

How does the census help us understand the changes in enslaved population in Missouri?		
	Day 3	45 minutes
<b>Learning Objective</b>	Students will use data from multiple censuses to complete the Historian's Toolkit and develop a claim answering the inquiry's compelling question.	
<b>Introduction</b>	Post the day's supporting question and ask students to discuss possible answers, gauging what prior knowledge of the census exists.	5 minutes
<b>Evaluation of Sources</b>	Pass out the Table of Enslaved Population in Missouri (Document D) and the Census Table (Document E). The Census Table is hard to read and may serve more as a simple visual for students to see what a census table from the time looked like.	30 minutes
	Have students use the Historian' Toolkit "Source 2" to record information from Documents D and E.	
	Have students pair up to check answers and revise.	
	Pass out "Slaves as a percent of Total Population selected years, by Southern State". (Document F)	
	Direct students to look at the columns displaying Missouri's data for 1810 and 1860 and complete the "Source 3" row of the Historian's Toolkit.	
<b>Closing</b>	Direct students to synthesize the information from the three sources used by completing the back side of the Historian's Toolkit.	10 minutes