INDIANA

Giant Traveling Map Lesson

TITLE / AUTHOR: Indianans on the Move / Chuck Theobald

Indiana ACADEMIC STANDARDS / SUITABLE DISCIPLINES:

Geography

1.3.8 Compare cultural similarities and differences of various ethnic and cultural groups found in Indiana such as family traditions and customs, and traditional clothing and food.

1.3.9 Give examples of natural resources found locally and describe how people in the school and community use these ressources.

2.3.3 Compare neighborhoods in your community and explain how physical features of the community affect people living there.

2.3.5 On a map, identify physical features of the local community.

3.3.2 Label a map of the Midwest, identifying states, major rivers, lakes and the Great Lakes.

3.3.10 Construct maps and graphs that show aspects of human/environmental interaction in the local community, Indiana and communities within the region. Example: Identify patterns of rural, urban and suburban development, including population demographics.

4.3.1 Use latitude and longitude to identify physical and human features of Indiana.

4.3.3 Locate Indiana on a map as one of the 50 United States. Identify and describe the location of the state capital, major cities and rivers in Indiana.

4.3.9 Explain the importance of major transportation routes, including rivers, in the exploration, settlement and growth of Indiana and in the state's location as a crossroad of America.

8.3.5 Identify the agricultural regions of the United States and be able to give explanations for how the land was used and developed during the growth of the United States.

Civics

2.2.1 Explain that the United States government is founded on the belief of equal rights for its citizens

2.2.4 Describe how people of different ages, cultural backgrounds and traditions contribute to the community and how all citizens can respect these differences.

3.2.4 Explain that the United States has three levels of government (local, state and national) and that each level has special duties and responsibilities.

4.2.3 Identify and explain the major responsibilities of the legislative (Article 4), executive (Article 5), and judicial branches (Article 7) of state government as written in the Indiana Constitution.

8.2.2 Explain the concept of a separation of powers and how and why these powers are distributed, shared and limited in the constitutional government of the United States.

OBJECTIVES:

Participants will:

- Learn about major cities in Indiana 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 Indiana cities by population for 1860/1900/2010

PREPARATION:
- Discuss reasons why people choose to live in different places
- Review historical settlement patterns in Indiana
- Review Indiana era information
- 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, participants will locate the fifteen most populous cities in Indiana for the years 1860, 1900, and 2010. They will then look for trends based on the east/west axis and north/south axis, waterways adjacent to and within Indiana, 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 Indiana in 1860, 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 Indiana 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 Indianapolis).
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 1860 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 Indiana 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 1860? 1900? 2010?
A.

1860	1900	2010
12	13	11

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

1860	1900	2010
North: 4 West: 7 East: 3 South: 1	North: 6 West: 6 East: 2 South:1	North: 6 West: 7 East: 1 South:1

Q. For what reasons did this pattern exist?
A. Transportation opportunities, employment opportunities

Q. How did Indiana compare with the rest of the United States?
A. What percentage of the population of the United States lived in West Virginia in each of the three time periods? How has the state grown in comparison with the country?

	1860	1900	2010
Indiana	1,350,428	2,516,462	6,483,802
United States	31,443,321	76,212,168	308,745,538

Q. How many cities in the new top fifteen in 1900 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 1900?
A. 1860: 4 of 15, 26%; 1900: 12 of 15, 80%

Q. Where are most of the large cities in Indiana located in 2010? Why?
A. Mainly grouped around other cities. There are a lot of areas with smaller cities.

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

Q. Generally speaking, how would you describe the majority of population movement and growth in the Indiana over the past one hundred years?
A. It mainly stayed the same with few changes. Cities already established grew.

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 Indianapolis today than in 1860? How much larger is Indianapolis than the 15th largest city? How concentrated is the population in Indianapolis 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:

Idaho Department of Education
https://www.doe.in.gov

	City	1860		City	1900		City	2010		City	2020
	State	1,350,428		State	2,516,462		State	6,483,802		State	6,785,528
1	Indianapolis	18,611	1	Indianapolis	169,164	1	Indianapolis	820,445	1	Indianapolis	901,082
2	New Albany	12,647	2	Evansville	59,007	2	Fort Wayne	253,691	2	Fort Wayne	265,926
3	Evansville	11,484	3	Fort Wayne	45,115	3	Evansville	117,429	3	Evansville	117,272
4	Fort Wayne	10,388	4	Terre Haute	36,673	4	South Bend	101,166	4	South Bend	103,909
5	Lafayette	9,387	5	South Bend	35,999	5	Hammond	80,830	5	Carmel	103,871
6	Terre Haute	8,594	6	Muncie	20,942	6	Bloomington	80,405	6	Bloomington	78,920
7	Madison	8,130	7	Richmond	18,226	7	Gary	80,294	7	Hammond	77,289
8	Richmond	6,603	8	Lafayette	18,116	8	Carmel	79,191	8	Noblesville	73,132
9	Laporte	5,028	9	Hammond	12,376	9	Fishers	76,794	9	Lafayette	71,511
10	Union	4,863	10	Jeffersonville	10,774	10	Muncie	70,085	10	Gary	66,853
11	Center	4,148	11	Kokomo	10,609	11	Lafayette	67,140	11	Greenwood	66,638
12	Jeffersonville	4,020	12	Madison	7,835	12	Terre Haute	60,785	12	Muncie	64,216
13	Washington	3,991	13	Bloomington	6,460	13	Noblesville	51,969	13	Kokomo	62,432
14	Vincennes	3,960	14	Noblesville	4,758	14	Greenwood	49,791	14	Terre Haute	57,909
15	South Bend	3,832	15	Greenwood	1,503	15	Kokomo	45,468	15	Anderson	56,126