

Westward Ho!

Maryland's Population Shift Between 1790 & 1830

Teacher Guide

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Objectives:

After working through this lesson, students will:

- Predict the impact of changes in the environment and the economy on population distribution in Maryland from 1790-1830.
- Calculate change in population distribution in Maryland counties over time.
- Use primary sources to map patterns of population movement in Maryland from 1790 to 1830.
- State economic, social, and environmental implications of population movement.

Maryland Learning Outcomes:

Social Studies Skills

Students will demonstrate an understanding of historical and current events using chronological and spatial thinking, develop historical interpretations, and frame questions that include collecting and evaluating information from primary and secondary sources.

- Find, interpret, and organize primary and secondary sources of information including pictures, graphics, maps, atlases, artifacts, timelines, political cartoons, videotapes, journals, and government documents.

Geography:

Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time.

- Construct and interpret maps using map elements including a title, cardinal and intermediate directions, compass rose, border, longitude and latitude, legend/key, author, date, and scale.
- Describe similarities and differences of regions in Maryland and the United States and describe how the regions have changed over time.
- Explain how people in Maryland and the United States are linked by transportation and communication.

Economics:

Students will develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.

- Explain how producers combine resources to provide goods and services to satisfy economic wants.
- Explain how changes in technology (factories, machinery, transportation, communication, new technology) impact Maryland's economy.

Worksheets:

- Population Changes Worksheet
- Census Data Table Worksheet
- Outline Map of Maryland
- Idea Person Graphic Organizer
- DOGTAILS – Elements for a Good Map

Web Sites Referenced in this Lesson:

- Choropleth elevation map of Maryland: <http://fermi.jhuapl.edu/states/maps1/md.gif>
- American Indians in the United States: <http://www.census.gov/geo/www/mapGallery/images/americanindian.jpg>
- US Census 2000: <http://www.census.gov/dmd/www/2khome.htm>

Teacher Background:

During the time period 1790-1830, the population in Maryland gradually shifted to the west. This was, in part, due to the expanding needs of the shipping industry, availability of inexpensive lands, improved roads and transportation, as well as an increasing population and a growing middle class. Settlers moved west to farm open territory and to access timber and mineral wealth.

In this lesson, students will read a short excerpt about shipbuilding in Maryland and make predictions about the impact on population movement, the environment, and the economy from the development of this industry. Students will then analyze census data from 1790 and 1830 to discover which Maryland counties gained or lost population. They will create and interpret a choropleth map that will demonstrate the patterns of movement that occurred during this time period. Correct usage of mapping elements will be incorporated into the activity.

Newspaper advertisements from the late 1700's will be examined to determine possible incentives for the westward migration pattern.

A graphic organizer Idea Person will be completed to assess students' understanding of the lesson.

If students are not familiar with certain elements of this lesson (primary sources, data, choropleth maps), those concepts can be taught as part of the activities.

Introduction and Motivation:

This part of the lesson should take place before the students use the computers.

Before students enter the classroom, write directions and a line plot (graph) on the board. To create a line plot (also referred to as a frequency table), draw a horizontal axis and label it with numbers 0 to 10. Label the horizontal axis “Number of Moves to a New City.” Title the graph “Population on the Move” When they enter, students will place a sticky note above the number that represents how many times they have moved to a new city. The sticky notes will be placed vertically, end to end with each other, forming “bars” above the numbers. This creates a graph that is easy to construct and read. Many teachers use such graphs and the sticky notes with a different title each day. For example, a follow-up graph could be made by changing the title to “Number of Moves to a New Location” (rather than City). Compare this with the data from the first graph. Do populations in your area usually shift within or between cities? The numbers on the graph can be changed to 0, 50, 100, etc. and the graph could be titled “Miles in Last Move” to compare what distance was “typical” for student population shifts.

As students enter, give each a small sticky note. Tell them the following directions:

Place your sticky note on the line plot to show how many times in your life you have moved to a new city.

Briefly discuss the results of the survey, asking students to consider how the move impacted them and the communities from which they entered and left.

On the board or overhead projector, chart items that are impacted by population movement. (Examples: businesses close/open, jobs lost/created, neighborhoods change, resources are used/stressed/valued differently, roads/paths for movement need to be developed, people/animals already in an area might be displaced/impacted by newcomers)

State that people have been moving to, from, and within Maryland for a long time. This lesson will focus on the pattern of that movement during a specific time period and the possible causes of migration. This focus will help students to explore the social, economic, and environmental implications of the migrating population.

Lesson Development:

This part of the lesson should be done at computers by students individually or with a partner. If necessary, complete the introductory activities with the students.

In this lesson, students will use primary source data from the US Census in 1790 and 1830 to calculate the difference in population for each county in Maryland. Although this lesson is written for students to complete independently, it might be necessary for you to conduct a pre-reading activity before the reading excerpt and to model the calculations. Don't forget to include examples of both an *increase* and *decrease* in population in your modeling.

Making the choropleth maps:

Distribute Maryland Outline Map with the Population Growth Key or show them on the overhead projector. Check for understanding of how to use the Population Growth Key to color in each county after calculations have been made. Students should use the calculation difference and consult the Growth Key to select the appropriate color for each county. For example, a student doing Montgomery County would subtract the population for 1790 from the population in 1830 and consult the Population Growth Key to select the appropriate color for that amount of change. The student would then color in Montgomery County with the appropriate color. Data for each county should be calculated and entered in this way. If desired, you may have the students enter the values for amounts of population change from the Population Growth Key in each county as well as having them color it in.

Before beginning, have students look carefully at the Outline Map. What do they notice about it? (Example, there are fewer counties on it than Maryland now has.) This highlights the importance of a date on every map. Remind students of the important elements that need to be considered in all maps. Review the DOGSTAIL Worksheet with students to remind them of essential map elements. At least four essential elements (title, date, orientation, and author) must appear for the map to be considered complete. Other items may be included as appropriate.

Display the maps so that students can compare their work with others. As a group, discuss what the data means, i.e. how the movement would impact the environments, people, and economies, and what features in Maryland would impact or encourage population movement.

Have students read the advertisements that appeared in newspapers during the late 1700's. Students should focus on what reasons (natural and capital resources) for migration are being offered in the ads. They are then directed to complete #3 and #4 on the Population Changes Worksheet. You may want to print out the ads for students and allow them to highlight important information as they read.

Thoughtful Application:

Students must use information from class and small group discussions and their choropleth map to correctly complete a graphic organizer Idea Person. Students should correctly identify patterns in Maryland's population distribution from 1790 to 1830 in the head of the Idea Person. Under each outstretched arm, they should include specific examples of what impact those shifts might have on the economy and environment. Under the leg section, students should be able to identify geographic features or other incentives that might have impacted population movement.

Scoring Tool:

Students will receive:	
3 Points	<ul style="list-style-type: none">• Population shift is accurately identified.• Several valid examples of both economic and environmental impact of movement are cited.• Several valid examples of both geographic features and other incentives impacting population movement are identified on each leg of the organizer.
2 Points	<ul style="list-style-type: none">• Population shift is accurately identified.• Valid examples of both economic and environmental impact of movement are cited.• A valid example of both a geographic feature and another incentive impacting population movement are identified on each leg of the organizer.
1 Point	<ul style="list-style-type: none">• Population shift is incorrectly or not clearly identified.• Examples do not include both an economic and environmental impact of population movement.• Examples include only a geographic features or another incentive impacting population movement or are incorrectly identified.

Extensions:

- Have students calculate the percentage of change and compare it to the results of the choropleth map. Which form makes the best representation of the data?
- Use population data which identifies specific groups within the population from 1790 –1850. White, Free Black, and Slave populations for each county are identified in Robert Brugger’s *Maryland, A Middle Temperament*, The Johns Hopkins University Press:1988, p.781. Ask students what difference it makes when elements within a population are considered.
- The Year 2000 census is an important source of information for our government. What are some of the changes that might be important for our nation to notice and think about when looking at the results of the census? What economic and environmental issues could be linked to the census information? Visit the census web site: [<http://www.census.gov/dmd/www/2khome.htm>] to learn more about the United States Census Bureau and their plans for the 2000 Census.
- Compare what information was collected in the 1700 census to information collected today. Use the web connection (above) to see what will be asked in Census 2000.
- Populations are pushed from or pulled to locations. Geographic features often aid in or inhibit that movement. Identify push/pull factors and geographic features that may have impacted movement in Maryland from 1790 to 1830. Resources could include:

- Mary Michael's "The Colony Grows," in *Maryland History*, 1992, pg 37-39. (Both push/pull and geographic information are given.)
- William Newcott's "America's First Highway," *National Geographic*, March: 1998, pp. 82-99. (Both push/pull and geographic information are given.)
- David King's *America's Story, Book 1*, Sundance Publishers: 1993, pp. 55-60. (Push/pull information as well as Native American perspectives.)
- Consider the impact of movement on Native American populations. Sources include: *Voices From American History, Level H : The Changing Frontier* and *Justice for All*, Steck-Vaughn: 1991, pp. 62-63 and 66-67. David King's *America's Story, Book 1*, Sundance Publishers: 1993, pp. 55-60. (Push/pull information as well as Native American perspectives.)
- Use military records of soldiers leaving Maryland after the Revolutionary War to demonstrate to students that the pattern of Westward movement in Maryland paralleled the general pattern of movement in the United States during the same time period. Records appear in *Maryland Historical Magazine*, Vol. 91, No. 3, MD Historical Society: Fall 1996.

Literature/References:

Movement:

The first two references deal with movement and pioneer experience on the eastern seaboard. The others deal with movement in the west.

- *Journey to Nowhere*, by Mary Jane Auch. Yearling Books, NY: 1997. This is the story of a girl whose family moves from Connecticut to the "wilderness" of Western New York in 1815.
- *Indian Captive, The Story of Mary Jemison*, by Lois Lenski. Harper Trophy, NY: 1941 and 1969. Based on the true story of a pioneer girl who is kidnapped from Western Pennsylvania in 1758.
- *On the Way Home: A Diary of a Trip From South Dakota to Mansfield, Missouri In 1894*, by Laura Ingalls Wilder. Harper Trophy, NY: 1976
- *Sarah Plain and Tall*, by Patricia MacLachlan. Harper Collins, A Charlotte Zolotow Book, NY: 1985.
- *Indian Chiefs*, by Russell Freedman. Scholastic, NY: 1987.
- *Save Queen of Sheeba*, by Louise Moeri. Avon Books, NY: 1981.

Pioneer Life:

- *Caddie Woodlawn*, by Carol Brink. Macmillan, NY: 1935.
- *A Gathering of Days*, by Joan W. Blos. Aladdin Paperbacks, NY: 1979.
- *Children of the Wild West*, by Russell Freedman. Scholastic, NY: 1983.

Other Resources on This Subject:

- *Maryland...Frontier*, video produced by MD State Department of Education, which explains how and why Frederick, Hagerstown, and Cumberland became centers for trade.
- *The Papers of George Washington*, Colonial Series, Volume 9, January 1772 – March 1774 and Volume 10, March, 1774 - June 1775, edited by W. W. W. Abbot. Charlottesville: University Press of Virginia, 1994. A series of letters contained here reveal Washington's intention to import settlers willing to enter long-term leases on his Western land holdings in "Pennsylvania back country" and his plans for clearing and settling this land. Letters detail Indian raids on the settlers in 1774, which cause many to leave their claims. Also detailed are the costs of erecting a gristmill and the problem of indentured servants running away.
- *National Geographic*, October: 1998. Millennium Supplement: Population. Articles in this special issue include "Human Migration," "Women and Population," "Feeding the Planet," and "Lewis and Clark".