SOUTH CAROLINA

Giant Traveling Map Lesson

TITLE / AUTHOR:
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South Carolina ACADEMIC STANDARDS / SUITABLE DISCIPLINES:
8th Grade Social Studies – South Carolina and the United States
- Standard 4: Demonstrate an understanding of South Carolina's role in and response to the dynamic economic, political, and social developments in the United States and around the world during the period 1862–1929.
- Standard 5: Demonstrate an understanding of the impact of world events on South Carolina and the United States from 1929 to present.

High School – Human Geography
- HG.1.1.HS: Identify and analyze the spatial distributions and patterns of human population using maps and geographic models and representations.

OBJECTIVES:
Participants will:
- Learn about major cities in South 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, 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 South Carolina cities by population for 1880/1950/2010

PREPARATION:
- Discuss reasons why people choose to live in different places
- Review historical settlement patterns in South Carolina
- Review South Carolina era info [review South Carolina Encyclopedia and Atlas of South Carolina as needed]
- 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 South Carolina for the years 1880, 1950, and 2010. They will then look for trends based on the east/west axis and north/south axis, and waterways adjacent to and within South Carolina. 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 South Carolina in 1880, 1950, 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 South Carolina 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 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 Columbia).
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 1950 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 1960, 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 1950.
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 South Carolina History for contextual information for the time periods highlighted in this lesson.

GUIDING QUESTIONS:

Q. What factors influence where people settle(d)?
A. Water, transportation routes, physical geography, natural resources, employment, existing urban areas, suburbanization, tourism

Q. How many of the fifteen largest cities are located along a river or lake in 1880? 1950? 2010?
A.

1880	1950	2010
7	4	8

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

Region	1880	1950	2010
Blue Ridge	0	0	0
Piedmont	5	8	4
Sandhills	4	3	2
Inner Coastal Plain	1	1	1
Outer Coastal Plain	1	2	3
Coastal Zone	4	1	5

Q. For what reasons did this pattern exist?
A. Transportation opportunities (rivers, fall line), employment opportunities (shifts from agriculture to industry to services)

Q. How did South Carolina compare with the rest of the United States?
A. In 1880, the population of all of South Carolina was 995,577, with the population of the United States at 50,189,209.

	1880	1950	2010
South Carolina	995,577	2,117,027	4,625,364
United States	50,189,209	150,697,361	308,745,538

Q. How many cities in the new top fifteen in 1950 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 1950?
A. 1880: 4 of 15; 1950: 7 of 15

Q. Where are most of the large cities in South Carolina located in 2010? Why?
A. Three concentrations exist. Columbia is in the center of the state (Sandhills region), the state capital, and focused on government and other services. Charleston, North Charleston, and Mount Pleasant are in the Coastal Zone and have activities focused on the port, manufacturing, and tourism. Greenville and Spartanburg are in the Piedmont, connected to Atlanta and Charlotte, and focus on manufacturing.

Q. Are major cities and suburbs significantly more concentrated than they were in 1950?
A. The concentration is similar between 1950 and 2010. The most substantive change is suburban and spill-over growth from existing cities: Charleston (North Charleston, Mount Pleasant, Summerville, Goose Creek); Greenville (Anderson).

Q. Generally speaking, how would you describe the majority of population movement and growth in the South Carolina over the past one hundred years?
A. South Carolina tends to gain 500,000 people per census period in the 21st century and is among the fastest growing states currently. The population of 5 million is generally dispersed across the state, but urban areas continue to see the newest growth. Two major population shifts of note were the Great Migration of the 1920s to 1930s when up to one half million African Americans left the state and the 1970s when many African Americans returned (however to urban rather than rural areas). A retirement trend also began in the 1970s and 1980s with northerners taking advantage of lower taxes and air conditioning.

Q. Why? What factors have encouraged people to move and live in cities?
A. Jobs and access to services are the primary drivers.

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 Columbia today than in 1880? How much larger is Columbia than the 15th largest city? How concentrated is the population in Columbia 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:
Mitchell, J. T. (Ed.). 2013. Atlas of South Carolina. Columbia, South Carolina: South Carolina Geographic Alliance.

University of South Carolina. South Carolina Encyclopedia. 2016.
http://www.scencyclopedia.org/sce/

City	1880	√	City	1950	√	City	2010	√
State	995,577		State	2,117,027		State	4,625,364	
Charleston	49,084	32°47 N 79°56 W	Columbia	86,914	34°0 N 81°2 W	Columbia	129,272	34°0 N 81°2 W
Columbia	10,036	34°0 N 81°2 W	Charleston	70,174	32°47 N 79°56 W	Charleston	120,083	32°47 N 79°56 W
Saint Helena	6,644	32°26 N 80°41 W	Greenville	58,161	34°50 N 82°23 W	North Charleston	97,471	32°53 N 80°1 W
Saint Andrews	6,215	32°44 N, 79°56 W	Spartanburg	36,795	34°56 N 81°55 W	Mount Pleasant	67,843	32°47 N 79°52 W
Greenville	6,160	34°50 N 82°23 W	Rock Hill	24,502	34°56 N 81°1 W	Rock Hill	66,154	34°56 N 81°1 W
Campobello	3,781	35°6 N 82°8 W	Florence	22,513	34°11 N 79°46 W	Greenville	58,409	34°50 N 82°23 W
Waccamaw	3,716	33°25 N 79°07 W	Sumter	20,185	34°11 N 79°46 W	Summerville	43,392	33°0 N 80°10 W
Bethesda	3,681	34°44 N 80°5 W	Anderson	19,770	34°30 N 82°38 W	Sumter	40,524	34°11 N 79°46 W
Meriwether	3,645	33°47 N 81°56 W	Orangeburg	15,322	33°29 N 80°51 W	Hilton Head Island	37,099	32°10 N 80°44 W
Hammond	3,589	34°6 N 80°31 W	Greenwood	13,806	34°11 N 82°09 W	Florence	37,056	34°11 N 79°46 W
Cheraw	3,561	34°41 N 79°5 W	Union	9,730	34°43 N 81°37 W	Spartanburg	37,013	34°56 N 81°55 W
Baton Rouge	3,559	34°42 N 81°12 W	Eau Claire	9,238	34°03 N 81°04 W	Goose Creek	35,938	33°0 N 80°2 W
Buffalo	3,325	34°43 N 81°4 W	Laurens	8,658	34°30 N 82°1 W	Aiken	29,524	33°32 N 81°43 W
Spartanburg	3,258	34°56 N 81°55 W	Gaffney	8,123	35°4 N 81°39 W	Myrtle Beach	27,109	33°44 N78°52 W
Goethe	3,077	32°52 N 81°6 W	Bishopville	8,076	34°13 N 80°14 W	Anderson	26,686	34°30 N 82°38 W

	City	2020*	√
	State	**5,118,425**	
1	Charleston	150,227	
2	Columbia	136,632	
3	North Charleston	114,852	
4	Mount Pleasant	90,801	
5	Rock Hill	74,372	
6	Greenville	70,720	
7	Summerville	50,915	
8	Goose Creek	45,946	
9	Sumter	43,463	
10	Florence	39,899	
11	Spartanburg	38,732	
12	Hilton Head Island	37,661	
13	Myrtle Beach	35,682	
14	Greer	35,308	
15	Aiken	32,025	

*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