

# Count Me In!

*Exploring the historical foundations and importance of the US Census* 





Inquiry lessons for 5<sup>th</sup>, 8<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade teachers

# 12th Grade Economics Inquiry:

How does census population data impact the supply and demand of housing in California?













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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. <a href="http://bit.ly/2020CountMeIn">http://bit.ly/2020CountMeIn</a>



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#### Census 2020 How does census population data impact the supply and demand of housing in California?

Title of Lesson	California's Housing Market and Population Growth: A Lesson in Supply and Demand	Grade Level	12 <sup>th</sup> Econ	Duration	Two (2) periods (about 100 minutes)
HSS Standards	<ul> <li>12.2 Students analyze the elements of America's market economy in a global setting.</li> <li>12.2.2 Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.</li> </ul>				
ELA Standards	<ul> <li>CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</li> <li>CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</li> <li>CCSS.ELA-LITERACY.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</li> </ul>				
ELD Standards	<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				
Other Curricular Connections	<ul> <li>Visual analysis</li> <li>Identifying claim, evidence</li> <li>Completing graphic organizers</li> </ul>				

Lesson Sequence Overview				
Supporting Question	What is the housing market? How does change in population impact the housing market?		How do shifters (determinants) of supply and demand impact the housing market? Why is accumulating accurate data essential in planning for housing in California?	
Duration	50 minutes		50 minutes	
Performance Task	Students verbalize and predictions based on prior knowledge of economics and housing.Students write answers to a set of questions based on their data collection, analysis, and comprehension.		Students to respond scenarios based on potential supply or demand shifts.	

How does change in population impact the housing market?					
	Day 1	50 minutes			
Learning Objective	Students will be able to analyze census population info statements based on patterns evident in the data.	rmation and recognize trends to make declara	ative, logical		
Background Information	<ul> <li>Federal housing dollars are connected to the population of a state as is planning for housing in a state. This lesson focuses on the intersection of California's population and housing, while asking students to demonstrate their understanding of determinants of supply and demand. This lesson requires students to know the basic principles of supply and demand. Students need to have been exposed to shifters and will use this lesson to apply and predict future outcomes of the housing market. The relevant information will come from the U.S. Census which will serve as the data source for this lesson.</li> <li><i>Prior to teaching this lesson make sure that students are familiar with key economic terms such as:</i> Supply, Demand, Supply Shifters (e.g., Cost of Inputs/Resource Cost, Technology, Productivity, Number of Sellers, Expectations, Government Regulation/Intervention), Demand Shifters (e.g., Tastes and Preferences of Consumers, Number of Consumers in the Market, Change of Income of Consumers, Buyers Income, Ease of Theft, Related Goods: Complementary and Substitute), Markets, Surplus, and Shortage.</li> <li>Free resources for teaching any of these terms can be found at: <a href="https://www.thebalance.com/">https://www.thebalance.com/</a></li> <li>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.</li> <li>For an overview explanation of supply and demand including determinants (shifters):</li> <li>Supply <a href="https://www.thebalance.com/aggregate-supply-what-it-is-how-it-works-3306216">https://www.thebalance.com/aggregate-supply-what-it-is-how-it-works-3305708</a></li> </ul>				
	Note: an accompanying PowerPoint presentation is available as an additional resource to teach this lesson.				
Introduction	<ul> <li>Tell students that the learning objective for Day 1 of the census population information and recognize trends to on patterns evident in the data." Be sure to define key (i.e., "analyze", "declarative, logical statements", and "students are clear about their task and purpose during. Share with students that "There are a lot of practical we lives and in planning for our future. This is true on an ir are going to start by using data from the United States understanding of data analysis and predicting trends be are going to apply the trends we see in changes to the intersection between supply and demand in the Califor lesson, we'll engage in a productive struggle to analyze on our learning. Let's start by answering the three was sharing our thinking with others."</li> <li>Materials: computers with access to the internet of the worksheet for each student, and a whiteboard</li> </ul>	is lesson is that they will "be able to analyze make declarative, logical statements based terms/phrases from this learning objective patterns evident in the data" so that the analysis. ays that we use supply and demand in our ndividual and community level. Today we Census as a way to deepen our y looking at California's population data. We population numbers and think about the mia housing market. During this two-day data, make predictions, and finally reflect m-up questions independently before r printed copies of all material and a copy of or screen to list supporting questions.	10 minutes		
	<ul> <li>Accommodations and Supports: use the whiteboard projected in the background for visual learners.</li> </ul>	or screen to list supporting questions. rd or have a slide with written directions			

Allow students a few minutes to work independently and silently on the 3 warm-up questions. The teacher should prompt students to turn to a partner and share their answers. Teacher circulates around the classroom monitoring on-task behavior and listening to students' thinking.

- Materials: computers with access to the internet or printed copies of all material and a copy of the handout titled **California's Economy** for each student and a whiteboard or screen to list supporting questions.
- Accommodations and Supports: allowing students to write before they engage in a discussion is essential for all students, but especially for language learners and students with special education needs.

The teacher will end the turn and talk period and ask for 2-3 student volunteers to share out (either their answer or the answer that their partner gave during the Turn and Talk time) and/or share out to the whole class one or two thoughtful student replies overheard while circulating. Encourage students to add to their warm up responses as they listen and engage.

- Materials: copy of the worksheet for each student whiteboard or screen to list ideas shared.
- Accommodations and Supports: teacher notes/charts the ideas shared on the board or in another visible place for the students to add on to their warm ups.

The teacher will next use the final Warm-up prompt ("*Make a prediction. What changes do you think California's population has undergone in the past 50 years? Explain your prediction.*") to bridge the next part of the lesson: "We just heard a few predictions about how our population might potentially change in the coming years. Participating in the U.S. Census is one way we can track our population. Each state participates in the Census so that the U.S. government can allocate federal dollars, and Congressional representation, based on the data gathered every 10 years."

Begin modeling the gathering of the population data using documents and handout and continue, saying "Let's now gather and analyze data about California's population from the last hundred and ten years to make predictions about the coming 2020 Census. In the google, folder go to the link titled **Population of States and Counties of the United States 1790-1990.** Scroll down until you get to page 20. This document has all of the states broken down by county. We want the total population of California which is the first row of information on page 20. Each column is a year.

Now refer back to your handout titled **California's Economy.** Go to part **II. Trends in California's Population** and look at the first question that asks us to provide California's population in 1900 from the table, we can see that in 1900 the population is 1,485,053. Record that figure, like so, in your handout and keep working independently until you have recorded all of the population numbers needed to complete the first table in part II."

 Materials: handouts titled California's Economy and Population of States and Counties of the United States 1790-1990 (if digital version is unavailable). There is a modified document available as well as the full document in the Google folder.

k to the modified document:

https://drive.google.com/open?id=1eRlfaFPOohqM\_T\_ccvv7pJLzH5VIoLgN

Link to full document: https://drive.google.com/open?id=1BFBpVSgSersCB7D6W4R1JyFY7F6BJ34h

 Accommodations and Supports: it may be advisable for students to work in pairs if data gathering and analysis are skills not often utilized in the classroom. A peer-assessment can be integrated into activity if the key is passed out to check the population data collection and the scenario-based supply and demand graphs.

Evaluation of Sources

	Students dig into the population data, following the model provided by the teacher, to find all needed data. As students are working together to compile the data in their worksheets, teacher moves around the room to ensure students are efficiently collecting the correct data. Once students have recorded the necessary data, move students on to the next document entitled <b>Congressional Apportionment 2010 Census Briefs</b> to complete the second table in <b>part II</b> . of the handout. <i>Note: the total population for California will be found in the Total column cross-referenced by state.</i>	
	Have students continue working on data gathering and analysis to answer all questions in part II. of the <b>California's Economy</b> handout.	
Closing	Use the final question of part II. as a bridge to the next phase of the lesson. Remind students that the learning objective for Day 1 of this lesson was that they would "be able to analyze census population information and recognize trends to make declarative, logical statements based on patterns evident in the data." Be sure to define key terms/phrases from this learning objective (i.e., "analyze", "declarative, logical statements", and "patterns evident in the data" so that students are clear about their task and purpose during the analysis. To gather feedback on how well students attained this objective, collect handouts prior to	5 minutes
	students leaving OR they will have circulated around the room while students were completing part II. of their handout to formatively assess student learning. Be sure to correct any misconceptions or misunderstanding, or add necessary insights and connections, prior to closing Day 1 of the lesson.	

Class \_\_\_\_\_

#### Date\_\_\_\_\_

#### California's Economy

The U.S. Census, Population & Housing

#### I. Warm up

1. Brainstorm 10 reasons people enjoy living in California.

2. Brainstorm 5 drawbacks to living in California.

3. Make a prediction. What changes do you think California's population has undergone in the past 50 years? Explain your prediction.

#### II. Trends in California's Population

1. Go to the data table entitled, Part III in the (Modified) *Population of States and Counties of the United States 1790-1990* to find the following information.

Census Year	Population in California
1900	
1920	
1940	
1960	
1980	
1990	
2000	33,871,648

2. Go to Table 1 in the (Modified) *Congressional Apportionment 2010 Census Briefs* to find the population information needed to complete the data table below.

Census Year	Population in California
2010	

3. Analyze all of the population data that you have gathered. Given the trends in population up to this point, make a prediction about what California's population will be in 2020?

4. What specific patterns do you see in the population data over time? Reference specific data in your explanation.

Why is accumulating accurate data essential in planning for housing in California?				
	Day 2	50 minutes		
Learning Objective	Students will know how to recognize supply ar	nd demand shifters and understand how they may	/ impact housing.	
Introduction	<ul> <li>In small group or paired discussions, have students share any new insights about California's population and housing, specifically regarding population patterns, based on what they learned during the Day 1 lesson. Allow 2-3 minutes for students to refocus on the lesson topic and tap into prior knowledge. Question prompts may include: <i>What data struck you as interesting? What data do you have questions about? What patterns emerged?</i></li> <li>Teacher shares, "Yesterday we analyzed and made predictions about over a hundred years of data collected by the U.S. Census. During today's Day 2 lesson, you will be expected to recognize supply and demand shifters and understand how they may impact housing."</li> <li>Materials: if collected the day before, return the California's Economy handout to each student and/or ensure access to internet and a digital device.</li> <li>Accommodations and Supports: teachers may want to utilize a different way to assess student work based on the needs of the students in their classroom.</li> <li>Teacher then leads a brief class discussion that ends in a short partner conversation. "What connections do you think there are between population and housing? Now that we have an understanding of the population data in California?"</li> <li>The teacher should chart student responses on the board for students to add to their notes and handout responses. Data for the <u>number of housing units</u> can be found here. The U.S. Census' definition for housing unit is Housing units are defined by the U.S. Census Bureau as, "a housing unit is a house, an apartment, a group of rooms, or a single room occupied or intended for occupancy as separate living quarters."</li> <li>Students should be directed back to the California's Economy handout, part III. California's Housing Market to spend the next few minutes working with a partner in order to respond to questions 1, 2. and 3. Circulate around the room collecting strong and insightful responses and be sure to share those with the class, as well as ad</li></ul>		15 minutes	
Evaluation of Sources	<ul> <li>"Now that we have gathered and analyzed some relevant data, it is time to put our knowledge to practical use. You will now work through the supply and demand scenarios in part III. of the handout and, as you do, be sure to consider the supply and demand shifters (determinants)." Students will likely need 15 minutes to complete this section of part III.</li> <li>Materials: California's Economy handout and/or access to internet and a digital device.</li> <li>Accommodations and Supports: depending on students' familiarity with determinants of supply and demand, students may work best in pairs, independently, using previously taken notes, etc. Teachers may want students to trade their papers with an appropriate partner and assess their partners work using the answer key. Or students can assess their own work against the answer key. Again, teachers may want to utilize a different way to assess student work based on the needs of the students in their classroom.</li> <li>Note: for any free response answer, teachers need to assess the logic of the answer.</li> <li>Students can work independently or with a partner to complete the first section of part IV. of the handout, California's Population and Housing.</li> </ul>		25 minutes	

Closing	To close the lesson, ask "In learning about Census data and the possible economic impacts of correctly counting California's population, why might it be important for all Californians to participate in the 2020 Census?" Solicit answers from students and make connections back to the lesson objectives. This brief discussion should help to inform students as they answer the two Reflection questions at the end of part <b>IV</b> . For the last five minutes of class, direct students to part <b>IV</b> . of the handout asking them to answer the Census and Lesson Reflection questions.		
	<ul> <li>If considering using the <i>Taking Informed Action Lesson</i> that is part of the 2020 U.S.</li> <li>Census curricula, or adding an opportunity for students to take informed action through this or another lesson, ask students to think of ways in which they might be able to promote participation in the 2020 Census as they move through the remainder of this lesson.</li> <li>Materials: California's Economy handout and/or access to internet and a digital device.</li> <li>Accommodations and Supports: allow students to share thinking and refer to their notes.</li> </ul>	25 m	ninutes

#### III. California's Housing Market

1. Think about conversations that adults around you have had or what you have observed about housing in California. What do you know about the housing market in California?

Census Year	Number of Housing Units in California
1960	5,465,870
1970	7,000,174
1980	9,279,041
1990	11,182,513
2000	12,214,549

Analyze the data table below.

The Number of Housing Units taken from Population of Housing Unit Counts, California 2000

Housing units are defined by the U.S. Census Bureau as "A housing unit is a house, an apartment, a group of rooms, or a single room occupied or intended for occupancy as separate living quarters." - Definition taken from Population of Housing Unit Counts, California 2000.

- 2. Based on the population trends and the number of housing units in California, do you think that there is enough housing currently in California? Reference specific data in your explanation. (Note: Each person living in California would not occupy their own individual housing unit, but you should still think about the difference between the two datasets.)
- 3. Based on your response to the question above (question 2), what questions do you have about population and housing?

#### Housing Supply and Demand

 Briefly brainstorm a list of factors related to housing that impact housing supply and demand. After you have brainstormed your list, circle supply shifters and put a box around demand shifters (determinants).

- 2. Supply and demand shifters (determinants): explore all five **scenarios** by addressing the considerations listed in a-d below.
  - (a) Does this scenario impact a shift in supply or demand?
  - (b) Will this mean that supply or demand increases or decreases?
  - (c) Draw the supply or demand graph and curve shift.
  - (d) Share your rationale including which shifter (determinant) impacts supply or demand.

**Scenario 1**: You are a consumer and the population in California grows in the next 5 years. How will this impact the markets for consumer goods?

**Scenario 2**: California needs to build new housing for its growing population. The cost of building materials increases dramatically.

**Scenario 3**: Federal and state grants will increase (in the near future) the money allocated for building new homes in California because of the population increase shown on the 2020 Census.

**Scenario 4**: 500 new technology-based companies open in California creating thousands of new jobs with an annual salary of around \$100,000.

**Scenario 5**: A report by the EPA is released saying that California has the cleanest air in the nation.

#### IV. California's Population and Housing

**Comprehension** - Looking back at the data. What questions do you have about the supply of housing units and the demand of population growth in California? Reference specific data in your answer.

**Analysis** - Given the data predictions that you made about the supply and demand shifts in each scenario, what trends do you see continuing in the housing market in California? Reference specific data in your response.

**Opinion** - Given the trends mentioned above, what specific issues do you think lawmakers need to pay attention to regarding the housing market in California and population growth?

**Opinion/Prediction** - How do you think rent control might impact the housing market in California?

**Census Reflection**: given all of the data that you analyzed in this activity, why do you think full participation in the 2020 Census for your community is essential?

**Lesson Reflection**: review all parts of this activity. What questions do you have or what clarification do you need now that you have completed all sections? Share how your ability to read and explain trends in populations using data gathered over time has improved. Explain how supply/demand shifters (determinants) relate to the housing market.

#### **California's Economy ANSWER KEY**

The U.S. Census, Population & Housing

#### <u>Warm up</u>

1. Brainstorm 10 reasons people enjoy living in California.

Answers will vary

2. Brainstorm 5 drawbacks to living in California.

Answers will vary

3. Make a prediction. What changes do you think California's population has undergone in the past 50 years? Explain your prediction.

Answers will vary

#### **Trends in California's Population**

1. Go to the data table entitled, Part III in the (Modified) *Population of States and Counties of the United States 1790-1990* to find the following information:

Census Year	Population in California
1900	1,485,053
1920	3,426,861
1940	6,907,387
1960	15,717,204
1980	23,667,902
1990	29,760,021
2000	33,871,648

2. Go to Table 1 in the (Modified) *Congressional Apportionment 2010 Census Briefs* to find out the population information to complete the data table:

Census Year	Population in California
2010	37,341,989

3. Analyze all of the population data that you have gathered. Given the trends in population up to this point, make a prediction about what California's population will be in 2020?

Answers will vary - However, answers must be over 37,000,000 to follow the population trend

4. What specific patterns do you see in the population data over time? Reference specific data in your explanation.

Answers will vary- However, the trend is an increase in population

#### **California's Housing Market**

 Think about conversations that adults around you have had or what you have observed about housing in California. What do you know about the housing market in California? *Answers will vary*

Analyze the data table below:

Census Year	Number of Housing Units in California
1960	5,465,870
1970	7,000,174
1980	9,279,041
1990	11,182,513
2000	12,214,549

The Number of Housing Units taken from Population of Housing Unit Counts, California 2000.

Housing units are defined by the U.S. Census Bureau as "A housing unit is a house, an apartment, a group of rooms, or a single room occupied or intended for occupancy as separate living quarters." - Definition taken from Population of Housing Unit Counts, California 2000.

- 2. Based on the population trends and the number of housing units in California, do you think that there is enough housing currently in California? Reference specific data in your explanation. (Note: Each person living in California would not occupy their own individual housing unit, but you should still think about the difference between the two datasets.) Answers will vary
- Based on your response to the question above (question 2), what questions do you have about population and housing?
   Answers will your

Answers will vary

#### **Housing Supply and Demand**

- Brainstorm a list of factors related to housing that impact housing supply and demand. After you have brainstormed your list, circle supply shifters and put a box around demand shifters (determinants). Supply shifters (determinants) central to housing:
  - Cost of Inputs (Resource Cost)
  - Technology
  - Productivity
  - Number of Sellers
  - Expectations
  - Government Regulation (Intervention)

Demand shifters (determinants) central to housing:

- Tastes and Preferences of Consumers
- Number of Consumers in the Market
- Change of Income of Consumers (Buyers Income)
- Related Goods: Complementary and Substitute
- Ease of Theft

- 2. Supply and demand shifters (determinants). Read the scenarios carefully, think about if the scenario would impact supply or demand. Think about the shifters (determinants) that are most logically impacted. For each scenario answer parts a-d of the problem.
  - (a) Does this scenario impact a shift in supply or demand?
  - (b) Will this mean that supply or demand increases or decreases?
  - (c) Draw the supply or demand graph and curve shift.
  - (d) Explain your answer rationale including which shifter (determinant) impacts supply or demand

Scenario 1: You are a consumer and the population in California grows in the next 5 years. How will this impact the markets for consumer goods?

- (a) Demand
- (b) Demand will increase
- (c) See Graph
- (d) Demand will increase because of the numbers of consumers in the market

Scenario 2: California needs to build new housing for its growing population. The cost of building materials increases dramatically.

- (a) Supply
- (b) Supply will decrease
- (c) See graph
- (d) Supply will decrease because of the cost of inputs



- (a) Supply
- (b) Supply will decrease
- (c) See graph
- (d) Supply will decrease because of expectations



- (a) Demand
- (b) Demand will increase
- (c) See Graph
- (d) Demand will increase because of the change in the income of consumers











Scenario 5: A report by the EPA is released saying that California has the cleanest air in the nation.

- (a) Demand
- (b) Demand will increase
- (c) See Graph
- *(d) Demand will increase because of the change in consumer taste and preferences*

#### **California's Population and Housing**

**Comprehension** - Looking back at the data. What questions do you have about the supply of housing units match and the demand of population growth in California? Reference specific data in your answer.

Answers will vary

**Analysis** - Given the data predictions that you made and the supply and demand shifts in scenarios - What trends do you see continuing in the housing market in California? Reference specific data in your response.

Answers will vary

**Opinion** - Given the trends mentioned above, what specific issues do you think we need to pay attention to regarding the housing market in California and population growth?

Answers will vary

**Opinion/Prediction** - How do you think rent control might impact the housing market in California?

Answers will vary

**Census Reflection** - Given all of the data that you analyzed in this activity, why do you think full participation for your community is essential in the 2020 Census?

Answers will vary

**Lesson Reflection** - Review all parts of this activity. What questions or uncertainties do you have after completing all sections? How confident do you feel in your ability to read and explain trends in populations data gathered over time and supply/demand shifters are they relate to the housing market? Explain.

Answers will vary



# **Congressional Apportionment**

2010 Census Briefs

The Constitutional basis for conducting the decennial census of population is to reapportion the U.S. House of Representatives. Apportionment is the process of dividing the 435 memberships, or seats, in the U.S. House of Representatives among the 50 states. With the exception of the 1920 Census, an apportionment has been made by the Congress on the basis of each decennial census from 1790 to 2010.

The apportionment population for 2010 consists of the resident population of the 50 states plus overseas federal employees (military and civilian) and their dependents living with them, who were included in their home states. The population of the District of Columbia is excluded from the apportionment population because it does not have any voting seats in the U.S. House of Representatives. The 2010 Census apportionment population was 309,183,463, as shown in Table 1.<sup>1</sup>

This report examines trends in congressional apportionment and discusses the apportionment population—what it is, who is included, and what method is used to calculate it. The report is part of a series that analyzes population and housing data collected by the 2010 Census.

<sup>1</sup> The 2010 Census resident population of the United States, including the District of Columbia, was 308,745,538.



## The average size of a congressional district will rise.

The number of representatives or seats in the U.S. House of Representatives has remained constant at 435 since 1911, except for a temporary increase to 437 at the time of admission of Alaska and Hawaii as states in 1959 (see Table 1). However, the apportionment based on the 1960 Census, which took effect for the election in 1962, reverted to 435 seats.

The average size of a congressional district based on the 2010 Census apportionment population will be 710,767, more than triple the average district size of 210,328 based on the 1910 Census apportionment, and 63,815 more than the average size based on Census 2000 (646,952). Based on the 2010 Census apportionment, the state with the largest average district size will be Montana (994,416), and the state with the smallest average district size will be Rhode Island (527,624).

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Census

U.S. Department of Commerce Economics and Statistics Administration U.S. CENSUS BUREAU

#### Table 1. Apportionment Population Based on the 2010 Census and Apportionment of the U.S. House of Representatives: 1910 to 2010

(For information on confidentiality protection, nonsampling error, and definitions, see www.census.gov/prod/cen2010/pl94-171.pdf)

_	2010 app	Number of representatives												
State														
	Total	Resident population	U.S. population overseas	2010	2000	1990	1980	1970	1960	1950	1940	1930	1920 <sup>2</sup>	1910
Total	309,183,463	308,143,815	1,039,648	435	435	435	435	435	435	<sup>3</sup> 437	435	435	435	<b>⁴435</b>
Alabama	4,802,982	4,779,736	23,246	7	7	7	7	7	8	9	9	9	10	10
Alaska	721,523	710,231	11,292	1	1	1	1	1	1	1	(X)	(X)	(X)	(X)
Arizona	6,412,700	6,392,017	20,683	9	8	6	5	4	3	2	2	1	1	1
Arkansas	2,926,229	2,915,918	10,311	4	4	4	4	4	4	6	7	7	7	7
California	37,341,989	37,253,956	88,033	53	53	52	45	43	38	30	23	20	11	11
Colorado	5,044,930	5,029,196	15,734	7	7	6	6	5	4	4	4	4	4	4
Connecticut	3,581,628	3,574,097	7,531	5	5	6	6	6	6	6	6	6	5	5
Delaware	900,877	897,934	2,943	1	1	1	1	1	1	1	1	1	1	1
Florida	18,900,773	18,801,310	99,463	27	25	23	19	15	12	8	6	5	4	4
Georgia	9,727,566	9,687,653	39,913	14	13	11	10	10	10	10	10	10	12	12
Hawaii	1,366,862	1,360,301	6,561	2	2	2	2	2	2	1	(X)	(X)	(X)	(X)
Idano	1,573,499	1,567,582	5,917	2	2	2	2	2	2	2	2	2	2	2
Illinois	12,864,380	12,830,632	33,748	18	19	20	22	24	24	25	26	27	27	27
Indiana	6,501,582	6,483,802	17,780	9	9	10	10	11	11	11	11	12	13	13
Iowa	3,053,787	3,046,355	7,432	4	5	5	6	6	1	8	8	9	11	11
Kansas	2,863,813	2,853,118	10,695	4	4	4	5	5	5	6	6	/	8	8
Kentucky	4,350,606	4,339,367	11,239	6	6	6	/	/		8	9	9	11	11
Louisiana	4,553,962	4,533,372	20,590	6	/	/	8	8	8	8	8	8	8	8
Maine	1,333,074	1,328,361	4,713	2	2	2	2	2	2	3	3	3	4	4
Maryland	5,789,929	5,773,552	16,377	8	8	8	8	8	8	7	6	6	6	6
Massachusetts	6,559,644	6,547,629	12,015	9	10	10	11	12	12	14	14	15	16	16
Michigan	9,911,626	9,883,640	27,986	14	15	16	18	19	19	18	17	17	13	13
Minnesota	5,314,879	5,303,925	10,954	8	8	8	8	8	8	9	9	9	10	10
Mississippi	2,978,240	2,967,297	10,943	4	4	5	5	5	5	6	7	7	8	8
Missouri	6,011,478	5,988,927	22,551	8	9	9	9	10	10	11	13	13	16	16
Montana	994,416	989,415	5,001	1	1	1	2	2	2	2	2	2	2	2
Nebraska	1,831,825	1,826,341	5,484	3	3	3	3	3	3	4	4	5	6	6
Nevada	2,709,432	2,700,551	8,881	4	3	2	2	1	1	1	1	1	1	1
New Hampshire	1,321,445	1,316,470	4,975	2	2	2	2	2	2	2	2	2	2	2
New Jersey	8,807,501	8,791,894	15,607	12	13	13	14	15	15	14	14	14	12	12
New Mexico	2,067,273	2,059,179	8,094	3	3	3	3	2	2	2	2	1	1	1
New York	19,421,055	19,378,102	42,953	27	29	31	34	39	41	43	45	45	43	43
North Carolina	9,565,781	9,535,483	30,298	13	13	12	11	11	11	12	12	11	10	10
North Dakota	675,905	672,591	3,314	1	1	1	1	1	2	2	2	2	3	3
Ohio	11,568,495	11,536,504	31,991	16	18	19	21	23	24	23	23	24	22	22
Oklahoma	3,764,882	3,751,351	13,531	5	5	6	6	6	6	6	8	9	8	8
Oregon	3,848,606	3,831,074	17,532	5	5	5	5	4	4	4	4	3	3	3
Pennsylvania	12,734,905	12,702,379	32,526	18	19	21	23	25	27	30	33	34	36	36
Rhode Island	1,055,247	1,052,567	2,680	2	2	2	2	2	2	2	2	2	3	3
South Carolina	4,645,975	4,625,364	20,611	7	6	6	6	6	6	6	6	6	7	7
South Dakota	819,761	814,180	5,581	1	1	1	1	2	2	2	2	2	3	3
Tennessee	6,375,431	6,346,105	29,326	9	9	9	9	8	9	9	10	9	10	10
Texas	25,268,418	25,145,561	122,857	36	32	30	27	24	23	22	21	21	18	18
Utah	2,770,765	2,763,885	6,880	4	3	3	3	2	2	2	2	2	2	2
Vermont	630,337	625,741	4,596	1	1	1	1	1	1	1	1	1	2	2
Virginia	8,037,736	8,001,024	36,712	11	11	11	10	10	10	10	9	9	10	10
Washington	6,753,369	6,724,540	28,829	10	9	9	8	7	7	7	6	6	5	5
West Virginia	1,859,815	1,852,994	6,821	3	3	3	4	4	5	6	6	6	6	6
Wisconsin	5,698,230	5,686,986	11,244	8	8	9	9	9	10	10	10	10	11	11
Wyoming	568,300	563,626	4,674	1	1	1	1	1	1	1	1	1	1	1

(X) Not applicable.

<sup>1</sup> Includes the resident population for the 50 states, as ascertained by the 2010 Census under Title 13, U.S. Code, and counts of overseas U.S. military and federal civilian employees (and their dependents living with them) allocated to their home state, as reported by the employing federal agencies. The apportionment population does not include the resident or the overseas population of the District of Columbia.

<sup>2</sup> No reapportionment was made based on the 1920 Census.

<sup>3</sup> The 1950 apportionment originally resulted in the previously fixed House size of 435 representatives; but in 1959, Alaska and Hawaii were both newly admitted to the United States, and each was granted one representative—temporarily increasing the size of the House to 437. Then the 1960 apportionment reverted back to the fixed size of 435.

<sup>4</sup> The apportionment act following the 1910 Census was passed on August 8, 1911. This congressional act (U.S. Statutes at Large, Pub.L. 62-5, 37 Stat. 13) fixed the size of the House at 433 representatives, with a provision for the addition of one seat each for Arizona and New Mexico when they would become states the following year. The resulting House size, 435 members, has been unchanged since, except for a temporary increase to 437 at the time of admission of Alaska and Hawaii as states (see footnote 3).

Sources: U.S. Census Bureau, 2010 Census at <www.census.gov/population/apportionment/data>; and 2000 Census of Population and Housing, Population and Housing Unit Counts, United States Summary: 2000 (PHC-3-1, Part 1), Table 3.

# Population of States and Counties of the United States: 1790 – 1990



### Compiled and edited by Richard L. Forstall

DEPARTMENT OF COMMERCE U.S. Bureau of the Census Population Division

# Population of States and Counties of the United States: 1790 to 1990

From the Twenty-one Decennial Censuses



March 1996

#### U.S DEPARTMENT OF COMMERCE BUREAU OF THE CENSUS

Martha Farnsworth Riche, Director Bryant Benton, Deputy Director

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POPULATION DIVISION Arthur J. Norton, Chief

Compiled and edited by Richard L. Forstall

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#### POPULATION OF COUNTIES - CALIFORNIA: 1890-1990

County	1990	1980	1970	1960	1950	1940	1930	1920	1910	1900	1890
CALIFORNIA	29,760,021	23,667,902	19,953,134	15,717,204	10,586,223	6,907,387	5,677,251	3,426,861	2,377,549	1,485,053	1,213,398
Alameda	1,279,182	1,105,379	1,073,184	908,209	740,315	513,011	474,883	344,177	246,131	130,197	93,864
Alpine	1,113	1,097	484	397	241	323	241	243	309	509	667
Amador	30,039	19,314	11,821	9,990	9,151	8,973	8,494	7,793	9,086	11.116	10.320
Butte	182,120	143.851	101.969	82.030	64,930	42.840	34.093	30.030	27.301	17.117	17,939
Calaveras	31,998	20.710	13,585	10.289	9,902	8,221	6.008	6.183	9.171	11,200	8 882
Colusa	16.275	12,791	12,430	12.075	11.651	9.788	10.258	9,290	7,732	7 364	14 640
Contra Costa	803,732	656.380	558.389	409.030	298.984	100.450	78,608	53,889	31.674	18 046	13 515
Del Norte	23 460	18 217	14,580	17 771	8 078	4 745	4 739	2 759	2417	2 408	2 502
El Dorado	125 005	85 812	43 833	20 300	16 207	13 220	8 325	6 106	5,400	6,4V0 8 096	6,032
Erocoo	667 400	61A 621	413 053	265 045	276 615	178 565	144 370	128 770	76 6E7	0,300	3,636
Clopp	007,430	21 250	47 504	17 245	45 449	10,000	10 036	44 052	73,037	01,002 E 4EA	32,020
Uumhoidt	110 110	400 544	00 602	404 000	60 041	16,190 AE 040	10,333	27 440	1,116	07 104	00 400
	119,110	100,014	33,032	70 405	03,241	40,012	43,233	37,413	33,837	27,104	23,469
Imperial	109,303	92,110	14,492	12,105	02,973	39,740	60,903	43,453	13,591		60339
inyo	18,281	17,895	15,571	11,004	11,000	620,1	0,000	7,031	0,974	4,377	3,544
Kem	543,477	403,089	329,162	291,984	228,309	135,124	82,570	54,843	37,715	16,480	9,808
Kings	101,469	/3,/38	64,610	49,954	40,/08	35,168	25,385	22,031	16,230	9,871	
Klamath		-		4000 A		488	engage		epipeo	1000	41.00p
Lake	50,631	36,366	19,548	13,786	11,481	8,069	7,166	5,402	5,526	6,017	7,101
Lassen	27,598	21,661	14,960	13,597	18,474	14,479	12,589	8,507	4,802	4,511	4,239
Los Angeles	8,863,164	7,477,503	7,032,075	6,038,771	4,151,687	2,785,643	2,208,492	936,455	504,131	170,298	101,454
Madera	88,090	63,116	41,519	40,468	36,964	23,314	17,164	12,203	8,368	6,364	-
Marin	230,096	222,568	206,038	146,820	85,619	52,907	41,648	27,342	25,114	15,702	13,072
Mariposa	14,302	11,108	6,015	5,064	5,145	5,605	3,233	2,775	3,956	4,720	3,787
Mendocino	80,345	66,738	51,101	51,059	40,854	27,864	23,505	24,116	23,929	20,465	17,612
Merced	178,403	134,560	104,629	90,446	69,780	46,988	36,748	24,579	15,148	9,215	8,085
Modoc	9,678	8,610	7,469	8,308	9,678	8,713	8,038	5,425	6,191	5,076	4,986
Mono	9,956	8,577	4,016	2,213	2,115	2,299	1,360	960	2,042	2,167	2,002
Monterey	355,660	290,444	250,071	198,351	130,498	73,032	53,705	27,980	24,146	19,380	18,637
Napa	110,765	99,199	79,140	65,890	46,603	28,503	22,897	20,678	19,800	16,451	16.411
Nevada	78,510	51.645	26,346	20,911	19,888	19,283	10,596	10.850	14.955	17.789	17.369
Orange	2.410.556	1.932.709	1.420.386	703,925	216.224	130.760	118.674	61.375	34,436	19.696	13,589
Placer	172.796	117.247	77.306	56.998	41.649	28.108	24.468	18.584	18.237	15.786	15,101
Plumas	19,739	17.340	11.707	11.620	13.519	11.548	7.913	5.681	5.259	4.657	4,933
Riverside	1.170.413	663,166	459.074	306.191	170.046	105.524	81,024	50.297	34,696	17.897	
Sacramento	1.041.219	783.381	631,498	502.778	277.140	170.333	141,999	91.029	67.806	45.915	40.339
San Benito	36 697	25 005	18,226	15.396	14.370	11.392	11.311	8,995	8.041	6 633	6 412
San Bernardino	1 418 380	895.016	684.072	503.591	281.642	161.108	133,900	73.401	56.706	27,929	25 497
San Dieno	2 498 016	1 861 846	1 357 854	1 033.011	556 808	289.348	209.659	112 248	61 665	35 090	34 987
San Francisco	723 959	678 974	715 674	740.316	775 357	634,536	634 394	506 676	416.912	342 782	298 997
San loaguin	480 628	317 342	200 208	249 989	200 750	134 207	102 940	70 005	50 731	35 450	28 620
San Luis Obieno	217 162	155 435	105 690	81 044	51 A17	33 246	29 613	21 803	10 292	16 637	16 070
San Matao	640 623	597 320	556 234	AAA 397	235 650	111 782	77 405	36 781	26 595	12 004	10,072
Santa Barbara	360 609	200,023	264 324	168 062	08 220	70 555	65 167	A1 007	27 722	12,004	16 754
Santa Dalbara	4 407 577	1 205 071	1 06/ 71/	642 215	200 547	17/ 0/0	1/5 119	100 676	82 820	60.016	10,704 49 00E
Santa Ciara	1,487,077	400 441	402 700	04 040	230,047	1/4,343	27 422	26 260	00,000	00,210	40,000
Santa Gruz	229,734	100,141	77 640	04,613 ED 460	26 442		42 027	12 261	10 000	47 240	10,270
Shasta	147,036	115,715	77,040	0047	30,413	20,000	0 400	4 700	4 000	4 017	12,133 E 054
Sierra	3,318	3,073	2,305	2,241	2,410	3,025	6,46Z	1,/03	4,090	4,017	5,051
SISKIYOU	43,531	39,732	33,225	32,885	30,/33	20,598	20,450	10,040	10,001	10,962	12,163
Solano	340,421	235,203	169,941	134,597	104,833	49,118	40,834	40,602	27,559	24,143	20,946
Sonoma	388,222	299,681	204,885	147,375	103,405	69,052	62,222	52,090	48,394	38,480	32,721
Stanislaus	370,522	265,900	194,506	157,294	127,231	74,866	56,641	43,557	22,522	9,550	10,040
Sutter	64,415	52,246	41,935	33,380	26,239	18,680	14,618	10,115	6,328	5,886	5,469
Tehama	49,625	38,888	29,517	25,305	19,276	14,316	13,866	12,882	11,401	10,996	9,916
Trinity	13,063	11,858	7,615	9,706	5,087	3,970	2,809	2,551	3,301	4,383	3,719
Tulare	311,921	245,738	188,322	168,403	149,264	107,152	77,442	59,031	35,440	18,375	24,574