

KANSAS

Giant Traveling Map Lesson

TITLE / AUTHOR: Kansans on the Move / Author

Kansas ACADEMIC STANDARDS / SUITABLE DISCIPLINES:

Fourth Grade: Kansas and Regions of the United States

Students will:

- recognize and evaluate the significant people and events that shaped Kansas and the other regions.
- recognize and evaluate the rights and responsibilities of citizens.
- examine the services provided by local and state governments.
- investigate settlement patterns to draw conclusions about a sense of place, first in Kansas, and then in relation to five geographic regions in the United States.
- learn how to use geographic tools and location to analyze the influence of physical features on decision-making.
- recognize and evaluate how limited resources require choices.

Seventh Grade: Kansas History

Students should:

- consider the impact of frontier forts, railroads, cattle, farming, and immigration on the development of the state's government, economy, and culture.
- examine events leading up to the present and draw a contemporary picture of the state.

High School: United States Government

Students need to:

- know how concepts of rights have changed over time and how social and governmental institutions have responded to issues of rights and diversity
- understand that in American democracy citizens are the "ruling class."
- understand how the political process works, the role of interest groups, and the role of media, in spreading information.
- be introduced to the organization and functions of city and county government and the role of school boards.

OBJECTIVES:

Participants will:

- Learn about major cities in Kansas 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 Kansas cities by population for 1880/1930/2010

PREPARATION:

- Discuss reasons why people choose to live in different places
- Review historical settlement patterns in Kansas
- Review Kansas era info [SOURCE]
- 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.
- 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 Kansas for the years 1880, 1930, and 2010. They will then look for trends based on the east/west axis and north/south axis, waterways adjacent to and within Kansas, 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 Kansas in 1880, 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 Kansas in 1880. 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 markers. 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 Topeka).

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 1880 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 Kansas 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 1880? 1930? 2010?

A.

1880	1930	2010
14	14	11

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

A. [what should the regions be called?]

1880	1930	2010
East - 11 Central - 4	East - 10 Central - 5	East - 8 Central - 4 West - 3

Q. For what reasons did this pattern exist?

A. Transportation opportunities, employment opportunities

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

A. Consider how much the population of Kansas increased compared to the increase in the United States. What percentage of people in the United States live in Kansas during the various time periods?

	1880	1930	2010
Kansas	996,096	1,880,999	2,853,118
United States	50,189,209	122,775,046	308,745,538

Q. How many cities in the new top fifteen in 1930 were also in the top fifteen in 1880? What percentage is that?

A. 4 , 27%

Q. How many cities in the new top fifteen in 2010 were also in the top fifteen in 1880? In 1930?

A. 1880: 7 of 15; 1930: 7 of 15

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

A. Along the eastern border of the state.

Q. Are major cities and suburbs significantly more concentrated than they were in 1930?

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 1930.

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

A. There has been some migration to the western part of the state, but most of the population has remained near the eastern border.

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 Wichita today than in 1880? How much larger is Wichita than the 15th largest city? How concentrated is the population in Wichita 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:

Kansas State Department of Education

<https://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/Content-Area-F-L/History-Government-and-Social-Studies>

	City	1870	v		City	1930	v		City	2010	v
	State	364,399			State				State	2,853,118	
1	Leavenworth	17,873		1	Kansas City	121,857		1	Wichita	382,368	
2	Lawrence	8,320		2	Wichita	111,110		2	Overland Park	173,372	
3	Atchison	7,054		3	Topeka	64,120		3	Kansas City	145,786	
4	Topeka	5,790		4	Hutchison	27,085		4	Topeka	127,473	
5	Fort Scott	4,174		5	Salina	20,155		5	Olathe	125,872	
6	Iowa	3,531		6	Pittsburg	18,145		6	Lawrence	87,643	
7	Olathe	3,022		7	Leavenworth	17,466		7	Shawnee	62,209	
8	Ottawa	2,941		8	Coffeyville	16,198		8	Manhattan	52,281	
9	Junction City	2,778		9	Parsons	14,903		9	Lenexa	48,190	
10	Davis	2,748		10	Emporia	14,007		10	Salina	47,707	
11	Washington	2,513		11	Arkansas Ctiy	13,946		11	Hutchinson	42,080	
12	Shawnee	2,451		12	Lawrence	13,720		12	Leavenworth	35,251	
13	Palmyra	2,431		13	Atchison	13,024		13	Leawood	31,867	
14	Louisville	2,409		14	Independence	12,782		14	Dodge City	27,340	
15	Wakarusa	2,401		15	Newton	11,034		15	Garden City	26,658	

Source: U.S. Census Bureau

	City	2020*	√
	State	2,937,880	
1	Wichita	397,532	
2	Overland Park	197,238	
3	Kansas City	156,607	
4	Olathe	141,290	
5	Topeka	126,587	
6	Lawrence	94,934	
7	Shawnee	67,311	
8	Lenexa	57,434	
9	Manhattan	54,100	
10	Salina	46,889	
11	Hutchinson	40,006	
12	Leavenworth	37,351	
13	Leawood	33,902	
14	Garden City	28,151	
15	Dodge City	27,788	

*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>