WISCONSIN

Giant Traveling Map Lesson

TITLE / AUTHOR: Wisconsinites on the Move / Parisa Meymand

Wisconsin ACADEMIC STANDARDS / SUITABLE DISCIPLINES:

Geog1.b: Spatial Thinking (map interpretation)
SS.Geog1.b.1-2 Identify physical and human characteristics of a place using maps, graphs, photographs, and other representations.

Geog2.b: Reasons People Move
SS.Geog2.b.2 Explain why people have moved to and away from their community.
SS.Geog2.b.5 Investigate push and pull factors of movement in their community, state, country, and world.
SS.Geog2.b.m Analyze patterns of migration of various types (e.g., age, sex, ethnicity, race) in the community, state, country, and world.

Geog4.a: Characteristics of Place
SS.Geog4.a.4 Describe how certain places may have meanings that distinguish them from other places (e.g., cemetery, places of worship, state/national parks, historical park/battlefield). Compare and contrast the human characteristics of rural, suburban, urban, and tribal locations in Wisconsin and the United States.

PS2.b: Fundamentals of Citizenship

PS3.a: Political Participation

PS3.b: Linkage Institutions
SS.PS3.b.h Evaluate the role of various types of media in elections and functions of government. Analyze how the United States political system is shaped by political parties, elections and the election process, including the caucus and primary systems and procedures involved in voting.

PS3.c: Power in Government
SS.PS3.c.h Evaluate the structure and functions of governments at the local, state, tribal, national, and global levels. Evaluate the purpose of political institutions at the local, state, tribal, national, global, and supranational/non-government organization (NGO) levels distinguishing their roles, powers, and limitations.

PS3.d: Public Policy
SS.PS3.d.m Analyze how governments address and solve problems through the public policy process.

OBJECTIVES:
Participants will:

- Learn about major cities in Wisconsin 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 Wisconsin cities by population for 1870/1940/2010

PREPARATION:

- Discuss reasons why people choose to live in different places
- Review historical settlement patterns in Wisconsin
- Review Wisconsin era information
- 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.
- Use 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 Wisconsin for the years 1870, 1940, and 2010. They will then look for trends based on the east/west axis and north/south axis, waterways adjacent to and within Wisconsin, and defensive settlements from the 18th century. Encourage speculation about the factors that contributed to population development among the various regions of the state.

Review the Major Eras in Wisconsin History for contextual information for the time periods highlighted in this lesson.

On the map:

1. Provide participants with an overview about exploring the top fifteen populated places in Wisconsin in 1870, 1940, 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 Wisconsin 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 Madison).
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 1940 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 1940, 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 the 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 1940.
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.

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? 1940? 2010?

A.

1870	1940	2010
12	13	12

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

A.

1870	1940	2010
Most were in the east and south	Migration to the northwest, so more spread out	Concentration near large cities, including Chicago

Q. For what reasons did this pattern exist?

A. Transportation opportunities, employment opportunities

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

A. Consider how the state's population has grown in comparison with the country's population.

	1870	1940	2010
Wisconsin	1,054,670	3,137,587	5,686,986
United States	38,558,371	132,164,569	308,745,538

Q. How many cities in the new top fifteen in 1940 were also in the top fifteen in 1870? 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 1870? In 1940?

A. 1870: 9 of 15; 1940: 9 of 15 One city was in the top fifteen by population in 1870 and 2010, and four were in both 1940 and 2010.

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

A. In proximity to large urban areas. That is where the majority of employment opportunities are located.

Q. Are major cities and suburbs significantly more concentrated than they were in 1940?

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 1940, with Milwaukee suburbs exemplifying urban sprawl.

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

A. In the late1800s, the population was focused along the lake at the southern end of the state. As more mining and manufacturing took place, there was some expansion to the north and west. With the mechanization of agriculture, fewer people lived in rural areas and cities grew larger as people moved there for employment.

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

A. Jobs, more opportunities for education, interaction with different people, and additional avenues for education.

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

Wisconsin Geographic Alliance, http://wisgeoalliance.org/

Wisconsin Historical Society, https://www.wisconsinhistory.org/

Wisconsin Department of Public Instruction, https://dpi.wi.gov/social-studies/standards

Regions of Wisconsin, https://en.wikipedia.org/wiki/Regions_of_Wisconsin

	City	18	√		City	1940	√		City	2010	√
	State				State				State	5,686,986	
1	Milwaukee	71,440		1	Milwaukee	587,472		1	Milwaukee	599,086	
2	Fond du Lac	12,764		2	Madison	67,447		2	Madison	248,856	
3	Oshkosh	12,663		3	Racine	67,195		3	Green Bay	104,796	
4	Racine	9,880		4	Kenosha	48,765		4	Kenosha	99,623	
5	Madison	9,176		5	Green Bay	46,235		5	Racine	77,740	
6	Janesville	8,789		6	La Crosse	42,707		6	Appleton	73,832	
7	La Crosse	7,785		7	Sheboygan	40,765		7	Waukesha	72,173	
8	Watertown	5,364		8	Oshkosh	39,089		8	Eau Claire	67,945	
9	Manitowoc	5,168		9	West Allis	36,364		9	Oshkosh	66,649	
10	Green Bay	4,666		10	Superior	35,136		10	Janesville	63,957	
11	Monroe	4,536		11	Eau Claire	30,745		11	West Allis	60,546	
12	Appleton	4,518		12	Appleton	28,436		12	La Crosse	51,928	
13	Kenosha	4,300		13	Wauwatosa	27,769		13	Sheboygan	48,560	
14	Whitewater	4,285		14	Wausau	27,268		14	Wauwatosa	47,687	
15	Ripon	4,119		15	Fond du Lac	27,209		15	Fond du Lac	42,910	

	City	2020*	√
	State	**5,893,718**	
1	Milwaukee	577,222	
2	Madison	269,840	
3	Green Bay	107,395	
4	Kenosha	99,986	
5	Racine	77,816	
6	Appleton	75,644	
7	Waukesha	71,158	
8	Eau Claire	69,421	
9	Oshkosh	66,816	
10	Janesville	65,615	
11	West Allis	60,325	
12	La Crosse	52,680	
13	Sheboygan	49,929	
14	Wauwatosa	48,387	
15	Fond du Lac	44,678	

*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