Sample exercises based on the studies

Census material is an excellent source for use in the classroom. The raw data may be used in a variety of ways. In addition, the information presented in finished research studies also provides much scope for both classroom exercises and homework assignments. Teachers should feel free to mix and match data, topics and themes depending on the locality studied and the time from which the material dates. For example, an urban study could graph the number of houses during a particular timespan as a method of measuring urban growth [or decline] over a period of time, or simply to show the size of a settlement at one point in time. A study set in a Gaelteacht area might home in on the numbers of Irish speakers. Every study will be different and the teacher will be able to choose relevant exercises based on the studies themselves. Hence, the most important thing to remember is that the exercises in this section are exactly what the name suggests – samples. It is hoped that they may be of some use in demonstrating the type of exercises that could be set and some possible methodologies that could be employed. They may serve as a starting point for teachers who wish to use census material in the classroom. They may also provide a template for classwork and homework that would be suitable for transition year students.

Sample study one

The 1841 census figures given for the six sample townlands in this study are given.

Area	Houses	Houses	Building	Families	Population	Males	Females
	Inhabited	Uninhabited					
Loughmogue	18	0	0	29	131	69	62
Upper							
Lugatryna	8	0	0	9	42	24	18
Cowpasture	9	0	0	10	71	33	38
Milltown	26	1	1	33	159	75	84
Tornant	6	0	0	10	52	24	28
Upper							
Dunlavin	12	0	0	13	67	36	31
Lower							

- 1. Which townland was the most populous?
- 2. Which townland was the least populous?
- 3. What was the average family size in Cowpasture?
- 4. How does this compare to typical family sizes today?
- 5. Why do you think so few houses were uninhabited in 1841?

The 1851 comparative figures for the six sample townlands are also given. The 1841 figures appear in brackets after the 1851 figures.

Area	Houses	Houses	Building	Families	Population	Males	Females
	Inhabited	Uninhabited					
Loughmogue	11 (18)	0 (0)	0 (0)	14 (29)	71 (131)	40 (69)	31 (62)
Upper							
Lugatryna	3 (8)	0 (0)	0(0)	4(9)	16 (42)	11 (24)	5 (18)
Cowpasture	9 (9)	1 (0)	0 (0)	9 (10)	22 (71)	13 (33)	9 (38)
Milltown	3 (26)	0(1)	0(1)	5 (33)	30 (159)	15 (75)	15 (84)
Tornant	6 (6)	0 (0)	0 (0)	8 (10)	42 (52)	21 (24)	21 (28)
Upper							
Dunlavin	5 (12)	0 (0)	0 (0)	5 (13)	20 (67)	10 (36)	10 (31)
Lower							

- 1. What trend is evident from the table above?
- Suggest a reason for this trend. What might have happened to the 'missing' people?
- 3. Which townland suffered the worst decline in numbers?
- 4. What percentage of the population disappeared from Loughmogue Upper and Tornant Upper between 1841 and 1851?
- Draw a simple bar graph to show the decline in population in Dunlavin Lower and Lugatryna during this decade.

Sample study three

This study contains two bar graphs, showing the number of buildings in Dunlavin D.E.D. and Dunlavin village in 1881, 1891 and 1901.



A.

B.



- 1. What trend is evident from the 'inhabited buildings' column of the graphs?
- The total number of inhabited buildings in the D.E.D. in 1881 was much higher than the number in 1901. Suggest a reason for the continuous decline in population in the D.E.D. during this period.
- 3. How does this population trend tie in with what you have learned regarding the overall economic situation in late nineteenth-century Ireland?
- 4. The railway arrived in Dunlavin in 1885. How is this situation reflected in the farmsteadings [sheds] column of the graphs? Why would sheds become more important to people after the railway had arrived?
- 5. Both graphs A and B above are very similar, but the shed-building boom leading up to 1891 was more evident in the urban area of the village than in the rural area of the D.E.D. Can you suggest a reason for this?

Sample study five

Head of Family	Type of House	No. of Rooms	No. in Family	Class of House
Sarah Lawler	Public House	8	10	1
William Byrne	Shop	7	2	1
Joseph Waldron	Private House	3	2	2
Kerry L. Supple	Private House	10	2	1
Henry Hoey	Hotel	17	3	1
John Hawkes	Bank	8	4	1
Henry Coleborn	Shop	6	6	2
Peter A. Doran	Hotel	10	7	1
Peter B. Coleman	Private House	8	3	2
James Gordon	Private House	2	0	2
James Keogh	Lodging House	e 4	6	2
Edward Wall	Private House	4	4	2
Philip Doran	Private House	4	8	2
James Kelly	Shop	6	13	2
John Thomas	Private House	6	2	2
Michael Moore	Private House	2	6	2
Peter Masterson	Private House	2	6	2

This study contains the following information from form B of the 1901 census.

- 1. How many private houses were there in this row of seventeen houses?
- 2. What percentage of buildings in this row had a commercial use?
- 3. Name three services available along this row of houses in 1901.
- 4. The houses are all listed as class 1 or class 2. What does this mean?
- 5. Calculate the average number of rooms in the class 1 houses on the list.

This study also contains information from six forms [form A] of the 1901

census. The houses were those of Sarah Lawler, Joseph Waldron, John Hawkes,

Henry Coleborn, Peter A. Doran and Edward Wall. **Refer back to the study** and answer the following questions.

- 1. What was the total number of who people lived in the six houses?
- 2. Calculate the average number of people per house. Do you think this figure is low or high? How does it compare to the numbers of people per house nowadays?
- What percentage of these people were born locally [in Co. Wicklow or Co. Kildare]. Name three people who had moved into the area and say from where they had moved.
- What proportion of the people in these six houses was Catholic and what proportion was Church of Ireland. Draw a pie chart to represent this situation.
- 5. Name one profession mentioned in the forms that would no longer be listed as a profession. Suggest a modern equivalent of this profession.
- 6. What was the average age of the people who lived in these six houses? Construct a population pyramid to show the age and sex structure of the population in the six houses in 1901.