MISSISSIPPI

Giant Traveling Map Lesson

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Mississippi College and Career Readiness Standards for the Social Studies

Fourth Grade Social Studies – Students will:

- G.4.1 Describe the physical geography of Mississippi. (Obj. 1-2)
- G.4.2 Understand how geographic and environmental factors influence life and work. (Obj. 1, 3, 5)
- G.4.3 Recognize maps, graphs, and other representations of Mississippi. (Obj. 1-3)

Mississippi Studies –Students will:

- MS 1 Examine the geographic features of Mississippi. (Obj. 1-5)

Introduction to Geography – Students will:

- ITG.1 Investigate the world using spatial terms, concepts, and thinking and employing maps and other geographic representations, tools, and technologies. (Obj. 2-3)
- ITG.2 Assess the nature, genesis, evolution, and meaning of places. (Obj. 1-2)
- ITG.3 Contrast how regions are used to describe the organization of the Earth's surface. (Obj. 1-2)
- ITG. 9 Interpret how human actions modify the physical environment. (Obj. 1, 3)
- ITG.10 Analyze the patterns of human settlements and explain their processes of development and operation. (Obj. 1-3)
- ITG.11 Illustrate how human systems develop in response to physical environment conditions. (Obj. 1-3)

Advanced World Geography – Students will:

- AWG.5 Evaluate the characteristics and processes of human population and migration on Earth.
- AWG.8 Analyze the patterns of human settlements and explain their development and operation (Obj. 1-2)
- AWG.10 Explain how human actions modify the physical environment. (Obj. 1-3)

US Government – Students will:

- USG.7 Analyze trends in voter turnout, the causes and effects of reapportionment and redistricting, with special attention to spatial districting and the rights of minorities, and the function of the Electoral College. (Obj. 5)
- USG.7 Trace the obligations of civic-mindedness, including: voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service. (Obj. 9)

OBJECTIVES:
Participants will:

- Learn about major cities in Mississippi 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 Mississippi cities by population for 1870/1930/2010

PREPARATION:

- Discuss reasons why people choose to live in different places
- Review historical settlement patterns in Mississippi
- Review Mississippi era info. See a Timeline of Mississippi History and other information on the state at https://www.sos.ms.gov/Education-Publications/Documents/Blue Book or www.ereferencedesk. Additional resources include *A Place Called Mississippi* (David G. Sansing, 2012), and *A New History of Mississippi* (Dennis J. Mitchell, 2014).
- 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 Giant Map. Please have participants remove shoes.
- Participants must wear socks while walking on the Giant Map of Mississippi.
- 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 Mississippi for the years 1870, 1930, and 2010. They will then look for trends based on the east/west axis and north/south axis, waterways adjacent to and within Mississippi, 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 Mississippi in 1870, 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 Mississippi in 1870. 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 successfully?)
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 Jackson).
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. Participants 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 1870 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.

GUIDING QUESTIONS:

Q. What factors influence where people settle(d)?

A. Earliest settlement patterns in the area were heavily influenced by the state's major waterways: the Mississippi River, its tributaries, and the coastal areas. A second physical feature which impacted settlement patterns was the presence of three areas of extremely fertile soil: the Delta-Yazoo Basin alluvial floodplain, the River Lowlands, and two prairies. Additionally, Mississippi's warm climate insured a long growing season so most of the earliest settlers established themselves as farmers. Fewer people located in the heavily timbered areas of the state (most of the Delta-Yazoo Basin and the Piney Woods) because of their unavailability for large-scale agriculture. The Delta-Yazoo Basin also contained large areas of swampy land and was subject to uncontrollable flooding. Likewise, the coast's sandy soil would not support an agricultural economy.

The most productive areas for agriculture prior to 1870 proved to be the River Lowlands and the prairie areas in the center and northeastern areas of the state. The state's four largest cities in 1870 were located in these areas and were served by major waterways for trade and transportation. Vicksburg is at the juncture of the Delta-Yazoo Basin and the River Lowlands. Regions of higher elevation and poorer soil, such as the Flatwoods, Pontotoc Ridge, and Tennessee-Tombigbee Hills attracted only a few small "bottomland" farmers and offered only minimal economic possibilities.

Q. How many of the fifteen largest cities are located along a river or lake in 1870, 1930, and 2010?

A.

1870	1930	2010
7	8	4

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

A.

1870	1930	2010
Delta-Yazoo Basin----1 River Lowlands----2 2 Prairie areas----7 North Central Hills----2 Brown Loam----2 Coastal Meadows----1	Delta-Yazoo Basin----4 River Lowlands----1 2 Prairie areas----3 North Central Hills----2 Brown Loam----1 Piney Woods----2 Coastal Meadows----2	Delta-Yazoo Basin----1 River Lowlands----0 2 Prairie areas----7 North Central Hills----1 Brown Loam----3 Piney Woods---1 Coastal Meadows----2

Q. For what reasons did this pattern exist?

A. Population patterns prior to 1870 indicate Mississippi's largest populations were located where easily cultivatable soils and river transportation were present: the prairie areas and the river lowlands. Just prior to the turn of the century, railroad mileage in the state increased significantly from 1,118 to 2,366 miles. This enabled landowners in the Piney Woods region to develop large-scale timber operations to transport their much-in-demand products to market via rail and water. The cities of Hattiesburg and Laurel, and to a lesser degree nearby smaller communities, grew along rail lines and lumber mills and developed as economic and cultural centers in this region. A period of intense clearing in the Delta-Yazoo Basin along with a system of levee building led to large-scale agriculture in the north-central and north-western areas of the state. Three cities with populations over 10,000, along with Vicksburg at 22,943, served as hubs for the burgeoning cotton economy. By 1930, there was development in the state's coastal region with the growth of a seafood industry, followed within a decade by the construction of Ingalls Shipbuilding on the Gulf Coast where the Pascagoula River runs into the Gulf of Mexico. Although it started out building commercial ships, by the 1950s Ingalls began bidding on Navy contracts. In 1957, the shipyard was awarded a contract to build 12 nuclear-powered attack submarines. A surge in coastal population followed as thousands moved to the area for good jobs. Areas of large-scale agriculture, particularly the Delta-Yazoo Basin, mechanized, leaving farm laborers to find employment in nearby cities, thus contributing to a growing rural-to-urban population shift. Many were attracted to employment opportunities in the Memphis, Tennessee metropolitan area, as were large numbers of young professionals who appreciated the amenities offered by large cities. As a result, communities just south of

Memphis, but located in Mississippi, grew at rapid rates. Additionally, the area around the state capital of Jackson experienced significant growth in the suburbs as the city grappled with challenges of poverty and inequality. Many of these suburbs, located in and around the central prairie area (Jackson Prairie), now have attained charters and incorporated. Since the mid-20th century, most of the main centers of population have been connected by a network of interstate highways. A concentrated effort to build better roads in the northeastern section of the state has led to economic and population growth there.

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

	1870	1930	2010
Mississippi	827,922	2,009,821	2,967,297
United States	38,558,371	161,325,798	308,745,538

Q. How many cities in the new top fifteen in 1930 were also in the top fifteen in 1870? 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 1870? In 1930?

A. **1870** 1 of 15 less than 1 %; **1930** 7 of 15 46.6%

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

A. Although the state was still primarily agricultural in 2010, mechanization had transformed the industry by significantly reducing the required labor pool. Consequently, people in the Delta-Yazoo Basin migrated outward, much of it in a rural-to-urban pattern, in order to find employment. Thus, the populations of three Mississippi cities in the southern Memphis metropolitan area, Southhaven, Olive Branch, and Horn Lake, exploded. In many of these state-line communities, the residents travel to Tennessee for jobs, but live in Mississippi. The rural-to-urban (suburban) pattern is also manifested in the growth patterns around Jackson, the state capital. Although many people work within the city of Jackson during the day, and enjoy the amenities offered in the state's largest city, at night they travel to their homes in Clinton, Pearl, Madison, and Ridgeland, all four of which are now incorporated cities in the state. Migration from Asia, a major shipbuilding operation, military training camps, an aerospace testing facility, and development of the seafood and tourism industry contributed to the development of a sprawling megalopolis along the state's coast. Much of this growth was connected to demands for wartime goods and products. Thousands of Mississippians who served in the armed forces settled in these urban areas for jobs, rather than returning to the farms after World War II. All of these areas are now connected by major state and interstate highways.

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

A. Yes. There are 4 population clusters ringing the capital of Jackson and three just south of Memphis, Tennessee. Two on the Gulf Coast join a number of other coast communities to form a gulf-long megalopolis.

Q. Generally speaking, how would you describe the majority of population movement and growth in Mississippi over the past one hundred years?
A. The major pattern is a rural-to-urban or suburban migration, particularly after the world wars. Populations have grown in areas with major transportation infrastructure, such as railroads, interstate highway systems, and airports.

Q. Why? What factors have encouraged people to move and live in cities?
A. Opportunities for a variety of jobs as the need for a diversified work force increases and access to healthcare and higher education. Thousands of African-American citizens fled farms for better economic and social opportunities in northern cities, dramatically decreasing the population of the Delta-Yazoo Basin as the agricultural economy increasingly mechanized.

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 Jackson today than in 1870? How much larger is Jackson than the 15th largest city? How concentrated is the population in Jackson 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 plastic 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.

NOTES:

Review the Major Eras in Mississippi History for contextual information for the time periods highlighted in this lesson.
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.

SOURCES:

Mississippi Statistical Register: www.sos.ms.gov/Education-Publications/Pages/Blue-Book
Reference Desk: www.ereferencedesk.com
U.S. Census Bureau Population Reports

	City	1870	√		City	1930	√		City	2010	√
	State	**827,922**			**State**	**2,009,821**			**State**	**2,967,297**	
1	Vicksburg	12,443	32.3° N, 90.8° W	1	Jackson	48,282	32.3°N, 90.2°W	1	Jackson	173,514	32.3°N, 90.2°W
2	Natchez	9,057	31.5°N, 91.3°W	2	Meridian	31,054	32.3°N, 88.6°W	2	Gulfport	67,793	30.4°N, 89.0°W
3	Columbus	4,812	33.5°N, 88.4° W	3	Vicksburg	22,943	32.3° N, 90.8° W	3	Southaven	48,982	34.9°N, 89.9°W
4	Jackson	4,234	32.3°N, 90.2°W	4	Laurel	18,017	31.6°N, 89.1°W	4	Hattiesburg	45,989	31.3°N, 89.3°W
5	Meridian	2,709	32.3°N, 88.6°W	5	Hattiesburg	18,001	31.3°N, 89.3°W	5	Biloxi	44,054	30.4°N, 88.9°W
6	Holly Springs	2,406	34.7°N, 89.4°W	6	Biloxi	14,850	30.4°N, 88.9°W	6	Meridian	41,148	32.3°N, 88.6°W
7	Aberdeen	2,022	33.8°N, 88.5°W	7	Greenville	14,807	33.3°N, 91.0°W	7	Tupelo	34,546	34.2°N, 88.7°W
8	Canton	1,963	32.3°N, 89.3°W	8	Natchez	13,422	31.5°N, 91.3°W	8	Greenville	34,400	33.3°N, 91.0°W
9	Pass Christian	1,954	30.3°N, 89.2°W	9	Gulfport	12,547	30.4°N, 89.0°W	9	Olive Branch	33,846	34.9°N, 89.8°W
10	Grenada	1,887	33.7°N, 89.8°W	10	Greenwood	11,123	33.5°N, 90.1°W	10	Horn Lake	26,066	34.9°N, 90.0°W
11	Brookhaven	1,614	31.5°N, 90.4°W	11	Columbus	10,743	33.5°N, 88.4° W	11	Clinton	25,216	32.3°N, 90.3°W
12	Corinth	1,512	34.9°N, 88.5°W	12	McComb	10,057	31.2°N, 90.4°W	12	Pearl	25,092	32.2°N, 90.0°W
13	Oxford	1,142	34.3°N, 89.5°W	13	Clarksdale	10,043	34.1°N, 90.5°W	13	Madison	24,149	32.4°N, 90.1°W
14	Okolona	1,410	34.0°N, 88.7°W	14	Tupelo	6,361	34.2°N, 88.7°W	14	Ridgeland	24,047	32.4°N, 90.1°W
15	Port Gibson	1,088	31.9°N, 90.9°W	15	Corinth	6,220	34.9°N, 88.5°W	15	Starkville	23,888	33.4°N. 88.8°W

	City	2020*	√
	State	**2,961,279**	
1	Jackson	153,701	32.3°N, 90.2°W
2	Gulfport	72,926	30.4°N, 89.0°W
3	Southaven	54,648	34.9°N, 89.9°W
4	Biloxi	49,449	30.4°N, 88.9°W
5	Hattiesburg	48,730	31.3°N, 89.3°W
6	Olive Branch	39,711	34.9°N, 89.8°W
7	Tupelo	37,923	34.2°N, 88.7°W
8	Meridian	35,052	32.3°N, 88.6°W
9	Greenville	29,670	33.3°N, 91.0°W
10	Clinton	28,100	32.3°N, 90.3°W
11	Madison	27,747	32.4°N, 90.1°W
12	Pearl	27,115	32.2°N, 90.0°W
13	Horn Lake	26,736	34.9°N, 90.0°W
14	Oxford	25,416	34.4°N, 89.5°W
15	Brandon	25,138	32.2°N, 89.6°W

*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