

An Introduction to the South Carolina Atlas

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Overview

This lesson is designed to serve as an introduction to the new South Carolina Atlas. It will review the characteristics of the several types of maps contained therein which the students have previously studied. It will assist the student in identifying each map as to type. It will finally, give the student some practical work in becoming more familiar with the contents.

Connection to Curriculum

This lesson focuses on a variety of subjects, including but not limited to geography, history, and science

South Carolina Social Studies Content Standards

This lesson will touch on each and every standard due to the wide-ranging subject matter covered in the atlas. The degree to which one or another of the standards is used will depend upon question choices made by the teacher in the presentation or by students in the extensions.

Standard 8-1: The student will demonstrate an understanding of the settlement of South Carolina and the United States by Native Americans, Europeans, and Africans.

Standard 8-2: The student will demonstrate an understanding of the American Revolution – the beginnings of the new American nation and South Carolina’s part in the development of that nation.

Standard 8-3: The student will demonstrate an understanding of the American Civil War – its causes and effects and the major events that occurred during that time.

Standard 8-4: The student will demonstrate an understanding of the impact of Reconstruction on the people and government of South Carolina.

Standard 8-5: The student will demonstrate an understanding of major social, political, and economic developments that took place in the United States during the second half of the nineteenth century.

Standard 8-6: The student will demonstrate an understanding of South Carolina’s development during the early twentieth century.

Standard 8-7: The student will demonstrate an understanding of South Carolina’s economic revitalization during World War II and the latter twentieth century.

Social Studies Literacy Standards

F – Ask Geographic Questions: Where is it located? Why is it there? What is significant about its location? How is its location related to that of other people, places, and environments?

I – Use maps to observe and interpret geographic information and relationships.

L – Interpret...maps....

M – Use tables and graphs to observe and interpret geographic trends and relationships.

P – Locate, gather, and process information from a variety of primary and secondary sources, including maps.

Q – Interpret information obtained from maps....

Grade Range

This lesson is appropriate for grade 8, but could easily be adapted for a wide range of other grades.

Time

35 to 40 minutes.

Materials needed:

South Carolina: An Atlas

PowerPoint presentation of selected map types to serve as guides and illustrations to the maps of the atlas,

Or

Overhead transparencies of selected map types to serve the same purpose.

Objectives

1. The students will distinguish between and among area symbol maps, dot maps, area class maps, isoline maps, proportional symbol maps, flow line maps, and choropleth maps.
2. The student will select examples of each of these map types from the South Carolina Atlas.
3. The student will recognize the types and kinds of maps found in the South Carolina Atlas.
4. The student will interpret selected maps found in the South Carolina atlas.

Suggested Procedures

- 1) The teacher will hand out a list of map types and their characteristics. (Attachment "A")
- 2) The teacher will lead a review discussion of each of these map types, using power point or overhead transparencies of examples from the South Carolina Atlas. The use of the word "review" assumes that the students have previously been introduced to these map types.
- 3) The students will identify at least one other map in the atlas of each type of map reviewed.
- 4) The students may be called upon to name and to defend their choices.
- 5) The students will form groups of two and will select a county of South Carolina. This needs to be done in such a manner that no county is selected by more than one student group.
- 6) The students will then use the atlas to answer a selected set of questions about that county using the South Carolina atlas. The teacher may use any questions he/she wishes. Mine are on Attachment "B".
- 7) Selected student groups may then present and defend their findings.

Lesson Extensions

- 1) Students could construct large-scale thematic maps of their own houses or of their neighborhoods or small towns using symbols gleaned from the atlas.
- 2) The class could participate in an “Atlas Challenge” based upon that used by the Summer Institute of the South Carolina Geographic Alliance. This is an activity where students use an atlas to locate various places and information found within an atlas.
- 3) Students could research and assemble their own presentations concerning various towns and using the data provided in the atlas.

Suggested Evaluation

Monitor students working in groups

Evaluate student responses to group questions for accuracy.

Have the students answer questions based on the presentation.

Test the students on the material covered.

Materials Provided

Attachment “A”

Attachment “B”

Resources

South Carolina: An Atlas, Charles F. Kovacik, Editor.

South Carolina Geographic Alliance

www.cas.sc.edu/cege

1-888-895-2023

Goode’s World Atlas, Howard Veregim, Editor

Attachment “A” Map Types

Isoline Maps – An isoline is a line on a map which connects locations with the same value. These maps use factors of climate such as precipitation and temperature variations. They can also show various other quantities. Areas between isolines are often colored differently to assist in identification. You will find an example on page 9 of your South Carolina Atlas.

Other examples: _____

Choropleth Maps – A choropleth map uses different colors in predefined areas to represent different quantities in those areas. The predefined areas are often countries or states. The South Carolina Atlas will frequently use this type of map to illustrate different measurements by county. An example of this type of map may be found on page 17.

Other examples: _____

Dot Maps – A dot map is a simple map which uses dots to represent distribution. Each dot represents a set quantity. This map is frequently used to show the varying density of population and resources across the earth. An example of this type of map may be found on page 23.

Other examples: _____

Point Symbol Maps – Point symbols maps use dots, frequently of varying color and size, to indicate features that occur at particular locations. The cities map on page 30 is a good example of this type of map.

Other examples: _____

Area Symbol Maps – These maps are useful for showing regions of production of one product or another. They are not generally useful for showing the intensity of distribution or of production. An example of an area symbol map is the famous barbecue regions map on page 36.

Other examples: _____

Area Class Maps – These maps are used to illustrate different regions of the earth based on a particular geographic phenomenon. These may be either natural as in the case of ecological regions or man-made, as in the case of land use maps. An example of this type of map may be found on page 37.

Other examples: _____

Flow Line Map – These maps illustrate movement between locations. The flow lines can represent the movement of anything that can be moved, from human migration to resources, to ideas. An example of this type of map is to be found on page 18.

Other examples: _____

Attachment “B”
Some County Questions
(Teacher may revise or replace as desired.)

- 1) What town or city serves as the county seat of your selected county?
- 2) Which river(s) flow through your county?
- 3) In which of South Carolina’s physical regions does your county lie?
- 4) What is the average minimum/maximum temperature of your county?
- 5) Which Indian groups lived in your county?
- 6) Describe the population change in your county from 1800-1830. Using other maps in the atlas, can you explain why this is so?
- 7) When did your county’s slave population reach 50%? If this percentage was reached fairly early, tell why? If your county never reached this percentage, tell why?
- 8) Did your county have a relatively high or relatively low population in the year 1900? Explain why you think this is so.
- 9) Did your county have a relatively high or relatively low population on 2000? Why do you think this was so?
- 10) In which of the barbecue regions is your county located?