



Count Me In!

Exploring the historical foundations and importance of the US Census



1790 Census of the United States

The Return for SOUTH CAROLINA having been made since the foregoing Schedule was originally printed, the whole Enumeration is here given complete, except for the N. Western Territory, of which no Return has yet been published.

DISTRICTS	White	Black	Indian	Other	Total
Sumter	24431	43338	40591	551	108881
St. Charles	38480	34741	2964	92	73967
Marion	44374	42421	42829	551	87825
Madison	92412	87012	44414	545	184423
Bladen	60101	57290	32814	1401	111516
Camden	62143	54471	17443	881	120948
Richmond	82100	73100	11340	4014	164954
York	45111	41441	13471	2711	102734
Robeson	51111	48111	12111	1111	103444
Wilmington	11711	11111	31111	1111	26144
Currituck	10231	10111	18111	1111	29144
Perquimans	55111	52111	11111	1111	119444
Northampton	59111	56111	11111	1111	127444
Albemarle	60111	57111	11111	1111	129444
Wayne	61111	58111	11111	1111	131444
Franklin	62111	59111	11111	1111	133444
Chatham	63111	60111	11111	1111	135444
Johnston	64111	61111	11111	1111	137444
Craven	65111	62111	11111	1111	139444
Swain	66111	63211	11111	1111	141444
Beaufort	67111	64311	11111	1111	143444
Currituck	68111	65411	11111	1111	145444
Perquimans	69111	66511	11111	1111	147444
Northampton	70111	67611	11111	1111	149444
Albemarle	71111	68711	11111	1111	151444
Wayne	72111	69811	11111	1111	153444
Franklin	73111	70911	11111	1111	155444
Chatham	74111	72011	11111	1111	157444
Johnston	75111	73111	11111	1111	159444
Craven	76111	74211	11111	1111	161444
Swain	77111	75311	11111	1111	163444
Beaufort	78111	76411	11111	1111	165444
Currituck	79111	77511	11111	1111	167444
Perquimans	80111	78611	11111	1111	169444
Northampton	81111	79711	11111	1111	171444
Albemarle	82111	80811	11111	1111	173444
Wayne	83111	81911	11111	1111	175444
Franklin	84111	83011	11111	1111	177444
Chatham	85111	84111	11111	1111	179444
Johnston	86111	85211	11111	1111	181444
Craven	87111	86311	11111	1111	183444
Swain	88111	87411	11111	1111	185444
Beaufort	89111	88511	11111	1111	187444
Currituck	90111	89611	11111	1111	189444
Perquimans	91111	90711	11111	1111	191444
Northampton	92111	91811	11111	1111	193444
Albemarle	93111	92911	11111	1111	195444
Wayne	94111	94011	11111	1111	197444
Franklin	95111	95111	11111	1111	199444
Chatham	96111	96211	11111	1111	201444
Johnston	97111	97311	11111	1111	203444
Craven	98111	98411	11111	1111	205444
Swain	99111	99511	11111	1111	207444
Beaufort	100111	100611	11111	1111	209444
Currituck	101111	101711	11111	1111	211444
Perquimans	102111	102811	11111	1111	213444
Northampton	103111	103911	11111	1111	215444
Albemarle	104111	105011	11111	1111	217444
Wayne	105111	106111	11111	1111	219444
Franklin	106111	107211	11111	1111	221444
Chatham	107111	108311	11111	1111	223444
Johnston	108111	109411	11111	1111	225444
Craven	109111	110511	11111	1111	227444
Swain	110111	111611	11111	1111	229444
Beaufort	111111	112711	11111	1111	231444
Currituck	112111	113811	11111	1111	233444
Perquimans	113111	114911	11111	1111	235444
Northampton	114111	116011	11111	1111	237444
Albemarle	115111	117111	11111	1111	239444
Wayne	116111	118211	11111	1111	241444
Franklin	117111	119311	11111	1111	243444
Chatham	118111	120411	11111	1111	245444
Johnston	119111	121511	11111	1111	247444
Craven	120111	122611	11111	1111	249444
Swain	121111	123711	11111	1111	251444
Beaufort	122111	124811	11111	1111	253444
Currituck	123111	125911	11111	1111	255444
Perquimans	124111	127011	11111	1111	257444
Northampton	125111	128111	11111	1111	259444
Albemarle	126111	129211	11111	1111	261444
Wayne	127111	130311	11111	1111	263444
Franklin	128111	131411	11111	1111	265444
Chatham	129111	132511	11111	1111	267444
Johnston	130111	133611	11111	1111	269444
Craven	131111	134711	11111	1111	271444
Swain	132111	135811	11111	1111	273444
Beaufort	133111	136911	11111	1111	275444
Currituck	134111	138011	11111	1111	277444
Perquimans	135111	139111	11111	1111	279444
Northampton	136111	140211	11111	1111	281444
Albemarle	137111	141311	11111	1111	283444
Wayne	138111	142411	11111	1111	285444
Franklin	139111	143511	11111	1111	287444
Chatham	140111	144611	11111	1111	289444
Johnston	141111	145711	11111	1111	291444
Craven	142111	146811	11111	1111	293444
Swain	143111	147911	11111	1111	295444
Beaufort	144111	149011	11111	1111	297444
Currituck	145111	150111	11111	1111	299444
Perquimans	146111	151211	11111	1111	301444
Northampton	147111	152311	11111	1111	303444
Albemarle	148111	153411	11111	1111	305444
Wayne	149111	154511	11111	1111	307444
Franklin	150111	155611	11111	1111	309444
Chatham	151111	156711	11111	1111	311444
Johnston	152111	157811	11111	1111	313444
Craven	153111	158911	11111	1111	315444
Swain	154111	160011	11111	1111	317444
Beaufort	155111	161111	11111	1111	319444
Currituck	156111	162211	11111	1111	321444
Perquimans	157111	163311	11111	1111	323444
Northampton	158111	164411	11111	1111	325444
Albemarle	159111	165511	11111	1111	327444
Wayne	160111	166611	11111	1111	329444
Franklin	161111	167711	11111	1111	331444
Chatham	162111	168811	11111	1111	333444
Johnston	163111	169911	11111	1111	335444
Craven	164111	171011	11111	1111	337444
Swain	165111	172111	11111	1111	339444
Beaufort	166111	173211	11111	1111	341444
Currituck	167111	174311	11111	1111	343444
Perquimans	168111	175411	11111	1111	345444
Northampton	169111	176511	11111	1111	347444
Albemarle	170111	177611	11111	1111	349444
Wayne	171111	178711	11111	1111	351444
Franklin	172111	179811	11111	1111	353444
Chatham	173111	180911	11111	1111	355444
Johnston	174111	182011	11111	1111	357444
Craven	175111	183111	11111	1111	359444
Swain	176111	184211	11111	1111	361444
Beaufort	177111	185311	11111	1111	363444
Currituck	178111	186411	11111	1111	365444
Perquimans	179111	187511	11111	1111	367444
Northampton	180111	188611	11111	1111	369444
Albemarle	181111	189711	11111	1111	371444
Wayne	182111	190811	11111	1111	373444
Franklin	183111	191911	11111	1111	375444
Chatham	184111	193011	11111	1111	377444
Johnston	185111	194111	11111	1111	379444
Craven	186111	195211	11111	1111	381444
Swain	187111	196311	11111	1111	383444
Beaufort	188111	197411	11111	1111	385444
Currituck	189111	198511	11111	1111	387444
Perquimans	190111	199611	11111	1111	389444
Northampton	191111	200711	11111	1111	391444
Albemarle	192111	201811	11111	1111	393444
Wayne	193111	202911	11111	1111	395444
Franklin	194111	204011	11111	1111	397444
Chatham	195111	205111	11111	1111	399444
Johnston	196111	206211	11111	1111	401444
Craven	197111	207311	11111	1111	403444
Swain	198111	208411	11111	1111	405444
Beaufort	199111	209511	11111	1111	407444
Currituck	200111	210611	11111	1111	409444
Perquimans	201111	211711	11111	1111	411444
Northampton	202111	212811	11111	1111	413444
Albemarle	203111	213911	11111	1111	415444
Wayne	204111	215011	11111	1111	417444
Franklin	205111	216111	11111	1111	419444
Chatham	206111	217211	11111	1111	421444
Johnston	207111	218311	11111	1111	423444
Craven	208111	219411	11111	1111	425444
Swain	209111	220511	11111	1111	427444
Beaufort	210111	221611	11111	1111	429444
Currituck	211111	222711	11111	1111	431444
Perquimans	212111	223811	11111	1111	433444
Northampton	213111	224911	11111	1111	435444
Albemarle	214111	226011	11111	1111	437444
Way					



Let us know who you are!

It is very important that we learn how the Census 2020 curriculum modules improve the accuracy of the upcoming census. When you download a curriculum module, please click on the link below so that we can compile information about which modules were used and in which part of the state. In the spring, we will be sending out a short survey that asks for your opinion of the curriculum modules and the estimated level of implementation of the modules. All information will be kept confidential by the project evaluator.

<http://bit.ly/2020CountMeIn>

Sacramento
Office of Education **County**



Los Angeles County
Office of Education

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Census 2020

Did those living in western lands benefit from being counted?

Title of Lesson	Westward Expansion	Grade Level	5th	Duration	5 Days
HSS Standards	<p>5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.</p>				
ELA Standards	<p>RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts, in a historical, scientific, or technical text based on specific information in the text. W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>				
ELD Standards	<p>I.A.4 Adapting language choices to various contexts (based on task, purpose, audience, and text type) I.B.6 Reading closely literary and informational text and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language I.C.11 Supporting own opinions and evaluating others' opinions in speaking and writing</p>				

Lesson Sequence Overview				
Supporting Question	What motivated people to move west?	What motivated people to move west?	How and why were people counted in the states from 1790 to the 1860s?	How would an accurate count of people affect frontier life?
Duration	50 minutes	60 minutes	50 minutes	50 minutes
Performance Task	Students will complete a KWL Chart and a graphic organizer using the song "I Will Go West" and the article "Like as a Pioneer, Why Move West".	Using three sources, students will create a t-chart listing the pros and cons of moving westward.	Students will conduct a close read of "How the Census was Conducted" and complete a formative quiz on census information.	Students will create a list of the reasons people are counted today other than the census. As a whole class, students will brainstorm how the census would have impacted the life of settlers that moved west.

Summative Task	Students will write a newspaper article, using text-based evidence, to inform people in their town of the benefits or drawbacks to participating in the census
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What motivated people to move west?		
	Day 1	50 minutes
Learning Objective	Students will be able to explain why people wanted to move west.	
Background Information	<p>Teachers can access information to increase their background knowledge at the following links:</p> <p>Westward Expansion: https://www.youtube.com/watch?v=X2tfAtHC_8</p> <p>Elbow Room, School House Rock: https://www.youtube.com/watch?v=FfoQBTPY7gk</p>	
Introduction	Engage students by talking about the reasons we move. Example topics can include a change in a parent’s job, a new house, and/or a desire to live in a different location.	10 minutes
	As students explore contemporary reasons people may move, have them brainstorm and discuss similar and different reasons people would have moved in the late-18 th and early-19 th centuries.	
	Have students create a KWL chart to assess background knowledge and discuss the current climate in the colonies.	
Evaluation of Sources	Students will conduct a reading and analysis of the song “I Will Go West”. (Document A) Students should focus specifically on understanding the author’s motivation to move west.	35 minutes
	Have students pair up to read “Life as a Pioneer” (Document B) looking for reasons why people chose to move westward.	
	Collaboratively, students use the “Push Factors/Pull Factors” to collate information gathered from the sources. The teacher should help students to understand the difference between push factors (those at home that incentive people to leave) and pull factors (the perceived benefits of a new location).	
Closing	As a whole class, return to the KWL charts. Allow students to share new information learned from the sources and add it to their charts.	5 minutes
	Collect graphic organizers to formatively assess student learning.	

Document A

1. Oh, times are tough, amaz-ing rough, Ex-penses are a-larming; I will go West, its far the best, Try my luck at farm-ing.
 2. For the i - de-a of staying here To just earn your gruel. Makes me feel sad, and sometimes mad, It is so aw - ful cru - el.

3. Goods are so high, I heave a sigh, At the ecst of liv - ing; My lov - ing wife, she sees the strife, And has a spell of cry - ing.

1 Oh! times are tough, amazing rough,
 Expenses are alarming,
 I will go West, it's far the best,
 Try my luck at farming.

2 For the idea, of staying here
 To just earn your gruel,
 Makes me feel sad and sometimes mad
 'Tis so awful cruel.

3 Goods are so high, I heave a sigh,
 At the cost of living,
 My loving wife, she sees the strife
 And has a spell of crying.

4 Now there's my boys, my chiefest joys,
 To have them in the City,
 Amid the harm, gives me alarm
 And I ache with pity.

5 And there's my girls, with auburn curls
 May be slaves to fashion,
 And lay such stress, on how to dress,
 Becomes a ruling passion.

6 Now it's no use, I've stood abuse
 I'll take all with dear Mary,
 Settle down in a country town,
 Farm it on a prairie.

7 My barns replete with corn and wheat,
 Lots of milk and butter,
 T'would be a shame, to here complain
 Or a murmur utter.

8 Now we'll start with cheerful heart
 Nor fear our journey hinders,
 For we dont care, a single hair
 For smoke or flying cinders

9 On end of car, we'll shout hurrah,
 Farewell, friend and neighbor,
 We're going where, there's bread to spare
 Easy time of labor.

Price  Cents.



Discount to the Trade.

Document B

Why Move West

Many pioneers who settled in Iowa came from states to the east. They came in large numbers from Ohio, Indiana, Illinois and New York.

What attracted pioneer settlers to migrate to Iowa?

Historians tell us about push/pull factors. There were forces that helped to *push* settlers west. That is, there were reasons why pioneers wanted to leave the east and move to new lands in the west.

Historians also believe there were factors that helped *pull* settlers west. There were reasons why moving west sounded better to the pioneer settler than staying in the east.

Pioneer settlers were sometimes *pushed* west because they couldn't find good jobs that paid enough. Others had trouble finding land to farm.

With more and more people from Europe moving into the eastern states, crowding was sometimes a problem. Still others wanted to move from their homes in the east because they didn't like the new industries and the developing cities.

Pioneer settlers were sometimes *pulled* west because they wanted to make a better living. Others received letters from friends or family members who had moved west. These letters often told about a good life on the frontier.

The biggest factor that pulled pioneers west was the opportunity to buy land. Pioneers could purchase land for a small price compared to what it cost in states to the east.

Westward Expansion

PUSH FACTORS	PULL FACTORS

What motivated people to move west?		
	Day 2	60 minutes
Learning Objective	Students will determine the advantages and disadvantages of moving west by creating a T-chart.	
Introduction	In small group discussion, have students reflect on what they learned the prior day, specifically regarding what motivated people to move westward.	10 minutes
	Introduce students to the hardships faced by people moving westward, and how reality differed from expectations. Items for discussion could include distance from civilization and the use of letter writing to maintain connections with family and friends back home.	
Evaluation of Sources	In pairs, have students read "Pioneer Life" (Document D) and highlight information about what life was like for early pioneers.	40 minutes
	In same pairs or new pairs, have students read "Pros and Cons of Moving West". (Document E). Students should highlight pros in one color and underline cons in a different color.	
	Students should continue working in pairs, reading and annotating "Diary Entry" from Kate Dunlap. (Document F)	
Closing	In whole group, create a t-chart to list pros and cons of moving west and life on the frontier.	10 minutes
Homework	Students will pretend that they have just moved west, away from their home, family, and friends. They will choose to write either a diary entry or a letter to someone back home describing either life on the frontier or travelling west. Rubric for assessment is Document G.	

Document D

Pioneer Life

Pioneer life has a special meaning in America. In less than 300 years, civilization spread across a vast continental wilderness. From the first landings in Virginia and Massachusetts in the early 1600's, American settlers kept pushing westward behind an ever moving frontier. Into wild country went hunters, trappers, fur traders, miners, frontier soldiers, surveyors, and pioneer farmers. The farmers tamed the land and made it productive. Every part of America had its pioneers.

Kinds of Pioneers

The pioneers were as varied as human nature. Some were adventurous and independent. Some were irresponsible and lazy, like the Indiana squatter who moved eight times without ever clearing timber or fencing a field. "To move," he said, "all I have to do is put out the fire and call the dog." But most of the pioneers were determined and industrious people. Silas Garber, for example, settled in a sod-roofed dugout on a prairie creek bank in 1871. Four years later he had succeeded in becoming the governor of Nebraska.

Most pioneers were willing to face toil and hardship for the sake of opportunity. They meant to carve homes out of the wilderness. Yankee farmers went west from the stony fields of New England, and Southern families went west from the crowded lands of Virginia and the Carolinas. Still other pioneers were immigrants newly arrived from Europe. English, Scotch, Welsh, and German pioneers went into the Ohio Valley. Scandinavian colonists settled mainly in the upper Mississippi Valley and on the Great Plains beyond the Missouri River.

Reasons for the Westward Movement

All of the pioneers hoped to find something better over the western horizon. New England families, tired of farming rocky valleys, were attracted to broad and fertile lands beyond the Appalachian Mountains. Southern farmers, suffering from bad luck or bad management, sought a new life in the West. To European immigrants the American frontier offered political freedom and economic opportunity. In the West, you could own your own land and work for your own future. For many people the West meant new opportunities.

In the Great Migration, which began after the War of 1812, multitudes of people went to the American interior. The population was growing in the eastern states. Families were large, and only one child could inherit the family home. The rest went to the growing cities or to the frontier. During hard seasons, when crops failed or when farm prices fell, many headed for a new beginning in the West.

Many went almost empty-handed to the frontier. They traveled light and arrived with only an ax and a rifle. Others carried heirlooms and farming tools. Some took seed corn and orchard shoots, cattle, hogs, and poultry. But how does one prepare for sickness and danger, for accident and misfortune? Some settlers failed and returned to the East. Those who stayed and survived turned a wilderness into a civilization.

Building a Cabin in the Clearing

On every new frontier the pioneers made homes for themselves, using what the wild land provided. In the great forests of the Ohio and Mississippi valleys the land provided timber. Here the pioneers' essential tool was the ax. The ax would clear the forest for the plow. But its first task was to shape a pioneer shelter.

When a family of settlers arrived at the spot where they planned to make their home, they began chopping saplings and trimming poles to build a lean-to. Between two forked trees they laid a crosspole. With the help of oxen or horses they rolled up a log, which was banked with dirt to form a low back wall. Then they laid poles, slanted upward, from the back log to the crosspole. The sloping roof was covered with bark and branches. The ends of the lean-to were walled with shorter poles and pickets. This was the pioneers' "half-faced camp." It always

faced south, away from wind and rain. In front of the open side they dug a fire pit. Logs smoldered there day and night, giving warmth and protection.

This served as a temporary home while the pioneer family prepared ground for their first crop. A real clearing took months of work, but a "deadening" could be done quickly. A few ax cuts were made in the tree trunks so that sap could not flow up to the branches. Soon the leaves withered, allowing sunlight to reach the damp soil. Seed corn was dropped into ax cuts in the ground. The crop from that crude planting provided food for the first winter.

Before winter came, the pioneer family hoped to have a small clearing and a snug cabin. The forest was the settlers' enemy—it had to be destroyed to create their fields. At the same time, it was their friend—it gave them logs for their cabin, fuel for their fire, rails for their fences, wheels for their wagon, and a frame for their plow.

Notched logs formed the cabin walls. A ridgepole at the peak supported lighter roof poles, and a bark thatching made the roof complete. Logs, split into flat-faced planks called puncheons, were used to make the cabin floor. Two openings, a window and a door, were sawed out with patient labor. Typically the first doorway covering was an old quilt weighted with a log; later a board door would be hung on leather hinges. The first window covering was greased paper, which turned away wind and water and admitted a dim light. Pioneers used any paper they had. One settler greased his wedding certificate with bear fat and put it in his window frame.

Opposite the cabin doorway was the yawning chimney mouth. Clay from the creek bank, mixed with dried grass, was formed into clumsy bricks, which hardened in the sun. Laid against the cabin wall, the bricks formed a "cat and clay" chimney with a broad opening. The fire that smoldered there gave heat for cooking, light, and warmth. Outside, the ax thudded and the smoke of brushfires hazed the air. Slowly the field was widened; a few new acres were cultivated every year. The cabin in the clearing was the pioneer homestead. When it gave way to a frame house, with a traveled road going past, the pioneer life had ended.

Traveling on the Overland Trails

In the 1840's and 1850's hundreds of thousands of pioneers made the long trek west to new frontiers in Oregon and California. For months they lived in covered wagons. These adventurers traveled in caravans, with 30 or more wagons rocking westward on the overland trails. On fine days a wagon train could cover 20 miles (32 kilometers); when the rains brought mud, they would be satisfied to cover half that distance.

When a caravan was large, it was divided into two groups. Behind the line of wagons came the "cow column"—milk cows and spare oxen driven by men and boys on horseback. At night the wagons drew into a circle and the oxen were turned loose to graze. Men took turns at guard duty under the western stars.

At first daylight the guards went around the circle shouting "Arise! Arise!" Cows were milked while breakfast sizzled on the fire. The oxen were yoked and the wagons pulled into line. As the long bullwhips cracked, another day's travel began.

At noon the captain called a halt on a prairie ridge or beside a creek bank. While lunch was laid out, children ran over the prairie, gathering buffalo "chips" for the evening fire. (Buffalo dung was the travelers' main source of fuel.) After an hour's rest the march started again. The sun beat down, and heat waves shimmered on the horizon. When the shadows lengthened behind them, the captain began looking for a camping place. Supper was a restful meal. Children ran from one campfire to another. Men talked about the next day's travel, and women talked about the homes they would have at the end of the journey. After a fiddler played a few tunes, the people went to bed, some in the wagons, others on the ground. When the fires died down, the night wind brought the haunting call of coyotes.

Sunday was commonly a day of rest. However, even on Sundays the women washed clothes and baked bread, and the men repaired harnesses and greased the wagon wheels. While dinner was cooking, the whole company

gathered in the shade of the circled wagons as the captain read a chapter from the Bible. Most often they turned to the Book of Exodus, which told of people wandering in the wilderness, seeking a promised land.

Settling on the Great Plains

On the Great Plains, which were settled soon after the Civil War (1861–65), the pioneers built their first dwellings with the deeply rooted grass. Here farmers plowed up building material while breaking their first fields. With a spade they cut the furrows into 3-foot (1-meter) lengths. These they piled up like bricks, leaving openings for a door and window. Roof poles came from willow thickets along the infrequent prairie creeks. When a layer of sod covered the crisscrossed poles, the house was completed. It was cool in summer, warm in winter, windproof, and fireproof. But it did not keep out water. Spring rains seeped through the sod roof long after the sky had cleared. Sometimes a pioneer would have to hold an umbrella over the fire to cook a meal.

Outside the sod shanty a settler chopped into the broken ground and dropped seed corn into each cut. A year of wind and weather would soften the field for cultivation. But the first crop was sod corn, growing in the matted grass roots. On the prairie lay buffalo bones left by hide hunters. Pioneer settlers hauled wagon loads of bones to the nearest railroad town, trading them for a wooden door, a glass-paned window, or some joints of stovepipe. The bones were ground up for fertilizer.

Near the first sod hut other pioneers marked their claims with a "straddlebug"—three boards nailed in a flimsy pyramid. New "soddies" appeared on the prairie, with new breakings beside them. These small fields, almost lost in the blowing grasslands, were the beginning of a changed country. In a few years roads were graded along the section lines, settlements sprang up at the township corners, and wheat and corn grew where the buffalo grass had been.

Way Of Life

Whatever their surroundings, the pioneers had to depend on themselves and on the land. Self-reliance was a frontier requirement. Game provided food and leather clothing. New settlers gathered wild fruits, nuts, and berries. For salt they boiled the water of saline springs. Maple sugar was made by tapping maple trees in early spring and boiling the sap until it thickened into a tasty sweetening. Substitutes for tea and coffee were provided by boiling sassafras root and brewing parched corn and barley. With an ax and adze for cutting tools, the pioneers made beds, tables, benches, and stools. They split logs into rails to make the zigzag fence that enclosed their clearings.

Pioneer women learned to supply their own household goods. Gourds served as pails and dippers. Wood ash was sifted to make soap. Tallow (sheep and cattle fat) was molded into candles. Every cabin had two spinning wheels—a big wheel for wool and a smaller wheel for flax. With their own home-woven "linsey-woolsey," a coarse cloth of mixed linen and wool, pioneer women made their family's clothing. Clothes were also made from animal skins, which the pioneers tanned into leather.

Winter was a hard season on the frontier. In bitter weather the family huddled around the fire. When there was no leather, some people went barefoot and suffered frostbite. Food was scanty and monotonous. For months there were no fresh fruits or vegetables. In early spring, women looked eagerly for the first wild mustard and dandelion plants, which they could boil into a dish of "greens."

Walter Havighurst

Author

First Book of Pioneers

Havighurst, Walter. "Pioneer Life." . Scholastic Grolier Online, go.scholastic.com/content/schgo/D/article/a20/232/a2023250-h.html. Accessed 5 Mar. 2019.

Document D (Modified)

Pioneer Life

Pioneer life has a special meaning in America. In less than 300 years, civilization spread across a vast continental wilderness. From the first landings in Virginia and Massachusetts in the early 1600's, American settlers kept pushing westward behind an ever moving frontier. Into wild country went hunters, trappers, fur traders, miners, frontier soldiers, surveyors, and pioneer farmers. The farmers tamed the land and made it productive. Every part of America had its pioneers.

Kinds of Pioneers

Most pioneers were willing to face toil and hardship for the sake of opportunity. They meant to carve homes out of the wilderness. Yankee farmers went west from the stony fields of New England, and Southern families went west from the crowded lands of Virginia and the Carolinas. Still other pioneers were immigrants newly arrived from Europe. English, Scotch, Welsh, and German pioneers went into the Ohio Valley. Scandinavian colonists settled mainly in the upper Mississippi Valley and on the Great Plains beyond the Missouri River.

Reasons for the Westward Movement

Many went almost empty-handed to the frontier. They traveled light and arrived with only an ax and a rifle. Others carried heirlooms and farming tools. Some took seed corn and orchard shoots, cattle, hogs, and poultry. But how does one prepare for sickness and danger, for accident and misfortune? Some settlers failed and returned to the East. Those who stayed and survived turned a wilderness into a civilization.

Building a Cabin in the Clearing

When a family of settlers arrived at the spot where they planned to make their home, they began chopping saplings and trimming poles to build a lean-to. Between two forked trees they laid a crosspole. With the help of oxen or horses they rolled up a log, which was banked with dirt to form a low back wall. Then they laid poles, slanted upward, from the back log to the crosspole. The sloping roof was covered with bark and branches. The ends of the lean-to were walled with shorter poles and pickets. This was the pioneers' "half-faced camp." It always faced south, away from wind and rain. In front of the open side they dug a fire pit. Logs smoldered there day and night, giving warmth and protection.

Before winter came, the pioneer family hoped to have a small clearing and a snug cabin. The forest was the settlers' enemy—it had to be destroyed to create their fields. At the same time, it was their friend—it gave them logs for their cabin, fuel for their fire, rails for their fences, wheels for their wagon, and a frame for their plow.

Traveling on the Overland Trails

In the 1840's and 1850's hundreds of thousands of pioneers made the long trek west to new frontiers in Oregon and California. For months they lived in covered wagons. These adventurers traveled in caravans, with 30 or more wagons rocking westward on the overland trails. On fine days a wagon train could cover 20 miles (32 kilometers); when the rains brought mud, they would be satisfied to cover half that distance.

At first daylight the guards went around the circle shouting "Arise! Arise!" Cows were milked while breakfast sizzled on the fire. The oxen were yoked and the wagons pulled into line. As the long bullwhips cracked, another day's travel began.

At noon the captain called a halt on a prairie ridge or beside a creek bank. While lunch was laid out, children ran over the prairie, gathering buffalo "chips" for the evening fire. (Buffalo dung was the travelers' main source of fuel.) After an hour's rest the march started again.

Sunday was commonly a day of rest. However, even on Sundays the women washed clothes and baked bread, and the men repaired harnesses and greased the wagon wheels.

Way Of Life

Whatever their surroundings, the pioneers had to depend on themselves and on the land. Self-reliance was a frontier requirement. Game provided food and leather clothing. New settlers gathered wild fruits, nuts, and berries. For salt they boiled the water of saline springs. Maple sugar was made by tapping maple trees in early spring and boiling the sap until it thickened into a tasty sweetening. Substitutes for tea and coffee were provided by boiling sassafras root and brewing parched corn and barley. With an ax and adze for cutting tools, the pioneers made beds, tables, benches, and stools. They split logs into rails to make the zigzag fence that enclosed their clearings.

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Document E

Positive and negative effects of westward expansion

The westward expansion in 19th century relates to the extending foot of whites, in the lands of Native Americans. High profitable land and gold attracted government of United States and forced them to acquire it at any cost. U.S. Government believed that land ownership granted republic and independence. But, today, historians believe that such past acts destroyed the republic. Other important events of westward expansion include Louisiana purchase, the homestead act, and manifest destiny. Below mentioned are some pros and cons of westward expansion.

POSITIVE EFFECTS OF WESTWARD EXPANSION

The westward expansion bestowed prosperity to the United States.

Economic opportunities

Immigrants gained better life and opportunities from expansion. People believed that they could own land and make huge money in the west. The land was cheap and immigrants grew large food crops and earned high profits. In addition, California Gold Rush attracted masses at large and gave jobs in the mining sector. Railroad industry grew at immense pace and provided an efficient form of transportation along with employment.

Economic growth

The westward expansion contributed in huge amount to the economy of United States. Without it, the country would be two-thirds of today's size. Additional states encouraged railroad expansion in the country. Farming, industrial, and manufacturing sectors intensified the [economic growth](#). Large production followed the high demands of goods. This led to the invention of new [technology](#) to fulfill these demands in an effective manner and extended economic growth.

Environmental luxury

New plant discoveries led to the research and advances in medicines. The bunch of new land in America engendered the production of new food crops. Cattle were in high demand and sold for the maximum price. In addition, the abundant grasses provided required food to these cattle.

Favorable government policies

The U.S. government offered free land in large quantity to its citizens. This encouraged people to travel west. Federal government supported farmers by financing agricultural education. Farmers increased their [knowledge](#) and skills in [agriculture](#) and produced new crops on this land. People began to settle and started businesses, allowing the economy to grow and thrive. Government motivated towns expansion and settlements through The Homestead Act. These towns created jobs and provided the superior standard of living to people.

NEGATIVE EFFECTS OF WESTWARD EXPANSION

The outcomes of westward expansion were, unexpected and dangerous for many.

Native Americans

The impact of westward expansion was huge on native Americans. Native Americans, forcefully, lived on the reservation and faced racism. In addition, military conflicts between whites and native Americans heightened the problems. Such conflicts followed several deaths. Violent confrontation due to distinct culture was common. U.S. Government shut down every demand of native Americans.

Environmental issues

Many cattle herders moved to west in search of water. This led to the mass grazing and water contamination in the region. In the same period, the buffaloes experienced rapid population decline due to growing demand for beef. Hence, it led to the distinction of animal habitats. Also, the discovery of precious metals impacted land and contributed to land degradation. Pleasant farming dreams destroyed many trees. Mining activities didn't follow reforestation and wrecked the landscape. Harsh cold winters proved negative for the settlers.

Slavery

The purchasing of new territories for expansion engendered two categories: free and slave state. During the westward expansion, the Missouri and Maine became a slave and free state, respectively. Slavery and forced labor rose under the greed of mercenary ones. Native Americans forcefully worked under inhumane conditions. Lack of basic necessities followed the introduction of diseases, that ate up many of them. Spreading slavery divided the nation and raised the alarms of war.

Extreme weather conditions

The conditions in the west were harsh. Blizzards, intense winds, and tornadoes often occurred. People bought land and find it unfit for farming. They suffered and died of hunger. Many abandoned their land and moved back to the east coast.

Indebtedness

Farmers had many burdens, that hurt their wallets. They fell into debt due to many reasons including expensive machinery, high taxes, and ridiculous shipping costs. In addition, the railroads increased the price of tickets because farmers needed short trips for transporting` their produce.

The mission of westward expansion was, enriching Americans and their country and the marchers succeeded in achieving it. One can't forget the elimination of lives and ecology, on whose cost America developed itself. American Indians still possess the lingering effects of this historical event's consequences. History constitutes a package of disastrous episodes. It is our duty not to repeat the past and make a harmonious world.

Labels:negative impact westward expansion native americans, What is the positive and negative effects of the westward expansion?, what were the negative effects of westward expansion,

<http://www.positivenegativeeffects.com/westward-expansion>

Document F

THE DIARY OF KATE DUNLAP, 1864-1865

EXPERIENCES OF ONE WOMAN ON THE OVERLAND JOURNEY FROM IOWA TO MONTANA

June 15, 1864

It is quite foggy this morning and some of the horses are lost. Quite a fussing about to find them at length all are found and we are on our way again. Here is trouble again – a little creek booming high. Some stray cloud had let loose last night or some day before, and quite a number of teams are waiting for the abatement of the waters. Some have gone back to the bluffs to find a way around this, others are preparing to cross, There! Thanks to our good horses we are across safe and sound, and the water did not run into our wagon box either. Now, the roads are very bad being marshy, and the valley is dotted here and there with sloughs and miniature lakes.

Prickly pears and sage brush are growing all along the road today. The Platte valley produces some very fine flowers, among which, are several varieties of the prickly pear, or cactus, which are now in bloom. The one, which is common in the states covers acres upon acres, and bears a rich yellow flower about the size of the palm of the hand. Some few are of a dark buff color, other some are tinted with various colors. The finest is a green prickly bulb, half imbedded in the sand bearing a bright red, many-leaved, rose-like flower, which is very handsome indeed. This cactus is known by the common name, as the “melon thistle.” In warm climates the prickly pear bears an excellent fruit, but I’ve heard no one say that the fruit comes to perfection so far north, yet I know of no reason to the contrary unless it is the shortness of the season. [1]

The roads being very bad we camped early, making only 15 miles. Those who went back to the bluffs have been winding their way over hills and ravines, sometimes in full view, sometimes out of sight. They can’t come down to the river, and we hear that they are suffering for water. This evening the opposite side of the river presents to our view many grand old bluffs, resembling magnificent, ancient castles, fortifications, &c.

[1] Kate continued to describe the vegetation and the landscape of the plains, information for those planning on making the journey.

<http://thediaryofkatedunlap.umwblogs.org/june-15-1864/>

Document G

Journal Entry

You and your family have decided to pack your belongings and move west. You have left behind everything and everyone you are familiar with to go to a new land. You can choose to either write a **diary entry** or a **letter** to a friend back east describing frontier life. Your letter or diary entry must include:

- An accurate date
- 3 obstacles you have encountered and how those obstacles have affected your journey
- An accurate, detailed description of the landscape
- How you feel about moving west

	3 - Outstanding	2 - Good	1 - Fair	0 - Poor
Obstacles	Includes three or more obstacles and how they have affected your journey	Includes 2 obstacles and how they have affected your journey	Includes 1 obstacle and how it has affected your journey	Does not include obstacles or how they have affected the journey
Landscape	Description of landscape is very detailed and accurate	Description of landscape is detailed and accurate	Includes a description of landscape, but may not be accurate or detailed	No description of landscape or inaccurate description of landscape
Date	Included and accurate		Included but not accurate	Not included
Author's Feelings	Includes detailed narrative about how the author feels about moving	Includes description of how the author feels about moving	Minimal detail about how the author feels about moving	No detail about author's feelings about moving west
Conventions	No errors in spelling, punctuation, grammar. Journal entry flows nicely and is clearly written	Less than three error in spelling, punctuation, grammar. Journal entry is clearly written	Less than 5 errors in spelling, punctuation, grammar. Journal entry does not flow nicely.	More than 5 errors in spelling, punctuation, grammar. Journal entry does not flow
Voice	Writer knows audience and speaks to the reader			Voice does not match the format of the topic (letter or journal entry)

How and why were people counted in the states, 1790-1810?		
	Day 3	50 minutes
Learning Objective	Students will be able to explain the process that was used to count people (conduct the census) in 1790-1810 and understand why people were counted.	
Introduction	Display the animated Population Growth Map found at https://www.smithsonianmag.com/history/maps-reveal-slavery-expanded-across-united-states-180951452/ . Allow students to view the animation several times before speaking.	15 minutes
	Possible questions to pose: <ul style="list-style-type: none"> • What changes did you notice from the beginning to the end? • To where were most people migrating? • Why do you think more northerners migrated west? 	
	Provide students with the definition of a census, posing these questions: <ul style="list-style-type: none"> • How would we go about counting 5th graders at our school? • What about all students? • How would we count all children in our county? • What might we need to do to count people without access to technology? 	
Evaluation of Sources	Conduct a whole-class read of “How the Census was Conducted”. (Document H) Students should highlight how and why the census was conducted.	20 minutes
Closing	Students will complete a quiz on census information. (Document I)	15 minutes



COUNTING HEADS IN 1791:

The United States Census in Vermont

How many people are in your school? If you don't know, how could you find out? You could stand by the front door and count heads in the morning. Or give one person the job of counting each class. You could then add the numbers together to get the total. The United States government did something like this when it began the first United States census in 1790.

A census is an **official** count of the people who live in a place. One of the first things the United States Congress did was to order a census of the country.

To know why an official count or census is important, you have to know how our **federal** government works. Laws are made by the United States Congress, a body of men and women who represent the different states. They are elected by citizens of each state.

Congress is made up of two groups, the Senate and the House of Representatives. Each state, large or small in population, sends two senators to the Senate.

The House of Representatives is different. There, states with more people have more representatives. How could representatives be divided by population if no one knew the population of each state? The census is a way of finding out.

There was another reason for the census. The Revolutionary War had cost a great deal of money, and the young nation had to find ways to pay this debt. One way was to divide it equally among all the people. To do this, they had to first find out how many people there were.

THAT'S EASY FOR YOU TO SAY!

Say this. The population of Vermont in 1791 was 85,539 people. That was easy for you to say. Wasn't it? But in a few breaths you've just stated a figure that took eighteen months to find out.

The first census began in 1790. When Vermont joined the Union in 1791, the count of our state had begun. Thomas Jefferson, who was Secretary of State at the time, was responsible for it.

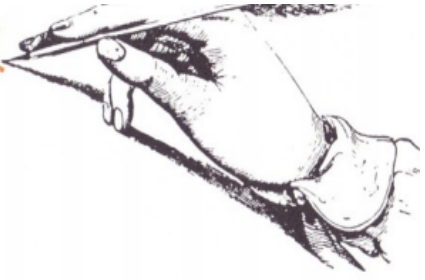
The job of actually counting people fell to the U.S. Marshal's Service. The marshal for each state hired assistants to go door to door. They were paid one dollar for each 300 people interviewed in a town. But in the country, where people were few and far between, the pay was one dollar for every 150 people.

Like most of the country at this time, traveling in Vermont was difficult. The few roads were narrow, muddy, and full of holes. Many were only trails marked by blazed trees. You crossed rivers at fords where the water was shallow. Of course, transportation was by foot, horseback, or coach.

Going house to house, the census takers asked six questions.

- Who was the head of the household?
- How many free, white males age sixteen and older lived there?
- How many free, white males under sixteen?
- How many free, white females?





How many other free persons?
How many slaves?

If the government knew the number of males above sixteen, it would know the number of soldiers it could get if there were a war. All “other free persons” included Native Americans and free blacks who paid taxes. Most Native Americans, who did not pay taxes or belong to a white town, were not counted.

of their history. In fact, an article in the *Vermont Gazette* of September 26, 1791 gives the census totals and says, “To the Honor of Humanity, NO SLAVES.”

TO THE HONOR OF HUMANITY, NO SLAVES

What’s in a number? When the state population in 1791 numbered in the thousands, why would sixteen men get people talking? Because these sixteen were listed as slaves.

The Vermont state constitution was the first to outlaw slavery. Yet the United States in 1791 was a slave-holding society. People owned other men, women, and children as property. The **majority** of the slaves were black people. Slavery was an injustice that was not corrected until the Civil War, seventy-five years later.

Look at the state-by-state summary of the 1790 census in this article. Look under the **category** of slaves. You will see that sixteen are listed for Vermont. They were really free black men living in Bennington County, many of them with their families. They were counted as slaves by mistake.

It is possible that there were slaves in Vermont who were never counted. But Vermonters in 1791 and today would like to think that slavery was not a part

DISTRICTS	Free white Males of 16 years and upwards, including heads of families.	Free white Males under sixteen years.	Free white Females, including heads of families.	All other free persons.	Slaves.	Total.
Vermont	22435	22328	40505	255	16	85539
N. Hampshire	36086	34851	70160	630	158	141885
Maine	24384	24748	46870	538	NONE	96540
Massachusetts	95453	87289	190582	5403	NONE	378787
Rhode Island	16019	15799	32652	3407	948	68825
Connecticut	60523	54403	117448	2808	2764	237946
New York	83700	78122	152320	4654	21324	340120
New Jersey	45251	41416	83287	2762	11423	184139
Pennsylvania	110788	106948	206363	6537	3737	434373
Delaware	11783	12143	22384	3899	8887	59094
Maryland	55915	51339	101395	8043	103036	319728
Virginia	110936	116135	215046	12866	292627	747610
Kentucky	15154	17057	28922	114	12430	73677
N. Carolina	69988	77506	140710	4975	100572	393751
S. Carolina	35576	37722	66880	1801	107094	249073
Georgia	13103	14044	25739	398	29264	82548
	807094	791850	1541263	59150	694280	3893635

VOCABULARY

official - done by the government

federal - national

majority - the greater number of people

category - group



Document I

Census Quiz

1. _____ was President at the time of the first census in 1790.

2. Name 2 reasons for the census:

1. _____

2. _____

3. How is the number of representative different in the House of Representatives and the Senate?

4. Who actually counted people and how did they do it?

5. Why was it important for the government to know the number of males above the age of 16?

Census Quiz - Answer Key

1. GEORGE WASHINGTON was President at the time of the first census in 1790.

2. Name 2 reasons for the census:

1. To determine the number of representatives for the House of Representatives based on population of each state

2. In order to tax people to help pay for the costs of the Revolutionary War

3. How is the number of representative different in the House of Representatives and the Senate?

The number of representatives in the House of Representatives is determined based on state population, whereas the Senate gives each state 2 representatives, no matter how large or small the state population is

4. Who actually counted people and how did they do it?

The State Marshals for each state hired assistants to go door to door counting people. They asked 6 questions

5. Why was it important for the government to know the number of males above the age of 16?

To determine the number of soldiers they could get if there were a war

How would an accurate count of people affect frontier life?		
	Day 4	50 minutes
Learning Objective	Students will be able to explain how an accurate count of people would positively and negatively affect frontier life and those settlers who chose to move west.	
Introduction	<p>As a whole class, generate a list of reasons people are counted today. The list could include:</p> <ul style="list-style-type: none"> Counting the number of people who are attending a birthday party to make sure you have enough food and party favors A teacher counting his or her students during a fire drill A teacher counting students in his or her class to ensure they have enough supplies in their classroom A school counting how many students are enrolled 	10 minutes
	Hold a whole group discussion recalling information from Day 2 on why the census was conducted.	
Evaluation of Sources	Students will read and annotate the third page of "Counting Heads". (Document J)	30 minutes
	Students will read and annotate "Disease and Westward Expansion" (Document K) with a focus on finding evidence about the dangers of expansion.	
Closing	As a whole class, brainstorm how the census would have impacted the life of the settlers that move west.	10 minutes



Can You Keep a Secret?

When the census taker knocked on their doors, some people did not want to be counted. For some, it was against their religion. Others worried that the count would bring them higher taxes. They were afraid that the census lists were sent to the tax collector. Still others simply did not like other people knowing too much about them. They felt they had a right to **privacy**.

Even though the information was important, the government agreed that the privacy of every citizen must be protected. Each U. S. marshal and census taker had to swear an oath of **confidentiality**. They had to promise not to tell other people or even other parts of the government anything about a person or family. In fact, in this century, census workers have gone to jail rather than tell confidential information.

The Big Count

As we enter the computer age, it is surprising to think that the census led to the invention of the computer. Until 1890, census figures were **tallied** by hand. The numbers of people living on one street were added together. Then the numbers on all the streets. Then the numbers for towns, counties, and the whole nation. That's a lot of addition!

Mistakes were made. Hand counting was very slow. The census is taken every ten years and sometimes one was barely done before the next was begun.

In 1887 Dr. Herman Hollerith invented a card-sorting machine that made counting people easier. Holes were punched in a card to represent numbers of people. The cards were put in the machine, which

counted them. Dr. Hollerith's machine counted eighty cards a minute. This was much faster than a person could do it. In 1896 he founded the company that became International Business Machines or IBM, Vermont's largest corporation.



Dr. Herman Hollerith's census machine

VOCABULARY

privacy - the right to be left alone

confidentiality - trust

tallied - counted



Document K

Disease And Westward Expansion

American Eras

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Disease and Westward Expansion

Health. Immigrants who entered the Trans-Appalachian region in the early nineteenth century hoped to leave behind the disease and contamination that seemed so characteristic of Eastern cities. They expected to find in the West an environment of clean air and water, with limitless opportunities for health and material advancement. However, the process of settling the West changed the environment itself. Migrants brought more than their culture; they also transported bacteria and viruses, and with those came epidemics that wrought turmoil in both white and Native American communities. The fact that most people lived far from medical care in primitive, makeshift conditions added to the dangers of disease. When students think of the American West, they often think of gunfights and ambushes even though more persons died from illness than from violence. Thousands of anonymous, unmarked graves along the great trails and in small, deserted towns remain today as a testimony to the unhealthy nature of life in the era of westward expansion.

Indian Depopulation. Disease took its greatest toll on [Native Americans](#). As contact with whites grew more frequent, Indians became exposed to germs and pathogens for which they had no immunity, and as a result they suffered sickness and mortality rates much higher than whites. Scholars estimate that the American Indian population (within contemporary U.S. boundaries) declined from about 600,000 in 1800 to a mere 250,000 by 1900. Besides leaving tribes numerically ill prepared to resist white encroachment, imported diseases struck hardest at elders who filled important leadership roles in Indian societies. [Native Americans](#) increasingly blamed these losses on white intrusion while many whites believed that Indians were a dying race destined for extinction. Thus disease exacerbated tensions between whites and natives and made peaceful co-existence far more difficult.

Smallpox. No other disease ravaged Indian peoples more than the dreaded smallpox. The first major pandemic in the nineteenth-century West occurred in 1801–1802 among tribes in the Central and Northwestern regions of the continent. This epidemic devastated people along the [Missouri River](#) with particular ferocity. Between 1836 and 1840 another epidemic swept the Northern plains, killing many, including thousands of Blackfeet, Pawnees, and Mandans. The artist [George Catlin](#) described a tragic scene among the Mandans in 1837: Chief Four Bears, who always had advocated peace with outside traders, witnessed the deaths of his family and tribal members to smallpox. Surviving the disease himself, Four Bears denounced the White Dogs who brought disease to his people and rather than witness their further destruction, starved himself to death over a period of nine days. Smallpox continued its widespread devastation until the late nineteenth century though not with the same intensity as before 1840. Government officials from both the [United States](#) and Mexico attempted to vaccinate certain Indian groups, yet such actions had little effect because of sporadic implementation and many Indians' suspicion that vaccination was another white plan to kill them.

Cholera. Medical science had no vaccination for the other great scourge of the nineteenth century: cholera. Merchants and sailors transported the disease, believed to have emanated from [India](#), to the [United States](#) in 1832, where the poor sanitary facilities of Eastern cities allowed it to thrive. During the 1849 California Gold Rush, travelers carried the bacterium along the [Santa Fe](#) Trail and other overland routes. Migrants' notoriously filthy hygienic habits caused them to eat spoiled meat and to drink and bathe in waste water. These conditions proved ideal for the spread of cholera. Yet unlike the contagious smallpox virus, cholera's danger lay less in its actual spread than in how it struck at undernourished populations. Prospective gold seekers often suffered from overwork and poor diet, leaving their bodies susceptible to cholera infection. Nomadic Indian tribes suffered the same conditions; as many as one-half of the Pawnees and two-thirds of the Southern Cheyennes died of cholera between 1849 and 1852. Reports among the Comanches state that survivors lacked the strength to bury their

hundreds of dead while Arapaho legends tell of several people who committed suicide rather than face the dreaded sickness. Medical practitioners could do little for cholera patients other than administer tinctures such as laudanum, which relieved the horrifying abdominal cramps suffered by the afflicted.

Cholera in the West

The sudden, explosive nature of cholera epidemics horrified white physicians and native healers alike in their respective attempts to combat the disease. During the 1849–1852 epidemics a frontier doctor named Andrew Still commented on local treatments at a Shawnee Indian mission in [Kansas](#):

The Indian's treatment for cholera was not much more ridiculous than are some of the treatments of some of the so-called doctors of medicine. They dug two holes in the ground, about twenty inches apart. The patient lay stretched over the two,—vomit in one hole and purge in the other, and died stretched over the two, thus prepared, with a blanket thrown over him. Here I witnessed cramps which go with cholera dislocate hips and turn legs out from the body. I sometimes had to force the hips back to get the corpse in the coffin.

In the 1880s doctors discovered the microscopic *Vibrio cholerae* bacillus, which causes the disease. With subsequent emphases on sanitation and quarantine, medical practitioners managed to lessen cholera's destructive power.

Source: A.T. Still, *Autobiography of Andrew T. Still, with a History of the Discovery and Development of the Science of Osteopathy* (Kirks-ville, [Missouri](#): The author, 1897), p. 61.

Other Diseases. Westerners contended with many other ailments as well. Malaria, tuberculosis, measles, [scarlet fever](#), mumps, influenza, and [whooping cough](#) were common. If settlers had the luck of living in the vicinity of a military base, they could seek help from the post surgeon. Military doctors frequently prescribed mercury and calomel (a laxative) in the hope of purging infectious matter. Yet since trained physicians rarely traveled to remote areas (and since many of these diseases were untreatable at the time), pioneers learned to fashion home remedies. In mining camps or wagon crews any person with a meager knowledge of animal birthing or bone setting could be called on to render medical advice. Many Western diseases conferred long-term immunity to survivors, an advantage that [Native Americans](#) did not share. The transfer of dangerous organisms from one people to another became a decidedly one-way process that worked against Indians. Venereal disease also appeared common. Miners, fur trappers, and traders engaged frequently in sexual relations with natives, increasing the possibility of both sides becoming infected with syphilis and gonorrhea. Nearly every man on [Meriwether Lewis](#) and [William Clark](#)'s famous expedition received treatment for syphilis, which at the time consisted of a heavy dose of mercury.

Sources

Ramon Powers and James N. Leiker, "Cholera among the Plains Indians: Perceptions, Causes, Consequences," *Western Historical Quarterly*, 29 (Autumn 1998): 317-340;

Powers and Gene Younger, "Cholera on the Overland Trails, 1832–1869," *Kansas Historical Quarterly*, 5 (Spring 1973): 32-49;

Russell Thornton, *American Indian Holocaust and Survival: A Population History Since 1492* (Norman: University of Oklahoma Press, 1987).

Was being counted by the government a benefit to those living in western lands?		
	Day 5	
Introduction	Recap previous lessons with students focusing on the benefits of the 1790 census (i.e., representation in Congress, accurate count of war ready soldiers, etc.) and the drawbacks (against religion, taxation, and privacy). Discuss the reasons the census started.	
	Set the scene for students' newspaper articles – they are to write as a pioneer in 1790	
Summative Performance Task	<p>Students will decide whether they think the census would have benefitted pioneers or negatively affected them. Then they write a newspaper article informing people in their town of the benefits or drawbacks to participating in the census. The article should include at least 3 accurate reasons why the census would be a good or bad thing. The article should also include some sort of hook and the student's point of view should be very clear.</p> <p>Directions and Rubric are in Document L</p>	

Document L

Newspaper Article

It is 1790 and the government is about to start the process of counting people for the first census. You are a pioneer that has decided to move west. You must decide whether you think the census (counting people) would benefit your fellow pioneers or would hurt them? Write a newspaper article to persuade people in your town to **either** participate in the census or not participate.

Article must include:

- Article Headline/Title
- A hook to draw in your reader
- 3 accurate benefits or drawbacks **for pioneers**
- 3 accurate pieces of information about the census (questions that will be asked, when it will happen, how people will be counted, etc.)
- Clear Point of View

	3 - Outstanding	2 - Good	1 - Fair	0 - Poor
Article Headline/Title	Captivating and related to topic	Present and related to topic	Present, but not related to topic	Not Present
Hook	Interesting and appropriate hook that draws reader in	Hook draws reader in and is appropriate	Hook doesn't catch reader's attention	No hook present
Benefits of drawbacks	3 accurate benefits/drawbacks included	2 accurate benefits/drawbacks included	1 accurate benefit/drawback included	No benefits of drawbacks
Information about the census	3 pieces of information included	2 pieces of information included	1 piece of information included	No information about census included
Point of View	Author's POV is very clear and persuasive	Author's POV is clear and persuasive	Author's POV is not very clear and doesn't really persuade the reader	Author's POV is inconsistent and does not persuade reader
Conventions	No errors in spelling, punctuation, grammar.	Less than three error in spelling, punctuation, grammar.	Less than 5 errors in spelling, punctuation, grammar.	More than 5 errors in spelling, punctuation, grammar.