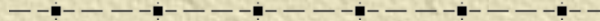




Lesson 2-2

***Geography of the  
United States in 1790***



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## WARM-UP

How many grades are there in Sandburg?

How many homerooms are there in each grade?

How many students are there in each grade?

Mrs. Kelly is going to put together a student group to make decisions about school activities, like dances and Field Day, for the rest of the year.

How many representatives/votes should each grade get?

Why?

# Setting the Stage

## Forming a New Nation

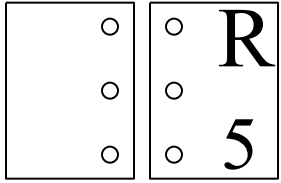
The 13 states that independence brought together to form the United States of America had very different physical and human geographic features. Most of the Southern states were larger than most of the Northern states. However, as the map on the opposite page shows, a state's population often had little relation to its size. For example, the populations of tiny Rhode Island and the much larger Georgia were close to the same.

For the colonists, differences between the states' geographic features raised basic questions about what form the nation's government should take. Should a large state like Georgia have the same voice in government as a small state like Connecticut, which had a greater population? Should Connecticut have as much power as New York, which was larger and had more people, too? At first, the answer to both

questions was yes. Under the nation's first constitution, called the Articles of Confederation, each state had one vote in Congress.

In time, however, some people began to question the fairness of this system. Yet, basing a state's political power on its population raised other questions. For example, should a state with both slaves and free people have as much power as a state with no slaves and the same total population? The populations of the Southern states contained a high percentage of slaves, as the maps on this page show. The maps also show that counting only free people would drop most of these states in the population rankings, compared to the Northern states.

Such geographic concerns arose in 1787, when representatives of 12 states met to write a new constitution for the United States. In this unit, you will learn how the delegates handled population-related disputes and other issues in framing the form of government we have today.



## LEARNING TARGETS:

- I can **LOCATE** the 13 original states and 5 major cities of the United States in 1790.
- I can **DESCRIBE** the physical size and comparative populations of the states in 1790.
- I can **DESCRIBE** the distribution and extent of slavery in the United States in 1790.
- I can **EXPLAIN** the impact of population distribution and characteristics on the form of government that developed in the United States.

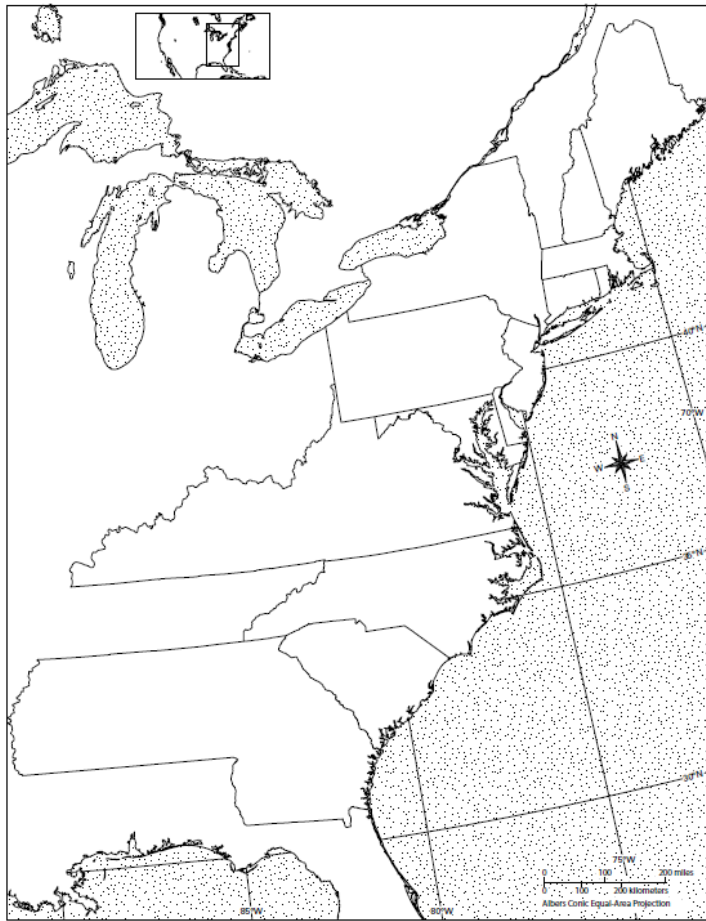
# Lesson 2-2: The Geography of the United States in 1790

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## Place the MAP.

The United States, 1790



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## Place the HANDOUT.

### GEOGRAPHY CHALLENGE

#### Geography Skills

Analyze the maps in "Setting the Stage". Then answer the following questions and fill out the map as directed.

1. Label each state on the map. Which two states had the largest populations?
2. Locate and label the nation's five largest cities in 1790. Which cities are they, and in which state is each located?
3. How many of the nation's 24 largest cities and towns were located in the South?
4. After Charleston and Baltimore, how large were the South's next 4 largest cities? In which state or states were they located?
5. Lightly shade the states where slaves were 20 percent or more of the population. In what region of the nation were most of these states located?
6. Which states had few or no slaves in their populations? In which region of the nation were most of these states located?
7. How many of the nation's 24 largest cities and towns were located in states with few or no slaves in their populations?
8. In which states did slaves count for about one-third or more of the state's population?
9. Circle the names of the Southern states whose population ranks would be affected by a system that did not count slaves as part of a state's population. How would the population rank of each state change?

## Lesson 2-2: The Geography of

1. Label each state

Which two states  
Virginia and  
populations.



## 2. Locate and label 1790.

Which cities are  
located?

The nation's  
Baltimore, M  
Boston, Mas  
Charleston,  
New York, I  
and Philade.





## Lesson 2-2: The Geography of

3. How many of  
towns were loc

Only six (6)  
towns were



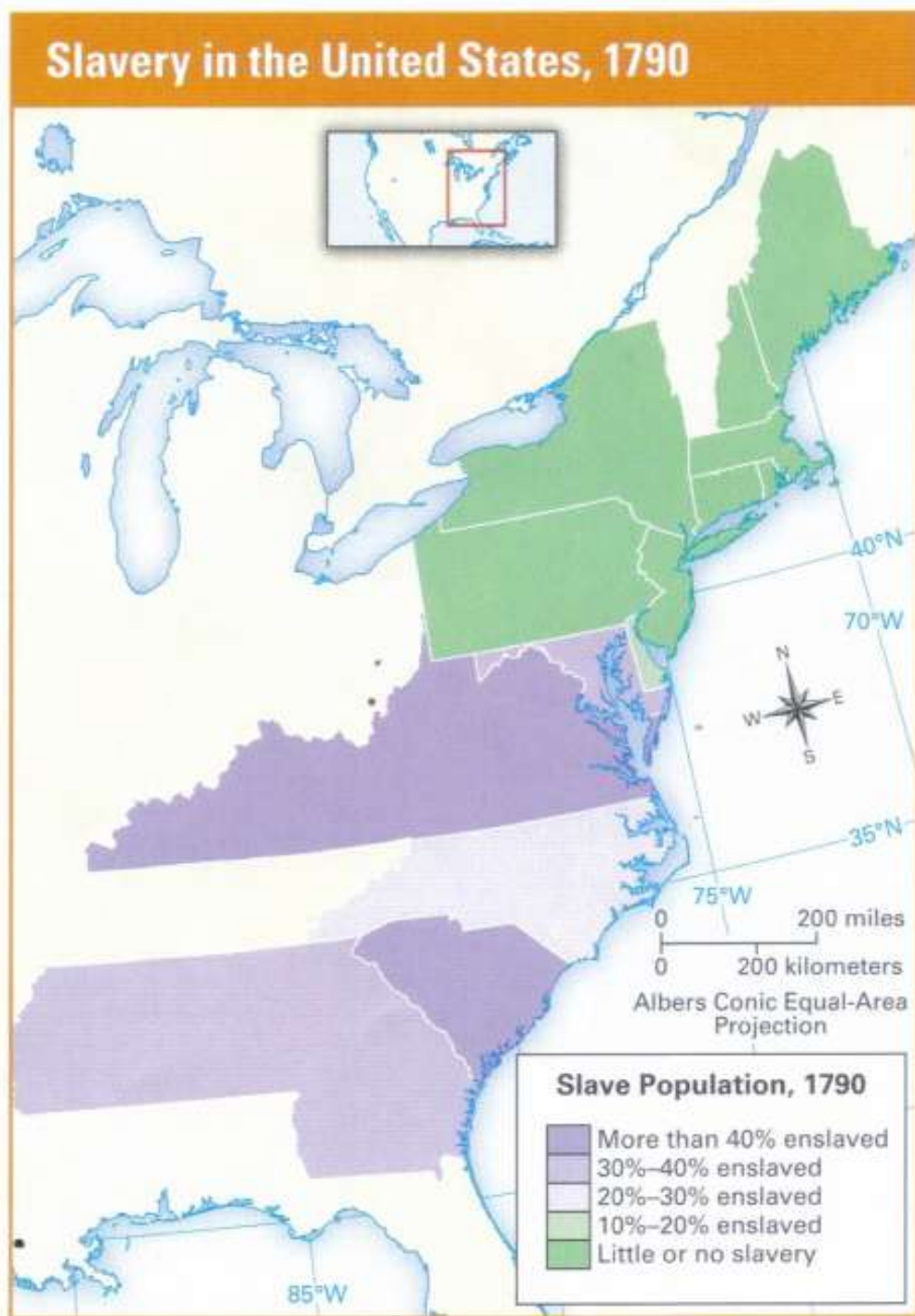
4. After Charlest  
the South's ne  
The South's  
populations  
In which state  
All were loc



5. Lightly shade the states that have 10 percent or more of their population enslaved.

In what region of the United States are the most states located?

Most of these states are located in the

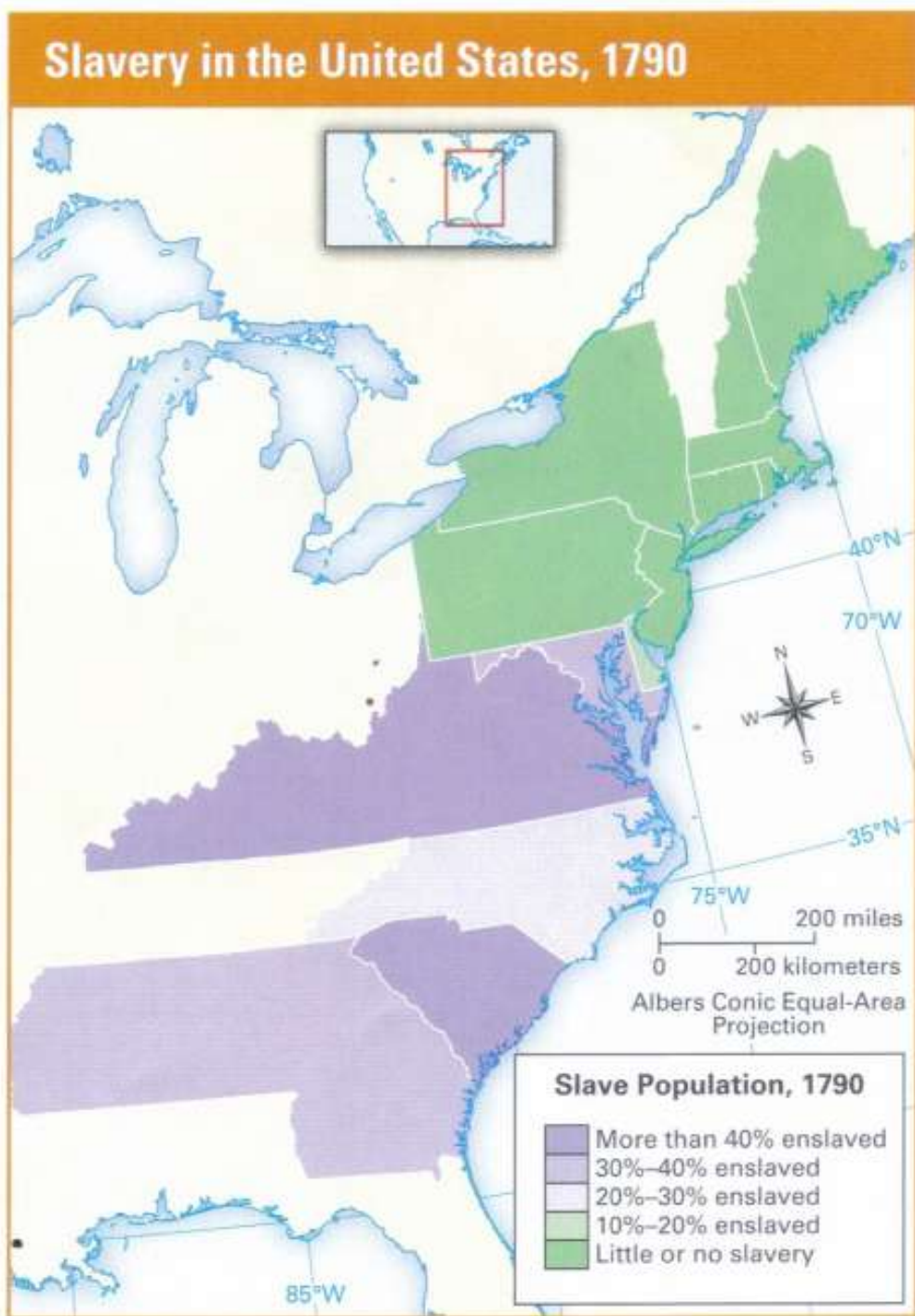


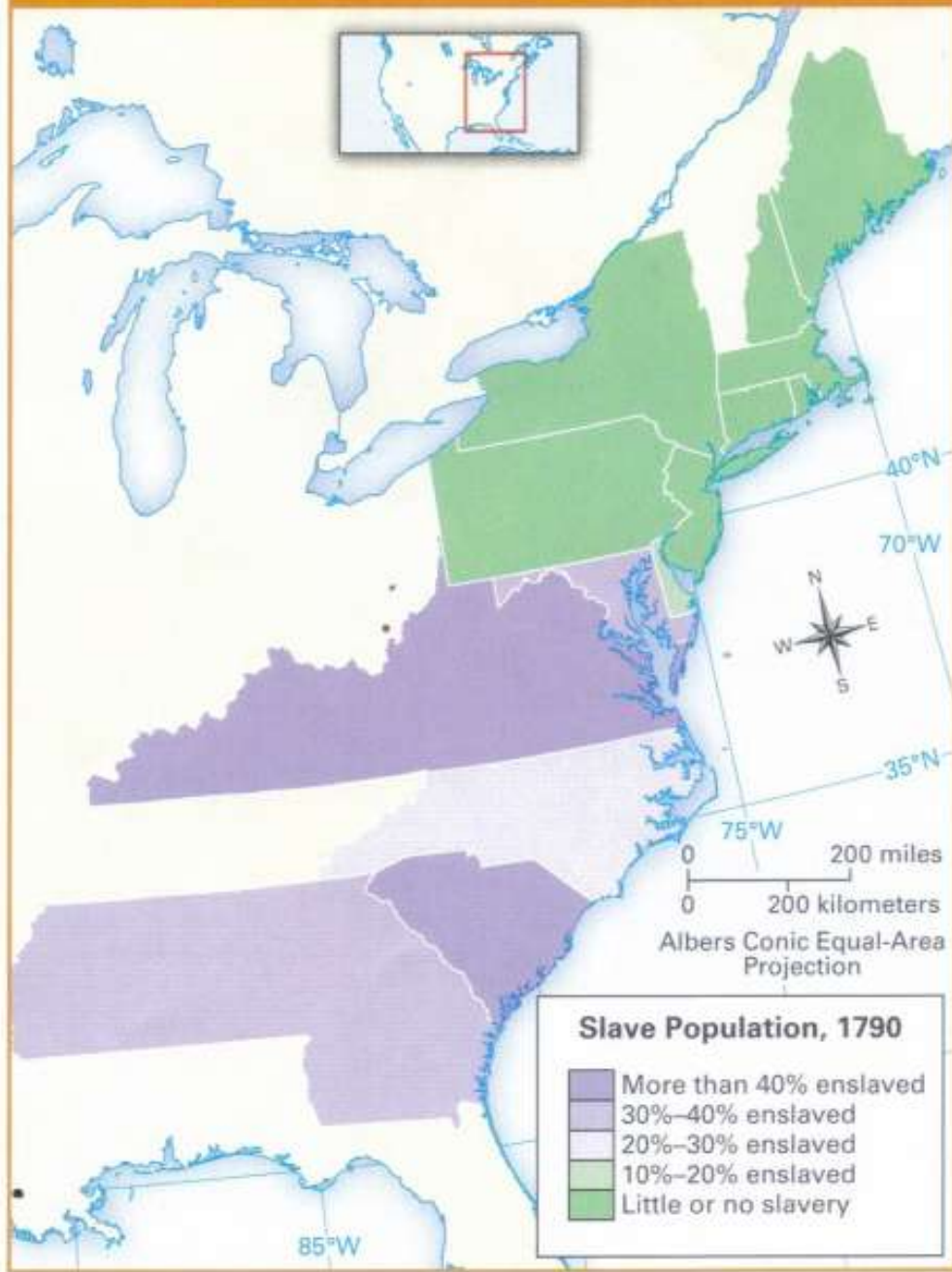
6. Which states had f  
populations?

Connecticut, Ma  
New Jersey, Nev  
Rhode Island ha  
populations.

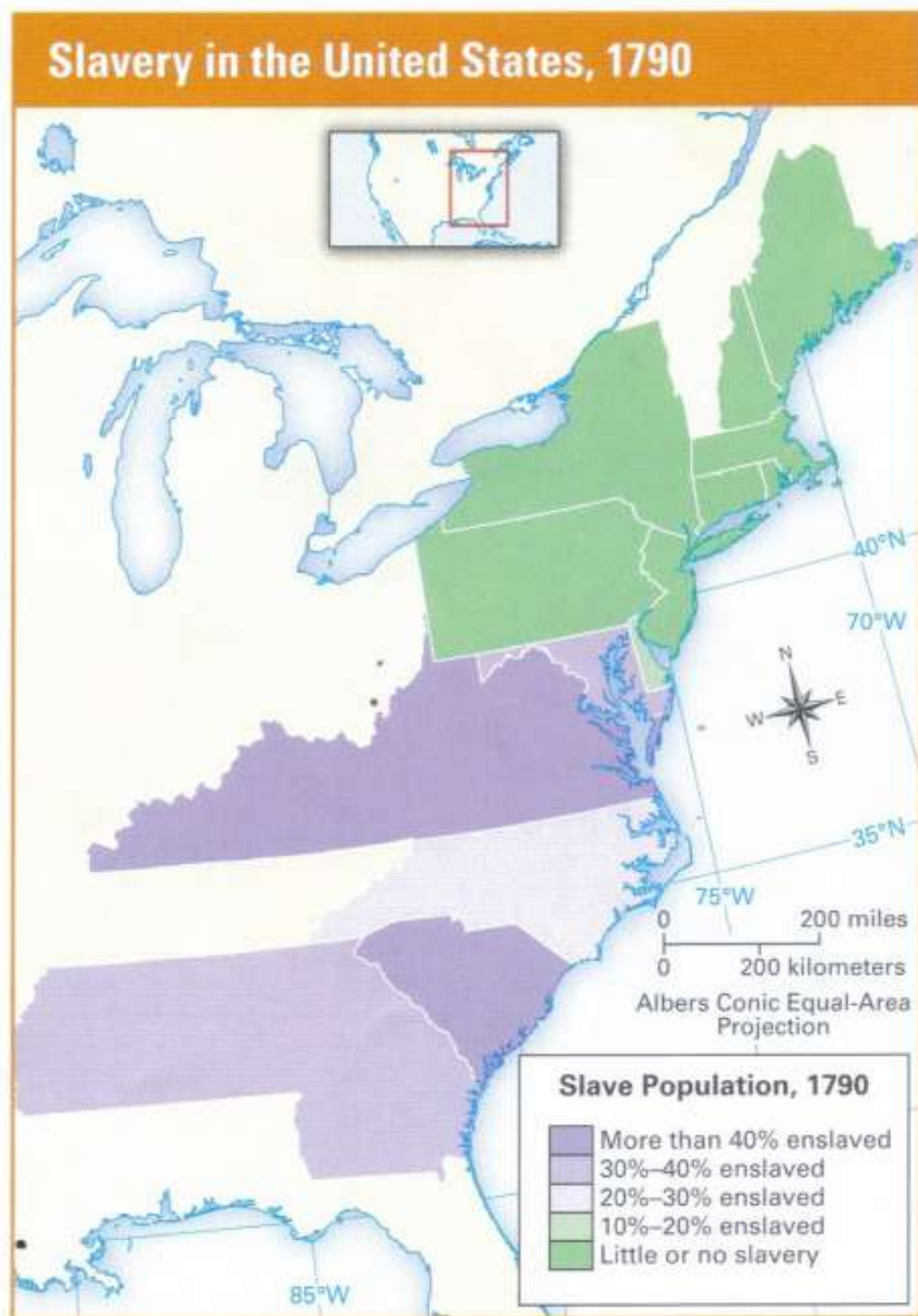
In which region of  
states located?

These states wer





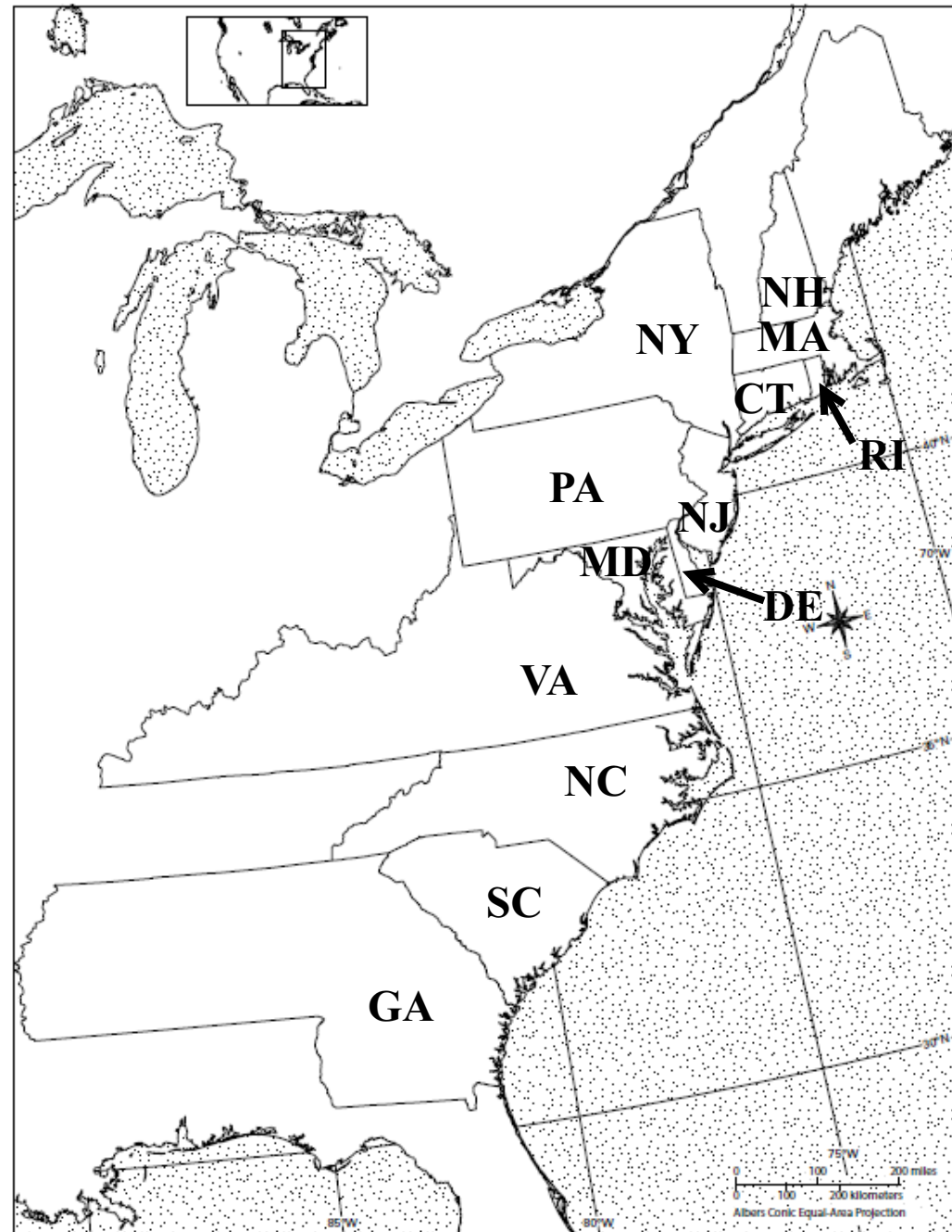
8. In which states did  
third or more of the  
Slaves were about  
population in Ge  
Carolina, and Vi



9. Circle the names of the states whose population ranks were in the same range as those states that did not count population.

How would the population change?

Virginia would be in the same range as Florida, North Carolina, Massachusetts, and South Carolina population rank.



10. Which states would most likely **support** a system in which the number of votes each state had in the nation's legislature was based on the state's population? Why?

Which states would probably **oppose** such a system? Explain why?



Populous states like Virginia, Pennsylvania, Massachusetts, New York, North Carolina, and Maryland would likely support such a system because it would give them great power in the national government.

Less-populous states like Rhode Island, Delaware, and Georgia would likely oppose it because they would have little power in a population-based legislature.

11. Why would a state like New Jersey **favor** a system in which each state had the **same number of votes** in the nation's legislature?

Less-populous states like New Jersey would benefit from a system of equal representation and would suffer in a population-based system.

11. Why would a state like New Jersey favor a system in which each state had the same number of votes in the nation's legislature?

What compromise might be found that would be supported by New Jersey as well as by states that wanted the legislature based on the states' populations?

A proposal involving a two-house legislature in which states are equally represented in one house and by population in the other would probably be acceptable to both.

12. Which states would most likely **oppose** a plan to **exclude slaves** from a state's population when creating a legislature in which each state's number of votes depended on its population?

Which states would most favor such a plan?

Explain why.

Virginia, North Carolina, Maryland, and South Carolina had large slave populations. Not counting slaves for seats in a population-based legislature would reduce their power. This would indirectly benefit populous states with few or no slaves, like Pennsylvania, New York, and Massachusetts, which would favor such a plan for that reason.

12. Suggest a compromise.

A two-house, population-based legislature where slaves count in one house but not in the other

OR

counting only a portion of a state's slaves when determining its population.

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	○	○
4	○	○

## WRAP-UP

How did population patterns of the 13 states affect the national government of the United States?

Population-related disputes, such as populous states versus less populous states and slave states versus non-slave states, **created questions over the fairness** of having a state's political power based on its population in the national legislature.