

Lead, Soil, and Sawdust, 1820–1914

Activity 8.2: Learning from the Census

Teacher Materials

Preparation/Organization You will need enough copies of Student Pages 1–3 for each student or group, depending upon how you choose to organize the activity. This activity lends itself to a number of different organizations: (1) whole class, (2) small groups, (3) pairs, or (4) individuals, with students supervised the entire time, supervised initially and then working independently for the remainder of the time, or working on their own for the whole activity.

Procedure

1. Point out that the census chart (Student Page 1) is handwritten and that it may be difficult to read, noting that people have done their best to figure out the names of the farmers who lived in and around Rosendale in 1850.
2. Then discuss the chart with students. Point out that the names in column 1 tell the “Name of Owner, Agent, or Manager of the Farm.” Continue, pointing out the following about the chart and its columns.
 - Columns 2 and 3 deal with the number of acres of land belonging to each farm. “Improved” land is land that has been cleared and used for crops or pastures. “Unimproved” land has had nothing done with it yet.
 - Columns 4 and 5 deal with the cash value of the farm.
 - Columns 6–12 deal with the kinds of livestock (animals) on the farms.
 - Column 13 deals with the monetary value of the livestock, in dollars.
 - Columns 14–17 deal with the various crops that were grown and the amount of each crop that was grown. Explain that a “bushel” is a measure of volume that is equivalent to about one cubic foot.
3. Then direct students to Part 1 on Student Page 2. Point out that this chart includes the names of the farmers and summaries of information from the census chart. Tell students to use the information from the chart on Student Page 1—and their math skills—to complete this second chart. A good strategy here would be to complete one or two items in collaboration with the students and then let them proceed on their own. Assist students with scripted numbers that are difficult to read.
4. After students have finished, have them exchange papers for assessment. Discuss the corrected papers with students, making sure they understand any errors they have made. Do not penalize students if they misread a scripted number.
5. Then direct students to Part 2 on Student Page 3. Discuss the questions with students and have them complete the page, either under your supervision or on their own. Collect their finished work for assessment.

Answers

Part 1**Census Chart**

From the Rosendale Agricultural Census page 403, 1850		
Farmer	Total Number of All Livestock	Total Amount of Crops Raised
1. Clinton Arochsson	22 animals	780 bushels
2. Frederch Jeroet	8 animals	280 bushels
3. Jonathan Dodd	33 animals	3,200 bushels
4. Moses Baggers	11 animals	323 bushels
5. Isac Woodruff	6 animals	250 bushels
6. Henry Hatsten	9 animals	350 bushels
7. Lenord Winnijao	8 animals	450 bushels
8. Robert Winnijao	6 animals	350 bushels
9. Henry Anderson	11 animals	250 bushels
10. Constant Sowles	6 animals	270 bushels
11. John Akeson	10 animals	190 bushels
12. George D. Curtis	62 animals	690 bushels
13. Henry W. Walsot	18 animals	850 bushels
14. Almon Benson	49 animals	750 bushels
15. John Cerofsman	43 animals	650 bushels
16. Charles Lyman	9 animals	545 bushels
17. Abel Kelly	13 animals	130 bushels
18. Oran Covil	16 animals	275 bushels
19. Charles Hammond	116 animals	265 bushels
20. David Perkins	85 animals	1,100 bushels
21. Tim Stevens	84 animals	925 bushels

Answers (continued)

Part 2

1. Clinton Arochsson.
2. Charles Hammond.
3. Isac Woodruff, Robert Winnijao, and Constant Sowles.
4. Jonathan Dodd.
5. Abel Kelly.
6. Wheat.
7. Paragraphs will vary, but students should note that some farms were devoted more to livestock than to crops and that farmers with more land were not necessarily the most successful.

Name _____ Date _____

Activity 8.2 Learning from the Census

403

SCHEDULE 4.—Productions of Agriculture in the Town of Ardenwald, Dubuque in the _____ day of October 1850.

1	Name of Owner, Agent, or Manager of the Farm.	Acres of Land.		4	5	Live Stock, June 1st, 1850.								Produce during the					
		Improved.	Unimproved.			6	7	8	9	10	11	12	13	14	15	16	17	18	19
		2	3			Horses.	Asses and Mules.	Milk Cows.	Working Oxen.	Other Cattle.	Sheep.	Swine.	Value of Live Stock.	Wheat, bushels of.	Rye, bushels of.	Indian Corn, bushels of.	Oats, bushels of.	Rice, lbs. of.	Tobacco, lbs. of.
1	Christian Schroeder	90	390	5000	100	3	4	4	8	8		3	350	575		200	80		
2	Guadalupe Frost	80	130	3000	50		2	2	2			4	100	110		70	100		
3	Johnston DODG	100	162	2500	100	2	5	5	10			16	425	2000		200	1000		
4	Shrew Boygan	80	130	2800		1	4	2	2		4	4	200	150		73	100		
5	Isaac Goodright	16	61	500			4	4	2				120	150		100			
6	Henry Matetio	60	100	2500	50	2	3	4	4				200	150		200			
7	Levada Vinias	100	120	3000			4	4	4				200	400		50			
8	Robert Vinias	80		1000			4	2	4				190	300		50			
9	Henry Anderson	40	80	2000		2	3	2	2		4		250	200		50			
10	Constant Sobus	60	100	1300			1	4			1		150	200		70			
11	John Alkster	23	35	600	10		3	2	2		3		150	150		40			
12	George S. Gurni	50	190	2500	100		16	4	8		17		475	450		200	40		
13	Henry W. Mahot	63	179	2500	200	2	2	2	5		7		275	450		200	200		
14	John Beneson	100	250	3400	30	2	4	4	8		21		300	400		150	200		
15	John Grobman	110	220	3000	100	2	5	2	7		20		375	200		200	250		
16	Charles Lyman	40	200	2000	25		2	2			7		70	500			80		
17	Abel Kelly	12	88	800	85		2	2	3		4		140	80		50			
18	Oliver Good	40	120	1300	75	2	4	1	2		7		280	125		50	100		
19	Charles Hammond	80	130	2000	23		9	2	2		100		320	100		25	40		
20	David Roberts	12	148	2500	1		3	2	2		70		300	600		100	40		
21	Jim Howard	40	40	2400	25		3	2	2		70		150	325		600			
22																			
23																			
24																			

4000 ft. Calumet

Name _____ Date _____

Part 1

Census Chart

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14. Almon Benson		
15. John Cerofsman		
16. Charles Lyman		
17. Abel Kelly		
18. Oran Covil		
19. Charles Hammond		
20. David Perkins		
21. Tim Stevens		

Name _____ Date _____

Part 2

Questions about the Census Chart

Answer the following questions about the census chart and your work with it.

1. Whose farm had the most total acreage, improved and unimproved? _____

2. Which farmer had the greatest number of livestock? _____

3. Which three farmers had the least number of livestock? _____

4. Which farmer had the most crops? _____

5. Which farmer had the fewest crops? _____

6. Judging from all of the farmers, which crop was grown the most often? _____

7. What did you learn about the farms in Rosendale in 1850? Write a short paragraph to tell about it.

