

Where was slavery common in the early nation?		
	Day 2	30 minutes
<b>Learning Objective</b>	Students will be able to use data from the first census to understand where slavery was concentrated in the early states.	
<b>Introduction</b>	Ask students, “How might counting people help us understand a place better?” Students may have a variety of answers, some astute, others further afield. A follow-up question could be, “What would we want to know about people to better understand the place they live?” The goal is to prime them to use census data to understand differences among early states.	5 minutes
<b>Evaluation of Sources</b>	Pass out the States & Territories map. (Document B)	20 minutes
	Ask students what they notice when they look at the map. Direct students to circle and label the three primary colonial groups: Southern, Middle, and Northern.	
	Divide students into groups of 3-5 and give each group a copy of the 1790 census data. (Document C)	
	In their groups, have students use the census data to determine which states had the highest and lowest populations of enslaved people. Direct students to highlight the 5 states with the highest population of enslaved people in one color and the 5 states with the lowest population of enslaved people with a different color.	
	Ask students to discuss in their groups what the geography of slavery tells them. Pose the question, “Does the size or location of a state seem to influence the size of its enslaved population?”	
<b>Closing</b>	Have groups share the conclusions they are able to draw from their maps. Instruct students to specifically identify the evidence that leads them to the conclusions they’ve drawn.	5 minutes