

# NORTH CAROLINA

## Giant Traveling Map Lesson

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**NORTH CAROLINA ACADEMIC STANDARDS / SUITABLE DISCIPLINES:**

- Social Studies, 4.H.1.3 Explain how people, events and developments brought about changes to communities in various regions of N.C
- Social Studies, 4.H.2.1 Explain why important buildings, statues, monuments, and place names are associated with the state's history.
- Social Studies, 4.G.1.1 Summarize changes that have occurred in North Carolina since statehood (population growth, transportation, communication, landscape).
- Social Studies, 4.G.1.3 Exemplify the interactions of various peoples, places and cultures in terms of adaptation and modification of the environment.
- Social Studies, 4.E.1.3 Analyze the historical and contemporary role that major North Carolina industries have played in the state, nation, and world.
- Social Studies, 4.C.1.1 Explain how the settlement of people from various cultures affected the development of regions in North Carolina (languages, foods, and traditions).

**OBJECTIVES:**

Participants will:

- Learn about major cities in North Carolina 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, 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 or 4 plastic chains of various colors and lengths
- List of North Carolina cities by population for 1870/1920/2010 (some cities are not on the map; identify them by using latitude and longitude lines at the sides of the map)

**PREPARATION:**

- Discussion about the reasons why people choose to live in different places
- Review of historical settlement patterns in North Carolina
- Development of predictions by participants about where they think people might live

**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 North Carolina for the years 1870, 1920, and 2010. They will then look for trends based on the east/west axis and north/south axis and along the coast, speculating about the factors that contributed to population shifts following the Civil War.

On the map:

1. Provide participants with an overview about exploring the top fifteen populated places in North Carolina in 1870, 1920, 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 North Carolina in 1870. Ask them to predict where people might be living.
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 Raleigh).
5. Remind the participants that they can provide assistance to their classmates about the location of a city based on cardinal directions or the grid. They should avoid shouting "over there", "this way", etc.
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.
7. Move on to the 1920 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 individuals participants to place their cones on the 15 cities. For cities in the top 15 in 1870 AND 1920, 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 them to think about what has changed and why. Ask how many cities that were in the top 15 in 1870 are in the top 15 in 1920. (7, is that more or less than half of 15?)
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 in the top 15 only in 1920.
11. Offer an interesting fact about why people live where they do. This is also an opportunity to review the concentration of people in the state in terms of electoral districts.

**NOTES:**

Tell participants that at the beginning of North Carolina history the dominant industry in the state was small farms because of poor transportation systems. One of the major cash crops was tobacco. Ask what other factors might have influenced where people settled.

Ask participants:

Q. How many of the fifteen largest cities were in the mountains?

A.

1870	1920	2010
1	1	1

Q. How many of the cities were along the coast? on navigable rivers?

A.

1870	1920	2010
12	4	5

Q. For what reasons did this pattern exist?

A. The only major port in North Carolina is Wilmington. The navigable rivers in North Carolina are clustered close to the coast. There are few navigable rivers inland and few quality roads.

Q. What was the demographic make-up of the population?

A.

	1870	1920	2010
Total	1,071,361	2,559,123	9,535,483
White	678,470	1,783,779	6,528,950
Black	391,650	763,407	2,048,628
Asian	0	113	208,962
Native American	-	11,824	122,110

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

A. In 1870, the population of all of North Carolina was 1,071,361 and it was the 14<sup>th</sup> largest state by population. The White population was 678,470.

After adding cones from the 1920 Census, ask participants to consider the locations of the new top fifteen largest cities.

Q. How many cities in the new top fifteen in 1920 were also in the top fifteen in 1870?

A. Seven

Q. Is seven more or less than half of fifteen?

A. Just slightly less.

Q. How many cities in the new top fifteen in 2010 were also in the top fifteen in 1870?

A. Five

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

A. There are clusters of cities. Our largest city is Charlotte. Concord and Gastonia have grown as suburbs of Charlotte. The area of the Triangle is Raleigh, Durham, and Chapel Hill. The area has three major universities (NC State, Duke, and UNC-Chapel Hill) and is known as the Research Triangle Area. The third cluster is the Piedmont Triangle which includes Winston-Salem, Greensboro, and High Point. These areas developed as manufacturing areas (tobacco, textiles, and furniture). Now the areas are transitioning to service sector and technology centers.

## Conclusion

Tell participants that the total population of the fifteen largest cities in 1870 was approximately 50,317 and that the total of the top fifteen cities in 2010 is nearly 2,778,157. Where were most of the people living in 1870?

Now ask participants:

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

A. From 1870 to 1920, the population shifted from the east coast to more central locations. From 1920 to 2010, cities along major highways that developed major industries were growing.

Q. Why? What factors have encouraged people to move and live in cities?

A. Resources such as minerals and timber have been depleted. The proportion of people involved in agricultural production has decreased significantly. There are generally better and more varied educational opportunities and employment prospects in cities.

## **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 Charlotte today than in 1870? How much larger is Raleigh than the 15th largest city? 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.

City	1870	√	City	1920	√	City	2010	√
State	1,071,361		State	2,559,123		State	9,535,483	
Wilmington	13,446		Winston-Salem	48,395		Charlotte	731,424	
Raleigh	7,790		Charlotte	46,338		Raleigh	403,892	
New Bern	5,849		Wilmington	33,372		Greensboro	269,666	
Fayetteville	4,660		Asheville	28,504		Winston-Salem	229,617	
Charlotte	4,473		Raleigh	24,418		Durham	228,330	
Beaufort	2,430	34.7 N, 76.7 W	Durham	21,719		Fayetteville	200,564	
Washington	2,094		Greensboro	19,861		Wilmington	106,476	
Asheville	1,400		High Point	14,302		High Point	104,371	
Plymouth	1,389	35.9 N, 76.7 W	Salisbury	13,884		Greenville	84,554	
Tarboro	1,340	35.9 N, 77.5 W	Gastonia	12,871		Asheville	83,393	
Edenton	1,243		Rocky Mount	12,742		Concord	79,066	
Goldsboro	1,134		New Bern	12,198		Gastonia	71,741	
Kinston	1,103		Goldsboro	11,296		Jacksonville	70,145	
Wilson	1,036		Wilson	10,612		Rocky Mount	57,685	
Elizabeth City	930		Concord	9,903		Chapel Hill	57,233	

Source: United States Census

	<b>City</b>	<b>2020*</b>	√
	<b>State</b>	<b>10,439,388</b>	
1	Charlotte	874,579	
2	Raleigh	467,665	
3	Greensboro	299,035	
4	Durham	283,506	
5	Winston-Salem	249,545	
6	Fayetteville	208,501	
7	Cary	174,721	
8	Wilmington	115,451	
9	High Point	114,059	
10	Concord	105,240	
11	Asheville	94,589	
12	Greenville	87,521	
13	Gastonia	80,411	
14	Jacksonville	72,723	
15	Chapel Hill	61,960	

\*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>