LIBRARY OF CONGRESS
PATHWAYS ADVENTURES:
Using Historical Documents to Develop Early Literacy

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Book Backdrop Title:

Exploring the United States Census through the Past, Present, and Future

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INTRODUCTION

Book Backdrop Title:
Exploring the United States Census through the Past, Present, and Future

Focus Book Citation:

Focus Book Summary:
Phineas Bump, the weary tallyman who has been sent to count the population for the first United States Census, rides into Tunbridge, Vermont. The suspicious residents of the town try to trick Phineas because they are uncertain how the newly founded United States government will use the information. Through the comical illustrations and storyline, we obtain content knowledge which is crucial to understanding the United States Census.

Book Setting:
The story takes place in the small town of Tunbridge, Vermont in 1790.

NCSS Notable Tradebook Theme:
History Life & Culture in the Americas

Historical Period:
Constitutional Period

Grade Range:
Primary
LESSON MODULE

Six Primary Source-Based Book Backdrop Lesson Plans

LESSON 1
Title: Count Me In: The First American Census (Created by Kara Henik)

Learning Goals:

Knowledge
● Students will learn about the first United States Census.
● Students will begin to understand why Census information was taken in 1790.
● Students will understand what information was taken during the first Census.

Skills
● Students will explore various types of primary sources such as images and charts.
● Students will create situations and descriptions for primary sources based on their prior knowledge and new understandings about the United States Census.

Dispositions
● Students will develop a sense of civic duty regarding the United States Census.
● Students will begin to think critically about the past and the implications various decisions have on their life.

Links to National Standards:
http://www.socialstudies.org/standards/strands

Time, Continuity, & Change: Social studies programs should include experiences that provide for the study of the past and its legacy.

People, Places, and Environments: Social studies programs should include experiences that provide for the study of people, places, and environments.

Individual, Groups, and Institutions: Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.

Power, Authority, and Governance: Social studies programs should include experiences that provide for the study of how people create, interact with, and change structures of power, authority, and governance.
Civic Ideals and Practices: Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

General Instructional Materials:
- Copy of Tricking the Tallyman by Jacqueline Davies
- Paper
- Writing Utensils

Loc Primary Source Materials:
- Appendix #1 - Image: Taking the Census, 1870
- Appendix #2 - Leaflet: Kentucky Census, 1790

Lesson Procedures

Introduction
1. Begin by showing the students the “Taking the Census” picture from the 1870 Harper’s Weekly (Appendix #1). Give students time to look at the picture and have them write a brief description of what the image is portraying. Prompt their thinking by asking questions such as “why is everyone huddled together?” and “what is the man writing?”
2. After students have had time to gather and write their thoughts, ask them to do a “Think, Pair, Share” regarding what they wrote.
3. Ask a few students to share their interpretation of the image with the class. Write down some of the main ideas that are generated.

Development
1. Tell students that to gain a better understanding of what the image is portraying, you are going to read Tricking the Tallyman.
2. Read the book, making sure to stop to discuss main ideas, monitor comprehension, and make predictions. Do not read the author’s note at the end of the story.
3. After reading the story ask students the following questions:
   - What was the job of the tallyman, and what materials did he need?
   - Who was taking the Census? Who did Phineas Bump work for?
   - Why did the people of Tunbridge refuse to be counted at first?
   - Why did the people change their minds about being counted, and how did they trick the tallyman again?
   - Why did the people want to be counted a third time?
   - Where the people of Tunbridge being good citizens of the newly formed U.S?
Culmination
1 Give each student a copy of the author’s note with various highlighted parts. Read the author’s note as a class, having each student read their highlighted portion.
2 Show students the leaflet of the census data of Kentucky from 1790 (Appendix #2).
3 Ask students the following questions:
   ● Can you find the date on the leaflet?
   ● What do you think this is a chart of? What is it telling us?
   ● What do the different names represent?
   ● What do the numbers represent?
   ● What do the different columns of numbers represent?
   ● What was the total population of Kentucky in 1790?
   ● Point out that this is the original information and data collected during the first Census in 1790.
4 Use these questions about the leaflet and the information from the author’s note to generate a classroom discussion about the first United States Census.
5 Debrief the lesson by discussing what they learned from the story and primary resources. This is an opportunity to discuss any student misconceptions.

Assessment Strategies: Linked to Lesson Goals
1 Show students to the “Taking the Census” image again (Appendix #1). Have students create a narrative or story, similar to Tricking the Tallyman, which integrates what they learned about the census.
2 Have students share their stories with their classmates. Students will revise and publish their work. They will be displayed in the classroom throughout the unit.
LESSON 2
Title: Reader’s Theater (Created by Adrianne Staley)

Learning Goals:

Knowledge
- Students will learn about the process of the Census taken in 1790.
- Students will learn about the first United States Census.
- Students will begin to understand why Census information was taken in 1790.
- Students will understand what information was taken during the first Census.

Skills
- Students will participate in a reader’s theater based on the events of the 1790 census.
- Students will begin exploring various types of primary sources such as an image of a barn and a 1917 Census Proclamation Poster.
- Students will depict the census of 1790 using their voices, bodies, and imagination.

Dispositions
- Students will empathize with the townspeople during the first census.
- Students will be able to evaluate a situation based on their personal connections made through physically enacting the accounts of the first census.

Links to National Standards:
http://www.socialstudies.org/standards/strands

Time, Continuity, & Change: Studying the past makes it possible for us to understand the human story across time.

People, Places, and Environments: During their studies, learners develop an understanding of spatial perspectives, and examine changes in the relationship between peoples, places and environments.

Individual, Groups, and Institutions: Personal identity is shaped by an individual’s culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual’s own culture throughout her or his development.

Power, Authority, and Governance: In exploring this theme, students confront questions (What are the purposes and functions of government? Under what circumstances is the exercise of political power legitimate? What are the proper scope and limits of authority? How are
individual rights protected and challenged within the context of majority rule? What conflicts exist among fundamental principles and values of constitutional democracy? What are the rights and responsibilities of citizens in a constitutional democracy?)

**Civic Ideals and Practices:** Learning how to apply civic ideals as part of citizen action is essential to the exercise of democratic freedoms and the pursuit of the common good

**General Instructional Materials:**
- Basket
- Reader’s Theater Roles:
  - Phineas Bump
  - Townspeople
  - Woman
  - Man
  - child

**Loc Primary Source Materials:**
Appendix #3- Image- Barn, 1790
Appendix #4- Image: Military Census Poster, 1917

**Lesson Procedures**

**Introduction**

1. Discuss with the student’s what they can recall about the book we read yesterday titled, *The Great Census Shenanigans of 1790 tricking The Tallyman* by Jacqueline Davies. Ask the students:
   - What is the problem in this story?
   - Who is a part of the story?
   - What did the Tallyman do?
   - What did the people of Tunbridge do in this story?
   - How did this story end?

2. Tell the students that today we are going to be participating in a reader’s theater that depicts the story, *Tricking the Tallyman*.

**Development**

1. First, we are going to look at a few primary resources that may help us understand the time period that we are going to portray in our reader’s theater. The first image (Appendix #3) is of a barn from a Pennsylvania township in 1790. The townspeople in Tunbridge may own a barn very similar to this one.

2. Next, show the Proclamation Poster (Appendix #4) that declares that a census should be taken. This primary resource is from the year 1917 however, it is also
likely that people of Tunbridge read similar signs that told them when the tallyman was coming through for the census.

3 Then have the students draw their roles form a basket with each character needed written on a piece of notecard. These will be their roles in the reader’s theater.

4 Have the students conduct a reader’s theater based on the story, *Tricking the Tallyman*. This script will be determined by supplying students with text from the book to read for their parts as other students act out the scene.

**Culmination**

1 Ask the students to share their reaction to the story now that they have acted out the story themselves.
   - How did you feel as townsperson at the start of the story?
   - How did your ideas change the third time the Tallyman returned?
   - What was it like to know that your whole family counted in the census? Why?

**Assessment Strategies: Linked to Lesson Goals**

First, have students create a journal entry from the perspective of their character depicting their experience during the census in the reader’s theater. Then have students share in groups about the question: “How did this reader’s theater change your perspective on the first census?”
LESSON 3
Title: Who Counts? (Created by Amanda Vester)

Learning Goals:

Knowledge
- Students will learn about the United States Census.
- Students will understand the differences between the past and present census, including who counted and what information was taken.

Skills
- Students will explore various types of primary sources such as pictures, charts, and data.
- Students will create a Venn-diagram in order to compare and contrast the past and present census.

Dispositions
- Students will develop a sense of civic duty regarding the United States Census
- Students will be able to implement the role of the United States census to their personal lives.

Links to National Standards:
http://www.socialstudies.org/standards/strands

Time, Continuity, & Change: Social studies programs should include experiences that provide for the study of the past and its legacy.

People, Places, and Environments: Social studies programs should include experiences that provide for the study of people, places, and environments.

Individual Development and Identity: Social Studies programs should include experiences that for the study of individual development and identity.

Individual, Groups, and Institutions: Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.

Power, Authority, and Governance: Social studies programs should include experiences that provide for the study of how people create, interact with, and change structures of power, authority, and governance.

Civic Ideals and Practices: Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.
General Instructional Materials:
- Whiteboards, Expo Markers, Erasers
- Paper
- Writing Utensils
- Construction Paper
- Markers, Crayons, Colored Pencils
- iPads

Loc Primary Source Materials:
- Appendix #5-Image: Taking the Census, 1920
- Appendix #6-Image: Census Taking

Lesson Procedures:

Introduction
1. Begin by showing the students the “Census Taking” (Appendix #5) picture and “Taking the Census, 1970” (Appendix #6) picture from the Library of Congress. Give the students time to look at the pictures and work in small groups to predict who was allowed to take part in the census during 1970. They will create a list on their individual group whiteboards.
2. Once they have had time to work in small groups, come together as a class and have each group share what they discussed. Collaborate all of these ideas on the whiteboard.

Development
1. Start by explaining to the students which individuals could take part in the census in the past.
   - Free White males of 16 years and upward (to assess the country's industrial and military potential)
   - Free White males under 16 years
   - Free White females
   - All other free persons
   - Slaves (counted for 3/5th a vote. This was an agreement between the Northern & Southern States after a dispute. The North did not want to count slaves as votes because they did not have any rights, but the South wanted to count them in order to increase their number of representatives in Congress)
2. Once this has been discussed, explain to the students that there were 6 questions on the census. Have the students work in their small groups again to try and brainstorm/guess what those 6 questions may have been.
3 After they have had time to brainstorm, have one representative from each group bring their whiteboard to the front of the classroom. Read through all of the questions and erase any duplicates.

4 Reveal a list of the 6 questions that have been pre-written on the Promethean Board.
   ○ What is the name of the head of the family?
   ○ How many free white males sixteen years and older live here?
   ○ How many free white males under the age of sixteen live here?
   ○ How many free white females live here?
   ○ How many slaves live here?
   ○ Are there any other free persons living here?

**Culmination**

1 Explain to the students that history has changed over time and the census has changed drastically. Provide the students with iPads and instruct them to research information from the 2010 census. Tell them to accumulate their findings on a piece of paper.

2 Once they have had an adequate amount of time to work, instruct them back to their seats. Use Popsicle sticks to count on each student to find one fact they found. Tell the rest of the students to be listening carefully and be taking notes because they will need it for a future assignment.

3 Ask the students if they have any questions and clear-up any misconceptions.

**Assessment Strategies: Linked to Lesson Goals**

1 Have the students create a Venn-diagram using construction paper in order to compare and contrast the information they have gained about the census. The right circle should be labeled “1920 Census” and the left circle should be labeled “2010 Census”. The middle circle should say “both”.

2 They can use their notes for this, but they may not work together. They have to have at least four bullet points in each circle.

3 We will have a class discussion to summarize and conclude the students’ individual Venn-diagrams. We will create a whole class Venn-Diagram to be placed on the classroom wall for future reference.
LESSON 4
Title: Why Fill Out a Census? (Created by Katelin Oney)

Learning Goals:

Knowledge
● Students will learn why a census is taken in the United States.
● Students will learn how often a census is taken.
● Students will understand what components are included on a census form in the United States and why.

Skills
○ Students will explore various types of primary sources.
○ Students will brainstorm ideas of what they think the census is and why we take it.
○ Students will interact with an iPad to explore information on the United States Census Bureau website.

Dispositions
● Students will develop a sense of civic duty regarding the United States Census.
● Students will understand why a census is completed and what components are included on a census form.

Links to National Standards:
http://www.socialstudies.org/standards/strands

Individual Development and Identity: Social studies programs should include experiences that provide for the study of individual development and identity.

Science, Technology, and Society: Social studies programs should include experiences that provide for the study of relationships among science, technology, and society.

General Instructional Materials:
○ iPads
○ Elmo
○ Video
○ Census form
○ Age and sex census map

Loc Primary Source Materials:
○ Appendix #8: Census Bureau machine and operator in 1908.
Lesson Procedures

Introduction
1. Class discussion: What do the words responsibility, government, and census mean to you? (Brainstorm ideas on the ELMO, positive or negative, that students may have). Review what responsibilities students may have (homework, listening, etc.) and people’s responsibilities to participate with the government (voting, being well-informed, etc.) Ask students if they have ever heard of a census. Brainstorm ideas of what they might think the census is.

2. Introduce what a census is: A census finds out how many people live in the United States by counting each man, woman, and child using a short set of questions. It is a law that the government must count the number of people living in this country every 10 years, and it is our responsibility to make sure that we are counted.

3. Show an example of what a census looks like and read off what questions might be included on a census. (name, address, age, sex, disability, employment, etc.)

(http://www.census.gov/acs/www/Downloads/QbyQfact/revisedadministrative.pdf)

Development
1. Tell students that in order to gain a better understanding of why the census asks these particular questions, you are going to watch a short YouTube video. (http://www.youtube.com/watch?v=NGR2ikS0XYc)

2. Prompt students with these review questions on the video:
   - What is a census?
   - Where does a census occur?
   - Are you required to take a census in the United States? Why?
   - How often is a census taken?
   - What questions are on the census?
   - Why does it matter to you?

Culmination
1. After asking ‘Why does it matter to you?’ students will then break into groups of two or three with an iPad for each group. Students will explore topics on the Census Bureau website (http://www.census.gov/acs/www/about_the_survey/questions_and_why_we_ask/) to figure out why the census is so important in the United States. (topics will include: name, address, age, sex, disability, employment, etc.)

2. Have each group write down their ideas and research in the ‘notepad’ app on the iPad about why the census is important to their topic. Why is it important to know
this information? What people does it affect? How does it affect you and how is it relatable to you?

○ An example of this may include: The topic for one group may be age. The students will share that age is asked on the census because it counts the amount of all people; it’s important for federal programs that target services for children, working adults, women of childbearing age; and funds for the need of hospitals, nursing homes, cemeteries, domiciliary services, and other benefits for veterans. Age affects people in the community by:
  ■ Employment: Data about age are used to target veterans for job training programs. Equal employment opportunities are enforced using data about age.
  ■ Social Services: Age data are used to forecast the number of people eligible for Social Security and Medicare benefits. Under the Older Americans Act, age data are part of the formula used to allocate funds for services to seniors with low incomes.
  ■ Government: Data presenting the voting-age population are used by states to meet legislative redistricting requirements. Planners at all levels of government forecast the need for highways, hospitals, health services, and retirement homes by using age data.
  ■ Education: Counties and school districts are allotted funds based on age data. These funds provide resources and services to improve the education of economically disadvantaged children and children with disabilities. Locations where new schools are needed, as well as the required grade levels (elementary, middle, or high school) are identified using data about age.

3 Each group will present their information and research to the class. The teacher will answer any questions that may be unclear to the students.

4 Show primary source (Appendix 8) of how information used to be documented in 1908. Explain how everything is documented and collected by computer now.

5 Show a primary source (Appendix 7) of a graph from the eleventh census that shows the population graph. Show a resource of the 2010 census age graph the median age for each state in the United States.

6 Explore the differences between the 2 graphs. Explain that the government can find a lot of valuable information from the census, like these 2 graphs.

Assessment Strategies: Linked to Lesson Goals
1 Students will show what they learned in a short presentation to the class about the topic they researched on the United States Census Bureau website.
2 Students will write one reason why they think the census is important and how it affects them personally on a separate piece of paper. Students will share with a classmate and turn in their work.
LESSON 5
Title: How Do You Take a Census? (Created by Jenna Jessen)

Learning Goals:
http://www.socialstudies.org/standards/strands

Knowledge
○ Students will learn vocabulary words dealing with the census.
○ Students will understand how a census is taken.

Skills
○ Students will participate in a sample population.
○ Students will explore how a census is taken, fill out census questionnaires, and collect data.

Dispositions
○ Students will develop an understanding of how to collect and interpret census data.
○ Students will think critically about the process of how the census is taken.

Links to National Standards:

Time, Continuity, & Change: Studying the past makes it possible for us to understand the human story across time.

People, Places, and Environments: Today’s social, cultural, economic, and civic issues demand that students apply knowledge, skills, and understandings as they address questions.

Individual Development and Identity: Young learners develop their personal identities in the context of families, peers, schools, and communities.

Science, Technology, and Society: Science, and its practical application, technology, have had a major influence on social and cultural change, and on the ways people interact with the world.

General Instructional Materials:
● Masking tape
● Graph paper
● Paper
● Writing utensils
Lesson Procedures

**Introduction**
1. Class discussion about the word census. Review what the students have learned about the census so far.
2. Begin a discussion about population. Ask students what they think the definition of population is and why it would be important in the census.

**Development**
1. Show students the image of a woman obtaining information from a census questionnaire. (Appendix #9)
2. Have the students examine a questionnaire form that is sent to households to collect the census.
3. Have a masking tape circle on the floor. Explain that the circle represents a town. Have three students stand in the circle. Discuss how they represent the population, and that the population of a town makes up a community.
4. Have the students that are standing in the circle choose a role in the community. Options might be banker, mayor, police officer, etc.
5. Explain that one of the people in the town wants to build a house. To do this, the students in the circle need to choose other people to join their town. First, the students will start by adding a carpenter, then families, teachers, and business people.
6. Have a discussion about how their town changed over time and what their town needed as the population grew. ([http://www.census.gov/schools/pdf/materials/cis_lesson_k4US.pdf](http://www.census.gov/schools/pdf/materials/cis_lesson_k4US.pdf))
7. Show students the poster that promotes the census. (Appendix #10)
8. Discuss the importance of filling out the questionnaire form, why answering these questions is beneficial, and the confidentiality of the census.

**Culmination**
1. Explain that the government wants to know how many people there, but they also want to know other things for planning.
2. In previous years two different questionnaires were sent out to households. A short-form questionnaire was sent to most households. Other select households
were sent long-form questionnaires to fill out. The 2010 census consisted of one questionnaire that included ten questions for households to answer.

3 Explain that the census information is gathered by the questionnaires that are sent to households, as well as by confidentially-bound social workers who travel door-to-door.

4 Questionnaires are given to everyone living in the United States, Puerto Rico, Guam, American Samoa, the commonwealth of the Northern Mariana Islands, and the U.S. Virgin Islands.

5 After examining the questionnaire that is sent out to households every ten years, students will develop their own questionnaire as a class.

6 Once the questionnaire is completed, the students will rotate around the room, like they are traveling around door-to-door like a census worker or like they are filling out the questionnaire form as a household, and ask other students the questions that they developed.

7 Then the students will come together as class and share their data.

**Assessment Strategies: Linked to Lesson Goals**

1 Have the students graph the data they collected.

2 Have students write a response journal addressing the following areas:
   a Why is population important to the census?
   b What ways is the census collected?
   c What types of questions did you think were important to include on the questionnaire and why?
   d How are the questions confidential and why is it important to keep them confidential?
LESSON 6
Title: Collecting Data for a Census (Created by Brenda Lingren)

**Learning Goals:**

**Knowledge**
- Students will understand how census data is collected and used.
- Students will learn how to collect and analyze data by taking their school wide census.

**Skills**
- Students will participate in taking data of their peers to complete a census.
- Students will analyze the data they have collected and discuss how it is similar to the census.

**Dispositions**
- Students will develop an understanding of how a census is taken and how the data is collected and analyzed.
- Students will begin to develop an understanding of how the census has changed over time in the way it is taken and how much work is needed to complete it to get the correct information.

**Links to National Standards:**
http://www.socialstudies.org/standards/strands

**Time, Continuity, & Change:** Knowledge and understanding of the past enable us to analyze the causes and consequences of events and developments, and to place these in the context of the institutions, values and beliefs of the periods in which they took place.

**People, Places, and Environments:** Today’s social, cultural, economic and civic issues demand that students apply knowledge, skills, and understandings as they address questions.

**Individual Development and Identity:** In the early grades, young learners develop their personal identities in the context of families, peers, schools, and communities.

**Science, Technology, and Society:** Science, and its practical application, technology, have had a major influence on social and cultural change, and on the ways people interact with the world.

**General Instructional Materials:**
- Whiteboard and markers
- Paper
Lesson Procedures

**Introduction**
1. Begin with showing a map to the students and ask which region of the country they would most like to live—South, North, East or West. On the board keep a tally for each student next to the names of the states.
2. While showing the map show the different regions and where they are located before taking the tally marks. Also, show the atlas from 1970 from Appendix 11 and show different information about each region, including population. After presenting this information, show the current information for each region. Then, ask the students to give their answers based off of the information they were just shown.
3. After all of the data is taken, show the same data in a bar graph as well to show the students data can be taken in multiple ways.
4. Discuss how a tally bar and a bar graph show the same data, just in a different form. Explain the labels on the graphs and what each of them represents.
5. Show the picture of the machine from Appendix 12 that was used to take the first census. Discuss with the students how the machine worked and how they take data today for the census.

**Development**
1. Split the students into groups of three or four. Tell the students that in these groups, they will take a school wide census using what they have learned so far about the census and how it is taken.
2. The class will then make up three questions that they can pick from to ask the students in their school. From these questions they will have to ask at least 30 people in the school one of the questions created by the class.
3. The students will create a worksheet where they will collect all of their data on. This worksheet will have the questions listed, a chart including the choices they are given to answer from, a place to tally the answers and a total column.
4. Next, explain to the students how they should take their census, reviewing what they have learned so far about census taking. Explain to the students they should have their own pencil ready, be polite and quickly ask if the student can ask the person a question for a census the student is taking for class. Also, tell the
students to make sure they make the tally mark immediately after they have asked
the question. Make sure the students thank everyone they talk to, even if they do
not give an answer.

5 Tell the students the amount of time they have to take the census and when they
need to have their worksheets filled out. They will be completing these census
worksheets with their groups they were assigned at the beginning of the lesson.
The students may complete this in the lunchroom, at recess, or before and after
school.

**Culmination**

1 Once the students have collected their data, have each group present the data to
the class. As the students are presenting, have them add their data to a large chart
on the board.

2 When all of the groups are done presenting and adding their data to the chart, ask
the students what they notice about the data. Ask questions based on the questions
the students asked in their census.

3 Ask the students to discuss how this is similar to what they have learned about the
U.S. census and how it was different. Give the students a chance to discuss what
was easy and what was difficult about taking the census. Also, have the students
reflect upon if they would be able to take a census like how they have discussed it
was taken in the past or collect the data in ways that they have learned it is taken
today.

**Assessment Strategies: Linked to Lesson Goals**

1 Ask the students to write a reflection on how they felt their census taking went. Have the
students discuss if it was easy for them to ask people questions or if they had a hard time
doing so. Also ask them to write about if they would rather use the machine used in the
first census or what they use to collect data today. As they reflect about the machines,
also have them discuss if they would ever want to be a part of taking the census and what
part they would like to be a part of, the collecting of data or the analyzing part.

2 Have the students share their reflections with the class and have the students comment or
ask questions to the students presenting after they share.
1. Taking the Census
This artifact is of a census taker talking to a group of men, women, and children; including an African American in front of a building. It was originally done as a wood engraving and was published in Harper’s weekly, 1870 Nov. 19, p.749
http://www.loc.gov/pictures/resource/cph.3b39850/
2. Kentucky Census (1790)

This leaflet is of the census information from Kentucky during the first United States in 1790. It is organized by counties and town and identifies various numbers of individuals living in that area during that time.

http://memory.loc.gov/cgi-bin/query/r?ammem/AMALL:@field(NUMBER+@band(rbpe+02100100))

<table>
<thead>
<tr>
<th>Counties and Towns</th>
<th>Free white males of 16 years and upwards, including heads of families</th>
<th>Free white males under 16 years</th>
<th>Free white females, including heads of families</th>
<th>All other free persons</th>
<th>Source</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fayette County</td>
<td>3241</td>
<td>2878</td>
<td>6738</td>
<td>30</td>
<td>3989</td>
<td>17576</td>
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SAMUEL M'DOWELL, Jun.
Marshal for the Kentucky District.
3. 1790 Barn

http://www.loc.gov/pictures/item/pa1560.photos.143062p/resource/
4. Military Census Poster 1917

http://www.loc.gov/pictures/item/2001700125/
5. Taking the Census, 1920

This portrays a picture of a woman taking the United States Census in 1920.
6. Census Taking

http://www.loc.gov/pictures/resource/npcc.28693/

This portrays a picture of a man with his child next to him taking the census.
http://www.loc.gov/resource/g3701gm.gct00010/#seq-8
8. Census Bureau machine and operator in 1908
http://lcweb2.loc.gov/service/pnp/cph/3a40000/3a45000/3a45800/3a45878r.jpg
9. Obtaining Information from Census Questionnaire
http://www.loc.gov/pictures/item/2001700323/
10. Promotional Poster

http://www.loc.gov/pictures/resource/cph.3g01801/

This poster promotes the importance of the census.
11. The National Atlas
This is the information from the year 1970. It includes populations, physical landforms, climates, and history up to 1970.
http://www.loc.gov/item/79654043
12. The First Census Taking Machine
This is a picture of the first machine that was used to take the first census in 1790.
http://www.loc.gov/pictures/item/npc2008008990/
APPENDIX II:
Bibliography and Webliography

Bibliography of Related Children’s Literature


Webliography of Supporting Online Resources for Students:

2010 Census For Kids
This webpage offers games and information about the 2010 census.
http://www.scholastic.com/census/global/for-kids.htm

Census For Kids
This website contains games, videos, and materials for learning. It contains a lot of information about the census, but other statistics as well (for example: Women’s History Month, Cinco de Mayo, etc).
http://www.census.gov/schools/census_for_kids/

United States Census Bureau: Statistics in Schools for Kids.
An interactive opportunity for students to experience how the Census Bureau counts people; with activities including a “Counting Way” interactive road map, a map with census facts about each state, a memory game, and word find.
http://www.census.gov/schools/census_for_kids/census_for_kids.html?
Webliography of Supporting Online Resources for Teachers:

Census for Teachers
This website contains teaching resources, student games, videos, and materials for the classroom. It contains a lot of information about the census, but other statistics as well (for example: Women’s History Month, Cinco de Mayo, etc). Most importantly, this website contains census lesson plans and teaching ideas. The student section of this website is also very interactive.
http://www.census.gov/schools/for_teachers/

Department Of Justice
This is the copy of the part of the constitution where it defines the census. Teachers can use this to share and teach the information to the students and students can use this to learn and create projects or activities from as well.

History Teach
This website contains a list of more resources in order to effectively teach about the census. It links teachers to many more helpful websites, journals, and pictures.
http://historytech.wordpress.com/2010/03/24/resources-for-teaching-about-the-census/

Iowa County Selection Map
A map of Iowa and its 99 counties is provided. There is also a list of cities and county seeds. Each can be selected to view the most recent census data for that county or city.
http://quickfacts.census.gov/qfd/maps/iowa_map.html

National Archives: Official 1940 Census Website
A compilation of all the data recorded from the 1940 census is provided. Primary resources such as photos and maps are available to locate ancestors from this time period. 3.8 million pages of artifacts are available on this website.
http://1940census.archives.gov/

It’s About Us
This website provides many different lessons and ideas on how to teach the census in your classroom.
http://www.census.gov/schools/pdf/materials/cis_lesson_k4US.pdf

Statistics in Schools: Resources for Teachers
This webpage offers many resources for teachers including lesson plans on the census, quick census facts, and history.
http://www.census.gov/schools/for_teachers/
United States Census Bureau
This website provides all of the public census records from the United States government. A wide variety of data is available and organized in an effective manner. The data can be analyzed within various contexts. Visuals such as maps and graphs are used to compare data.
http://www.census.gov/

United States Census Bureau: Statistics in Schools for Teachers.
Resources, lesson plans, teaching ideas, and the history of the United States Census Bureau.
http://www.census.gov/schools/for_teachers/

Age and Sex Composition of 2010
This is a graph from the United States Census Bureau website that shows how the government uses the information they collect from the census.
http://www.census.gov/prod/cen2010/briefs/c2010br-03.pdf

Census Questionnaire Form
This is the questionnaire form that is sent out to households.