Lesson Four:
Daily Life in Garnet

Enduring Understanding
We can use primary documents to learn about the lives of people who lived in the past.

Essential Question
How can census records help us learn about people who lived in the past?

What Students Will Learn
Primary documents including census records are an important source of information for learning about how people lived in the past.

What Students Will Do
• Analyze a primary document for information about the lives of miners and their families living at Garnet in the early 20th century.

Assessment
Students will write a letter, taking on the persona of a twentieth century traveler.

Materials
For Each Student
• A copy of “Garnet Journal: Lesson Four” (page 38)

For Each Group
• “Gather the Evidence: Data Collection Sheet” (page 35)
• Excerpt from the 1900 Granite County Garnet Precinct Census (page 36-37)

Background Information
Students will examine a short excerpt from the 1900 Montana census for the Garnet precinct. Students will analyze the documents and make inferences about how people lived at Garnet based on the information found in these documents.

Preparing to Teach
1. Make a copy of “Gather the Evidence: Data Collection Sheet” for each group.
2. Make copies of the census excerpt for each group.
3. Make a copy of the “Garnet Journal: Lesson Four” for each student.
4. Post the essential question: “How can census records help us learn about people who lived in the past?”
5. Post the Word Bank words.

Word Bank

census: a counting of the population
primary document: provides first-hand testimony or direct evidence concerning a topic; created by witnesses or recorders who experience events or conditions being documented; often created at the time when the events or conditions are occurring, but primary sources can also include autobiographies, memoirs, and oral histories recorded later
secondary document: a document that relates or discusses information originally presented elsewhere

SUBJECTS: social studies, language arts
CCSS: RI.1, RI.3, RI.4, RI.7, W.3, W.4, W.7, W.8, W.9, W.10, SL. 1, SL.2, SL.4
SKILLS:
• Bloom’s Taxonomy: remember, understand, apply, analyze, evaluate, create
• Facets of Understanding: interpretation, application, perspective, empathy
DURATION: approximately 60 minutes
CLASS SIZE: any, groups of two, three or four students

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Uncover Prior Knowledge

*How can census records help us learn about people who lived in the past?* Inform students that this question will guide their learning. Indicate the Word Bank words (census, primary document, primary sources, and secondary document) and inform students that they will use these words as tools and define them during the lesson.

Ask Students:
- Who do you think lived at Garnet in the 1900s?
- Do you think women and children lived at Garnet? What is your evidence?
- Where did the people who lived in Garnet come from before they lived in Garnet?
- What age were the people who lived in Garnet?

Discover New Knowledge

1. Tell students they are going to do historical research on the people who lived at Garnet in the year 1900 by looking at an excerpt from the Montana census record for the Garnet precinct.
2. On the census document, the original image is on the top and the transcribed version is below. Explain that “W” stands for “white,” “M” stands for “male,” “F” stands for female, and the number following is the age of the person at the time of the census.
3. Break the students into groups. Distribute a copy of “Gather the Evidence: Data Collection Sheet” to each group. Give each group a copy of the census record. Instruct groups to examine the census record and then complete the “Gather the Evidence: Data Collection Sheet.”
4. Have each group share the results of their “Gather the Evidence: Data Collection Sheet” with the class.

Reflect on New Knowledge

1. As a class, discuss what the evidence reveals about the people who lived in Garnet in 1900.
2. Ask students:
   - What is the average age of those living in Garnet in 1900?
   - Where were they born?
   - Who is the youngest person? Who was the oldest person?

Assessment

Have students write a letter in their journals. Ask them to take on a different persona, that of a nineteenth century traveler who is visiting Garnet in the year 1900. Have them write a letter to a friend or family member who is living in another state. Have them write about what they see in Garnet and the people they meet. Their letters should be loosely based on the primary document they have reviewed and earlier research on the history of Garnet.
Gather the Evidence: Data Collection Sheet

Name: ____________________________________________

Document Title ____________________________________________

1. What is the date of the document? ____________________________

2. Who is the author of the document? ____________________________

3. Why was the document created?
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

4. Who lived in Garnet? Where did they come from?
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

   How many of the people are male_______ female ______ under age 16 ____________?

5. How did the people in Garnet make their living? Do people still do this today?
   ____________________________________________
   ____________________________________________
   ____________________________________________

6. What could you learn about your own community using census records?
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
<table>
<thead>
<tr>
<th>NAME</th>
<th>RELATION</th>
<th>PERSONAL DESCRIPTION</th>
<th>NATIVITY</th>
<th>CITIZENSHIP</th>
<th>OCCUPATION, TRADE, OR PROFESSION</th>
</tr>
</thead>
</table>
## 1900 Granite County Census

<table>
<thead>
<tr>
<th>Name</th>
<th>Relation</th>
<th>Personal Description</th>
<th>Place of Birth</th>
<th>Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brown, Arthur</td>
<td>Head</td>
<td>W, M, 33</td>
<td>Maine</td>
<td>Mining Engineer</td>
</tr>
<tr>
<td>Brown, Anna J.</td>
<td>Wife</td>
<td>W, F, 30</td>
<td>Pennsylvania</td>
<td></td>
</tr>
<tr>
<td>Deitzinger, Jeremiah</td>
<td>Father in Law</td>
<td>W, M, 83</td>
<td>Pennsylvania</td>
<td></td>
</tr>
<tr>
<td>May, Hong Dock</td>
<td>Servant</td>
<td>Chinese, M, 46</td>
<td>China</td>
<td>Cook</td>
</tr>
<tr>
<td>Daniels, Rhert</td>
<td>Head</td>
<td>W, M, 31</td>
<td>Ohio</td>
<td>Mining Engineer</td>
</tr>
<tr>
<td>Daniels, Lettie. M.</td>
<td>Wife</td>
<td>W, F, 29</td>
<td>Kansas</td>
<td></td>
</tr>
<tr>
<td>Fener, Frank, A.</td>
<td>Step son</td>
<td>W, M, 13</td>
<td>Kansas</td>
<td></td>
</tr>
<tr>
<td>Fener, Lettie</td>
<td>Step Daughter</td>
<td>W, F, 9</td>
<td>Montana</td>
<td></td>
</tr>
<tr>
<td>Adams, Charles</td>
<td>Border</td>
<td>W, M, 27</td>
<td>Missouri</td>
<td>Mill Labor</td>
</tr>
<tr>
<td>Hardenprock, Frank</td>
<td>Border</td>
<td>W, M, 28</td>
<td>Utah</td>
<td>Assayer</td>
</tr>
<tr>
<td>Olan, Anda</td>
<td>Border</td>
<td>W, M, 36</td>
<td>Finland</td>
<td>Mill Labor</td>
</tr>
<tr>
<td>McCormick, James</td>
<td>Border</td>
<td>W, M, 29</td>
<td>Illinois</td>
<td>Foreman Mill</td>
</tr>
<tr>
<td>Duffy, Peter</td>
<td>Servant</td>
<td>W, M, 55</td>
<td>New York</td>
<td>Cook</td>
</tr>
<tr>
<td>Harring, John H.</td>
<td>Head</td>
<td>W, M, 35</td>
<td>Massachusetts</td>
<td>Carpenter</td>
</tr>
<tr>
<td>Gates, Fred</td>
<td>Head</td>
<td>W, M, 39</td>
<td>Canada ?</td>
<td>Carpenter</td>
</tr>
</tbody>
</table>
Write a letter to a friend or family member as if you were a nineteenth century traveler who is visiting Garnet in the year 1900. Describe what you see in Garnet (the people, buildings, mining). Use your research of the primary documents (the census) for this lesson and the photographs from Lesson Two as background knowledge for your letter.