TENNESSEE

Giant Traveling Map Lesson

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Tennessee ACADEMIC STANDARDS / SUITABLE DISCIPLINES:

Geography
3.04 Examine major political features on globes and maps, including: boundaries, cities, highways, railroads, and roads.
3.12 Locate the following cities and physical features in Tennessee
•Cities—Chattanooga, Knoxville, Memphis, Nashville
•Rivers—Cumberland, Mississippi, Tennessee
•Mountain Range—Great Smoky Mountains
5.53 Compare and contrast the three grand divisions of Tennessee in terms of the following:
•Major industries (e.g., Eastman, FedEx, and Nissan)
•Tourism
•Agriculture and livestock
•Geography (i.e., Gulf Coastal Plains, the Nashville Basin, the Highland Rim, the Cumberland Plateau, the Great Valley, and the Great Smoky Mountains)
SSP.06 Analyzing locations, conditions, and connections of places and using maps to investigate spatial relationships
    Examining how geographic regions and perceptions of regions are fluid across time and space

CI.05 Explain how technology and globalization shape new methods of human interaction.

TN.01 Describe changes in life in the Tennessee region from the late ice age through the Archaic period.
TN.07 Describe the effects of migration into the Tennessee region, including the development of the Watauga and Cumberland Settlements.
TN.14 Analyze the growth of Middle Tennessee in the early 1800s in power and influence, including the relocation of the capital.

WG.03 Explain the use of major geographic concepts (e.g., globalization, location, pattern, place, region, scale, site, and situation).
WG.35 Compare and contrast the distribution, growth rates, and characteristics of human populations at different scales in terms of settlement patterns and access to natural and economic resources.
WG.51 Explain how the function and role of towns and cities change over time, applying the concepts of urban hierarchy and central place theory.
WG.52 Describe how cities are structured, including their unique roles and characteristics.

Civics
5.54 Describe the structure of Tennessee's government, including the role of each of the three branches, the governor, and state representatives.
CI.14 Examine factors that influence elections, such as political ideologies, media technologies, social media, societal movements, and other factors.

OBJECTIVES:
Participants will:
- Learn about major cities in Tennessee 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 Tennessee cities by population for 1850/1930/2010

PREPARATION:
- Discuss reasons why people choose to live in different places
- Review historical settlement patterns in Tennessee
- Review Tennessee 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.
- 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 Tennessee 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 Tennessee, 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 Tennessee 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 Tennessee 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 Nashville).
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 Tennessee History for contextual information for the time periods highlighted in this lesson.

GUIDING QUESTIONS:

Q. What factors influence where people settled?
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
9	7	8

Q. How many of the cities were in each Grand Divisions? Are they spread evenly or grouped together?

A.

1850	1930	2010
West: 5 Middle: 7 East: 3	West: 3 Middle: 4 East: 8	West: 4 Middle: 4 East: 7

Q. For what reasons did this pattern exist?
A. Transportation opportunities, employment opportunities

Q. How did Tennessee compare with the rest of the United States?
A. What percentage of the population of the United States lived in Tennessee in each of the three time periods? How has the state grown in comparison with the country?

	1850	1930	2010
Tennessee	1,002,717	2,616,556	6,346,105
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. 10, 66%

Q. How many cities in the new top fifteen in 2010 were also in the top fifteen in 1850? In 1930?
A. 1850: 12 of 15, 80%; 1930: 10 of 15, 66%

Q. Where are most of the large cities in Tennessee located in 2010? Why?
A. The middle division has remained the most consistent, with the east increasing.

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. Many of the cities stayed the same and grew in population.

Q. Generally speaking, how would you describe the majority of population movement and growth in the Tennessee over the past one hundred years?
A. Not a lot of change due to jobs and access to resources. Most cites grew in population and many of the same cities found in 1850 were much larger in 2010.

Q. Why? What factors have encouraged people to move and live in cities?
A. Jobs and access to amenities

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

Tennessee Department of Education
https://www.tn.gov/content/dam/tn/education/standards/ss/Social_Studies_Standards.pdf

Tennessee Geographic Alliance
https://www.tngeographicalliance.org/

Tennessee Historical Society
https://www.tennesseehistory.org/

	City	1850	√		City	1930	√		City	2010	√
	State	1,002,717			State	2,616,556			State	6,346,105	
1	Nashville	10,165		1	Memphis	253,143		1	Nashville	678,322	
2	Memphis	8,841		2	Nashville	153,865		2	Memphis	654,723	
3	Clarksville	3,200		3	Chattanooga	119,798		3	Knoxville	184,465	
4	Columbia	2,977		4	Knoxville	105,802		4	Chattanooga	176,291	
5	Knoxville	2,076		5	Johnson City	25,080		5	Clarksville	147,771	
6	Murfreesboro	1,917		6	Jackson	22,172		6	Murfreesboro	126,188	
7	Paris	1,767		7	Bristol	12,005		7	Franklin	72,990	
8	Franklin	1,552		8	Kingsport	11,914		8	Jackson	66,977	
9	Jackson	1,006		9	Maryville	11,070		9	Johnson City	65,598	
10	Cleveland	806		10	Cleveland	10,923		10	Bartlett	58,640	
11	Maryville	513		11	Columbia	10,299		11	Hendersonville	55,635	
12	Bartlett	244		12	Clarksville	9,242		12	Kingsport	52,698	
13	Collierville	236		13	London Town	8,369		13	Collierville	48,960	
14	Smyrna	215		14	Murfreesboro	7,993		14	Smyrna	46,885	
15	Hendersonville	170		15	Paris	8,184		15	Cleveland	43,496	

	City	2020*	√
	State	6,910,840	
1	Nashville-Davidson metropolitan government	689,447	
2	Memphis	633,104	
3	Knoxville	190,740	
4	Chattanooga	181,099	
5	Clarksville	166,722	
6	Murfreesboro	152,769	
7	Franklin	83,454	
8	Johnson City	71,046	
9	Jackson	68,205	
10	Hendersonville	61,753	
11	Bartlett	57,786	
12	Kingsport	55,442	
13	Smyrna	53,070	
14	Collierville	51,324	
15	Spring Hill	50,005	

*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