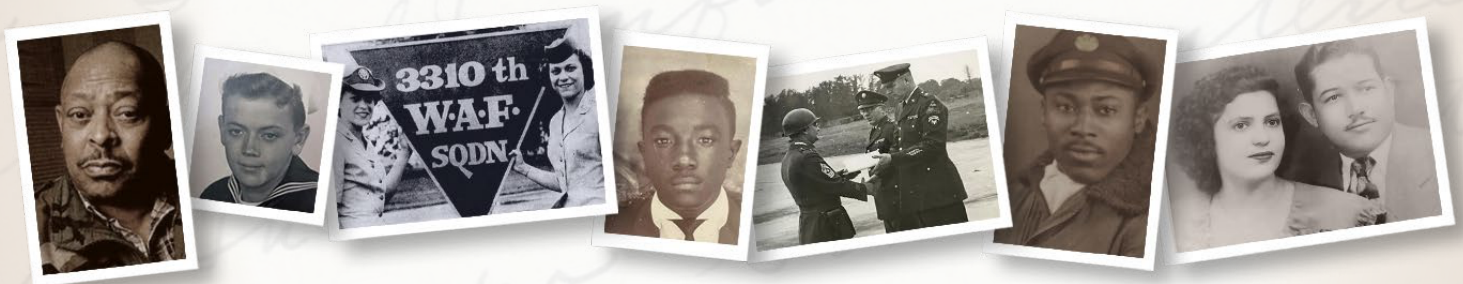


National History Day®

# Silent Heroes®:

## Untold Stories from the Korean War



EXPLORING THE U.S. CENSUS AND ITS HISTORICAL INSIGHTS



NHD  
NATIONAL  
HISTORY DAY

# About the Program

Since 2011, National History Day® (NHD) has led a variety of programs to engage teachers and students in the study of Silent Heroes®. Silent Heroes are the untold stories of history. While the majority of historical scholarship focuses on the leaders, NHD recognizes the value of studying the history of ordinary people.

In *Untold Stories from the Korean War*, NHD students and teachers study the stories of Korean War Veterans—their lives before the war, their communities, their military service in the Korean War era, and their experience as Veterans in their communities. This process helps students understand the role of the military and the conflict through the eyes of a Veteran. This is a powerful opportunity to personalize history and help students see the past through the eyes of those who lived it.

The program engages students and teachers in historical inquiry, using secondary sources to establish historical context and content. Students and teachers seek primary sources to help document their Silent Hero's life experiences. This can include manuscript census pages, birth certificates, school records, military files, newspapers, photographs, oral histories, materials from local libraries, historical societies, or families, and obituaries. When possible, students and teachers connect with family members, and with their consent, interview them to learn details about their loved ones that are often only recorded in the memories of those who knew them.

Throughout the process students and teachers learn how to identify sources, determine the validity of sources, supply evidence to support their claims, and properly track and cite their sources. Their research is synthesized and the students and teachers visit the cemeteries where their Silent Heroes are interred to offer eulogies to honor their lives. Sometimes family members will accompany the students. Their work is synthesized and cross-listed on NHD's Silent Heroes website ([NHSilentHeroes.org](https://NHSilentHeroes.org)) and the U.S. Department of Veterans Affairs Veterans Legacy Memorial ([vlm.cem.va.gov](https://vlm.cem.va.gov)).

This program is a powerful tool to help connect students with their home communities. As citizens of that community, they learn the importance of recognizing and honoring those from that community who served and sacrificed for the good of others.

# Lesson Plan: Exploring the U.S. Census and Its Historical Insights

## Objectives

At the conclusion of this lesson, students will:

- ▶ Understand the purpose of the U.S. Census and demonstrate competency in using it to construct information about the past.

## Documents Used

### Primary Source

Bailey Family, 1950 U.S. Federal Census

### Secondary Source

Video, *The 1950 U.S. Census: Get the Story of Your Family's Lives* [2:51]

Ancestry

[youtube.com/watch?v=GzIMuLpUNaw](https://www.youtube.com/watch?v=GzIMuLpUNaw)

## Teacher-Created Materials

- ▶ U.S. Census Timeline
- ▶ Bailey Family Census Analysis
- ▶ Bailey Family Census Answer Key

## Lesson Preparation

- ▶ Project the U.S. Census Timeline and Census page for students to examine.
- ▶ Consider giving students electronic access to the census file so they can zoom in and view the information.
- ▶ Make copies of the Bailey Family Census Analysis page for students (or distribute electronically).
- ▶ Print one copy of the Bailey Family Census Answer Key for teacher use.

# Procedure

## Introduction and History of the U.S. Census (15 minutes)

- ▶ Start by asking students, “What is a census?” and “What is the purpose of the census?” Have students discuss their ideas with another student and call on a few pairs to share their answers.
- ▶ Explain that a census is a count of the population conducted every ten years. Its purpose is to gather data about people to help with decisions on government representation and resource allocation.
- ▶ Describe how the first U.S. Census in 1790 was simple, focusing on basic information such as names and ages.
- ▶ Project the U.S. Census Timeline and highlight key census years. Review significant changes in the census questions or methods at each point.
  - ▷ Highlight how census questions have evolved to include details about housing, occupations, and education.
  - ▷ Explain that this information helps us build a more complete picture of individuals and their communities during that time period, which is why it will be a useful tool for us as we seek to learn about our Korean War Silent Heroes.
- ▶ Show the short video, [\*The 1950 U.S. Census: Get the Story of Your Family’s Lives\*](#) [2:51].

## Guided Practice: Census Analysis (20 minutes)

- ▶ Inform students that they will use census data about their Silent Heroes to learn about and describe their time before the war. This activity will acclimate students to the census and the information it provides to help them tell the story of their Silent Hero before the war.
- ▶ Students may work in small groups or as a full class.
- ▶ Distribute copies of the U.S. Census record and the Bailey Family Census Analysis sheet.
- ▶ Explain that this is a census record about Korean War Veteran Raymond Bailey and his family before the Korean War.
- ▶ Help students to work through the questions.
- ▶ Review the answers with the whole class.

**TEACHER TIP:** The 1950 uses the abbreviation “Neg” for “Negro” to refer to this African American family. Remind students that this is an example of out-of-date terminology. While the census used the term “Negro,” we should refer to the family as African American or Black when we describe them today.

## Learning from and Accessing Historic Census Records (15 minutes)

- ▶ Introduce students to Ancestry Classroom (or Ancestry.com) and demonstrate how to search for census records. Consider researching someone they might know, one of your family members, or a member of the community (who would have been alive in 1950).
- ▶ Have students begin to research their Silent Heroes in the census.

## Assessment: Drawing Conclusions and Synthesizing Census Data (5 minutes)

- ▶ Ask each student to complete an individual exit ticket: In two to four sentences, write a description of Raymond Bailey’s life before the war.



# U.S. Census Timeline

## 1790

First U.S. Census.

**Details:** Basic count, including names, ages, and sex of household members. No detailed questions.

8 FIRST CENSUS OF THE UNITED STATES.  
Population of the United States as returned at the First Census, by states: 1790.

DISTRICT.	Free white males 16 years and upward, including heads of families.	Free white males under 16 years.	Free white females, including heads of families.	All other free persons.	Slaves.	Total.
Vermont.....	22,435	22,328	43,000	250	916	94,000
New Hampshire.....	26,080	24,821	75,150	650	108	111,805
Maine.....	24,384	24,746	49,670	108	None.	99,140
Massachusetts.....	75,435	87,590	109,002	8,402	None.	271,327
Rhode Island.....	10,113	13,790	22,465	40	None.	46,368
Connecticut.....	60,525	54,401	117,448	2,804	7,764	237,046
New York.....	85,790	78,122	182,330	1,548	21,348	348,138
New Jersey.....	43,231	41,436	80,282	2,752	11,425	134,126
Pennsylvania.....	110,780	106,948	206,361	6,127	5,717	429,933
Delaware.....	11,783	12,143	22,361	309	8,307	33,503
Maryland.....	55,015	51,339	101,000	8,043	100,000	215,397
Virginia.....	110,550	116,135	233,060	2,894	292,627	545,166
Kentucky.....	15,144	17,007	29,002	114	12,439	54,706
South Carolina.....	60,088	22,500	140,710	8,302	100,322	242,922
North Carolina.....	55,574	47,722	86,861	8,801	107,864	206,922
Georgia.....	13,103	14,044	26,770	206	25,364	55,587
Total number of inhabitants of the United States exclusive of S. Western and N. Territory.....	807,094	791,830	1,541,262	50,150	694,280	3,895,516
S. W. Territory.....	6,271	10,277	15,363	261	3,417	35,689

1 The census of 1790, published in 1792, reports 10 slaves in Vermont. Subsequently, and up to 1860, the number is given as 12. An examination of the original manuscript returns shows that from 1790 to 1860, the number is given as 12. The original error occurred in preparing the results for publication, where it persons, returned as "free persons," were classified as "slaves."  
2 Corrected figures are 83,425, or 114 less than figures published in 1790, due to error of addition in the returns for each of the towns of Fairfield, Milton, Shilbourn, and Wagon, in the county of Chittenden; Brookfield, Newbury, Randolph, and Sturtevant, in the county of Orange; Canton, Chatham, Guilford, and Putnam, in the county of Rutland; Sherburne, and Wallingford, in the county of Rutland; Dunsmuir, Guilford, Halifax, and Westminster, in the county of Windham; and Woodstock, in the county of Windsor.  
3 Corrected figures are 26,006, or 2 more than figures published in 1790, due to error in addition.

## 1850

**Key Change:** First detailed individual data collected.

**Details:** Included names, ages, sex, race, occupation, and place of birth. Each person in the household was recorded individually.

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CENSUS OF 1850.

CENSUS OF 1850.

SCHEDULE No. 1.—FREE INHABITANTS.

SCHEDULE No. 2.—SLAVES.

SCHEDULE No. 1.—FREE INHABITANTS.										SCHEDULE No. 2.—SLAVES.																	
PREVIOUSLY ENUMERATED IN THE YEAR 1840.	NAME	SEX	AGE	COLOR	OCCUPATION, TRADE, OR PROFESSION	PLACE OF BIRTH	MARRIED	ATTENDED SCHOOL	REMARKS	NAME	SEX	AGE	OCCUPATION	PLACE OF BIRTH	REMARKS	NAME	SEX	AGE	OCCUPATION	PLACE OF BIRTH	REMARKS						
Previously enumerated in the year of 1840.	Family enumerated in the year of 1840.	Male or female.	Years of age.	White, black, or colored.	Profession, occupation, or trade.	State or foreign birth.	Yes or no.	Yes or no.	Remarks.	Previously enumerated in the year of 1840.	Male or female.	Years of age.	White, black, or colored.	Profession, occupation, or trade.	State or foreign birth.	Yes or no.	Yes or no.	Remarks.	Previously enumerated in the year of 1840.	Male or female.	Years of age.	White, black, or colored.	Profession, occupation, or trade.	State or foreign birth.	Yes or no.	Yes or no.	Remarks.

## 1900

**Key Change:** Introduction of questions about education and employment.

**Details:** Added questions on school attendance and literacy, occupation, and whether individuals were employed or unemployed.

TWELFTH CENSUS OF THE UNITED STATES.

SCHEDULE No. 1.—POPULATION.

State *Maryland*

Township *Harford*

Enumeration District No. *15-1*

(Supervisor's District No. *15-1*)

Enumeration District No. *15-1*

Sheet No. *1*

Place of Enumeration, city, town, or village, within the enumeration district.

Name of Institution.

Word of city.

Enumerated by me on the *1st* day of June, 1900, at *Baltimore, Maryland*.

NAME	RELATION	SEX	AGE	COLOR	OCCUPATION	EDUCATION	LITERACY	REMARKS	PREVIOUSLY ENUMERATED IN THE YEAR 1890.
1. <i>Michael Joseph</i>	<i>Son</i>	<i>M</i>	<i>10</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
2. <i>John</i>	<i>Son</i>	<i>M</i>	<i>8</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
3. <i>William</i>	<i>Son</i>	<i>M</i>	<i>6</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
4. <i>John</i>	<i>Son</i>	<i>M</i>	<i>4</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
5. <i>John</i>	<i>Son</i>	<i>M</i>	<i>2</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
6. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
7. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
8. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
9. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
10. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
11. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
12. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
13. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
14. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
15. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
16. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
17. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
18. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
19. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
20. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
21. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
22. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
23. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
24. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
25. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
26. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
27. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
28. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
29. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
30. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
31. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
32. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
33. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
34. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
35. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
36. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
37. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
38. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
39. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
40. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
41. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
42. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
43. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
44. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
45. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
46. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
47. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
48. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
49. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
50. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
51. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
52. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
53. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
54. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
55. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
56. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
57. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
58. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
59. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
60. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
61. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
62. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
63. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
64. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
65. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
66. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
67. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
68. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
69. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
70. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
71. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
72. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
73. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
74. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
75. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
76. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
77. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
78. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
79. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
80. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
81. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
82. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
83. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
84. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
85. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
86. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
87. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
88. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
89. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
90. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
91. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
92. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
93. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
94. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
95. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
96. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
97. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
98. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
99. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>
100. <i>John</i>	<i>Son</i>	<i>M</i>	<i>1</i>	<i>W</i>	<i>Student</i>	<i>Common</i>	<i>Yes</i>	<i>Harford</i>	<i>Yes</i>

## 1950

**Key Change:** Modernization of census methods.

**Details:** Expansion of data to include detailed questions about housing, migration, and Veteran status. Introduction of more complex data processing and analysis methods.





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## Bailey Family Census Analysis

Where did the Bailey family live? \_\_\_\_\_

How many members were in the Bailey family? \_\_\_\_\_

Where does Raymond fall in the birth order? Is he the oldest, youngest, etc.? \_\_\_\_\_

How old was Raymond when the census was conducted? \_\_\_\_\_

Does the census provide Raymond's birth date? What type of primary source document would you want to find to either learn that date or confirm that date?

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What race is Raymond Bailey? \_\_\_\_\_

Examine Raymond Bailey's father, Lester Bailey. What do we know about him?

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What socioeconomic class do you think Raymond Bailey's family is in? Do you think they are poor, working class, middle class, or upper class? What evidence within the census provided the clues that led you to this conclusion?

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What questions does this source generate? Where might you look to find more information about the Bailey family?

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# Bailey Family Census Analysis Answer Key

Where did the Bailey family live? **Fayette, Alabama (in Fayette County)**

How many members were in the Bailey family? **Eight members - two parents (Lester and Annie), four sons (Raymond, Lester, Jr., Henry Lee and Daniel, and two daughters (Hattie and Jean)**

Where does Raymond fall in the birth order? Is he the oldest, youngest, etc.? **Oldest.**

How old was Raymond when the census was conducted? **16 years old**

Does the census provide Raymond's birth date? What type of primary source document would you want to find to either learn that date or confirm that date? **No. We know he was 16 in 1950, which means he was likely born in 1946.**

What race is Raymond Bailey? **African American. \*\* Please remind students that we do not use the term "Negro" that was used in the 1950s when speaking about the family.**

Examine Raymond Bailey's father, Lester Bailey. What do we know about him?

Answers will vary, but can include:

- ▶ Lester is 35 years old, and married to Annie, also age 35.
- ▶ Lester was born in Alabama.
- ▶ Their child is 16, which means they would have been ~19 years old when Raymond was born.
- ▶ They have 8 children, ranging in age from 16 to 2.
- ▶ Lester had a job working at a lumber mill, where he stacked lumber. The lumber mill was a private company.
- ▶ The family lives on two plots of land (plots 8 and 9), but it is not a farm, and it less than three acres.

What socioeconomic class do you think Raymond Bailey's family is in? Do you think they are poor, working class, middle class, or upper class? What evidence within the census provided the clues that led you to this conclusion?

Answers will vary. Encourage students to examine not just the Bailey Family but the other families around them (who would have lived on the same road.) Consider the "vacant" properties, the jobs held by other community members (or lack thereof). Help students put the families into context - what was life like for African American families in northwestern Alabama in the late 1940s and early 1950s.

What questions does this source generate? Where might you look to find more information about the Bailey family?

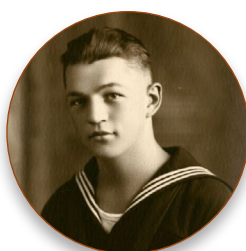
Answers will vary.

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