

KENTUCKY

Giant Traveling Map Lesson

TITLE / AUTHOR: Kentuckians on the Move / Author

Kentucky ACADEMIC STANDARDS / SUITABLE DISCIPLINES:

Geography

- K.G.KGE.1 Identify physical and environmental characteristics of communities.
- 3.G.MM.1 Analyze how human settlement and movement impact diverse groups of people
- 4.G.GR.1 Analyze how location and regional landforms affect human settlement, movement and use of various national resources, using maps, photos and other geographic representations
- 4.G.KGE.1 Compare how the movement of people, goods and ideas in Colonial America and modern Kentucky were affected by technology.
- 8.G.MM. Interpret how political, environmental, social and economic factors led to both forced and voluntary migration in the United States from the Colonial Era to Reconstruction from 1600-1877
- 8.G.KGE.1 Analyze Kentucky's role in the early nation through Reconstruction based on its physical geography and location.
- HS.G.MM.1 Analyze how cultural, economic and environmental factors contribute to migration patterns and population distribution at multiple scales
- HS.G.MM.2 Evaluate reasons for the spatial distribution of human populations at different scales on Earth's surface

Civics

- 2.C.CP.2 Explain that the functions of effective government are to create order, establish justice and meet the needs of their citizens
- 4.C.RR.1 Describe the importance of civic participation, and locate examples in past and current events.

OBJECTIVES:

Participants will:

- Learn about major cities in Kentucky 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 Kentucky cities by population for 1850/1930/2010

PREPARATION:

- Discuss reasons why people choose to live in different places
- Review historical settlement patterns in Kentucky
- Review Kentucky 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 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 Kentucky for the years 1850, 1930, and 2010. They will then look for trends based on the east/west axis and north/south axis, waterways adjacent to and within Kentucky, 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 Kentucky in 1850, 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 Kentucky 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 Frankfort).
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 1850 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 Kentucky 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? 1930? 2010?

A.

1850	1930	2010
~12	~11	~11

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

A.

1850	1930	2010
West: 1 Northwest: 2 North: 4 Middle: 8	West: 3 Northwest: 2 North: 3 Middle: 4 Northeast: 1 Southeast: 2	Northwest: 2 North: 3 Middle: 8 Southwest: 2

Q. For what reasons did this pattern exist?

A. Transportation opportunities, employment opportunities

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

A. Consider how much the population of Kentucky increased compared to the increase in the United States over these time periods. What percentage of the United States population lives in Kentucky?

	1850	1930	2010
Kentucky	982,405	2,614,589	4,339,367
United States	23,191,876	123,202,624	308,745,538

Q. How many cities in the new top fifteen in 1930 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 1930?

A. 1850: 8 of 15, 53%; 1930:13 of 15, 86%

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

A. Near roads and water for job opportunities

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 Kentucky over the past one hundred years?

A. It mostly stayed the same throughout the years due to having established cities and few areas of expansion.

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

Kentucky Department of Education,
<https://education.ky.gov/curriculum/conpro/socstud/Pages/default.aspx>

Kentucky Historical Society, <https://history.ky.gov/>

Kentucky Geographic Alliance, <https://kygeogalliance.wordpress.com/>

	City	1850	v		City	1930	v		City	2010	v
	State	982,405			State	2,614,589			State	4,339,367	
1	Louisville	43,194		1	Louisville	307,745		1	Louisville	615,478	
2	Covington	9,408		2	Covington	65,252		2	Lexington	315,109	
3	Lexington	8,159		3	Lexington	45,736		3	Bowling Green	64,302	
4	Newport	5,895		4	Paducah	33,541		4	Owensboro	58,791	
5	Frankfort	3,308		5	Ashland	29,074		5	Covington	40,578	
6	Paducah	2,428		6	Owensboro	22,765		6	Richmond	33,993	
7	Henderson	1,775		7	Newport	20,744		7	Georgetown	32,142	
8	Owensboro	1,215		8	Lexington	16,656		8	Hopkinsville	31,741	
9	Georgetown	1,684		9	Bowling-Green	12,348		9	Florence	31,603	
10	Nicholasville	802		10	Henderson	11,668		10	Elizabethtown	29,794	
11	Elizabethtown	556		11	Frankfort	11,626		11	Nicholasville	29,547	
12	Richmond	411		12	Hopkinsville	10,746		12	Henderson	28,859	
13	Jeffersontown	315		13	Middlesborough	10,350		13	Frankfort	27,453	
14	Florence	251		14	Pineville	10,318		14	Jeffersontown	27,406	
15	Independence	182		15	Fort Thomas	10,008		15	Independence	26,772	

	City	2020*	√
	State	4,505,836	
1	Louisville/Jefferson County metro government	386,884	
2	Lexington-Fayette	322,570	
3	Louisville	246,161	
4	Bowling Green	72,294	
5	Owensboro	60,183	
6	Covington	40,961	
7	Georgetown	37,086	
8	Richmond	34,585	
9	Florence	31,946	
10	Elizabethtown	31,394	
11	Hopkinsville	31,180	
12	Nicholasville	31,093	
13	Independence	28,676	
14	Frankfort	28,602	
15	Jeffersontown	28,474	

*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>