

Curriculum Unit Introduction

Title of Unit: Population and Documents of Revolutionary War period

Vital Theme of the unit: To determine population shifts and the most important document in America during the Revolutionary War period.

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Grade Level: Five through Eight

Number of Lessons in the Unit: Two

Time needed to complete the unit: Seven days

Curriculum Standards Addressed:

5.4.spi.5. Differentiate among the purposes stated in the Declaration of Independence, the United States Constitution, and the Bill of Rights.

5.3.spi.2. Determine America's population shifts by interpreting a population map.

Technology used: Computer and internet access
Overhead and transparencies

Unit introduction and overview of instructional strategies:

The teacher should start with the Mapping the Population lesson which covers the population change during the Revolutionary War period. This less will allow the students to determine why and how the population changed during this time. Strategies used with this lesson include reading a map key, reading statistics, and determining the reason for changes in population.

The second lesson then will allow the students to read, summarize, and discuss the differences in the three vital documents, the declaration of Independence, the United States Constitution, and the Bill of Rights. This lesson is very hands on and should be easy for any teacher to implement in his/her classroom.

Similarities of Presidents Jefferson and Jackson:

The Revolutionary War Era

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Teaching American History Grant

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Dr. Wheeler

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Presidents Thomas Jefferson and Andrew Jackson were very similar in their beliefs on monarchical rulers, westward expansion, land policies, and the National Bank in the United States of America. Both Jefferson and Jackson played a significant role in Era Three: the Revolutionary War and Early Republic, which was covered by this institute. Thomas Jefferson played the key political leader of the era, while Andrew Jackson, as a young boy, fought in the revolutionary War and later became a key political figure. Thomas Jefferson and Andrew Jackson were raised in similar circumstances and were very comparable in the areas of school and political life. These resemblances help compose their Presidential leadership. Four issues that Thomas Jefferson and Andrew Jackson agreed on concerned: monarchical rule, westward expansion of the United States, land policies, and banking.

To begin we should look at the similarities of both men in their early lives such as schooling and political careers. Thomas Jefferson and Andrew Jackson have several similar occurrences in their early lives as far as family and schooling are concerned. Thomas Jefferson received his social position from his mothers' family and valued his father's enterprising example of beginning life in a modest family, working his way through the local offices in the House of Burgesses (Peterson, 14). Andrew Jackson and his mother were from good Irish ancestry. The Jackson's were Scotch-Irish immigrants to the United States. Jackson's mother and her children lived with her brother's family in North Carolina after Jackson's father died from a logging accident (Booraen, 22-27). Jefferson's father, Peter Jefferson, died when Thomas was fourteen years old, while Andrew Jackson's father died before his birth (Booraen, 22-27). Jefferson entered school at age five and began to study Latin and Greek at age nine. (Peterson, 14-15), whereas

Jackson started school at age six or seven and moved to a more advanced school at age nine or ten (Booraen, 22-27). As they became older, both men demonstrated an interest in the study of law. At age seventeen, Jefferson attended the College of William and Mary as a student of Dr. William Small. From Dr. Small, Jefferson became, “an enlightened man”. Jefferson stated, “I got my first views of the expansion of science and the system of things in which we are placed: and it was this influence that probably fixed the destiny of my life” (Peterson, 14-15). In 1776, Andrew Jackson moved in with his Uncle Captain Robert Crawford to enter an Academy where Greek and Latin, reading, and mathematics were taught (Booraen, 22-27). In 1784, Jackson attended Bethel Academy and studied law. Later he moved to Salisbury, North Carolina to study law under Spence MaCay (Booraen, 48).

In their political careers, there are also several similarities. In 1769, Jefferson was elected to the House of Burgesses. In 1774, he was elected as a delegate to the First Continental Congress. In June 1775, he took one of the Virginia seats of the Second Continental Congress at Philadelphia and in June 1776, he was appointed head of a five-man committee to draft a United Declaration of Independence (Peterson, 17-18). He was elected as governor of the Commonwealth in 1779, where he worked to strengthen the executive office (Peterson, 22). Andrew Jackson was appointed in 1785 as the North Carolina States Attorney for the Dickinson County district (Booraen, 48) and on May 12, 1788, he received his credentials as presiding judge of Jonesborough, North Carolina (Williams, 9). In 1796, Governor of the Territory South of the river Ohio, William Blount, decided he could use a man like Jackson in Congress and helped elect him as the

sole congressman of North Carolina (Williams, 13-14). The leadership both men demonstrated made them likeable and respectable leaders.

As both men became more widely known, they entered the race for President of the United States. In 1800, Jefferson was elected as the third President of the United States.

February 11. The electors' votes for president are officially opened and counted in Congress, which already knows that the vote is tied between Jefferson and Aaron Burr. The House of Representatives meets separately and continues balloting for six days. On February 17, on the thirty-sixth ballot, Jefferson is elected president and Aaron Burr becomes vice president (Jefferson Papers).

In 1824, Jackson entered the race for president where he demonstrated strong points from his military service that were favorable to the election, "Jackson was a national hero and fitted into the mold of the 'common man' whose success generally met the approval of the masses" (Williams, 24). Jackson was not elected in 1824; however, in 1828 he was elected as the seventh President of the United States. With the Louisiana Purchase, Jefferson completed the construction of the political institution known as the Republicanism, and the philosophy of the government known as Jeffersonian Democracy. This was demonstrated through the maintenance of property qualifications for voting. Americans of the time were adjusting their beliefs to conform with their practices by proving that a democrat could establish and maintain a stable regime (Garrety, 179-180). Jackson's election to the Presidency in 1828, symbolized the triumph of "democracy" with the achievement of place and station by the "common man". Jackson's democracy was more one of attitude than practice. While Jefferson's democracy believed everyone could be educated to determine right, Jackson's democracy insisted that everyone knew

what was right by instinct. This led to elected offices instead of appointed, nominations by political parties, and the voting process as the ultimate practice (Garraty, 255-256).

The second area both men show likeness is in their dislike of the Monarchical rule. Thomas Jefferson and Andrew Jackson did not believe a person should control a country just because they were born into a certain family. Jefferson deemed, “the Constitution did away with the monarchical executive, left the old elite entrenched in power, excluded one half of the citizenry from the political process, and was silent on feudal land tenures, the religious establishment, and other aristocratic abuses” (Peterson, 19). Jefferson also stated of the Constitutional Congress, “these reforms composed a system by which every fiber would be eradicated of the ancient or feudal aristocracy and a foundation laid for government truly republican”, (Peterson, 19). Jefferson concluded the country should be ruled by a “natural aristocracy,” that is by the people who had earned and deserved their positions of leadership and had not obtained them merely by the accident of wealth or birth (Ellis, 94). Andrew Jackson reasoned that people should choose their leaders and be able to vote for the leader of the country. The only requirements to vote were that you had to be a white man and own land. Andrew Jackson was of the opinion that the states should broaden the electorate by abolishing property rights as a voting requirement and launched the so-called era of the, “common man” (Williams, 7). After presenting the evidence, I feel that both men illustrate the belief that all white men should be able to have power not a select group with land or wealth.

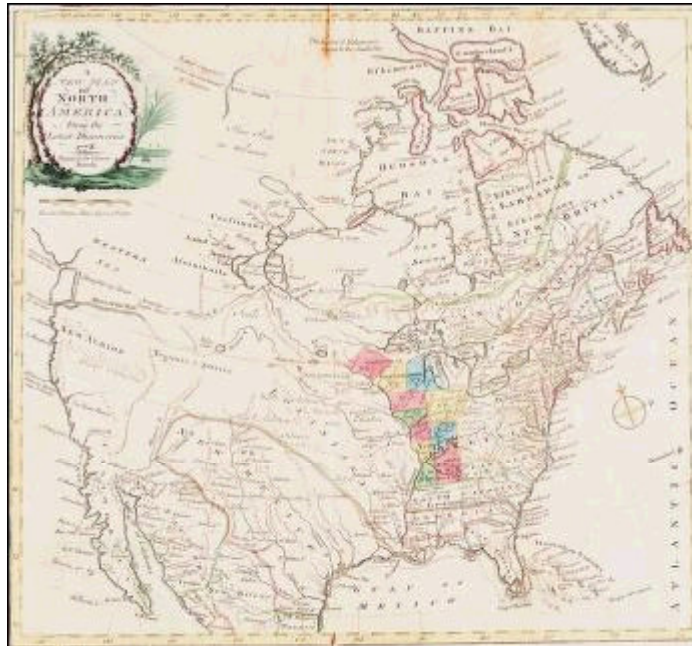
The third area of parallel is land policies. Thomas Jefferson believed land should be available for all white men to purchase. From May 1783- May 1784, he was in congress, “planning for the new nation to replace the chaos of custom with the plain

dictates of reason. He proposed the first plan for the trans-Appalachian domain, the Ordinance of 1784 creating new, free, and equal self-governing states, the North West Ordinance of 1787, and the Land Ordinance of 1785” (Peterson, 23). Jefferson also worked to have a government that was equal for all states. “In the Articles of Confederation, Jefferson helped establish a land policy that would ensure a republic of freeholders and formulated a territorial system of government that stressed the importance of new states coming into the Union as equal partners,” (Ellis, 83). One of the changes made by Jefferson in 1776 was the requirement of property to vote. The Articles of Confederation also proposed that the state, through grants of land, should make sure every adult white had at least fifty acres (Ellis, 83). Andrew Jackson followed the beliefs of Jefferson and continued to fight for the “common man” (Peterson, 7). According to historian Anthony Wallace, Jackson never publicly advocated removing American Indians by force. Instead, Jackson made the negotiation of treaties priority: nearly seventy Indian treaties—many of them land sales—were ratified during his presidency, more than in any other administration (Wikipedia). Both Jefferson and Jackson worked to make land available to all not just to the wealthy.

The fourth area of likeness is demonstrated in the desire for westward expansion of the lands owned by the United States. Both Presidents believed that the United States needed to continue to purchase lands in the west as long as there were unoccupied lands to be explored and inhabited. In Jefferson’s first inaugural address he praised America as, “a chosen country with room enough for our descendents to the hundredth and thousandth generation” (Ellis, 89). Jefferson also encouraged growth and development of the West; reducing the size of tracts of land needed for a minimum purchase and selling

much of the national domain to settlers on credit; by adopting a very aggressive stance toward the New World possessions of France and Spain which led to the Louisiana Purchase; and supporting various expeditions to explore the continent (Ellis, 89). From this map during the period from 1507-1814 many new areas were being explored and claimed as part of the United States from the Presidency of Washington through Jackson's (Small).

Lewis and Clark – Maps of Exploration 1507-1714



Jackson continued to trust Jefferson's belief in development of the western lands. In fact, Jackson had long been a member of the aristocracy that developed when Tennessee was on the frontier. Jackson followed Jefferson's westward expansion practice during his Presidency and was described as, "an expansionist who kept Texas and California in

mind when he was dealing with foreign affairs” (Williams, 24-29). Jackson also worried about the use of slavery in the new lands. It was said that, “Jackson deplored abolitionists attempts to associate slavery with territorial expansion and feared the crisis that was about to develop” (Williams, 7). The research demonstrates that Jefferson and Jackson favored the need to explore and occupy new lands.

The last area in which they were alike was the practice of banking. Thomas Jefferson and Andrew Jackson were concerned with the Bank of the United States. In 1791, Jefferson opposed the adoption of the First Bank of United States for Constitutional reasons (Ellis, 89). However, he came to appreciate the usefulness it played in servicing the government’s financial operations and was more than willing to go along with its existence as long as it stopped operating as a Federalists institution. In the early part of his administration, Jefferson was quoted as saying, “I am decidedly in favor of making all banks Republican” (Ellis, 89). Jefferson’s new term agrarianism – anxiety that republican experiment in liberty would end in disaster, led him to believe that a permanent national debt created an unnecessary tax burden and was counterproductive because it took active capital out of the private sector of the economy. He therefore worked out a system to pay it off completely as quickly as possible (Ellis, 84-89).

Andrew Jackson’s attitude toward the Bank of the United States was that it was a monopoly that restricted credit for farmers, merchants, and other low income groups during hard times (Williams, 29-30). From 1808-1812 the nation floundered politically and developed vigorously much the way Jefferson envisioned when he was President. American agricultural staples brought in foreign capital; American Industries fostered by a protective tariff slowly provided cheap manufactured goods and a domestic market for

agricultural surpluses; the economic system formed was made possible by a series of roads and canals, and by steamboat; and the domestic economy was oiled by means of the paper money issued by the Second Bank of the United States and the various state banks (Ellis, 92). Jackson confronted the major issue of nullification and recharter of the Bank of the United States of which he set precedents for using the executive powers that Presidents later found useful. Jackson, when faced with the demise of the Bank of the United States, enlisted Attorney General Roger B. Taney who recommended that strong state banks be used. Jackson signed the distribution act and found surplus funds after the federal debt was paid. Congress then passed the distribution act to divide the money among the states. That triggered a spending spree by the states, which became known as the Panic of 1837. Jackson issued an executive order to control the panic (Williams 30-31).



As illustrated in the above cartoon depicting Andrew Jackson fighting the monster bank. Jackson was vehemently opposed to the bank and considered it something that needed to

be kept in check (Wikipedia). Jackson favored a “judicial tariff” and felt that a national debt was not a blessing (Williams, 24). During Jackson’s second term as president, he paid off the national debt. Other improvements financed by the federal government were denounced by Jackson, as extravagant and claimed that they led to, “logrolling schemes” of congressional representatives led by Kentucky Senator Henry Clay’s American System. Jackson’s reaction was to veto the next bills and implement the rotation of government offices (Williams, 27-28). Therefore, both Jefferson and Jackson demonstrated comprehension of how a government should be concerned with the national debt and banking practices.

During my research of Jefferson and Jackson, I discovered that they were alike in many ways. I also determined that Jackson carried on the practices of Jefferson while he was President and continued using the same logic after he left office. Jefferson, during the Revolutionary War, was deeply involved himself with the destiny of American Democracy. He was a delegate to the First Continental Congress in 1774. In June 1775, he took one of the seats for Virginia in Philadelphia for the Second Continental Congress and drafted the “Conciliatory Proposition”, the “Declaration of the Causes”, and the “Necessity of Taking Up Arms”. He was also appointed to head a five-man committee to draft a United Declaration of Independence in June 1776. (Peterson, 13-18). Jefferson was one man who worked hard to change America during the Revolutionary War period; Andrew Jackson was also involved in the Revolutionary War period. He was thirteen in 1780 when the British force descended on Charlestown, South Carolina. He had lost two brothers one in the Revolutionary War the other to illness (Booraen, 48). Jackson went to war against the British, was captured, and struck by a Redcoat with the flat of his sword,

leaving a scar, for refusing to black his boots. This incident led Jackson to become a nationalist (Garraty, 130). This lithograph by Currier and Ives illustrates the bravery of young Jackson against the British officer (Feller).



The Brave Boy of the Waxhaws by Currier and Ives depicting British army officer with sword raised against young Andrew Jackson. (lithograph)

Jackson, as a nominal Jeffersonian Republican, adhered faithfully to Jefferson's political philosophy, but with the passage of time, he assumed the presidency that came to be known as Jacksonian Democracy (Williams, 27). In conclusion, Jefferson and Jackson were alike in their early lives, their schooling, and political lives. They also concur in the removal of the monarchical rule, westward expansion, land policies, and the National Banks in the United States government.

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Primary Documents Used in Paper

http://memory.loc.gov/ammem/collections/jefferson_papers/mtjtime1.html

The Jefferson Papers Library of Congress

1801

February 11. The electors' votes for president are officially opened and counted in Congress, which already knows that the vote is tied between Jefferson and Aaron Burr. The House of Representatives meets separately and continues balloting for six days. On February 17, on the thirty-sixth ballot, Jefferson is elected president and Aaron Burr becomes vice president.

March 2. President John Adams appoints sixteen federal judges in a series of "midnight appointments" after the Judiciary Act, which establishes courts between the Supreme and the federal levels, becomes effective February 13. Republicans see this action as a Federalist attempt to gain control of the federal court system in the last hours of Adams administration. Adams also appoints [John Marshall](#), an avowed Federalist, Chief Justice of the United States. Jefferson and Adams cease correspondence thereafter and do not resume it until 1812. The Judiciary Act is repealed on March 8, 1801.

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LEWIS & CLARK
the Maps of Exploration 1507-1814

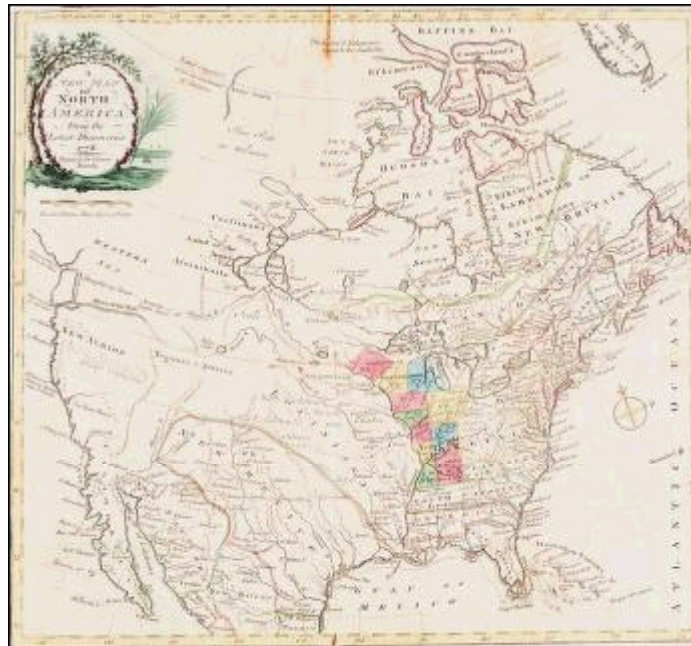
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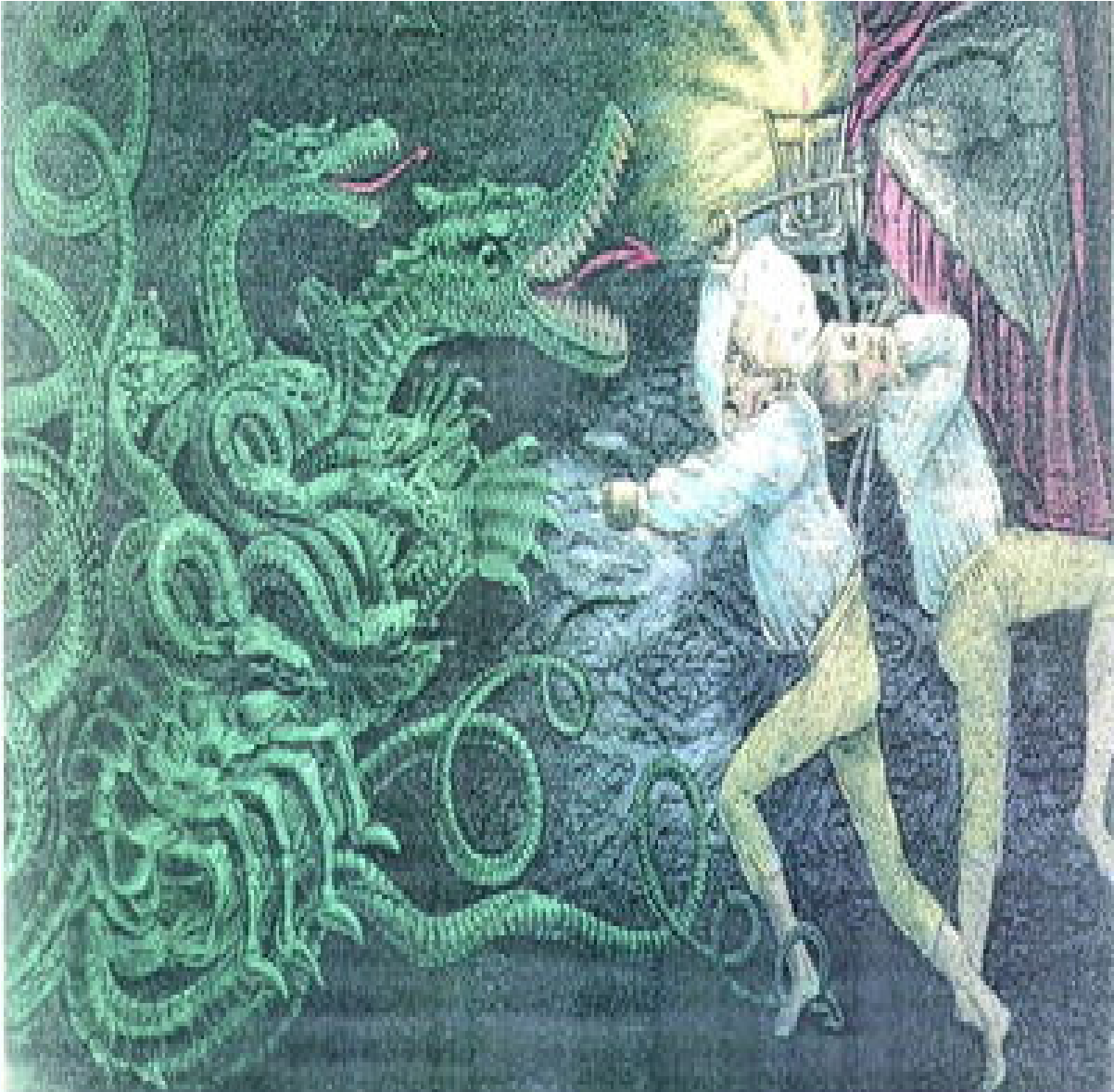
http://en.wikipedia.org/wiki/Andrew_Jackson#Indian_Removal

Andrew Jackson From Wikipedia, the free encyclopedia

Opposition to the National Bank

Main article: [Second Bank of the United States](#)

As president, Jackson worked to take away the federal charter of the [Second Bank of the United States](#) (it would continue to exist as a state bank). The second Bank had been authorized, during [James Madison](#)'s tenure in 1816, for a 20 year period. Jackson opposed the national bank concept on ideological grounds. In Jackson's veto message (written by [George Bancroft](#)), the bank needed to be abolished because:



Democratic cartoon shows Jackson fighting the monster Bank

- it was unconstitutional
- it concentrated an excessive amount of the nation's financial strength into a single institution
- it exposed the government to control by "foreign interests"
- it exercised too much control over members of the Congress
- it favored Northeastern states over Southern and Western states

Jackson followed Jefferson as a supporter of the ideal of an "agricultural republic" and felt the bank improved the fortunes of an "elite circle" of commercial and industrial entrepreneurs at the expense of farmers and laborers. After a titanic struggle, Jackson succeeded in destroying the bank by vetoing its 1832 re-charter by Congress and by

withdrawing U.S. funds in 1833. The bank's money-lending functions were taken over by the legions of local and state banks that sprang up feeding an expansion of credit and speculation; the commercial progress of the nation's economy was noticeably dented by the resulting failures.

The U.S. Senate censured Jackson on [March 27, 1834](#) for his actions in defunding the Bank of the United States; the censure was later expunged when the Jacksonians had a majority in the Senate.

[Andrew Jackson](#)

Retrieved from "http://en.wikipedia.org/wiki/Andrew_Jackson"

Categories: [Andrew Jackson](#) | [Presidents of the United States](#) | [United States Senators from Tennessee](#) | [Democratic Party \(United States\) presidential nominees](#) | [Governors of Florida](#) | [Members of the United States House of Representatives from Tennessee](#) | [United States Army generals](#) | [Prisoners of war](#) | [American Presbyterians](#) | [People from North Carolina](#) | [Scots-Irish Americans](#) | [American slaveholders](#) | [Deaths by tuberculosis](#) | [1767 births](#) | [1845 deaths](#)

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Daniel Feller American President Andrew Jackson



THE BRAVE BOY OF THE WAXHAW'S.

Andrew Jackson, the Seventh President of the United States, in 1781 when a boy of 13 (shown) in the jaws of the enemy, and was taken prisoner by the British. Being ordered by an officer to march his horse, he indignantly refused, and received a wound, on the 15th January

The Brave Boy of the Waxhaws by Currier and Ives depicting British army officer with sword raised against young Andrew Jackson. (lithograph)

Lesson Plan Outline

Unit: Revolutionary War

Lesson title: Dissecting Vital Documents

Grade Level: Five through High School

Essential Question related to Vital Theme:

How do the Declaration of Independence, the Constitution, and the Bill of Rights differ in purpose?

Lesson time: Five Days

Curriculum Standards (List):

5.4.spi.5. Differentiate among the purposes stated in the Declaration of Independence, the United States Constitution, and the Bill of Rights.

Technology used and how: Computer with Internet
Printer
Sites for: Declaration of Independence
Constitution
Bill of Rights

Materials: Social Studies textbooks
Grading questions sheet

Activity description(s) and overview of instructional strategies:

Day one: The teacher will divide the class into three groups. Each group will look at one of the vital documents: the Declaration of Independence, the Constitution of the United States, or the Bill of Rights. Students will find a site in which the document is transposed into typed form and print the document. Students will divide the document into sections and assign each person a part.

Day two: Students will read the document and summarize their information.

Day three: Students will use their Social Studies textbook to find information about the writing of the document then read and determine the purpose for which it was written and summarize their findings.

Day four: Students will discuss each section of the document.

Day five: Students will discuss their findings with the class for each document. They will then determine which document contains the most vital information.

Interactive Instructional Strategies:

- Students are searching the internet for a web site with the typed form of a document.
- Students work as individual groups to interpret a primary document.
- Students work as individual groups to determine the purpose of the document.
- Students work as a class to determine which document contains the most vital information.

Supporting Assignments / Homework:

Students will have read about these documents in the “We the People” textbooks.

Assessment:

Students will be assessed by their group to determine a grade. They will answer the following questions:

1. Did each person have a part in the project?
2. Did each person work, to his or her potential, on the project?
3. Did each person turn in his or her work on time?
4. Did someone do most of the work and why?
5. Did anyone not do any work and why?

Lesson Plan Outline

Unit: Revolutionary War

Lesson title: Mapping the population of Pre- and Post Revolutionary War America.

Grade Level: Five – High School

Essential Question related to Vital Theme:

How did the population of the United States change after the Revolutionary War?

Lesson time: Two forty-five minute classes.

Curriculum Standards (List):

5.3.spi.2. Determine America's population shifts by interpreting a population map.

Technology used and how: Overhead projector

Materials: Maps of population 1790, 1810, 1820, 1840, 1903
Transparencies of maps

Activity description(s) and overview of instructional strategies:

The teacher will use the transparencies to discuss the change in population from 1790, 1810, 1820, 1840, and 1903. Then the teacher will handout the maps of population from 1790, 1810, 1820, 1840, and 1903. The students will be instructed to take each map and summarize the information. After summarizing all five maps, the students will write a summary of how the population changed during this period.

Primary Sources: Maps of population 1790, 1810, 1820, 1840, 1903

Interactive Instructional Strategies:

Use of maps to determine changes in population from information found in maps of 1790, 1810, 1820, 1840, and 1903.

Writing skills to summarize the five maps.

Supporting Assignments / Homework

Students will have read about the movement of people from Europe to the United States and the Revolutionary War.

Assessment: Assignment will be assessed for the following:

1. Students used information from the 1790 map. 15 points
2. Students used information from the 1810 map. 15 points
3. Students used information from the 1820 map. 15 points
4. Students used information from the 1840 map. 15 points
5. Students used information from the 1903 map. 15 points
6. Students wrote summary of how the population changed from 1790- 1903. 55 points

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Map of the distribution of U. S. population in 1840.

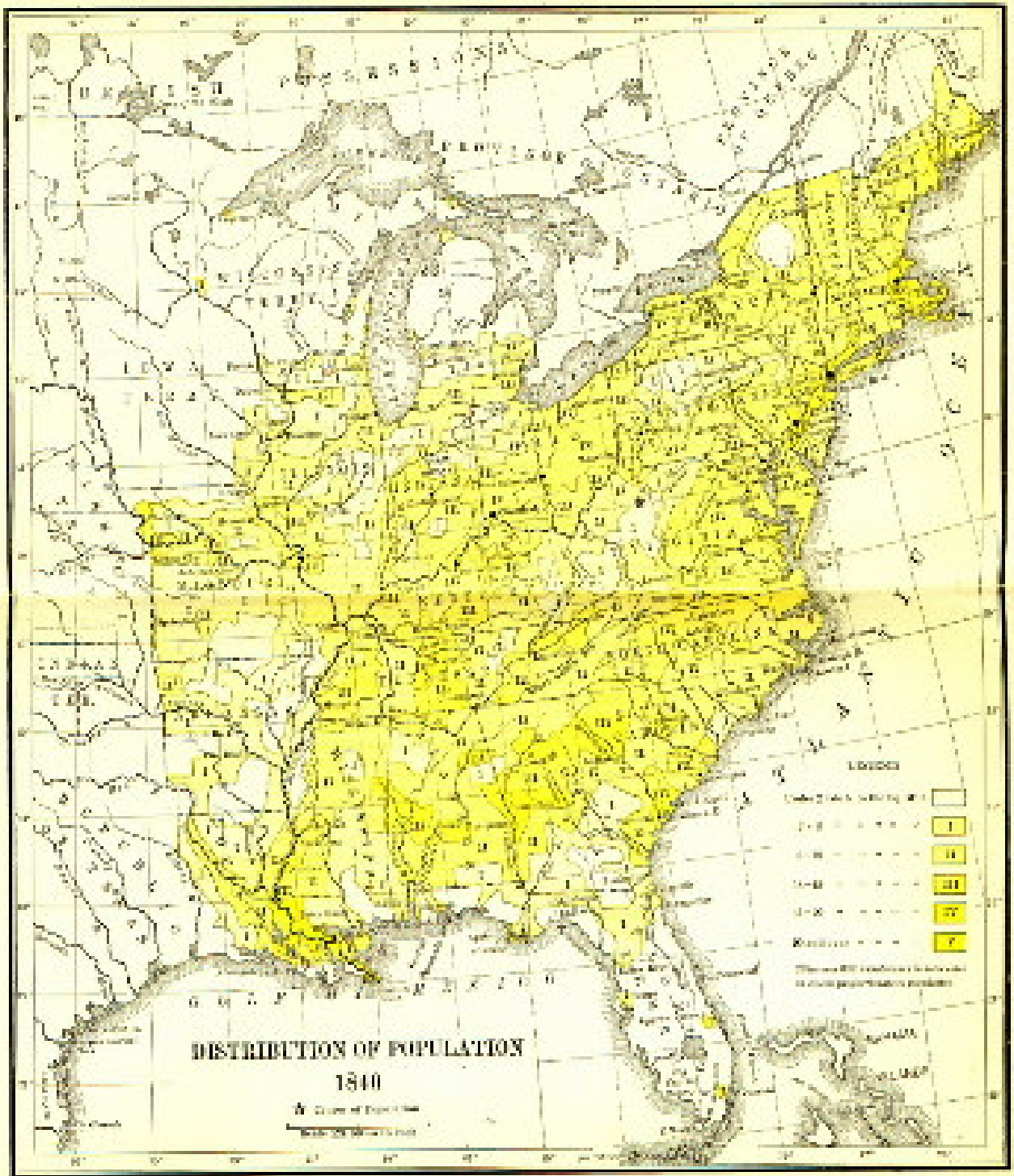
Description: Map of the distribution of U. S. population in 1840.

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S. population in 1840.

Keywords:

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**Map of the distribution of U. S.
population in 1810.**

Description: Map of the distribution of U.
S. population in 1810.

Keywords:

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version)*

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**Map of the distribution of U. S.
population in 1820.**

Description: Map of the distribution of U.
S. population in 1820.

Keywords:

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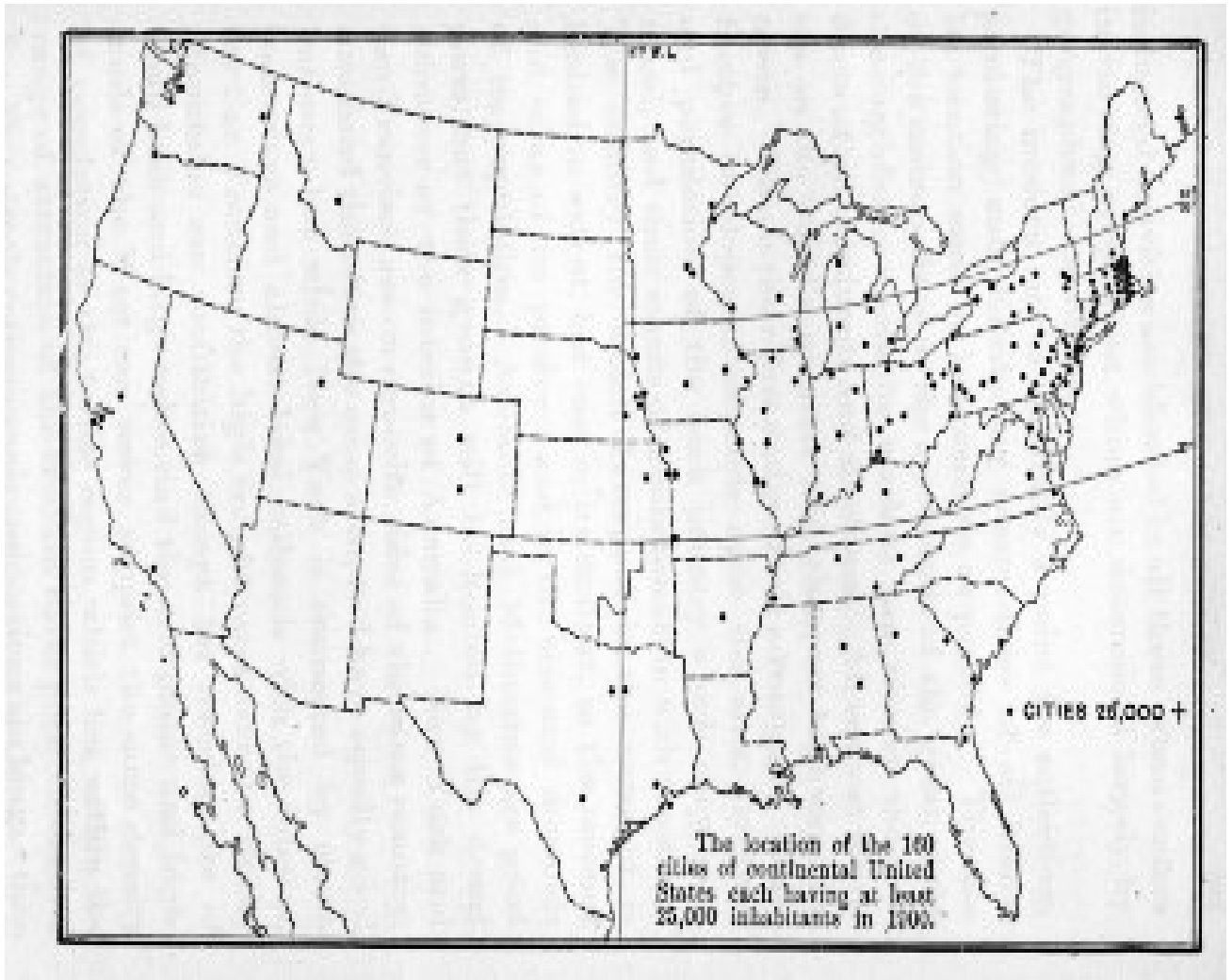
Map of cities having at least 2500 inhabitants, 1903.

Description: Percent of population in Cities having at least 2500 inhabitants, 1903.

Keywords:

Credit:

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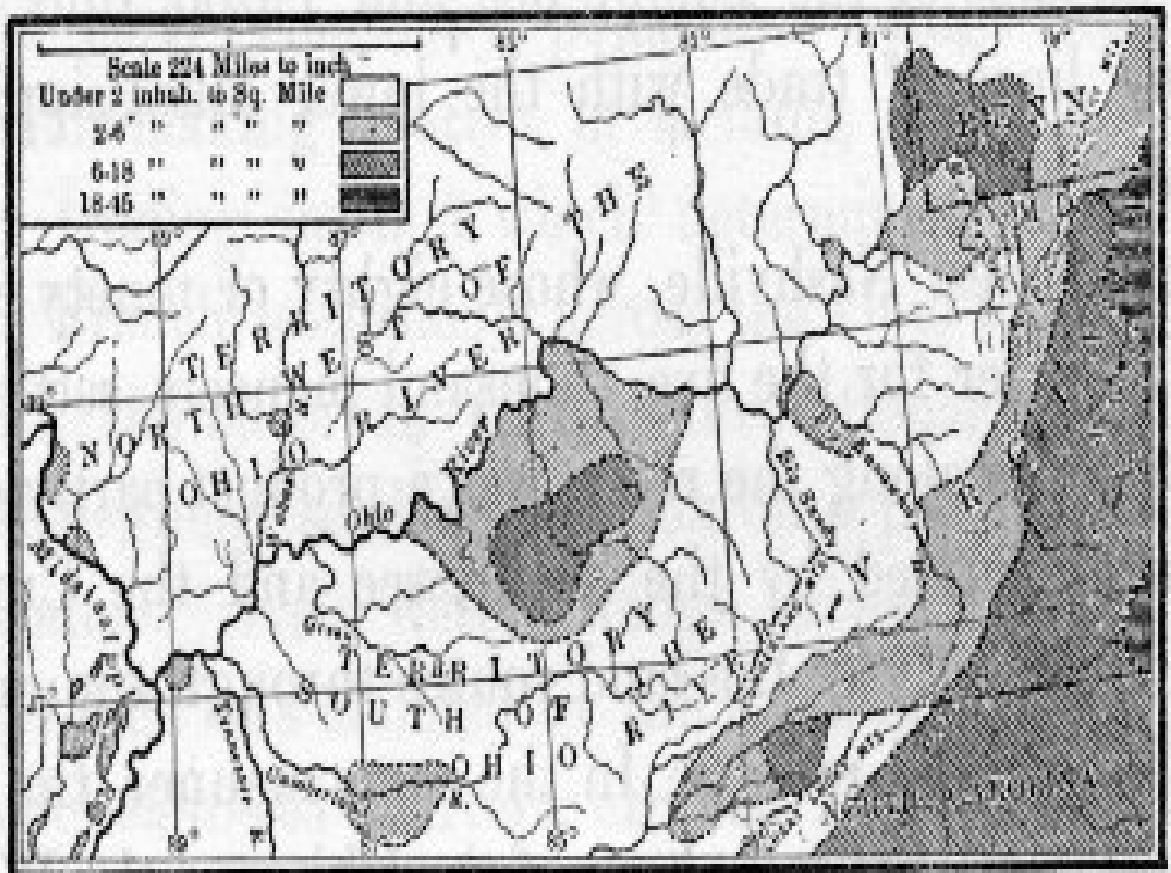
Map of the trans-Allegheny population movement, 1790.

Description: Map of the trans-Allegheny population movement, 1790.

Keywords:

Credit:

(save image or click on it for a full-sized version)



TRANS-ALLEGHENY SETTLEMENTS IN 1790