



Count Me In!

Exploring the historical foundations and importance of the US Census



1790 Census of the United States

The Return for SOUTH CAROLINA having been made since the foregoing Schedule was originally printed, the whole Enumeration is here given complete, except for the N. Western Territory, of which no Return has yet been published.

DISTRICT	White	Black	Indian	Total	
Sumter	24451	42330	40591	511	107352
Charleston	38580	34741	9744	521	74846
Orangeburg	94374	42421	42829	531	137355
Georgetown	92452	37871	44214	545	134882
Beaufort	56919	12790	20351	1401	70061
Camden	62533	14471	17428	850	77282
New York	82109	27812	11310	4014	121335
Richmond	42151	42446	15282	2751	101710
York	117781	11141	12394	3529	131695
Bluffton	11971	10923	8923	151	23047
Williamsburg	102929	18212	11294	1884	122319
Roanoke	8154	10923	8589	141	19207
S. Carolina	50680	72101	40210	4971	105962
N. Carolina	11191	22721	10884	1801	26077
Georgia	13191	14741	12729	329	26990
Total	107352	113451	10240	1024	231067

Twelfth Census of the United States

SCHEDULE No. 1.—POPULATION

State	White	Black	Indian	Total
Alabama	1,042,000	1,042,000	1,042,000	3,126,000
Arizona	1,042,000	1,042,000	1,042,000	3,126,000
Arkansas	1,042,000	1,042,000	1,042,000	3,126,000
California	1,042,000	1,042,000	1,042,000	3,126,000
Colorado	1,042,000	1,042,000	1,042,000	3,126,000
Connecticut	1,042,000	1,042,000	1,042,000	3,126,000
Delaware	1,042,000	1,042,000	1,042,000	3,126,000
District of Columbia	1,042,000	1,042,000	1,042,000	3,126,000
Florida	1,042,000	1,042,000	1,042,000	3,126,000
Georgia	1,042,000	1,042,000	1,042,000	3,126,000
Idaho	1,042,000	1,042,000	1,042,000	3,126,000
Illinois	1,042,000	1,042,000	1,042,000	3,126,000
Indiana	1,042,000	1,042,000	1,042,000	3,126,000
Iowa	1,042,000	1,042,000	1,042,000	3,126,000
Kansas	1,042,000	1,042,000	1,042,000	3,126,000
Kentucky	1,042,000	1,042,000	1,042,000	3,126,000
Louisiana	1,042,000	1,042,000	1,042,000	3,126,000
Maine	1,042,000	1,042,000	1,042,000	3,126,000
Maryland	1,042,000	1,042,000	1,042,000	3,126,000
Massachusetts	1,042,000	1,042,000	1,042,000	3,126,000
Michigan	1,042,000	1,042,000	1,042,000	3,126,000
Minnesota	1,042,000	1,042,000	1,042,000	3,126,000
Mississippi	1,042,000	1,042,000	1,042,000	3,126,000
Missouri	1,042,000	1,042,000	1,042,000	3,126,000
Montana	1,042,000	1,042,000	1,042,000	3,126,000
Nebraska	1,042,000	1,042,000	1,042,000	3,126,000
Nevada	1,042,000	1,042,000	1,042,000	3,126,000
New Hampshire	1,042,000	1,042,000	1,042,000	3,126,000
New Jersey	1,042,000	1,042,000	1,042,000	3,126,000
New Mexico	1,042,000	1,042,000	1,042,000	3,126,000
New York	1,042,000	1,042,000	1,042,000	3,126,000
North Carolina	1,042,000	1,042,000	1,042,000	3,126,000
North Dakota	1,042,000	1,042,000	1,042,000	3,126,000
Ohio	1,042,000	1,042,000	1,042,000	3,126,000
Oklahoma	1,042,000	1,042,000	1,042,000	3,126,000
Oregon	1,042,000	1,042,000	1,042,000	3,126,000
Pennsylvania	1,042,000	1,042,000	1,042,000	3,126,000
Rhode Island	1,042,000	1,042,000	1,042,000	3,126,000
South Carolina	1,042,000	1,042,000	1,042,000	3,126,000
South Dakota	1,042,000	1,042,000	1,042,000	3,126,000
Tennessee	1,042,000	1,042,000	1,042,000	3,126,000
Texas	1,042,000	1,042,000	1,042,000	3,126,000
Utah	1,042,000	1,042,000	1,042,000	3,126,000
Vermont	1,042,000	1,042,000	1,042,000	3,126,000
Virginia	1,042,000	1,042,000	1,042,000	3,126,000
Washington	1,042,000	1,042,000	1,042,000	3,126,000
West Virginia	1,042,000	1,042,000	1,042,000	3,126,000
Wisconsin	1,042,000	1,042,000	1,042,000	3,126,000
Wyoming	1,042,000	1,042,000	1,042,000	3,126,000
Total	107,352,000	11,345,100	1,024,000	129,721,100

2010 U.S. Census

This is the official form for all the people at this address. It is to be used only, and your answers are compared to this.

Start here

The Census must count every person living in the United States on April 1, 2010. Before you answer Question 1, list the people living in this house, apartment or mobile home using the guidelines below. If the name or sex of a person is uncertain, list with the name you think is correct. Do not list anyone who does not live here.

1. How many people were living or staying in this house, apartment or mobile home on April 1, 2010?

Number of people _____

2. Are there any institutional group quarters here?

Yes No If yes, what type of group quarters? _____

3. What is Person 1's exact date of birth?

Month _____ Day _____ Year _____

4. What is Person 1's exact date of birth?

Month _____ Day _____ Year _____

5. Does Person 1 sometimes live or stay somewhere else?

Yes No If yes, where? _____

Inquiry lessons for 5th, 8th, 11th, and 12th grade teachers

11th Grade US History Inquiry: Why is it vital for immigrant groups to continue to make themselves counted in the Census?



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Let us know who you are!

It is very important that we learn how the Census 2020 curriculum modules improve the accuracy of the upcoming census. When you download a curriculum module, please click on the link below so that we can compile information about which modules were used and in which part of the state. In the spring, we will be sending out a short survey that asks for your opinion of the curriculum modules and the estimated level of implementation of the modules. All information will be kept confidential by the project evaluator.

<http://bit.ly/2020CountMeIn>

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Acknowledgements

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Without the following individuals' expertise and guidance, this document would not have been possible. Thank you for your hard work and dedication to the Count Me In! Census 2020 Project

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Census 2020

Why is it vital for immigrant groups to continue to make themselves counted in the Census?

Title of Lesson	Immigration and the US Census at the End of the 20 th century	Grade Level	11 th US	Duration	Two (2) periods (100 minutes)
HSS Standards	11.11.1 Discuss the reasons for the nation’s changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor acts have transformed American society.				
ELA Standards	CCSS.ELA-LITERACY.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.				
ELD Standards	CCSS ELD Part 1 Section A Collaborative Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics				
Other Curricular Connections	<ul style="list-style-type: none"> ● English - Reading, Writing, and Communicating ● Visual literacy ● Vietnam War ● Salvadoran Civil War 1980s ● Present Day: Migrant Caravan & Vietnamese Deportations 				

Lesson Sequence Overview		
Supporting Question	What was the Immigration Act of 1965? How were Asian and Latino immigrants helped by the new legislation?	How does the US Census help to demonstrate the transformational impact of the Immigration Act of 1965 on the American landscape?
Duration	50 minutes	50 minutes
Performance Task	Using several documents, students will respond in writing to a set of questions about evidence related to the 1965 Immigration Act.	Students will conduct a close read of “How the Census was Conducted” and complete a formative quiz on census information.

Summative Task	<p>Using evidence from source documents, students will address the following prompt: <i>How does information collected from US Census help to demonstrate the impact the Immigration Act of 1965 had on transforming the American landscape?</i></p> <p><i>Why is it vital for immigrant groups to continue to make themselves counted for future Census data? Explain.</i></p>
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What was the Immigration Act of 1965?
How were Asian and Latino immigrants helped by the new legislation?

	Day 1	50 minutes
Learning Objective	Students will be able to explain the Immigration Act of 1965.	
Background Information	<p>In this lesson, students will consider the motivation for, and impact of, passing the Immigration Act of 1965 and will analyze data of the resulting growth of immigrant populations over time. Students will evaluate the impact immigrants had on their communities and take into account the economic impact their presence has had on businesses. Students will analyze the geographical location – specifically southern California (LA/Orange County) where there is a large concentration of immigrants in the area. Students will evaluate how the historical context of the 1960s and the Civil Rights movement impacted the passage of the Immigration Act of 1965. Students will learn about the population growth of immigrants, especially among Latinos, the largest minority group in the US. Students will incorporate evidence from the US Census to respond to the summative prompt in the form of a written letter to a family member. This letter will address how the American landscape was changed as a result of less restrictive immigration laws and explain why it remains vital to all communities that everyone participate in the US Census.</p> <p>Note: an accompanying PowerPoint is available for this lesson along with citations for all material listed on the final slide. Lesson resources include a student handout with all Documents and related questions as well as a teacher version of that handout. Documents include an excerpt of LBJ’s Signing of the Immigration Bill and US Census graphs.</p> <p><i>Prior to teaching this lesson make sure that students are familiar with the following key terms: US Census, Civil Rights Movement, LBJ, Vietnam, El Salvador, demographics, refugee, inference, Central Americans, immigration, reliable, authority, historical context.</i></p> <p>There are a variety of vocabulary strategies to support academic language growth for language learners and students with special needs. One commonly used strategy is the Frayer Model. Look for a template and instructions in an online search engine.</p>	
Introduction	<p>Using the bell-ringer (PPT slide 3), ask students to respond to the guided questions listed there on a separate sheet of paper and be ready to share out during a brief class discussion to follow.</p> <ul style="list-style-type: none"> ● Materials: printed copies of the student handout (or make them available to students online). Projector/Computer with internet access and the accompanying PowerPoint available for this lesson. ● Accommodations and Supports: most students will benefit from access to Language Frames and Sentence Starters designed and written with the explicit verbiage that will allow them to extend/expound on, contest/disagree with, and support/agree with their classmates, the data, and experts in the room. Sentence starters such as “Immigrants staring out on the Statue of Liberty are probably thinking about...” may provide the explicit support many students need to fully engage in pair, group, and class conversations. Students can do a Think-Pair-Share with partners. Possibly share with students the inscription on the Statue of Liberty, “Give me your tired, your poor, your huddled masses yearning to breathe free...” <p>Provide relevant historical background and context as necessary. Teacher should review American Civil Rights goals. The Eyes on the Prize Documentary (found on YouTube) can be used to offer insight about significant events and moments related to the American Civil Rights Movement.</p>	20 minutes
Evaluation of Sources	<p>Use the PPT (slide 4) to project Document 1 (page 1 of the handout) for the whole class.</p> <ul style="list-style-type: none"> ● Materials: printed copies of the student handout (or make them available to students online). Projector/Computer with internet access and the accompanying PowerPoint available for this lesson. ● Accommodations and Supports: pair students to read through and answer guided questions on page 1 of the student handout. 	20 minutes
Closing	Teacher guides a whole-class discussion to check for student understanding about the purpose for creating the Immigration Act of 1965 and correct any misunderstandings.	

Name: _____ Class: _____ Date: _____

Evaluating Sources

Document 1

“This bill that we will sign today ... is still one of the most important acts of this Congress and of this administration. For it does repair a very deep and painful flaw in the fabric of American justice. It corrects a cruel and enduring wrong in the conduct of the American Nation...

...the immigration policy of the United States has been twisted and has been distorted by the harsh injustice of the national origins quota system.

Over my shoulders here you can see Ellis Island, whose vacant corridors echo today the joyous sound of long ago voices. And today we can all believe that the lamp of this grand old lady is brighter today—and the golden door that she guards gleams more brilliantly in the light of an increased liberty for the people from all the countries of the globe.”

Source: President Lyndon B. Johnson’s Remarks at the Signing of the Immigration Bill. (Liberty Island, New York), October 3, 1965

Document 1 Questions:

a. Who is the author for Doc 1 - does he have authority to speak on the topic of immigration?

b. What is the historical context?

c. What is the author’s major argument - what will the Immigration Act accomplish?

How does the US Census help to demonstrate the transformational impact of the Immigration Act of 1965 on the American landscape?		
	Day 2	50 minutes
Learning Objective	Students will be able to explain how the US Census can help to demonstrate the impact of the Immigration Act of 1965.	
Introduction	Direct students to review their notes and responses on the handout regarding the Immigration Act of 1965. Then ask them to share with a partner any key ideas and lingering questions	5 minutes
	Introduce students to today's inquiry question ensuring that all students understand what the question is asking: "How does the US Census help to demonstrate the impact of the Immigration Act of 1965?"	
Evaluation of Sources	<p>Students will evaluate the remaining Documents/source material, including US Census data and will answer the related guided questions using pages 2-4 of their handout.</p> <ul style="list-style-type: none"> Materials: printed copies of the student handout (or make them available to students online). Projector/Computer with internet access and the accompanying PowerPoint available for this lesson (PPT slides 6-8 will be used for this part of the lesson). Accommodations and Supports: pair students to read through and answer guided questions on the student handout. Use the visuals to clarify Salvadoran and Vietnamese locations on a map. 	40 minutes
	<p>Once students have analyzed the Documents and answered the related answered questions, begin the Summative Assessment referring students to page 5 of the Student Handout.</p> <p>Teacher should also encourage students to share with family and relatives and may extend learning by connecting relevant current events to the lesson:</p> <ul style="list-style-type: none"> Migrant Caravan from Central America Threat to deport Vietnamese refugees (see Citation links below - though updated articles may be more relevant at the time when lesson is taught.) <p><i>Dear Mom,</i></p> <p><i>The purpose of my letter is to share with you some history and important information related to our country and community. First, I learned that The Immigration Act of 1965 was passed in order to ...</i></p> <p><i>The US Census happens every ...</i></p> <p><i>Thank you for taking the time to read this letter. I hope you found it interesting and would be glad to share more if you would like to discuss this more.</i></p> <p><i>Sincerely,</i></p> <ul style="list-style-type: none"> Materials: printed copies of page 5 of the student handout (or make them available to students online). Teacher can provide a "letter" template for students to see and use or simply project an example like the one below. Accommodations and Supports: pair students to read through and answer guided questions on the student handout. Allow students to preview the Summative Assessment Rubric. 	
Closing	In whole group, create a t-chart to list pros and cons of moving west and life on the frontier.	10 minutes

Document 2

Table 1. Total and Salvadoran Foreign-Born Populations, 1960 to 2008

Year	Foreign born	Salvadoran born		
		Number	Share of all foreign born	Rank (a)
1960	9,738,091	6,310	0.1%	54
1970	9,619,302	15,717	0.2%	53
1980	14,079,906	94,447	0.7%	28
1990	19,797,316	465,433	2.4%	11
2000	31,107,889	817,336	2.6%	9
2008	37,960,773	1,094,993	2.9%	6

Notes: a Rank refers to the position of the Salvadoran born relative to other immigrant groups in terms of size of the population residing in the United States in a given census year.

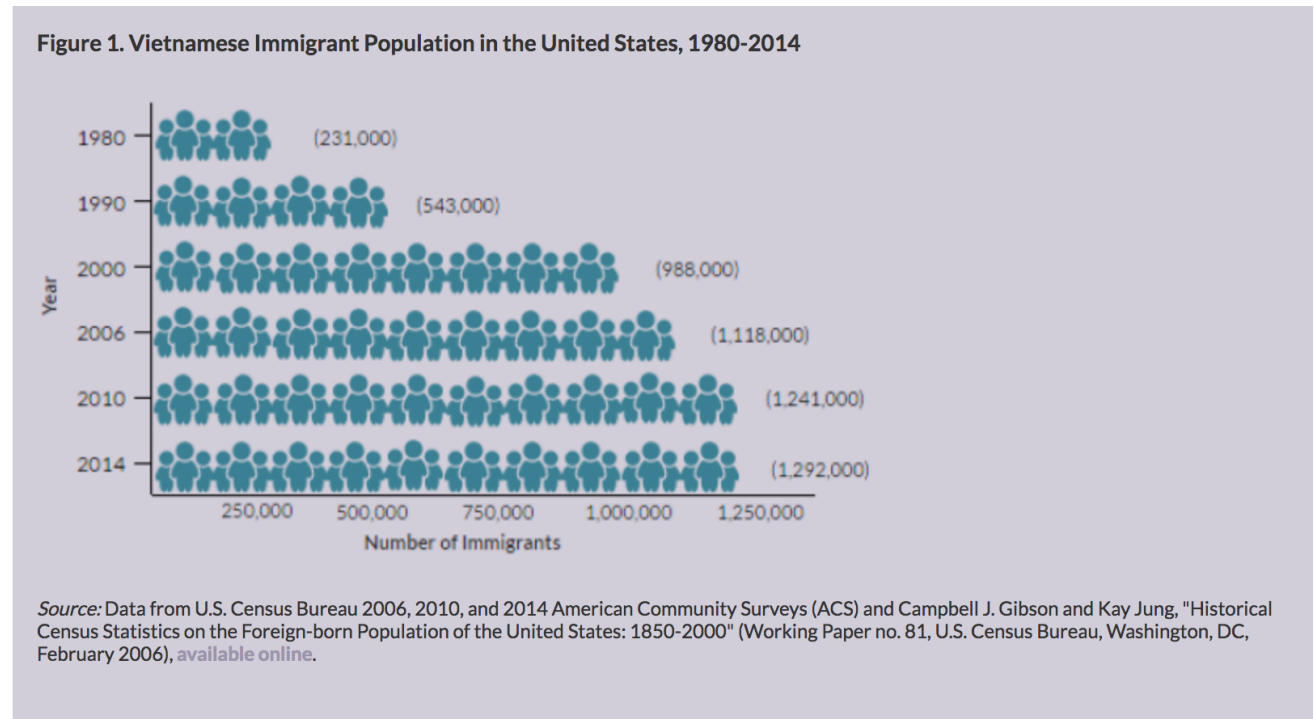
Source: Data for 2000 from the 2000 census; data for 2008 from the American Community Survey 2008. Data for earlier decades from Gibson, Campbell and Emily Lennon, U.S. Census Bureau, Working Paper No. 29, Historical Census Statistics on the Foreign-Born Population of the United States: 1850 to 1990, U.S. Government Printing Office, Washington, DC., 1999. [Available online.](#)

Document 2 Questions:

- a. Explain the changes that occurred from 1960 to 2008 in Latino immigration. How did the Immigration Act of 1965 impact these changes? (*focus on Salvadoran born column*)

- b. How might neighborhoods and schools, and local resources be affected by the growth of population? Explain.

Document 3

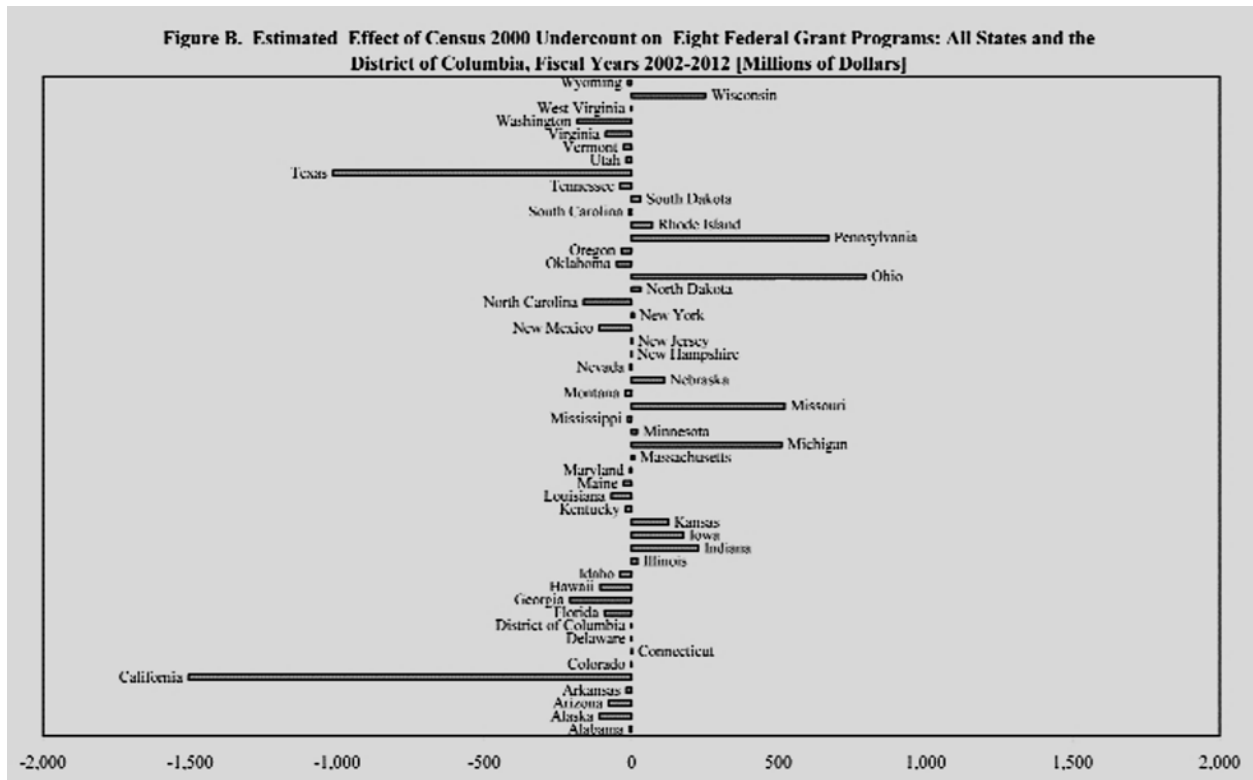


Document 3 Questions:

- a. Explain the changes that occurred from 1980 to present 2014 in Vietnamese immigration How did the Immigration Act of 1965 impact these changes?

- b. How might neighborhoods and schools, and local resources be affected by the growth of population? Explain

Document 4



Source: PriceWaterhouseCoopers, "EFFECT OF CENSUS 2000 UNDERCOUNT ON FEDERAL FUNDING TO STATES AND SELECTED COUNTIES, 2002-2012" (Pg 124) U.S. Census Monitoring Board

*The eight Federal Funding Programs are Medicaid, Foster Care, Rehabilitation Services, Child Care and Development, Substance Abuse, Vocational Education, Adoption Assistance, and Social Services.

Document 4 Questions:

- How much money did California lose from an undercount result in the 2000 U.S. census? How might Asian and Latino immigrants have benefitted from the money lost?
- Why is it important (then and now) for immigrants to make themselves counted on the U.S. Census?

Summative Prompt: *How does information collected from U.S. Census help to demonstrate the impact the Immigration Act of 1965 had on transforming the American landscape?*

Why is it vital for immigrant groups to continue to make themselves counted for future Census data? Explain.

Use the space below to respond to the prompt above by writing a letter to a family member or member of your community. Be sure to address the following:

1. Causes and purpose of the Immigration Act of 1965
 2. U.S. Census information about growth of immigrants since 1965
 3. Impact new immigrants have had on communities
 4. The importance of being counted on U.S. Census
-

Checklist for your Writing

The following checklist will help you do your best work. Be sure to:

- ✓ Read the prompt carefully
- ✓ Use specific details and examples from the Documents to fully support your claims.
- ✓ Check for mistakes in grammar, spelling, punctuation, and sentence formation.

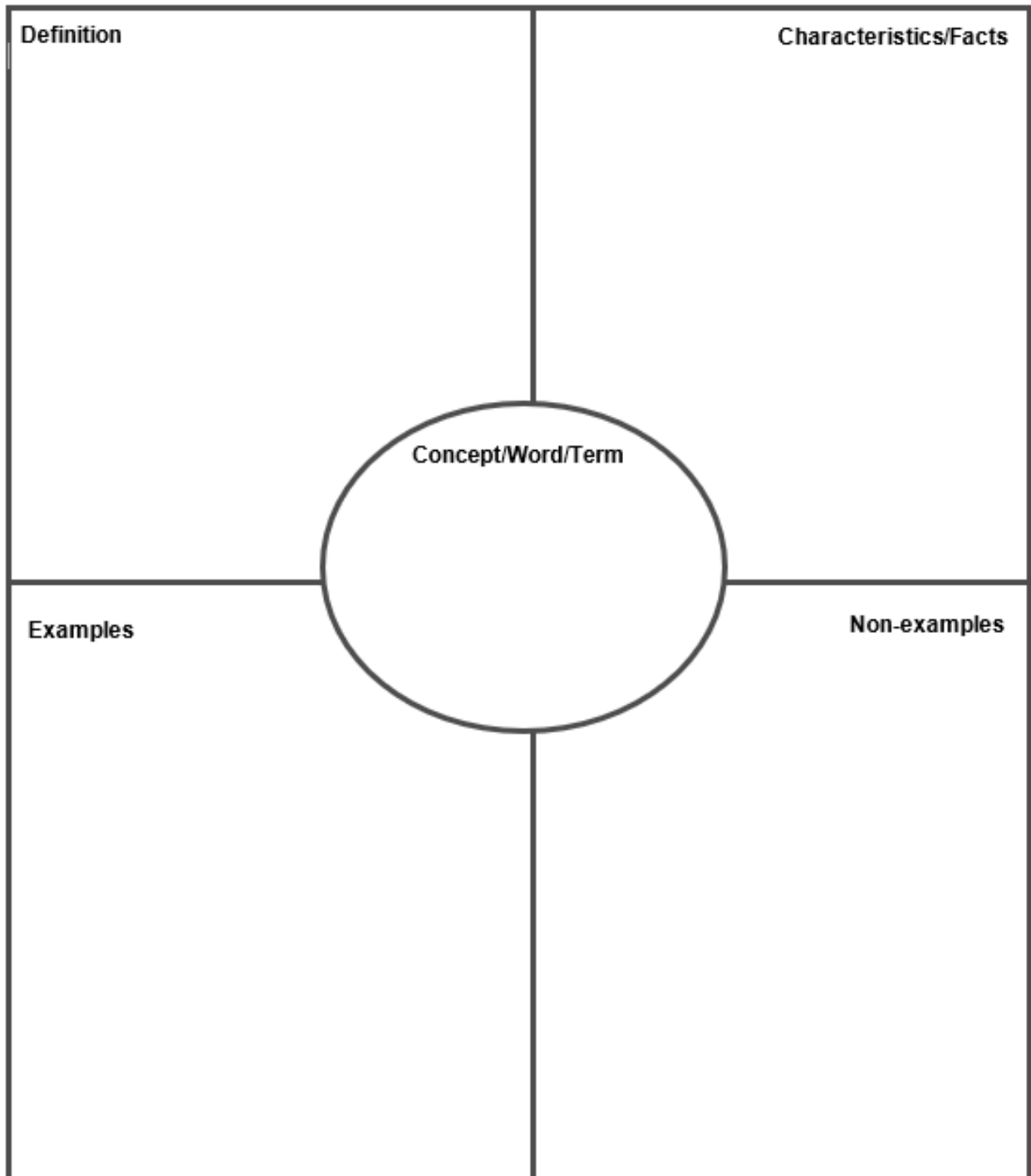
Summative Assessment Rubric

	4.8 - Advanced	4.2 - Proficient	3.5 - Basic	3 - Missing
Goals of Immigration Act of 1965	A detailed description of Immigration Act of 1965 that clearly shows understanding of the goals of the legislation.	A description of Immigration Act of 1965 that shows understanding of the goals of the legislation.	A description of Immigration Act of 1965 but some missing element of the understanding of the goals of the legislation.	Little to no explanation of Immigration Act of 1965
Explanation of growth of immigrants since the passage of Immigration Act of 1965	A detailed explanation of the growth of both Latino and Asian immigrants since the passage of the law.	An explanation of the growth of both Latino and Asian immigrants since the passage of the law.	An explanation of the growth of Latino or Asian immigrants since the passage of the law.	Little to no explanation of the growth of Latino and Asian immigrants since the passage of the law.
Impact new immigrants have had on communities & importance of being counted on U.S. Census.	A detailed explanation of impact immigrants have had in the U.S. - drawing from U.S. Census information and personal experience.	An explanation of impact immigrants have had in the U.S. - drawing from U.S. Census information and personal experience.	An explanation of impact immigrants have had in the U.S. with minimal evidence from U.S. Census information and/or personal experience.	Little to no explanation of impact immigrants have had in the U.S.

Student Handout

Name: _____ Class: _____ Date: _____

Fruyer Model directions: use this graphic organizer to define the concept/word/term, describe its most important characteristics, provide examples of the concept/word/term, and suggest non-examples of the concept/word/term (non-examples help to clarify what a concept/word/term isn't which then helps to define and understand what it is).





Count Me In!

Exploring the historical foundations and importance of the US Census

1790 Census of the United States

The Return for SOUTH CAROLINA having been made since the foregoing Schedule was originally printed, the whole Enumeration is here given complete, except for the N. Western Territory, of which no Return has yet been published.

Counties	White	Black	Indian	Female	Total
Charleston	24,451	4,838	40,951	511	110,551
Orangeburg	3,846	1,071	9,216	92	14,965
York	9,474	2,421	25,829	531	38,255
Richmond	9,542	2,071	44,821	845	57,280
Bladen	1,609	1,274	10,513	147	13,543
Camden	6,253	1,447	17,748	850	26,306
New York	8,200	2,781	11,130	404	23,515
South Carolina	41,811	14,846	118,872	2,721	178,250
Georgia	13,778	11,141	12,394	382	27,695
Delaware	11,079	8,028	8,925	157	28,189
Virginia	10,929	10,621	11,948	1,647	35,145
North Carolina	15,154	10,925	18,881	1,841	46,841
S. Carolina	6,048	7,210	44,919	473	58,650
N. Carolina	11,190	7,717	10,884	1,047	30,838
TOTAL	113,072	35,951	381,847	5,468	537,138

TWELFTH CENSUS OF THE UNITED STATES
SCHEDULE No. 1-POPULATION

State	White	Black	Indian	Female	Total
Alabama	1,050,000	1,050,000	1,050,000	1,050,000	4,200,000
Arizona	1,050,000	1,050,000	1,050,000	1,050,000	4,200,000
Arkansas	1,050,000	1,050,000	1,050,000	1,050,000	4,200,000
California	1,050,000	1,050,000	1,050,000	1,050,000	4,200,000
Colorado	1,050,000	1,050,000	1,050,000	1,050,000	4,200,000
Connecticut	1,050,000	1,050,000	1,050,000	1,050,000	4,200,000
Delaware	1,050,000	1,050,000	1,050,000	1,050,000	4,200,000
District of Columbia	1,050,000	1,050,000	1,050,000	1,050,000	4,200,000
Florida	1,050,000	1,050,000	1,050,000	1,050,000	4,200,000
Georgia	1,050,000	1,050,000	1,050,000	1,050,000	4,200,000
Idaho	1,050,000	1,050,000	1,050,000	1,050,000	4,200,000
Illinois	1,050,000	1,050,000	1,050,000	1,050,000	4,200,000
Indiana	1,050,000	1,050,000	1,050,000	1,050,000	4,200,000
Iowa	1,050,000	1,050,000	1,050,000	1,050,000	4,200,000
Kansas	1,050,000	1,050,000	1,050,000	1,050,000	4,200,000
Kentucky	1,050,000	1,050,000	1,050,000	1,050,000	4,200,000
Louisiana	1,050,000	1,050,000	1,050,000	1,050,000	4,200,000
Maine	1,050,000	1,050,000	1,050,000	1,050,000	4,200,000
Maryland	1,050,000	1,050,000	1,050,000	1,050,000	4,200,000
Massachusetts	1,050,000	1,050,000	1,050,000	1,050,000	4,200,000
Michigan	1,050,000	1,050,000	1,050,000	1,050,000	4,200,000
Minnesota	1,050,000	1,050,000	1,050,000	1,050,000	4,200,000
Mississippi	1,050,000	1,050,000	1,050,000	1,050,000	4,200,000
Missouri	1,050,000	1,050,000	1,050,000	1,050,000	4,200,000
Montana	1,050,000	1,050,000	1,050,000	1,050,000	4,200,000
Nebraska	1,050,000	1,050,000	1,050,000	1,050,000	4,200,000
Nevada	1,050,000	1,050,000	1,050,000	1,050,000	4,200,000
New Hampshire	1,050,000	1,050,000	1,050,000	1,050,000	4,200,000
New Jersey	1,050,000	1,050,000	1,050,000	1,050,000	4,200,000
New Mexico	1,050,000	1,050,000	1,050,000	1,050,000	4,200,000
New York	1,050,000	1,050,000	1,050,000	1,050,000	4,200,000
North Carolina	1,050,000	1,050,000	1,050,000	1,050,000	4,200,000
North Dakota	1,050,000	1,050,000	1,050,000	1,050,000	4,200,000
Ohio	1,050,000	1,050,000	1,050,000	1,050,000	4,200,000
Oklahoma	1,050,000	1,050,000	1,050,000	1,050,000	4,200,000
Oregon	1,050,000	1,050,000	1,050,000	1,050,000	4,200,000
Pennsylvania	1,050,000	1,050,000	1,050,000	1,050,000	4,200,000
Rhode Island	1,050,000	1,050,000	1,050,000	1,050,000	4,200,000
South Carolina	1,050,000	1,050,000	1,050,000	1,050,000	4,200,000
South Dakota	1,050,000	1,050,000	1,050,000	1,050,000	4,200,000
Tennessee	1,050,000	1,050,000	1,050,000	1,050,000	4,200,000
Texas	1,050,000	1,050,000	1,050,000	1,050,000	4,200,000
Utah	1,050,000	1,050,000	1,050,000	1,050,000	4,200,000
Vermont	1,050,000	1,050,000	1,050,000	1,050,000	4,200,000
Virginia	1,050,000	1,050,000	1,050,000	1,050,000	4,200,000
Washington	1,050,000	1,050,000	1,050,000	1,050,000	4,200,000
West Virginia	1,050,000	1,050,000	1,050,000	1,050,000	4,200,000
Wisconsin	1,050,000	1,050,000	1,050,000	1,050,000	4,200,000
Wyoming	1,050,000	1,050,000	1,050,000	1,050,000	4,200,000

2010 US Census Form

This is the official form for all the people at this address. It is to be used only once, and your answers are confidential.

Start here

The Census must count every person living in the United States on April 1, 2010. Before you answer Question 1, count the people living in this house, apartment, or mobile home using the guidelines below.

- Count all people, including babies, who live and sleep here.
- Count all people, even if they are not citizens or legal permanent residents.
- Count all people, even if they are not U.S. citizens or legal permanent residents.
- Count all people, even if they are not U.S. citizens or legal permanent residents.

The Census must also include people without a permanent place to live here.

- Leave these people off your form, even if they will return to this house after the census date. Do not include them.
- Do not include people living in a nursing home, jail, prison, or other institution, on April 1, 2010.
- Do not include people who are absent from home on April 1, 2010.
- Do not include people who are absent from home on April 1, 2010.
- Do not include people who are absent from home on April 1, 2010.

1. How many people were living or staying in this house, apartment, or mobile home on April 1, 2010?

2. What is Person 1's exact date of birth or date born?

3. What is Person 1's exact date of birth or date born?

4. How many people were living or staying in this house, apartment, or mobile home on April 1, 2010?

5. How many people were living or staying in this house, apartment, or mobile home on April 1, 2010?

Inquiry lessons for 5th, 8th, 11th, and 12th grade teachers

11th Grade US History Inquiry: TEACHER DOCUMENTS



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Evaluating Sources

Teacher Version

Document 1

“This bill that we will sign today ... is still one of the most important acts of this Congress and of this administration. For it does repair a very deep and painful flaw in the fabric of American justice. It corrects a cruel and enduring wrong in the conduct of the American Nation...

...the immigration policy of the United States has been twisted and has been distorted by the harsh injustice of the national origins quota system.

Over my shoulders here you can see Ellis Island, whose vacant corridors echo today the joyous sound of long ago voices. And today we can all believe that the lamp of this grand old lady is brighter today—and the golden door that she guards gleams more brilliantly in the light of an increased liberty for the people from all the countries of the globe

Source: President Lyndon B. Johnson’s Remarks at the Signing of the Immigration Bill. (Liberty Island, New York), October 3, 1965

Document 1 Questions:

- a. Who is the author for Doc 1 – does he have authority to speak on the topic of immigration?

Lyndon B. Johnson, 36th President of the United States. The president has authority to speak on the subject of immigration because as the head of the executive branch, the president was well-informed on the many challenges the country faced from various advisors. His final decision to sign the bill and make the Immigration Act of 1965 into law demonstrates the authority of the office to speak on the subject.

- b. What is the historical context?

The law was signed on the wave of civil rights groups gaining traction for social injustices in the US. The successes of Martin Luther King Jr. and various national sit-ins pressured the government to correct another injustice: the acceptance of white European immigrants instead of immigrants from other countries.

The focus on Latin American, Asian, and African immigrants was supposed to correct the wrong and one-sided immigration system.

- c. What is the author’s major argument - what will the Immigration Act accomplish?

By signing the bill, LBJ wanted to diversify the US population by accepting immigrants from Latin American, Asian, and African countries.

Document 2

Table 1. Total and Salvadoran Foreign-Born Populations, 1960 to 2008

Year	Foreign born	Salvadoran born		
		Number	Share of all foreign born	Rank (a)
1960	9,738,091	6,310	0.1%	54
1970	9,619,302	15,717	0.2%	53
1980	14,079,906	94,447	0.7%	28
1990	19,797,316	465,433	2.4%	11
2000	31,107,889	817,336	2.6%	9
2008	37,960,773	1,094,993	2.9%	6

Notes: a Rank refers to the position of the Salvadoran born relative to other immigrant groups in terms of size of the population residing in the United States in a given census year.

Source: Data for 2000 from the 2000 census; data for 2008 from the American Community Survey 2008. Data for earlier decades from Gibson, Campbell and Emily Lennon, U.S. Census Bureau, Working Paper No. 29, Historical Census Statistics on the Foreign-Born Population of the United States: 1850 to 1990, U.S. Government Printing Office, Washington, DC., 1999. [Available online.](#)

Document 2 Questions:

- Explain the changes that occurred from 1960 to 2008 in Latino immigration. How did the Immigration Act of 1965 impact these changes? (*focus on Salvadoran born column*)

Answers may vary - but generally students should be able to pinpoint in general terms or numerically the exponential growth of Salvadoran immigrants to the US.

- How might neighborhoods and schools, and local resources be affected by the growth of population? Explain.

Answers may vary

Document 3

Figure 1. Vietnamese Immigrant Population in the United States, 1980-2014



Source: Data from U.S. Census Bureau 2006, 2010, and 2014 American Community Surveys (ACS) and Campbell J. Gibson and Kay Jung, "Historical Census Statistics on the Foreign-born Population of the United States: 1850-2000" (Working Paper no. 81, U.S. Census Bureau, Washington, DC, February 2006), available online.

Document 3 Questions

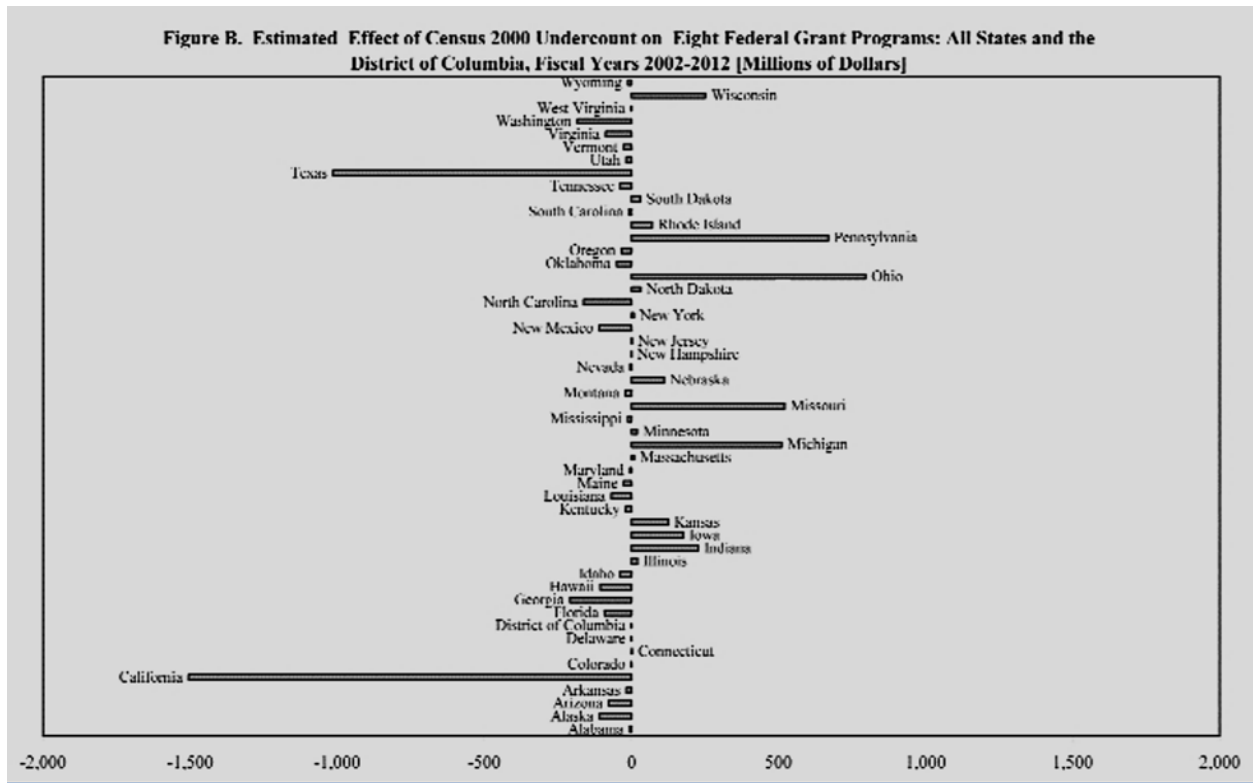
- Explain the changes that occurred from 1980 to present 2014 in Vietnamese immigration. How did the Immigration Act of 1965 impact these changes?

Answers may vary - but generally students should be able to pinpoint in general terms or numerically the exponential growth of Vietnamese immigrants to the US.

- How might neighborhoods and schools, and local resources be affected by the growth of population? Explain.

Answers may vary

Document 4



Source: PriceWaterhouseCoopers, "EFFECT OF CENSUS 2000 UNDERCOUNT ON FEDERAL FUNDING TO STATES AND SELECTED COUNTIES, 2002-2012 (Pg 124) U.S. Census Monitoring Board

*The eight Federal Funding Programs are Medicaid, Foster Care, Rehabilitation Services, Child Care and Development, Substance Abuse, Vocational Education, Adoption Assistance, and Social Services.

Document 4 Questions:

- How much money did California lose from an undercount result of the 2000 US census? How might Asian and Latino immigrants have benefitted from the money lost?

Answers may vary - but generally students should be able to pinpoint the huge loss of money from the undercount.

- Why is it important (then and now) for immigrants to make themselves counted on the US Census?

Answers may vary

Summative Prompt: *How does information collected from US Census help to demonstrate the impact the Immigration Act of 1965 had on transforming the American landscape?*

Why is it vital for immigrant groups to continue to make themselves counted for future Census data? Explain.

Use the space below to respond to the prompt above by writing a letter to a family member or member of your community. Be sure to address the following:

1. Causes and purpose of the Immigration Act of 1965
 2. US Census information about growth of immigrants since 1965
 3. Impact new immigrants have had on communities
 4. The importance of being counted on US Census
-

Checklist for your Writing

The following checklist will help you do your best work. Be sure to:

- ✓ Read the prompt carefully and address the following:
- ✓ Use specific details and examples from the Documents to fully support your claims.
- ✓ Check for mistakes in grammar, spelling, punctuation, and sentence formation.

Summative Assessment Rubric

	Advanced	Proficient	Approaching Proficient	Basic
Goals of Immigration Act of 1965	A detailed description of Immigration Act of 1965 that clearly shows understanding of the goals of the legislation.	A description of Immigration Act of 1965 that shows understanding of the goals of the legislation.	A description of Immigration Act of 1965 but some missing element of the understanding of the goals of the legislation.	Little to no explanation of Immigration Act of 1965
Explanation of growth of immigrants since the passage of Immigration Act of 1965	A detailed explanation of the growth of both Latino and Asian immigrants since the passage of the law.	An explanation of the growth of both Latino and Asian immigrants since the passage of the law.	An explanation of the growth of Latino or Asian immigrants since the passage of the law.	Little to no explanation of the growth of Latino and Asian immigrants since the passage of the law.
Impact new immigrants have had on communities & importance of being counted on US Census	A detailed explanation of impact immigrants have had in the US - drawing from US Census information and personal experience.	An explanation of impact immigrants have had in the US - drawing from US Census information and personal experience.	An explanation of impact immigrants have had in the US with minimal evidence from US Census information and/or personal experience.	Little to no explanation of impact immigrants have had in the US