



National History Day®

Silent Heroes®:

Untold Stories of the U.S. Marine Corps in World War II



RESEARCHING A WORLD WAR II SILENT HERO®'S LIFE BEFORE THE WAR



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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 World War II Marines*, NHD students and teachers study the stories of World War II Veterans—their lives before the war, their communities, their military service in the World War II 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 (NHDSilentHeroes.org) and the U.S. Department of Veterans Affairs Veterans Legacy Memorial (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.

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Need help? Have questions?

Please reach out to your research mentor! We're happy to help you through this process.

Introduction

In this research phase, you will explore your Silent Hero's early years. Some of your Silent Heroes served in World War I, but most were children or teenagers during the war. They grew up in the shadow of it, which would have shaped their worldview. Many would have heard stories about the horrors of trench warfare from their fathers, brothers, or uncles, which would have influenced their expectations of war. They also lived through a period where numerous anti-war pieces of literature, film, and music were created, such as *All Quiet on the Western Front* by Erich Maria Remarque, *A Farewell to Arms* by Ernest Hemingway, and "And the Band Played On" by John F. Palmer and Charles B. Ward. The brutality of World War I fueled a pacifist movement that some future service members would have internalized.

Many Silent Heroes grew up with an increasing awareness of political instability worldwide through newsreels, radio broadcasts, and newspapers, making another war seem inevitable.

Before joining the U.S. military, your Silent Heroes were ordinary teenagers and young adults. War suddenly changed their lives and perceptions of the future. Alongside these young men and women were parents, siblings, and friends who cared for each other. These families and communities lived through a period we now refer to as the Roaring Twenties. This period was marked by a surge in consumerism, facilitated by credit and installment buying, which set the stage for both an economic boom and the subsequent financial instability.

This period also witnessed significant social changes, including the passage of the Eighteenth Amendment, which led to over a decade of Prohibition, and the Nineteenth Amendment, granting women the right to vote. The United States also saw a rise in nativism, which led to stricter immigration laws and a resurgence of the Ku Klux Klan. The 1920s ended with the Crash of 1929 and the subsequent Great Depression, which gave rise to a generation of people forced to fight for economic survival.

Throughout the 1930s, this monetary crisis generated tremendous struggle and misery. At its peak in 1933, unemployment was just under 25%, and those who were fortunate enough to have kept their jobs saw their wages decrease by over 42%.¹ The Great Depression led many to view military service as a means of securing steady pay and stability. President Franklin D. Roosevelt established several new government agencies as part of the economic recovery effort. Your Silent Hero may have benefited from one or more of these.

One program specifically targeted to younger men was the Civilian Conservation Corps (CCC), which was created for men ages 17 to 28 to work on environmental projects. This program was set up similarly to the military and helped prepare many participants for future military service.² Secondly, the National Youth Administration (NYA) was established for individuals aged 16 to 25. This program offered skills training and part-time employment paired with the participant's traditional education. The skills learned were later directly transferable to wartime jobs.³

¹ "Great Depression Facts," Franklin D. Roosevelt Presidential Library and Museum, accessed October 17, 2024, <https://www.fdrlibrary.org/great-depression-facts>.

² "Should Civilian Conservation Corps Camps Train for War?" The National WWII Museum, updated August 6, 2018, accessed October 17, 2024, <https://www.nationalww2museum.org/war/articles/should-civilian-conservation-corps-camps-train-war>.

³ "National Youth Organization," Virginia Commonwealth University Social Welfare History Project, accessed October 17, 2024, <https://socialwelfare.library.vcu.edu/eras/great-depression/national-youth-organization/>.

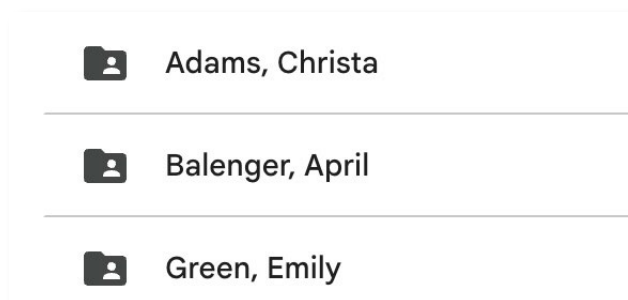
In this module, we will focus on your Silent Hero's life before their military career. Getting to know your Silent Hero's family and daily life will help you understand their background, hobbies, faith, education, and relationships. If possible, visiting important places like their school, workplace, places of worship, or neighborhoods will help you connect with your Silent Hero.

Ancestry.com or Ancestry Classroom are key tools to begin this process. Throughout your research, build a family tree indicating the names, dates, and professional occupations of the members involved. This will often help lead to additional sources. In this section, we will discuss the types of records that are often available. While every record will not be available for every individual, these will give you a direction of where to begin and where to look. To get started, you can download a free family tree template [here](#) or [here](#).

Organizing Your Information

In Google Classroom, we have linked to folders that we will use to organize our research. Each teacher has their folder, and inside those folders, each Silent Hero has their folder. Inside each Silent Hero's folder, we'll add materials as we go through the process. Right now, you should be able to see a subfolder called "1 - Life Before the Korean War" in each of your Silent Hero folders. If we missed you, please reach out to Lynne@nhd.org.

Class folder (folders are organized by teacher):



Inside each teacher's folder are two folders - one for each Silent Hero:



Inside each Silent Hero's folder, you'll find a sub-folder called "1 - Life Before the War"



We've also placed a copy of a family release form in each folder. If you contact a family member and they agree to sit for an interview, or share photos, memorabilia, or documents, etc., you need to ask them to sign a release form so we can use those sources or photographs on the final profiles. We've included copies so you have them. If you need to duplicate the file, that's fine.

As you find information, add it to your Silent Hero folder. In the first subfolder, 1 - Life Before the War, you have a file called "Silent Hero Research Organizer – Life Before World War II." There are two parts to this graphic organizer.

Part I: Silent Hero Research Organizer - Early Life

In this first part, you organize the information that you learn. Add in the answers to the questions, the source of your information, and, where possible, links to the images or files. Please upload any supporting materials you can find to your folder (for example, the 1950 census page or a family photograph). **If you cannot fill in a row, that is ok.** If you find the information later, come back and add it. If you find additional information not contained in one of the prompts, add rows at the end of your organizer to add that information. You also have a section where you can add questions that you have. That helps us because if we know what you are looking for, we can help guide you to the answers. While we'll never be able to answer all questions, you start by asking them.

Silent Hero Research Organizer - Life Before the War

Prompt	Response	Source of information (i.e., 1950 census, Minnesota birth certificate, etc.)	Link to Image/File (on the internet or in Google Drive)
When and where was your Silent Hero born?			
Who are your Silent Hero's parent(s)? Grandparent(s)? Other relevant family members?			

Part II: Document Review List

In the second part of the graphic organizer, you list and keep track of your sources. We have provided some of the most common sources you will find. For each source, tell us if you have found it (yes or no), and update the citation on the right. For example, if I found my Silent Hero in the 1920 census in Montgomery County, Pennsylvania, I would change New York to Pennsylvania and Richmond County to Montgomery County. Then I have a complete, correct citation ready to go. Have sources that are not on this list? Do your best. We're happy to review and help as you work.

Document Review List:

Here is a list of common documents that might help you answer the questions above. No one will have every one of these sources, but they might lead you down pathways to learn more. When you do this research, save a copy (either print or save as an image or PDF) of the file and add it to your research subfolder.

On this chart, use the sample citations to create citations for anything that you have found. These citations are written in Chicago style. Feel free to add rows as needed.

Source	Sample citation for this type of source:	Your citations:
1900 federal census **Remember you are required to include information from at least one census in this organizer**	New York. Richmond County. 1900 U.S. Census. Digital images. http://ancestry.com . OR New York. Richmond County. 1900 U.S. Census. Digital images. http://ancestryclassroom.com .	
1910 federal census	New York. Richmond County. 1910 U.S. Census. Digital images. http://ancestry.com . OR New York. Richmond County. 1910 U.S. Census. Digital images. http://ancestryclassroom.com .	
1920 federal census	New York. Richmond County. 1920 U.S. Census. Digital images. http://ancestry.com . OR New York. Richmond County. 1920 U.S. Census. Digital images. http://ancestryclassroom.com .	

Resources Available Using Ancestry or Ancestry Classroom

Birth Certificates

Many states and territories have begun digitizing birth certificates. Since births are recorded by state and county governments, what is available and what the records contain vary. These are relatively easy to find in some states (like California and Minnesota). You must request records from local county or state offices in other states. The likelihood of finding these records largely depends on your state or territory.

Federal Census Records

A historical record of the entire U.S. population, the census is the nation's largest record set for family history and genealogy. Taken every ten years, from 1790 to the present day, each entry provides a unique snapshot of the life of your Silent Hero. These documents are so rich in information that we hope everyone will include information from at least one of them in their final profiles. If you have trouble finding a census for your Silent Hero, please reach out to your research mentor for help.

Start by searching Ancestry for records for the first census in which your Silent Hero is likely to appear (for most World War II Silent Heroes, that will be 1910 or 1920). Once you find the family in one census, build the family tree. Using the names of your Silent Hero's parents, start to trace backward. Can you find the family in 1900 or 1880? What can you learn about the family from these records? Did the family live in the same area, or did they move? What jobs did they have? Where in the county did they live (i.e., rural farm, small town, large city, etc.)? If you have trouble searching for your Silent Hero, try searching for the name of a parent or sibling.

Click [here](#) to access information to help you break down census data from the National Archives and Records Administration:

- ▶ [1900, 1910, and 1920 Census Records](#)
- ▶ [1930 Census Records](#)
- ▶ [1940 Census Records](#)

The manuscript census pages were written (literally, handwritten) by people. They contain errors, misspelled names, or names spelled phonetically (how they sounded). Sometimes, census takers recorded formal names, sometimes nicknames or initials. Be open and look at multiple records. Be very careful if your Silent Hero has a common name (i.e., Lee Williams, John Smith, Ann Davis). Multiple people with these names may have lived in the same city or county. Verify with other information (location lived, date of birth, names of parents or siblings, etc.) to be sure you are looking at the right person.

A note about the 1890 Census: In 1921, a fire occurred in the Commerce Department building in Washington, D.C. The fire department came and doused the fire with water. The records were left sitting in the water overnight. A combination of fire, smoke, and water severely destroyed the records. In 1933, Congress authorized their official destruction. Only a few sections of the population schedules are left today.

TEACHER TIP: Use the lesson "Exploring the U.S. Census and Its Historical Insights" (at the end of this guide) to help your students learn more about the census, the information it contains, and how to analyze the data you find.

RESEARCH TIP: A few notes about the census. While the goal of the census is to count every person living in the United States, it is far from perfect. The bulk of the census in the early twentieth century was compiled by census-takers who went door-to-door asking for and writing down the information as they went. Not everyone wanted to open their door. Some families were not home when the census takers arrived. Others faced language barriers or feared giving personal details to the federal government. The census struggles to count people who do not have a permanent residence. While the data is far from perfect, it can provide some amazing clues we can use in our research.

Federal Immigration and Ship Manifest Records

The federal government controls the process of immigration. If your Silent Hero was an immigrant (or came from an immigrant family), you might be able to find records of ships they sailed on or applications for naturalization.

Marriage or Divorce Records

Similar to birth certificates, marriage (and divorce) records are maintained by states and territories. You may be able to find a marriage certificate for your Silent Hero. While some married in their home states/territories, others married in places where they trained in the military. Another tactic is to search Newspaper databases (Newspapers.com through Ancestry Classroom or Chronicling America chroniclingamerica.loc.gov) for announcements of engagements or weddings (very common in the 1940s and 1950s).

Local Newspapers

Local newspapers can provide information about a Silent Hero and their family—either directly or indirectly. Sometimes, the Silent Hero and/or their family members may appear in the newspaper. The local paper may have printed an article about them enlisting (or being drafted) into the military. They might have won a contest or entered a project into the 4-H Fair as a teenager. They might have gotten into trouble or won an award. As a general rule, the smaller the community, the more likely you might find a mention of them in a local paper.

If you do find a news article, take a moment to zoom out and look at the articles that surround it. What can those tell us about the community in which this Silent Hero lived? What are the topics of the other articles? How about the advertisements?

Try searching databases to see if you can learn more about your Silent Hero. Some options:

- ▶ Newspapers.com is a subscription service available through Ancestry Classroom. This will give you access to thousands of newspapers, and the database is especially helpful post-1920s.
- ▶ Chronicling America (chroniclingamerica.loc.gov) is a free, searchable database. Run an advanced search to limit your results to your state/territory or even to particular newspapers within your state. While the database is particularly strong from 1880 to 1925, several newspapers go into the 1940s or 1950s. You never know until you search!
- ▶ Check with your school or local librarian to see if there are databases that allow you to search newspapers in your city, state, territory, or community that are accessible through your school or local library.

When you search these databases, use a variety of keywords. Search the name of your Silent Hero and their family members. Search for other keywords that you find in your research. If your Silent Hero worked at the local lumber mill, can you use newspapers to learn anything more about it?

High School or College Records

Most of your Silent Heroes attended school. Sometimes, you can find direct references to their school(s). Sometimes, you can identify where they might have attended (i.e., this town had one high school, so if the person were enrolled in tenth grade, they likely would have attended this school).

If that school is in your community, see if the school district might have a record of their attendance at school(s) in the area.

Ancestry continues digitizing and releasing scans of high school and college yearbooks. These can provide insights into your Silent Hero's interests, hobbies, and sometimes friends.

If you can determine if and where your Silent Hero attended high school or college (less common in the 1940s and early 1950s), try the following:

- ▶ See if any of the school's yearbooks have been digitized on Ancestry.
- ▶ Reach out to the school or a local library to see if any records exist (i.e., report cards, student newspapers, school memorials, etc.)
- ▶ See if there is an alumni association that might help you connect to people who would have known your Silent Hero or family members.

Religious Worship Records

Ancestry has also started digitizing records from churches and synagogues. These often include membership rolls and might include digitized records, programs, bulletins, etc. If you can identify a house of worship where this person (or their family) might have belonged, see if it still exists and reach out.

Local Resources

The research process can be full of surprises. To maximize your chances of collecting various sources regarding your Silent Hero, you may want to research the following organizations:

Historical Societies and Museums

Go online and search for local historical societies or museums that tell the story of your city, community, state, or territory. After establishing contact with someone in charge of their records, you may want to access those and look for any local, family, or company histories. Very often, if your Silent Hero belonged to a small community, your chances to obtain documents or photographs are high.

Local Newspapers

If your town still produces a local newspaper, contact them to see if it was in operation before the Korean War. Try to contact someone in charge of their records. Besides looking for personal information regarding your Silent Hero, you will also want to collect articles featuring the life of his community, such as political activities, sports events, crimes, comic strips, or advertisements.

Public Libraries

Libraries usually hold or preserve local history, which will provide information about your Silent Hero's community. Also, many public libraries have local newspaper clippings. While using keywords related to your individual, you might find articles featuring birth or wedding announcements, obituaries, or other community events. They will be especially helpful in our next section, where we will research the home front.

Identifying Family Members

Note: Teachers should take the lead in this process due to safety concerns.

Try to contact your Silent Hero's family using the names of his siblings or other descendants. If the families are willing to share their stories, you can have the opportunity to access different types of sources such as diaries, letters, family genealogy, family stories, war souvenirs, military uniforms, medals, military citations, photographs, newspaper articles, obituaries, scrapbooks, wartime telegrams, albums, and unit histories. About half of our teams have made contact with a family member. Here are some tips to make contact:

- ▶ Identify potential names using census records.
- ▶ Post about the person you are trying to find on social media and encourage your school, family, and friends to share the post.

If you succeed in finding one of your Silent Hero's relatives, you will have to follow some principles that will help make this experience productive and respectful:

- ▶ On behalf of National History Day and your school, it is recommended that the teacher introduce themselves via a formal letter explaining the purpose of your research and request a meeting.
- ▶ If a meeting has been scheduled, ask permission to record or film the interview. Pick an appropriate location for the interview (away from loud noises such as pets, TV, or air conditioning.)
- ▶ **Whole class Interview tips:** Prior to your in-person or virtual meeting, have the class generate a list of questions or interview prompts that will be used during the meeting, as well as a protocol for how those questions will be asked and who will ask them. Consider practicing the interview process ahead of time. Print the interview questions and have students take notes during the meeting that they will review and utilize in writing a eulogy and on-line profile for their Silent Hero.
- ▶ **Establish a comfort zone.** Help the person feel relaxed and as comfortable as possible. If you can, interview them in familiar surroundings.
- ▶ **Do your research.** Thoughtful research before the interview will help your work immensely. Get to know the person you will interview and the events about which they will be speaking.
- ▶ **Practice good listening skills.** Careful listening is critical to this process. Let the interview be guided by the person you are questioning. The best way to know what question to ask next is to follow up on what the person just said. Follow-up questions are necessary to enrich the story.
- ▶ **Be patient and understanding.** Do not put the person on the spot about dates and places.
- ▶ **Be respectful.** If the person becomes emotional, have tissues on hand and allow the subject to compose themselves. Pause the recording if needed. But remember to press record again when the person is ready. **Never** record someone secretly or without their consent.

- ▶ **Be a quiet listener.** A good interview happens when the interviewer says the least and the interview subject says the most. Ask open-ended questions. Hold back your natural inclination to add comments and respond by nodding or making affirmative eye contact. Having someone share their story with you is one of the most rewarding experiences you will ever have.
- ▶ **Establish trust with your Silent Hero's family members.** Share the information you collected during your research and keep them posted throughout the process.

Note: To include materials shared by a family member (i.e., photographs) on our website, we must secure permission. NHD will place a permission form in your Silent Hero research folder. If you identify family members, print the form and bring it to them to sign. Please scan a copy of the signed form and drop it into your Silent Hero folder—we'll need that in the end to use those materials.

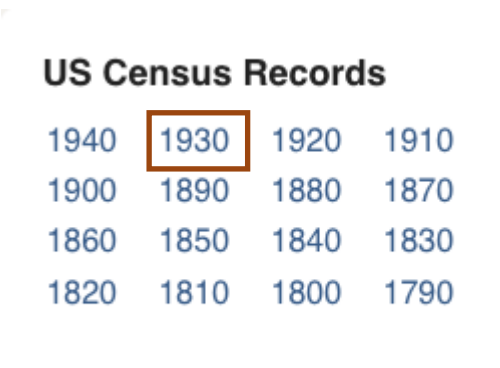
RESEARCH TIP: This step could be a turning point in your quest for personal materials. However, it is not always possible to connect with your Silent Hero's family because of the lack of information or simply because there is just no one left. You will manage to find another path to write their story using the sources you will be able to collect.

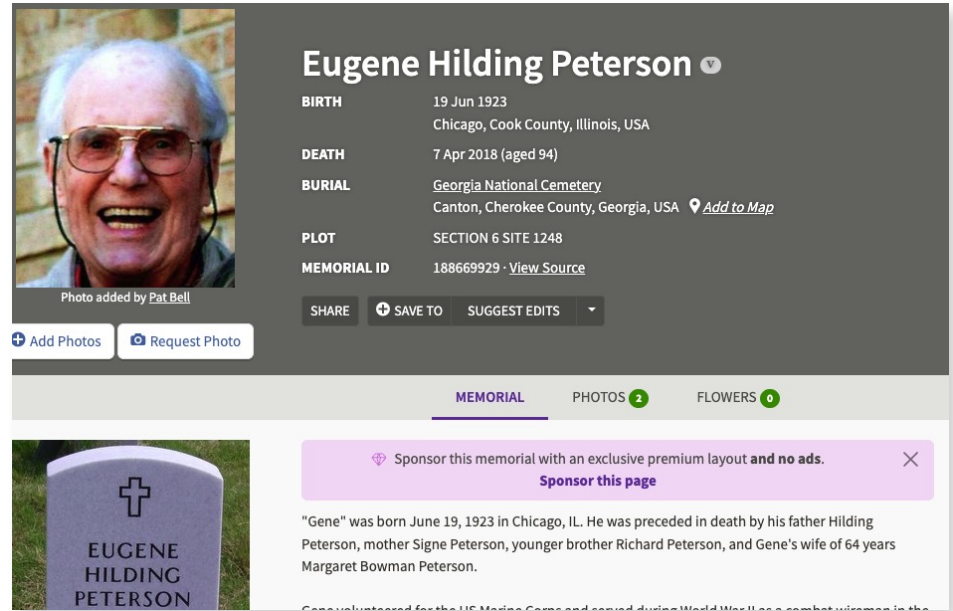
If you do reach out, please be cognizant that we do not know the relationship between the Veteran and their family member. Always be sensitive, cautious, and respectful.

Sample Census Guide

Using the Veteran I found in the World War II Marine Corps Starter List from the last module, Eugene Hilding Peterson, I will model how to find Census information and what it can tell us about his early life. According to his obituary on Find a Grave, he was born on June 19, 1923, in Chicago, Illinois, to Hilding and Signe Peterson, and had a younger brother named Richard. That's enough to get me started on Ancestry Classroom.

Because he was born in 1923, the first Census he would appear in would be in 1930. So, I go to Ancestry Classroom and scroll down to 'US Census Records' and choose '1930'.





Eugene Hilding Peterson

BIRTH 19 Jun 1923
Chicago, Cook County, Illinois, USA

DEATH 7 Apr 2018 (aged 94)

BURIAL Georgia National Cemetery
Canton, Cherokee County, Georgia, USA [Add to Map](#)

PLOT SECTION 6 SITE 1248

MEMORIAL ID 188669929 · [View Source](#)

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MEMORIAL **PHOTOS** 2 **FLOWERS** 0

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"Gene" was born June 19, 1923 in Chicago, IL. He was preceded in death by his father Hilding Peterson, mother Signe Peterson, younger brother Richard Peterson, and Gene's wife of 64 years Margaret Bowman Peterson.

From there, I enter his name, birth year, and place, and click 'search'.

There are several matches, but only one with parents named Hilding and Signe.

When I click 'View Record,' I am given a typed summary of the information, as well as the image of the census document itself. **The image of this record can be a great addition to your profile, so don't forget to save it!**

☐ Match all terms exactly

First & Middle Name(s)

☐ Exact...

Last Name

☐ Exact...

Year
Birth
☐ Exact +/-...

Location

☐ Exact to...

View Record	Name	Parent or Spouse Names	Home in 1930 (City, County, State)	Birth Year	Birthplace	Relation to Head of House	View Image
View Record	Eugene H Peterson	Julius, Else	Chicago, Cook, Illinois	abt 1925	Illinois	Son	
View Record	Eugene Peterson	Hilding, Signe	Chicago, Cook, Illinois	abt 1924	Illinois	Son	
View Record	Eugene Peterson	Edwin, Martha	Proviso, Cook, Illinois	abt 1922	Illinois	Daughter	

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

Carper Family, 1940 U.S. Federal Census

Secondary Source

Video, *Introduction to the 1940 Census* [2:28]

Ancestry

www.ancestryacademy.com/5-minute-finds/videos/introduction-to-the-1940-census

Teacher-Created Materials

- ▶ U.S. Census Timeline
- ▶ Carper Family Census Analysis
- ▶ Carper 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 Carper Family Census Analysis page for students (or distribute electronically).
- ▶ Print one copy of the Carper 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, [*Introduction to the 1940 Census*](#) [2:28].

Guided Practice: Census Analysis (20 minutes)

- ▶ Inform students that they will use census data about their selected 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.
- ▶ Distribute copies of the U.S. Census record and the Carper Family Census Analysis sheet. Students may work in small groups or as a full class, at the teacher's discretion.
- ▶ Explain that this is a census record about World War II Veteran Robert George Carper, Jr., and his family before World War II..
- ▶ Help students work through the questions.
- ▶ Review the answers with the whole class.

TEACHER TIP: Note that Robert Carper, Jr., and his father, Dr. Robert Carper, share the same first name. Point out to students that in their own research, they may encounter family members or non-family members who share the same name as their Silent Hero. As a result, it is important to cross-reference other personal information, such as birthdate and parent/sibling names, to ensure they are obtaining information for the correct person.

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 1940).
- ▶ 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 Robert Carper, Jr.'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	95,000
New Hampshire.....	26,080	24,821	75,150	620	108	111,805
Maine.....	24,384	24,746	49,670	108	None.	99,140
Massachusetts.....	75,435	87,590	199,302	8,402	None.	273,327
Rhode Island.....	18,113	15,790	42,845	40	None.	76,808
Connecticut.....	69,525	54,401	117,448	2,804	2,764	237,046
New York.....	85,790	75,122	182,339	1,543	21,318	345,112
New Jersey.....	43,231	41,436	80,282	2,752	11,425	134,126
Pennsylvania.....	119,780	106,949	206,361	6,127	2,117	435,334
Delaware.....	11,783	12,143	27,361	309	8,307	43,603
Maryland.....	55,015	51,339	101,000	8,043	103,000	218,198
Virginia.....	110,550	116,135	233,060	2,895	292,627	563,167
North Carolina.....	15,144	17,007	29,002	114	12,439	72,707
South Carolina.....	69,088	72,500	140,710	8,372	100,522	392,212
Georgia.....	35,574	37,722	66,961	8,361	107,664	249,222
Florida.....	13,103	14,044	26,770	298	25,264	82,585
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	3,895,515
U. S. 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, instead of "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 Sturford, in the county of Orange; Castleton, Champlain, Guilford, Poultney, 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 26,096, 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.

Previously enumerated in the year of 1840.

Persons enumerated in the year of 1850.

Persons enumerated in the year of 1850.

Persons enumerated in the year of 1850.

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Persons enumerated in the year of 1850.

Persons enumerated in the year of 1850.

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 of Maryland, District of Columbia, and Territory of Alaska.

Enumeration District No. 15-1, Sheet No. 1.

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

Word of city, town, or village, within the above named district, is as follows:

NAME	RELATION	SEX	AGE	COLOR	OCCUPATION, TRADE, OR PROFESSION	PLACE OF BIRTH	MARRIED	ATTENDED SCHOOL	LITERATE	NUMBER OF YEARS ATTENDED SCHOOL
1. Michael J. Haggerty	Head	M	34	W	Carriage Driver	Poland, New York				
2. Mary J. Haggerty	Wife	F	31	W	None	Poland, New York				
3. John J. Haggerty	Son	M	11	W	None	Poland, New York				
4. Mary J. Haggerty	Daughter	F	8	W	None	Poland, New York				
5. John J. Haggerty	Son	M	5	W	None	Poland, New York				
6. Mary J. Haggerty	Daughter	F	3	W	None	Poland, New York				
7. John J. Haggerty	Son	M	1	W	None	Poland, New York				
8. Mary J. Haggerty	Daughter	F	0	W	None	Poland, New York				
9. John J. Haggerty	Son	M	0	W	None	Poland, New York				
10. Mary J. Haggerty	Daughter	F	0	W	None	Poland, New York				

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.



Carper Family, U.S. Federal Census, 1940

State: Ill County: Peoria Ward of city: 3 Incorporated place: Peoria Unincorporated place: Peoria Township or other division of county: Peoria Block No.: 8 Institution: Peoria

Sheet No. 6 S.D. No. 6 E.D. No. 4 Enumerated by me on April 12 1940. Enumerator: Paul J. W. B.

POPULATION SCHEDULE

PERSONS 14 YEARS OLD AND OVER - EMPLOYMENT STATUS

Line No.	NAME	SEX	AGE	DATE OF BIRTH	PLACE OF BIRTH	EDUCATION	REMARKS	RELATION	STATUS	INDUSTRY	CLASS	REMARKS
1	Carper, Helen	F	41	1899	Ill	12		Wife	Married	Housewife	0	
2	Carper, John	M	42	1898	Ill	12		Husband	Married	Housewife	0	
3	Carper, Mary	F	43	1897	Ill	12		Daughter	Married	Housewife	0	
4	Carper, William	M	44	1896	Ill	12		Son	Married	Housewife	0	
5	Carper, Elizabeth	F	45	1895	Ill	12		Daughter	Married	Housewife	0	
6	Carper, Charles	M	46	1894	Ill	12		Son	Married	Housewife	0	
7	Carper, Mary	F	47	1893	Ill	12		Daughter	Married	Housewife	0	
8	Carper, William	M	48	1892	Ill	12		Son	Married	Housewife	0	
9	Carper, Elizabeth	F	49	1891	Ill	12		Daughter	Married	Housewife	0	
10	Carper, Charles	M	50	1890	Ill	12		Son	Married	Housewife	0	
11	Carper, Mary	F	51	1889	Ill	12		Daughter	Married	Housewife	0	
12	Carper, William	M	52	1888	Ill	12		Son	Married	Housewife	0	
13	Carper, Elizabeth	F	53	1887	Ill	12		Daughter	Married	Housewife	0	
14	Carper, Charles	M	54	1886	Ill	12		Son	Married	Housewife	0	
15	Carper, Mary	F	55	1885	Ill	12		Daughter	Married	Housewife	0	
16	Carper, William	M	56	1884	Ill	12		Son	Married	Housewife	0	
17	Carper, Elizabeth	F	57	1883	Ill	12		Daughter	Married	Housewife	0	
18	Carper, Charles	M	58	1882	Ill	12		Son	Married	Housewife	0	
19	Carper, Mary	F	59	1881	Ill	12		Daughter	Married	Housewife	0	
20	Carper, William	M	60	1880	Ill	12		Son	Married	Housewife	0	
21	Carper, Elizabeth	F	61	1879	Ill	12		Daughter	Married	Housewife	0	
22	Carper, Charles	M	62	1878	Ill	12		Son	Married	Housewife	0	
23	Carper, Mary	F	63	1877	Ill	12		Daughter	Married	Housewife	0	
24	Carper, William	M	64	1876	Ill	12		Son	Married	Housewife	0	
25	Carper, Elizabeth	F	65	1875	Ill	12		Daughter	Married	Housewife	0	
26	Carper, Charles	M	66	1874	Ill	12		Son	Married	Housewife	0	
27	Carper, Mary	F	67	1873	Ill	12		Daughter	Married	Housewife	0	
28	Carper, William	M	68	1872	Ill	12		Son	Married	Housewife	0	
29	Carper, Elizabeth	F	69	1871	Ill	12		Daughter	Married	Housewife	0	
30	Carper, Charles	M	70	1870	Ill	12		Son	Married	Housewife	0	
31	Carper, Mary	F	71	1869	Ill	12		Daughter	Married	Housewife	0	
32	Carper, William	M	72	1868	Ill	12		Son	Married	Housewife	0	
33	Carper, Elizabeth	F	73	1867	Ill	12		Daughter	Married	Housewife	0	
34	Carper, Charles	M	74	1866	Ill	12		Son	Married	Housewife	0	
35	Carper, Mary	F	75	1865	Ill	12		Daughter	Married	Housewife	0	
36	Carper, William	M	76	1864	Ill	12		Son	Married	Housewife	0	
37	Carper, Elizabeth	F	77	1863	Ill	12		Daughter	Married	Housewife	0	
38	Carper, Charles	M	78	1862	Ill	12		Son	Married	Housewife	0	
39	Carper, Mary	F	79	1861	Ill	12		Daughter	Married	Housewife	0	
40	Carper, William	M	80	1860	Ill	12		Son	Married	Housewife	0	

PERSONS 14 YEARS OLD AND OVER - SUPPLEMENTARY QUESTIONS

Line No.	NAME	SEX	AGE	DATE OF BIRTH	PLACE OF BIRTH	EDUCATION	REMARKS	RELATION	STATUS	INDUSTRY	CLASS	REMARKS
1	Carper, Helen	F	41	1899	Ill	12		Wife	Married	Housewife	0	
2	Carper, John	M	42	1898	Ill	12		Husband	Married	Housewife	0	
3	Carper, Mary	F	43	1897	Ill	12		Daughter	Married	Housewife	0	
4	Carper, William	M	44	1896	Ill	12		Son	Married	Housewife	0	
5	Carper, Elizabeth	F	45	1895	Ill	12		Daughter	Married	Housewife	0	
6	Carper, Charles	M	46	1894	Ill	12		Son	Married	Housewife	0	
7	Carper, Mary	F	47	1893	Ill	12		Daughter	Married	Housewife	0	
8	Carper, William	M	48	1892	Ill	12		Son	Married	Housewife	0	
9	Carper, Elizabeth	F	49	1891	Ill	12		Daughter	Married	Housewife	0	
10	Carper, Charles	M	50	1890	Ill	12		Son	Married	Housewife	0	
11	Carper, Mary	F	51	1889	Ill	12		Daughter	Married	Housewife	0	
12	Carper, William	M	52	1888	Ill	12		Son	Married	Housewife	0	
13	Carper, Elizabeth	F	53	1887	Ill	12		Daughter	Married	Housewife	0	
14	Carper, Charles	M	54	1886	Ill	12		Son	Married	Housewife	0	
15	Carper, Mary	F	55	1885	Ill	12		Daughter	Married	Housewife	0	
16	Carper, William	M	56	1884	Ill	12		Son	Married	Housewife	0	
17	Carper, Elizabeth	F	57	1883	Ill	12		Daughter	Married	Housewife	0	
18	Carper, Charles	M	58	1882	Ill	12		Son	Married	Housewife	0	
19	Carper, Mary	F	59	1881	Ill	12		Daughter	Married	Housewife	0	
20	Carper, William	M	60	1880	Ill	12		Son	Married	Housewife	0	
21	Carper, Elizabeth	F	61	1879	Ill	12		Daughter	Married	Housewife	0	
22	Carper, Charles	M	62	1878	Ill	12		Son	Married	Housewife	0	
23	Carper, Mary	F	63	1877	Ill	12		Daughter	Married	Housewife	0	
24	Carper, William	M	64	1876	Ill	12		Son	Married	Housewife	0	
25	Carper, Elizabeth	F	65	1875	Ill	12		Daughter	Married	Housewife	0	
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31	Carper, Mary	F	71	1869	Ill	12		Daughter	Married	Housewife	0	
32	Carper, William	M	72	1868	Ill	12		Son	Married	Housewife	0	
33	Carper, Elizabeth	F	73	1867	Ill	12		Daughter	Married	Housewife	0	
34	Carper, Charles	M	74	1866	Ill	12		Son	Married	Housewife	0	
35	Carper, Mary	F	75	1865	Ill	12		Daughter	Married	Housewife	0	
36	Carper, William	M	76	1864	Ill	12		Son	Married	Housewife	0	
37	Carper, Elizabeth	F	77	1863	Ill	12		Daughter	Married	Housewife	0	
38	Carper, Charles	M	78	1862	Ill	12		Son	Married	Housewife	0	
39	Carper, Mary	F	79	1861	Ill	12		Daughter	Married	Housewife	0	
40	Carper, William	M	80	1860	Ill	12		Son	Married	Housewife	0	

Carper Family Census Analysis

Where did the Carper family live? _____

How many members were in the Carper family? _____

Where does Robert, Jr., fall in the birth order? Is he the oldest, youngest, etc.? _____

How old was Robert, Jr., when the census was conducted? _____

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

What race is Robert, Jr.? _____

Examine Robert Carper, Jr.'s father, Dr. Robert Carper. What do we know about him?

What socioeconomic category do you think Robert Carper, Jr.'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?

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

Carper Family Census Analysis Answer Key

Where did the Carper family live? **Des Moines, Iowa (in Polk County)**

How many members were in the Carper family? **Seven members - two parents (Dr. Robert and Elizabeth), four daughters (Louise, Roberta, Elizabeth, and Shirley Ann), and one son (Robert, Jr.)**

Where does Robert, Jr., fall in the birth order? Is he the oldest, youngest, etc.? **3rd. He has two older sisters and two younger sisters.**

How old was Robert, Jr., when the census was conducted? **14 years old**

Does the census provide Robert, Jr.'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 14 in 1940, which means he was likely born in 1924. A birth certificate, draft card, or school records would be good primary source documents you could consult that would include his full birth date.**

What race is Robert Carper? **White (Caucasian)**

Examine Robert Carper, Jr.'s father, Dr. Robert Carper. What do we know about him? **Answers will vary, but can include:**

- ▶ Dr. Robert Carper is 52 years old and married to Elizabeth, age 40.
- ▶ He was born in Iowa
- ▶ Their son is 14, which means he would have been ~38 years old when Robert, Jr., was born.
- ▶ They have 5 children, ranging in age from 19 to 2.
- ▶ Dr. Robert Carper is a dentist in private practice.
- ▶ The family lives in a suburban area with neighbors, most of whom have lived there for the previous decade. This likely indicates they were economically stable during the Great Depression.

What socioeconomic category do you think Robert Carper, Jr.'s family is in? Do you think they are poor, working class, middle class, or upper class? What census evidence led you to this conclusion?

Answers will vary, but the evidence suggests upper middle class. Encourage students to examine not just the Carper Family but the other families around them. Consider their occupations, the presence of a maid in one of the homes, the title "Dr." included in the names of three residents, sources of income beyond salary and wages, etc.

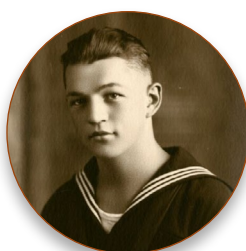
What questions does this source generate? Where might you look to find more information about the Carper family?

Answers will vary.

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