

TEACHING AMERICAN HISTORY PROJECT

Lesson Title – Seeing the Changes of Stafford 1800-1900 Through Census Records

Grade - 10th

Length of class period – 46 minutes

Inquiry – (What essential question are students answering, what problem are they solving, or what decision are they making?)

1. What types of information can be obtained through reading census records?
2. What are the major changes that occur to the population of Stafford over 100 years?

Objectives (What content and skills do you expect students to learn from this lesson?)

1. For students to analyze the census records and decipher what information they are looking at.
2. For students to make a more vivid picture of the ways of life in Stafford in or around 1800, 1850, and 1900.

Materials (What primary sources or local resources are the basis for this lesson?)

1. Census Records for Stafford—1800, 1850, 1900
Town records are typically not available online. There are two location that would have CT census records—the Waltham branch of NARA (National Archives and Records Administration) or the Center for Connecticut Studies at ECSU

Activities (What will you and your students do during the lesson to promote learning?)

1. Students will be put into groups of three. Each group will be given a copy of a complete census list from either 1800, 1850, 1900. Students will take notes on vital information from each family name listed and any other info given on a family depending on the year of the census records (i.e. address, occupation, # in household, country of origin, etc.).
2. Students will exchange census records so they have all of the records.
3. Students will come back together as a class and discuss their impressions of the census records and any changes found throughout the 100 years.
4. Students will for homework write a one page summary of the changes that were observed about life in Stafford over this 100 year period.
5. Students will use this information as a stepping stone for independent research on one of the three time periods. Research will include map(s) at the time, newspapers, painting/pictures of area, letters/journals, etc. This will be a project over the course of one quarter of the academic year.

How will you assess what student learned during this lesson?

1. One page summary

Connecticut Framework Performance Standards –

- create timelines which sequence events and peoples, using days, weeks, months, years, decades and centuries;
- locate the events, peoples and places they have studied in time and place (e.g., on a time line and map) relative to their own location; and explain relationships among the events and trends studied in local, national and world history.
- gather, analyze and reconcile historical information, including contradictory data, from primary and secondary sources to support or reject hypotheses;
- evaluate data within the historical, social, political and economic context in which it was created, testing its credibility and evaluating its bias;