WYOMING

Giant Traveling Map Lesson

TITLE / AUTHOR: Wyomingites on the Move / Germaine Wagner

Wyoming ACADEMIC STANDARDS / SUITABLE DISCIPLINES:

Social Studies Content Standard 1 - Citizenship, Government, and Democracy
Students analyze how people create and change structures of power, authority, and governance to understand the continuing evolution of governments and to demonstrate civic responsibility.

Content Standard 4 - Time, Continuity, and Change - Students analyze events, people, problems, and ideas within their historical contexts.

Content Standard 5 - People, Places, and Environments - Students apply their knowledge of the geographic themes (location, place, movement, region, and human/environment interactions) and skills to demonstrate an understanding of interrelationships among people, places, and environment.

OBJECTIVES:
Participants will:

- Learn about major cities in Wyoming 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 Wyoming cities by population for 1890/1990/2010

PREPARATION:

- Discuss reasons why people choose to live in different places
- Review historical settlement patterns in Wyoming
- Review Wyoming era info [SOURCE]
- 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 Wyoming for the years 1890, 1990, and 2010. They will then look for trends based on the east/west axis and north/south axis, waterways adjacent to and within Wyoming, 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 Wyoming in 1890, 1990, 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 Wyoming in 1890. Ask them to predict where people might be living. (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 Cheyenne).
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 1990 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 1890 and 1990, 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 1990.
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 Wyoming 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, energy resources, jobs, stops on the historic trails

Q. How many of the fifteen largest cities are located along a river or lake in 1890? 1990? 2010?
A.

1890	1990	2010
~5	~6	~6

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

1890	1990	2010
Northeast – 4 Southwest - 5 Southeast - 6	Northwest - 3 Northeast - 4 Southwest - 4 Southeast - 4	Northwest - 4 Northeast - 3 Southwest - 4 Southeast - 4

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

Q. How did Wyoming compare with the rest of the United States?
A. In 1890, the population of all of Wyoming was 62,555, with the population of the United States at 62,979,766. Consider comparing growth in the state to the country.

	1890	1990	2010
Wyoming	62,555	453,588	563,626
United States	62,979,766	248,709,873	308,745,538

Q. How many cities in the new top fifteen in 1990 were also in the top fifteen in 1890? What percentage is that?
A. 10 of 15 66%

Q. How many cities in the new top fifteen in 2010 were also in the top fifteen in 1890? In 1990?
A. 1890: 9 of 15 60%; 1990: 12 of 15 80%

Q. Where are most of the large cities in Wyoming located in 2010? Why?
A. Many of the large cities are located near highways and some water resources. This allows access to both jobs and better housing.

Q. Are major cities and suburbs significantly more concentrated than they were in 1990?
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 1990. It is nearly the same because the same factors connected people to the same few cities existing within Wyoming.

Q. Generally speaking, how would you describe the majority of population movement and growth in the Wyoming over the past one hundred years?
A. It has grown from many cities in Southern Wyoming to a more populated north, although Wyoming has one of smallest populations in the U.S.

Q. Why? What factors have encouraged people to move and live in cities?
A. Jobs. Increased mechanization of the agricultural industry.

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 Cheyenne today than in 1890? How much larger is Cheyenne than the 15th largest city? How concentrated is the population in Cheyenne 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:

STATE WEBSITES

Wyoming Department of Education,
https://edu.wyoming.gov/educators/standards/social-studies/

http://worldpopulationreview.com/states/wyoming-population/

https://www.wyoming-demographics.com/cities_by_population

1890 http://eadiv.state.wy.us/demog_data/cntycity_hist.htm
1990 http://eadiv.state.wy.us/pop/c&sc90_00.pdf
2010 https://www.biggestuscities.com/wy/2010

https://www.ducksters.com/geography/us_states/wyoming_history.php

	City	1890	√		City	1950	√		City	2010	√
	State	**62,555**			**State**	**290,529**			**State**	**563,626**	
1	Cheyenne	14,087		1	Cheyenne	43,505		1	Cheyenne	59,466	
2	Laramie	8,207		2	Casper	38,930		2	Casper	55,316	
3	Rock Springs	4,363		3	Laramie	17,520		3	Laramie	30,816	
4	Rawlins	2,317		4	Sheridan	11.651		4	Gillette	29,087	
5	Evanston	2,110		5	Rock Springs	10,371		5	Rock Springs	23,036	
6	Sheridan	1,559		6	Rawlins	8,968		6	Sheridan	17,444	
7	Green River	1,361		7	Riverton	6,845		7	Green River	12,515	
8	Casper	883		8	Wright	5,806		8	Evanston	12,359	
9	Newcastle	756		9	Evanston	4,901		9	Riverton	10,615	
10	Lander	737		10	Cody	4,838		10	Jackson	9.577	
11	Douglas	734		11	Powell	4,740		11	Cody	9,520	
12	Buffalo	710		12	New Castle	4,345		12	Rawlins	9,259	
13	Thermopolis	299		13	Torrington	4,188		13	Lander	7,487	
14	Sundance	294		14	Lander	4,182		14	Torrington	6,501	
15	Lusk	180		15	Thermopolis	3,955		15	Powell	6,314	

	City	2020*	√
	State	**576,851**	
1	Cheyenne	65,132	
2	Casper	59,038	
3	Gillette	33,403	
4	Laramie	31,407	
5	Rock Springs	23,526	
6	Sheridan	18,737	
7	Green River	11,825	
8	Evanston	11,747	
9	Jackson	10,760	
10	Riverton	10,682	
11	Cody	10,028	
12	Rawlins	8,221	
13	Lander	7,546	
14	Powell	6,419	
15	Douglas	6,386	

*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