NEVADA
Giant Traveling Map Lesson

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NEVADA ACADEMIC STANDARDS / SUITABLE DISCIPLINES:

Grade 4: Nevada: Past & Present
In fourth grade, students learn about significant events in the history of Nevada and the diverse perspectives and experiences of the people who shaped our state's identity through those events. In addition, students examine the unique geography and economics of Nevada. This content area covers the history of the Native peoples of Nevada and westward settlement in Nevada. Students will study Nevada statehood and the history of Nevada through the present day.
Geographic representations
SS.4.12. Analyze how Nevada's population and culture have changed over time.
SS.4.23. Create maps that include human and physical features and that demonstrate spatial patterns in Nevada.
Human environment interaction
SS.4.24. Examine how and why Nevada's landscape has been impacted by humans.
SS.4.25. Analyze how technological changes have impacted the environment and economy of Nevada.
Human population, movement, and patterns
SS.4.26. Describe the differences in population distribution across Nevada.
SS.4.27. Using historical and contemporary examples discuss the importance of major industries in Nevada's economy.

Civics & Economics
Productive civic engagement requires knowledge of the historical foundations and principles of American democracy, understanding the unique processes of local, state, and national institutions, the skills necessary to apply civic dispositions and democratic principles, and an understanding of the complex workings of the economy of the United States. Effective instruction in social studies incorporates both the disciplinary skills and the content themes and requires historical thinking, robust academic discussions and engaging writing instruction.
Students analyze the powers and civic responsibilities of citizens and examine the origins, functions and structure of the U.S. government. Content will include multiple historical eras and the multiple changing perspectives in America's past, as well as connections between historical events.
Suggested topics and concepts to study include, but are not limited to: founding documents, federal system, legislative process, judicial system, executive branch, elections, political parties, interest groups, rights and responsibilities of citizens, international relations, public policy, economic policies, media literacy, and contemporary issues.
Civic dispositions and democratic principles
SS.9-12.CE.35. Critique the historical debate surrounding majority rule vs. minority rights within the U.S.
Geographic representations
SS.9-12.CE.38. Create, interpret, and utilize demographic data and geo-spatial representations to better understand gerrymandering, redistricting, and regional political ideology.
Human environment interaction
SS.9-12.CE.39. Analyze shifting U.S. government environmental policies and regulations in response to changing human environment interactions.
Human population, movement, and patterns
SS.9-12.CE.40. Analyze the differences in political behavior between diverse population centers.
Global interconnections
SS.9-12.CE.41. Explain how government policies and political ideas have shifted due to patterns of immigration both historically and contemporarily.
SS.9-12.CE.42. Compare and contrast how different political systems currently affect the United States and its citizens.

OBJECTIVES:
Participants will:
- Learn about major cities in Nevada 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
- Explore how specific industries and careers can affect the development and growth of population centers.

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 Nevada cities by population for 1890/1940/2010

PREPARATION:
- Discuss reasons why people choose to live in different places
- Review historical settlement patterns in Nevada
- Review Nevada 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.
- 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 Nevada for the years 1890, 1940, and 2010. They will then look for trends based on the east/west axis and north/south axis, waterways adjacent to and within Nevada, 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 Nevada in 1890, 1940, 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 Nevada in 1890. 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 Carson City).
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 1940 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 1890 and 1940, 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 the 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 1940.
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 Nevada 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 1890? 1940? 2010?
A.

1890	1940	2010
~4	~7	~4

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

A.

Region	1890	1940	2010
Great Basin	6	6	0
Columbia Plateau	7	5	4
Sierra Nevada	2	1	0
Clark County	0	3	11

Q. For what reasons did this pattern exist?

A. Transportation opportunities, employment opportunities, availability of water

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

A. Consider how much the population of Nevada increased compared to the increase in the United States. What percentage of the population in the United States has lived in Nevada? How has it changed over time?

	1890	1940	2010
Nevada	47,355	110,247	2,700,551
United States	62,979,766	132,165,129	308,745,538

Q. How many cities in the new top fifteen in 1940 were also in the top fifteen in 1890? 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 1890? In 1940?

A. 1890: 2 of 15; 1940: 6 of 15

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

A. Las Vegas area, jobs, casinos

Q. Are major cities and suburbs significantly more concentrated than they were in 1940?

A. Yes. Las Vegas and Reno are the population centers.

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

A. From mining to gambling.

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 Las Vegas today than in 1890? How much larger is Las Vegas than the 15th largest city? How concentrated is the population in Las Vegas over time? How did the population of your city change? Other materials that may add to the visual representation could be a large number of small items (markers, pennies, sticky notes, paper clips or toothpicks) to represent every 1,000 people. These could be used to differentiate between the population of cities in Nevada, rather than having cities like Las Vegas and Fernley (population difference of approximately 564k) represented by the same visual marker.

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 Nevada 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. Learn about processes behind determining Congressional Districts and their importance.

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.

Additional standards from Grades 9-12.

Nevada History
SS.9-12.US.20. Explore how individuals and events in Nevada's history both influence and are influenced by the larger national context.
SS.9-12.US.21. Analyze the causes of changing migration and immigration patterns in Nevada from 1877 to today.
SS.9-12.US.22. Trace the evolution of Nevada's economy as it relates to national and global issues.

Human environment interaction
SS.9-12.US.40. Analyze how and why the U.S. landscape changed as people adapted the environment to meet their needs.

Human population, movement, and patterns
SS.9-12.US.41. Analyze how diffusion of ideas, technologies, and cultural practices have influenced migration and immigration patterns and the distribution of human population.

Global interconnections
SS.9-12.US.42. Explain how global circumstances and interaction affect resources, land use, culture, and population distribution in the U.S.

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:

State of Nevada Department of Education
http://www.doe.nv.gov/Standards_Instructional_Support/Nevada_Academic_Standards/SocialStudies/

Nevada History Timeline
https://www.ereferencedesk.com/resources/state-history-timeline/nevada.html

Nevada Regions
https://sites.google.com/site/nevadahistory339/geography/nevada-regions

Nevada Military Forts
http://www.ahgp.org/forts/nevada-military-forts.html

Population Place Names Nevada
http://www.blackrockdesert.org/wiki/index.php?title=Nevada_Place_Names_Population_1860-2000

Geographic Alliance in Nevada
http://www.gainevada.org/

#	City	1890	√	#	City	1940	√	#	City	2010	√
	State	47,355			State	110,247			State	2,700,551	
1	Virginia City	6,433		1	Reno	21,317		1	Las Vegas	583,756	
2	Carson City	3,950		2	Las Vegas	8,422		2	Henderson	257,729	
3	Reno	3,563		3	Sparks	5,318		3	Reno	225,221	
4	Eureka	1,609		4	Ely	4,140		4	Paradise	223,167	
5	Austin	1,215		5	Elko	4,094		5	North Las Vegas	216,961	
6	Tuscarora	1,150		6	North Las Vegas	3,875		6	Sunrise Manor	189,372	
7	Winnemucca	1,037		7	Henderson	3,600		7	Spring Valley	178,395	
8	Pioche	676		8	Winnemucca	2,485		8	Enterprise	108,481	
9	Mason Valley	577		9	Carson City	2,478		9	Sparks	90,264	
10	Dayton	576		10	Fallon	1,911		10	Carson City	55,274	
11	Lovelock	552		11	Lovelock	1,294		11	Whitney	38,585	
12	Genoa	434		12	Yerington	964		12	Pahrump	36,441	
13	Candelaria	345		13	Carlin	832		13	Winchester	27,978	
14	Silver City	342		14	Wells	830		14	Summerlin South	24,085	
15	Hawthorne	327		15	Goldfield	554		15	Fernley	19,368	

Ghost Town
https://www.ghosttowns.com/states/nv/tuscarora.html
https://en.wikipedia.org/wiki/Candelaria,_Nevada

	City	2020*	√
	State	**3,104,614**	
1	Las Vegas	641,903	
2	Henderson	317,610	
3	Reno	264,165	
4	North Las Vegas	262,527	
5	Enterprise	221,831	
6	Spring Valley	215,597	
7	Sunrise Manor	205,618	
8	Paradise	191,238	
9	Sparks	108,445	
10	Carson City	58,639	
11	Whitney	49,061	
12	Pahrump	44,738	
13	Winchester	36,403	
14	Summerlin South	30,744	
15	Fernley	22,895	

*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