

African American Civil Rights in Rhode Island

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About These Materials:

Teacher materials on the Civil Rights Movement often have a focus on events in the 1960s and national topics. However, the Civil Rights Movement is rooted in and informed by much earlier periods of history. Additionally, many significant events related to Civil Rights history happened right here, in Rhode Island.

The Rhode Island Historical Society, in partnership with the Rhode Island Black Heritage Society and the Rhode Island Historical Preservation and Heritage Commission, was awarded a grant from the National Park Service* for a multi-phase project on African Americans' Struggle for Civil Rights in Rhode Island: The 20th Century. The project consisted of conducting archival research, collecting oral histories, and documenting places of significance to civil rights in Rhode Island over the course of three years, 2017-2020. Public exhibits and school unit plans were also created thanks to this grant.

The following lessons reference many types of primary sources from local, Rhode Island collections and some created for this project, like the oral histories in lesson 3.

These lessons are meant to serve as a supplement to the Civil Rights history already being taught in classrooms; the focus is on local events and people. Many lessons reference time periods earlier than the 1960s, while also drawing connections from those events up to today.

Learning Objectives:

Students will understand and evaluate differences between primary and secondary sources

Students will evaluate and analyze sources to gather historical information which will inform their own decisions and arguments

Students will make connections between the causes and events of the Civil Rights Movement to current circumstances today

Students will draw conclusions about how understandings of race and ethnicity have changed over time

Educational Standards:

RI K-12 GSEs for Historical Perspectives/RI History
GSEs for Grades 5-6

HP 1: History is an account of human activities that is interpretive in nature.

HP 1–1: Students *act as historians*, using a variety of tools (e.g., artifacts and primary and secondary sources) by...

- b. using sources to support the stories of history (*How do we know what we know?*)
- c. asking and answering historical questions, organizing information, and evaluating information in terms of relevance
- d. identifying the point of view of a historical source

HP 2: History is a chronicle of human activities, diverse people, and the societies they form.

HP 2-1: Students connect the past with the present by...

- b. comparing and contrasting the development of RI ethnic history to the nation's history

HP 2-3: Students show understanding of change over time by...

- a. establishing a chronological order by working backward from some issue, problem, or event to explain its origins and its development over time

HP 3: The study of history helps us understand the present and shape the future.

HP 3-1: Students demonstrate an understanding of how the past frames the present by...

- a. identifying historical conditions and events that relate to contemporary issues

HP 3-2: Students make personal connections in an historical context by...

- a. recognizing and reflecting on how the similarities of human issues across time periods influence their own personal histories
- b. recognizing and reflecting on how the differences of human issues across time periods influence their own personal histories
- c. comparing and contrasting the cultural influences that shape individuals and historical events

HP 5: Human societies and cultures develop and change in response to human needs and wants.

HP 5-1: Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by...

- a. comparing and contrasting the diversity of different groups, places, and time periods or within the same group over time
- b. providing examples of cultural diversity

HP 5-2: Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment by...

- a. identifying how cultural expectations impact people's behavior in their community
- b. using a historical context, describe how diversity contributes to conflict, cooperation, growth, or decline
- c. describing challenges or obstacles a civilization/ country/ nation faced as it grew over time

HP 5-3: Various perspectives have led individuals and/or groups to interpret events or phenomena differently and with historical consequences by...

- b. describing how an individual or group's perspectives change over time using primary documents as evidence

GSEs for Grades 7-8

HP 1: History is an account of human activities that is interpretive in nature.

HP 1-1: Students *act as historians*, using a variety of tools (e.g., artifacts and primary and secondary sources) by...

- a. identifying appropriate sources and using evidence to substantiate specific accounts of human activity
- b. drawing inferences from Rhode Island History about the larger context of history
- c. asking and answering historical questions, evaluating sources of information, organizing the information, and evaluating information in terms of relevance and comprehensiveness

HP 2: History is a chronicle of human activities, diverse people, and the societies they form.

HP 2-1: Students connect the past with the present by...

- b. analyzing the impact of RI's ethnic development on local, state, and national history

HP 2-2: Students chronicle events and conditions by...

- a. correlating key events to develop an understanding of the historical perspective of the time period in which they occurred
- b. correlating key events to develop an understanding of the historical perspective of the time period in which they occurred

HP 2-3: Students show understanding of change over time by...

- a. establishing a chronological order by working backward from some issue, problem, or event to explain its origins and its development over time; and to construct an historical narrative

HP 3: The study of history helps us understand the present and shape the future.

HP 3-1: Students demonstrate an understanding of how the past frames the present by...

- a. analyzing and reporting on a social movement from its inception (including historical causes), its impacts on us today, and its implications for the future

HP 3-2: Students make personal connections in an historical context by...

- a. recognizing and reflecting on how the similarities of human issues across time periods influence their own personal histories

- b. recognizing and reflecting on how the differences of human issues across time periods influence their own personal histories
- c. comparing and contrasting the cultural influences that shape individuals and historical events

HP 4: Historical events and human/natural phenomena impact and are influenced by ideas and beliefs.

HP 4-1: Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations by...

- a. citing specific evidence from a society/civilization to explain how shared events affect how individuals and societies adapt and change events

HP 5: Human societies and cultures develop and change in response to human needs and wants.

HP 5-1: Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by...

- b. applying demographic factors (e.g., urban/rural, religion, socioeconomics, race, ethnicity) to understand changes in cultural diversity in an historical and contemporary context.

HP 5-2: Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment by...

- a. comparing and contrasting how cultural expectations impact people's behavior and role in different communities/ societies
- b. using an historical context, describe how diversity contributes to cultural diffusion, acculturation, or assimilation
- c. describing how environment (e.g., physical, cultural, etc.) or changes in that environment affects a civilization/country/nation

RI K-12 GSEs for Civics and Government

GSEs for Grades 5-6

C&G 2: The *Constitution* of the United States establishes a government of limited powers that are shared among different levels and branches.

C&G 2-2: Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by...

- a. exploring democratic values such as: respect, property, compromise, liberty, self-government, and self-determination

C&G 3: In a democratic society all people have certain rights and responsibilities.

C&G 3-2: Students demonstrate an understanding how individuals and groups exercise (or are denied) their rights and responsibilities by...

- a. identifying and explaining specific ways rights may or may not be exercised
- b. recognizing potential conflicts within or among groups, brainstorming possible solutions, and reaching compromises

C&G 4: People engage in political processes in a variety of ways.

C&G 4-2: Students demonstrate their participation in political processes by...

- a. using a variety of sources to form, substantiate, and communicate an opinion and presenting their opinion to an audience beyond the classroom

C&G 4-3: Students participate in a civil society by...

- a. demonstrating respect for the opinions of others

C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.

C&G 5-3: Students demonstrate an understanding of how the choices we make impact and are impacted by an interconnected world by...

- b. explaining how actions taken or not taken impact societies

GSEs for Grades 7-8

C&G 2: The *Constitution* of the United States establishes a government of limited powers that are shared among different levels and branches.

C&G 2-2: Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by...

- a. explaining how democratic values are reflected in enduring documents, political speeches (discourse), and group actions

C&G 3: In a democratic society all people have certain rights and responsibilities.

C&G 3-2: Students demonstrate an understanding how individuals and groups exercise (or are denied) their rights and responsibilities by...

- a. identifying an issue, proposing solutions, and developing an action plan to resolve the issue
- b. identifying and explaining how an action taken by an individual or a group impacts the rights of others

C&G 4: People engage in political processes in a variety of ways.

C&G 4-2: Students demonstrate their participation in political processes by...

- a. expressing and defending an informed opinion and presenting their opinion to an audience beyond the classroom

C&G 4-3: Students participate in a civil society by...

- a. demonstrating an understanding and empathy for the opinions of others

C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.

C&G 5-3: Students demonstrate an understanding of how the choices we make impact and are impacted by an interconnected world by...

- b. summarizing a significant situation; proposing and defending actions to be taken or not taken

RI K-12 GSEs for Geography

GSEs for Grades 5-6

G 2: Places and Regions: Physical and human characteristics (e.g., culture, experiences, etc.) influence places and regions.

G 2-4: Students understand how geography contributes to how regions are defined / identified by...

- b. explaining how regions may change over time (e.g., physical, cultural, political, and economic changes).

GSEs for Grades 7-8

G 2: Places and Regions: Physical and human characteristics (e.g., culture, experiences, etc.) influence places and regions.

G 2-4:

Students understand how geography contributes to how regions are defined / identified by...

- b. categorizing and evaluating a variety of factors (e.g., culture, immigration) of a defined region.

G 3: Human Systems: (Movement) Human systems and human movement affect and are affected by distribution of populations and resources, relationships (cooperation and conflict), and culture.

G 3-1: Students understand why people do/do not migrate by...

- a. analyzing how migration affects a population.

Additionally, these lessons meet the ELA Common Core anchor standards of reading and writing--especially the literacy in history/social studies strand--as well as the anchor standard of speaking & listening.

Definitions:

Apex Department Stores- large department stores in Rhode Island that were very popular throughout the 1900s.

Broadside- poster or advertisement often used in the 1700s and 1800s US

Census- an official count or survey of a population, typically recording various details of individuals. Currently, the US government collects census data every 10 years.

Circa- approximately; an estimation of time. Sometimes written as "c." or "ca."

CORE- stands for "Congress of Racial Equality." This organization was nation-wide but had many state-run chapters.

Discrimination- the unjust or unfair treatment of different categories of people, especially on the grounds of race, age, or sex.

Ethnicity- affiliation or connection to a particular nationality or culture.

Facsimile- an exact copy of something printed or written.

Hepzibah Realty Co.- Company created by Irving Fain which rehabilitated houses but always made sure to reserve homes for black families; meant to promote interracial housing and support legislative efforts for fair housing.

Negro- a term used to describe people of African descent or with dark-colored skin. During the Civil Rights Movement, this word was used often whereas it is now considered disrespectful to use this word. However, some people still self-identify with this term. You may also come across the terms African American, black, person of color, colored person, colored, and you will hear "colored Portuguese" in this unit.

Op-Ed- stands for "opinion editorial." A piece of writing, usually in newspapers, used to express an author's opinions about a topic.

Oral History- the collection and study of historical information using sound recordings of interviews with people having personal knowledge of past events.

Prejudice- opinions and assumptions, usually about a group of people, not based on reasons or actual evidence.

Race- Grouping people together based on physical or other attributes. Skin color is an example.

Segregation- keeping people or things apart based on difference; segregation in housing practices kept black and white families living in different neighborhoods.

Lesson 1: Identifying Primary and Secondary Sources

All primary and secondary sources in this lesson relate to the Snowtown Riot, which occurred in an African American neighborhood in Providence and lasted from September 21 to September 24, 1831. During the Snowtown Riot, a mob of white citizens destroyed African American properties and eventually, the governor ordered in the militia to restore order.

The following hand-out gives a quick overview of what kind of materials are considered primary and secondary sources. Review it and complete the following worksheet.

Primary & Secondary Sources



Primary Sources

Primary Sources were created at the time of an event or topic you are studying. Think of them as first-hand or eye witness account.

- Letters
- Diaries
- Photographs
- Advertisements
- Autobiographies
- Maps
- Objects & artifacts
- Business/ organization records
- Government records
- Oral histories

Secondary Sources

Secondary Sources are not first-hand accounts. They include analysis and interpretation of events, people, or topics often using the primary sources listed above.

- Biographies
- Textbooks
- Research papers
- Books



Both?

Some types of sources can be either a primary or secondary source. It DEPENDS on their use and content.

- Newspapers
- Magazines
- Speeches
- Film
- Art



(Chiles, 2018; and Hoyer, 2018, <https://www.bklynlib.org/blog/2018/03/09/teaching-primary-sources>)

Primary and Secondary Source Worksheet

In this box, list three (3) examples of primary sources:

1.

2.

3.

In this box, list three (3) examples of secondary sources:

1.

2.

3.

List some examples of primary sources that could tell us about ***your*** life:

1.

2.

3.

Are there any secondary sources that could tell us about your life? If so, list them here:

Document 1:

The following document is a broadside from 1831

100 Dollars REWARD.

At a Town Council holden within and for the town of Providence, on Thursday the 22d day of September, A. D. 1831.

Whereas a very serious riot occurred last evening in the north part of the town, which resulted in the death of one person by shooting, and wounding three or four others, the destruction of two houses, and the partial destruction of others, and otherwise disturbing the peace and good order of the town, therefore, in order that the persons concerned in promoting said riot may be brought to justice, and future tranquility secured to the citizens, it is resolved by the Town Council of the town of Providence, that a reward of One Hundred Dollars be paid to any person who shall give such information of the persons engaged in the aforesaid daring outrage as may lead to their conviction.

A true copy: Witness,

RICHARD M. FIELD, C. Clerk.

[100 Dollar Reward], 1831, RIHS Collections, RHIX36670

Document 2:

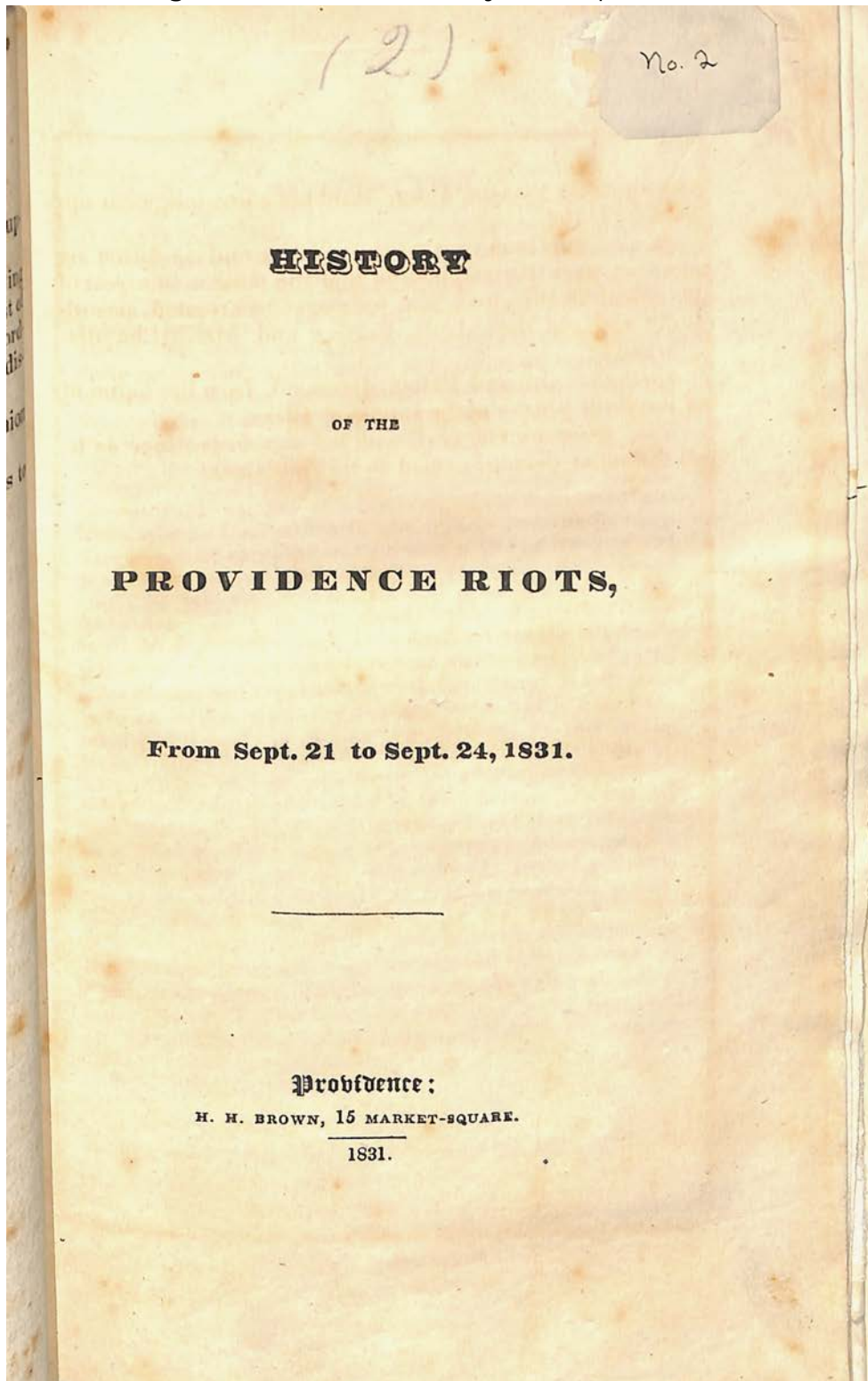
The following document is a photograph of a house taken in 1880.



[William Caesar's House], c.1880, RIHS Collections, RHIX17158

Document 3:

The following document is "a history of the providence riots" written in 1831



INTRODUCTION.

No event that has ever transpired in this town, it may be safely affirmed, has produced so great an excitement in the public mind, as the tumultuous riots during the past week. Perhaps no place in this country of an equal extent of population, has been more distinguished for the quiet and orderly conduct of its inhabitants, than this town has generally been; and at no former period, since the settlement of the town, has it ever been necessary to quell a disturbance and support the majesty of the laws by military force. And even in the present instance, it is believed that this painful alternative would not have become necessary, but for the very culpable conduct of many, even of our respectable citizens, who by their presence, and in some instances by open expressions of approbation, encouraged an unprincipled and sanguinary mob to the commission of deeds which never could be tolerated without an utter prostration of all law and order. That any lives should be lost, is an event deeply to be deplored, though unavoidable from the obstinacy which induced the crowd to remain on the ground after the most solemn and repeated entreaties to retire. It is ardently to be hoped, that the painful lesson which has been taught to the thoughtless and unreflecting, as well as the vicious and unprincipled, by the result of this unhappy affair, may not be lost upon them; but as some who may consider themselves, and probably were innocent, of any design to commit outrage, will carry to their graves the scars of wounds received during these unhappy commotions; *all* will be convinced that the civil authority possess not only the means but the disposition to enforce in future an obedience to the laws.

As many erroneous reports have gone abroad respecting those transactions, and much undeserved blame thrown on some, who are truly entitled to the thanks and gratitude of our citizens, it has been thought best to issue the Report of the Committee in a pamphlet form, in addition to its publication in the newspapers.

Providence, October 1st, 1831.

TOWN-MEETING.

The following Resolutions were passed at the Town-Meeting on Sunday, September 25, Joseph L. Tillinghast, Esquire, Moderator. The meeting was notified to be holden at the Town-House; but in consequence of the very large number of citizens who assembled, it was voted to adjourn to the Court-House parade. The Resolutions, prefaced by some appropriate remarks, were presented by John Whipple, Esq. and passed unanimously.

Resolved, That we sincerely and deeply lament the disorderly and riotous conduct of a mob, which on the evening of the 24th inst. rendered the aid of an armed force indispensably necessary to the existence of civil government in this town.

Resolved, That we also lament the lives that were lost, and that we sympathize with the friends and relatives of the deceased.

Resolved, That in the opinion of this meeting, the tumultuous, disorderly and riotous conduct of the mob, for three nights preceding the night of the 24th, more especially the open and lawless attack upon private property on the night of the 22d instant, in open and professed defiance of the Executive Magistrates of the town and State, accompanied with provoking insults and aggravated assaults, endangering their lives, demonstrate that the civil authority alone was insufficient, and that the alternative existed of an entire submission to a lawless mob, or a prompt and energetic exercise of military aid.

Resolved, That in the opinion of this meeting, the forbearance, moderation and firmness of both the civil and military authorities on the evening of the 24th, under the shower of stones and other missiles which fell upon them, their patient, repeated and anxious attempts to terminate, by peaceable means, the disorder and violence, which had commenced with an energy and boldness increased by the impunity of previous nights, and their unshrinking performance of the melancholy duty which finally devolved upon them, merit the approbation of every friend to the peace and good order of society.

Resolved, That we will individually use all the mild, persuasive and gentle means in our power to convince the deluded and misguided of the utter hopelessness of overawing the Civil Authorities, and of the certain and imminent danger of again attempting it.

Resolved, That the Town-Council be requested to co-operate with his Excellency the Governor and the Sheriff of the County, in the formation of such Armed Corps and Patrols to act in aid of the Civil Authorities, as shall be abundantly sufficient to suppress with promptness and vigor, any attempt upon the peace of the Town, and that we ourselves, at the hazard of our property and lives, will give our ready, our personal and our effective aid thereto.

On motion of Wm. E. Richmond, Esq.

Resolved, That the Hon. Town Council be authorized to offer a reward of not exceeding ONE THOUSAND DOLLARS for the apprehension and conviction of any persons concerned in the murder committed in Olney's Lane, on the night of the 21st instant—and draw on the Treasury therefor.

On motion of Col. John Andrews,

Resolved, That the Town Council be directed to offer a reward for the detection of those concerned in the riots of the last week, whether as principals, aiders or abettors.

On motion of Mr. Samuel W. Wheeler,

Resolved. That the following gentlemen be appointed a Committee to prepare and publish a correct statement of facts, relative to the riots which took place in this town the last week, viz. John Whipple, Wm. Blodget, George Curtis, C. F. Tillinghast, Samuel Dexter, Dexter Thurber, R. J. Arnold, Z. Allen, Wm. S. Patten, Wm. E. Richmond, Wheeler Martin, E. Carrington, C. Allen, and S. Newel.

On motion of Joshua Mauran, Esq.

Resolved, That the proceedings of this meeting be published in the newspapers printed in this town to-morrow.

Document 4:

The following is an excerpt of an Internet article written in 1999 about the Providence riots in 1831

Providence Newspapers and the Racist Riots of 1824 and 1831

By [John Crouch](#), Attorney at Law, [Crouch & Crouch](#), Arlington, Virginia; (703) 528-6700; Copyright John Crouch 1991, 1999. Published 1999 by Cornerstone Books, 1 Benefit St., Providence, R.I. 02904.
[Other Crouch Articles](#)

Between the American Revolution and the Dorr Rebellion of 1842, Providence, Rhode Island was the scene of two major riots. In the Hardscrabble riot of 1824, and again at Olney's Lane and Snow Town in 1831, white rioters tore down several houses in black settlements. A handful of the Hardscrabble rioters were prosecuted, and either were acquitted or got off lightly. Leading citizens congratulated them openly. Similar riots in 1831, however, ended with the militia killing four whites. Afterwards, nearly all written opinion approved of suppressing the rioters to maintain order, and Providence voters swiftly approved a charter for a city government with strong police powers.

This article tells the story of the riots. It tries to convey a little of what Providence, its newspapers, its newspapermen, and its ruling class as a whole were like. It also looks at the way Americans learned to use the language of community and democracy in such a way as to justify using government to control, supervise and disenfranchise people of other classes and races.

Of all the records which remain for posterity, newspapers were among the most public, representative means by which the community expressed itself. With a few entertaining exceptions, Providence's newspapers took pains to put their opinions in terms which would echo the perceived sentiments of the "respectable" townspeople. In editorials they jockeyed to define the terms of debate, and to proclaim a reasonable prevailing consensus on every issue.

Ordinarily, in a town of Providence's size, spreading local news among the citizenry was not an important function of newspapers. They mostly provided advertisements, mercantile information, and news from other towns and other continents, and served as an occasional forum for opinion or literary musings. They also provided condensed, factual local news for papers in other towns to reprint. However, when faced with controversial and confusing local events (especially the 1831 riots), newspapers sought to provide readers with a definitive account.

Then as now, journalists sometimes indicated their opinions through the language of their factual reporting. They authoritatively provided loaded words with which to discuss events. It is also useful to examine which issues and facts they ignored.

Providence in the 1820s was a fast-growing port town, drawing on its hinterland's farms and manufactures to overshadow Newport, once Rhode Island's metropolis. Providence had about 11,750 people in 1820, possibly 15,000 in 1825, and nearly 17,000 in 1830. Of these about 1,000 were freemen who met the property qualification to vote in Town Meetings. This article is principally about what these people read and wrote about their black neighbors, white rioters, and themselves.

Providence Newspapers and the Racist Riots of 1824 and 1831, 1999, <http://archive.is/TR0S>

Document 5:

The following document is a letter written to Joseph L. Tillinghast in 1831

Providence November 1. 1831.

Joseph L. Tillinghast Esq.

Dear Sir,

Feeling some better and ~~and also~~
feeling some solicitude about the City Charter, I thought
I would take the liberty of explaining to you a little
more fully than I did, the other day, the views of the
Committee in relation to the mode of choosing the
Aldermen - It was the object of the Committee to have
the Board of Aldermen emphatically represent the whole
City, as a City, without being biased by any local prej-
-udice and without being supposed to represent any
sectional interest, it is therefore important that, ^{the} Alder-
-men should be chosen by the whole people, and
that they should feel that it is the whole people
who elect them, and that they have the whole
people for their constituents. By the old Charter the
Aldermen were chosen from the whole City without
any reference to wards, and the only reasons why
we concluded to locate our Aldermen in each ward
were these, viz: it was thought that in case of distur-
-bances it would be better on account of preserving
order to have one alderman in each ward, & again
that by having one alderman in each ward they
would come together possessed of the local knowledge of
the actual state of things in every part of the City, - and

and not because we intended that the Aldermen should
either feel or represent any local interest or attachments.
The Aldermen are to be the Senate of the City, they are in
many cases the judges for the whole City, & Board of
Health for the whole City, they ought therefore to be chosen
by the whole City, for if they have only one ward for
their constituents they will feel dependent upon that
ward & will act for the good of that ward instead
of the good of the whole City, and in fact will be-
come the same thing as common counsel-men &
then all the balances & checks of power growing out of
two separate bodies will be lost & we might have
but one board - The common counsel is selected
& intended to represent the particular interest of the
individual wards & in this way the rights of the
people are as completely represented & protected by
this charter as they ever have been or can be by any
form of the most liberal government. I hope therefore
if you should be of opinion with me, that you will
use your exertions to prevent any such alteration in
the ~~choice~~^{choice} of Aldermen & in fact any alterations, except
verbal ones, so that the charter may not be again sub-
mitted to the people. Remember that all these proposed
alterations come from the enemies of charter who would
be pleased to make it as odious to its friends & the
people as possible, & such enemies too as will vote
against the charter let ^{it} be amended as it may, I think
therefore if any alterations are to be made they ought
to be proposed by the friends, & not the enemies of the charter.

I will state one other reason in addition to those I mentioned the other day why the State ought to be willing to pay the jury fees - which is, that they will undoubtedly be the gainers by it - the State have an interest in the good order of so large a portion of its interests, and in a pecuniary point of view it will cost the State much less to pay the jury fees and have good order ~~than~~^{than} it will to pay all the expenses of riots and disturbances, the expenses to the State of the late riots in Providence (which no doubt would have been prevented if we had been a City) well, I will be bound to say, cost the State more than the jury fees will be in 40 years - only look, here are 4 or 5 persons now in jail at the expense of the State, they are to be tried & then perhaps kept in jail at the expense of the State for 2 or 3 years, what are a few jury fees in comparison with this - but for I am detaining you too long I have no doubt all the these things have passed through your mind before - I want very much to be with you, but I think it hardly probable I can come - If in the midst of all your arduous duties you can find a moment to write to me in the course of the week & tell me a little how things go on it will be a great treat to me here in my chamber -

With sentiments of esteem & regard, I am very
Respectfully Yours &c

Peter Hall

Document 6:

The following documents are clippings from the *Rhode Island American and Gazette*, written in 1831.

RHODE ISLAND AMERICAN AND GAZETTE.

VOL. LXXI.

PROVIDENCE, TUESDAY, OCTOBER 4, 1831.

NEW SERIES, VOL. III. NO. 23

[COMMUNICATED.]

CITY CHARTER.—It is but a short time since the freemen of this town decided upon the propriety and expediency of adopting a city form of government. The General Assembly, however, refused to grant the majority the charter, and the subject has been at rest ever since that time.

The late riots however in this town, show that a more efficient authority must be established to preserve and enforce good order and law. Our municipal government is totally inadequate for such a large population. We want a *head* man, who will have the power given him by the people to inspect personally the concerns of the town—to visit our lanes and alleys and suspicious houses—to inquire into the character of the residents—whether they have any business—how they live, and also whether they are natives of the town, &c. I say that we very much need such a man, and we cannot have him without a city charter.

Many judicious persons have expressed the opinion that the disturbances of the last week would not have happened if we were a city.—These houses that have been destroyed would be under better regulations, and we should have a less number of vagrants, and dissolute, idle people.

As for the expenses they are nothing I believe, compared to our present expenses. The reward, for instance offered for the detection of the persons concerned in the riot would pay our Mayor; and the other charges growing out of it, would defray the expense of a city government for nearly or quite one year. And what is the expense compared to the comfort, order, and security of the inhabitants?

I do, therefore, recommend to the freemen of the town to assemble in town meeting, and to vote in favor of adopting a more efficient form of government. Let us do it immediately, before any further difficulties occur. Our population is so large, and our town affairs so various, that we cannot live peaceably any longer without a change. I hope some of our principal and substantial citizens will make a move in this business. I opposed the charter before, but I now see the evil of not adopting it.

A CITIZEN.

From the Boston Gazette.

The Providence Riot.—We do not suppose that our fellow citizens of Providence, have among them a greater proportion of scoundrels, than may be found in any other city—accident only produced a combination of circumstances that brought them forth. Of the very mob, too, that took the administration of vengeance into their own hands, it is probable that the greater part are on reflection, sensible of the evil tendency of their measures. One thing, however, is certain; that the Governor and civil authorities did their duty. It is probable, however, that at Providence, where the subject must occasion excitement, that there may be found some, who would have had the pillage go on, rather than lives taken. No man, however, knows, at what point the mob would have staid their hands; or had it been suffered to go on, how great an effusion of blood it would have cost to quell it.—It has been said that there is no mob in this country: generally speaking, there is not an organized one; but the materials are in all countries—there will always be personal enmities and local excitements enough to array a body of men against the laws, if the majesty of the laws is not sufficiently respected. We hold it to be the duty of good citizens in all cities, to give their approbation of the prompt and energetic, (though inevitable) proceeding of the authorities in Providence. We have heard in this city but one opinion expressed, which is, that the authorities and the orderly citizens were, to a great degree, forbearing towards the disorganizers, and when forced to quell them by violent measures, performed that painful, but imperative duty, in a manner that will, we trust, make riots for a long time unpopular in New England.

The Boston Centinel publishes the report of the Committee with the following remarks:—Judicious men, on reading the report, will have but one mind on the general course pursued by the authorities, which is, that a longer forbearance would have been imprudent. It was high time for the strong arm of the Law to be exerted, let who would suffer. We are convinced that the State and Municipal powers have set a judicious and rigorous example, that would be promptly acted upon by the authorities of any city in the Union.

NEGROES APPREHENDED—Three negroes, viz: William Jourdan, Richard Johnson, and John Gardner, suspected of being concerned in the shooting of the sailor, in Olney's Lane, were apprehended in New-York on Thursday evening, about half past ten o'clock, by Mr Benjamin Brown, of East-Greenwich. They were immediately put in irons, and arrived in this town this morning in the steam-boat President, and are now safely lodged in the State's Jail.

These fellows, as near as we can learn, on the night of the affray, left town, passed through Warwick and East-Greenwich the next morning for Wickford, and went over to Newport with the intention of taking passage in the Benjamin Franklin for New-York, on Thursday afternoon. They did not, however, succeed, as the boat had left before their arrival. They then hired a man to transport them across the bay, intending to go to New-London, and await the departure of the Steamboat for New-York. They left the former place on Friday, and were in New-York on Saturday morning. In passing through East-Greenwich, they took breakfast at Mr Brown's house. When he learned the circumstances of their escape, &c. he started for New-York, and took one of them, on the wharf, and the other two a short time afterwards. One of them, Johnson, is the same fellow who was ordered out of town a few weeks since. Mr Brown deserves commendation for his vigilance and activity.

CITY CHARTER.—The communication of "A Citizen," in another column, comes from a highly respectable source. His suggestions are judicious and appropriate, and well worthy the attention of the freemen. It is the general opinion, and that opinion is frequently expressed, that a change in our form of government is necessary and expedient. A large number of citizens, who formerly opposed the adoption of the charter, are now convinced, that it will be for the public good to adopt it. All admit, that our present regulations are inadequate to our increasing population. We know of no one who is better calculated to move in this matter than "A Citizen."

Document Analysis Worksheet

As you look through each source, complete this worksheet. When explaining why you think something is a primary or secondary source, make sure you use evidence to support your argument.

Document #	Primary or Secondary source?	Why? Be sure to use evidence from the source to support your argument.
#1- \$100 Reward Broadside, 1831		
#2- William Caesar's House photograph, about 1880		
#3- <i>History of the Providence Riots</i> , 1831		
#4- <i>Providence Newspapers and the Racist Riots of 1824 and 1831</i> , internet article, 1999		
#5- Joseph Tillinghast Letter, 1831		
#6- Articles from the <i>Rhode Island American and Gazette</i> , 1831		

Appendix A: Teacher Answer Key

Though this answer key serves as a guideline of which sources are primary and secondary, please be sure to note that for many of these, an argument can be made either way. Encourage students to use evidence to support their arguments either way rather than just focusing on getting the correct answer.

Document #	Primary or Secondary source?	Notes:
#1- \$100 Reward Broadside, 1831	Primary	Advertisement from Snowtown Riot that did occur in 1831
#2- William Caesar's House photograph, about 1880	Secondary (could also be primary)	The house is related to the Snowtown Riot in 1831 but the photograph is from the 1880s. A logical case can be made that this is primary, though.
#3- <i>History of the Providence Riots</i> , 1831	Secondary (could also be primary)	Though it's from the time period of the Snowtown Riot, the person writing it was a not an eyewitness to the event
#4- <i>Providence Newspapers and the Racist Riots of 1824 and 1831</i> , 1999	Secondary	Written far after the event it's discussing
#5- Joseph Tillinghast Letter, 1831	Primary	From time period it's discussing to someone involved
#6- Articles from the <i>Rhode Island American and Gazette</i> , 1831	Secondary	Though it's from the time period of the Snowtown Riot, the authors were not eyewitnesses to the event

Lesson 2: Civil Rights and Housing in Rhode Island

African Americans often faced discrimination in housing--they weren't welcome in certain neighborhoods, were forced to live in buildings that weren't safe, and often had to live far away from places they used frequently like schools and churches. Students will analyze a selection of primary sources related to housing and Civil Rights.

“CHAPTER 37

“RHODE ISLAND FAIR HOUSING
PRACTICES ACT.

“34-37-1. **Finding and declaration of policy.**—In the State of Rhode Island and Providence Plantations, hereinafter referred to as the state, many people are denied equal opportunity in obtaining housing accommodations and are forced to live in circumscribed areas because of discriminatory housing practices based upon race or color, religion or country of ancestral origin. Such practices tend unjustly to condemn large groups of inhabitants to dwell in segregated districts or under depressed living conditions in crowded, unsanitary, substandard and unhealthful accommodations. Such conditions breed intergroup tension as well as vice, disease, juvenile delinquency and crime; increase the fire hazard; endanger the public health; jeopardize the public safety, general welfare and good order of the entire state; and impose substantial burdens on the public revenues for the abatement and relief of conditions so created. Such discriminatory and segregative housing practices are inimical to and subvert the basic principles upon which the Colony of Rhode Island and Providence Plantations was founded and upon which the state and the United States were later established. Discrimination and segregation in housing tend to result in segregation in our public schools and other public facilities, which is contrary to the policy of the state and the constitution of the United States. Further, discrimination and segregation in housing adversely affect urban renewal programs and the growth, progress and prosperity of the state. In order to aid in

Legislative
finding and
declaration
of policy.

Same. the correction of these evils, it is necessary to safeguard the right of all individuals to equal opportunity in obtaining housing accommodations free of such discrimination.

Same. It is hereby declared to be the policy of the state to assure to all individuals regardless of race, or color, religion or country of ancestral origin equal opportunity to live in decent, safe, sanitary and healthful accommodations anywhere within the state in order that the peace, health, safety and general welfare of all the inhabitants of the state may be protected and insured.

Same. This chapter shall be deemed an exercise of the police power of the state for the protection of the public welfare, prosperity, health and peace of the people of the state.

Right to equal housing opportunities. **"34-37-2. Right to equal housing opportunities.**—The right of all individuals in the state to equal housing opportunities regardless of race or color, religion or country of ancestral origin, is hereby recognized as, and declared to be, a civil right.

Definitions: **"34-37-3. Definitions.**—When used in this chapter:

"Person." (A) The term 'person' includes one or more individuals, partnerships, associations, organizations, corporations, legal representatives, trustees, other fiduciaries, or real estate brokers or real estate salesmen as defined in chapter 83 of the public laws, 1959.

"Housing accommodation." (B) The term 'housing accommodation' includes any building or structure, or portion thereof, or any parcel of land, developed or undeveloped, which is oc-

Source #1 Analysis Worksheet

What is the date of this source?
What kind of source do you think this is? (a photo, a map, a newspaper article, etc.)
This source uses the phrase "discriminatory housing practices" in sentence #2. What are "discriminatory housing practices"? (use context clues to make an educated guess).
According to this source, there are many problems that come from "depressed living conditions." What are some of those problems?
Write down other observations (what you can see and know) from the source.
What do you want to know more about?

Source #2

[Cliff Montiero Oral History](#)

Oral History of Cliff Montiero, recorded Spring 2018 in Johnston, RI. Interviewer is Keith Stokes. Courtesy of Rhode Island Historical Society, Rhode Island Black Heritage Society, and Rhode Island Historical Preservation and Heritage Commission with support from a grant by the National Park Service.

Source #2 Transcription

Cliff Montiero: Irving Fain, I met in the 1960s. I met him in the 60s when I was active in CORE. I was the President of CORE and he came in the office in late 1963 and said he was there to talk about Fair Housing and that he'd like my support and all this other stuff. I said to him "Look, you own APEX and there's no people of color at working at APEX and I need a job."

So, he became my employer. Then he (Irving Fain) would come by and see me and I would talk to him and I asked if he was buying something and he said "yeah, I want something." And then we started talking and then he said he was putting it on credit and asked "doesn't everybody use a credit card?" And I said, "poor people can't afford to buy anything, they don't have a credit card."

So, um, then I talked to him about the need to develop a housing program and then he started Hepzibah and he put me on the payroll of Hepzibah and he bought houses on Rochambeau Avenue and he bought houses in Cranston.

Interviewer: Which drove people crazy. People weren't happy about that.

Source #2 Analysis Worksheet

Based on what you heard in the clip, who was Irving Fain?

Use your own words to describe "Fair Housing" based on what you heard in the clip.

The interviewer says that people weren't happy when Irving Fain bought houses in Cranston and on Rochambeau Avenue in Providence. Why do you think people were upset by that?

Write down other observations (what you can hear and know) from this interview.

What do you want to know more about?

Source #3 (Study the chart and read the last 2 paragraphs on page 100)

(93)

23. SUCCESS BY REASONS							
Success	Reasons						
	No Answer	Not Applic.	Rent or Price too High	Discrim.	Dwell. or Location Not Satis.	Financing Problem	Other
No Answer	2	0	0	0	0	0	9
Successful Purchase	0	2	0	0	0	0	0
Unsuccessful Purchase	0	0	2	3	0	0	2
Successful Rental	0	7	0	0	2	0	0
Unsuccessful Rental	0	0	3	13	4	0	0
Successful Purchase and Unsuccessful Rental	0	0	0	0	0	0	0
Successful Rental and Unsuccessful Purchase	0	0	0	0	0	0	0
Unsuccessful for Both	0	0	0	0	0	0	0
Not Applicable	0	0	0	0	0	0	0
TOTAL	2	9	5	16	6	0	11

Study of housing needs of non-white families in Rhode Island, 1960, RIHS Collections, E185.89 .H6 R48, RHIX173734

consistently given most frequently as the basis for the failure; a high purchase price and an unsatisfactory dwelling or location rank second and third in the sequence of reasons for failure. In cases of unsuccessful attempts to rent a dwelling, the sequence of reasons given for the failure is, characteristically, the same.

Resident owners of dwellings who have made no attempts to purchase or rent outside the county in which they reside place varying emphasis on the reasons given for having made no attempt. In Providence County, where problems or redevelopment are of immediate concern, the reason given most frequently by owners is that of waiting to determine the value of their property; in Newport County and Washington County, contentment with present conditions or the fact that they had made no attempt is indicated most frequently. In each of the three counties, anticipated discrimination ranks second in the list of reasons.

Renters of dwellings who have made no attempt to rent or purchase outside the county in which they reside also place varying emphasis on the reasons given for having made no attempt. In Providence County, the reason given most frequently by renters is that of contentment with present conditions or the fact that they have made no attempt; anticipated discrimination ranks second in their list of reasons. In Newport County and Washington County, anticipated discrimination ranks first in the list of reasons; contentment with present conditions ranks second.

The facts in this report indicate that the housing problems of non-white citizens of Rhode Island entail, in addition to economic and family characteristics, factors of actual and anticipated discrimination. All necessary and proper action should be taken to alleviate these prejudicial aspects.

(100)

Source #3 Analysis Worksheet

After looking at this chart and reading the last 2 paragraphs of the report summary, list some of the common reasons for housing problems among non-white residents.

Analyze the chart and write down which factor was chosen most frequently as a factor impacting housing choices? (which factor received the highest number of votes?)

Why do you think that factor is listed most frequently for why people aren't able to rent property?

Write down other observations (what you can hear and know) from this source.

What do you want to know more about?

Lesson 3: Exploring Your Race and Ethnicity

Race and ethnicity can be defined in different terms by different people in different points in time. Often times in history, someone in power, or part of the majority population, defines the race and ethnicity of those who are not in power or the majority. However, sometimes people get to define their race and ethnicity for themselves. In this lesson, students will listen to how some people who grew up in the 20th century and experienced Civil Rights issues firsthand, define their own race and ethnicity. Then students will use that information to reflect on how they describe themselves.

Worksheet #1 (to be completed before listening to the oral histories listed below)

How do you describe your race and/or ethnicity?

Why did you describe your race and/or ethnicity in that way?

Oral History Graphic Organizer

[Oral History Audio Clips](#) (this link is one file of all 4 oral history clips with 10 seconds in between to allow time for the teacher to pause in between sound bytes.)

Oral histories of William Bundy, Victoria Johnson, Ona Moniz-John, and James Vincent, recorded spring 2018. Interviewer is Keith Stokes. Courtesy of Rhode Island Historical Society, Rhode Island Black Heritage Society, and Rhode Island Historical Preservation and Heritage Commission with support from a grant by the National Park Service.

Bundy Oral History Transcription

Interviewer: What is your preferred race and ethnicity?

William Bundy: That's been an interesting discussion through my life. It started off that you were "negro" and that was kind of the official approach. And then when I first went into the Navy, on your medical forms I was "negroed" or "negroid." R-O-I-D as I recall. And that was I guess, kind of, a medical term. You know, because all these different medical things that happened, many of them were race based. Even today, you get certain tests and multipliers for African Americans.

And then we were black. And then African American. And so, the census will ask you what your race is; one of the choices is black/not hispanic or its black. What I find is that in some cases we use the term black, and other times we use African American. It's a more polite approach. I really learned something about that recently and that as far back as 1741, 1742 there was the New York conspiracy. I'm sure you're familiar with all that.

Interviewer: Yes, I know it well.

William Bundy: And it said white or black, back then in that write up. So, I use African American when it's appropriate and I use black when it's appropriate. The Black Engineer of the Year Award that I received in 1993 was Black Engineer of the Year Award. So, you use, I think, what's appropriate.

Bundy Oral History #1
What are some of the words Mr. Bundy uses to describe his race and ethnicity?
Does he tell us about why he used those specific words? If so, what does he say? If he doesn't explain, why do you think he chose not to?

Johnson Oral History Transcription

Interviewer: What do you consider your race and/or ethnicity?

Victoria Johnson: I am black or African American. And earlier in my life I was "colored" or I was "negro" or anything that was the name of the time that people called people of color.

Johnson Oral History #2
What are some of the words Ms. Johnson uses to describe her race and ethnicity?
Does she tell us about why she used those specific words? If so, what does she say? If she doesn't explain, why do you think she chose not to?

Moniz-John Oral History Transcription

Interviewer: What is your race and/or ethnicity?

Ona Moniz-John: My race is black. My ethnicity is Cape Verdean.

Interviewer: You're Cape Verdean?

Ona Moniz-John: No, you're "colored Portuguese."

Interviewer: Ah, that's what my mother would always say.

Ona Moniz-John: You are "colored Portuguese."

Interviewer: That's funny

Ona Moniz-John: Let nobody tell you, "you're a negro."

Moniz-John Oral History #3
What are some of the words Ms. Moniz-John uses to describe her race and ethnicity?
Does she tell us about why she used those specific words? If so, what does she say? If she doesn't explain, why do you think she chose not to?

Vincent Oral History Transcription

Interviewer: What do you consider your race and ethnicity?

James Vincent: Black, Cape Verdean.

Vincent Oral History #4
What are some of the words Mr. Vincent uses to describe his race and ethnicity?
Does he tell us about why he used those specific words? If so, what does he say? If he doesn't explain, why do you think he chose not to?

Worksheet #2 (to be completed after listening to the oral histories)

How do you describe your race and/or ethnicity?

Why did you describe your race and/or ethnicity in that way?

Did you change your answers at all after listening to the oral histories? Why or why not?

Lesson 4: Racial Categories in the US Census

The US Census is now conducted every 10 years by the US government and is meant to gather information about the people that live in our country. It asks questions about age, gender, race, and many other demographics. However, the categories of race in the census have changed drastically throughout history. The sources in this lesson are US censuses from different time periods in history and will allow students to see how racial categories have changed over time.

Document #1

This document is a snapshot of answers from people in Kent and Newport counties in Rhode Island to the 1790 US Census.

HEADS OF FAMILIES—RHODE ISLAND.

17

KENT COUNTY—Continued.

NAME OF HEAD OF FAMILY.	Free white males of 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.	NAME OF HEAD OF FAMILY.	Free white males of 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.	NAME OF HEAD OF FAMILY.	Free white males of 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.
WEST GREENWICH TOWN—CON.						WEST GREENWICH TOWN—CON.						WEST GREENWICH TOWN—CON.					
Case, John, Junr.	1		4			Hopkins, John.	2	1				Brown, Gideon.	3				
Reynolds, Amos.	3		3			Whitman, Rhodes.	2	2				Hopkins, Samuel.	3				
Hill, Thomas.	1		3			Fairbanks, William.	3	1				Briggs, John.	1				
Reynolds, Robert.	2	1	5			Mott, Robert.	1	2				Howard, Elizabeth.	1	1			
Rogers, Thomas.	3		2			Jenkins, Benjamin.	1	5	6			Hopkins, William, Junr.	1	1			
Case, Sanford.	3		2			Hopkins, Joseph.	3					Bentley, Caleb.	1				
Johnson, Benjamin.	3	3	3			Hopkins, Thomas.	1	1				Cobb, Daniel.	1				
Davis, William.	3	3	3			Phillips, Deborah.						Jorden, Miles.	1	1			
Tillinghast, Pardon.	3	3	3	2		Spynk, Nicholas.	1	2				Staford, Michael.	1	1			
Andrews, Thomas.	3	3	4			Hopkins, Ebenezer.	1	4				Dolliver, Joseph, Junr.	1				
Carr, Caleb.	1	2	1			Green, Abel.	5					Deniver, Joseph, Junr.	2				
Carr, Robert.	1	2	3			Hopkins, Joseph, Junr.	1	1				Manchester, Job.	2	3			
Carr, Essek.	5	3	5			Hall, Robert.	1	1				Mins, Nicholas.	3				
Sweet, Thomas.	1	1	1			Mathewson, Thomas.	3	1									

NEWPORT COUNTY.

JAMESTOWN TOWN.						JAMESTOWN TOWN—continued.						LITTLE COMPTON TOWN—continued.					
Howland, John.	2	2	3	1	3	Townsend, Harwick.				5		Head, David.	2			3	
Haszard, Thomas.	2	2	2			Carr, Samuel.	2	2	5			Brownell, Gideon.	2	5	5		
Martin, William.	1	2	3			Carr, Ebenezer.	1	4	1	1		Shaw, Benjamin.	1	1	2	3	
Stanton, Renewed.	1	1	6			Hammond, Nathaniel.	1	2	2			Shaw, Noah.	1	1	1		
Cottrell, Nathaniel.	1	1	2			Remington, Orman.				5		Wood, Reuben.	2	2	3		
Knowles, Haszard.	1	2	4	1								Shaw, Israel.	1		3		
Armstrong, George.	1	2	3	1		LITTLE COMPTON TOWN.						Wood, Peleg.	1		1		
Fowler, Josiah.	1	2	3			Almey, Sanford.	1	5	3			Shaw, William.	1	5	1		
Austin, Joseph.	1	2	4			Bailey, Samuel.	1	6	4			Head, Gamaliel.	1	1	3		
Weeden, York.	1	3	1			Woodman, Edward.	2	4	1			Brownell, John.	2	1	3		
Manchester, Joseph.	1	2	5			Woodman, John.	3	4	2			Woodman, Sylvester.	1	2	1		
Franklin, John.	1	2	3			Allen, William.	1	1				Wilbore, Aaron.	3		2		1
Franklin, George.	1	1	3			Woodman, Ruth.	1	1				Brownwell, James.	1		3		
Franklin, Abel.	1	1	3			White, Persgrine.	1	2	2			Manchester, Charles.	1	1	3		
Martin, Bersheba.	1	1	1	3		Little, Fobes.	1	2	2			Durfee, Wing.	2	2	6		
Reynolds, Benjamin.	2	2	4			Little, Fobes, Junr.	2	2	4			Brightman, Thomas.	1	3	3		
Remington, Stephen.	1	2	1			Allen, George.	1	1				Manchester, William.	1	3	4		
Remington, Clark.	1	2	1			Woodman, Robert.	1	1	3			Palmer, Rescome.	1	4	4		
Remington, Benjamin.	2	1	2	1		Brown, Thomas.	2	4	6			Wood, Abner.	2	2	4		
Fowler, Jonathan.	1	2	1			Grinnell, Billings.	1	1	8	1	2	Head, Benjamin.	3		2		
Batley, John.	1	2	4			Grinnell, Aaron.	1	1	4	1		Head, Henry.	2	2	5		
Carr, Bristol.	2	2	5			Rouse, Hannah.	1	3				Brownell, Charles.	1	6	3		
Greene, Joseph.	2	2	4			Irish, Ann.	1	2				Manchester, Brazil.	1	3	3		
Greene, Jonathan.	1	2	2			Irish, David.	1	1				Brownell, James.	1	6	2		
Potter, Peleg.	1	2	3			Dring, Nathaniel.	1	1	2			Richards, Mary.	1		3		
Lewis, Mr.	1	1	1			Shaw, Seth.	1	2				Manchester, Gilbert.	1		2		
Brown, Jeremiah.	1	3	6			Hunt, William.	1	4	4			Manchester, Joseph.	1		3		
Weeden, Arnold.	1	2	3	1	1	Irish, Samuel.	2	2	2			Brownell, William.	1	1	1		
Weeden, Daniel.	1	1	4			Irish, David.	1	1	2			Palmer, Job.	1	1	4		
Weeden, John.	1	1	1			Irish, Charles.	1	1				Palmer, Isaac.	1	1	5		
Douglass, Joseph.	1	1	8			Brown, Robert.	1	2				Stoddard, Nathaniel.	1	1	5		
Fowler, Thomas.	1	1	3			Brown, Moses.	2	3	3			Stoddard, Benjamin.	1	1	5		
Fowler, Christopher.	2	2	3			Salsberry, John.	1	1	3			Stoddard, Brownell.	1		2		
Taw, John.	1	1	1			Ballantine, John.	1	1		1		Stoddard, Zebadiah.	1		2		
Tew, Elisha.	1	2	5			Brown, John.	1	1	2			Davenport, Jonathan.	1		2		
Eldrich, Cuff.			6			Brown, Sylvanus.	1	1	7			Snell, Job.	2	2	3		
Weeden, Tobey.			8			Brown, William.	1	1	2			Wilbore, Champlin.	1	1	4		
Carr, Benjamin.	1	1	1			Brown, George.	1	4	2			Palmer, Thomas.	3	2	4		
Carr, Benjamin, Junr.	1	1	1			Wood, Ichabod.	2	1				Palmer, Ekanah.	1	1	1		
Fowler, Henry.	1	1	1			Head, Fobes.	2	1	2			Palmer, Benedict.	1	1	4		
Carr, Isaac.	1	1	4			Davis, John.	2	3	4			Wilbore, John.	2	2	4		
Hopkins, Samuel.	1	1	4			Clapp, Deborah.			2			Wilbore, Brownell.	1	2	4		
Haszard, Thomas.	1	2	3			White, Christopher.	2	1	2			Manchester, Edward.	1	2	2		
Eldrich, John.	2	3	7	5		Brown, William.	1	4	4			Sanford, Rescomb.	1	2	2		
Howland, Isaac.	1	1	2	3		Gray, Samuel.	2	4	5	3		Woodman, William.	1	2	4		
Grinnell, Mathew.	1	1	2			Gray, John.	1	2	3			Richmond, Benjamin.	2	6	6		
Grinnell, Robert.	1	2	3			Bailey, Molly.	3	1	2	2	2	Head, Benjamin.	1	5	3		
Armstrong, Oliver.	1	2	2			Richmond, William.	3	1	2			Searle, Nathaniel.	3	1	4	1	
Carr, Robert.	1	1	2			Wood, George.	2	1	4			Richmond, William.	1	1	4		
Carr, William.	1	1	2			Coe, Samuel.	1	4	2			Bennett, John.	1	1	5		
Brightman, Isaac.	2	1	2			Blven, John.	1	1	1			Clapp, Barnabus.	1	2	1		
Remington, Jerhom.	3	1	2			Brownell, Pierce.	1	1	3			Simmonds, Zarah.	1	1	4		
Tiers, Benjamin.	1	1	1	1		Coe, William.	1	2	4			Simmons, John.	3	1	4		
Eldrich, Plimouth.			6			Richmond, Peres.	3	1	5			Simmons, Ichabod.	1	3	2		
Remington, John.	2	2	4	1		Richardson, Thomas.	3	1	4			Simmons, Mary.	2	1	2		
Carr, Peleg, Junr.	1	3	6			Church, Ebenezer.	3	1	4			Simmonds, Aaron.	2	1	5		
Carr, Peleg.	2	3	6			Simmonds, Adam.	1	1	2			Phillis (Negro).			5		
Carr, James.	4	3	3	2		Simmonds, Isaac.	1	1	3			Wilbore, William.	3	1	2		
Hull, Tiddeman.	1	3	6			Church, Nathaniel.	2	1	3	1		Simmonds, Caleb.	1	1	7		
Remington, Tiddeman.	1	3	3			Sheppard, Mace.	1	2	1	1		Palmer, Wright.	1	1	3		
Slocum, Peleg.	2	2	4			Wood, Isaac.	1	1	6			Browning, Gardner.	1	2	3		
Batley, William.	1	3	7	1		Taylor, Philip.	3	3	3			Grinnell, Zebede.	2	2	3	1	
Carr, Nicholas.	2	3	4			Taylor, Anne.	2	3	2			Laver, Josiah.	1	1	4		
Mathewson, John.	2	3	4			Lynn, Sarah.	2	2	2			Pierce, Nathaniel.	2	1	2	1	
Weeden, Daniel.	1	6	2			Church, Caleb.	1	1	1			Pierce, Ezekiel.	2	2	2		
Weeden, Peggy.		1	3			Pain, Richard.	1	3	3			Pierce, Priscilla.		2	1		
Weeden, Peleg.	1	1	3			Church, George.	1	1	1			Briggs, Arnold.	1	1	1		
Fowler, Henry.	1	3	1			Brownell, Stephen.	1	1				Tomkins, Sarah.	3	1	3		
Hopkins, Jonathan.	5	4	4			Head, Job.	1					Seabury, William.	1	3	5		
Watson, Job.	5	1	2	3		Sampson, Dolly (Negro).				2		Tomkins, Nathaniel.	2	4	3		
Underwood, Joseph.	1	2	2			Hilyer, David, Junr.	2	1	3		4	Sawyer, Lemuel.	1	2	1		
Underwood, Mary.	1	2	1			Peckham, John.	3	1	1			Sawyer, Josiah.	1	2	1		
Fowler, Oliver.	1	2	1			Peckham, Isaac.	1	2	1			Tomkins, John.	1	1	2		
Howland, Quam.			6														

Snapshot of Kent and Newport counties answers to 1790 US Census (transcribed), RIHS Collections, RHix173711

Document #2

This document is a snapshot of answers from people in Newport, RI to the 1820 US Census.

Fourth United States Census for the Town of Newport, August 7th, A. D. 1820.

NAMES OF Heads of Families.	FREE WHITE MALES.					FREE WHITE FEMALES.					Foreigners not Naturalized.	Number of Persons engaged in Agriculture.	Number of Persons engaged in Commerce.	Number of Persons engaged in Manufacture.	FREE COLORED MALES.				FREE COLORED FEMALES.				SLAVES.	
	Free White Males under Ten Years	Free White Males of 10 and under 16	Free White Males of 16 to 18	Free White Males of 18 and under 20, including heads of Families.	Free White Males of 20 and under 45, including heads of Families.	Free White Females under Ten Years.	Free White Females of 10 and under 16	Free White Females of 16 and under 20, including heads of Families.	Free White Females of 20 and under 45, including heads of Families.	Free White Females of 45 and upwards, including heads of Families.					Males under Fourteen Years	Males of Fourteen and under 20	Males of Twenty Six and under 45	Males of Forty-Five and upwards	Females under Fourteen Years	Females of Fourteen and under 20	Females of Twenty-Six and under 45	Females of Forty-Five and upwards		
Allman Francis B.																		2			1			
Bates Hannah	1								2															
Black George				1			1		1															
Ballings Patience				2	2											1				1	1			
Ballings Mary									1															
Ballings L. Samuel								1																
Ballings Woodman					2	1			1	1						2								
Barker Hannah									1	2														
Barker Ann									1	1														
Barker Alexander	3				1	2			2															
Barker Stephen	2				1		2	1																
Barker Samuel				1	1	1			1	2														
Barker Abraham	1	1	1	1	1	1	1		1															
Barker Sarah						1				2														
Barker Abigail										3														
Barker Nathan				1	1		1		1							2								
Barker David	1	1		1		3	1		1															

Snapshot of Newport answers to the 1820 US Census, RIHS Collections, RHIX173712

Document #3

This source is a snapshot of Providence City's answers to the 1910 US Census.

STATE		COUNTY		TOWNSHIP OR OTHER DIVISION OF COUNTY		NAME OF INSTITUTION		NAME OF INCORPORATED PLACE		ENUMERATED BY ME ON THE		DAY OF		YEAR		SUPERVISOR'S DISTRICT NO.		ENUMERATION DISTRICT NO.		SHEET NO.	
Rhode Island		Providence		Providence City		Providence City		Providence City (part of)		15th		April		1910		41		162		A	
NAME OF INSTITUTION		NAME OF INSTITUTION		NAME OF INSTITUTION		NAME OF INSTITUTION		NAME OF INSTITUTION		NAME OF INSTITUTION		NAME OF INSTITUTION		NAME OF INSTITUTION		NAME OF INSTITUTION		NAME OF INSTITUTION		NAME OF INSTITUTION	
NAME OF INSTITUTION		NAME OF INSTITUTION		NAME OF INSTITUTION		NAME OF INSTITUTION		NAME OF INSTITUTION		NAME OF INSTITUTION		NAME OF INSTITUTION		NAME OF INSTITUTION		NAME OF INSTITUTION		NAME OF INSTITUTION		NAME OF INSTITUTION	
1	154	Frank	32	W	32	W	32	W	32	W	32	W	32	W	32	W	32	W	32	W	32
2	153	John	28	M	28	M	28	M	28	M	28	M	28	M	28	M	28	M	28	M	28
3	23	Charles	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3
4	23	Charles	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3
5	23	Charles	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3
6	23	Charles	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3
7	23	Charles	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3
8	23	Charles	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3
9	23	Charles	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3
10	23	Charles	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3
11	23	Charles	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3
12	23	Charles	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3
13	23	Charles	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3
14	23	Charles	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3
15	23	Charles	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3
16	23	Charles	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3
17	23	Charles	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3
18	23	Charles	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3
19	23	Charles	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3
20	23	Charles	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3
21	23	Charles	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3
22	23	Charles	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3
23	23	Charles	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3
24	23	Charles	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3
25	23	Charles	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3
26	23	Charles	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3
27	23	Charles	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3
28	23	Charles	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3
29	23	Charles	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3
30	23	Charles	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3
31	23	Charles	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3
32	23	Charles	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3
33	23	Charles	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3
34	23	Charles	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3
35	23	Charles	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3
36	23	Charles	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3
37	23	Charles	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3
38	23	Charles	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3
39	23	Charles	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3
40	23	Charles	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3
41	23	Charles	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3
42	23	Charles	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3
43	23	Charles	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3
44	23	Charles	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3
45	23	Charles	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3	M	3

To see the racial categories, look closely below in the "personal description" box. Look at the second column (#6).

see City

or, as township, town, precinct, district, hundred, locat., etc. from Instructions

The figures in this table are made from Instructions

N.	PERSONAL DESCRIPTION.										Place of birth.
	Sex.	Color or race.	Age at last birth.	Whether living with mother, married, or at disposal.	Number of years of present marriage.	Number of years of present marriage.	Number of years of present marriage.	Number of years of present marriage.	Number of years of present marriage.	Number of years of present marriage.	
17	F	W	32	Wd					1	1	Ron
18	F	W	8	S							Rho
19	M	Ch	68	M	40						Chn
20	M	W	62	M	36						Rho
21	F	W	62	M	36	1	1				Ma
22	M	W	24	M	7						ma
23	F	W	27	M	7	1	1				Rho
24	F	W	5	S							Rho
25	M	W	31	S							Rho
26	M	W	50	M	23						Rus
27	F	W	46	M	23	9	9				Rus
28	M	W	21	S							Rus
29	F	W	19	S							Rus
30	F	W	18	S							Rus
31	F	W	17	S							Rus
32	M	W	15	S							Rho
33	F	W	14	S							Rho
34	F	W	12	S							Rho
35	F	W	10	S							Rho
36	F	W	8	S							Rho
37	M	W	39	M	19						Rus
38	F	W	40	M	19	8	8				Rus
39	F	W	18	S							Rus
40	F	W	16	S							Rho
41	M	W	14	S							Rho
42	M	W	13	S							Rho
43	M	W	10	S							Rho
44	F	W	7	S							Rho
45	F	W	5	S							Rho
46	F	W	1	S							Rho
47	M	B	35	M	7						Ma
48	F	B	34	M	7	3	3				D. of
49	F	B	6	S							Neh
50	F	B	3	S							Neh
51	F	B	2	S							Rhod
52	M	W	58	M	23						Rus
53	F	W	64	M	23	2	2				Rus
54	M	W	61	M	38						Rus
55	F	W	57	M	38	5	5				Rus
56	F	W	20	S							Rus
57	M	W	23	M	2						Rus
58	F	W	22	M	2	1	1				Rus
59	F	W	9	S							Rhod
60	M	W	36	M	5						Rus
61	F	W	28	M	5	2	2				Rus

Snapshot of 1910 State Census answers, RIHS Collections, Mfilm HA

This is a description from the instructions to the workers collecting information for the 1910 census. Use these descriptions as a key to decode the symbols you see in the census information on the previous page. For example, if you see a "W," then you can conclude the person in that line is white.

PERSONAL DESCRIPTION.

107. Column 5. Sex.—Write "M" for male and "F" for female.

108. Column 6. Color or race.—Write "W" for white; "B" for black; "Mu" for mulatto; "Ch" for Chinese; "Jp" for Japanese; "In" for Indian. For all persons not falling within one of these classes, write "Ot" (for other), and write on the left-hand margin of the schedule the race of the person so indicated.

109. For census purposes, the term "black" (B) includes all persons who are evidently full-blooded negroes, while the term "mulatto" (Mu) includes all other persons having some proportion or perceptible trace of negro blood.

1910 Census Instructions to Enumerators,
<https://www.census.gov/history/pdf/1910instructions.pdf>

Document #4

This is a snapshot of a facsimile of questionnaire pages from the 1960 US Census showing the options for racial categories.

<p>PLEASE LIST:</p> <p>1. Everyone who usually lives here, whether related to you or not.</p> <p>2. All persons staying here who have no other home.</p>	<p>PLEASE BE SURE TO LIST—</p> <ul style="list-style-type: none"> ● All members of your family living with you, including babies. ● All other relatives living here. ● Lodgers and boarders living here. ● Servants, hired hands, others not related to you who are living here. ● Any one else staying here but who has no other home. <p>ALSO LIST—</p> <p>Persons who usually live here but who are away temporarily on business, on vacation, or in a general hospital.</p>	<p>DO NOT LIST—</p> <ul style="list-style-type: none"> ● College students who are away at college (or who are here only on vacation). ● Persons stationed away from here in the Armed Forces. ● Persons away in institutions, such as a sanitarium, nursing home, home for the aged, mental hospital. <p><i>They will be counted there.</i></p>
---	--	---

<p>NAMES OF PERSONS LIVING HERE ON APRIL 1, 1960, AND THOSE STAYING HERE WHO HAVE NO OTHER HOME</p>			<p>What is the relationship of each person to the head of this household?</p> <p>(For example, wife, son, daughter, grandson, mother-in-law, lodger, lodger's wife)</p>	<p>Male or Female</p> <p>(M or F)</p>	<p>Is this person—</p> <p>White Negro American Indian Japanese Chinese Filipino Hawaiian Part Hawaiian Aleut Eskimo (etc.)?</p>	<p>When was this person born?</p>	<p>Is this person—</p> <p>Married Widowed Divorced Separated Single (never married)?</p> <p>(Leave blank for children born after March 31, 1946)</p>
<p>Write names in this order</p> <p>Head of household on first line Wife of head Unmarried children, oldest first Married children and their families Other relatives Others not related to head of household</p> <p><small>(If you need more space, please use additional sheets of paper)</small></p>	<p>(P2)</p>	<p>(P3)</p>	<p>(P4)</p>	<p>(P5)</p>	<p>(P6)</p>	<p>(P7)</p>	
<p>Last name</p>	<p>First name</p>	<p>Middle initial</p>					
			<i>Head</i>				

FORM 60PH-17
Page 1
Budget Bureau No. 41-59107.
Approval expires 12-31-60.

1960 Census Questionnaire, <https://www.census.gov/history/pdf/1960censusquestionnaire-2.pdf>

Document #5

This is a snapshot of a facsimile of questionnaire pages from the 1990 US Census showing the options for racial categories.

JOBNAME: No Job Name PAGE: 10 SESS: 26 OUTPUT: Mon Sep 21 14:38:05 1992 / node2/ F main F / 90dec/ sample/ usst/ appe

Page 2

PLEASE ALSO ANSWER HOUSING QUESTIONS ON PAGE 3

	PERSON 1	PERSON 2
<p>Please fill one column → for each person listed in Question 1a on page 1.</p>	<p>Last name</p> <p>First name Middle initial</p>	<p>Last name</p> <p>First name Middle initial</p>
<p>2. How is this person related to PERSON 1?</p> <p>Fill ONE circle for each person.</p> <p>If Other relative of person in column 1, fill circle and print exact relationship, such as mother-in-law, grandparent, son-in-law, niece, cousin, and so on.</p>	<p>START in this column with the household member (or one of the members) in whose name the home is owned, being bought, or rented.</p> <p>If there is no such person, start in this column with any adult household member.</p> <p><input checked="" type="checkbox"/></p>	<p>If a RELATIVE of Person 1:</p> <p><input type="checkbox"/> Husband/wife <input type="checkbox"/> Brother/sister</p> <p><input type="checkbox"/> Natural-born or adopted son/daughter <input type="checkbox"/> Father/mother <input type="checkbox"/> Grandchild</p> <p><input type="checkbox"/> Stepson/stepdaughter <input type="checkbox"/> Other relative →</p> <p>If NOT RELATED to Person 1:</p> <p><input type="checkbox"/> Roomer, boarder, or foster child <input type="checkbox"/> Unmarried partner</p> <p><input type="checkbox"/> Housemate, roommate <input checked="" type="checkbox"/> Other nonrelative</p>
<p>3. Sex</p> <p>Fill ONE circle for each person.</p>	<p><input type="checkbox"/> Male <input type="checkbox"/> Female</p>	<p><input type="checkbox"/> Male <input type="checkbox"/> Female</p>
<p>4. Race</p> <p>Fill ONE circle for the race that the person considers himself/herself to be.</p> <p>If Indian (Amer.), print the name of the enrolled or principal tribe. →</p> <p>If Other Asian or Pacific Islander (API), print one group, for example: Hmong, Fijian, Laotian, Thai, Tongan, Pakistani, Cambodian, and so on. →</p> <p>If Other race, print race. →</p>	<p><input type="checkbox"/> White</p> <p><input type="checkbox"/> Black or Negro</p> <p><input type="checkbox"/> Indian (Amer.) (Print the name of the enrolled or principal tribe.) →</p> <p><input type="checkbox"/> Eskimo</p> <p><input type="checkbox"/> Aleut</p> <p><input type="checkbox"/> Asian or Pacific Islander (API)</p> <p><input type="checkbox"/> Chinese <input type="checkbox"/> Japanese</p> <p><input type="checkbox"/> Filipino <input type="checkbox"/> Asian Indian</p> <p><input type="checkbox"/> Hawaiian <input type="checkbox"/> Samoan</p> <p><input type="checkbox"/> Korean <input type="checkbox"/> Guamanian</p> <p><input type="checkbox"/> Vietnamese <input type="checkbox"/> Other API →</p> <p><input type="checkbox"/> Other race (Print race) →</p>	<p><input type="checkbox"/> White</p> <p><input type="checkbox"/> Black or Negro</p> <p><input type="checkbox"/> Indian (Amer.) (Print the name of the enrolled or principal tribe.) →</p> <p><input type="checkbox"/> Eskimo</p> <p><input type="checkbox"/> Aleut</p> <p><input type="checkbox"/> Asian or Pacific Islander (API)</p> <p><input type="checkbox"/> Chinese <input type="checkbox"/> Japanese</p> <p><input type="checkbox"/> Filipino <input type="checkbox"/> Asian Indian</p> <p><input type="checkbox"/> Hawaiian <input type="checkbox"/> Samoan</p> <p><input type="checkbox"/> Korean <input type="checkbox"/> Guamanian</p> <p><input type="checkbox"/> Vietnamese <input type="checkbox"/> Other API →</p> <p><input type="checkbox"/> Other race (Print race) →</p>
<p>5. Age and year of birth</p> <p>a. Print each person's age at last birthday. Fill in the matching circle below each box.</p> <p>b. Print each person's year of birth and fill the matching circle below each box.</p>	<p>a. Age</p> <p>b. Year of birth</p> <p>0 0 0 0 0 1 8 0 0 0 0</p> <p>1 0 1 0 1 9 0 1 0 1 0</p> <p>2 0 2 0 3 0 2 0 3 0 3 0</p> <p>4 0 4 0 5 0 4 0 4 0 5 0</p> <p>6 0 6 0 7 0 6 0 6 0 7 0</p> <p>8 0 8 0 9 0 8 0 8 0 9 0</p> <p>9 0 9 0 9 0 9 0 9 0 9 0</p>	<p>a. Age</p> <p>b. Year of birth</p> <p>0 0 0 0 0 1 8 0 0 0 0</p> <p>1 0 1 0 1 9 0 1 0 1 0</p> <p>2 0 2 0 3 0 2 0 3 0 3 0</p> <p>4 0 4 0 5 0 4 0 4 0 5 0</p> <p>6 0 6 0 7 0 6 0 6 0 7 0</p> <p>8 0 8 0 9 0 8 0 8 0 9 0</p> <p>9 0 9 0 9 0 9 0 9 0 9 0</p>
<p>6. Marital status</p> <p>Fill ONE circle for each person.</p>	<p><input type="checkbox"/> Now married <input type="checkbox"/> Separated</p> <p><input type="checkbox"/> Widowed <input type="checkbox"/> Never married</p> <p><input type="checkbox"/> Divorced</p>	<p><input type="checkbox"/> Now married <input type="checkbox"/> Separated</p> <p><input type="checkbox"/> Widowed <input type="checkbox"/> Never married</p> <p><input type="checkbox"/> Divorced</p>
<p>7. Is this person of Spanish/Hispanic origin?</p> <p>Fill ONE circle for each person.</p> <p>If Yes, other Spanish/Hispanic, print one group. →</p>	<p><input type="checkbox"/> No (not Spanish/Hispanic)</p> <p><input type="checkbox"/> Yes, Mexican, Mexican-Am., Chicano</p> <p><input type="checkbox"/> Yes, Puerto Rican</p> <p><input type="checkbox"/> Yes, Cuban</p> <p><input type="checkbox"/> Yes, other Spanish/Hispanic (Print one group, for example: Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.) →</p>	<p><input type="checkbox"/> No (not Spanish/Hispanic)</p> <p><input type="checkbox"/> Yes, Mexican, Mexican-Am., Chicano</p> <p><input type="checkbox"/> Yes, Puerto Rican</p> <p><input type="checkbox"/> Yes, Cuban</p> <p><input type="checkbox"/> Yes, other Spanish/Hispanic (Print one group, for example: Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.) →</p>
<p>FOR CENSUS USE →</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p>

E-10

FACSIMILES OF RESPONDENT INSTRUCTIONS AND QUESTIONNAIRE PAGES

1990 Census Questionnaire, https://www.census.gov/history/pdf/1990_questionnaire.pdf

Document #6

Though the 2020 Census has not been released yet, Providence was a test city for the 2020 Census and the test was conducted in 2018. The Census Bureau has said that it will not change the racial categories from the 2018 test Census for the 2020 Census. Therefore, we can look at the racial category options from the 2018 test Census and be sure that this is what the categories will look like in the official 2020 Census. Look at question #9 to see the options for racial categories.

Person 1

5. Please provide information for each person living here. If there is someone living here who pays the rent or owns this residence, start by listing him or her as Person 1. If the owner or the person who pays the rent does not live here, start by listing any adult living here as Person 1.

What is Person 1's name? Print name below.

First Name MI

Last Name(s)

6. What is Person 1's sex? Mark ☒ ONE box.

☐ Male ☐ Female

7. What is Person 1's age and what is Person 1's date of birth? For babies less than 1 year old, do not write the age in months. Write 0 as the age.

Age on April 1, 2018 Print numbers in boxes.

years Month Day Year of birth

→ NOTE: Please answer BOTH Question 8 about Hispanic origin and Question 9 about race. For this census, Hispanic origins are not races.

8. Is Person 1 of Hispanic, Latino, or Spanish origin?

Mark ☒ one or more boxes AND print origins.

☐ No, not of Hispanic, Latino, or Spanish origin

☐ Yes, Mexican, Mexican Am., Chicano

☐ Yes, Puerto Rican

☐ Yes, Cuban

☐ Yes, another Hispanic, Latino, or Spanish origin – Print, for example, Salvadoran, Dominican, Colombian, Guatemalan, Spaniard, Ecuadorian, etc.

9. What is Person 1's race?

Mark ☒ one or more boxes AND print origins.

☐ White – Print, for example, German, Irish, English, Italian, Lebanese, Egyptian, etc.

☐ Black or African Am. – Print, for example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc.

☐ American Indian or Alaska Native – Print name of enrolled or principal tribe(s), for example, Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, etc.

☐ Chinese ☐ Vietnamese ☐ Native Hawaiian

☐ Filipino ☐ Korean ☐ Samoan

☐ Asian Indian ☐ Japanese ☐ Chamorro

☐ Other Asian – Print, for example, Pakistani, Cambodian, Hmong, etc.

☐ Other Pacific Islander – Print, for example, Tongan, Fijian, Marshallese, etc.

☐ Some other race – Print race or origin.

→ If more people were counted in Question 1 on the front page, continue with Person 2 on the next page.

2

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2018 test Census as preview of 2020 Census, https://www2.census.gov/programs-surveys/decennial/2020/program-management/memo-series/2020-memo-2018_02_questionnaire.pdf

Census Analysis Worksheet

List the racial category options for each census:

1790:
1820:
1910 (look at the instructions for census information collectors):
1960:
1990:
2020:

Did any of the terms used to describe racial categories surprise you? Which ones?

Why did those terms surprise you?

Notice how the language for certain racial categories changes over time. Pick one category (example: African Americans) and list how that category is described or referred to in each census.

1790:
1820:
1910:
1960:
1990:
2020:

If you had to create your own census, how would you represent racial categories? On a separate piece of paper, explain your choices and be sure to think about language in your answer.

Lesson 5: If I Rewrote the US Census

(This lesson works best when it follows lesson 4 as lesson 4 provides strong context)

Look at the racial category options in the upcoming census (in this case, 2020).

9. What is Person 1's race?
Mark ☒ one or more boxes **AND** print origins.

☐ White – Print, for example, German, Irish, English, Italian, Lebanese, Egyptian, etc.

☐ Black or African Am. – Print, for example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc.

☐ American Indian or Alaska Native – Print name of enrolled or principal tribe(s), for example, Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, etc.

<input type="checkbox"/> Chinese	<input type="checkbox"/> Vietnamese	<input type="checkbox"/> Native Hawaiian
<input type="checkbox"/> Filipino	<input type="checkbox"/> Korean	<input type="checkbox"/> Samoan
<input type="checkbox"/> Asian Indian	<input type="checkbox"/> Japanese	<input type="checkbox"/> Chamorro
<input type="checkbox"/> Other Asian – Print, for example, Pakistani, Cambodian, Hmong, etc. <input type="text"/>		<input type="checkbox"/> Other Pacific Islander – Print, for example, Tongan, Fijian, Marshallese, etc. <input type="text"/>

☐ Some other race – Print race or origin.

How do you feel about the racial category options in the upcoming (2020) census? Do you think they are appropriate? Do you think they are inappropriate? Using your own opinions and evidence from historic censuses, write an op-ed (opinion article) to inform the public about this matter and argue your point for keeping or changing the racial categories in the upcoming 2020 census.

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