



# 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 for 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.

DISTRICTS	White	Free Colored	Slaves	Total	
Parsons	2353	513	4509	551	10150
N. Charleston	3680	245	7050	55	10885
Marion	1480	145	580	10	1640
Blacksburg	9143	914	540	10847	10847
Charleston	2500	170	340	240	10840
Sumter	1140	140	140	140	1140
New York	8100	110	4514	110	13614
New Jersey	4211	414	514	114	10114
Pennsylvania	10280	1028	514	1028	14279
Delaware	1120	112	450	112	1090
Maryland	1591	159	804	1095	1074
Virginia	1400	140	140	140	1074
North Carolina	1514	151	804	140	1074
South Carolina	1100	110	110	110	1074
Georgia	1100	110	110	110	1074

SCHEDULE No. 1 - POPULATION

SEX	Color	Age	Married	Single	Widowed	Divorced	Never Married	Total
Male	White	Under 5	...	...	...	...	...	...
Female	White	Under 5	...	...	...	...	...	...
Male	Black	Under 5	...	...	...	...	...	...
Female	Black	Under 5	...	...	...	...	...	...

Census 2010

This is the official form for all the people at this address. It is quick and easy, and your answers are protected by law.

Use a blue or black pen.

Start Here

The Census Bureau needs your personal information to help us count the people living in this household. We will use your information to help us understand the needs of the Nation and to provide you with better service. We will not use your information for other purposes.

1. How many people live in this household? (Do not include people who are not living with you.)

2. What is Person 1's sex? (Male or Female?)

3. What is Person 1's age and date of birth? (Do not include people who are not living with you.)

4. What is Person 1's race? (Do not include people who are not living with you.)

5. What is Person 1's Hispanic or Latino ethnicity? (Do not include people who are not living with you.)

6. What is Person 1's marital status? (Do not include people who are not living with you.)

7. What is Person 1's education level? (Do not include people who are not living with you.)

8. What is Person 1's occupation? (Do not include people who are not living with you.)

9. What is Person 1's income? (Do not include people who are not living with you.)

10. How many people in this household are related to you? (Do not include people who are not living with you.)

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

## 12th Grade Government Inquiry: How does the Census benefit the people?



**Sacramento**  
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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.

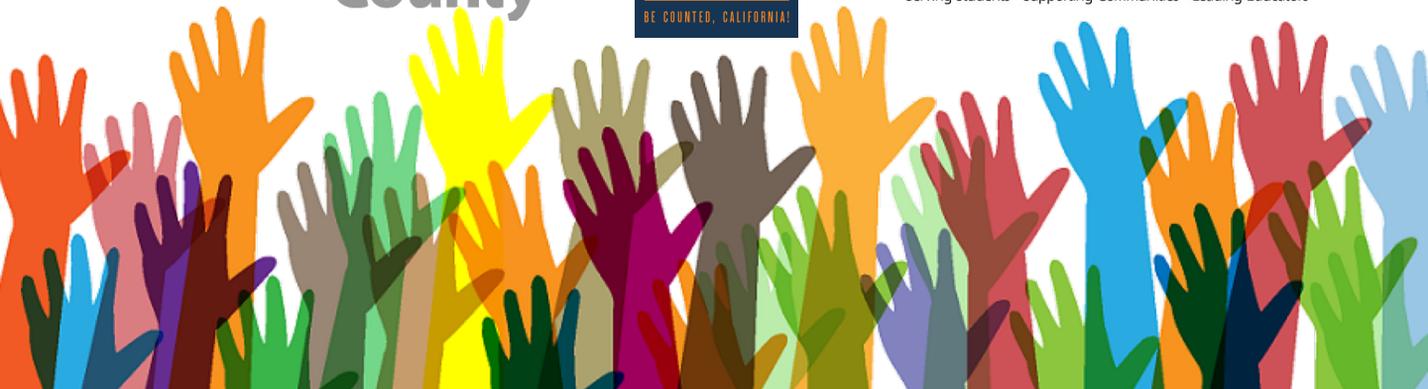
<http://bit.ly/2020CountMeIn>

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# Acknowledgements

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**Census 2020**

*How does the U.S. Census benefit The People?*

<b>Title of Lesson</b>	Federalism and the Common Good	<b>Grade Level</b>	12 <sup>th</sup> Gov	<b>Duration</b>	Three (3) periods (150 minutes)
<b>HSS Standards</b>	<p><b>California History-Social Science Standard(s):</b>  <b>12.1.5</b>-Describe the systems of separated and shared powers, the role of organized interests (Federalist Paper Number 10), checks and balances (Federalist Paper Number 51), the importance of an independent judiciary (Federalist Paper Number 78), enumerated powers, rule of law, federalism, and civilian control of the military.  <b>12.7.2</b>-Identify the major responsibilities and sources of revenue for state and local government.</p>				
<b>ELA Standards</b>	<p><b>California Common Core State Standards for English Language Arts and Literacy:</b>  <b>CCSS.ELA-LITERACY.RI.11-12.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences are drawn from the text, including determining where the text leaves matters uncertain.  <b>CCSS.ELA-LITERACY.RI.11-12.7</b> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</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>				

<b>Lesson Sequence Overview</b>			
<b>Supporting Questions</b>	How does the U.S. Census benefit The People?	How does population impact the distribution of federal resources?	In what ways can individuals support census participation?
<b>Duration</b>	50 minutes	50 minutes	50 minutes
<b>Performance Task</b>	Complete a close reading and annotations of the background essay ( <i>How Does the U.S. Census Benefit The People?</i> ) and complete the vocabulary activity worksheet associated with the reading.	Document analysis and written responses to the related questions.	Group collaboration to complete a Civic Action Project that is intended to raise awareness at the local and/or state level (products may include preliminary plans, outlines concept maps, practice presentations, or formal presentations depending on time).
<b>Summative Task</b>	Students will present a Civic Action Project to raise awareness about the importance of participating in the U.S. Census (projects may be simple to sophisticated depending on available time and resources).		

<p style="text-align: center;"><b>What is the U.S. Census?</b>  <b>How does census data inform government efforts?</b></p>		
	Day 1	50 minutes
<b>Learning Objective</b>	Students will be able to explain the purpose of the U.S. Census and what the data collected from it is used to generally accomplish.	
<b>Background Information</b>	<p>For all documents (A-F), have students answer the questions that follow. All documents can be analyzed individually or in small groups.</p> <p>Utilize the <i>Umbrella of Federalism</i> handout, on Day 2, to identify the levels of government within the U.S. system of federalism. Please note that not all levels will apply to all residents of the U.S. and that a resident is <b>any</b> person living in the U.S..</p> <p>All documents can be used independently, if necessary, to allow teachers to adjust for time.</p>	
<b>Introduction</b>	<p>Pass out copies of the student handouts, which include the background essay <i>How Does the U.S. Census Benefit the People?</i>, the vocabulary worksheet, and Documents A-F (or individual Documents if preferred). <i>Note: completion of the vocabulary worksheet could be excluded if other supports are provided to ensure students understand the academic vocabulary in the article.</i></p> <p>Tap prior knowledge during a brief class discussion to introduce concepts such as the common good, federalism, taxation and allocating and expending federal funds with these questions:</p> <ol style="list-style-type: none"> <li>1. How do so many people enjoy the benefit of running water and electricity in the U.S.?</li> <li>2. How did the U.S. come to have roads that connect neighborhoods, cities, and even states?</li> <li>3. How exactly have Americans come to enjoy so many of the advantages that make our lives convenient and secure, especially compared to some other countries?</li> </ol>	10 minutes
<b>Evaluation of Sources</b>	<p>Next direct students to independently annotate and record any questions as they read the background essay. Ask students to pay particular attention to the boldfaced words noting any context clues to work out the meaning on their own if possible.</p> <p>When students finish reading ask the following questions to <b>check for understanding</b>:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What is the purpose of the U.S. Census?</li> <li><input type="checkbox"/> What is the purpose of counting the people of the United States?</li> <li><input type="checkbox"/> How are seats in the House of Representatives distributed?</li> </ul> <ul style="list-style-type: none"> <li>● Materials: printed copies of the student handouts (or make them available to students online) and a whiteboard or screen to list supporting questions.</li> <li>● Accommodations and Supports: conduct a whole class reading. Allow students to work with dictionaries and classmates. During the check for understanding, encourage students to share and discuss answers with elbow partners before sharing out whole class. Teacher should circulate throughout the room to check for understanding and respond to questions.</li> </ul>	35 minutes
	<p>Students will then complete the vocabulary worksheet.</p> <ul style="list-style-type: none"> <li>● Materials: dictionaries and/or textbook glossaries.</li> <li>● Accommodations and Supports: allow students to work with dictionaries and classmates.</li> </ul>	
<b>Closing</b>	<p>Share answers and answer clarifying questions so that students have a comprehensive understanding of the academic vocabulary before continuing with the lesson.</p> <p>Wrap up discussing the question: <i>“How does the U.S. Census benefit The People?”</i></p>	5 minutes

## How Does the U.S. Census Benefit the People?

**Federalism** in the United States of America is the shared power between federal, state, and local governments. The People pay taxes, but what does that money provide? Who decides what the money is spent on? Finally, how is an individual's voice heard and how are their interests represented in the federal government? Article I of the U.S. Constitution states, "*Representatives and direct Taxes shall be apportioned among the several States which may be included within this Union, according to their respective Numbers...*"

The U.S. Constitution also states that "*The actual Enumeration shall be made within every subsequent Term of ten Years, in such Manner as they shall by Law direct.*"

*The number of Representatives shall not exceed one for every thirty Thousand, but each State shall have at Least one Representative...*" The enumeration, or counting of every resident, citizen or resident alien, documented or undocumented, must be completed for the **decennial census**. This means that every man, woman, and child of every state, the District of Columbia, Puerto Rico and the island territories must be counted every ten years by law.

The data collected from the census allows government agencies to determine and adjust the proper number of Representatives awarded to each state through apportionment followed by **redistricting**. Members of the House of Representatives live in the districts they represent and help enact laws that benefit their

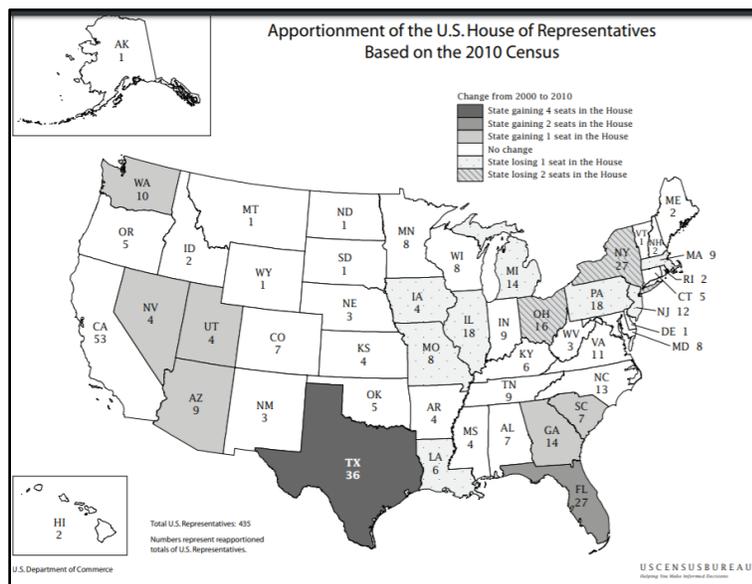
**constituents**. Census data also allows government officials and lawmakers to make informed policy decisions and provide federal funds to states based on the number of people living there. Taxes are collected and redistributed through federal agencies based on the information collected from the census. The more residents who live in a state, the more Representatives and federal funding the state receives based on the census data. Therefore, the census can benefit

communities and individuals living in the United States by ensuring that they receive accurate representation and critical funding.

So, when all people make sure they are counted in the census, states will more likely receive the support they deserve and need.

However, because some people living in the United States

are intimidated by the census reporting process, they may avoid being counted even though law requires the Census Bureau to keep information confidential. Others may feel that it is a violation of their privacy. What happens to states that are underfunded because residents went uncounted? Analyze Documents A-F to respond to the following question: *How does Federalism benefit individuals?*



## Vocabulary

**Directions:** For each word use the boxes to (a) write the definition in your own words, (b) write the sentence the word is used in, and (c) draw a symbol of what the word represents.

1. federalism	a)
b)	c)
2. apportioned	a)
b)	c)
3. enumeration	a)
b)	c)
4. decennial census	a)
b)	c)
5. redistricting	a)
b)	c)
6. constituents	a)
b)	c)

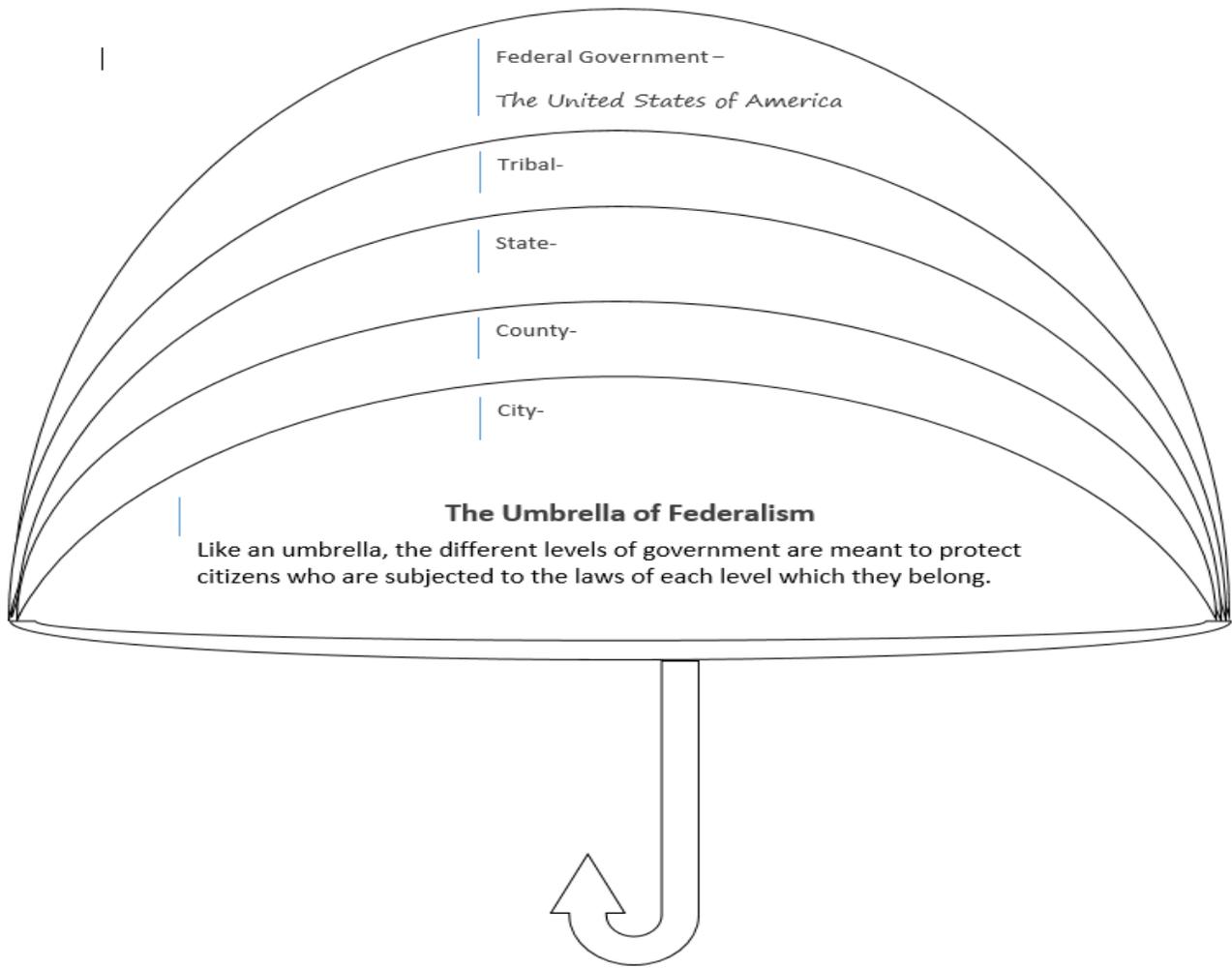
**Directions:** After reading *How Does Federalism Benefit Individuals?* answer the following questions.

1. How does reporting for the decennial census benefit states?
2. How does reporting for the decennial census benefit The People?
3. What is the fewest number of Representatives a state can have?
4. Why might some residents be unwilling to participate in the decennial census?

**How does population impact the distribution of federal resources?**

	Day 2	50 minutes
<b>Learning Objective</b>	Students can explain the importance of being counted for funding and representation and know that federal law prohibits individual information from being released for 72 years after reporting.	
<b>Introduction</b>	Remind students of the compelling question to this three-day lesson: <i>How does the U.S. Census benefit The People?</i>	10 minutes
	Review with students their insights and responses to the questions below from the Day 1 lesson: <ul style="list-style-type: none"> <li>☐ What is the purpose of the U.S. Census?</li> <li>☐ What is the purpose of counting the people of the United States?</li> <li>☐ How are seats in the House of Representatives distributed?</li> </ul>	
	Introduce to students the set of Documents (provided) that they will analyze in order to answer the related questions, including today’s supporting question: <i>How does population impact the distribution of federal resources?</i>	
	<p><u>Sources and Resources</u></p> <ul style="list-style-type: none"> <li>● Overview of Census Programs- 2020 Census at a Glance Page 2: <a href="http://www.census.gov/content/dam/Census/library/visualizations/2018/comm/2020-at-a-glance.pdf">www.census.gov/content/dam/Census/library/visualizations/2018/comm/2020-at-a-glance.pdf</a></li> <li>● Apportionment Map 2010: <a href="https://www.census.gov/2010apportionment/2010.html">2010 Apportionment Results - Census Bureau</a></li> <li>● Census 2010 Form: <a href="https://www.nytimes.com/interactive/2010/census-form.html">A Tour of the Census Form - Interactive - NYTimes.com</a></li> <li>● Rep. Adam Schiff on 2020 Census: <a href="https://youtu.be/-z3AVapmwwl">https://youtu.be/-z3AVapmwwl</a></li> <li>● Estimated Effects of Census 2020 Undercount: <a href="http://govinfo.library.unt.edu/cmb/cmbp/reports/final_report/fin_sec5_effect.pdf">http://govinfo.library.unt.edu/cmb/cmbp/reports/final_report/fin_sec5_effect.pdf</a></li> </ul>	
<b>Evaluation of Sources</b>	<p>To promote authentic collaboration and robust analysis, rather than superficially reading through the documents, teachers should incorporate a round of “expert group” collaboration. This will allow students to complete a deep dive around one or two documents together with a few classmates analyzing the same documents before reporting back to their “home groups”. Individual “home group” members will have gained a deeper understanding of those one or two documents and related questions as a result of the “expert group” work (both analysis and discussion) before sharing with their “home groups.”</p> <p>With six sources to analyze, students will need plenty of time on this task. Teachers may need to curate the documents further to narrow down the evidence. Students may even jigsaw the analysis of evidence within their expert groups. A jigsaw approach will allow students to divide the work and then require them to communicate conclusions to one another.</p> <ul style="list-style-type: none"> <li>● Materials: printed copies of the student handouts, Documents A-F, (or make them available to students online).</li> <li>● Accommodations and Supports: Allow students to work with classmates. Provide document analysis tools. Encourage students to share and discuss answers with elbow partners. Teacher should circulate throughout the room to check for understanding and respond to questions.</li> </ul>	35 minutes
<b>Closing</b>	Students should be able to answer the compelling question using information from the background essay and Documents to explain how <i>The People</i> benefit from participation in the U.S. Census.	5 minutes
<b>Homework</b>	As needed, depending on how robust the action students will take.	TBD

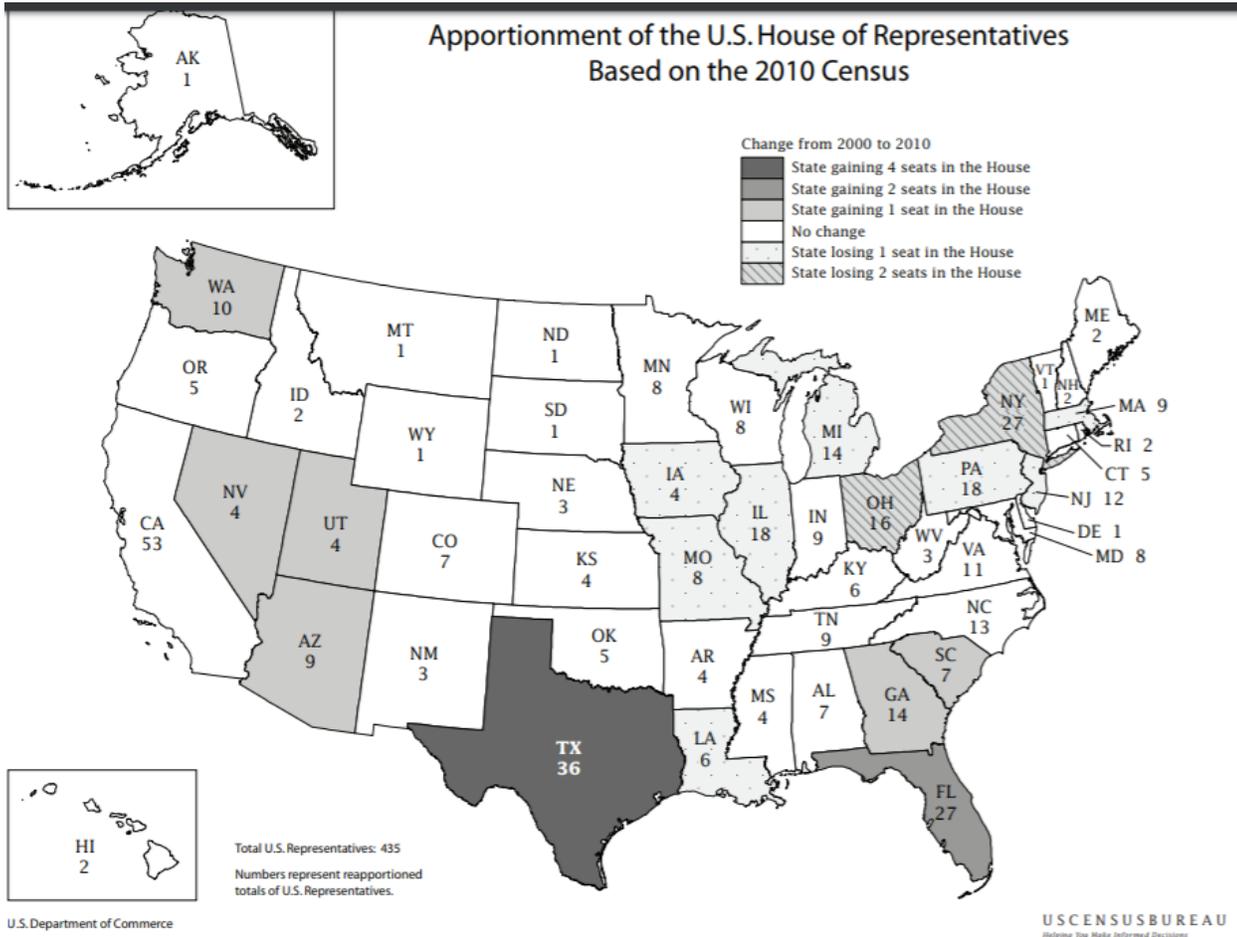
## Document A



**Directions:** Use Document A, the Umbrella of Federalism, to identify the levels of government in which you live. **Not all levels will apply to you.** The first level has been done for you.

## Document B

D2. Geo.5.91-12 Geographical Question /[www.census.gov/schools/resources/maps/apportionment.html](http://www.census.gov/schools/resources/maps/apportionment.html)



## Apportionment of the House of Representatives

**Directions:** Use the Document B, Apportionment map, above to answer the following questions:

1. Which state has the largest number of Representatives?
2. What are the states with only one member in the House of Representatives and why?
3. What can you infer from the map about the populations of these states?
4. What regional differences might exist between the four most populated states (CA, TX, FL, NY)?
5. How might representation, or the number of Representatives, of a state influence the policymaking differently for states with large and small populations?

# Document C

**Directions:** Read Documents C and D, then go to the next page to answer the questions.

Source: Sam Roberts, "A Tour of the Census Form", New York Times, April 2, 2010, Evaluating Sources/ Social Question

**United States Census 2010**  
 U.S. DEPARTMENT OF COMMERCE  
 Economics and Statistics Administration  
 U.S. CENSUS BUREAU

This is the official form for all the people at this address.  
 It is quick and easy, and your answers are protected by law.

Use a blue or black pen.  
**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 our guidelines.

Count all people, including babies, who live and sleep here most of the time.

The Census Bureau also conducts counts in institutions and other places, so:

- Do not count anyone living away either at college or in the Armed Forces.
- Do not count anyone in a nursing home, jail, prison, detention facility, etc., on April 1, 2010.
- Leave these people off your form, even if they will return to live here after they leave college, the nursing home, the military, jail, etc. Otherwise, they may be counted twice.

The Census must also include people without a permanent place to stay, so:

- If someone who has no permanent place to stay is staying here on April 1, 2010, count that person. Otherwise, he or she may be missed in the census.

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

**2. Were there any additional people staying here April 1, 2010 that you did not include in Question 1?**  
 Mark  all that apply.

- Children, such as newborn babies or foster children
- Relatives, such as adult children, cousins, or in-laws
- Nonrelatives, such as roommates or live-in baby sitters
- People staying here temporarily
- No additional people

**3. Is this house, apartment, or mobile home —**  
 Mark  ONE box.

- Owned by you or someone in this household with a mortgage or loan? Include home equity loans.
- Owned by you or someone in this household free and clear (without a mortgage or loan)?
- Rented?
- Occupied without payment of rent?

**4. What is your telephone number? We may call if we don't understand an answer.**  
 Area Code + Number  
 -  -

OMB No. 0607-0919-C. Approval Expires 12/31/2011.  
 Form D-61 (1-15-2008)

**5. Please provide information for each person living here. Start with a person living here who owns or rents this house, apartment, or mobile home. If the owner or renter lives somewhere else, start with any adult living here. This will be Person 1.**  
 What is Person 1's name? Print name below.

Last Name

First Name  MI

**6. What is Person 1's sex?** Mark  ONE box.

- Male  Female

**7. What is Person 1's age and what is Person 1's date of birth?**  
 Please report babies as age 0 when the child is less than 1 year old.  
 Print numbers in boxes

Age on April 1, 2010

Month  Day  Year of birth

→ NOTE: Please answer BOTH Question 8 about Hispanic origin and Question 9 about race. For this census, Hispanic origins are not races.

**8. Is Person 1 of Hispanic, Latino, or Spanish origin?**

- 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, Argentinian, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.

**9. What is Person 1's race?** Mark  one or more boxes.

- White
- Black, African Am., or Negro
- American Indian or Alaska Native — Print name of enrolled or principal tribe.
- Asian Indian
- Japanese
- Native Hawaiian
- Chinese
- Korean
- Guamanian or Chamorro
- Filipino
- Vietnamese
- Samoan
- Other Asian — Print race, for example, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on.
- Other Pacific Islander — Print race, for example, Fijian, Tongan, and so on.
- Some other race — Print race.

**10. Does Person 1 sometimes live or stay somewhere else?**

- No  Yes — Mark  all that apply.
- In college housing
- In the military
- At a seasonal or second residence
- For child custody
- In jail or prison
- In a nursing home
- For another reason

→ If more people were counted in Question 1, continue with Person 2.

**QUESTION 1**  
 A simple head count of the people living and sleeping under your roof. Include infants. In 2000, the average number of people per household was 2.59.

**QUESTION 2**  
 Not a trick question. Just making sure you were paying attention to Question 1.

**QUESTION 4**  
 The Census Bureau may need to call you if you forgot to answer a question or gave an unclear answer.

**QUESTION 6**  
 The sex question. It has been asked since the first census, in 1790.

**QUESTION 8**  
 This is a relatively new one, asked since only 1970. It helps the government in monitoring compliance with civil rights and voting rights regulations and in planning bilingual programs. The Office of Management and Budget, which decides these things, considers Hispanic or Latino as an ethnic category, not a racial one.

**QUESTION 9**  
 Negro? Some people objected to the use of this anachronistic term, but the bureau said it was still used by many older blacks. The race question dates from the first census, when slaves counted as three-fifths of free people for Congressional reapportionment. Now it is used to evaluate equal-opportunity employment programs, to monitor anti-discrimination rules and to assess disparities in health, education attainment and other characteristics.

**QUESTION 10**  
 Just making sure you answered Questions 1 and 2 correctly.

## Document D

YouTube title: *Rep. Adam Schiff on 2020 Census*. Published by Antonia Piscitelli Carrasco.  
<https://youtu.be/-z3AVapmwwI>



**Directions:** Use Documents C and D. Analyze the Census 2010 form and then watch Rep. Adam Schiff (D-CA) speak about the Census 2020 to Allan F. Daily High School students.

1. Evaluate the complexity of filling out the Census 2010 form and compare the likely changes stated by Congressman Schiff.
2. What types of federal programs does the Appropriations Committee decide to spend on?
3. What are some groups that may be unwilling or unable to fill out the Census 2020 form?
4. How does being counted by the census aid the federal government in deciding funding benefits for individuals?

## Document E

**Directions:** Read Documents E and F, then go to the next page to answer the questions.

D2. Eco.8.9-12 , CA HSS 12.7.2 Economics Question

Source: Census.gov <https://www.census.gov/library/visualizations/2018/comm/2020-at-a-glance.html>

## Overview of Census Bureau Programs

### CENSUSES

- The **decennial census** is the once-a-decade population and housing count of all 50 states, the District of Columbia, Puerto Rico, and the Island Areas. The results of the census determine the number of seats for each state in the U.S. House of Representatives and are used to draw congressional and state legislative districts. Federal agencies use the results to distribute more than \$675 billion in federal funds each year.
- The **economic census** measures the nation's economy every five years, providing vital statistics for virtually every industry and geographic area in the country.
- The **Census of Governments** provides comprehensive data about the 90,000 state and local governments in the nation every five years.

### Your information is protected by law

The law requires the Census Bureau to keep your information confidential and use your responses only to produce statistics. We cannot publicly release your responses in any way that could identify you. We will never share your information with immigration enforcement agencies such as ICE, law enforcement agencies such as the FBI or police, or allow it to be used to determine your eligibility for government benefits.

### Our Mission

## Document F

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.





What are the most significant factors that might cause California’s population to be undercounted?		
	Day 3	50 minutes
<b>Learning Objective</b>	Students will be able to state in writing a significant factor(s) that might cause California’s population to be undercounted and cite evidence to support their claim.	
<b>Introduction</b>	<p>Again, remind students of the compelling question to this three-day lesson: <i>How does the U.S. Census benefit The People?</i></p> <p>Reference the Documents students analyzed from the Day 2 lesson, and reviewing conclusions and answers shared during the close and checks for understanding, remind students of the previous two days of related learning objectives to set the stage for taking action.</p>	10 minutes
	<p>Then, have students collaborate in groups on their call to action. Students will develop ideas for a plan, a plan for civic action, or a Civic Action Project on how to take action at the local and state level. Teacher will make the determination depending on available time and resources. Use the rubric provided in this lesson for ideas on how students can take action and to evaluate student presentation (digital version available here: Rubistar <a href="http://rubistar.4teachers.org">http://rubistar.4teachers.org</a> Rubric ID: <b>2695610</b>.)</p> <ul style="list-style-type: none"> <li>● Materials: access to internet and computer or other electronic device, printed copies of the (Take Action) <i>Census 2020 Civic Action Project (CAP) Rubric</i> student handout (or make them available to students online), and copies of the <i>Call to Action Planning Form</i>.</li> <li>● Accommodations and Supports: students should be encouraged to review their notes and written responses from Days 1 and 2. Teacher should provide copies of the rubric and planning form and a brief overview to clarify expectations. Teacher should circulate throughout the room to check for understanding and respond to questions.</li> </ul>	
	<p><b>Possible Extension Activity</b> Have the students look at maps of their congressional, state senate, and assembly districts. Students may also locate three field offices for each of their representatives.</p>	
<b>Evaluation of Sources</b>	<p>Be sure to tell students to review the rubric <i>before</i> starting the work to take action with their group using the planning form.</p> <p>Teachers may adjust this part of the lesson depending on time available. Students may be asked to simply brainstorm ideas in small groups and then share those ideas with classmates. Students might also take the next step and develop a more detailed plan based on those ideas. Or, students might be given the opportunity to create a Civic Action Project that falls somewhere on the spectrum of <i>simple to sophisticated</i>, including the opportunity to take informed action.</p>	
<b>Closing</b>	Teacher closes the lesson allowing student groups to share ideas, plans, or projects (length of presentations will, again, depend on time available).	

# Call to Action Planning Form

*Census 2020 Civic Action Project (CAP)*

D4.7.9-19 Taking informed Action

How can you help convince others to participate in Census 2020? Participation is necessary for proper representation in the House of Representatives. The appropriate distribution of federal funds for social programs is decided based on the turnout of residents being counted in Census 2020. Since the Census Bureau is required by law to keep your information private for 72 years, how will you let others know this? What action can you take? Collaborate with others to brainstorm on how to take action on this important issue.

	Individual Action	Collective Action
Local Action		
State Action		

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

### Census 2020 Civic Action Project (CAP) Rubric

*Take action at the local and state level to inform Californians about the impact they can have on state representation and federal funding by participating in Census 2020!*

CATEGORY	4	3	2	1
<b>Brainstorming Solutions</b>	Students identify more than 4 reasonable, insightful possible solutions/strategies to encourage participation in Census 2020.	Students identify at least 4 reasonable, insightful possible solutions/strategies to encourage participation in Census 2020.	Students identify at least 3 reasonable, insightful possible solutions/strategies to encourage participation in Census 2020.	Students identify fewer than 3 reasonable, insightful possible solutions/strategies to encourage participation in Census 2020.
<b>Video PSA</b>	Students create an original, accurate and interesting video that adequately addresses the issue. Video is grade level appropriate and contains all properties assigned and uploaded.	Students create an accurate video that adequately addresses the issue. Video is grade level appropriate and contains all properties assigned and uploaded.	Students create a video, but it is somewhat inaccurate and/or does not adequately address the issue. Video is not grade level appropriate and not uploaded.	The video is not accurate nor is uploaded.
<b>Oral Presentation</b>	All students present the CAP in a professional manner. Posture, materials and delivery are easy to understand.	Most students present the CAP in a professional manner. Posture, materials and delivery are easy to understand.	One student takes over the presentation of the CAP. Posture, materials and delivery are inadequate.	Not all members of the group show up to give the oral presentation. Materials are missing.
<b>Portfolio</b>	Portfolio is in a clear front report cover. Research, full CAP essays, worksheet, and evaluations are included for each member. Portfolio is put together properly.	Portfolio is in a clear front report cover. Research is lacking, CAP essays are short, worksheet, and evaluations are included. Portfolio is put together properly.	Portfolio is not in a clear front report cover. Missing research, CAP essay, worksheet, and evaluations. Portfolio is put together improperly.	Portfolio is not in a clear front report cover. All or part of research, CAP essay, worksheet, and evaluations are not included. Portfolio is put together improperly.
<b>Worksheet</b>	Students create an original, and interesting worksheet. Worksheet is grade level appropriate and contains all properties assigned and uploaded.	Students create an original worksheet. Worksheet is grade level appropriate and contains most properties assigned and uploaded.	Students create a worksheet, but it is not grade level appropriate. Worksheet is not uploaded.	The worksheet is not accurate. Worksheet is not uploaded.



# 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 for 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.

DISTRICTS	White	Black	Indian	Other	Total
Parsons	2353	5131	4501	551	9436
N. Charleston	3680	2451	700	50	6881
Marion	1476	1876	581	10	3443
Blacksburg	9163	2948	548	10	12669
Charleston	2200	1729	340	24	4303
New York	8120	2814	1124	4514	13668
New Jersey	4211	4141	1573	874	7199
Pennsylvania	10278	3064	8085	517	14685
Delaware	1120	1141	474	95	1830
Maryland	5571	1523	1091	864	9049
Virginia	11025	1681	1488	1045	15239
North Carolina	5514	2792	809	114	7309
South Carolina	6268	2714	422	102	9506
Georgia	3120	1074	827	324	5345
<b>Total</b>	<b>87029</b>	<b>31415</b>	<b>10110</b>	<b>4035</b>	<b>132659</b>

TWELFTH CENSUS OF THE UNITED STATES

SCHEDULE No. 1—POPULATION

1850

State	White	Black	Indian	Other	Total
Alabama	1,100,000	1,000,000	100,000	100,000	2,300,000
Arkansas	1,200,000	1,100,000	100,000	100,000	2,500,000
California	1,300,000	1,200,000	100,000	100,000	2,700,000
Colorado	1,400,000	1,300,000	100,000	100,000	2,900,000
Connecticut	1,500,000	1,400,000	100,000	100,000	3,100,000
Delaware	1,600,000	1,500,000	100,000	100,000	3,300,000
District of Columbia	1,700,000	1,600,000	100,000	100,000	3,500,000
Florida	1,800,000	1,700,000	100,000	100,000	3,700,000
Georgia	1,900,000	1,800,000	100,000	100,000	3,900,000
Idaho	2,000,000	1,900,000	100,000	100,000	4,100,000
Illinois	2,100,000	2,000,000	100,000	100,000	4,300,000
Indiana	2,200,000	2,100,000	100,000	100,000	4,500,000
Iowa	2,300,000	2,200,000	100,000	100,000	4,700,000
Kansas	2,400,000	2,300,000	100,000	100,000	4,900,000
Kentucky	2,500,000	2,400,000	100,000	100,000	5,100,000
Louisiana	2,600,000	2,500,000	100,000	100,000	5,300,000
Maine	2,700,000	2,600,000	100,000	100,000	5,500,000
Maryland	2,800,000	2,700,000	100,000	100,000	5,700,000
Massachusetts	2,900,000	2,800,000	100,000	100,000	5,900,000
Michigan	3,000,000	2,900,000	100,000	100,000	6,100,000
Minnesota	3,100,000	3,000,000	100,000	100,000	6,300,000
Mississippi	3,200,000	3,100,000	100,000	100,000	6,500,000
Missouri	3,300,000	3,200,000	100,000	100,000	6,700,000
Montana	3,400,000	3,300,000	100,000	100,000	6,900,000
Nebraska	3,500,000	3,400,000	100,000	100,000	7,100,000
Nevada	3,600,000	3,500,000	100,000	100,000	7,300,000
New Hampshire	3,700,000	3,600,000	100,000	100,000	7,500,000
New Jersey	3,800,000	3,700,000	100,000	100,000	7,700,000
New Mexico	3,900,000	3,800,000	100,000	100,000	7,900,000
New York	4,000,000	3,900,000	100,000	100,000	8,100,000
North Carolina	4,100,000	4,000,000	100,000	100,000	8,300,000
North Dakota	4,200,000	4,100,000	100,000	100,000	8,500,000
Ohio	4,300,000	4,200,000	100,000	100,000	8,700,000
Oklahoma	4,400,000	4,300,000	100,000	100,000	8,900,000
Oregon	4,500,000	4,400,000	100,000	100,000	9,100,000
Pennsylvania	4,600,000	4,500,000	100,000	100,000	9,300,000
Rhode Island	4,700,000	4,600,000	100,000	100,000	9,500,000
South Carolina	4,800,000	4,700,000	100,000	100,000	9,700,000
South Dakota	4,900,000	4,800,000	100,000	100,000	9,900,000
Tennessee	5,000,000	4,900,000	100,000	100,000	10,100,000
Texas	5,100,000	5,000,000	100,000	100,000	10,300,000
Vermont	5,200,000	5,100,000	100,000	100,000	10,500,000
Virginia	5,300,000	5,200,000	100,000	100,000	10,700,000
Washington	5,400,000	5,300,000	100,000	100,000	10,900,000
West Virginia	5,500,000	5,400,000	100,000	100,000	11,100,000
Wisconsin	5,600,000	5,500,000	100,000	100,000	11,300,000
Wyoming	5,700,000	5,600,000	100,000	100,000	11,500,000
<b>Total</b>	<b>115,000,000</b>	<b>110,000,000</b>	<b>10,000,000</b>	<b>10,000,000</b>	<b>245,000,000</b>

Census 2010

This is the official form for all the people at this address. It is quick and easy, and your answers are protected by law.

Use a blue or black pen.

Start Here

The Census Bureau needs your personal information to help us count the people living in this household. We need to know your name, address, and other information. We will use this information to help us count the people living in this household. We will use this information to help us count the people living in this household.

1. What is Person 1's sex? Male  Female

2. What is Person 1's age and date of birth? Date of birth: \_\_\_\_\_

3. What is Person 1's race? White  Black  Hispanic or Latino  Asian or Pacific Islander  Other

4. What is Person 1's ethnicity? Hispanic or Latino  Not Hispanic or Latino

5. What is Person 1's marital status? Married  Widowed  Divorced  Never married

6. What is Person 1's education level? Less than high school  High school  Some college  Bachelor's degree  Graduate or professional degree

7. What is Person 1's occupation? \_\_\_\_\_

8. What is Person 1's industry? \_\_\_\_\_

9. What is Person 1's occupation and industry? \_\_\_\_\_

10. What is Person 1's occupation and industry? \_\_\_\_\_

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

## How does the Census benefit the people? TEACHERS GUIDE



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



**Los Angeles County**  
Office of Education

Serving Students • Supporting Communities • Leading Educators



## How Does the US Census Benefit the People

**Federalism** in the United States of America is the shared power between federal, state, and local governments. The People pay taxes, but what does that money provide? Who decides what the money is spent on? Finally, how is an individual's voice heard and how are their interests represented in the federal government?

Article I of the U.S. Constitution states, *“Representatives and direct Taxes shall be apportioned among the several States which may be included within this Union, according to their respective Numbers...”*

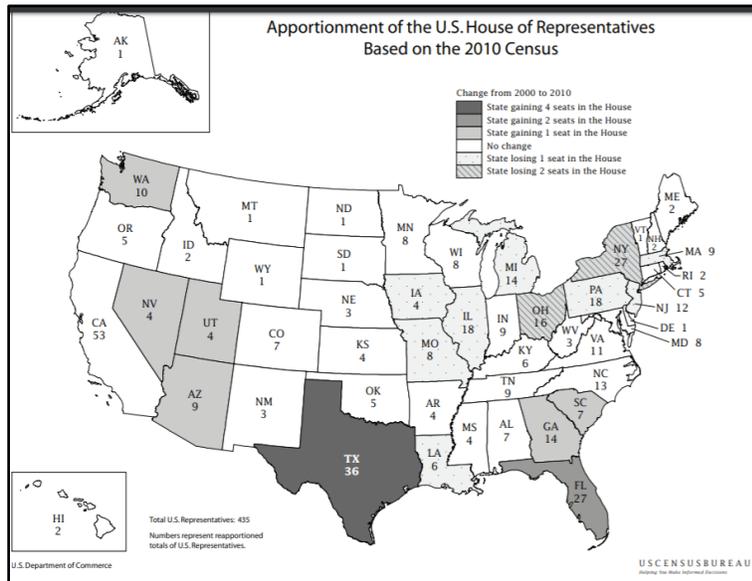
The U.S. Constitution also states that *“The actual Enumeration shall be made within every subsequent Term of ten Years, in such Manner as they shall by Law direct. The number of Representatives shall not exceed one for every thirty Thousand, but each State shall have at Least one Representative...”* The enumeration, or counting of every resident, citizen or resident alien, documented or undocumented, must be completed for the **decennial census**. This means that every man, woman, and child of every state, the District of Columbia, Puerto Rico and the island territories must be counted every ten years by law.

The data collected from the census allows government agencies to determine and adjust the proper number of Representatives awarded to each state through apportionment followed by

**redistricting**. Members of the House of Representatives live in the districts they represent and help enact laws that benefit their **constituents**. Census data also allows

government officials and lawmakers to make informed policy decisions and provide federal funds to states based on the number of people living there. Taxes are collected and redistributed through federal agencies based on the information collected from the census. The more residents

who live in a state, the more Representatives and federal funding the state receives based on the census data. Therefore, the census can benefit communities and individuals living in the United States by ensuring that they receive accurate representation and critical funding.



So, when all people make sure they are counted in the census, states will more likely receive the support they deserve and need.

However, because some people living in the United States are intimidated by the census reporting process, they may avoid being counted even though law requires the Census Bureau to keep information confidential. Others may feel that it is a violation of their privacy. What happens to states that are underfunded because residents went uncounted? Analyze Documents A-F to respond to the following question: *How does Federalism benefit individuals?*

**Vocabulary:** For each word use the boxes to (a) write the definition in your own words, (b) write the sentence the word is used in, and (c) draw a symbol of what the word represents.

1.federalism	(a)
(b)	(c)
2.apportionment	(a)
(b)	(c)
3.enumeration	(a)
(b)	(c)
4.decennial census	(a)
(b)	(c)
5.redistricting	(a)
(b)	(c)
6.constituents	(a)
(b)	(c)

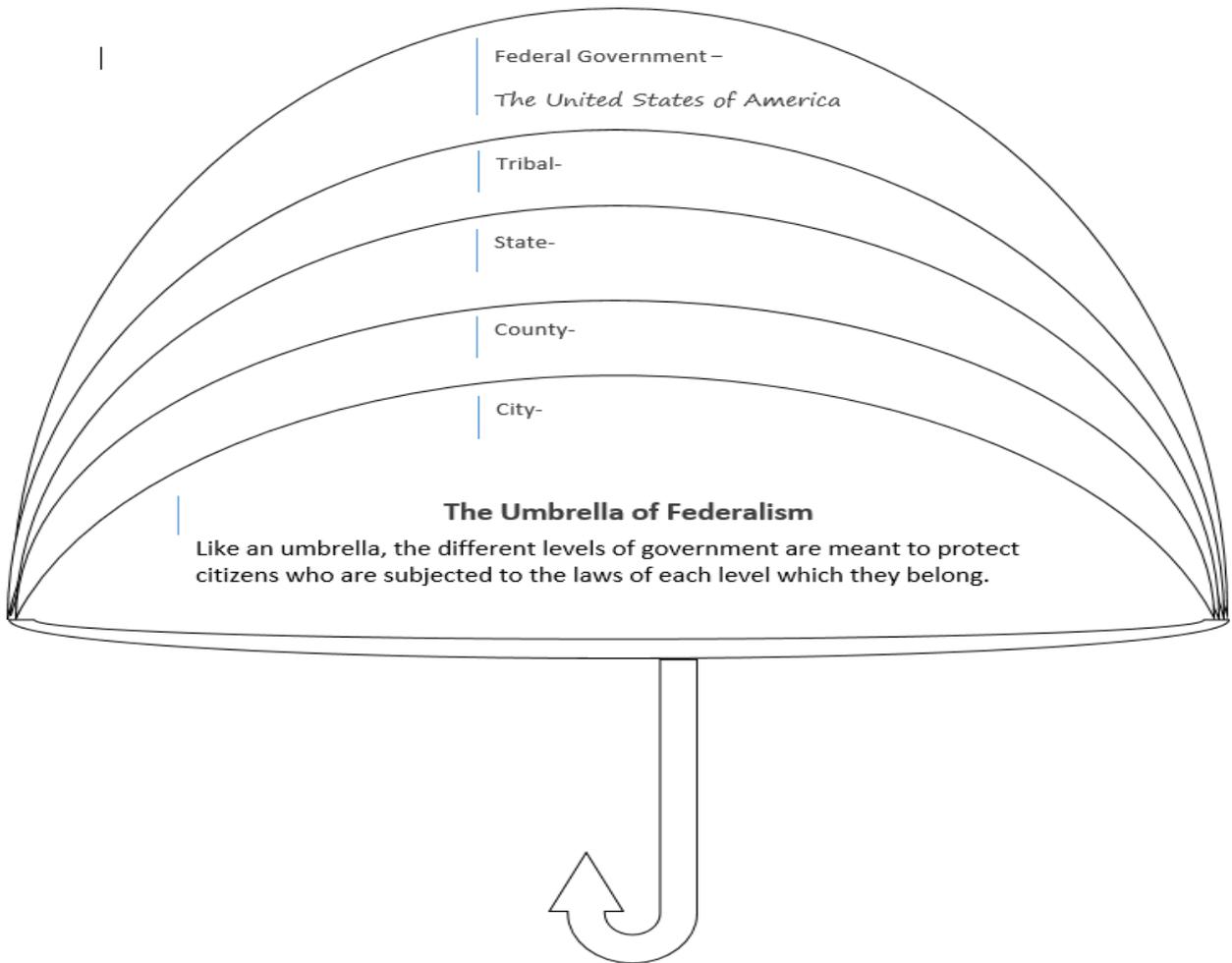
Source: Census.gov <https://www.census.gov/library/visualizations/2018/comm/2020-at-a-glance.html>

### Critical Thinking

1. How does reporting for the decennial census benefit states? *States are reapportioned the proper number of House of representative Members*
2. How does reporting for the decennial census benefit individuals? *Individuals benefit by proper representation and funding allocated to various social services programs.*
3. What is the fewest number of Representatives a state can have? *One (1)*
4. Why might some residents be unwilling to participate in the decennial census? *Some undocumented people think reporting will make them targets for ICE. Some are unsure of how to fill out the form or don't have access to the form.*

# Document A

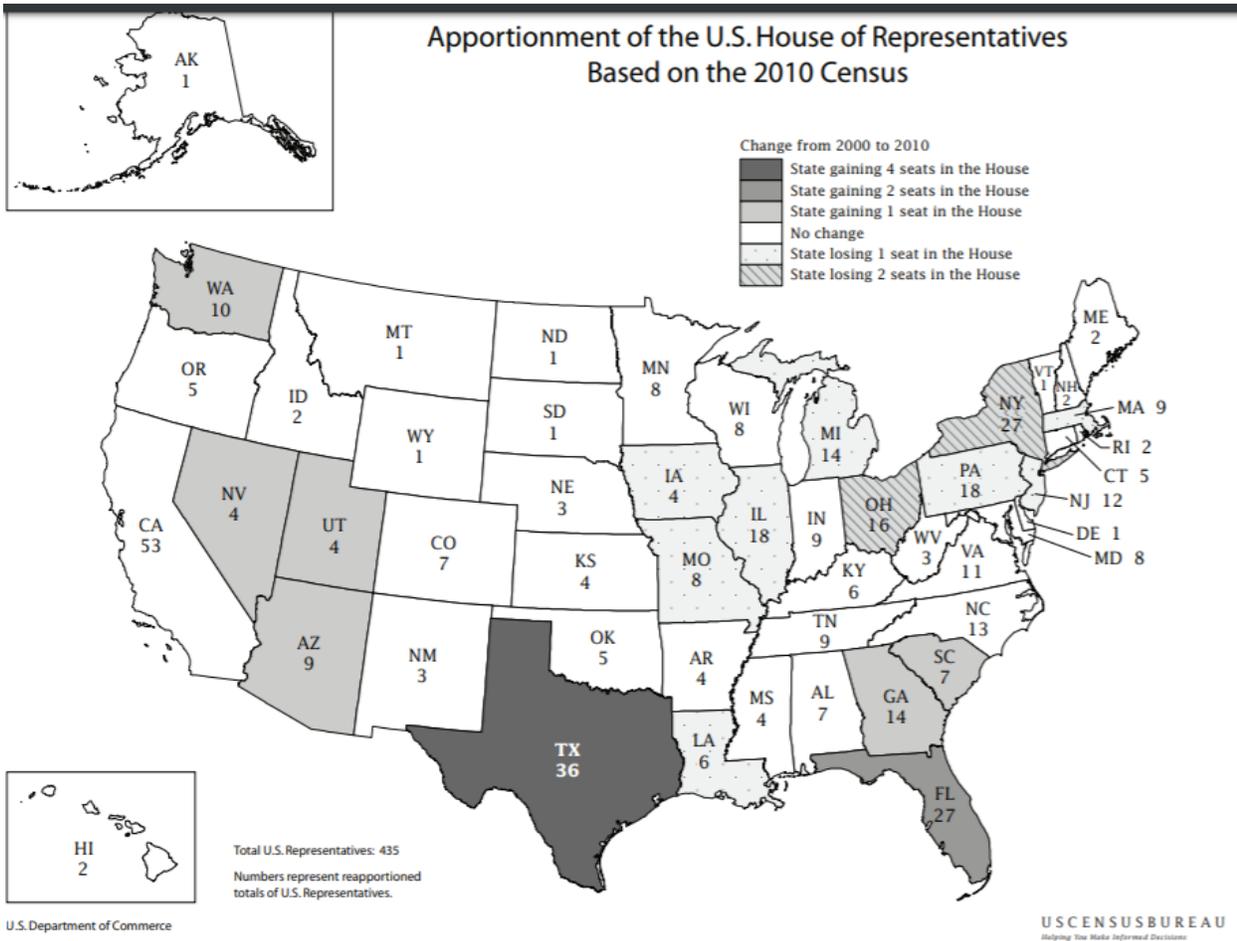
D2. Civ.5.9-12 Civics and Political Institutions Source: Created by Antonia B. Piscitelli-Carrasco



## Directions:

Use the Umbrella of federalism to identify the levels of government in which you live. **Not all levels will apply to you.** The first level has been done for you.

# Document B



## Apportionment of the House of Representatives

**Directions:** Use the Apportionment map above to answer the following questions:

1. Which state has the largest number of Representatives? *California*
2. What are the states with only one House of Representative Member and why? *North Dakota, South Dakota, Wyoming, Montana, and Alaska because each state is guaranteed at least one Representative.*
3. What can you infer from the map about the populations of these states? *Those states have small populations*
4. What regional differences might exist between the four most populated states (CA, TX, FL, NY)? *Answers may include but are not limited to, political ideologies, industries, military bases, geographical differences.*
5. How might representation, or the number of Representatives, of a state influence the policymaking differently for states with large and small populations? *Answers will vary.*

**Directions: Read Doc C and D, then go to the next page to answer the questions.**  
**Document C**

Source: Sam Roberts, "A Tour of the Census Form", New York Times, April 2, 2010, Evaluating Sources/ Social Question

U.S. DEPARTMENT OF COMMERCE  
 Economics and Statistics Administration  
 U.S. CENSUS BUREAU

United States  
**Census 2010**

This is the official form for all the people at this address.  
 It is quick and easy, and your answers are protected by law.

Use a blue or black pen.  
**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 our guidelines.

- Count all people, including babies, who live and sleep here most of the time.

The Census Bureau also conducts counts in institutions and other places, so:

- Do not count anyone living away either at college or in the Armed Forces.
- Do not count anyone in a nursing home, jail, prison, detention facility, etc., on April 1, 2010.
- Leave these people off your form, even if they will return to live here after they leave college, the nursing home, the military, jail, etc. Otherwise, they may be counted twice.

The Census must also include people without a permanent place to stay, so:

- If someone who has no permanent place to stay is staying here on April 1, 2010, count that person. Otherwise, he or she may be missed in the census.

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

Number of people =

**2. Were there any additional people staying here April 1, 2010 that you did not include in Question 1?** Mark  all that apply.

- Children, such as newborn babies or foster children
- Relatives, such as adult children, cousins, or in-laws
- Nonrelatives, such as roommates or live-in baby sitters
- People staying here temporarily
- No additional people

**3. Is this house, apartment, or mobile home —** Mark  ONE box.

- Owned by you or someone in this household with a mortgage or loan? Include home equity loans.
- Owned by you or someone in this household free and clear (without a mortgage or loan)?
- Rented?
- Occupied without payment of rent?

**4. What is your telephone number? We may call if we don't understand an answer.**

Area Code + Number  
 -  -

OMB No. 0607-0919-C. Approval Expires 12/31/2011.  
 Form D-61 (1-15-2008)

**5. Please provide information for each person living here. Start with a person living here who owns or rents this house, apartment, or mobile home. If the owner or renter lives somewhere else, start with any adult living here. This will be Person 1.**  
 What is Person 1's name? Print name below.

Last Name

First Name  MI

**6. What is Person 1's sex?** Mark  ONE box.

- Male  Female

**7. What is Person 1's age and what is Person 1's date of birth?** Please report babies as age 0 when the child is less than 1 year old. Print numbers in boxes.

Age on April 1, 2010

Month  Day  Year of birth

→ NOTE: Please answer BOTH Question 8 about Hispanic origin and Question 9 about race. For this census, Hispanic origins are not races.

**8. Is Person 1 of Hispanic, Latino, or Spanish origin?**

- 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, Argentinian, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.

**9. What is Person 1's race?** Mark  one or more boxes.

- White
- Black, African Am., or Negro
- American Indian or Alaska Native — Print name of enrolled or principal tribe.
- Asian Indian
- Japanese
- Native Hawaiian
- Chinese
- Korean
- Guamanian or Chamorro
- Filipino
- Vietnamese
- Samoan
- Other Asian — Print race, for example, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on.
- Other Pacific Islander — Print race, for example, Fijian, Tongan, and so on.
- Some other race — Print race.

**10. Does Person 1 sometimes live or stay somewhere else?**

- No
- Yes — Mark  all that apply.
  - In college housing
  - In the military
  - At a seasonal or second residence
  - For child custody
  - In jail or prison
  - In a nursing home
  - For another reason

→ If more people were counted in Question 1, continue with Person 2.

**QUESTION 1**  
 A simple head count of the people living and sleeping under your roof. Include infants. In 2000, the average number of people per household was 2.59.

**QUESTION 2**  
 Not a trick question. Just making sure you were paying attention to Question 1.

**QUESTION 4**  
 The Census Bureau may need to call you if you forgot to answer a question or gave an unclear answer.

**QUESTION 6**  
 The sex question. It has been asked since the first census, in 1790.

**QUESTION 8**  
 This is a relatively new one, asked since only 1970. It helps the government in monitoring compliance with civil rights and voting rights regulations and in planning bilingual programs. The Office of Management and Budget, which decides these things, considers Hispanic or Latino as an ethnic category, not a racial one.

**QUESTION 9**  
 Negro? Some people objected to the use of this anachronistic term, but the bureau said it was still used by many older blacks. The race question dates from the first census, when slaves counted as three-fifths of free people for Congressional reapportionment. Now it is used to evaluate equal-opportunity employment programs, to monitor anti-discrimination rules and to assess disparities in health, education attainment and other characteristics.

**QUESTION 10**  
 Just making sure you answered Questions 1 and 2 correctly.

## Document D

YouTube title: *Rep. Adam Schiff on 2020 Census*. Published by Antonia Piscitelli Carrasco.  
<https://youtu.be/-z3AVapmwwI>



### Directions: Use

**documents C and D to answer the questions below.** Analyze the Census 2010 form and then watch Rep. Adam Schiff (D-CA) speak about the Census 2020 to Allan F. Daily High School students.

1. Evaluate the complexity of filling out the Census 2010 form and compare the likely changes stated by Congressman Schiff. *Students should state the form appears easy to fill out and that Rep. Schiff states that there is likely to have a citizenship question added to the Census 2020.*
2. What types of federal programs does the Appropriations Committee decide to spend on? *Students should state the form appears easy to fill out and that Rep. Schiff states that there is likely to have a citizenship question added to the Census 2020.*
3. What are some groups that may be unwilling or unable to fill out the Census 2020 form? *Latinos, undocumented, homeless, etc.*
4. How does being enumerated by the census aid the federal government in deciding funding benefits for individuals? *When the federal government knows which states and counties have larger populations, those states and Counties get larger funding.*

**Directions: Read Docs E and F, then go to the next page to answer the questions.**

## Document E

D2. Eco.8.9-12 , CA HSS 12.7.2 Economics Question

Source: Census.gov <https://www.census.gov/library/visualizations/2018/comm/2020-at-a-glance.html>

### Overview of Census Bureau Programs

#### CENSUSES

- The **decennial census** is the once-a-decade population and housing count of all 50 states, the District of Columbia, Puerto Rico, and the Island Areas. The results of the census determine the number of seats for each state in the U.S. House of Representatives and are used to draw congressional and state legislative districts. Federal agencies use the results to distribute more than \$675 billion in federal funds each year.
- The **economic census** measures the nation's economy every five years, providing vital statistics for virtually every industry and geographic area in the country.
- The **Census of Governments** provides comprehensive data about the 90,000 state and local governments in the nation every five years.

#### Your information is protected by law

The law requires the Census Bureau to keep your information confidential and use your responses only to produce statistics. We cannot publicly release your responses in any way that could identify you. We will never share your information with immigration enforcement agencies such as ICE, law enforcement agencies such as the FBI or police, or allow it to be used to determine your eligibility for government benefits.

#### Our Mission

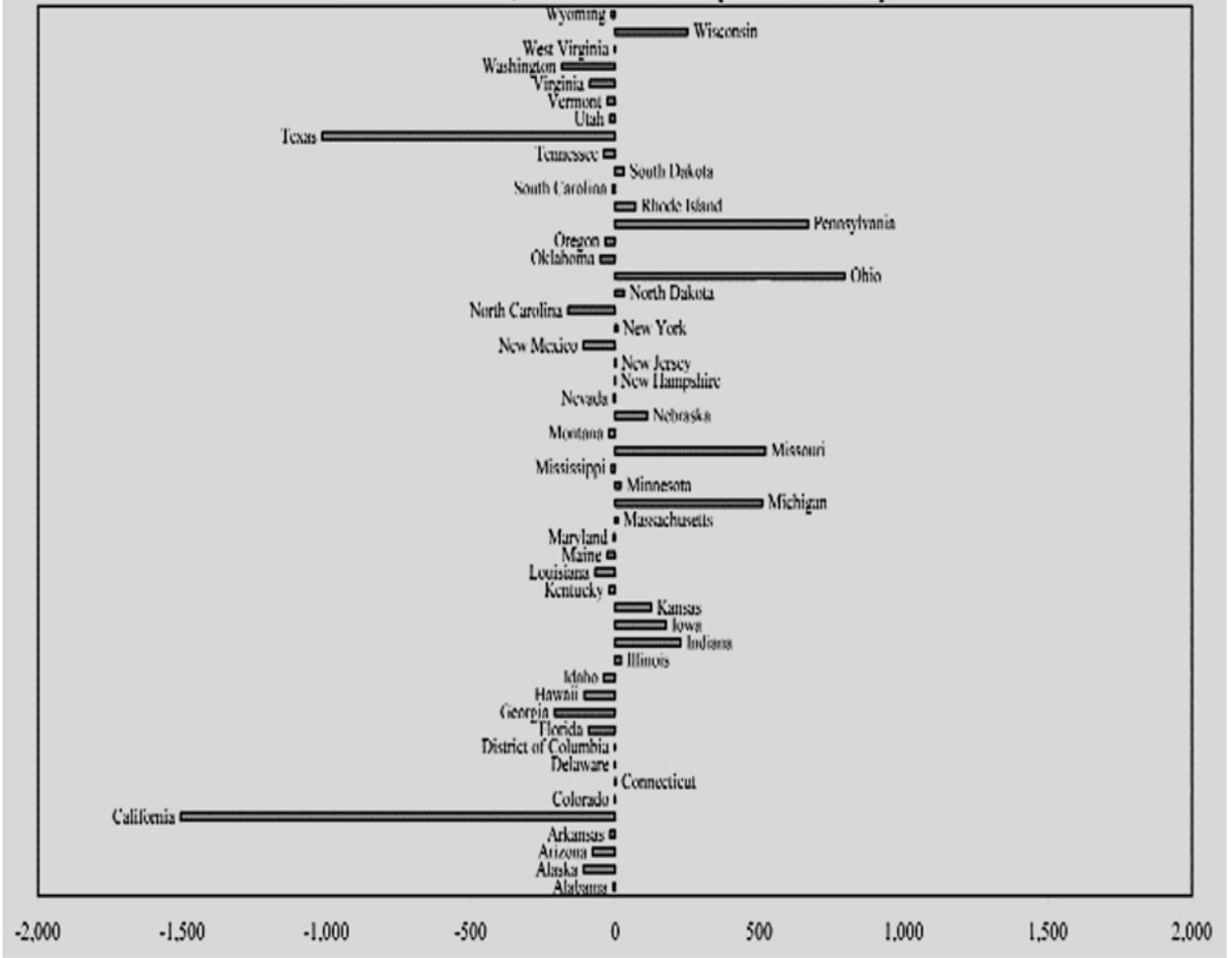
## Document F

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.

**Figure B. Estimated Effect of Census 2000 Undercount on Eight Federal Grant Programs: All States and the District of Columbia, Fiscal Years 2002-2012 (Millions of Dollars)**



**Directions: Use documents E and F to answer the questions below.**

1. What does the Census Bureau do with the information from the decennial census? *They report the data to the House of Representatives for apportionment and to federal agencies to use for funding.*
  
2. How is your information protected by law? *The law requires the Census Bureau to keep information collected in the census confidential. The information is supposed to be used to produce statistics and cannot be released publicly in a way that would make it possible to identify any specific person. The personal information collected will never be shared with ICE, the FBI or be used to keep people from receiving government benefits.*

3. What are the eight federally funded programs being measured in Doc. F according to the *source note*? *The Census Bureau cannot publish any information that can publicly identify you, nor are they allowed to identify you to any government agency.*
  
4. Offer your opinion of the eight programs by rating them: Very Important, Somewhat Important, and Not Very Important. *Answers will vary*
  
5. Which state lost the most federal funding due to individuals not filling out the Census 2000 form? How much money did that state lose? *California, 1.5 billion*

### Call to Action

D4.7.9-19 Taking informed Action

How can you help convince others to participate in Census 2020? Participation is necessary for proper representation in the House of Representatives. The appropriate distribution of federal funds for social programs is decided based on the turnout of residents being counted in Census 2020. Since the Census Bureau is required by law to keep your information private, how will you let others know? What action can you take? Collaborate with others to brainstorm on how to take action.

	Individual Action	Collective Action
--	-------------------	-------------------

Local Action		
State Action		

Created by Antonia B. Piscitelli-Carrasco