





## 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>

**Sacramento**  
Office of Education **County**



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# Acknowledgements

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# Census 2020

*How and why has “race” evolved throughout the history of the U.S. Census?*

<b>Title of Lesson</b>	The Evolution of “race” through the U.S. Census	<b>Grade Level</b>	11 <sup>th</sup> U.S.	<b>Duration</b>	One (1) period (about 50 minutes)
<b>HSS Standards</b>	<p><b>California History-Social Science Standard(s):</b>  <b>11.1.2</b> Analyze the ideological origins of the American Revolution the Founding Fathers’ philosophy of divinely bestowed unalienable natural rights, the debates on the drafting and ratification of the Constitution, and the addition of the Bill of Rights.</p> <p><b>11.10.6</b> Analyze the passage and effects of civil rights and voting rights legislation (eg., 1964 Civil Rights Act), Voting Rights Act of 1954) and the Twenty-Fourth Amendment, with an emphasis on equality of access to education and to the political process.</p>				
<b>ELA Standards</b>	<p><b>California Common Core State Standards</b> English Language Arts and Literacy:  <b>CCSS.ELA-Literacy.RH.11-12.2</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><b>CCSS.ELA-Literacy.W.11-12.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>				
<b>ELD Standards</b>	<p><b>CCSS ELD Part 1 Section A Collaborative</b>  Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics</p>				

Lesson Sequence Overview		
<b>Supporting Question</b>	<p>How do you identify yourself (race, ethnicity, gender/sex, rural/suburban/urban, economic status)?</p> <p>How have the labels of race changed throughout American history as a reaction or catalyst to historical events?</p>	
<b>Duration</b>	50 minutes	
<b>Performance Task</b>	Students will analyze various documents.	Students will complete the “Six Degrees of Separation” handout.

<b>Summative Task</b>	<p>Students will write a one paragraph response to conclude why and how “race” evolved throughout the history of the census (included as part of the handout).</p> <p>(Extended learning opportunities may include asking students to write an additional essay or create an infographic or PSA videos/presentations that promote participation in the 2020 Census.)</p>
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How have the labels of race changed throughout American history either as a reaction to or catalyst of historical events?		
	Day 1	50 minutes
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>Students will be able to analyze census data as evidence to develop and support a claim on how “race” evolved throughout the history of the census.</li> <li>Students will be able to answer who is counted on the census today and explain what will happen if California is underrepresented.</li> </ul>	
<b>Background Information</b>	<p>This lesson generally addresses the importance of fulfilling civic duties and responsibilities and how that relates to participation in the census. Civic Duty might be expressed as that which we do in return for having privileges of a citizen. Duties are mandatory (things you must do) and may include, among other things, obeying the law, attending school, paying taxes, and appearing in court for jury duty or as a witness. Civic Responsibility can be explained as the tasks we should do but are not required to do by law: voting, being informed, helping your community, respecting and protecting others’ rights. It’s important to know that census methodology may vary depending on the federal administrations. Census participation is also mandated by law. Census data impacts the federal government funding and resources allocated to states.</p>	
	<p>Sources come from various websites from the Census Bureau Website including:</p> <ul style="list-style-type: none"> <li><a href="https://www.census.gov/programs-surveys/decennial-census/technical-documentation/questionnaires.2010_Census.html#text">https://www.census.gov/programs-surveys/decennial-census/technical-documentation/questionnaires.2010_Census.html#text</a></li> <li><a href="https://www.census.gov/history/www/through_the_decades/index_of_questions/1790_1.html">https://www.census.gov/history/www/through_the_decades/index_of_questions/1790_1.html</a></li> <li><a href="https://www.census.gov/content/dam/Census/programs-surveys/decennial/technical-documentation/questionnaires/2010questionnaire.pdf">https://www.census.gov/content/dam/Census/programs-surveys/decennial/technical-documentation/questionnaires/2010questionnaire.pdf</a></li> </ul>	
	<p>You may decide to use this lesson to introduce, or as an extension, of any of the following historical topics:</p> <ul style="list-style-type: none"> <li>Constitution and representation</li> <li>Slavery, African American migration (Great Migration), Civil Rights Movement</li> <li>Immigration laws and patterns of the U.S.</li> <li>Americanization and American Identity</li> </ul>	
<b>Introduction</b>	<p>Open with the questions: How do you describe yourself if someone asks you ‘Where are you or your parents from?’, ‘What is your race?’, and ‘What is your ethnicity?’.” *</p> <p><i>* Though these questions will likely serve as effective hooks into the lesson, teachers should modify the questions and/or should provide necessary support to properly engage students in the difficult conversations that may result from these question prompts. Support for students may include, but not be limited to, the use of Language Frames and Sentence Starters as well as establishing and cultivating a classroom environment that respects differences of opinion and places high value on deliberation and civil discourse.</i></p> <p>Explain that there are many ways to describe people including age, sex, level of education, economic status, personality, and even the way one dresses. With an elbow partner, try to explain the following words: race, ethnicity, Hispanic, Latino? (Review the answers and have students add it to their notes/vocabulary charts)</p> <p>☐ <u>Race</u>: a group of people thought to share certain distinctive physical characteristics such as facial features, skin color, or hair texture – biological characteristics.</p> <p>☐ <u>Ethnicity</u>: social/cultural groups that share a common national or cultural tradition – what you practice may be different from your biological ancestral make-up.</p>	15 minutes

	<p>❏ <b>Latino</b>: a part of Latin America (all countries in North and South America south of the U.S.) including Brazil.</p> <p>❏ <b>Hispanic</b>: of Spanish descent (all of Latin America except Brazil because it is a former Portuguese colony).</p> <ul style="list-style-type: none"> <li>Materials: document Camera and Projector for teachers to model annotation and the handout assignment. Copies of the reading and handout for each student.</li> <li>Accommodations and Supports: allow students to discuss with a partner or small groups prior to answering aloud in whole-class setting. Provide definitions for the terms (race, ethnicity, Latino and Hispanic). Invite students to answer the questions with an elbow partner or write their answers on a sheet of paper.</li> </ul>	
	<p>Distribute the reading: “How and why has “race” evolved throughout the history of the U.S. Census?” As a class, read the first two pages (Part I – Introduction). Ask students to annotate and be sure to pause to clarify and as necessary. It may be necessary to guide the annotation process using a Gradual Release of Responsibility approach to ensure that students are able to work through the document in preparation for the discussion to follow. Lead a brief dialogue to respond to the Discussion Questions.</p>	
Evaluation of Sources	<p>Distribute <b>Six Degrees of Separation Handout</b> and <b>Part 2: Document Analysis</b> of the reading packet <b>How and why has “race” evolved throughout the history of the U.S. Census?</b> Students should complete <b>Six Degrees</b> handout while concurrently analyzing the documents provided.</p> <p>As a class, read from the beginning of <b>Part II – Document Analysis</b> to the end of Document C. Have students complete the questions for documents A-C and discuss as necessary.</p> <p>Explain how to complete <b>Six Degrees of Separation Handout</b> by reading the directions on the top of the handout. Complete the first box and arrow with students using the following information:</p> <p>❏ Document A: 1790 should include a list “all other free persons” and “slaves”.</p> <p>❏ The arrow between the starting point and Document: the 3/5 Compromise needed slaves to be accounted for. (See the historical context for Document A).</p>	30 minutes
	<p>Have students continue to analyze each document, answer the questions for each document, and complete the Six Degrees of Separation Handout.</p> <p>Students are encouraged to collaborate and discuss their analysis and conclusions, though each student must submit their own work. <i>*Note: refer to the Teacher Answer Key as needed to guide individual students.</i></p> <ul style="list-style-type: none"> <li>Materials: document Camera and Projector for teachers to model completion of the <b>Six Degrees of Separation Handout</b>. Copies of the documents and handout for each student.</li> <li>Accommodations and Supports: help students complete the couple boxes of information for the Handout. Students may need more support on making connections between each event to write the answers on the arrows. Advanced students may write a short essay after completing <b>Six Degrees of Separation Handout</b>. This can be completed in class or for homework. See <b>Essay Prompt</b> document.</li> </ul>	
	<p>The paragraph summary should all be in the individual student’s own words.</p>	
Closing	<p>Teacher collects <b>Six Degrees of Separation Handout</b> from each student to assess learning.</p>	5 minutes

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## How and why has “race” evolved throughout the history of the U.S. Census?

### Lesson Objectives:

- I will be able to explain how the U.S. Census can affect my state - California.
- I will be able to analyze census information and explain how the census identification by race<sup>1</sup> or color have changed over time.

### PART I - Introduction:

The current government of the United States began with the **ratification**<sup>2</sup> of the United States Constitution on September 17, 1787. President George Washington was unanimously elected as the first President of the United States and served as president from 1789-1797: but who were the Americans governed by President Washington? How did the government keep track of the people who lived within American borders and meet the goals outlined by the Preamble of the Constitution “...to form a more perfect Union, establish justice, insure domestic tranquility, provide for the common defence, and promote the general welfare and the blessings of liberty...”?

The idea of the census can be traced to Article I, Section 2 of the Constitution. The purpose of **enumeration**<sup>3</sup> is to 1) determine how much representation a state has in the House of Representatives and 2) **apportionment**<sup>4</sup> of federal taxes to the states. The first census began in 1790 and is still counted every decade (e.g., 2000, 2010, 2020...and so forth). All residents are counted regardless of citizenship status or what the answers to the census are. The questions on the census survey includes questions such as age, marital status, education, income and other questions used to study the nation’s **demographics**<sup>5</sup>.

*Discussion Question #1: Why is it crucial to make sure everyone is counted on the census?*

The census survey has changed throughout the years, but the question “What is the person’s race?” has been asked since 1790. According the Census Bureau ([census.gov](https://www.census.gov)), race is key to implementing many federal laws and is needed to monitor compliance with the Voting Rights Act and the Civil Rights Act to assess racial equality. State governments use the data to determine congressional, state and local voting districts. Race data are also used to measure fairness of employment practices, to monitor racial disparities in characteristics such as health and education, and to plan and obtain funds for public services. The census not only informs important decisions that will likely affect our future, but it is also a key to understanding America’s past. For instance, the 2010 Census was the first time in history in which California did not increase in Congressional representation! This is crucial because California was underrepresented which, therefore, also meant a decrease in federal funding. For instance, according to the [Public Policy Institute of California](https://www.ppic.org/), California received about an estimate of \$77 billion in census-related funding. An accurate census count, that

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<sup>1</sup> race: a group of people thought to share certain distinctive physical characteristics such as facial features, skin color, or hair texture.

<sup>2</sup> ratification: the act of signing or making an agreement to make something official or valid

<sup>3</sup> enumeration: to mention one by one; a count of the population in the census

<sup>4</sup> apportionment: the process of dividing the 435 seats in the U.S. House of Representatives among the 50 states according to each state’s population determined by the decennial census. At the conclusion of each census, the results are used to calculate the number of House memberships to which each state is entitled.

<sup>5</sup> Demographic: statistical data on a population

does not underrepresent California's population, would have meant more funding to ensure that the needs of the people residing in the state are better met. This funding impacts programs such as Medi-Cal (health insurance for low-income residents), nutrition programs, housing assistance, highways, foster care, Section 8 housing, and education.

*Discussion Question #2: How was the 2010 census a negative effect on California?*

Calling all Californians! We need your help in order to ensure all Californians are represented. As a citizen, there are many things you *must do* or there could be repercussions in the form of a fine, ticket, or even jail time. These **civic duties** are mandatory and include obeying the law, attending school from ages 6-18, paying taxes, and appearing in court for jury duty or as a witness. All persons residing in the U.S., regardless of residency status, must fulfil these tasks because duties mandatory for all residents. In addition, there are tasks we *should do*, but are not required to do by law. These are known as **civic responsibilities** which include, among other things, voting, being informed, helping your community, respecting and protecting others' rights. By completing and promoting the 2020 Census, the responsibility of being counted and helping your community will be met.

*Discussion Questions #3: How is the census connected to your civic responsibility?  
Why is it important to be counted in the 2020 Census?*



## **PART II - Document Analysis - Past Census Questions:**

Analyze the following documents by looking closely at the excerpts from past census surveys. An overview of each census survey can be found on the [census.gov/history](https://census.gov/history). Think of how each document helps you answer the question:

**How and why has race evolved throughout the history of the census?**

After analyzing all the documents, complete Handout 1. Note that every person is counted for the purpose of representation and apportionment but pay close attention to how the race or color labels continued or changed throughout time.

### **Document A: [1790 Census](#)**

*Source:* The Census Bureau

The six inquiries in 1790 called for the name of the head of the family <sup>6</sup>and the number of persons in each household of the following descriptions:

- Free White males of 16 years and upward (to assess the country's industrial and military potential)
- Free White males under 16 years
- Free White females
- All other free persons
- Slaves

\*Historical context: The U.S. Constitution was ratified on September 17, 1787. This is the first census after the Constitution. The only mention of representation of enslaved persons was the 3/5 Compromise. Slaves were counted as 3/5 of a person for representation in the House of Representatives of the U.S. Congress. The Naturalization Act of 1790 only allowed free white persons of good character to become citizens.

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<sup>6</sup> Head of the family or Head of the household: The person who pays the majority of the household expenses

Document B: [1850 Census](#)

Source: The Census Bureau

The 1850 census saw a dramatic shift in the way information about residents was collected. For the first time, free persons were listed individually instead of by family. There were two questionnaires: one for free inhabitants and one for slaves.

The number of population inquiries grew in the 1850 census. **Every free person's name was to be listed, not just the head of the household.** The marshals also collected additional "social statistics," including information on taxes, schools, crime, wages, value of the estate, etc. and data on mortality.

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**Schedule No. 1 - Free Inhabitants**

Listed by column number, enumerators recorded the following information:

6. Color

This column was to be left blank if a person was White, marked "B" if a person was Black, and marked "M" if a person was Mulatto<sup>7</sup>.

9. Place of Birth

If a person was born in the United States, the enumerator was to enter the state they were born in. If the person was born outside of the United States, the enumerator was to enter their native country.

10. Was the person married within the last year?

11. Was the person at school within the last year?

12. If this person was over 20 years of age, could they not read and write?

13. Is the person "deaf, dumb, blind, insane, idiotic, pauper, or convict?"

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**Schedule No. 2 - Slave Inhabitants**

Slaves were listed by owner, not individually. Listed by column number, enumerators recorded the following information:

1. Name of owner

2. Number of slaves

Each owner's slave was only assigned a number, not a name. Numbering restarted with each new owner

5. Color

This column was to be marked with a "B" if the slave was Black and an "M" if they were Mulatto.

6. Listed in the same row as the owner, the number of uncaught escaped slaves in the past year

7. Listed in the same row as the owner, the number of slaves freed from bondage in the past year

8. Is the slave "deaf and dumb, blind, insane, or idiotic?"

\*Historical context: this census shows detailed questions in regards to race and slavery.

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<sup>7</sup> Mulatto: an offensive word used to describe a person of mixed white and black ancestry

**Document C:** [1870 Census](#)

*Source:* The Census Bureau

**6. Color**

Enumerators<sup>8</sup> could mark "W" for White, "B" for Black, "M" for Mulatto, "C" for Chinese [a category which included all east Asians], or "I" for American Indian.

\*Historical context: This is the first census since the Civil War (1861-1865) and Reconstruction. The 13<sup>th</sup> Amendment (1865) abolished slavery. In addition the 14<sup>th</sup> Amendment extended citizenship to all persons born or naturalized in the United States. During Industrialization and Imperialism, many Asian immigrants came to the United States as labor. Although the first Chinese immigrants arrived in San Francisco in response to the California Gold Rush (1848) and westward expansion of a continental railway system, the option of selecting Chinese as a census answer first appeared in 1870.

**Document D:** [1890 Census](#)

*Source:* The Census Bureau

1. Christian name in full, and initial of middle name

2. Surname

5. Race

Enumerators were instructed to write "White," "Black," "Mulatto," "Quadroon"<sup>9</sup>, "Octoroon"<sup>10</sup>, "Chinese," "Japanese," or "Indian."

\*Historical context: The Chinese Exclusion Act (1868) was the first and only immigration law to target a specific race. As a result, an increase of Japanese immigrants replaced Chinese immigrants during the Industrialization era. The Chinese Exclusion Repeal Act of 1943 reopened immigration to Chinese immigrants, but set an annual quota of 105 persons.

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<sup>8</sup> Enumerator: A person completing the census

<sup>9</sup> Quadroon: A person who is one-quarter black by descent

<sup>10</sup> Octoroon: A person who is one-eighth black by descent

**Document E: [1930 Census](#)**

*Source:* The Census Bureau

**12. Color or Race**

Enumerators were to enter "W" for white, "Neg" for black, "Mex" for Mexican, "In" for American Indian, "Ch" for Chinese, "Jp" for Japanese, "Fil" for Filipino, "Hin" for Hindu, and "Kor" for Korean. All other races were to be written out in full.

\*For the 1930 census, the population questionnaire was basically the same as it had been in 1910 and 1920. The biggest change was in racial classification. Enumerators were instructed to no longer use the "Mulatto" classification. Instead, they were given special instructions for reporting the race of interracial persons.

A person with both White and Black lineage was to be recorded as Black, no matter fraction of that lineage. A person of mixed Black and American Indian lineage was also to be recorded as Black, unless he was considered to be "predominantly" American Indian and accepted as such within the community.

A person with both White and American Indian lineage was to be recorded as an Indian, unless his American Indian lineage was very small and he was accepted as white within the community. In fact, in all situations in which a person had White and some other racial lineage, he was to be reported as that other race. Persons who had minority interracial lineages were to be reported as the race of their father.

For the first and only time, "Mexican" was listed as a race. Enumerators were to record all persons who had been born in Mexico or whose parents had been born in Mexico and who did not fall into another racial category as "Mexican."

\*Historical context: With the end of the Spanish-American War (1898), the Philippines became an American territory with a long complex path to full independence in 1946. Hindu is a follower of Hinduism and does not define a color or a race.

**Document F: [1970 Census](#)**

*Source:* The Census Bureau

**4. Color or race**

Enumerators were to select from White, Negro or Black, Japanese, Chinese, Filipino, Hawaiian, Korean, Indian (Amer.) or Other. If Indian (Amer.) or Other is selected, enumerators may print the tribe or race in a provided box.

The following questions were asked of only a sample of respondents

13 a. Where was this person born?

b. Is this person's origin or descent...

- ☐ Mexican
- ☐ Puerto Rican
- ☐ Cuban
- ☐ Central or South American
- ☐ Other Spanish
- ☐ None of these

14. What country was the person's father born in?

15. What country was the person's mother born in?

16 a. For persons born in a foreign country- Is the person naturalized?

b. When did the person come to the United States to stay?

\*Historical context: The Immigration Act of 1965 ended nationality quotas but limited annual immigration by country.



**Document G: [1980 Census](#)**

*Source:* The Census Bureau

4. Is this person – (fill one circle)

Enumerators were to select from White, Black or Negro, Japanese, Chinese, Filipino, Korean, Vietnamese, Asian Indian, Hawaiian, Guamanian, Samoan, Eskimo, Aleut. If the enumerator selected Indian (Amer.) or Other, they may print the tribe or write the specific answer on the line

7. Is this person of Spanish/Hispanic origin or descent?

- No
- Yes, Mexican, Mexican-Amer., Chicano
- Yes, Puerto Rican
- Yes, Cuban
- Yes, other Spanish/Hispanic

\*Historical context: The Indochina Migration and Refugee Assistance Act of 1975 allowed Vietnamese, Cambodian, and Laotians to resettle after the Vietnam War.

☐ 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 origin, for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.* ↴

[illegible]

☐ White

☐ Black, African Am., or Negro

☐ American Indian or Alaska Native — *Print name of enrolled or principal tribe.* ↗

[illegible]

- |   |                                     |  |
|---|-------------------------------------|--|
| <input type="checkbox"/> Asian Indian   | <input type="checkbox"/> Japanese   | <input type="checkbox"/> Native Hawaiian   |
| <input type="checkbox"/> Chinese  | <input type="checkbox"/> Korean     | <input type="checkbox"/> Guamanian or Chamorro   |
| <input type="checkbox"/> Filipino   | <input type="checkbox"/> Vietnamese | <input type="checkbox"/> Samoan  |
| <input type="checkbox"/> Other Asian — <i>Print race, for example, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on.</i> |                                     | <input type="checkbox"/> Other Pacific Islander — <i>Print race, for example, Fijian, Tongan, and so on.</i> |

[illegible]

- ☐ Some other race — *Print race.* ↗

[illegible]

**Extended Learning Essay Prompt: How and why has “race” evolved throughout the history of the U.S. Census?**

Follow the instructions to write an essay in response to the prompt. Write your response in the space provided below.

- Paragraph 1: briefly describe the history of the census and its purpose in relation to the U.S. Constitution.
- Paragraph 2: briefly explain **how** and **why** race evolved, or changed, throughout the history of the census. Cite **three** specific events taken from the documents that directly addresses these changes.
- Paragraph 3: in conclusion, explain why it is important for all Californians to be counted for the 2020 census and provide at least one suggestion for how your local government and citizens can get more people to be counted.

How and why has “race” evolved throughout the history of the U.S. Census?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is a vertical margin line on the left side, creating a narrow left margin. The paper appears to be a standard sheet of lined notebook paper.

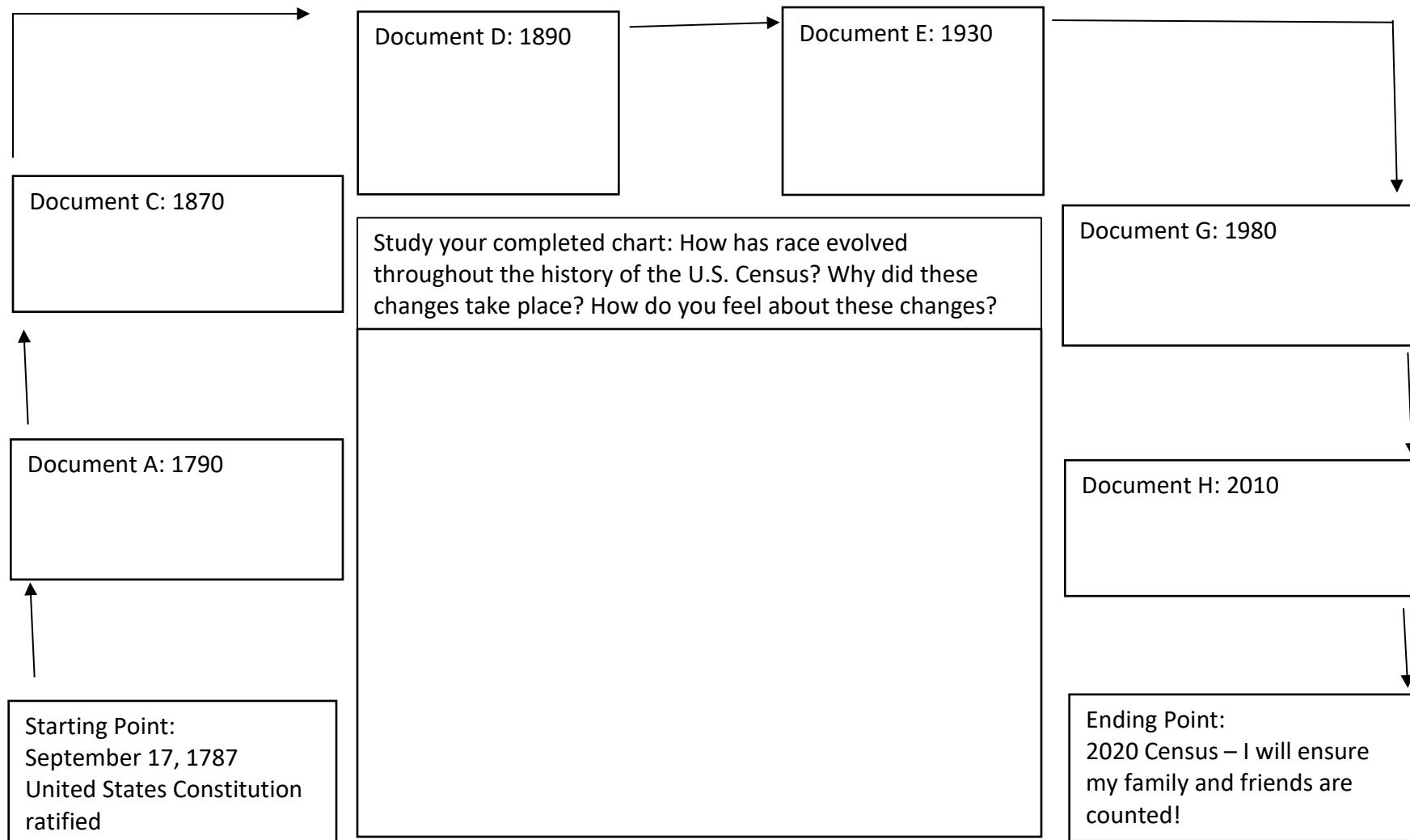


Essay: Rubric				
	4-Excellent	3-Proficient	2-Basic	1-Limited
<b>Briefly describes the history of the census and its purpose in relation to the U.S. Constitution</b>	Response provides a brief and accurate history about the U.S. Census and its purpose in relation to the U.S. Constitution	Response provides a mostly accurate history about the U.S. Census and attempts to describe its purpose in relation to the U.S. Constitution	Response provides a somewhat accurate history about the U.S. Census and/or attempts to describe its purpose in relation to the U.S. Constitution	Response does not describe the history of the U.S. Census nor attempts to describe its purpose in relation to the U.S. Constitution
<b>Briefly explains <i>how</i> and <i>why</i> race evolved, or changed, throughout the history of the census. Cites three specific events taken from the documents that directly addresses these changes</b>	Response provides a brief and clear explanation and cites, in the essay, three or more specific events revealed from the documents that directly addresses the changes	Response provides a brief explanation and cites, in the essay, at least two specific events revealed from the documents that directly addresses the changes	Response provides some explanation and cites, in the essay, at least one specific event revealed from the documents that directly addresses the change	Response does not address or explain this evolution or any changes
<b>Conclusion explains why it is important for all Californians to be counted for the 2020 census</b>	Response provides a clear explanation based on facts supported by evidence cited in the essay	Response provides a mostly clear explanation based on facts supported by evidence cited in the essay at least once	Response provides an explanation based on some facts that are supported by evidence but never cited in the essay	Response does not address this question at all or explanation is entirely opinion
<b>Conclusion provides at least one suggestion for how your local government and citizens can get more people to be counted</b>	Conclusion is clear and compelling and offers at least one suggestion for how local government AND citizens can get more people counted	Conclusion is clear and offers at least one suggestion for how local government OR citizens can get more people counted	Conclusion offers at least one suggestion for how local government OR citizens can get more people counted	Conclusion does not offer a suggestion for how local government NOR citizens can get more people counted
<b>Style and composition</b>	Essay is thoughtful, well- organized, and written with few or no grammatical errors	Essay is organized and/or is coherent with few or no grammatical errors	Essay is somewhat organized and/or contains grammatical errors making it somewhat coherent	Essay is poorly organized, and/or many grammatical errors make it incoherent

## Six Degrees of Separation Handout

**Directions:** Analyze the documents to understand events and their connection to the essential question in bold below. Note that the starting point and ending points have been written in for you. Fill in the empty boxes as you read through the documents. You will not use all the documents. 1) In each box, look for the census year and read the corresponding document. List all the answer options for someone who is not considered “white” as a race. 2) On or next to each arrow, indicate how the census changed or continued (with no changes) from one census to the next. 3) Lastly, in the large, center box, write complete sentences to briefly answer the questions.

### How and Why has *Race* Evolved Throughout the History of the Census?



## Six Degrees of Separation Handout

**Directions:** Analyze the documents to understand events and their connection to the essential question in bold below. Note that the starting point and ending points have been written in for you. Fill in the empty boxes as you read through the documents. You will not use all the documents. 1) In each box, look for the census year and read the corresponding document. List all the answer options for someone who is not considered “white” as a race. 2) On or next to each arrow, indicate how the census changed or continued (with no changes) from one census to the next. 3) Lastly, in the large, center box, write complete sentences to briefly answer the questions.

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