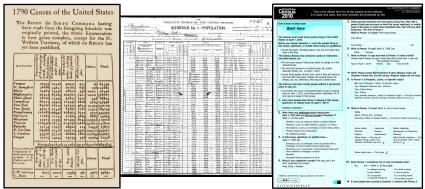# Count Me In!

Exploring the historical foundations and importance of the US Census

Inquiry lessons for 5th, 8th, 11th, and 12th grade teachers

8th Grade Inquiry: Early Nation

CA CENSUS 2020

BE COUNTED, CALIFORNIA!

Sacramento County Office of Education

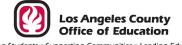Los Angeles County Office of Education
Serving Students • Supporting Communities • Leading Educators

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 County
Office of Education

CA CENSUS 2020
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Acknowledgements

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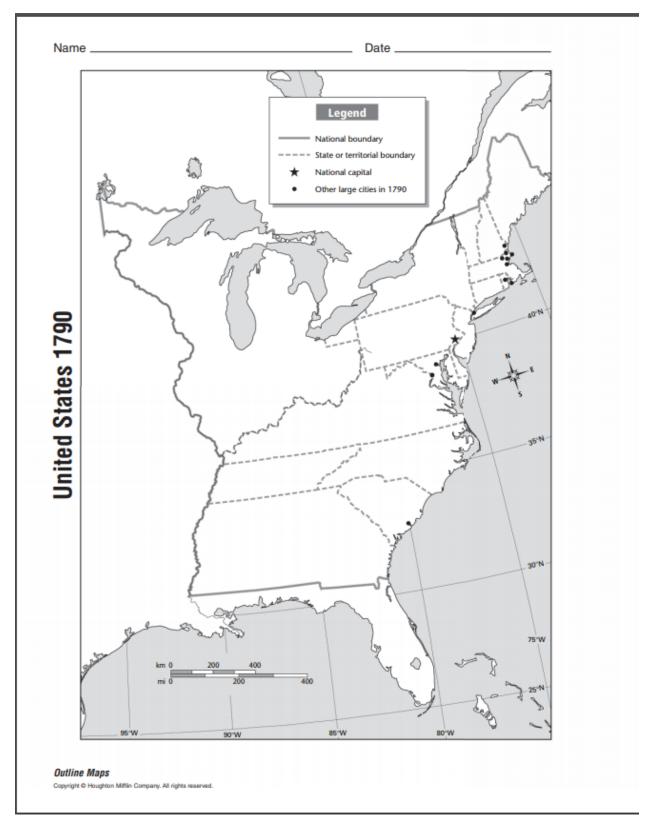Miguel Canales

Census 2020
How much can really change in ten years?

Title of Lesson	Early Nation	**Grade Level**	8th	**Duration**	3 to 4 Days
HSS Standards	**8.4** Students analyze the aspirations and ideals of the people of the new nation. **8.4.1** Describe the country's physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.				
ELA Standards	**S.L.8.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts and issues, building on others' ideas and expressing their own clearly. **WHST.8.2** Write informative/explanatory texts, including narration of historical events, scientific procedures/experiments, or technical processes. **WHST.8.1** Write arguments to support claims with clear reasons and relevant evidence to support discipline-specific content.				
ELD Standards	**I.C.11** Justifying own arguments and evaluating others' arguments in writing. **I.C.12** Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas.				

Lesson Sequence Overview			
Supporting Question	What is a census and why might a country want to conduct one?	What picture does the 1800 census data convey about what was important to the US at the time?	What conclusions can be drawn regarding how the US changed geographically and socially from 1790 to 1800?
Duration	45 minutes	45 minutes	45 minutes
Performance Task	Students will use census data from 1790 to complete a map demonstrating population trends, including proportion of residents who are enslaved.	Students will use census data from 1800 to complete a map demonstrating population trends, including proportion of residents who are enslaved.	Students will complete a Venn diagram of the 1790 and 1800 censuses and complete the t-chart they began at the beginning of the inquiry.

Summative Task	Students will complete an evidence-based, written response to answer the compelling question and connect the early censuses to today.

What is a census and why might a country want to conduct one?			
	Day 1	**45 minutes**	
Learning Objective	Students will be able to explain what a census is as well as display key information from the 1790 census on a map of the early nation.		
Introduction	Project or display a t-chart. At the top, write the question, "What is a census and why might a country want to conduct one?"		10 minutes
	Direct students to copy the t-chart. Students should label the left side "Think we know" and the right side "Learned".		
	Have students work in pairs or groups to develop as complete a list as they can on the left side of the chart. Let students know that it's okay for them to put down details they aren't completely sure of yet.		
	Ask students to share and compile a class list of what students think they know about the census.		
Evaluation of Sources	Pass out blank maps of the United States in 1790 (Document A). In addition, provide students with a calculator to aid them in finding percentages.		25 minutes
	In groups or pairs, have students use the data found in the 1790 Census (Document C) to complete the map. Detailed instructions for students can be found in Document B. Document D is the key for teachers.		
Closing	Discuss Question #5 with the class as a whole. What conclusions can be made about the differing geographies, societies, and economies of the North and South?		10 minutes

Document A

United States 1790

Legend

——	National boundary
- - - -	State or territorial boundary
★	National capital
●	Other large cities in 1790

40°N

35°N

30°N

75°W

25°N

km 0   200   400
mi 0   200   400

95°W   90°W   85°W   80°W

Document B

Lesson 1 Resources: Student Assignment and 1790 Census Handout

1) Using colored pencils and the provided documents — Item 1: Summative Data From 1790 Census and Item 3: Blank Map, 1790 — color the 15 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 six lowest population totals.

When you're done, use a regular pencil to write a number — from 1 to 16, with 1 being the largest population and 15 being the smallest — on each state to indicate that state's population rank.

2) Summarize your findings about the populations of the 15 states in 1790.

3) Work with a partner to write the percentage of enslaved people in each state. Rank the states with the highest slave populations to lowest here.

4) What conclusions can you draw about how slavery affected the populations of southern and northern states?

5) What do the population breakdowns of the northern and southern states tell you about the geography, society, and economies of the states in the North versus the South?

Document C

DISTICTS	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	5463	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

Total number of Inhabitants of the United States exclusive of S. Western and N. Territory.	Free white Males of 21 years and upwards.	Free Males under 21 years of age.	Free white Females.	All other Persons.	Slaves.	Total
S.W. territory	6271	10277	15365	361	3417	35691
N. Ditto	—	—	—	—	—	—

1790 Census

Document D

Teacher Version/Key of Handout Lesson 1

1) Using colored pencils and the provided documents — Item 1: Summative Data From 1790 Census and Item 3: Blank Map, 1790 — color the 15 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 15, with 1 being the largest population and 16 being the smallest — on each state to indicate that state's population rank.

[1]Virginia, 2) Maine/Massachusetts, 3)Pennsylvania 4) North Carolina, 5)New York, 6)Maryland, 7)South Carolina 8)Connecticut, 9) New Jersey, 10)New Hampshire, 11) Georgia, 12) Rhode Island, 13) Delaware.

2) Summarize your findings about the populations of the 15 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) Work with a partner to write the percentage of enslaved people in each state. Rank the states with the highest slave population percentages to lowest here.

South Carolina: 43%	**New York: 6%**	**Maine and Massachusetts: 0%**
Virginia: 39%	**New Jersey: 6%**	
Georgia: 35%	**Rhode Island: 1.4%**	
Maryland: 32%	**Connecticut: 1.2%**	
North Carolina: 26%	**Pennsylvania: .8%**	
Kentucky: 17%	**New Hampshire: .1%**	
Delaware: 15%	**Vermont: .02%**	

4) 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 (and Maine) had no enslaved people yet it had the highest population. This could be because it was an important port city for trading and thus had a flourishing economy that attracted people.**
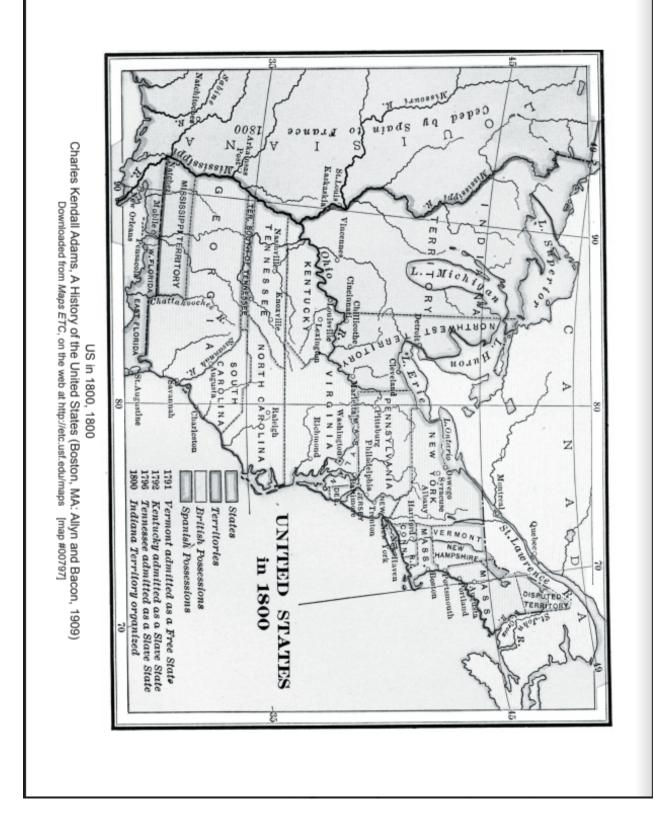
· **The population of enslaved people noticeably increased the total population in the South while not impacting the North much at all.**

5) What do the population breakdowns of the northern and southern states tell you about the geography, society, and economies of the states in the North versus the South?
Answers will vary: The south was much more agrarian and relied on slave labor while the north was more urban and had economies that were more varied and relied on trading ports and industry.

What picture does the 1800 census data display as to what was important to the US at the time?		
	Day 2	**45 minutes**
Learning Objective	Students will be able to visually represent data from the 1800 census on a map of the United States, as well as answer questions.	
Introduction	Ask students to recall key details from their study of the 1790 census.	5 minutes
	In what ways do they predict the 1800 census could differ? What might have changed during the decade of the 1790s?	
Evaluation of Sources	Pass out the map of the United States in 1800 (Document E) and the census data from the same year (Document F)	25 minutes
	Pass out instruction for students to complete map activity (Document G). Teacher Key can be found as Document H.	
Closing	Debrief activity and solicit answers from students.	15 minutes
	Fill out teacher copy of map under doc cam if desired.	
	As a class discuss ways in which the data show that the United States had changed between 1790 and 1800.	

Document E

US in 1800, 1800
Charles Kendall Adams, A History of the United States (Boston, MA: Allyn and Bacon, 1909)
Downloaded from Maps ETC, on the web at http://etc.usf.edu/maps   [map #00797]

UNITED STATES
in 1800

States
Territories
British Possessions
Spanish Possessions

1791 Vermont admitted as a Free State
1792 Kentucky admitted as a Slave State
1796 Tennessee admitted as a Slave State
1800 Indiana Territory organized

Document F

Names of Districts.	FREE WHITE MALES.					FREE WHITE FEMALES.					All other free persons except Indians not taxed.	SLAVES.	TOTAL.
	Under 10 years of age.	Of 10 and under 16.	Of 16 and under 26, including heads of families.	Of 26 and under 45, including heads of families.	Of 45 and upwards, including heads of families.	Under 10 years of age.	Of 10 and under 16.	Of 16 and under 26, including heads of families.	Of 26 and under 45, including heads of families.	Of 45 and upwards, including heads of families.			
New-Hampshire	30,694	14,881	16,379	17,589	11,715	29,871	14,193	17,153	18,381	12,14?	852	8	183,858
Massachusetts	63,646	32,507	37,905	39,729	31,348	60,920	30,674	40,491	43,833	35,340	6,452	—	422,845
Maine	27,970	12,305	12,900	15,318	8,339	26,899	11,338	13,295	14,496	8,041	818	—	151,719
Connecticut	37,946	19,408	21,683	23,180	18,976	35,736	18,218	23,561	25,186	20,827	5,330	951	251,002
Vermont	29,420	12,046	13,242	16,544	8,076	28,272	11,366	12,606	15,287	7,049	557	—	154,465
Rhode-Island	9,945	5,352	5,889	5,785	4,887	9,524	5,026	6,463	6,919	5,648	3,304	380	69,122
New-York	63,161	36,953	40,045	52,454	25,497	79,154	32,822	39,086	47,710	23,161	8,573	15,602	484,065
Supplemental return for New-York state	16,936	7,320	9,230	9,140	6,358	16,319	6,649	9,030	8,701	5,490	1,801	5,011	101,985
New-Jersey	33,900	15,859	16,301	19,956	12,629	32,622	14,827	17,018	19,533	11,600	4,402	12,422	211,149
Eastern district of Pennsylvania	52,767	24,438	29,393	33,864	20,824	51,176	23,427	29,879	30,892	19,329	11,253	557	327,979
Western district of Pennsylvania	50,459	21,623	24,869	25,469	17,761	48,448	20,362	24,095	22,954	14,066	3,311	1,149	274,566
Delaware	8,250	4,437	5,121	5,012	2,213	7,628	4,277	5,543	4,981	2,390	8,268	6,153	64,273
Maryland, inclusive of Washington county, in Columbia	33,520	16,581	20,560	22,169	12,617	22,463	15,718	21,506	20,363	11,240	18,646	102,465	317,848
Additional return for Baltimore county	567	226	318	343	249	571	222	375	318	199	41	847	4,276
Eastern district of Virginia,	57,837	25,998	32,444	34,588	19,087	54,597	25,469	34,807	32,641	18,821	13,194	322,199	676,682
District of Columbia, in Virginia	889	320	483	557	221	670	313	479	473	189	385	1,172	5,949
Western District of Virginia	34,601	14,502	16,264	15,674	11,134	32,726	13,366	15,923	8,632	15,169	1,930	23,597	205,518
North-Carolina	63,118	27,073	31,560	31,209	18,688	59,074	25,874	32,989	30,665	17,514	7,043	133,296	478,103
South-Carolina	37,411	16,156	17,761	19,344	10,244	34,664	15,857	18,145	17,236	9,437	3,185	146,151	345,591
Georgia	19,841	8,469	9,787	10,914	4,957	18,407	7,914	9,243	8,835	3,894	1,919	59,699	162,686
Kentucky	37,274	14,045	15,705	17,699	9,238	34,949	13,433	15,524	14,934	7,075	741	40,343	220,959
Territory N. W. river Ohio	9,362	3,647	4,656	4,833	1,955	8,644	3,353	3,861	3,342	1,395	337	—	45,365
Indiana territory	854	347	466	645	262	791	280	424	393	115	163	135	*5,641
Mississippi territory	999	356	482	780	290	953	376	352	426	165	182	3,489	8,850
												875,626	5,172,312
†Tennessee	19,227	7,194	8,282	8,352	4,125	18,450	7,042	8,554	6,992	3,491	309	13,584	105,602
‡Maryland, corrected	36,751	17,743	21,929	23,553	13,712	34,705	16,787	22,915	21,725	12,180	19,987	107,707	349,692

Lesson 2 Resources: Student Assignment and 1800 Census Handout

Student Copy

Using color pencils and the 1800 census data and blank map complete the following:

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 six lowest population totals.

1) 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?

2) Look at the states from 1790 with the three highest percentages of enslaved people. Calculate their new percentages and note any differences. What can this tell you about the economies and geography in the South during the year 1800?

3) How many states saw their populations increase from 1790 to 1800? Which state's population grew the least?

4) Of the southern states, which saw the largest increase of enslaved people from 1790 to 1800?

5) 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?

6) 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?

Document H

Teacher Key/Version for Lesson 2

Using color pencils and the 1800 census data and blank map complete the following:

> 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.

1) 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. Virginia, New York and Pennsylvania probably saw the largest growth in their economies with such increases in population.

2) Look at the states from 1790 with the three highest percentages of enslaved people. Calculate their new percentages and note any differences. What can this tell you about the economies and geography in the South during the year 1800?
South Carolina: 43% Stayed the same

Virginia: 39% Stayed the same

Georgia: 36% Went up one percent

Maryland: 32% Stayed the same

North Carolina: 28% Went up two percent.

Conclusions: Slavery stayed the same or grew with the population of free individuals too. Additionally new territories including the Indiana and Mississippi territories had slave populations which didn't exist to the same extent in 1790. The south was probably still an agrarian economy that relied on the continual supply of slave labor.

3) 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.

4) Of the southern states, which saw the largest increase of enslaved people from 1790 to 1800?
Virginia saw the largest enslaved population increase from 1790 to 1800- 54,341.

5) 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.

6) 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?

Answers will vary: In 1800 there were more categories for women as it did for men. Maybe women were starting to have more of an important role to American society than in 1790.

	What conclusions can be drawn about how the United States changed both geographically and socially from 1790 to 1800?		
	Day 3	**45 minutes**	
Learning Objective	Students will be able to analyze data from two censuses to determine key changes in the early years of the nation.		
Introduction	Return to students the worksheets from the previous two lessons.		5 minutes
	Ask students to debrief with a partner the primary information gleaned from each lesson.		
Evaluation of Sources	Ask students to reflect upon their worksheets and come up with similarities and differences between the information of the two censuses.		20 minutes
	Instruct students to write down these similarities and differences.		
	Project or display a Venn diagram. Explain that Venn diagrams are graphs that compare and contrast two things. Label the left side 1790 census and the right side 1800 census.		
	Ask students: What picture does each census reflect about the United States in 1790 to 1800? Chart responses in the Venn diagram and have students copy down the diagram.		
Closing	Ask students to reflect on the question posed during lesson 1, "What is a census and why might a country want to conduct one?"		20 minutes
	Lead a class discussion and her student responses. Write these new responses on the right side of the t-chart create during the first lesson.		
	Create a class definition of "census" based on what they've learned over the last two days.		
	Encourage students to think about what the census data taught them about the social, economic, and geographic climate of the early nation and how the US changed from 1790 to 1800. Fill in the t-chart as you go.		

How much can really change in ten years?		
Day 4		
Introduction	Tell students they are going to write a two-paragraph response that will demonstrate what they've learned over the last three days. Remind students that they will need to incorporate evidence in their writing, and direct them to the census tables, maps, and worksheets they've used during the inquiry.	
Summative Performance Task	**Prompt:** Write a paragraph that explains the reasons a country would want to conduct a census and explain what you learned about how the United States changed from 1790 to 1800 geographically, socially, and economically using the census data to support your claim. In a second paragraph, reflect on what information a present day census would have and what picture that might portray of the United States. What do you think would be the biggest changes from census data then to now? Rubric for score in Document I	

Document I

Rubric for Lesson 3 for paragraph response

3-4 points: Meets Standards	1-2 points: Approaching Standards	0-1 point: Not quite there
Paragraph answers all parts of the prompt.	**Paragraph answers some parts of the prompt.**	**Paragraph attempts to answer prompt but is missing substantial parts that show a gap in understanding.**
Paragraph includes a clear topic sentence that addresses the prompt.	**Paragraph includes a topic sentence that somewhat relates to the prompt**	**Paragraph doesn't include a topic sentence but relates to the content**
Paragraph uses evidence from former lessons to support answer.	**Paragraph uses some evidence or makes claims that is informed from former lessons to support answer.**	**Paragraph is clearly related to former lessons but doesn't identify specific evidence**
Content is clear and understanding is not impeded by grammatical errors.	**Content is somewhat clear and understanding is slightly impeded by grammatical errors.**	**Content is unclear and understanding is impeded by grammatical errors.**