



WESTWARD BOUND – ILLINOIS, INDIANA, MISSOURI, AND OHIO

TEACHER VERSION

Subject Level:

Middle School History

Grade Level:

7-8

Approx. Time Required:

60-75 minutes

Learning Objectives:

- Students will be able to explain population movement, migration trends, and the westward expansion of the early 1800s.
- Students will be able to draw conclusions about the economic differences between northern and southern states.

Activity Description

In this activity, students will learn about population movement, migration trends, and the westward expansion of the early 1800s. First, students will create a line graph that depicts changes in aggregated population data from 1800 to 1850 for Illinois, Indiana, Missouri, and Ohio. Using this graph, students will make data comparisons and draw conclusions. Next, students will compare the populations of several states between 1790 and 1850 and make conclusions that demonstrate their understanding of population trends in northern and southern states. This activity can spark discussion of sectionalism, slavery, and the different economic climate that took shape in the northern and southern states in the early 1800s.

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Topics:

- Population change
- Westward expansion

Skills Taught:

- Analyzing historical records
- Comparing and contrasting
- Drawing conclusions

Materials Required:

- The student version of this activity, 5 pages
- An atlas is optional.

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: Population Growth in Illinois, Indiana, Missouri, and Ohio, 1800–1850
- Item 2: Population of the United States and Each State, 1790–1850

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

Standard	Strand	Cluster
<p>CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p>	<p>RH 6–8 – History/Social Studies</p>	<p>Key Ideas and Details</p>
<p>CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>	<p>RH 6–8 – History/Social Studies</p>	<p>Integration of Knowledge and Ideas</p>

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

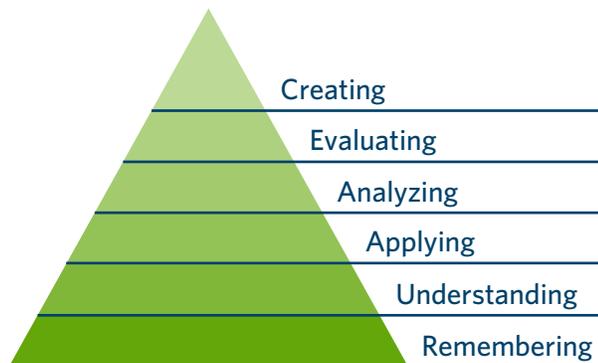
Era	Standard
4 - Expansion and Reform (1801-1861)	Standard 2E: The student understands the settlement of the West.

UCLA National Standards for History: Historical Thinking Standards

Standard	Description
1 - Chronological Thinking	<p>Distinguish between past, present, and future time. Students will use census data to track the U.S. population as it moves west.</p> <p>Reconstruct patterns of historical succession and duration. Students will examine population trends and western population shifts over time.</p>
3 - Historical Analysis and Interpretation	Compare and contrast differing sets of ideas. Students will learn the differences between southern farms and northern cities. (The depth of this discussion is up to the teacher.)
4 - Historical Research Capabilities	Employ quantitative analysis. Students will examine population and migration trends of the early and mid-1800s.

Bloom's Taxonomy

Students will **analyze** population changes and make determinations about the U.S. population's move west.



Teacher Notes

Before the Activity

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

- Locations of Illinois, Indiana, Missouri, and Ohio on a map from 1800 to 1850
- Locations of enslaved populations — mostly in the southern states

Teachers should pose these essential questions to students: How quickly did the population of the western states increase, and how did this expansion contribute to even greater differences between the northern and southern states?

Teachers should be prepared to lead a class discussion to help students make comparisons and draw conclusions about the birth of northern cities and the agricultural South's desire to maintain the status quo.

During the Activity

Teachers should monitor students as they work.

After the Activity

Teachers may want to allow students to work in pairs to review each other's work before the class comes together to go over the answers.

Teachers should lead a discussion with students to answer the essential questions.

Extension Idea

Teachers could ask students to conduct additional research, either online or at the library, on what it was like to migrate west under difficult conditions. Students could write a narrative from the perspective of settlers venturing west in search of a new life. It could include fictional details of their journey based on facts learned in the activity.

Student Activity

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

Student Learning Objectives

- I will be able to explain population movement, migration trends, and the westward expansion of the early 1800s.
- I will be able to draw conclusions about the economic differences between northern and southern states.

As the population of the United States grew, so did the geographical size of our nation. With dreams of prosperity and leaving an urban lifestyle, many Americans migrated westward in search of a better life. As a result, the populations of the newly formed western states rapidly increased. Over time, manufacturing became the main industry in the North, and northern cities began to take shape. The economies of the southern states remained centered on agriculture, as those states had better soil and a longer growing season. Many southern landowners felt they needed to maintain the institution of slavery for manual labor in their fields. As the nation expanded in both geographical size and population, the differences between northern and southern states became more obvious — and sectionalist views intensified.

- Examine **Item 1: Population Growth in Illinois, Indiana, Missouri, Ohio, 1800-1850** and the data in the table below, taken from **Item 2: Population of the United States and Each State, 1790-1850**. Which state grew at the slowest rate from 1800 to 1850?

State	1800	1810	1820	1830	1840	1850
Illinois	2,458	12,282	55,211	157,445	476,183	851,470
Indiana	2,632	24,520	147,178	343,031	685,866	988,416
Missouri	N/A	19,783	66,586	140,455	383,702	682,044
Ohio	42,159	230,760	581,434	937,903	1,519,467	1,980,329

Illinois had the slowest growth between 1800 and 1850.

- The first census data for Missouri were gathered in 1810. Did Missouri grow at a faster or slower rate than Illinois from 1810 to 1850?

Missouri grew at a slower rate than Illinois from 1810 to 1850.

- Ohio grew rapidly from 1810 to 1820. Which state grew in a similar way from 1820 to 1830?

Indiana's population grew similarly between 1820 and 1830.

4. How does the growth of Ohio's population from 1830 to 1840 compare with its growth from 1810 to 1820? Compare these results with those for Indiana and Illinois. What do you find? What does this suggest?

Ohio's population increased by more people from 1830 to 1840 than it did from 1810 to 1820. From 1830 to 1840, Ohio's population grew by more people than Indiana's and Illinois' populations. This suggests that while all three populations were increasing, Ohio's population increased by the largest number of people from 1830 to 1840.

5. Look at **Item 2: Population of the United States and Each State, 1790–1850**. According to the 1790 and 1800 Censuses, which state had the largest population? Which state had the largest population in 1810? When did Ohio surpass Virginia in state population?

- **Virginia had the largest population in both 1790 and 1800.**
- **New York had the largest population in 1810.**
- **Ohio surpassed Virginia in population in 1840.**

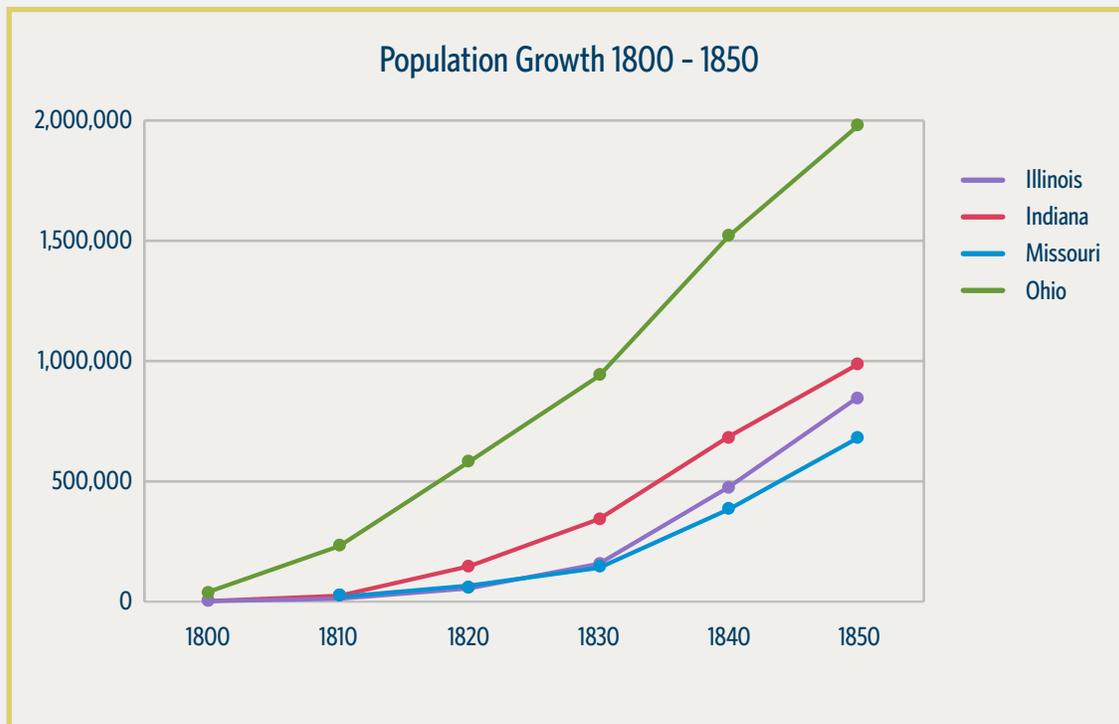
6. Look at the state population data for 1850. Rank the top 10 states in order of population, from highest to lowest.

1. **New York**
2. **Pennsylvania**
3. **Ohio**
4. **Virginia**
5. **Tennessee**
6. **Massachusetts**
7. **Indiana**
8. **Kentucky**
9. **Georgia**
10. **North Carolina**

7. What conclusions can you draw after reviewing these population data?

- **Large states tended to have large populations.**
- **Half of the most populous states were part of the original 13 colonies; the rest of the states were west of the original colonies. This signals a trend toward westward expansion.**
- **Virginia, Tennessee, Kentucky, Georgia, and North Carolina were southern, or "slave," states; the rest of the list is made up of northern, or "free," states. This suggests that northern industrial cities were starting to take shape in 1850.**

Item 1: Population Growth in Illinois, Indiana, Missouri, and Ohio, 1800-1850



Data points are taken from Item 2.

Item 2: Population of the United States and Each State, 1790-1850

Part II. Population of the United States and Each State							
UNITED STATES -- POPULATION OF STATES: 1790-1850							
	1850	1840	1830	1820	1810	1800	1790
UNITED STATES	23,191,876	17,063,353	12,860,702	9,638,453	7,239,881	5,308,483	3,929,214
Alabama	771,623	590,756	309,527	127,901	9,046	1,250	--
Alaska	--	--	--	--	--	--	--
Arizona	--	--	--	--	--	--	--
Arkansas	209,897	97,574	30,388	14,273	1,062	--	--
California	92,597	--	--	--	--	--	--
Colorado	--	--	--	--	--	--	--
Connecticut	370,792	309,978	297,675	275,248	261,942	251,002	237,946
Delaware	91,532	78,085	76,748	72,749	72,674	64,273	59,096
District of Columbia	51,687	33,745	30,261	23,336	15,471	8,144	--
Florida	87,445	54,477	34,730	--	--	--	--
Georgia	906,185	691,392	516,823	340,989	251,407	162,686	82,548
Hawaii	--	--	--	--	--	--	--
Idaho	--	--	--	--	--	--	--
Illinois	851,470	476,183	157,445	55,211	12,282	2,458	--
Indiana	988,416	685,866	343,031	147,178	24,520	2,632	--
Iowa	192,214	43,112	--	--	--	--	--
Kansas	--	--	--	--	--	--	--
Kentucky	982,405	779,828	687,917	564,317	406,511	220,955	73,677
Louisiana	517,762	352,411	215,739	153,407	76,556	--	--
Maine	583,169	501,793	399,455	298,335	228,705	151,719	96,540
Maryland	583,034	470,019	447,040	407,350	380,546	341,548	319,728
Massachusetts	994,514	737,699	610,408	523,287	472,040	422,845	378,787
Michigan	397,654	212,267	28,004	7,452	4,762	3,757	--
Minnesota	6,077	--	--	--	--	--	--
Mississippi	606,526	375,651	136,621	75,448	31,306	7,600	--
Missouri	682,044	383,702	140,455	66,586	19,783	--	--
Montana	--	--	--	--	--	--	--
Nebraska	--	--	--	--	--	--	--
Nevada	--	--	--	--	--	--	--
New Hampshire	317,976	284,574	269,328	244,161	214,460	183,858	141,885
New Jersey	489,555	373,306	320,823	277,575	245,562	211,149	184,139
New Mexico	61,547	--	--	--	--	--	--
New York	3,097,394	2,428,921	1,918,608	1,372,812	959,049	589,051	340,120
North Carolina	869,039	753,419	737,987	638,829	556,526	478,103	393,751
North Dakota	--	--	--	--	--	--	--
Ohio	1,980,329	1,519,467	937,903	581,434	230,760	42,159	--
Oklahoma	--	--	--	--	--	--	--
Oregon	12,093	--	--	--	--	--	--
Pennsylvania	2,311,786	1,724,033	1,348,233	1,049,458	810,091	602,365	434,373
Rhode Island	147,545	108,830	97,199	83,059	76,931	69,122	68,825
South Carolina	668,507	594,398	581,185	502,741	415,115	345,591	249,073
South Dakota	--	--	--	--	--	--	--
Tennessee	1,002,717	829,210	681,904	422,823	261,727	105,602	35,691
Texas	212,592	--	--	--	--	--	--
Utah	11,380	--	--	--	--	--	--
Vermont	314,120	291,948	280,652	235,981	217,895	154,465	85,425
Virginia	1,119,348	1,025,227	1,044,054	938,261	877,683	807,557	691,737
Washington	1,201	--	--	--	--	--	--
West Virginia	302,313	224,537	176,924	136,808	105,469	78,592	55,873
Wisconsin	305,391	30,945	3,635	1,444	--	--	--
Wyoming	--	--	--	--	--	--	--

www2.census.gov/library/publications/decennial/1990/population-of-states-and-counties-us-1790-1990/population-of-states-and-counties-of-the-united-states-1790-1990.pdf

To view the PDF electronically, click on the link above and go to Page 4.