

# WEST VIRGINIA

## Giant Traveling Map Lesson

**TITLE / AUTHOR:** West Virginians on the Move / Author

**West Virginia ACADEMIC STANDARDS / SUITABLE DISCIPLINES:**

### **Standard 4: Geography**

Students use geographic perspectives and technology to interpret culture, environment and the connection between them. Students examine the varying ways in which people interact with their environments and appreciate the diversity and similarities of cultures and places created by those interactions.

K.4.2: Examine the physical and human characteristics of place and explain how the lives of people are rooted in places and regions.

K.4.9: Use a grid system to locate natural and man-made items on a map.

1.4.3: Students draw conclusions about the relationships among population, products, resources, transportation, state parks and forests, and scenic/recreational resources on West Virginia's economy.

1.4.6: Determine the four physical geographic regions of West Virginia and the major communities contained within each region.

1.4.8: Analyze the impact of West Virginia's geography on transportation, settlement, jobs, clothing, food, shelter, services and interaction with others outside the state.

2.4.5: Recognize the processes that have caused major communities in the county and state to change.

7.4.16: Explain culture in a geographic context (e.g., isolation, core area, movement).

8.4.4: Point out the counties and major cities of West Virginia on a map and correlate the reasons for the development of the major cities within their respective counties. Distinguish climate, landforms, resources and population density in West Virginia's regions using special purpose maps. (e.g., topographical, climate, GIS) and evaluate the impact of climate, landforms and resources on people's lives and settlement patterns.

8.4.8: Critique the geographic factors that led to development of agriculture, coal, glass, chemical, metallurgical and tourism industries in West Virginia.

### **Standard 2: Civics**

HS.3.2: Analyze the roles of citizens in the U.S. political system.

HS.3.5: Identify and explain the various types of elections in West Virginia (e.g., primary/general, state/local and partisan/non-partisan).

**OBJECTIVES:**

Participants will:

- Learn about major cities in West Virginia 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 West Virginia cities by population for 1870/1930/2010

**PREPARATION:**

- Discuss reasons why people choose to live in different places
- Review historical settlement patterns in West Virginia
- Review West Virginia 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 must 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 West Virginia for the years 1870, 1930, and 2010. They will then look for trends based on the east/west axis and north/south axis, waterways adjacent to and within West Virginia, and defensive settlements from the 18<sup>th</sup> 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 West Virginia in 1870, 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 West Virginia in 1870. 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 Charleston).
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 1870 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 West Virginia 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 1870? 1930? 2010?**

A.

1870	1930	2010
11	9	10

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

A.

1870	1930	2010
North: 10 Middle: 5	North: 7 Middle: 7 South: 1	North: 8 Middle: 5 South: 2

**Q. For what reasons did this pattern exist?**

A. Transportation opportunities, employment opportunities

**Q. How did West Virginia compare with the rest of the United States?**

A. What percentage of the population of the United States lived in West Virginia in each of the three time periods? How has the state grown in comparison with the country?

	1870	1930	2010
West Virginia	442,014	1,729,205	1,852,994
United States	38,558,371	123,202,624	308,745,538

**Q. How many cities in the new top fifteen in 1930 were also in the top fifteen in 1870? What percentage is that?**

A. 8, 53%

**Q. How many cities in the new top fifteen in 2010 were also in the top fifteen in 1870? In 1930?**

A. 1870: 9 of 15, 60%; 1930: 10 of 15, 66%

**Q. Where are most of the large cities in West Virginia located in 2010? Why?**

A. Cities that already existed developed suburbs.

**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.

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

A. Scattered throughout the entire state with larger growth in already established cities.

**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 Charleston today than in 1870? How much larger is Charleston than the 15th largest city? How concentrated is the population in Charleston 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:**

West Virginia Department of Education

<https://wvde.us/>

<https://www.ixl.com/standards/west-virginia/social-studies>

	City	1870	v		City	1930	v		City	2010	v
	State				State				State	1,852,994	
1	Wheeling	19,280		1	Huntington	75,572		1	Charleston	51,400	
2	Parkersburg	5,546		2	Wheeling	61,659		2	Huntington	49,138	
3	Martinsburg	4,803		3	Charleston	60,408		3	Parkersburg	31,492	
4	Charleston	3,162		4	Logan	30,503		4	Morgantown	29,660	
5	Morgantown	2,546		5	Fayetteville	30,078		5	Wheeling	28,486	
6	Hedgeville	2,409		6	Clarksburg	28,806		6	Weirton	19,749	
7	Grant Town	2,216		7	Fairmont	23,150		7	Fairmont	18,704	
8	Buffalo	2,191		8	Parkersburg	20,623		8	Beckley	17,614	
9	Gilmer	2,169		9	Bluefield	19,339		9	Martinsburg	17,227	
10	Clay	2,164		10	Morgantown	16,186		10	Clarksburg	16,578	
11	Blue Creek	2,148		11	Martinsburg	14,857		11	South Charleston	13,450	
12	Clarksburg	2,085		12	Moundsville	14,411		12	St. Albans	11,044	
13	Moundsville	1,500		13	Montgomery	13,885		13	Vienna	10,749	
14	Lincoln	1,164		14	Meadow Bluff	11,540		14	Bluefield	10,447	
15	Fairmont	621		15	Big Creek	9,234		15	Bridgeport	8,149	

	City	2020*	√
	State	1,793,716	
1	Charleston	48,864	
2	Huntington	46,842	
3	Morgantown	30,347	
4	Parkersburg	29,738	
5	Wheeling	27,052	
6	Weirton	19,163	
7	Martinsburg	18,777	
8	Fairmont	18,416	
9	Beckley	17,286	
10	Clarksburg	16,061	
11	Teays Valley	14,350	
12	South Charleston	13,647	
13	St. Albans	10,861	
14	Vienna	10,652	
15	Cheat Lake	9,930	

\*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>