

# **Census 2020** *Count Me In!*

## **A Historical Perspective**

Developed by  
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## Census 2020 Lesson Plan Template

**STEP ONE:** Identify the key features of your lesson below:

|  |   |                  |  |   |
|--|---|------------------|--|---|
| <b>Title of Lesson:</b>  | <b>Grade Level:</b>   | <b>Duration:</b> |  |   |
| <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; vertical-align: top; padding: 5px;"><b>Standards Connections:</b><br/><b>California History-Social Science Standard(s):</b></td> <td style="width: 50%; border: none; vertical-align: top; padding: 5px;"><b>California Common Core State Standards for English Language Arts and Literacy:</b></td> </tr> </table> |   |                  | <b>Standards Connections:</b><br><b>California History-Social Science Standard(s):</b> | <b>California Common Core State Standards for English Language Arts and Literacy:</b> |
| <b>Standards Connections:</b><br><b>California History-Social Science Standard(s):</b>   | <b>California Common Core State Standards for English Language Arts and Literacy:</b> |                  |  |   |
| <b>Other Curricular Connections:</b>   |   |                  |  |   |

**STEP TWO:** Identify the key components of your lesson as noted in the four dimensions of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards.

|  | C3 Framework Indicators   |
|--|---|
| <b>Dimension 1</b><br><br><b>Developing Questions and Planning Inquiries</b> | <p><b>Compelling Question:</b> Questions about how things work, interpretations and applications of disciplinary concepts, and unresolved issues that require students to construct arguments in response.</p> <p>Example:<br/><i>How did the U.S. Census impact _____ during _____?</i></p>  |
|  | <p><b>Supporting Questions:</b> Questions that focus on descriptions, definitions, and processes to help students construct conclusions and take informed civic action.</p>   |
|  | <p><b>Determining Helpful Sources</b><br/>Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the multiple points of view represented in an argument, the structure of an explanation, the types of sources available, and the potential uses of the sources.</p> |

C3 Framework Indicators

**Dimension 2**  
**Applying**  
**Disciplinary**  
**Concepts and**  
**Tools**

**Civics** – *What is the civic or political context of your lesson? How did the U.S. Census impact or influence civic or political practices/institutions?*

**Economics** – *What is the economic context of your lesson? What was the economic impact of the U.S. Census at the time studied?*

**Geography** – *What is the geographic context of your lesson? How did location, place, movement of people impact the findings of the U.S. Census at the time studied?*

**History** – *What is the historical context of your lesson? What period of history or historical event was impacted or influenced by the U.S. Census?*

**Other** – *Are there other curricular connections or societal influences that impacted the significance of the U.S. Census?*

|  |   |
|--|---|
| <p><b>Dimension 3</b></p> <p><b>Evaluating Sources and Using Evidence</b></p>                | <p>C3 Framework Indicators</p>  |
|  | <p><b>Gathering and Evaluating Sources</b></p> <p><b>Sources of Evidence</b><br/>List relevant information from multiple sources representing a wide range of views and personal experiences.</p> <p><b>Evaluate Sources</b><br/>Describe generally how students will evaluate the credibility of sources by examining how experts value the source(s).</p> |
|  | <p><b>Developing Claims and Using Evidence</b><br/>Describe how students will <i>use evidence</i> to develop claims and counterclaims by attending to precision, significance, knowledge conveyed through the claim while pointing out the strengths and limitations of both.</p>   |
| <p><b>Dimension 4</b></p> <p><b>Communicating Conclusions and Taking Informed Action</b></p> | <p>C3 Framework Indicators</p>  |
|  | <p><b>Communicating and Critiquing Conclusions</b><br/>Describe generally how students will communicate their conclusion(s), (i.e. expository writing, multimedia presentations, digital technologies) to a range of audiences in response to the Compelling Question.</p>  |
|  | <p><b>Take Informed Action</b><br/>Describe how students will apply what they learned about the importance of the U.S. Census in the past to the importance of the U.S. Census today. Engage students in a civic action project using the protocol provided to you.</p>   |

|                   |                             |  |  |
|-------------------|-----------------------------|--|--|
| <b>Assessment</b> | <b>Formative Assessment</b> | <input type="checkbox"/> Quizzes/Tests<br><input type="checkbox"/> Journal/Learning Log<br><input type="checkbox"/> Preliminary Plans/Outlines<br><input type="checkbox"/> Rough Drafts<br><input type="checkbox"/> Online Quizzes/Tests | <input type="checkbox"/> Practice Presentations<br><input type="checkbox"/> Notes<br><input type="checkbox"/> Checklists<br><input type="checkbox"/> Concept Maps<br><input type="checkbox"/> Other:   |
|                   | <b>Summative Assessment</b> | <input type="checkbox"/> Written Product(s), with rubric(s):<br><input type="checkbox"/> Oral Presentation with rubric<br><input type="checkbox"/> Multiple Choice/Short Answer Test<br><input type="checkbox"/> Essay Test              | <input type="checkbox"/> Other Product(s) or Performance(s) with rubric(s):<br><input type="checkbox"/> Peer Evaluation<br><input type="checkbox"/> Self-Evaluation<br><input type="checkbox"/> Other: |

**Resources Needed**

**On-Site People, Facilities:**

**Equipment:**

**Materials:**

**Community Resources:**







# **Census 2020**

## ***Count Me In!***

### **Taking Informed Action Today!**

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October 2013



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## Census 2020 Lesson Plan Template

|   |                     |                  |
|---|---------------------|------------------|
| <b>Title of Lesson:</b><br><i>Count Me In! Taking Informed Action to Engage ALL Americans in the 2020 Census.</i>   | <b>Grade Level:</b> | <b>Duration:</b> |
| <b>Standards Connections:</b><br>California History-Social Science Standard(s): <span style="float: right; margin-right: 50px;">California Common Core State Standards for English Language Arts and Literacy:</span> |                     |                  |
| <b>Other Curricular Connections:</b>  |                     |                  |

|  | C3 Framework Indicators   |
|--|---|
| <b>Dimension 1</b>                                 | <b>Compelling Question:</b> <i>Why is the U.S. Census Important Today?</i>  |
| <b>Developing Questions and Planning Inquiries</b> | <b>Supporting Questions:</b><br><i>How does the U.S. Census impact:</i> <ul style="list-style-type: none"> <li>• <i>Financial resources in your community, city, and state?</i></li> <li>• <i>Roads and infrastructure where you live?</i></li> <li>• <i>Who and how you are represented in Congress?</i></li> <li>• <i>Why is it important for everyone to participate in the 2020 Census?</i></li> <li>• <i>What are the obstacles or barriers that prevent people from participating in the Census?</i></li> <li>• <i>What can be done to minimize or eliminate barriers to full participation?</i></li> </ul> |
|  | <b>Determining Helpful Sources</b><br>Information from the U.S. Census Bureau   |

C3 Framework Indicators

**Dimension 2**

**Applying  
Disciplinary  
Concepts and  
Tools**

**Civics** – *What is the civic or political context of your lesson? How did the U.S. Census impact or influence civic or political practices/institutions?*

**Economics** – *What is the economic context of your lesson? What was the economic impact of the U.S. Census at the time studied?*

**Geography** – *What is the geographic context of your lesson? How did location, place, movement of people impact the findings of the U.S. Census at the time studied?*

**History** – *What is the historical context of your lesson? What period of history or historical event was impacted or influenced by the U.S. Census?*

**Other** – *Are there other curricular connections or societal influences that impacted the significance of the U.S. Census?*

|   |  |
|---|--|
| <b>Dimension 3</b><br><br><b>Evaluating Sources and Using Evidence</b>                | <b>C3 Framework Indicators</b>   |
|   | <b>Gathering and Evaluating Sources</b><br><br><b>Sources of Evidence</b><br>List relevant information from multiple sources representing a wide range of views and personal experiences.<br><br><b>Evaluate Sources</b><br>Describe generally how students will evaluate the credibility of sources by examining how experts value the source(s).   |
|   | <b>Developing Claims and Using Evidence</b><br>Describe how students will <i>use evidence</i> to develop claims and counterclaims by attending to precision, significance, knowledge conveyed through the claim while pointing out the strengths and limitations of both.  |
| <b>Dimension 4</b><br><br><b>Communicating Conclusions and Taking Informed Action</b> | <b>C3 Framework Indicators</b>   |
|   | <b>Communicating and Critiquing Conclusions</b><br>Students will communicate their conclusion about the impact of the U.S. Census on the lives of all Americans (i.e. expository writing, multimedia presentations, digital technologies).   |
|   | <b>Take Informed Action</b><br>Students will create a <i>Count Me In! Campaign</i> to educate families and community members about the importance of the U.S. Census – its impact on their daily lives and the consequences of not fully participating. The objective of the campaign is to promote full participation in the 2020 Census among people across California. Students may implement a number of strategies including the distribution of informational brochures, creating public service announcements, giving presentations, or leading town hall meetings. |

|                   |                             |  |  |
|-------------------|-----------------------------|--|--|
| <b>Assessment</b> | <b>Formative Assessment</b> | <input type="checkbox"/> Quizzes/Tests<br><input type="checkbox"/> Journal/Learning Log<br><input type="checkbox"/> Preliminary Plans/Outlines<br><input type="checkbox"/> Rough Drafts<br><input type="checkbox"/> Online Quizzes/Tests | <input type="checkbox"/> Practice Presentations<br><input type="checkbox"/> Notes<br><input type="checkbox"/> Checklists<br><input type="checkbox"/> Concept Maps<br><input type="checkbox"/> Other:   |
|                   | <b>Summative Assessment</b> | <input type="checkbox"/> Written Product(s), with rubric(s):<br><input type="checkbox"/> Oral Presentation with rubric<br><input type="checkbox"/> Multiple Choice/Short Answer Test<br><input type="checkbox"/> Essay Test              | <input type="checkbox"/> Other Product(s) or Performance(s) with rubric(s):<br><input type="checkbox"/> Peer Evaluation<br><input type="checkbox"/> Self-Evaluation<br><input type="checkbox"/> Other: |

**Resources Needed**

**On-Site People, Facilities:**

**Equipment:**

**Materials:**

**Community Resources:**







**U.S. Census Curriculum Review  
Grade 5**

Directions: Please examine the lesson modules found at <https://www.census.gov/schools/activities/history.html.html>. Do the lessons align to the California History-Social Science Content Standards and Framework for Grade 5? Add your comments below.

| <b>Title of Lesson</b>  | <b>Does it align to Grade 5 Standards?</b> | <b>What are the strengths of the lesson?</b> | <b>What are the weaknesses or challenges?</b> |
|---|--|--|---|
| <b>"I Have a Dream" – Learning About Martin Luther King Jr.</b>   |  |  |   |
| <b>Voting Trends in America, 1964-2014</b>                        |  |  |   |
| <b>Jamestown – Factors Affecting Population Change, 1630-1700</b> |  |  |   |
| <b>Native American Dwellings</b>                                  |  |  |   |
| <b>The History of the Telephone</b>                               |  |  |   |

**U.S. Census Curriculum Review  
Grade 8**

Directions: Please examine the lesson modules found at <https://www.census.gov/schools/activities/history.html.html>. Do the lessons align to the California History-Social Science Content Standards and Framework for Grade 8? Add your comments below.

| <b>Title of Lesson</b>                                       | <b>Does it align to Grade 8 Standards?</b> | <b>What are the strengths of the lesson?</b> | <b>What are the weaknesses or challenges?</b> |
|--|--|--|---|
| Examining Changes in Data                                    |  |  |   |
| Missouri Compromise – Free vs. Slave States                  |  |  |   |
| Population Profile of Our New Nation                         |  |  |   |
| Westward Bound – Illinois, Indiana, Missouri, and Ohio       |  |  |   |
| The Art of Persuasion: Using Census Data to Influence Others |  |  |   |
| The Impact of the Louisiana Purchase                         |  |  |   |

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|   |  |  |  |
| <b>Where Should I Live? Using U.S. Census Bureau Data to Make Decisions</b> |  |  |  |
| <b>Voting Trends in America, 1964-2014</b>                                  |  |  |  |

**U.S. Census Curriculum Review  
Grade 11**

Directions: Please examine the lesson modules found at <https://www.census.gov/schools/activities/history.html.html>. Do the lessons align to the California History-Social Science Content Standards and Framework for Grade 11? Add your comments below.

| Title of Lesson   | Does it align to Grade 11 Standards? | What are the strengths of the lesson? | What are the weaknesses or challenges? |
|---|--------------------------------------|---------------------------------------|--|
| Exploring 19 <sup>th</sup> Century Population Growth through Interactive Maps |                                      |                                       |  |
| The Highway System – Its Development and Impact on the United States          |                                      |                                       |  |
| The Progressives and the 1920 Census  |                                      |                                       |  |
| Exploring the Great Migration – 1910-1970                                     |                                      |                                       |  |
| Learning Through Maps   |                                      |                                       |  |
| Women’s Roles In Antebellum America   |                                      |                                       |  |
| Authorizing the First Census – The Significance of Population Data            |                                      |                                       |  |

|  |  |  |  |
|--|--|--|--|
| <b>American Then and Now – Interpreting Changes in Demographic Data</b>        |  |  |  |
| <b>The Great Depression – Using Census Data to Address and Economic Crisis</b> |  |  |  |
| <b>Slavery, Geography, and Politics</b>  |  |  |  |
| <b>Women in the Workforce, 1940-2010</b>                                       |  |  |  |
| <b>The Missouri Compromise – A Primary Source Analysis</b>                     |  |  |  |
| <b>Using Interactive Maps to Interpret U.S. Territorial Expansion</b>          |  |  |  |
| <b>Population Expansion and Distribution in the United States: 1790-2010</b>   |  |  |  |
| <b>Antebellum Economy – Understanding Employment in 1850</b>                   |  |  |  |
| <b>Exploring 19<sup>th</sup> Century Child Labor Laws in the United States</b> |  |  |  |
| <b>19<sup>th</sup> Century Immigration – Causes &amp; Effects</b>              |  |  |  |

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|---|--|--|--|
| <b>Adopting an Entrepreneurial Mindset – Using Census Data for Business</b> |  |  |  |
| <b>Post-World War II Globalization – U.S. Citizens Living Overseas</b>      |  |  |  |
| <b>Geographic Mobility in the United States – 1920-1950</b>                 |  |  |  |
| <b>Using the Decennial Census to Draw Conclusions About American Life</b>   |  |  |  |
| <b>Maps and Graphs – Exploring the U.S. Island Territories</b>              |  |  |  |
| <b>Exploring Federal Policy About Native Americans in the Late 1800s</b>    |  |  |  |
| <b>Post-Civil War: Regional Shifts in U.S. Population by Age and Sex</b>    |  |  |  |
| <b>Trends in Congressional Apportionment</b>                                |  |  |  |
| <b>Median Income Patterns in the United States</b>                          |  |  |  |

**U.S. Census Curriculum Review  
Grade 12 Economics Course**

Directions: Please examine the lesson modules found at <https://www.census.gov/schools/activities/history.html.html>. Do the lessons align to the California History-Social Science Content Standards and Framework for the Grade 12 Economics course? Add your comments below.

| Title of Lesson   | Does it align to Grade 12 Economics Standards? | What are the strengths of the lesson? | What are the weaknesses or challenges? |
|---|--|---------------------------------------|--|
| Exploring 19 <sup>th</sup> Century Population Growth through Interactive Maps |  |                                       |  |
| The Highway System – Its Development and Impact on the United States          |  |                                       |  |
| The Progressives and the 1920 Census  |  |                                       |  |
| Exploring the Great Migration – 1910-1970                                     |  |                                       |  |
| Learning Through Maps   |  |                                       |  |
| Women’s Roles In Antebellum America   |  |                                       |  |
| Authorizing the First Census – The Significance of Population Data            |  |                                       |  |

|  |  |  |  |
|--|--|--|--|
| <b>American Then and Now – Interpreting Changes in Demographic Data</b>        |  |  |  |
| <b>The Great Depression – Using Census Data to Address and Economic Crisis</b> |  |  |  |
| <b>Slavery, Geography, and Politics</b>  |  |  |  |
| <b>Women in the Workforce, 1940-2010</b>                                       |  |  |  |
| <b>The Missouri Compromise – A Primary Source Analysis</b>                     |  |  |  |
| <b>Using Interactive Maps to Interpret U.S. Territorial Expansion</b>          |  |  |  |
| <b>Population Expansion and Distribution in the United States: 1790-2010</b>   |  |  |  |
| <b>Antebellum Economy – Understanding Employment in 1850</b>                   |  |  |  |
| <b>Exploring 19<sup>th</sup> Century Child Labor Laws in the United States</b> |  |  |  |
| <b>19<sup>th</sup> Century Immigration – Causes &amp; Effects</b>              |  |  |  |



|   |  |  |  |
|---|--|--|--|
| <b>Adopting an Entrepreneurial Mindset – Using Census Data for Business</b> |  |  |  |
| <b>Post-World War II Globalization – U.S. Citizens Living Overseas</b>      |  |  |  |
| <b>Geographic Mobility in the United States – 1920-1950</b>                 |  |  |  |
| <b>Using the Decennial Census to Draw Conclusions About American Life</b>   |  |  |  |
| <b>Maps and Graphs – Exploring the U.S. Island Territories</b>              |  |  |  |
| <b>Exploring Federal Policy About Native Americans in the Late 1800s</b>    |  |  |  |
| <b>Post-Civil War: Regional Shifts in U.S. Population by Age and Sex</b>    |  |  |  |
| <b>Trends in Congressional Apportionment</b>                                |  |  |  |
| <b>Median Income Patterns in the United States</b>                          |  |  |  |

**U.S. Census Curriculum Review  
Grade 12 Government Course**

Directions: Please examine the lesson modules found at <https://www.census.gov/schools/activities/history.html.html>. Do the lessons align to the California History-Social Science Content Standards and Framework for the Grade 12 Government course? Add your comments below.

| Title of Lesson   | Does it align to Grade 12 Government Standards? | What are the strengths of the lesson? | What are the weaknesses or challenges? |
|---|---|---------------------------------------|--|
| Exploring 19 <sup>th</sup> Century Population Growth through Interactive Maps |   |                                       |  |
| The Highway System – Its Development and Impact on the United States          |   |                                       |  |
| The Progressives and the 1920 Census  |   |                                       |  |
| Exploring the Great Migration – 1910-1970                                     |   |                                       |  |
| Learning Through Maps   |   |                                       |  |
| Women’s Roles In Antebellum America   |   |                                       |  |
| Authorizing the First Census – The Significance of Population Data            |   |                                       |  |

|  |  |  |  |
|--|--|--|--|
| <b>American Then and Now – Interpreting Changes in Demographic Data</b>        |  |  |  |
| <b>The Great Depression – Using Census Data to Address and Economic Crisis</b> |  |  |  |
| <b>Slavery, Geography, and Politics</b>  |  |  |  |
| <b>Women in the Workforce, 1940-2010</b>                                       |  |  |  |
| <b>The Missouri Compromise – A Primary Source Analysis</b>                     |  |  |  |
| <b>Using Interactive Maps to Interpret U.S. Territorial Expansion</b>          |  |  |  |
| <b>Population Expansion and Distribution in the United States: 1790-2010</b>   |  |  |  |
| <b>Antebellum Economy – Understanding Employment in 1850</b>                   |  |  |  |
| <b>Exploring 19<sup>th</sup> Century Child Labor Laws in the United States</b> |  |  |  |
| <b>19<sup>th</sup> Century Immigration – Causes &amp; Effects</b>              |  |  |  |

|   |  |  |  |
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| <b>Adopting an Entrepreneurial Mindset – Using Census Data for Business</b> |  |  |  |
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| <b>Post-Civil War: Regional Shifts in U.S. Population by Age and Sex</b>    |  |  |  |
| <b>Trends in Congressional Apportionment</b>                                |  |  |  |
| <b>Median Income Patterns in the United States</b>                          |  |  |  |