



USING INTERACTIVE MAPS TO INTERPRET U.S. TERRITORIAL EXPANSION: 1790–2010

TEACHER VERSION

Subject Level:

High School History

Grade Level:

9-12

Approx. Time Required:

45–60 minutes

Learning Objectives:

- Students will be able to read and interpret an interactive data visualization of U.S. population growth.
- Students will be able to identify trends in population growth and relate them to westward expansion and Manifest Destiny.
- Students will be able to identify more recent population shifts and make inferences about what caused them.

Activity Description

Students will explore an interactive data visualization of state-by-state population growth as measured by the decennial censuses of 1790 through 2010. Students will also analyze and make inferences about the causes of more recent shifts in U.S. population.

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9-12

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Topics:

- Data visualizations
- Manifest Destiny
- Population change

Skills Taught:

- Analyzing data
 - Gathering information from an interactive data source
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Materials Required

- The student version of this activity, 5 pages; it contains an image that should be printed in color.
- A computer with Internet access for each student or group of students
- Teacher computer with Internet access and a projector to display web sites

Activity Items

The following item is part of this activity and appears at the end of this teacher version.

- Item 1: Map of Territorial Acquisitions in the United States

This activity also uses the following online tools:

- Blooming States
www.census.gov/dataviz/visualizations/009
- By the Grid: Population Shift to the West and South
www.census.gov/dataviz/visualizations/024

For more information to help you introduce your students to the U.S. Census Bureau, read "[Census Bureau 101 for Students](#)." This information sheet can be printed and passed out to your students as well.

Standards Addressed

See charts below. For more information, read

"Overview of Education Standards and Guidelines Addressed in Statistics in Schools Activities."

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Standard	Strand	Cluster
<p>CCSS.ELA-LITERACY.RH.9-10.7</p> <p>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p>	<p>RH 9-10 - History/Social Studies</p>	<p>Integration of Knowledge and Ideas</p>
<p>CCSS.ELA-LITERACY.RH.11-12.7</p> <p>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>	<p>RH 11-12 - History/Social Studies</p>	<p>Integration of Knowledge and Ideas</p>

UCLA National Standards for History: U.S. History Content Standards

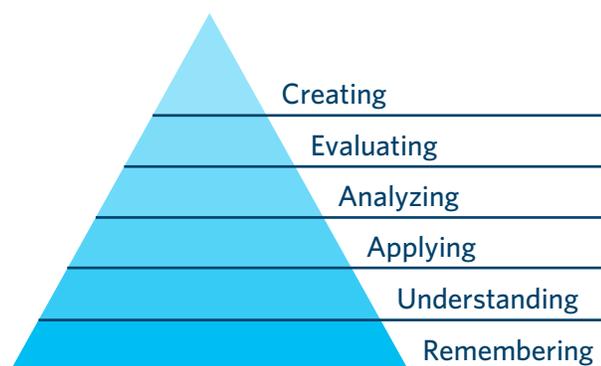
Era	Standard
<p>4 - Expansion and Reform (1801-1861)</p>	<p>Standard 1: United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans</p>

UCLA National Standards for History: Historical Thinking Standards

Standard	Description
Standard 1: Chronological Thinking	Reconstruct patterns of historical succession and duration. Students will examine U.S. population changes from 1790 through 2010.
Standard 2: Historical Comprehension	Draw upon data in historical maps. Students will examine interactive maps to understand historical and more recent population shifts in the United States.
Standard 3: Historical Analysis and Interpretation	Analyze cause-and-effect relationships. Students will analyze U.S. territorial expansion in the mid-19th century and determine what may have caused it.

Bloom's Taxonomy

Students will *understand* trends in population growth from 1790 through 2010.



Teacher Notes

Before the Activity

Students must understand the following key term:

- **Manifest Destiny** – an attitude prevalent in America during the 19th century that justified the United States’ efforts to expand from coast to coast and that led to settlement in the West. The viewpoint encouraged leaders in the United States to take political action, purchasing or fighting for land from other countries and people.

Students must have a basic understanding of the following concept:

- The themes of westward expansion

Teachers should project the “Blooming States” data visualization tool on the screen, pointing out to students that:

- They can zoom in on a state by clicking on it (clicking again to zoom back out).
- Periods of growth are shown in red, orange, and yellow, and periods of decline are shown in different shades of blue, with the three periods being the 1790s – 1880s, 1890s – 1940s, and 1950s – 2000s.
- While many states saw significant population growth in the earlier periods in terms of percentages, most of that growth was small in terms of actual numbers of people.

Teachers should then allow students — or groups of students if access to computers is limited — to explore the data visualization to familiarize themselves with the tool.

During the Activity

Teachers should monitor students as they work.

After the Activity

Teachers should lead a class discussion and/or assign an exit slip (a written student response to questions that teachers pose at the end of an activity) to give students a chance to share what they learned. Teachers could ask, “What are the economic, political, and/or social benefits and challenges of population growth and regional population shifts?”

Extension Idea

Teachers could use other Statistics in Schools activities about similar topics to build on this activity.

Student Activity

Click [here](#) to download a printable version for students.

Activity Items

The following item is part of this activity and appears at the end of this student version.

- Item 1: Map of Territorial Acquisitions in the United States

This activity also uses the following online tools:

- Blooming States
www.census.gov/dataviz/visualizations/009
- By the Grid: Population Shift to the West and South
www.census.gov/dataviz/visualizations/024

Student Learning Objectives

- I will be able to read and interpret an interactive data visualization of U.S. population growth.
- I will be able to identify trends in population growth and relate them to westward expansion and Manifest Destiny.
- I will be able to identify more recent population shifts and make inferences about what caused them.

- Fill in the chart below with your predictions for each prompt. (You will have the opportunity to find the correct answers later in the activity.)

Student predictions below will vary. (Sample correct answers are listed after question 5.)

Name three states that did not exist in 1790.	Name three states that saw population decline in the 19th century (1801-1900).	Name three states that saw population growth in the 20th century (1901-2000).
My prediction: Correct answer:	My prediction: Correct answer:	My prediction: Correct answer:
My prediction: Correct answer:	My prediction: Correct answer:	My prediction: Correct answer:
My prediction: Correct answer:	My prediction: Correct answer:	My prediction: Correct answer:

- Examine **Item 1: Map of Territorial Acquisitions in the United States** and then list at least five areas of land that the United States acquired during the 19th century (1801-1900), including when and from which country.

Student answers will vary but could include:

- **Louisiana Purchase (1803) from France**
- **Texas Annexation (1845) from the former Republic of Texas**
- **Oregon Territory (1846) from Great Britain**
- **Mexican Cession (1848) from Mexico**
- **Gadsden Purchase (1853) from Mexico**
- **Alaska Purchase (1867) from Russia**

- Explain Manifest Destiny. How did this ideology encourage geographic growth?

Emerging as an idea in America during the 19th century, Manifest Destiny meant that the United States was destined to expand to all edges of the continent, despite the fact that much of this land was claimed by other countries. The viewpoint encouraged leaders in the United States to take political action, purchasing or fighting for land from other countries and people.

4. What were the main causes of population growth in the United States during the 19th century?

Higher birth rates, immigration, and land annexation

Depending on students' background knowledge, teachers may need to guide them to this answer.

5. Navigate to the “Blooming States” online tool by typing its URL from the start of this activity into your browser. Use data from this tool, and from the online table accessible at the “Data Table” link below it, to find and write the correct answers in your table in question 1. (When filling out your table’s first column, note that the online tool only has data for states in the years after they gained statehood. Maine and West Virginia are exceptions, because they were part of Massachusetts and Virginia until 1820 and 1863, respectively.)

Student answers in the table for question 1 will vary but could include Arizona, Colorado, and Oklahoma, in the first column; Nevada, New Hampshire, and Virginia, in the second column; and Alaska, Oregon, and Washington, in the third column.

6. Continue using the “Blooming States” tool to answer the following questions and prompts.

- a. Name four states whose populations were counted in the 1790 Census.

Student answers will vary but could include any four states among Connecticut, Delaware, Georgia, Maryland, Massachusetts (including Maine), New Hampshire, New Jersey, New York, North Carolina, Pennsylvania, South Carolina, Vermont, and Virginia (including West Virginia).

- b. Name the decade of peak population growth for Massachusetts, Minnesota, Rhode Island, and Texas.

- Massachusetts: **1840s**
- Minnesota: **1860s**
- Rhode Island: **1840s**
- Texas: **1850s**

- c. What socioeconomic factors might have contributed to the population growth in the states from question 6b during those decades?

Student answers will vary but could include: The mid-1800s brought industrialization, so states like Rhode Island and Minnesota saw booming economies (the first textile mill in the United States was in Pawtucket, Rhode Island, for example). Massachusetts was also a leader during the Industrial Revolution. Economic opportunities in the West, which included cheap land and gold mining, attracted people to Texas.

Depending on students' background knowledge, teachers may need to guide them to this answer.

- d. Name three states that experienced two *consecutive* decades of population decline.

Student answers will vary but should include any three states among Arkansas, Nevada, North Dakota, Oklahoma, and West Virginia.

- e. What socioeconomic factors might have contributed to the population decline in the states from question 6d during those decades?

Student answers will vary but could include a scarcity of jobs, poor infrastructure, and a lack of access to natural resources in the area.

- f. Where is there evidence of westward expansion in the population growth numbers, and how did the United States' major land acquisitions of the 19th century play into this population growth? Give examples from the data visualization to support your answer.

A majority of states east of the Mississippi River experienced their greatest rates of population growth before the 1840s, according to the tool. However, it is apparent in the data visualization that the peak population growth in western states occurred in the decades after 1840. This reflects westward movement of the U.S. population as the United States acquired more land during the 19th century. For example, Iowa, which America gained as part of the Louisiana Purchase in 1803, experienced its peak population growth in the 1850s, and Idaho, acquired as part of the Oregon Territory in 1846, experienced its peak population growth in the first decade of the 1900s.

- g. Write a paragraph discussing and comparing two states' population growth rates during the early to mid-1800s. Be sure to include the decade that the U.S. Census Bureau first collected data for each state (which represents when it became a state) and the decade that each state experienced peak population growth.

Student paragraphs will vary based on the states selected. A sample paragraph using Illinois and Nebraska follows.

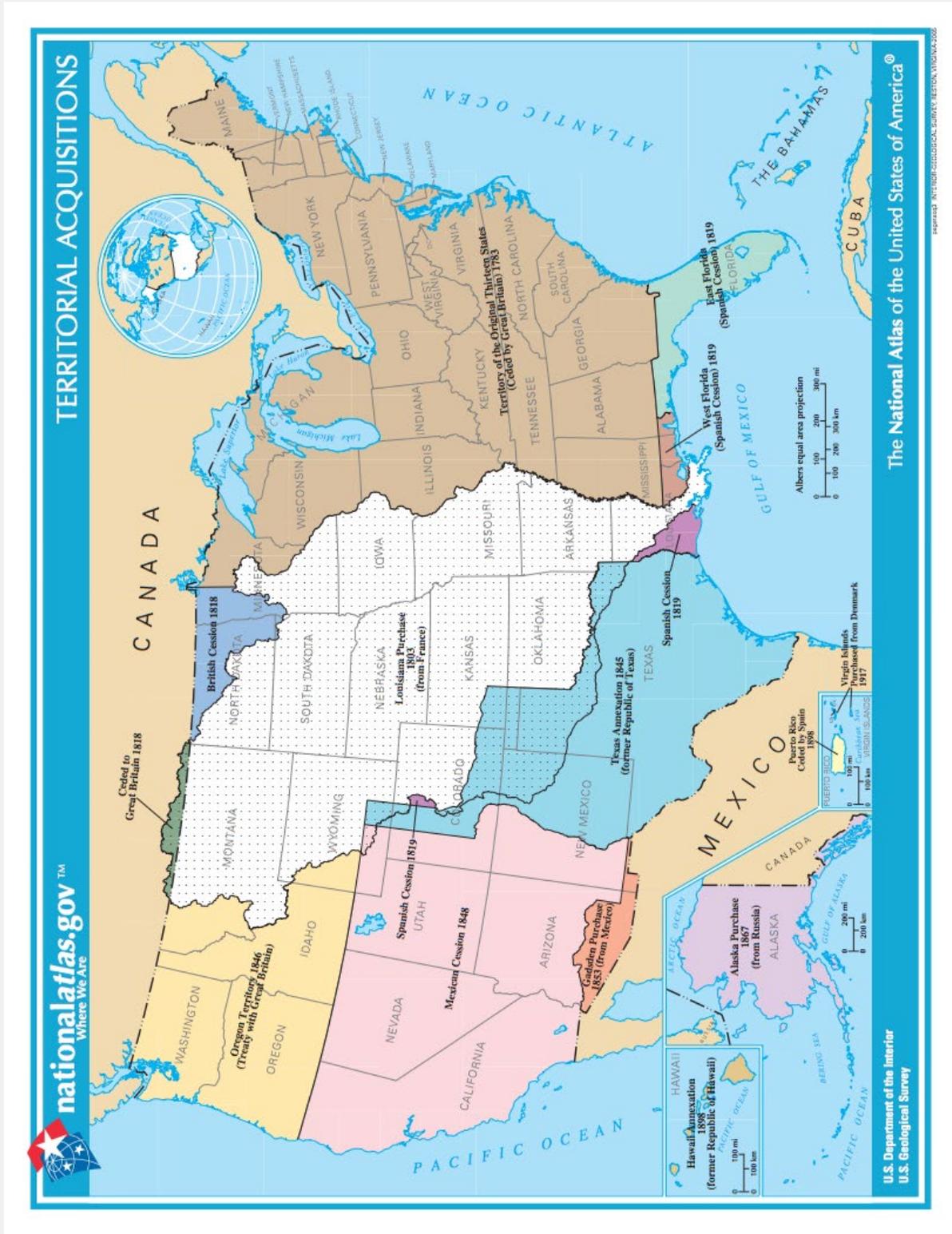
The first time the Census Bureau included Illinois in its decennial census count was in 1820; its rate of growth at the time was 185.2 percent. Nebraska was first included in 1870, and its rate of growth then was 267.8 percent. This percentage for Nebraska represents its peak growth during the 19th century. Illinois' peak population growth, however, occurred in the 1830s (though its growth rate in the 1820s was similar). Nebraska's growth rate was high in the 1870s and 1880s, but it fell to 11.8 percent in the first decade of the 1900s. Illinois, on the other hand, experienced population growth rates over 100 percent for three out of the first four decades when population data were collected for the state. Illinois' rates dropped in the following decades, but they stayed above 25 percent through the 1890s.

7. Examine the other data visualization tool, "By the Grid: Population Shift to the West and South," by typing its URL at the start of this activity into your browser. Each bar represents the percentage of the population living in areas in the North, South, East, and West. Click the play button or click and drag the marker along the timeline to watch the population shift from 1790 to 2010. What socioeconomic factors may have contributed to the population shifts to the western and southern parts of the United States between the late 20th century and early 21st century (2001 – present)?

Student answers will vary but could include the emergence of new industries (more job opportunities), lower costs of living, and more favorable climates.

8. Write three of your own questions and then answer them using this data tool, as if you were writing an activity for your fellow students.
 - a. **Student questions and answers will vary.**
 - b. **Student questions and answers will vary.**
 - c. **Student questions and answers will vary.**

Item 1: Map of Territorial Acquisitions in the United States



nationalmap.gov/small_scale/printable/images/pdf/territory/pagetacq3.pdf