

TEXAS

Giant Traveling Map Lesson

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TEXAS ACADEMIC STANDARDS / SUITABLE DISCIPLINES:

4th Grade Social Studies TEKS

(5) History. The student understands important issues, events, and individuals of the 20th century in Texas. The student is expected to:

(B) explain the development and impact of the oil and gas industry upon industrialization and urbanization in Texas, including important places and people such as Spindletop and Pattillo Higgins

(6) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:

(A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps; and

(B) translate geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.

(8) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:

(A) identify and explain clusters and patterns of settlement in Texas at different time periods such as prior to the Texas Revolution, after the building of the railroads, and following World War II;

(B) describe and explain the location and distribution of various towns and cities in Texas, past and present; and

(C) explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present.

7th Grade Social Studies TEKS

(8) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:

(A) create and interpret thematic maps, graphs, charts, models, and databases representing various aspects of Texas during the 19th, 20th, and 21st centuries; and

(B) analyze and interpret geographic distributions and patterns in Texas during the 19th, 20th, and 21st centuries.

(11) Geography. The student understands the characteristics, distribution, and migration of population in Texas in the 19th, 20th, and 21st centuries. The student is expected to:

(B) analyze how immigration and migration to Texas in the 19th, 20th, and 21st centuries have influenced Texas;

(C) analyze the effects of the changing population distribution and growth in Texas during the 20th and 21st centuries and the additional need for education, health care, and transportation; and

(D) describe the structure of the population of Texas using demographic concepts such as growth rate and age distribution.

World Geography

(6) Geography. The student understands the types, patterns, and processes of settlement. The student is expected to:

- (A) locate and describe human and physical features that influence the size and distribution of settlements; and
- (B) explain the processes that have caused changes in settlement patterns, including urbanization, transportation, access to and availability of resources, and economic activities.

U.S. History

(11) Government. The student understands the role of political parties in the U.S. system of government. The student is expected to:

- (A) analyze the functions of political parties and their role in the electoral process at local, state, and national levels;

U.S. Government

(3) Geography. The student understands how geography can influence U.S. political divisions and policies. The student is expected to:

- (A) understand how population shifts affect voting patterns;
- (B) examine political boundaries to make inferences regarding the distribution of political power;

OBJECTIVES:

Participants will:

- Learn about major cities in Texas 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 Texas cities by population for 1850/1920/2010

PREPARATION:

- Discuss reasons why people choose to live in different places
- Review historical settlement patterns in Texas
- Review Texas era info,
<https://tshaonline.org/sites/default/files/eradatesdefinitions.pdf>
- 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 Texas for the years 1850, 1920, and 2010. They will then look for trends based on the east/west axis and north/south axis, waterways adjacent to and within Texas, 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 Texas in 1850, 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 Texas 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 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 Austin).
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 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 individual participants to place their cones on the 15 cities. For cities in the top 15 list by population in both 1850 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 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 1920.
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 Texas History for contextual information for the time periods highlighted in this lesson.

<https://tshaonline.org/sites/default/files/eradatesdefinitions.pdf>

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 1850? 1920? 2010?

A.

1850	1920	2010
~10	~9	~11

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

A.

1850	1920	2010
South and East	A bit more spread out, including West, but still primarily East and South	Grouped together

Q. For what reasons did this pattern exist?

A. Transportation opportunities, employment opportunities

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

A. In 1850, the population of all of Texas was 212,592, with the population of the United States at 23,191,876.

	1850	1920	2010
Texas	212,592	4,663,228	25,145,561
United States	23,191,876	106,021,537	308,745,538

Q. How many cities in the new top fifteen in 1920 were also in the top fifteen in 1850? What percentage is that?

A. 9, 60%

Q. How many cities in the new top fifteen in 2010 were also in the top fifteen in 1850? In 1920?

A. 1850: 3 of 15; 1920: 7 of 15

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

A. Along interstates.

Q. Are major cities and suburbs significantly more concentrated than they were in 1920?

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 1920.

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

A. Moved along interstate and grouped into large areas together.

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

<https://www.tsl.texas.gov/ref/abouttx/popcity32010.html>

<https://population.us/settlement/tx/>

Texas Almanac: City Population History from 1850–2000

Dates and Definitions for Major Eras in Texas History

<https://tshaonline.org/sites/default/files/eradatesdefinitions.pdf>

	City	1850	v		City	1920	v		City	2010	v
	State	212,592			State	4,663,228			State	25,145,561	
1	Galveston	4,177		1	San Antonio	161,379		1	Houston	2,099,451	
2	San Antonio	3,488		2	Dallas	158,976		2	San Antonio	1,327,407	
3	Brownsville	2,734		3	Houston	138,036		3	Dallas	1,197,816	
4	Houston	2,396		4	Fort Worth	106,482		4	Austin	790,390	
5	Palestine	2,000	31.8° N, 95.6° W	5	El Paso	77,560		5	Fort Worth	741,206	
6	New Braunfels	1,723		6	Galveston	44,255		6	El Paso	649,121	
7	Marshall	1,180	32.5° N, 94.4° W	7	Beaumont	40,422		7	Arlington	365,438	
8	Dallas	1,073		8	Waco	38,500		8	Corpus Christi	305,215	
9	Gonzales	1,072	29.5° N, 97.5° W	9	Austin	34,876		9	Plano	259,841	
10	Tyler	1,024		10	Laredo	22,710		10	Laredo	236,091	
11	Huntsville	892	30.7° N, 95.6° W	11	Amarillo	15,494		11	Lubbock	220,573	
12	Victoria	802		12	Marshall	14,271	32.5° N, 94.4° W	12	Garland	226,876	
13	Fredericksburg	754	30.3° N, 98.9° W	13	Tyler	12,085		13	Irving	216,290	
14	Waco	749		14	Brownsville	11,791		14	Amarillo	190,695	
15	Henderson	705	32.2° N, 94.8° W	15	Palestine	11,039	31.8° N, 95.6° W	15	Grand Prairie	175,396	32.7° N, 97.0° W
	Goliad	648			Corpus Christi	10,522			Brownsville	175,023	
	Austin	629			Abilene	10,274			Pasadena	149,043	
	Corpus Christi	533			San Angelo	10,050			Waco	124,805	
	Nacogdoches	468			Victoria	5,957			Beaumont	118,296	
					Big Spring	4,273			Abilene	117,063	
					Lubbock	4,051			Midland	111,147	
					New Braunfels	3,590			Tyler	96,900	
					Nacogdoches	3,546			College Station	93,857	
					Gonzales	3,128			San Angelo	93,200	
					Midland	1,795			Victoria	62,592	
									New Braunfels	57,740	
									Galveston	47,743	
									Nacogdoches	32,996	
									Big Spring	27,282	
									Marshall	23,523	
									Palestine	18,712	
									Gonzales	7,237	
									Goliad	1,908	

Source: US Census Bureau

	City	2020*	√
	State	29,145,505	
1	Houston	2,304,580	
2	San Antonio	1,434,625	
3	Dallas	1,304,379	
4	Austin	961,855	
5	Fort Worth	918,915	
6	El Paso	678,815	
7	Arlington	394,266	
8	Corpus Christi	317,863	
9	Plano	285,494	
10	Lubbock	257,141	
11	Irving	256,684	
12	Laredo	255,205	
13	Garland	246,018	
14	Frisco	200,509	
15	Amarillo	200,393	

*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>