Count Me In!
Exploring the historical foundations and importance of the US Census

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

12th Grade Government Inquiry:
How has the Census impacted representative federalism over time?
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.

Acknowledgements

The Count Me In! Census 2020 Curriculum Project is the product of a collaborative partnership between the Government Operations Agency, the Los Angeles County Office of Education, and the Sacramento County Office of Education.

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

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### Census 2020

**How has the Census impacted representative federalism over time?**

<table>
<thead>
<tr>
<th>Title of Lesson</th>
<th>Representative Federalism and the 2020 Census</th>
<th>Grade Level</th>
<th>Duration</th>
<th>Grade Level</th>
<th>Duration</th>
<th>Grade Level</th>
<th>Duration</th>
</tr>
</thead>
</table>
| **HSS Standards** | 12.1.4 Explain how the Founding Fathers’ realistic view of human nature led directly to the establishment of a constitutional system that limited the power of the governors and the governed as articulated in the Federalist Papers.  
12.1.5 Describe the systems of separated and shared powers the role of organized interests (*Federalist paper #10*), checks and balances *(Federalists Paper # 51)*  
12.2 Describe Article I of the Constitution as it relates to the legislative branch.  
12.4.3 Identify their current representatives in the legislative branch of the national government | 12th Gov | Three (3) periods (about 150 minutes) |
| **ELA Standards** | California Common Core State Standards for English Language Arts and Literacy:  
6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.  
7. 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.  
8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses) | | |
| **ELD Standards** | CCSS ELD Part 1 Section A Collaborative  
Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics | | |
| **Other Curricular Connections** | History Social Science Analysis Skills Grades 9-12: Chronological and Spatial Thinking  
Students explain how the present in connected to the past, identify both similarities and differences between the two, and how some things change over time and some things stay the same.  
AP U.S. Government and Politics  
Con-2 Federalism reflects the dynamic distribution of power between national and state governments.  
Required Foundational Document: Federalist #51 | | |

**Lesson Sequence Overview**

<table>
<thead>
<tr>
<th>Supporting Questions</th>
<th>How have changes in the nation’s population impacted representation in the House of Representatives, Senate and Presidency for large and small states?</th>
<th>How might an undercount of California residents in the 2020 Census impact California’s representation in the federal government?</th>
<th>What are the most significant factors that might cause California’s population to be undercounted?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Duration</strong></td>
<td>Day 1 - 50 minutes</td>
<td>Day 2 - 50 minutes</td>
<td>Day 3 - 50 minutes</td>
</tr>
<tr>
<td><strong>Performance Task</strong></td>
<td>Students will analyze primary and secondary source documents to understand the impact of population and census data on California’s representation.</td>
<td>Students read closely, editorials and news reports, and collaborate in groups to determine the most significant factors that could impede accuracy of the next census count.</td>
<td>Students will identify their local and federal representatives and write a letter to them explaining the importance of an accurate census count for California.</td>
</tr>
<tr>
<td><strong>Summative Task</strong></td>
<td>Students will write a letter to their elected representatives to explain to them the importance of an accurate census count and the factors that might make that difficult in California.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### How have changes in the nation’s population impacted representation in the House of Representatives, Senate and Presidency for large and small states?

<table>
<thead>
<tr>
<th>Day 1</th>
<th>50 minutes</th>
</tr>
</thead>
</table>

**Learning Objective**

Students will be able to explain how changes in the nation’s population impacted representation in the federal government.

**Background Information**

**Federalist Paper #51** A reading of Federalist Paper #51 can be used to understand the framers’ views on the importance of representative government.


**Census Data** Census data will be examined to determine how migration and immigration patterns have impacted representation of the states in the federal government.


New Article Analysis: A variety of newspaper articles will be analyzed to examine the factors that may make it difficult for California to have an accurate census count.

Teachers who teach a yearlong class may want to extend this lesson with a public awareness campaign.

**Introduction**

Pass out the lesson packet to students and direct them to read the first two paragraphs.

When students finish reading ask the following questions to **check for understanding**:

- **What concerns did people have about the new constitution?**
- **What compromise was made between big and small states?**
- **How are seats in the House of Representatives distributed?**

- **Materials:** printed copies of the student handout (or make them available to students online) and a whiteboard or screen to list supporting questions.
- **Accommodations and Supports:** allow students to work with a word bank or translator. Show students a map that displays how many seats each state has in the House of Representatives to serve as a visual aide. One can be found in the 2010 Census Brief: Congressional Appropriations. [https://www.census.gov/prod/cen2010/briefs/c2010br-08.pdf](https://www.census.gov/prod/cen2010/briefs/c2010br-08.pdf)

**Evaluation of Sources**

Have students read the excerpt from Federalist #51 and then answer questions one and two. Once students have finished call on students to share their answers.

**Questions and Answers**

- **Question 1** According to the document what are the important things to guard against in a republic?
  - **Answer:** The important things to guard against in a republic are oppression of rulers and injustice of one part against another.

- **Question 2** According to the document how will the new Constitution protect against this?
  - **Answer:** Society will be broken up into so many parts that it will be difficult for a majority to impose its will on a minority.
Have students discuss question 3 with a partner then have them record their answers.

- **Question 3)** Why might the census be important to the argument made in *Federalist # 51*? (Think about how an inaccurate census count might impact Madison’s argument.)
  - **Answer:** though answers will vary, students should mention something about the different groups of people in the nation needing to be counted in the census so that they may have adequate representation in Congress or something about some groups not being represented or being underrepresented.

- **Materials:** printed copies of the student handout (or make them available to students online).
- **Accommodations and Supports:** most students will benefit from access to Language Frames and Sentence Starters designed and written with the explicit verbiage that will allow them to extend/expound on, contest/disagree with, and support/agree with their classmates, the data, and experts in the room. Some students may benefit from reading a longer excerpt or being able to do this as homework the night before and discuss/review it in class.

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Have students work with a partner to analyze the chart titled **Population and the Senate**, then have them answer the questions that follow.

Before they start the chart on the House of Representatives show the following short video to remind them how reapportionment works:
[https://www.census.gov/library/video/census_apportionment_machine.html](https://www.census.gov/library/video/census_apportionment_machine.html)

Review the answers to the questions with the students (answers can be found in teacher key).

Have students independently analyze the **Population and the House of Representatives** chart and answer the questions that follow.

Review the answers with the students (answers can be found in the teacher key provided).

- **Materials:** printed copies of the student handout (or make them available to students online).
- **Accommodations and Supports:** while students are working on the chart, the teacher should circulate throughout the room to check for understanding and help any students who are having difficulty completing the assignment. If possible have emerging EL students work with expanding or bridging students of the same language. Allow the expanding or bridging students to explain the instructions to the emerging students.

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**Closing**

After giving students time to consider and share with a partner their initial answers, guide a brief class discussion on the **Day 1 Closing Question**: “Based on the information you learned today, why is the census important to California’s representation in the federal government?” Ask a few student volunteers to share their answers aloud. Note: Directions on the student handout ask them to respond to this **Day 1 Closing Question** only after they have discussed this as a class.

Using the student handout provided, have all students respond to the **Day 1 Closing Question** in writing. Be sure to use the handout as an “Exit Ticket” in order to gather formative feedback and reteach as needed before beginning the Day 2 lesson.

- **Materials:** printed copies of the student handout material (or make them available to students online). *Note: If limited on time, assign the reading of the articles (planned for Day 2 of the lesson) as homework and have the students come in ready to discuss the articles.*
- **Accommodations and Supports:** while students are responding, teacher should be circulating throughout the room to check for understanding and help any students who are having difficulty completing the assignment. Provide sentence starters for students that could benefit from the help of specific stems to move their writing forward.
Representative Federalism and the 2020 Census

How has the Census Impacted Representative Federalism?

When the Constitution was written many people had concerns about the transition from a government dominated by the states to one being dominated by a central government. Specifically, people were fearful about being governed by people in states who had different concerns and challenges from them. One of the most contentious disagreements was between large and small states. Large states wanted representation in Congress to be based on population, giving those states the largest share of votes. Smaller states wanted all states to have equal votes in Congress. The compromise was to create a congress with two chambers: the Senate and the House of Representatives. Each state would have two seats in the Senate, while seats in the House of Representatives would be distributed based on the population of each state. Every ten years the nation conducts a census and reapportions seats to each state based on the new populations.

After the Constitution was written it had to be ratified by nine states before it became law of the land. Ratification was not a guaranteed thing; in fact it was bitterly debated. To address some of the concerns with the new constitution James Madison, Alexander Hamilton and others wrote a series of essays we now call the Federalist Papers. In Federalist Paper #51 Madison or Hamilton addressed some of the concerns people had about representation in the new federal government.

Read the excerpt and answer questions 1 & 2 below.

**Federalist Paper #51**

It is of great importance in a republic not only to guard the society against the oppression of its rulers, but to guard one part of the society against the injustice of the other part. Different interests necessarily exist in different classes of citizens. If a majority be united by a common interest, the rights of the minority will be insecure. There are but two methods of providing against this evil…

The second method will be exemplified in the federal republic of the United States. Whilst all authority in it will be derived from and dependent on the society, the society itself will be broken into so many parts, interests, and classes of citizens, that the rights of individuals, or of the minority, will be in little danger from interested combinations of the majority.

Full Document from National Archives: https://founders.archives.gov/documents/Hamilton/01-04-02-0199

Hamilton, Alexander, or James Madison. Federalist No. 51: "The Structure of the Government Must Furnish the Proper Checks and Balances Between the Different Departments." New York Packet, February 8, 1788.

1) According to the document what are the important things to guard against in a republic?

2) According to the document how will the new Constitution protect against this?

<table>
<thead>
<tr>
<th>Reapportion: decide how many representatives each state receives.</th>
<th>Ratified: approved</th>
<th>Oppression: unfair treatment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Derived: comes from</td>
<td>Contentious: Controversial/ Intense debate</td>
<td></td>
</tr>
</tbody>
</table>

Discuss the following with question your partner before you answer independently.

3) Why might the census be important to the argument made in Federalist # 51? (Think about how an inaccurate census count might impact Madison’s argument.)
**Population and the Senate**

DIRECTIONS: Over time, changes in the nation’s population and migration patterns have impacted the balance of power in the Senate and the House of Representatives. Look at the information compiled below and answer the questions that follow. Think about the following question as you study the chart: **how have changes in our population impacted representation in the federal government?**

<table>
<thead>
<tr>
<th>Census Year</th>
<th>State with Largest Population</th>
<th>State with Smallest Population</th>
<th>Difference Between Largest and Smallest State Population</th>
</tr>
</thead>
</table>


1) How has the difference in population from the most populous to the least populous state changed from 1920 to 2010?

2) How has the trend you described in number one impacted representation in the Senate for both large and small states? (Remember each state gets 2 votes regardless of population size)

3) How does this trend impact or relate to the arguments made in *Federalist Paper #51?* Think about representation in the Senate and the presidency. Recall that the United States votes for the president indirectly through the Electoral College. Each state’s allotment of electors is equal to their number of senators and members of the House of Representatives.

4) What does this mean for the importance of the census and reapportionment in the House of Representatives for states with large populations?
Population and the House of Representatives

DIRECTIONS: Look at the data below on population and the House of Representatives. Think about the following question as you analyze the chart: How have changes in the nation’s population impacted representation in the House of Representatives for large and small states?

<table>
<thead>
<tr>
<th>Census Year</th>
<th>State with Most Representatives</th>
<th>State(s) with Only One Seat (only one Representative)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1920</td>
<td>New York</td>
<td>Arizona, Delaware, Nevada, New Mexico, Wyoming</td>
</tr>
<tr>
<td></td>
<td>Number of Reps: 43</td>
<td></td>
</tr>
<tr>
<td>1940</td>
<td>New York</td>
<td>Delaware, Nevada, Vermont, Wyoming</td>
</tr>
<tr>
<td></td>
<td>Number of Reps: 45</td>
<td></td>
</tr>
<tr>
<td>1960</td>
<td>New York</td>
<td>Alaska, Delaware, Nevada, Vermont, Wyoming</td>
</tr>
<tr>
<td></td>
<td>Number of Reps: 41</td>
<td></td>
</tr>
<tr>
<td>1990</td>
<td>California</td>
<td>Alaska, Delaware, Montana, North Dakota, South Dakota, Vermont, Wyoming</td>
</tr>
<tr>
<td></td>
<td>Number of Reps: 52</td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>California</td>
<td>Alaska, Delaware, Montana, North Dakota, South Dakota, Vermont, Wyoming</td>
</tr>
<tr>
<td></td>
<td>Number of Reps: 53</td>
<td></td>
</tr>
</tbody>
</table>


1) What trends do you see in the data above?

2) How has the power of large and small states been impacted by changes in population? Think about both the House of Representatives and the Presidency.

3) How does this trend impact or relate to the arguments made in Federalist #51?

**Day One Closing Question:** Be sure to respond to the question below only after the class discussion.

Based on the information you learned today, why is the census important to California’s representation in the federal government (answer in a 2-3 sentences)?
| How might an undercount of California residents in the 2020 Census impact California’s representation in the federal government? |
|---|---|
| **Day 2** | **50 minutes** |
| **Learning Objective** | Students will be able to determine how an undercount of California residents in the 2020 Census could impact California’s representation in the federal government. |
| **Introduction** | Give students a few minutes to review their data from the previous day. Ask them the following question: “How has the increasing population of the U.S. impacted representation in the House of Representatives and the Senate?”
- Materials: printed copies of the student handout (or make them available to students online).
- Accommodations and Supports: while students are responding, teacher should be circulating throughout the room to check for understanding.

Call on a few students to answer the question. Be sure to clarify, affirm, and correct responses to ensure there is accurate understanding. |
| **Evaluation of Sources** | Break students up into groups of three or four. Then assign each student an article to read and annotate. Students will complete the graphic organizer, titled **Most Significant Factors that might Cause California’s Population to be Undercounted**, for their article only. 

Links to articles are provided here:
Judge bars citizenship question from 2020 census
California would be the primary victim of a GOP war on the census
Latino Children are undercounted in The Census: Report
PD Editorial: California must avoid an undercount in the 2020 Census.

- Materials: printed copies of the student handout AND reading articles listed above (or make them available to students online). Note: you may want to do an internet search to find more timely articles or find articles specifically related to the area in which you teach.
- Accommodations and Supports: as students are sharing the teacher should circulate the room to check for understanding and clarify any questions the students have about the articles. Modify the articles appropriately for EL and SPED students. You may want to shorten the articles or provide word banks depending on the needs of your students. You can also highlight important parts of the article to help focus attention.

Have students move their desks into groups to share what they believe to be the most **significant factors** based on the article they read. Through this jigsaw activity, all group members can complete the graphic organizer for the articles that they did not read. |
| **Closing** | After each member has shared, discuss and decide as a group the one or two most significant factors that might lead California to be undercounted in the census.

Ask each group to share out or circulate the room to discuss with each group and share out for them with the entire class. |
Most Significant Factors that might Cause California’s Population to be Undercounted

- How might an undercount of California residents in the 2020 census impact California’s representation in the federal government?
- What are the most significant factors that might cause California’s population to be undercounted?

DIRECTIONS: Today you will work in groups to examine the factors that might cause California to be undercounted in the 2020 census and impact California’s representation in the federal government. **Task #1**: each member of your group will be assigned a different reading that will help you answer the inquiry questions above. Each group member will then share the information they learned from their article.

<table>
<thead>
<tr>
<th>Source: Author and title of Article.</th>
<th>According to this article what factor might cause California to be undercounted in the 2020 census? Why might this factor lead California to be undercounted?</th>
<th>What evidence does the author use to support their claims? If they use statistics list the statistics and where they came from. If they quoted experts, what did the experts say and what are their titles or positions?</th>
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</table>

**Task #2**: After each member shares the information, decide as a group the one or two most significant factors that might lead California to be undercounted in the census. Record the factor(s) your group has decided would be most significant in the space below with a brief explanation.
### Learning Objective

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.

### Day 3

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>15 minutes</td>
</tr>
<tr>
<td>Explain to students that they will be getting back into their groups from yesterday to write a letter to their state and federal representatives explaining the importance of the census and the potential factors that might cause California to be undercounted.</td>
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</tr>
<tr>
<td>Inform them that before they begin writing the letter, they will use the internet to identify their elected representatives (links provided on the student handout). (If you don’t have a class set of devices you can do this together as a class and have students record their representatives together.)</td>
<td></td>
</tr>
<tr>
<td>Explain to students that they will write one letter as a group to be submitted for a grade. They will copy and paste the same letter (remember to change the greeting) to each of their representatives. Review the criteria and the rubric (in student packet) with the class.</td>
<td></td>
</tr>
<tr>
<td>- Materials: access to internet and computer or other electronic device, printed copies of the student handout (or make them available to students online).</td>
<td></td>
</tr>
<tr>
<td>- Accommodations and Supports: students should be encouraged to review their notes and written responses from Days 1 and 2. Teacher should be circulating throughout the room to check for understanding and respond to questions.</td>
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</tr>
</tbody>
</table>

### Possible Extension Activity

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.

Provide students with the definition of a census, posing these questions:
- How would we go about counting 5th graders at our school?
- What about all students?
- How would we count all children in our county?
- What might we need to do to count people without access to technology?

### Evaluation of Sources

Referencing the articles from the Day 2 lesson, and using the responses and reasons shared in their groups the day before, have students collaborate in groups to write their letters to their representatives.

Be sure to tell students to review the rubric before they begin writing their letter and again before they submit it.

- Materials: access to internet and computer or other electronic device, printed copies of the student handout (or make them available to students online).
- Accommodations and Supports: students should be encouraged to review their notes and written responses from Days 1 and 2. Teacher should be circulating throughout the room to check for understanding and respond to questions.

### Closing

Teacher closes the lesson with a reading of one or two letters and a quick review of the learning outcomes from the past three days.

<table>
<thead>
<tr>
<th>Time</th>
<th></th>
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<tbody>
<tr>
<td>5 minutes</td>
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</tbody>
</table>
Writing to Your Elected Representatives

DIRECTIONS: Write to your elected representative in the state and local government to inform them about these factors that may pose a serious challenge to getting an accurate count of California’s population in the 2020 Census. Before you do this, you will need to find out who your local representatives are. The Census is a joint project between the states and the federal government so you will need to contact both your state and federal representatives.

Find your representatives in the California legislature.

Visit the following website to locate your member in the California Assembly and California Senate.

http://findyourep.legislature.ca.gov/

Assembly Member Name ________________________ Assembly Member Email ______________________

State Senator Member Name____________________ State Senate Member Email ______________________

Find your representatives in the federal government.

Visit the following website to see who represents California in the United States Senate.

https://www.senate.gov/senators/contact

Senator #1 Name ________________________ Senator #1 Email ______________________

Senator #2 Name ________________________ Senator #2 Email ______________________

Visit the following website to find your member in the House of Representatives.

https://www.house.gov/representatives/find-your-representative

Member Name__________________________ Member Email______________________________
**DIRECTIONS for writing your letter:** Use the following outline to write a letter to your representatives. You will write one letter as a group. You will turn in one copy to be graded and will cut and paste it to send to each of your representatives. **Be sure to study the rubric below before you start writing.**

Dear ______________________:

I. Introduce yourselves to the representative. Explain to them that you have been studying and examining data from the U.S. Census.

II. Explain the importance of California having sufficient representation in the federal government and explain why the census is essential in guaranteeing California has adequate representation.

III. Explain what you believe to be the one or two most significant factors that might cause California to be underrepresented in the California census. Use evidence from the articles to support your argument. You may do outside research as well.

IV. Propose a solution. Describe how you think California can address the challenge you described in the letter

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**Rubric**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent (4)</th>
<th>Very Good/Good (3)</th>
<th>Fair (2)</th>
<th>Needs Work (1)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>• Clearly explains importance of census for CA</td>
<td>• Shows an understanding of census bust needs to be more specific to why it is important to CA</td>
<td>• Mentions the census but not clear why it is important to California</td>
<td>• Information about census is not accurate or unclear</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Clearly identifies 1-2 challenges</td>
<td>• Clearly identifies 1-2 challenges</td>
<td>• Mentions challenges but not clearly explained</td>
<td>• Challenges are not mentioned or explained well</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Cites 2 or more pieces of evidence</td>
<td>• Cites 2 or more specific examples</td>
<td>• Only mentions one piece of evidence or evidence is inappropriate</td>
<td>• Little or insufficient evidence is provided or evidence is not appropriate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Clearly articulates a solution</td>
<td>• Provides a solution</td>
<td>• No solution or solution is not reasonable</td>
<td>• No solution or solution is not reasonable</td>
<td></td>
</tr>
<tr>
<td><strong>Format</strong></td>
<td>• Accurately uses correct business letter format</td>
<td>• Mostly uses correct business letter format</td>
<td>• Notable errors in business letter format</td>
<td>• Many noticeable errors in business letter format</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Greeting with proper title(s)</td>
<td>• Greeting with proper title</td>
<td>• May not have proper greeting</td>
<td>• Lacks proper greeting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• well organized with introduction, body and closing</td>
<td>• Mostly organized well with introduction, body and closing</td>
<td>• Needs better organization</td>
<td>• Lacks organization</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Tone is respectful and polite</td>
<td>• Tone is appropriate</td>
<td>• Tone is inconsistent</td>
<td>• Tone is not appropriate, or disrespectful</td>
<td></td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>Very few or no grammatical and spelling mistakes</td>
<td>A few grammatical or spelling mistakes</td>
<td>Many grammatical mistakes</td>
<td>Letter is not coherent</td>
<td></td>
</tr>
</tbody>
</table>
It is of great importance in a republic not only to guard the society against the oppression of its rulers, but to guard one part of the society against the injustice of the other part. Different interests necessarily exist in different classes of citizens. If a majority be united by a common interest, the rights of the minority will be insecure. There are but two methods of providing against this evil…

The second method will be exemplified in the federal republic of the United States. Whilst all authority in it will be derived from and dependent on the society, the society itself will be broken into so many parts, interests, and classes of citizens, that the rights of individuals, or of the minority, will be in little danger from interested combinations of the majority.

Full Document from National Archives: https://founders.archives.gov/documents/Hamilton/01-04-02-0199


1) According to the document what are the important things to guard against in a republic?

   The important things to guard against in a republic are oppression of rulers and injustice of one part against another.

2) According to the document how will the new Constitution protect against this?

   Society will be broken up into so many parts that it will be difficult for a majority to impose its will on a minority.

Discuss the following with your partner before you answer.

3) Why might the census be important to Madison’s argument? (Think about how an inaccurate census count might impact Madison’s argument.)

   Answers will vary but students should mention something about the different groups of people in the nation needing to be counted in the census so that they may have adequate representation in Congress. Students should also mention something about some groups not being represented or being underrepresented.
DIRECTIONS: Over time changes in the nation’s population and migration patterns have impacted the balance of power in the Senate and the House of Representatives. Look at the information compiled below and answer the questions that follow. Think about the following question as you study the chart: **How have changes in our population impacted representation in the federal government?**

<table>
<thead>
<tr>
<th>Census Year</th>
<th>State with Largest Population</th>
<th>State with Smallest Population</th>
<th>Difference Between Largest and Smallest State Population</th>
</tr>
</thead>
</table>


https://www.census.gov/prod/cen2010/briefs/c2010br-08.pdf

1) How has the difference in population from the most populous to the least populous state changed from 1920 to 2010?  
*Answers will vary but they should recognize how the gap between the biggest and smallest state has increased.*

2) How has the trend you described in number one impacted representation in the Senate for both large and small states? (Remember each state gets 2 votes regardless of population size)  
*Answers will vary but students should recognize the balance of power in the Senate shifting towards less populated states.*

3) How does this trend impact or relate to the arguments made in Federalist Paper #51? Think about representation in the Senate and the presidency. Recall that the United States votes for the president indirectly through the Electoral College. Each states allotment of electors is equal to their number of senators and members of the House of Representatives.  
*Answers will vary but students should recognize how the differences in population increase between the largest states and smallest states it shifts power to the smaller states.*

4) What does this mean for the importance of the census and reapportionment in the House of Representatives for states with large populations?  
*Answers will vary but students should recognize that the House of Representatives is the part of the federal government that best represents states with large populations.*
Population and the House of Representatives

DIRECTIONS: Look at the data below on population and the House of Representatives. Think about the following question as you analyze the chart: How have changes in the nation’s population impacted representation in the House of Representatives for large and small states?

<table>
<thead>
<tr>
<th>Census Year</th>
<th>State with Most Representatives</th>
<th>State(s) with Only One Seat (only one Representative)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1920</td>
<td>New York Number of Reps:43</td>
<td>Arizona, Delaware, Nevada, New Mexico, Wyoming</td>
</tr>
<tr>
<td>1940</td>
<td>New York Number of Reps:45</td>
<td>Delaware, Nevada, Vermont, Wyoming</td>
</tr>
<tr>
<td>1960</td>
<td>New York Number of Reps:41</td>
<td>Alaska, Delaware, Nevada, Vermont, Wyoming</td>
</tr>
<tr>
<td>1990</td>
<td>California Number of Reps: 52</td>
<td>Alaska, Delaware, Montana, North Dakota, South Dakota, Vermont, Wyoming.</td>
</tr>
<tr>
<td>2010</td>
<td>California Number of Reps: 53</td>
<td>Alaska, Delaware, Montana, North Dakota, South Dakota, Vermont, Wyoming.</td>
</tr>
</tbody>
</table>


1) What trends do you see in the data above?

   Students should notice a large gap in representatives between the largest and smallest states.

2) How has the power of large and small states been impacted by changes in population?

   Answers will vary but students should note how larger states have more votes in the House of Representatives.

3) How does this trend impact or relate to the arguments made by Madison in Federalist #51?

   Answers will vary but students should connect representation in the House of Representatives to Madison’s argument.

**Day One Closing Question:** Be sure to respond to the question below only after the class discussion. Based on the information you learned today, why is the census important to California’s representation in the federal government (answer in a 2-3 sentences)?

   Answers will vary but students should at a minimum connect an accurate population count with the level of a state’s representation in the House of Representatives.