and describe how these features define Georgia's surface.
- SS3G1 Locate major topographical features on a physical map of the United States.
- SS3G2 Locate and describe the equator, prime meridian, and lines of latitude and longitude on a globe.
- SS3G3 Describe how physical systems affect human systems.
- SS4G1 Locate important physical and man-made features in the United States.
- SS5G2 Explain the reasons for the spatial patterns of economic activities.

### **Georgia Studies**

- SS8H4 Explain significant factors that affected westward expansion in Georgia between 1789 and 1840.
- SS8G1 Describe Georgia's geography and climate.
- SS8E1 Explain how the four transportation systems (road, air, water, and rail) of Georgia contribute to the development and growth of the state's economy

### **American Government / Civics**

- SSCG8 Demonstrate knowledge of the legislative branch of government.
- SSCG10 Demonstrate knowledge of the executive branch of government.
  - d. Analyze the role of the Electoral College in electing the President and the clarification provided in the 12th Amendment.
- SSCG15 Demonstrate knowledge of local, state, and national elections.

### **OBJECTIVES:**

Participants will:

- Learn about major cities in Georgia 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 Georgia cities by population for 1850/1920/2010

**PREPARATION:**

- Discuss reasons why people choose to live in different places
- Review historical settlement patterns in Georgia
- Review Georgia 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 Georgia for the years 1850, 1920, and 2010. They will then look for trends based on the east/west axis and north/south axis, waterways adjacent to and within Georgia, and defensive settlements from the 18<sup>th</sup> 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 Georgia in 1850, 1920, and 2010 using U.S. Census data as a source of information. Consider the descriptions in the Census of African-Americans over these three time periods. Address the three-fifths clause in the Constitution.
2. Ask participants about the kinds of jobs they imagine people were doing in Georgia in 1850. 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 Atlanta).
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 1920 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 1850 and 1920, 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 1920.
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 Georgia 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, transportation routes, physical geography

##### **Q. How many of the fifteen largest cities are located along a river or lake in 1850? 1920? 2010?**

A.

1850	1920	2010
14	13	14

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

A.

1850	1920	2010
North - 8 Middle - 5 South - 7	North - 7 Middle - 3 South - r	North - 6 Middle - 4 South - 5

##### **Q. For what reasons did this pattern exist?**

A. Transportation opportunities, employment opportunities

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

A. What percentage of the population of the United States lived in Georgia in each of the three time periods? How has the state grown in comparison with the country?

	1850	1920	2010
Georgia	906,185	2,895,832	9,687,653
United States	23,191,876	106,021,537	308,745,538

**Q. How many cities in the new top fifteen in 1920 were also in the top fifteen in 1850? What percentage is that?**

A. 8, 53%

**Q. How many cities in the new top fifteen in 2010 were also in the top fifteen in 1850? In 1920?**

A. 1850: 7 of 15; 1920: 8 of 15

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

A. Around population centers where you can find amenities, educational opportunities, and employment. This has resulted in a great deal of urban/suburban sprawl.

**Q. Are major cities and suburbs significantly more concentrated than they were in 1920?**

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 1920.

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

A. Rural to urban.

**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 Atlanta today than in 1850? How much larger is Atlanta than the 15th largest city? How concentrated is the population in Atlanta 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:**

Social Studies Georgia Standards of Excellence,  
<https://www.georgiastandards.org/Georgia-Standards/Pages/Social-Studies-K-5.aspx>

	City	1850	v		City	1920	v		City	2010	v
	<b>Georgia</b>				<b>Georgia</b>				<b>Georgia</b>	<b>9,687,653</b>	
1	Savannah	15,312		1	Atlanta	200,616		1	Atlanta	420,003	
2	Augusta	9,448		2	Savannah	83,252		2	Augusta	195,844	
3	Columbus	5,942		3	Macon	52,995		3	Columbus	189,885	
4	Macon	5,720		4	Augusta	52,548		4	Savannah	136,286	
5	Atlanta	2,572		5	Columbus	31,125		5	Athens	115,452	
6	Athens	1,661		6	Waycross	18,068		6	Sandy Springs	93,853	
7	La Grange	1,523		7	LaGrange	17,038		7	Macon	91,351	
8	Griffin	1,474		8	Athens	16,748		8	Roswell	88,346	
9	Milledgeville	1,177		9	Brunswick	14,413		9	Albany	77,434	
10	Dahlonega	588		10	Rome	13,252		10	Johns Creek	76,728	
11	Decatur	489		11	Albany	11,555		11	Warner Robins	66,588	
12	Washington	459		12	Valdosta	10,783		12	Alpharetta	57,551	
13	Buena Vista	338		13	Griffin	8,240		13	Marietta	56,579	
14	Clarksville	297		14	Thomasville	8,196		14	Valdosta	54,518	
15	Darien	262		15	Moultrie	6,789		15	Smyrna	51,271	

	<b>City</b>	<b>2020*</b>	√
	<b>State</b>	<b>10,711,908</b>	
1	Atlanta	498,715	
2	Columbus	206,922	
3	Augusta-Richmond County consolidated government	202,081	
4	Macon-Bibb County	157,346	
5	Savannah	147,780	
6	Athens-Clarke County unified government	127,315	
7	Sandy Springs	108,080	
8	South Fulton	107,436	
9	Roswell	92,833	
10	Johns Creek	82,453	
11	Warner Robins	80,308	
12	Albany	69,647	
13	Alpharetta	65,818	
14	Marietta	60,972	
15	Stonecrest	59,194	

\*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>