

## **Locust Grove Schoolhouse School Students, Families, and Work:**

How did Pocopson Township families earn their living over 100 years ago, and were the parents and adults the only ones working?

After the students have learned about one-room schoolhouses, including the Locust Grove Schoolhouse in Activity One, they will begin to learn about the community that the school served. In this lesson, children will use copies of primary source documents—the Census, newspaper articles, and Teacher’s Monthly Reports—to learn about Pocopson Township’s occupations.

### **Curriculum Alignment:**

8.1.3.A: Understand chronological thinking and distinguish between past, present and future time.

8.1.3.B: Develop an understanding of historical sources (data in historical maps; visual data from maps and tables).

8.1.3.D: Understand historical research.

8.2.3.D: Identify conflict and cooperation among social groups and organizations in Pennsylvania history (ethnic and racial; labor relations; immigration).

8.1.4.A: Identify and describe how geography and climate have influenced continuity and change over time.

8.2.4.B: Locate historical documents, artifacts, and places critical to Pennsylvania history.

8.2.4.C: Explain how continuity and change in Pennsylvania history have influenced personal development and identity (commerce and industry, technology, and physical and human geography).

2.6.3.B: Organize and display data using pictures, tallies, charts, bar graphs and pictographs.

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### **Objectives:**

Students will be able to:

Name six different occupations of students’ families in the late 1800s in Pocopson Township. Answer whether school children had occupations or jobs. Understand that the Census, maps, newspaper articles, and attendance books are primary sources and all record information about occupations and industry, even though that was not the main purpose of these documents.

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### **Setting the Stage: Guided Discussion**

Help the students to think about Chester County occupations over 100 years ago.

Generate some guesses and predictions about children’s and families’ work over 100 years ago.

#### **Ask the students:**

1. Think about your parents’ or grandparents’ or neighbors’ jobs. Do the people you just thought of work with their bodies and muscles in their jobs? How do they do that? If they do not, what work do they do? Do they work at a desk in an office?

*[Help the students to see how technology allows people to expend less physical energy. Discuss how occupations have changed over time.]*

2. Can you think of any careers or occupations that people had a long time ago, that do not exist today? *[Try to get the students to consider millers that ground grain or sawed lumber or ran looms with water power. Also students may think about blacksmiths and shoemakers. These were local businesses in each village a long time ago; now these items are made in large-scale factories, often far away.]*

3. How could we find out what people's jobs were over 100 years ago? *[Discussion leaders can help students think about old documents and old writing from 100 years ago. Possibly a student will suggest the Census. In this activity students will also use teachers' records, newspaper articles, and maps. Lead the children to think about these kinds of primary sources.]*

4. Do you know what the Census is? Have you heard about your family answering the Census questionnaire ever? For how many years do you think our country has been taking the Census? *[The first Census was taken in 1790. The Census records every resident's name and family members and race and birthplace, as well as their jobs.]*

**If possible, record students' guesses and predictions for all to see.**

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## **Lesson:**

### **Activity 1:**

#### **List of Materials:**

##### **Group One:**

Two historic maps of Pocopson Township, 1873 and 1883 and two Local Daily News articles, 1883 and 1910.

*[All primary sources.]*

##### **Group Two:**

A page from a Teacher's Monthly Report dated, December 1861 and two pages from the 1860 Census.

*[Both the page from the daily attendance book and the Census are primary source documents.]*

##### **Group Three:**

A page from a Teacher's Monthly Report dated, December 1871. Three pages from the 1870 US Census for Pocopson Township.

*[The Census is also a primary source document.]*

Divide students into three groups (or guide the entire class through each activity). Have students work together to use the resources they are given to make statements and answer questions about the occupations and industry in Pocopson Township during different years.

#### **Group One Activities:**

By examining historic maps and reading newspaper articles, the students will be able to identify such places as farms, schools, mills, and more. Ask the students to be primary source detectives or history detectives to perform these tasks and answer these questions:

**Using the 1873 map:** How many mills can you find on the 1873 map? What is a mill; what does it need to operate? Decide where a mill might be located? This will determine where on the map you look for mills. What kinds of mills were in Pocopson Township, based on the map text?

When you find a mill, write its name on a piece of paper; describe where it is located in reference to the Locust Grove Schoolhouse (LGSH); and write its water source. Example, G & S mill, southwest of LGSH, on the Pocopson Creek.

Do you think there were many other jobs in Pocopson Township? Can you find any other business on the Map? Do you think there were other businesses or not?

**Using the 1883 map:** How many mills can you find on this map? This map has an additional tool to help you locate the mills? What is the tool? You may have seen this tool before and called it a “legend.” Use your answers regarding mills found on the 1873 map, to check to see if that same mill is still operating in 1883? How many Mills operated during both time periods? The legend can help you find another resource in Pocopson (besides mills and homes); what is it? Did many people have these resources? What job or occupation needs this resource?

**Using the 1883 newspaper article:** Write the names of five other jobs in Pocopson that year. Can you find a family name from the newspaper article on the 1883 map? [*There is one.*] These primary sources are from the same year in history.

**Using the 1910 newspaper article:** This article only mentions a few actual jobs or occupations. The article mentions events and places; can you deduce or infer all of the jobs or occupations that must exist based on the events and places talked about in the article? Can you name 10 jobs or occupations based on the article?

Keep a list of all the jobs or occupations that you found from each of the four resources.

### **Group Two Activities:**

By examining a page from the Teachers’ Monthly Report, the students will be able to find the occupations of each of the students’ parents. Ask the students to locate this information. They will need to get accustomed to the old cursive writing for this activity. If the students have trouble, provide the following key to help them decipher the occupations. It is a bit like a puzzle. Again, they must work like detectives. [*The occupation appears after the parent name, as an abbreviation.*]

Bksm or B.S. = Blacksmith

Do or " = ditto (look up, if not familiar)

Far or Farm = Farmer

Lab or La = Laborer  
Ma = Mason  
Shma = Shoemaker  
Tailor or tlo = Tailor

If the students are confused about a couple of the occupations, Census pages are included that show the occupations for a few parents. You may want to let the students know how the Census was compiled in street or house order, not alphabetically. They will just need to scan for the names.

Ask the students to answer these questions using only their primary source documents:

Count how many parents or guardians had a certain job. For example how many parents or guardians were farmers? Be careful, some parents' names repeat, when they have multiple children. Count each parent or guardian only once.

Now that you have the totals create a chart or a table with the totals. If you know how to calculate percents, add the percent of the class parents that belonged to each occupation.

Now assign each student in the group the identity of a parent. Try to mimic the composition of the parent group. If there was only one tailor in the group, make sure no more than one student is the tailor. Introduce yourselves to each other and tell each other what your job is. You can even make nametags with your name and job.

Think about why these people had these jobs? Do you know people who say they have a "busy season" or a "slow season" at work? Think about whether you would have those times as the parent/guardian with this job? Describe how this might have affected your school-aged children.

If you have time, you can find out how the children were behaving and achieving academically from the attendance book. A "1" in the first column means that the student received corporal punishment that term. Look up "corporal: if you're not familiar with that word. In the next columns, a "1" is the best and a "5," the worst.

### **Group Three Activities:**

Ask this group of students to be primary source detectives or history detectives to learn about Pocopson occupations through the students and their families at the Locust Grove Schoolhouse in 1871. Ask this group if they think going to school is an occupation? Now give the group this list (below) of students to find on both of the primary source documents for group three.



Harry Entriken  
Pennock Brown  
Evan Lear  
Eber Faucett  
Charles Rudolph  
John Duffy  
James Lomax  
John Rogan

First find the students on the 1871 attendance list, to make certain that they attended school that year, and then locate their name on the 1870 Census. (Remember the US Census is organized by house order not alphabetical order. The head of household appears next to the numbers that show the house and family order, at the left. Both documents list the children's age. Why is the age different on the two documents?

Write each student's occupation and age at the time of the Census next to his name.

Notice whether the student lives in their parent's home or in someone else's home (check the head of household, next to the numbers). Can you explain what is going on? Look at the head of the household's occupation too. Can you make some conclusions?

Check on each group after 15 minutes to see if any group has finished the tasks requested. Some groups may finish before others. If a group is finished ask them to assign jobs for sharing their findings with the class.

Complete the lesson by rotating all primary sources through each group OR have each group teach the other students about their resources by sharing their experience and findings.

**Reinforce and expand the observations (guided discussion):**

Ask the students to name six different occupations in Pocopson Township between the years 1873 and 1910. Ask if the students can see any trends? Did any one job or occupation stay consistent through those years?

Ask the students to predict what jobs Pocopson residents have today. Explain to the students that throughout the decades, the dominant industry continued to be general agriculture, with dairy-farming increasing in the early twentieth century. The geography of Pocopson Township afforded waterpower for mills in the 1800s. The map of 1873 shows five mills on the borders of Pocopson Township. By 1883, only two [CHECK]

survived, and by 1920, the last remaining mill closed as Pocopson Township moved toward dependence on gasoline and electricity. The 1870 census indicates other occupations within Pocopson Township such as: blacksmith, shoemaker, merchant, laborers, masons, housekeepers, and domestic servants. Children, as young as age 12, sometimes worked as laborers, apprentices, and domestic servants.

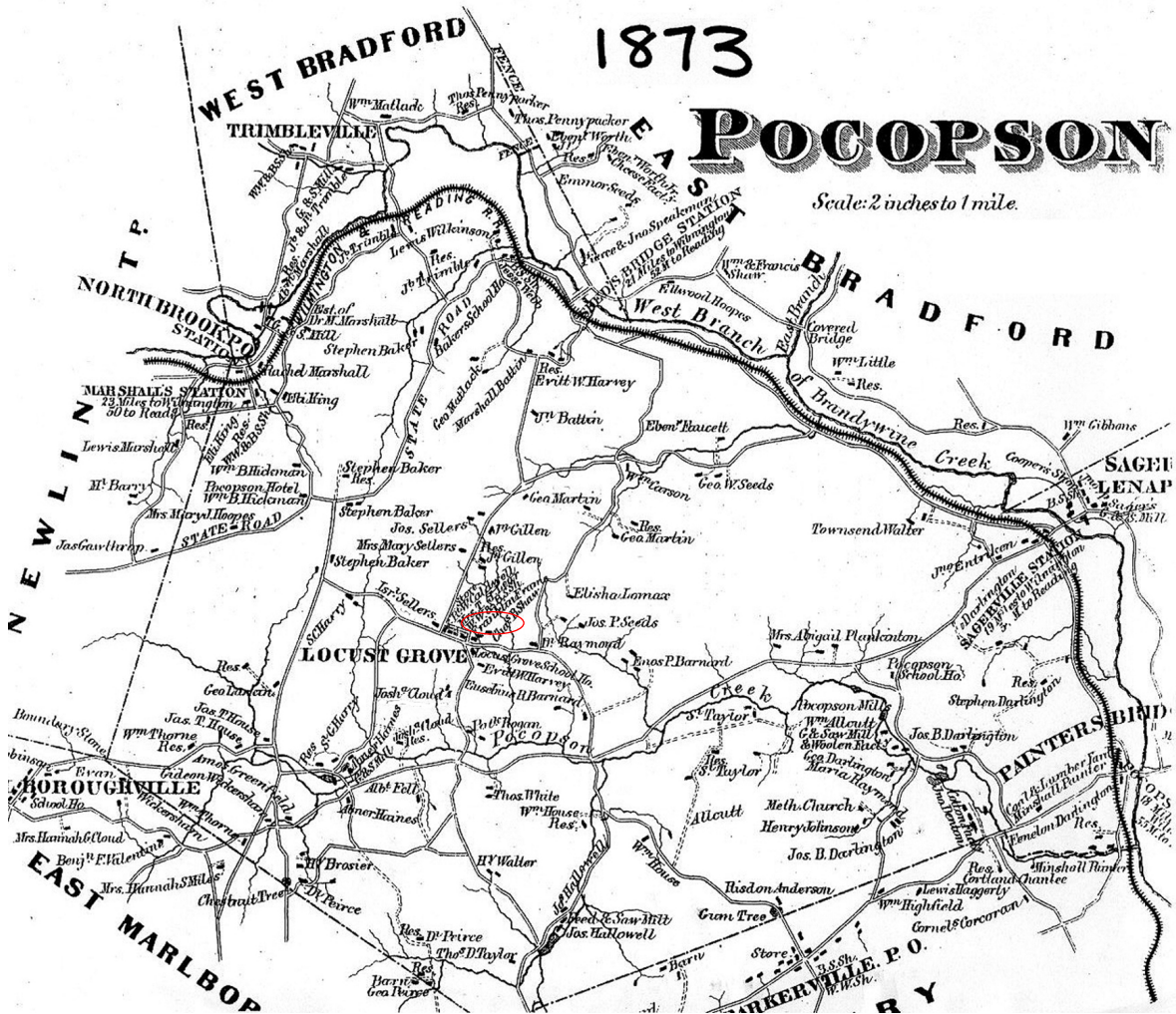
Ask the students about living away from home and working while also sometimes going to school. Do children still do that today? When do they typically do that?

**Closing:** Ask the students what was the most challenging thing about reading old documents. Ask them what was the most fun about working with the old documents?

## Group One Resources:

1 of 4: 1873 Map of Pocopson Township

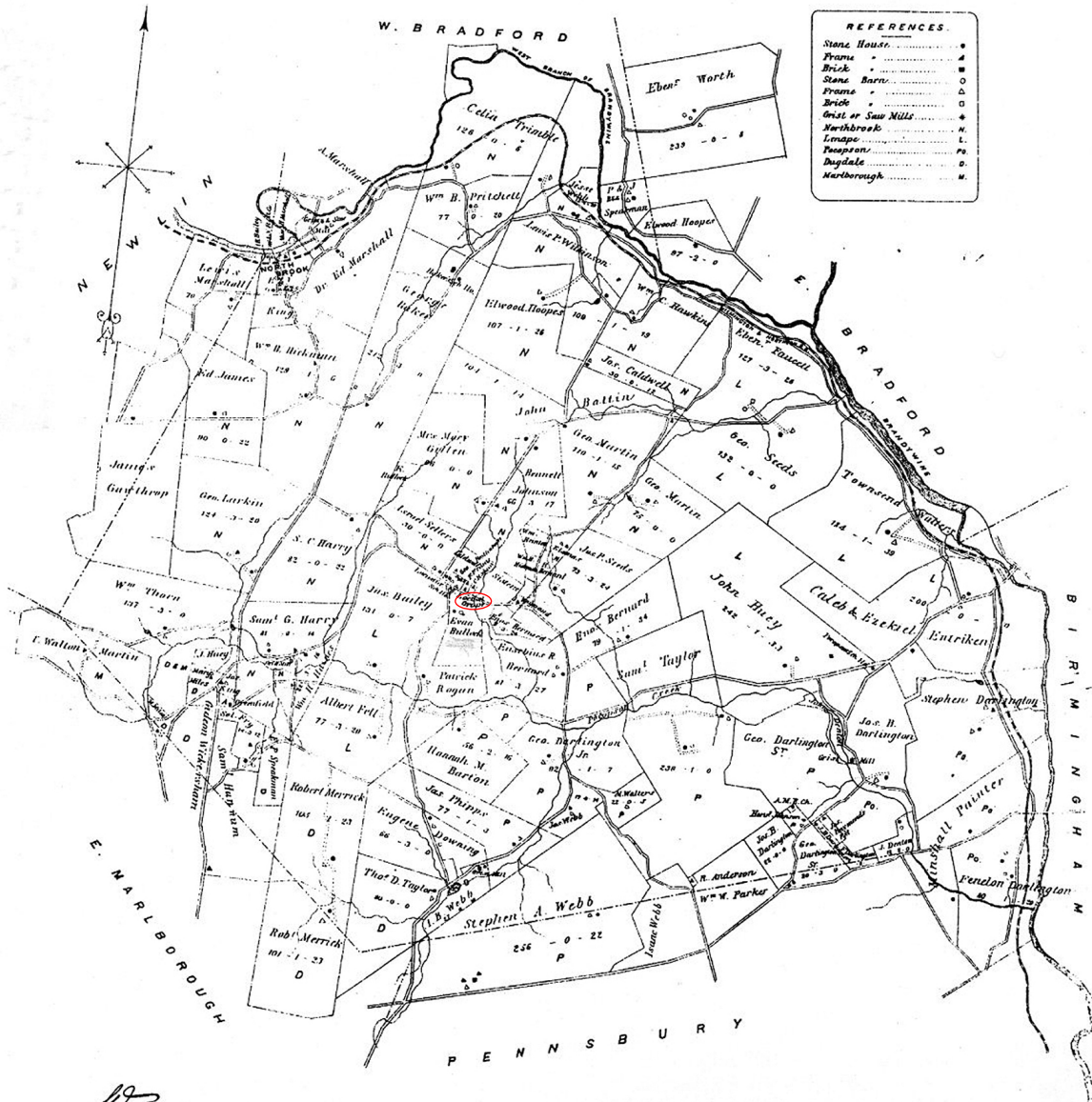
Image: 1.1873PocopsonMap.jpg



Group One Resources:  
 2 of 4: 1883 Map of Pocopson Township  
 Image: 2.1883PocopsonMap.jpg

# 1883 POCOPSON

Scale 100 Perches to 1 inch.

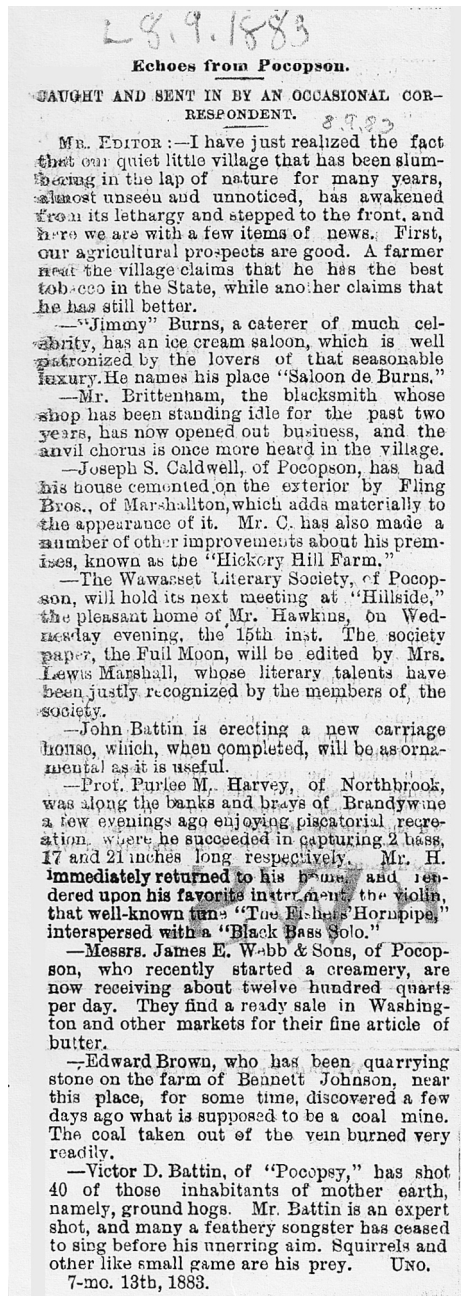


We believe this to be an  
 accurate map and it gives us pleasure  
 to affix our official endorsement  
 J. B. Reynolds }  
 A. C. James } County Commissioners  
 W. M. F. }  
 The W. B. Chandler & Co. Surveyors

Group One Resources:

3 of 4: 1883 Local Daily News of West Chester, article dated August, 9, 1883

Image: 3.1883DailyLocalNews.jpg

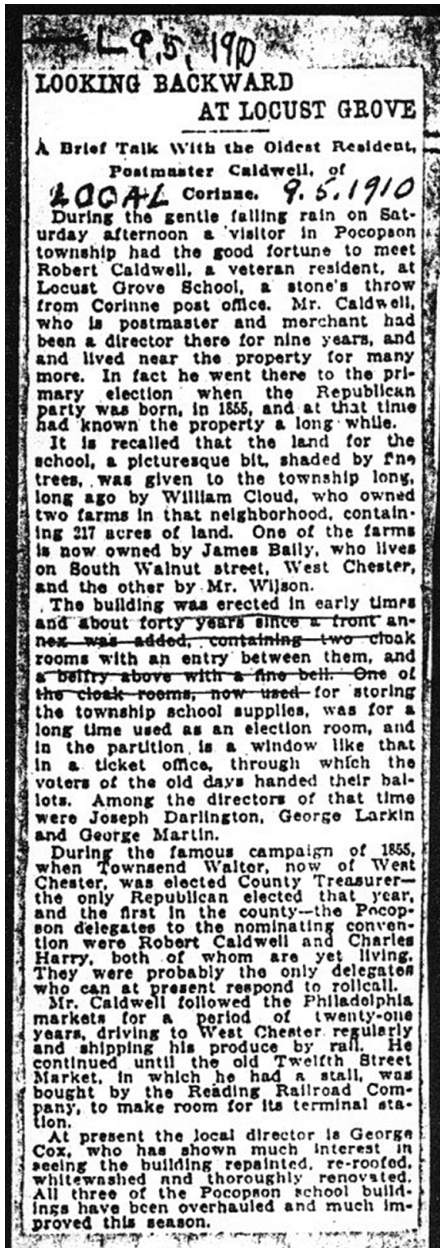




Group One Resources:

4 of 4: 1910 Local Daily News of West Chester, article dated August, 9, 1910

Image: 4.1910DailyLocalNews.jpg



1 of 3: Page from State of Pennsylvania Teacher's Monthly Report, dated December 1861  
Image: 1.1861TeacherReport.jpg

[illegible]

Group Two Resources 2 of 3: Page one from the Pocopson Township Census of 1860  
Image: 2.PageOne1860.jpg



SCHEDULE 1.—Free Inhabitants in Acopson Township in the County of Chester State 731  
of Pennsylvania enumerated by me, on the 4<sup>th</sup> day of June 1860. James W. Simon Ass't Marshal  
Post Office Marshallton.

District, name, number in the order of visitation.	Family numbered in the order of visitation.	The name of every person whose usual place of abode on the first day of June, 1860, was in this family.	Description.			Profession, Occupation, or Trade of each person, male and female, over 15 years of age.	Value of Estate Owned.		Place of Birth, Naming the State, Territory, or Country.	Married within the year.	Attended School within the year.	Persons over 20 years of age who cannot read & write.	Whether deaf and dumb, blind, insane, idiotic, pauper, or convict.
			Age.	Sex.	White, Colored, or Indian.		Value of Real Estate.	Value of Personal Estate.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	1	B Franklin Weaver	35	M		Farmer	5000	1300	Penn				
2		Margaret	32	F					"				
3		Willfred	7	M					"		1		
4		Hannah	68	F					"				
5		Stephen Johnson	19	M	B	Farm laborer			"				
6	2	Nathan Edwards	36	M		Carpenter	1000	400	"				
7		Emeline	36	F					"				
8		Joseph M	15	M					"		1		
9		Amos H	14	M					"		1		
10		William H White	19	M		Carpenter			Del				
11	3	Marshall Taylor	47	M		Black smith		300	Penn				
12		Rachel	46	F					"				
13		Lisanna	18	F					"				
14		Isaac J	16	M		Apprentice blacksmith			"		1		
15		Mary E	11	F					"		1		
16	4	Enn M Harvey	48	M		Farmer	12000	4000	"				
17		Elizabeth	55	F					"				
18		Rexie	23	M		Farmer			"				
19		Thomas J	22	M		Farmer			"				
20		Sarah E	15	F					"		1		
21		Anna White	14	F					"		1		
22		Joseph Fisher	19	M	B	Farm laborer			"				
23	5	Lewis Milhisen	43	M		Farmer	11000	2000	"				
24		Sarah D	40	F					"				
25		Mary	15	F					"		1		
26		Phebe	13	F					"		1		
27		Francis	7	F					"		1		
28		Ruthanna	3	F					"				
29		Pusey	1	M					"				
30		John Bat	50	M	B	Farm laborer			"				
31		Isaiah Spencer	41	M	M	Farm laborer			Del				
32		Lewis Hercules	13	M	B				Penn		1		
33		Mary E Davis	17	F	M	Domestic			"				
34	6	James Lancaster	40	M		Farmer	15000	4000	"				
35		Rebecca M	40	F					"				
36		Hannah M	12	F					"		1		
37		James P	14	M					"				
38		George Rodd	50	M		Farm laborer			"				
39		Mary E Hatch	4	F					"		1		
40		Ephraim Wilson	43	M	B				"		1		
No. white males, <u>16</u> No. colored males, <u>6</u> No. foreign born, _____ No. blind, _____							<u>44000</u>	<u>12000</u>	No. idiotic, _____				No. convicts, _____
No. white females, <u>17</u> No. colored females, <u>1</u> No. deaf and dumb, _____ No. insane, _____									No. paupers, _____				

Group Two Resources 3 of 3: Page nine from the Pocopson Township Census of 1860  
Image: 3.PageNine1860.jpg

SCHEDULE 1.—Free Inhabitants in Pocahontas Township in the County of Chester State  
of Pennsylvania enumerated by me, on the 7<sup>th</sup> day of June 1880. James H. Simon Ass't Marshal  
Post Office Marshallton

1	2	3	Description			7	Value of Estate Owned		10	11	12	13	14
			Age	Sex	Color		Value of Real Estate	Value of Personal Estate					
		The name of every person whose usual place of abode on the first day of June, 1880, was in this family.				Profession, Occupation, or Trade of each person, male and female, over 15 years of age.			Place of Birth, Naming the State, Territory, or Country.	Married within the year.	Attended School within the year.	Whether deaf and dumb, blind, insane, idiotic, pauper, or convict.	
1		Windle J	4	M					Penn				
2		Harlan L	1	M					"				
3	56	Stephen C Harry	53	M		Farmer x	4200	1600	"				
4		John B	21	M		Farmer x			"				
5		Eugene	19	M					"				
6		William B	17	M					"				
7		Jesse	55	M		Little dealer			"				
8		Sarah	18	F					"				
9	57	Abia Sellers	29	M		Farmer x	2600	800	"				
10		Mary	24	F					"				
11		Ella F	3	F					"				
12	58	Robert M Caldwell	37	M		Market man		2000	Col				
13		Sarah	40	F					Penn				
14		Emley	15	F					"				
15		Anna M	14	F					"				
16		Edward	12	M					"				
17		Sallie R	8	F					"				
18		Joseph	5	M					"				
19		Robert F	2	M					"				
20	59	Thomas Marks	40	M		Plasterer L		150	"				
21		Mary A	34	F					Ind				
22		Anna M	16	F					Penn				
23		Sarah E	14	F					"				
24		Lydia E	12	F					"				
25		John W	10	M					"				
26		Isabella	8	F					"				
27	60	John Hershins	50	M		Farm laborer		200	"				
28		Mary Ann	41	F					"				
29		George	10	M					"				
30		Sarah Ann	8	F					"				
31		Washington	6	M					"				
32		Martha Schanen	16	F		Domestic			"				
33		Sarah Bage	50	F		Domestic			"				
34	61	Samuel Sellers	48	M		Farmer	3200	2000	"				
35		Jane	72	F					"				
36		Jane P	15	F					"				
37		Frederick	14	M					"				
38		Samuel W	8	M					"				
39	62	John Griffith	42	M		Master Boat Builder	1000	360	"				
40		Ann E	35	F					"				
		No. white males, <u>21</u>	No. colored males, _____		No. foreign born, _____		No. blind, _____		No. idiotic, _____		No. paupers, _____		No. convicts, _____
		No. white females, <u>19</u>	No. colored females, _____		No. deaf and dumb, _____		No. insane, _____						

1 of 4: Page from State of Pennsylvania Teacher's Monthly Report, dated December 1871  
Image: 1.1870TeacherReport.jpg

Report of <u>Oliver J. Slack</u>		Teacher of <u>Forest Grove</u>																																					
Number of Pupils.	NAMES OF PUPILS.	Age.	ATTENDANCE.																															Total attendance in month.	Total attendance in term.	Progress.	Conduct.	MISCELLANEOUS.	
			DAYS OF THE MONTH.																																			No. of different scholars to school since last of Jan.	Whole No. in attendance.
			Jan 1	Jan 2	Jan 3	Jan 4	Jan 5	Jan 6	Jan 7	Jan 8	Jan 9	Jan 10	Jan 11	Jan 12	Jan 13	Jan 14	Jan 15	Jan 16	Jan 17	Jan 18	Jan 19	Jan 20	Jan 21	Jan 22	Jan 23	Jan 24	Jan 25	Jan 26	Jan 27	Jan 28	Jan 29	Jan 30	Jan 31						
1	<u>Charles Greenfield</u>	11	+	+	+																												16	101 1/2					
2	<u>Joshua Cloud</u>	11																																21	100				
3	<u>Harry Cloud</u>	8	+	+	+																													14	148 1/2				
4	<u>Edw. O. Fancett</u>	8																																4	100				
5	<u>Evans E. Lear</u>	8																																21	137 1/2				
6	<u>Harry W. Caldwell</u>	9																																21	100				
7	<u>Harry Rossini</u>	8	+	+	+																													19	112 1/2				
8	<u>Johnnie Harrison</u>	8	+	+	+																													16	91 1/2				
9	<u>Edward Carson</u>	6	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	5	91 1/2					
10	<u>Johnnie Shaw</u>	8																																20	117 1/2				
11	<u>Joseph Greenfield</u>	13																																1	100				
12	<u>Harmon Frank</u>	6																																32					
13	<u>Joseph Hillen</u>	6	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	11	84 1/2					
14	<u>Almond Talbot</u>	6																																4					
15	<u>Joseph Rogan</u>	7																																12	100				
16	<u>Charles H. Lear</u>	12																																21	143 1/2				
17	<u>Edmund Tronks</u>	9	+	+	+																													16	100				
18	<u>Francis E. Lear</u>	12																																21	100				
19	<u>Francis Rogan</u>	12	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	7	63 1/2					
20	<u>John Henry Ross</u>	12	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	12	44 1/2					
21	<u>Ann P. Clark</u>	10																																2					
22	<u>Joseph Clark</u>	16	+																															20	15 1/2				
23	<u>Joseph Caldwell</u>	16	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	12	19 1/2					
24	<u>Charles Hillen</u>	16																																30	10 1/2				
25	<u>Franklin Caldwell</u>	14																																31	41 1/2				
26	<u>Ann White</u>	17			+	+																												17	30 1/2				
27	<u>John Rogan</u>	15	+	+	+																													17	4 1/2				
28	<u>Ann Carson</u>				+	+	+	+	+																									11	25 1/2				
29	<u>Harry Entwiken</u>	14	+																															10	57 1/2				
30	<u>James Tomer</u>	13			+																													13	19 1/2				
31	<u>Elisha Tomer</u>	16	+	+	+																													13	22 1/2				
32	<u>Ann Henry Ross</u>	10	+	+	+	+	+	+	+																									22	21 1/2				
33	<u>Allen Raymond</u>	16																																18	17 1/2				
34	<u>Ann Wilson</u>	13																																17	17 1/2				
35	<u>John Giffey</u>	8																																17	17 1/2				
36	<u>William Brown</u>	13																																13	10 1/2				
37	<u>Samuel Rudolph</u>	17																																11	11 1/2				

Group Three Resources:

2 of 4: Page four from the Pocopson Township Census of 1870

Image: 2.1870CensusPage4.jpg

Post Office: Parkersville

C. W. Marshall, Ass't Marshal.

[illegible]





Image: 4.1870CensusPage14.jpg

~~new~~ Inquiries numbered 7, 16, and 17 are not to be asked in respect to infants. Inquiries numbered 11, 12, 15, 16, 17, 19, and 20 are to be answered (if at all) merely by an affirmative mark as /.

Post Office: Parkersville

Cecil Marshall, Ass't Marshal.

Dwellings - houses, numbered in the order of valuation.		DESCRIPTION.				Profession, Occupation, or Trade of each person, male or female.	VALUE OF REAL ESTATE OWNED.		Place of Birth, naming State or Territory of U. S.; or the Country, if of foreign birth.	PARENTAGE.		EDUCATION.		Whether deaf and dumb, blind, insane, or idiotic.	CONSTITUTIONAL RELATIONS.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
101	96	Seedes Joseph	44	m	w	Farmer	11,000	2,000	Penna											
		Plebe	41	f	w	Keeping house			Penna											
		Coorsby Mary J.	28	f	w	Domestic servant			Penna											
		Eastwally Almya	11	m	w	works on farm			Penna											
		Duffy John	15	m	w	works on farm			Penna											
102	97	Loonard Clasha	44	m	B	works on farm	1700	100	Penna											
		Deborah	35	f	B	Keeping house			Penna											
		James	10	m	B	goes to school			Penna											
		Clasha	9	m	B	goes to school			Penna											
		Mary	8	f	B	at home			Penna											
		Sarah	5	f	B	at home			Penna											
		William	2	m	B	at home			Penna											
		Ida	4 1/2	f	B	at home			Penna											
103	98	Way Lydia	78	f	w	Keeping house		15,000	Penna											
		Williamina Mary	47	m	w	no occupation		300	Penna											
		Northwell Lydia	40	f	w	no occupation		200	Penna											
104	99	Martin George	66	m	w	Retired Farmer	2,000	8,000	Penna											
		Ann	34	f	w	Keeping house			Penna											
		Edward	32	m	w	Farmer			Penna											
		Maggie	27	f	w	School Teacher			Penna											
		Martha	22	f	w	no occupation			Penna											
		Lydia	17	f	w	no occupation			Penna											
		Rachel	15	f	w	goes to school			Penna											
		Boam Wesley	17	m	B	works on farm			Penna											
105	100	Rajonard Daria	40	m	B	works on farm	600	100	Penna											
		Williamina	33	f	B	Keeping house			Penna											
		Allen	14	m	B	goes to school			Penna											
		Enos J	4	m	B	at home			Penna											
		Sarah	2	f	B	at home			Penna											
		Lewis	4 1/2	m	B	at home			Penna											
106	101	Rogan Patrick	40	m	w	Farmer	5,000	10,000	Ireland											
		Mary	40	f	w	Keeping house			Ireland											
		Mary Ann	18	f	w	no occupation			Penna											
		White	16	f	w	goes to school			Penna											
		John W.	14	m	w	goes to school			Penna											
		Annie	10	f	w	goes to school			Penna											
		Ellie	8	f	w	goes to school			Penna											
		Joseph	5	m	w	at home			Penna											
		Margaret	4	f	w	at home			Penna											
107	102	Boousis Henry	46	m	w	Farmer	25,000	300	Penna											
		No. of dwellings, 7	No. of white females, 15		No. of males, foreign born, 1		8,980		9,000		No. of males, 11		10		2		2		8	
		" families, 7	" colored males, 2		" females, 1															
		" white males, 10	" females, 6		" blind, 1															