POPULATION PROFILE OF OUR NEW NATION: A COMPARISON OF THE 1790 AND 1800 CENSUSES

TEACHER VERSION

Subject Level: Middle School History
Grade Level: 7-8
Approx. Time Required: 60-75 minutes

Learning Objectives:
- Students will be able to read and interpret data sets and formulate conclusions.
- Students will be able to compare the populations of states to make determinations about climate, soil, and geographic size.
Activity Description

In this activity, students will refer to the 1790 and 1800 Censuses to compare the total population with the population of enslaved people, drawing conclusions from the data.

Suggested Grade Level: 7–8
Approximate Time Required: 60–75 minutes

Learning Objectives:
- Students will be able to read and interpret data sets and formulate conclusions.
- Students will be able to compare the populations of states to make determinations about climate, soil, and geographic size.

Topics:
- Early Republic
- Slavery

Skills Taught:
- Analyzing historical records
- Comparing and contrasting
- Making inferences
Materials Required:
- The student version of this activity, 7 pages
- Colored pencils

Activity Items
The following items are a part of this activity. Items, their sources, and any relevant instructions for viewing them online appear at the end of this teacher version.
- Item 1: Summative Data From 1790 Census
- Item 2: Summative Data From 1800 Census
- Item 3: Blank Map, 1790

For more information to help you introduce your students to the 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 about the standards, 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

<table>
<thead>
<tr>
<th>Standard</th>
<th>Strand</th>
<th>Cluster</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CCSS.ELA-LITERACY.RH.6-8.1</strong></td>
<td>RH 6–8 – History/Social Studies</td>
<td>Key Ideas and Details</td>
</tr>
<tr>
<td>Cite specific textual evidence to support analysis of primary and secondary sources.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CCSS.ELA-LITERACY.RH.6-8.2</strong></td>
<td>RH 6–8 – History/Social Studies</td>
<td>Key Ideas and Details</td>
</tr>
<tr>
<td>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CCSS.ELA-LITERACY.RH.6-8.7</strong></td>
<td>RH 6–8 – History/Social Studies</td>
<td>Integration of Knowledge and Ideas</td>
</tr>
<tr>
<td>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
UCLA National Standards for History: U.S. History Content Standards

<table>
<thead>
<tr>
<th>Era</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 – Revolution and the New Nation (1754-1820s)</td>
<td>Standard 2C: The student understands the Revolution’s effects on different social groups.</td>
</tr>
</tbody>
</table>

UCLA National Standards for History: Historical Thinking Standards

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – Chronological Thinking</td>
<td>Distinguish between past, present, and future time. Students will evaluate changes in population from the 1790 to the 1800 Census.</td>
</tr>
<tr>
<td>2 – Historical Comprehension</td>
<td>Draw upon data in historical maps. Students will create and use a historical map to make comparisons and draw conclusions about population. Utilize visual and mathematical data. Students will use data tables to calculate population data, from which they will illustrate comparisons and draw conclusions.</td>
</tr>
<tr>
<td>4 – Historical Research Capabilities</td>
<td>Employ quantitative analysis. Students will examine where free and enslaved people resided in 1790 and 1800.</td>
</tr>
</tbody>
</table>

Bloom’s Taxonomy

Students will analyze data from the 1790 and 1800 Censuses and, using those data, evaluate population patterns, trends, and density in a young United States.
Teacher Notes

Before the Activity

Students should have a basic understanding of the following ideas and concepts:

- Climate differences — specifically that southern plantation owners believed that enslaving people was necessary for their primarily agricultural economy
- Locations of states east of the Mississippi River
- Locations of the first 13 states

Teachers should remind students that Vermont and Kentucky were not established as states in 1790. For purposes of counting state populations in Item 1: Summative Data From 1790 Census, however, students should group Kentucky’s numbers with Virginia’s as the census indicates. Also, explain to students that Maine was part of Massachusetts in 1790 and 1800.

Teachers should also explain to students that both the 1790 and 1800 Censuses counted enslaved people in every state. However, teachers should emphasize in the discussion that geographic and climate differences between the northern and southern states led to slavery becoming a primarily southern institution.

In addition, teachers should explain that, in this activity, the following states qualify as:

- **Northern**
  - Connecticut
  - Delaware
  - Massachusetts/Maine
  - New Hampshire
  - New Jersey
  - New York
  - Pennsylvania
  - Rhode Island
  - Vermont (in 1800)

- **Southern**
  - Georgia
  - Kentucky (in 1800)
  - Maryland
  - North Carolina
  - South Carolina
  - Virginia
During the Activity
Teachers should prompt students to start by examining Item 1: Summative Data From 1790 Census. They should clarify for students that the second column header says, “Free white Males of fifteen years and upwards, including heads of families.” Teachers should consider allowing students to work in pairs, as data will need to be examined carefully.

After the Activity
Teachers should lead a whole-class discussion on findings drawn from the data. This instructor-led discussion may aid students’ understanding.

Class discussions and/or grading of the activity should address the outcomes of the activity — in this case, understanding the data.

Extension Idea
Teachers could use other Statistics in Schools activities about similar topics to build on this activity.
Student Activity
Printable student versions are available here.

Student Learning Objectives

- I will be able to read and interpret data sets and formulate conclusions.
- I will be able to compare the populations of states to make determinations about climate, soil, and geographic size.

1. Using colored pencils and the provided documents — **Item 1: Summative Data From 1790 Census** and **Item 3: Blank Map, 1790** — color the original 13 states on your blank map. Remember: Kentucky and Vermont were not established as states in 1790, and Maine was part of Massachusetts. Follow these instructions:
   - In red, color the states with the first, second, and third highest populations.
   - In green, color the states with the fourth, fifth, and sixth highest populations.
   - In brown, color the states with the seventh, eighth, and ninth highest populations.
   - In blue, color the states with the four lowest population totals.

When you’re done, use a regular pencil to write a number — from 1 to 13, with 1 being the largest population and 13 being the smallest — on each state to indicate that state’s population rank.

**Final assignments should look similar to the map below:**

![Map of 13 original states colored according to population]
2. Summarize your findings about the populations of the original 13 states in 1790.
   - Other than Georgia, the states that were smallest in size had the smallest populations.
   - Though small in size, Massachusetts (including Maine), New Jersey, and Connecticut had relatively large populations; therefore, they were densely populated and rooted in trade — not farming.
   - The national population was somewhat balanced between northern and southern states; however, the southern states had the largest populations.

3. What conclusions can you draw about how slavery affected the populations of southern and northern states?
   - Virginia had the largest number of enslaved people as well as the largest population.
   - Only one state, Massachusetts (including Maine), had no enslaved people, yet it had the second-highest population.
   - Few enslaved people contributed to the total population in the North.
   - The population of enslaved people significantly increased the total population in the South. For example, nearly half of South Carolina’s population was enslaved.

4. Why might the southern states have had larger populations of enslaved people than the northern states?
   **Student answers will vary. Sample answers include:**
   - Better climate for farming and a longer growing season
   - Better soil
   - Larger land area, which means larger farms and the need for more workers

5. Examine Item 2: Summative Data From 1800 Census. Which three states, including their districts and returns, had the largest populations? (Remember: Kentucky and Vermont are now recognized as states, so take their numbers into account.) List these states in order of population, from largest to smallest. Did these states also have the largest populations in 1790?
   - Virginia (886,149, when you combine its three districts)
   - Pennsylvania (602,545, when you combine its two districts)
   - New York (586,050, when you add in its supplemental return)
   **Virginia had the largest population in both 1790 and 1800, according to census data. In 1800, Pennsylvania had the second-largest population, and New York had the third-largest. Massachusetts moved out of the top three by 1800.**

6. How many states saw their populations increase from 1790 to 1800? Which state’s population grew the least?
   **All states saw population increases between 1790 and 1800. The population that grew the least, by only 297 people, was that of Rhode Island.**

7. Of the southern states, which saw the largest increase of enslaved people from 1790 to 1800?
   **Virginia saw the largest increase of enslaved people between 1790 and 1800 — 54,341.**
8. Of the southern states, which one saw its population of enslaved people stay roughly the same from 1790 to 1800? Did this state's total population increase?

From 1790 to 1800, Maryland's enslaved population changed very little. In 1790, its enslaved population was 103,036; in 1800, it was 103,312. Maryland’s total population increased only slightly from 1790 to 1800.

9. According to the 1790 Census, Massachusetts (including Maine) was the only state without an enslaved population. Which other state did not have an enslaved population in 1800?

Massachusetts (including Maine) did not have an enslaved population in either census year. According to census data, Vermont did not have an enslaved population in 1800.

10. Examine the categories in Item 1: Summative Data From 1790 Census and Item 2: Summative Data From 1800 Census. What do these categories communicate about American society in the late 18th and early 19th centuries?

The 1790 Census had more categories for men than for women. The 1800 Census had the same categories for both genders. This information can be used as a springboard to discuss how men and women were counted — and treated — differently in 1790 and 1800.
### Item 1: Summative Data From 1790 Census

#### Table: Population of the United States as returned at the First Census, by states: 1790.

<table>
<thead>
<tr>
<th>State</th>
<th>Total Males</th>
<th>Total Females</th>
<th>Total Slaves</th>
<th>Total Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connecticut</td>
<td>7,908,593</td>
<td>7,908,593</td>
<td>6,000</td>
<td>15,817,186</td>
</tr>
<tr>
<td>New York</td>
<td>10,437,992</td>
<td>10,437,992</td>
<td>8,000</td>
<td>20,875,982</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>7,000,000</td>
<td>7,000,000</td>
<td>5,000</td>
<td>14,000,000</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>4,000,000</td>
<td>4,000,000</td>
<td>3,000</td>
<td>7,000,000</td>
</tr>
<tr>
<td>Georgia</td>
<td>2,000,000</td>
<td>2,000,000</td>
<td>1,000</td>
<td>3,000,000</td>
</tr>
<tr>
<td>South Carolina</td>
<td>1,000,000</td>
<td>1,000,000</td>
<td>500</td>
<td>1,500,000</td>
</tr>
<tr>
<td>North Carolina</td>
<td>800,000</td>
<td>800,000</td>
<td>400</td>
<td>1,600,000</td>
</tr>
<tr>
<td>South Carolina</td>
<td>400,000</td>
<td>400,000</td>
<td>200</td>
<td>800,000</td>
</tr>
<tr>
<td>Rhode Island</td>
<td>200,000</td>
<td>200,000</td>
<td>100</td>
<td>400,000</td>
</tr>
</tbody>
</table>

To view the PDF electronically, click on the link above and go to Page 8.
Item 2: Summative Data From 1800 Census

<table>
<thead>
<tr>
<th>ENUMERATION of Persons in the several Districts of the UNITED STATES.</th>
<th>FREE WHITE MALES.</th>
<th>FREE WHITE FEMALES.</th>
<th>SLAVES.</th>
<th>TOTAL.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of District</td>
<td>10 years of age &amp; under 10, &amp; 10 and under 16, &amp; 16 and under 26, &amp; 26 and under 36, &amp; 36 and under 55, &amp; 55 and over</td>
<td>Female &amp; under 10, &amp; 10 and under 16, &amp; 16 and under 26, &amp; 26 and under 36, &amp; 36 and under 55, &amp; 55 and over</td>
<td>Female &amp; under 10, &amp; 10 and under 16, &amp; 16 and under 26, &amp; 26 and under 36, &amp; 36 and under 55, &amp; 55 and over</td>
<td>Male &amp; other free persons, except the heads of families</td>
</tr>
<tr>
<td>New-Hampshire</td>
<td>50,094</td>
<td>14,841</td>
<td>10,374</td>
<td>15,899</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>63,646</td>
<td>32,901</td>
<td>37,903</td>
<td>39,729</td>
</tr>
<tr>
<td>Maine</td>
<td>27,970</td>
<td>12,303</td>
<td>12,000</td>
<td>15,318</td>
</tr>
<tr>
<td>Connecticut</td>
<td>37,366</td>
<td>19,406</td>
<td>21,063</td>
<td>23,180</td>
</tr>
<tr>
<td>Vermont</td>
<td>29,029</td>
<td>12,046</td>
<td>13,242</td>
<td>16,544</td>
</tr>
<tr>
<td>Rhode-Island</td>
<td>9,945</td>
<td>5,507</td>
<td>5,890</td>
<td>7,785</td>
</tr>
<tr>
<td>Supplemental return for New-York state</td>
<td>16,936</td>
<td>7,336</td>
<td>9,230</td>
<td>9,146</td>
</tr>
<tr>
<td>New-Jersey</td>
<td>33,900</td>
<td>18,859</td>
<td>16,301</td>
<td>19,565</td>
</tr>
<tr>
<td>Eastern district of Pennsylvania</td>
<td>2,276</td>
<td>24,438</td>
<td>29,393</td>
<td>33,864</td>
</tr>
<tr>
<td>Western district of Pennsylvania</td>
<td>2,459</td>
<td>23,622</td>
<td>24,869</td>
<td>25,469</td>
</tr>
<tr>
<td>Delaware</td>
<td>8,250</td>
<td>4,437</td>
<td>5,013</td>
<td>5,720</td>
</tr>
<tr>
<td>Additional return for Baltimore county</td>
<td>576</td>
<td>220</td>
<td>318</td>
<td>343</td>
</tr>
<tr>
<td>Eastern district of Virginia</td>
<td>57,837</td>
<td>23,998</td>
<td>32,444</td>
<td>34,583</td>
</tr>
<tr>
<td>District of Col umbia, in Virginia</td>
<td>889</td>
<td>330</td>
<td>458</td>
<td>557</td>
</tr>
<tr>
<td>Western district of Virginia</td>
<td>34,603</td>
<td>14,503</td>
<td>16,624</td>
<td>15,744</td>
</tr>
<tr>
<td>North-Carolina</td>
<td>19,999</td>
<td>7,368</td>
<td>12,631</td>
<td>13,341</td>
</tr>
<tr>
<td>South-Carolina</td>
<td>37,411</td>
<td>16,156</td>
<td>17,761</td>
<td>19,344</td>
</tr>
<tr>
<td>Georgia</td>
<td>19,841</td>
<td>8,463</td>
<td>9,778</td>
<td>10,916</td>
</tr>
<tr>
<td>Kentucky</td>
<td>27,642</td>
<td>17,775</td>
<td>10,198</td>
<td>15,014</td>
</tr>
<tr>
<td>Territory N. W. River Ohio</td>
<td>9,362</td>
<td>3,647</td>
<td>4,615</td>
<td>4,832</td>
</tr>
<tr>
<td>Indiana territory</td>
<td>854</td>
<td>317</td>
<td>436</td>
<td>465</td>
</tr>
<tr>
<td>Mississippi territory</td>
<td>999</td>
<td>356</td>
<td>482</td>
<td>785</td>
</tr>
</tbody>
</table>

* Persons 766 added to the particular items of this return.
† This return has been received since the communication of the above Aggregate to Congress.
‡ This return has also been since received, and is stated by the Marshal to be a more correct return than the first. (above.)

www2.census.gov/library/publications/decennial/1800/1800-returns.pdf

To view the PDF electronically, click on the link above and go to Page 3.
Item 3: Blank Map, 1790

Legend
- National boundary
- State or territorial boundary
- National capital
- Other large cities in 1790

Name: ___________________________  Date: ___________________________