



# 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 from the foregoing Schedule was originally printed, the whole Enumeration is here given complete, except for the N. Western Territory, of which no Return has yet been published.

Counties	White	Black	Indian	Total
Charleston	24,411	4,421	1,111	30,043
Georgetown	3,441	1,111	1,111	5,663
Marion	4,421	1,111	1,111	6,643
Richmond	1,111	1,111	1,111	3,333
Sumter	1,111	1,111	1,111	3,333
York	1,111	1,111	1,111	3,333
...	...	...	...	...

Population of the United States

SCHEDULE No. 1 - POPULATION

State	White	Black	Indian	Total
Alabama	1,111	1,111	1,111	3,333
Arkansas	1,111	1,111	1,111	3,333
California	1,111	1,111	1,111	3,333
...	...	...	...	...

2010 Census

Start Here

1. How many people lived in your household on April 1, 2010?

2. How many people lived in your household on April 1, 2010?

3. How many people lived in your household on April 1, 2010?

4. How many people lived in your household on April 1, 2010?

5. How many people lived in your household on April 1, 2010?

6. How many people lived in your household on April 1, 2010?

7. How many people lived in your household on April 1, 2010?

8. How many people lived in your household on April 1, 2010?

9. How many people lived in your household on April 1, 2010?

10. How many people lived in your household on April 1, 2010?

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

## 5th grade Take Action Inquiry: You Matter!



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





## Let us know who you are!

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

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

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



**Los Angeles County**  
Office of Education

Serving Students • Supporting Communities • Leading Educators



# Acknowledgements

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**Census 2020**  
*Is it a waste of time to conduct a census?*

<b>Title of Lesson</b>	YOU MATTER!	<b>Grade Level</b>	5th	<b>Duration</b>	3-5 Days
<b>HSS Standards</b>	<b>5.7</b> Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic.				
<b>ELA Standards</b>	<b>RI.5.7</b> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. <b>RI.5.9</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. <b>W.5.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. <b>W.5.9b</b> Apply <i>grade 5 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). <b>SL.5.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.				
<b>ELD Standards</b>	<b>I.A.2</b> Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia). <b>I.A.4</b> Adapting language choices to various contexts (based on task, purpose, audience and text type). <b>I.B.6</b> Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language. <b>I.C.9</b> Expressing information and ideas in formal oral presentations on academic topics. <b>I.C10</b> Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology.				

Lesson Sequence Overview				
<b>Supporting Question</b>	What are key parts of the government?	What is a census?	How does the census affect states' representation in Congress?	What services are provided based on the census data collected every ten years? How does participation in the census impact YOU?
<b>Duration</b>	50 minutes	50 minutes	75 minutes	50 minutes
<b>Performance Task</b>	Students will complete a card sort of vocabulary words and their definitions.	Students will complete an activity sheet and a sample census form.	Students will use data from the 2010 Census to understand how it is used in determining apportionment of congressional seats.	Students will complete an activity sheet helping them understand how the census determines community funding.
<b>Summative Task</b>	Students will choose to create either a poster, presentation, flyer, or public service announcement to communicate their conclusions to the compelling question.			

What are key parts of the government?		
	Day 1	50 minutes
<b>Learning Objective</b>	<p>Students will have a working knowledge of the three branches of government.</p> <p>Students will create a glossary of terms needed to successfully access the concepts presented in the documents. (Teacher may want to create a poster to display in the classroom for the duration of this unit.)</p>	
<b>Background Information</b>	<p>The following 4 lessons are designed to be presented in connection with each other. It is recommended that the activity sheets and student-generated glossary be provided in a packet to the students at the beginning of the unit. This packet will serve as a resource for the students as they create their “Take Action” project.</p>	
<b>Introduction</b>	<p>Show the “Branches of the Government” video”  <a href="https://www.youtube.com/watch?v=vMQ_OSRL0YE">https://www.youtube.com/watch?v=vMQ_OSRL0YE</a></p> <p>It may be helpful to show it twice allowing students an initial pass to just watch the video and a second pass to look for answers to teacher-posed questions.</p>	5-10 minutes
<b>Evaluation of Sources</b>	<p>Distribute the sort cards (Document A) and allow partner work time to attempt to sort words and definitions.  <a href="https://docs.google.com/document/d/1skZ4scGescUnP1V1cJLUIRq-MfyQ6YRso24XoiJKwzI/edit?usp=sharing">https://docs.google.com/document/d/1skZ4scGescUnP1V1cJLUIRq-MfyQ6YRso24XoiJKwzI/edit?usp=sharing</a></p> <p>Working with a partner or in small groups, students can predict definitions for words they don’t know. Circle the word identifying which matches groups have made successfully and allowing them to try again on those matches that are incorrect. Urge students to use context clues and their knowledge of root words to help them predict definitions.</p> <p>After a period of productive struggle, walk students through the definition for each word or allow them to research the answers themselves.</p> <p>In addition or as an alternate strategy, you may have students complete vocabulary squares. In this activity, students fold blank sheets of paper to form squares. In each square, students write the vocabulary word, formulate a student-friendly definition, and draw a picture that will help them remember the word’s meaning.</p>	40 minutes
	<p>Teacher Answer Key for Definition Sort Activity:</p> <p><u>legislative branch</u>: the branch of government that creates laws  <u>executive branch</u>: the branch of government that enforces laws  <u>judicial branch</u>: the branch of government that interprets laws  <u>decennial</u>: occurring every ten years (connect to Latin root -dec- meaning ten)  <u>apportionment</u>: the determination of the number of members of the U.S. House of Representatives according to the proportion of the population of each state to the total population of the U.S.  <u>congressional</u>: of or relating to Congress, the legislative branch of the federal government  <u>redistricting</u>: divide into new districts, or sections/divisions</p>	

	<u>apportion</u> : to distribute proportionally <u>resident</u> : one who lives in a place <u>civilian</u> : one who is not on active duty with a military, naval, or firefighting organization <u>framers</u> : the men who created and signed the constitution <u>grants</u> : money given <u>revitalize</u> : to give new life to <u>community initiatives</u> : citizens of a community begin legislation, or laws <u>public works</u> : schools, hospitals, roads, police, courts, community centers, municipal buildings, railroads, bridges, airports, public spaces (ie - parks, beaches), water supply, sewage, electrical grid, dams, pipelines, canals, ports, etc.	
<b>Closing</b>	After completing the sort and crating the glossary, regroup as a class to share a few words that the students learned. You may want to highlight a few that will be prominent in the next few lessons.	5 minutes
	Students will need to access this glossary throughout the lessons, so store accordingly.	

Directions: Cut out each box, then use prior knowledge to match the words and definitions.

<b><u>WORDS</u></b>	executive branch	framers	decennial
redistricting	apportionment	grants	resident
legislative branch	revitalize	community initiative	apportion
congressional	public works	civilian	judicial branch
<b><u>DEFINITIONS</u></b>	dividing into new districts or sections	the branch of the government that interprets the laws	citizens of a community begin legislation / laws
relating to Congress	the branch of the government that enforces laws	one who lives in a place	the lawmaking branch of the government
to distribute proportionally	projects financed by the government	occurring every 10 years	to bring new life into
the men who created and signed The Constitution	one who is not on active duty with a military, naval, or fire fighting organization	money given for a specific purpose	the distribution of seats in the House of Representatives based on population

### Student Created Glossary of Terms

Directions: Once the words and definitions have been correctly connected and confirmed, glue them next to each other to create your glossary of terms.

Word	Definition





What is the census?		
	Day 2	50 minutes
<b>Learning Objective</b>	<p>Students will understand what the decennial census is and how the population data generated from it is used.</p> <p>Students will identify when the census was established and why.</p>	
<b>Introduction</b>	<p>Gather background knowledge and engage students by brainstorming a list of things that can be counted and why one would count them. This could be conducted whole class, with a partner, or in a small group. The teacher can use student responses to create and display an anchor chart.</p> <p>Some possible ideas include:</p> <ul style="list-style-type: none"> <li>• words – in a writing or on a list (ie., spelling list, shopping list, or writing assignment)</li> <li>• tickets – bought or sold for movies, raffles, rides, prizes, performances, etc.</li> <li>• sides of a polygon – to identify the shape</li> <li>• money – buy / sell items, savings, wages, etc.</li> <li>• people – safety at schools, on field trips, during an emergency or disaster, passengers on an airplane.</li> </ul>	5 minutes
<b>Evaluation of Sources</b>	<p>Review key terms from student created glossaries that will be essential for understanding the content presented in this lesson.</p> <p><u>decennial</u>: occurring every ten years (connect to Latin root –dec- meaning ten)</p> <p><u>apportionment</u>: the determination of the number of members of the US House of Representatives according to the proportion of the populations of each state to the total population of the US</p> <p><u>congressional</u>: of or relating to Congress, the legislative branch of the federal government</p> <p><u>redistricting</u>: divide into new districts, or sections/divisions</p> <p>Students will watch the video “US Census Overview Video” (<a href="https://drive.google.com/drive/folders/1F2MwdlmhJ26-CS4dCffeKXpMUxQQfck">https://drive.google.com/drive/folders/1F2MwdlmhJ26-CS4dCffeKXpMUxQQfck</a>) and organize the information using Activity Sheet #1 (Student version: Document B; Teacher version: Document C). This would ideally be presented to students whole class with the ability to pause throughout to discuss the information as needed. Another option would be to assign the video as a link in Google Classroom so the student has the ability to pause and restart as necessary. This may be done individually, in partners, or in groups depending on the needs of the class.</p> <p>Another option is to allow students to watch and process the video first. On a second viewing the teacher can stop the video and ask questions. Have students pair share and call on a variety of students to ensure participation.</p> <p>Distribute “Sample Census from 2010”. (Document D)  <a href="https://www.census.gov/2010census/pdf/2010_Questionnaire_Info.pdf">https://www.census.gov/2010census/pdf/2010_Questionnaire_Info.pdf</a></p> <p>Focus page one and discuss specific questions asked on the census.</p> <p>Show a digital image of all pages so students grasp the concept that the census will count all of the people in each home.</p>	40 minutes

	<u>HOME CONNECTION</u> : Assign as a homework task to complete the census form for each child in class. Make it clear that this is a previous year's census document, that the 2020 Census will look different, and that this is a simulation and is not an actual government document. Consider informing parents of the nature of this assignment in advance to avoid confusion.	
<b>Closing</b>	After completing Activity Sheet #1, students will communicate their findings with their identified partners, small groups, or as a class discussion.	5 minutes
	Collect and evaluate Activity Sheet – Source #1 and completed Census forms.	

**Activity Sheet - Source #1**  
***"US Census Overview Video"***

1. **What** is the census?  
\_\_\_\_\_
2. **When** was the first official Census conducted?  
\_\_\_\_\_
3. **What** part of the US Constitution mandates, or requires, that the census be conducted?  
\_\_\_\_\_
4. **Who** is responsible for conducting the census?  
\_\_\_\_\_
5. Is participation in the census required? YES or NO
6. What **steps** will be taken if the form is not returned?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
7. Is the information provided on the census **confidential**? YES or NO
8. What is the **primary purpose** of the census?  
\_\_\_\_\_
9. What are other uses of the data collected?
  - a. In the government: \_\_\_\_\_
  - b. Businesses: \_\_\_\_\_
  - c. Individuals: \_\_\_\_\_
10. **Go Deeper!** How can undercounting a state's population affect that state's power in the Congress?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**Activity Sheet - Source #1**  
**"US Census Overview Video"**

1. **What** is the census? *It is an official count of the US population every 10 years.*
2. **When** was the first official Census conducted? *1790*
3. **What** part of the US Constitution mandates, or requires, that the census be conducted?  
*Article 1 Section 2*
4. **Who** is responsible for conducting the census? *The US Census Bureau*
5. Is participation in the census required? *YES*
6. What **steps** will be taken if the form is not returned?
  - a. *phone call*
  - b. *personal visit*
  - c. *\$100 fine*
7. Is the information provided on the census **confidential**? *YES*
8. What is the **primary purpose** of the census?  
*apportionment of the 435 seats in the House of Representatives*
9. What are other uses of the data collected?
  - a. *In the government: electoral college, monitor compliance with laws, decisions about education, transportation, etc.*
  - b. *Businesses: where to market products, predict demand for product, where to build factories, stores, restaurants*
  - c. *Individuals: conduct research, planning where to live/work*
10. **Go Deeper!** How can undercounting a state's population affect that state's power in The House of Representatives?  
*The lower the state's population, the fewer the seats it can occupy in The House of Representatives which means fewer votes the law-making process.*

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.

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

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** (1-15-2009)

U.S. CENSUS BUREAU

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, Argentinean, 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 ☐ For child custody
- ☐ In the military ☐ In jail or prison
- ☐ At a seasonal or second residence ☐ In a nursing home
- ☐ For another reason

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



1. Print name of **Person 2**

Last Name

First Name

MI

2. How is this person related to Person 1? Mark ☒ ONE box.

- |   |  |
|---|--|
| <input type="checkbox"/> Husband or wife            | <input type="checkbox"/> Parent-in-law                 |
| <input type="checkbox"/> Biological son or daughter | <input type="checkbox"/> Son-in-law or daughter-in-law |
| <input type="checkbox"/> Adopted son or daughter    | <input type="checkbox"/> Other relative                |
| <input type="checkbox"/> Stepson or stepdaughter    | <input type="checkbox"/> Roomer or boarder             |
| <input type="checkbox"/> Brother or sister          | <input type="checkbox"/> Housemate or roommate         |
| <input type="checkbox"/> Father or mother           | <input type="checkbox"/> Unmarried partner             |
| <input type="checkbox"/> Grandchild                 | <input type="checkbox"/> Other nonrelative             |

3. What is this person's sex? Mark ☒ ONE box.

- ☐
- Male
- ☐
- Female

## 4. What is this person's age and what is this person'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

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→ NOTE: Please answer BOTH Question 5 about Hispanic origin and Question 6 about race. For this census, Hispanic origins are not races.

## 5. Is this person 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, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.

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6. What is this person'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.

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

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- ☐
- Some other race — Print race.

--	--	--	--	--	--	--	--

## 7. Does this person sometimes live or stay somewhere else?

- ☐
- No
- ☐
- Yes — Mark
- ☒
- all that apply.
- |  |   |
|--|---|
| <input type="checkbox"/> In college housing                | <input type="checkbox"/> For child custody  |
| <input type="checkbox"/> In the military                   | <input type="checkbox"/> In jail or prison  |
| <input type="checkbox"/> At a seasonal or second residence | <input type="checkbox"/> In a nursing home  |
|  | <input type="checkbox"/> For another reason |

→ If more people were counted in Question 1 on the front page, continue with Person 3.

1. Print name of **Person 3**

Last Name

First Name

MI

2. How is this person related to Person 1? Mark ☒ ONE box.

- |   |  |
|---|--|
| <input type="checkbox"/> Husband or wife            | <input type="checkbox"/> Parent-in-law                 |
| <input type="checkbox"/> Biological son or daughter | <input type="checkbox"/> Son-in-law or daughter-in-law |
| <input type="checkbox"/> Adopted son or daughter    | <input type="checkbox"/> Other relative                |
| <input type="checkbox"/> Stepson or stepdaughter    | <input type="checkbox"/> Roomer or boarder             |
| <input type="checkbox"/> Brother or sister          | <input type="checkbox"/> Housemate or roommate         |
| <input type="checkbox"/> Father or mother           | <input type="checkbox"/> Unmarried partner             |
| <input type="checkbox"/> Grandchild                 | <input type="checkbox"/> Other nonrelative             |

3. What is this person's sex? Mark ☒ ONE box.

- ☐
- Male
- ☐
- Female

## 4. What is this person's age and what is this person'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

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→ NOTE: Please answer BOTH Question 5 about Hispanic origin and Question 6 about race. For this census, Hispanic origins are not races.

## 5. Is this person 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, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.

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6. What is this person'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.

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

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- ☐
- Some other race — Print race.

--	--	--	--	--	--	--	--

## 7. Does this person sometimes live or stay somewhere else?

- ☐
- No
- ☐
- Yes — Mark
- ☒
- all that apply.
- |  |   |
|--|---|
| <input type="checkbox"/> In college housing                | <input type="checkbox"/> For child custody  |
| <input type="checkbox"/> In the military                   | <input type="checkbox"/> In jail or prison  |
| <input type="checkbox"/> At a seasonal or second residence | <input type="checkbox"/> In a nursing home  |
|  | <input type="checkbox"/> For another reason |

→ If more people were counted in Question 1 on the front page, continue with Person 4.



1. Print name of **Person 4**

Last Name

First Name  MI

2. How is this person related to Person 1? Mark ☒ ONE box.

- |   |  |
|---|--|
| <input type="checkbox"/> Husband or wife            | <input type="checkbox"/> Parent-in-law                 |
| <input type="checkbox"/> Biological son or daughter | <input type="checkbox"/> Son-in-law or daughter-in-law |
| <input type="checkbox"/> Adopted son or daughter    | <input type="checkbox"/> Other relative                |
| <input type="checkbox"/> Stepson or stepdaughter    | <input type="checkbox"/> Roomer or boarder             |
| <input type="checkbox"/> Brother or sister          | <input type="checkbox"/> Housemate or roommate         |
| <input type="checkbox"/> Father or mother           | <input type="checkbox"/> Unmarried partner             |
| <input type="checkbox"/> Grandchild                 | <input type="checkbox"/> Other nonrelative             |

3. What is this person's sex? Mark ☒ ONE box.

- ☐ Male ☐ Female

4. What is this person's age and what is this person'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 5 about Hispanic origin and Question 6 about race. For this census, Hispanic origins are not races.

5. Is this person 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, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on. ↗

6. What is this person'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. ↗

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

- ☐ Some other race — Print race. ↗

7. Does this person sometimes live or stay somewhere else?

- ☐ No ☐ Yes — Mark ☒ all that apply.
- |  |   |
|--|---|
| <input type="checkbox"/> In college housing                | <input type="checkbox"/> For child custody  |
| <input type="checkbox"/> In the military                   | <input type="checkbox"/> In jail or prison  |
| <input type="checkbox"/> At a seasonal or second residence | <input type="checkbox"/> In a nursing home  |
|  | <input type="checkbox"/> For another reason |

→ If more people were counted in Question 1 on the front page, continue with Person 5.

1. Print name of **Person 5**

Last Name

First Name  MI

2. How is this person related to Person 1? Mark ☒ ONE box.

- |   |  |
|---|--|
| <input type="checkbox"/> Husband or wife            | <input type="checkbox"/> Parent-in-law                 |
| <input type="checkbox"/> Biological son or daughter | <input type="checkbox"/> Son-in-law or daughter-in-law |
| <input type="checkbox"/> Adopted son or daughter    | <input type="checkbox"/> Other relative                |
| <input type="checkbox"/> Stepson or stepdaughter    | <input type="checkbox"/> Roomer or boarder             |
| <input type="checkbox"/> Brother or sister          | <input type="checkbox"/> Housemate or roommate         |
| <input type="checkbox"/> Father or mother           | <input type="checkbox"/> Unmarried partner             |
| <input type="checkbox"/> Grandchild                 | <input type="checkbox"/> Other nonrelative             |

3. What is this person's sex? Mark ☒ ONE box.

- ☐ Male ☐ Female

4. What is this person's age and what is this person'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 5 about Hispanic origin and Question 6 about race. For this census, Hispanic origins are not races.

5. Is this person 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, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on. ↗

6. What is this person'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. ↗

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

- ☐ Some other race — Print race. ↗

7. Does this person sometimes live or stay somewhere else?

- ☐ No ☐ Yes — Mark ☒ all that apply.
- |  |   |
|--|---|
| <input type="checkbox"/> In college housing                | <input type="checkbox"/> For child custody  |
| <input type="checkbox"/> In the military                   | <input type="checkbox"/> In jail or prison  |
| <input type="checkbox"/> At a seasonal or second residence | <input type="checkbox"/> In a nursing home  |
|  | <input type="checkbox"/> For another reason |

→ If more people were counted in Question 1 on the front page, continue with Person 6.

**If your enclosed postage-paid envelope is missing, please mail your completed form to:**

**U.S. Census Bureau  
National Processing Center  
1201 East 10th Street  
Jeffersonville, IN 47132**

**If you need help completing this form, call 1-866-872-6868 between 8:00 a.m. and 9:00 p.m., 7 days a week. The telephone call is free.**

**TDD — Telephone display device for the hearing impaired. Call 1-866-783-2010 between 8:00 a.m. and 9:00 p.m., 7 days a week. The telephone call is free.**

**¿NECESITA AYUDA?** Si usted necesita ayuda para completar este cuestionario, llame al 1-866-928-2010 entre las 8:00 a.m. y 9:00 p.m., 7 días a la semana. La llamada telefónica es gratis.

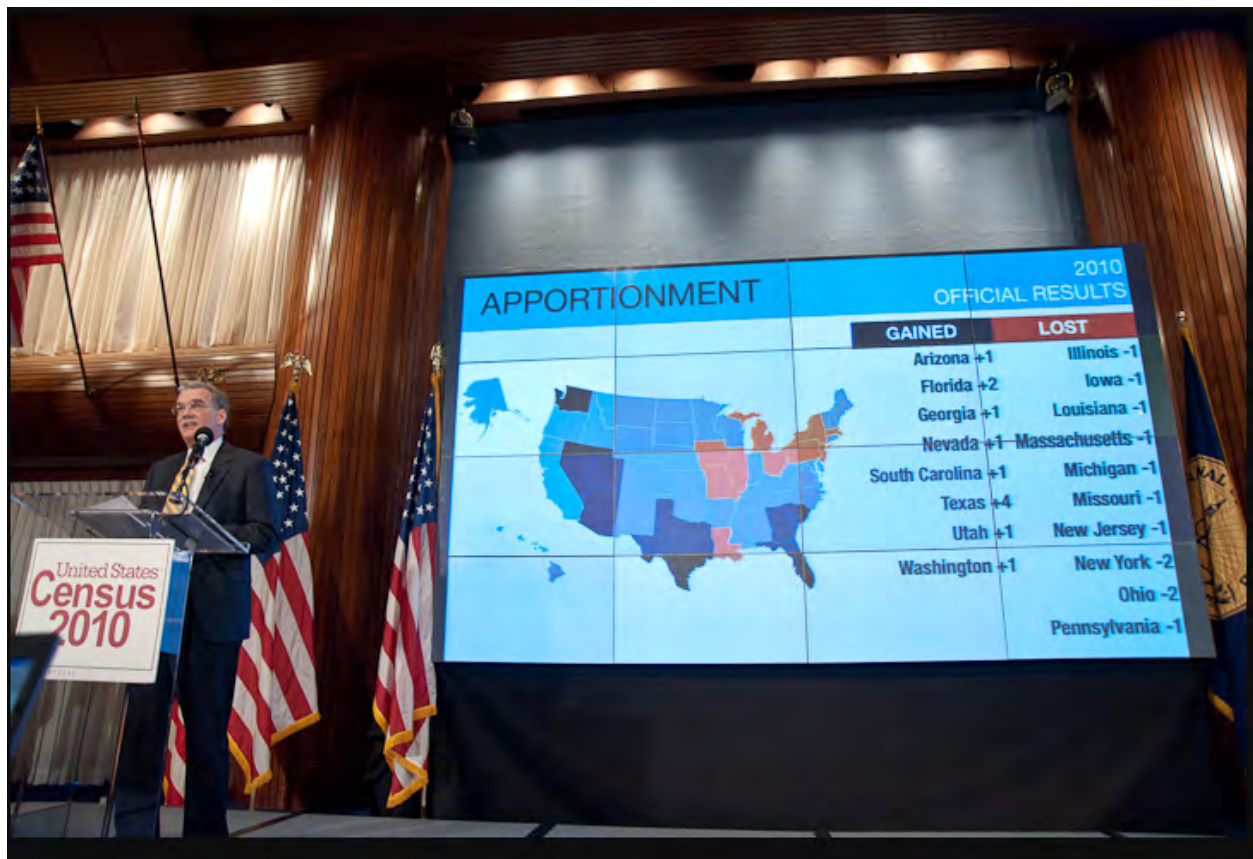
The U.S. Census Bureau estimates that, for the average household, this form will take about 10 minutes to complete, including the time for reviewing the instructions and answers. Send comments regarding this burden estimate or any other aspect of this burden to: Paperwork Reduction Project 0607-0919-C, U.S. Census Bureau, AMSD-3K138, 4600 Silver Hill Road, Washington, DC 20233. You may e-mail comments to <Paperwork@census.gov>; use "Paperwork Project 0607-0919-C" as the subject.

Respondents are not required to respond to any information collection unless it displays a valid approval number from the Office of Management and Budget.



How does the census affect states' representation in Congress?		
	Day 3	75 minutes
Learning Objective	<p>Students will understand and be able to explain how the 435 seats in Congress are divided among the states and why.</p> <p>Students will understand and be able to explain the reapportionment of the US House of Representatives based on the 2010 Census.</p>	
Introduction	<p>Identify what a census is, how often it is conducted, and why.</p> <ul style="list-style-type: none"> <li><i>The census is an actual count of people conducted every 10 years to decide the number of seats of 435 total that each state will occupy in the House of Representatives.</i></li> </ul>	10 minutes
	<p>Introduce the three branches of government using the School House Rock video: <a href="https://www.youtube.com/watch?v=-EISWIY9bG8">https://www.youtube.com/watch?v=-EISWIY9bG8</a></p> <p>Focus on the Legislative Branch to identify the following:</p> <ul style="list-style-type: none"> <li>Congress consists of 2 houses:</li> <li>Senate – all states have 2 senators</li> <li>House of Representatives – 435 seats given to states based on population</li> </ul>	
	<p>(Optional Activity) Share the image (Document E) found at the following URL: <a href="https://broadcast.census.gov/pio/photos/census_2010/2010_groves_apport-hi.jpg">https://broadcast.census.gov/pio/photos/census_2010/2010_groves_apport-hi.jpg</a></p> <p>Ask the class what they notice. Be sure to discuss the “Gained and Lost” area being projected by the speaker, Robert Groves, who is the Director of the US Census Bureau. Guide the discussion to focus on those seats in the House of Representatives that are gained or lost depending on population numbers.</p>	
Evaluation of Sources	<p>Review key terms from student-created glossaries that will be essential for understanding the content presented in this lesson.</p> <p><u>apportion</u>: to distribute proportionally</p> <p><u>reapportion</u>: to apportion or distribute proportionally again</p> <p><u>resident</u>: one who lives in a place</p> <p><u>civilian</u>: one who is not on active duty with a military, naval, or firefighting organization</p>	60 minutes
	<p>Read and discuss page one of “Congressional Apportionment – 2010 Census Briefs” (Document F) as a class or in teams, making sure to elaborate on the key terms identified for this lesson.</p> <p><a href="https://drive.google.com/drive/folders/1F2MwdlmhJ26-CS4dCffEKXpMUxQQfck">https://drive.google.com/drive/folders/1F2MwdlmhJ26-CS4dCffEKXpMUxQQfck</a></p>	
	<p>Discuss the data presented on page 2. Guide the discussion to include how the size of a state's population correlates to the number of representatives.</p>	
	<p>Project the map on page three and distribute the black and white copy (Document G) to students. Guide them to correctly color in the map to accurately reflect the gain/loss of seats after the 2010 Census.</p>	
	<p>Make a connection to the Electoral College and how this apportionment also helps determine who is elected President.</p>	
	<p><u>Optional</u> – Discuss the data presented on page 4. This page contains the same information presented in a more condensed form. If page 2 is overwhelming for</p>	

	your students, focus on this page as it focuses only on the gain/loss of seats from the 2010 Census without all the historical data.	
	<p>Students will complete Activity Sheet #2 (Document H) individually, in partners, or in small groups. Teams will report their findings to the class, and the teacher will confirm accuracy.</p> <p>Consider the following structure to help scaffold your students' learning:</p> <p>Assign each partnership two of the questions and have them go on a "hunt" for the answers. Once they have answers, they meet with the other pair assigned to the same questions to ensure they had the correct answers. Provide time to discuss. They can then share with other pairs who were assigned different questions so that they had access to all the answers.</p> <p>Partner Group A-Q1 and Q2  Partner Group B- Q3 and Q4  Partner Group C- Q5 and Q6  Partner Group D- Q7 and Q8  Partner Group E- Q9 and Q10  Partner Group F-Q1 and Q2  Partner Group G- Q3 and Q4  Partner Group H- Q5 and Q6  Partner Group I- Q7 and Q8  Partner Group J- Q9 and Q10  Partner Group K- Q7 and Q8</p> <p>Debrief as a whole class.</p>	
<b>Closing</b>	After completing Activity Sheet #2 students will communicate their findings with their identified partners, small groups, or as a class discussion.	5 minutes
	Collect and evaluate Activity Sheet #2. See TEACHER'S COPY (Document I)	



# Congressional Apportionment

## 2010 Census Briefs

Issued November 2011

C2010BR.08

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

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

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

<sup>1</sup>The 2010 Census resident population of the United States, including the District of Columbia, was 309,745,538.



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

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

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

By  
Kristin D. Burnett

Table 1.

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

(for information on confidentiality protection, nonsampling error, and definitions, see [www.census.gov/prod/cen2010/p194-171.pdf](http://www.census.gov/prod/cen2010/p194-171.pdf))

State	2010 apportionment population <sup>1</sup>			Number of representatives										
	Total	Resident population	U.S. population overseas	2010	2000	1990	1980	1970	1960	1950	1940	1930	1920 <sup>2</sup>	1910
<b>Total</b>	<b>309,183,463</b>	<b>208,143,815</b>	<b>1,038,648</b>	<b>435</b>	<b>435</b>	<b>435</b>	<b>435</b>	<b>435</b>	<b>435</b>	<b>437</b>	<b>435</b>	<b>435</b>	<b>435</b>	<b>435</b>
Alabama	4,802,982	4,779,736	23,246	7	7	7	7	7	8	9	9	9	10	10
Alaska	721,523	710,231	11,292	1	1	1	1	1	1	1	(X)	(X)	(X)	(X)
Arizona	6,412,700	6,392,017	20,683	9	8	6	5	4	3	2	2	1	1	1
Arkansas	2,926,229	2,915,918	10,311	4	4	4	4	4	4	6	7	7	7	7
California	37,341,989	37,253,956	88,033	53	53	52	45	43	38	30	23	20	11	11
Colorado	5,044,930	5,029,198	15,734	7	7	6	6	5	4	4	4	4	4	4
Connecticut	3,581,628	3,574,087	7,531	5	5	6	6	6	6	6	6	6	6	5
Delaware	900,877	887,934	2,943	1	1	1	1	1	1	1	1	1	1	1
Florida	18,900,773	18,801,310	99,463	27	25	23	19	15	12	8	6	5	4	4
Georgia	9,727,566	9,687,653	39,913	14	13	11	10	10	10	10	10	10	12	12
Hawaii	1,366,862	1,360,301	6,561	2	2	2	2	2	2	1	(X)	(X)	(X)	(X)
Idaho	1,573,499	1,567,582	5,917	2	2	2	2	2	2	2	2	2	2	2
Illinois	12,864,380	12,830,632	33,748	18	19	20	22	24	24	25	26	27	27	27
Indiana	6,501,582	6,483,802	17,780	9	9	10	10	11	11	11	11	12	13	13
Iowa	3,053,787	3,046,356	7,432	4	5	5	6	6	7	8	8	9	11	11
Kansas	2,863,813	2,853,118	10,695	4	4	4	5	5	5	6	6	7	8	8
Kentucky	4,350,606	4,339,367	11,239	6	6	6	7	7	7	8	9	9	11	11
Louisiana	4,553,862	4,533,372	20,490	6	7	7	8	8	8	8	8	8	8	8
Maine	1,333,074	1,328,361	4,713	2	2	2	2	2	2	3	3	3	4	4
Maryland	5,789,929	5,773,552	16,377	8	8	8	8	8	8	7	6	6	6	6
Massachusetts	6,558,644	6,547,629	12,015	9	10	10	11	12	12	14	14	15	16	16
Michigan	9,911,626	9,883,640	27,986	14	15	16	16	19	19	18	17	17	13	13
Minnesota	5,314,879	5,303,925	10,954	8	8	8	8	8	8	9	9	9	10	10
Mississippi	2,978,240	2,967,297	10,943	4	4	5	5	5	5	6	7	7	8	8
Missouri	6,011,478	5,988,927	22,551	8	9	9	9	10	10	11	13	13	16	16
Montana	994,416	989,415	5,001	1	1	1	2	2	2	2	2	2	2	2
Nebraska	1,831,825	1,826,341	5,484	3	3	3	3	3	3	4	4	5	6	6
Nevada	2,709,432	2,700,551	8,881	4	3	2	2	1	1	1	1	1	1	1
New Hampshire	1,321,445	1,316,470	4,975	2	2	2	2	2	2	2	2	2	2	2
New Jersey	8,807,501	8,791,894	15,607	12	13	13	14	15	15	14	14	14	12	12
New Mexico	2,067,273	2,059,179	8,094	3	3	3	3	2	2	2	2	1	1	1
New York	19,421,055	19,378,102	42,953	27	29	31	34	39	41	43	46	45	43	43
North Carolina	9,565,781	9,535,483	30,298	13	13	12	11	11	11	12	12	11	10	10
North Dakota	675,905	672,591	3,314	1	1	1	1	1	2	2	2	2	3	3
Ohio	11,568,495	11,536,504	31,991	16	18	19	21	23	24	23	23	24	22	22
Oklahoma	3,764,882	3,751,351	13,531	5	5	5	6	6	6	6	8	9	8	8
Oregon	3,848,606	3,831,074	17,532	5	5	5	5	4	4	4	4	3	3	3
Pennsylvania	12,734,905	12,702,379	32,526	16	19	21	23	25	27	30	33	34	36	36
Rhode Island	1,055,247	1,052,567	2,680	2	2	2	2	2	2	2	2	2	3	3
South Carolina	4,545,975	4,525,354	20,611	7	6	6	6	6	6	6	6	6	7	7
South Dakota	819,761	814,180	5,581	1	1	1	1	2	2	2	2	2	3	3
Tennessee	6,375,431	6,346,105	29,326	9	9	9	9	8	9	9	10	9	10	10
Texas	25,268,418	25,145,561	122,857	36	32	30	27	24	23	22	21	21	18	18
Utah	2,770,765	2,763,885	6,880	4	3	3	3	2	2	2	2	2	2	2
Vermont	630,337	625,741	4,596	1	1	1	1	1	1	1	1	1	2	2
Virginia	8,037,738	8,001,024	36,712	11	11	11	10	10	10	10	9	9	10	10
Washington	6,753,369	6,724,540	28,829	10	9	9	8	7	7	7	6	6	5	5
West Virginia	1,856,815	1,852,994	6,821	3	3	3	4	4	5	6	6	6	6	6
Wisconsin	5,698,230	5,686,986	11,244	8	8	9	9	9	10	10	10	10	11	11
Wyoming	568,200	563,626	4,574	1	1	1	1	1	1	1	1	1	1	1

(X) Not applicable.

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

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

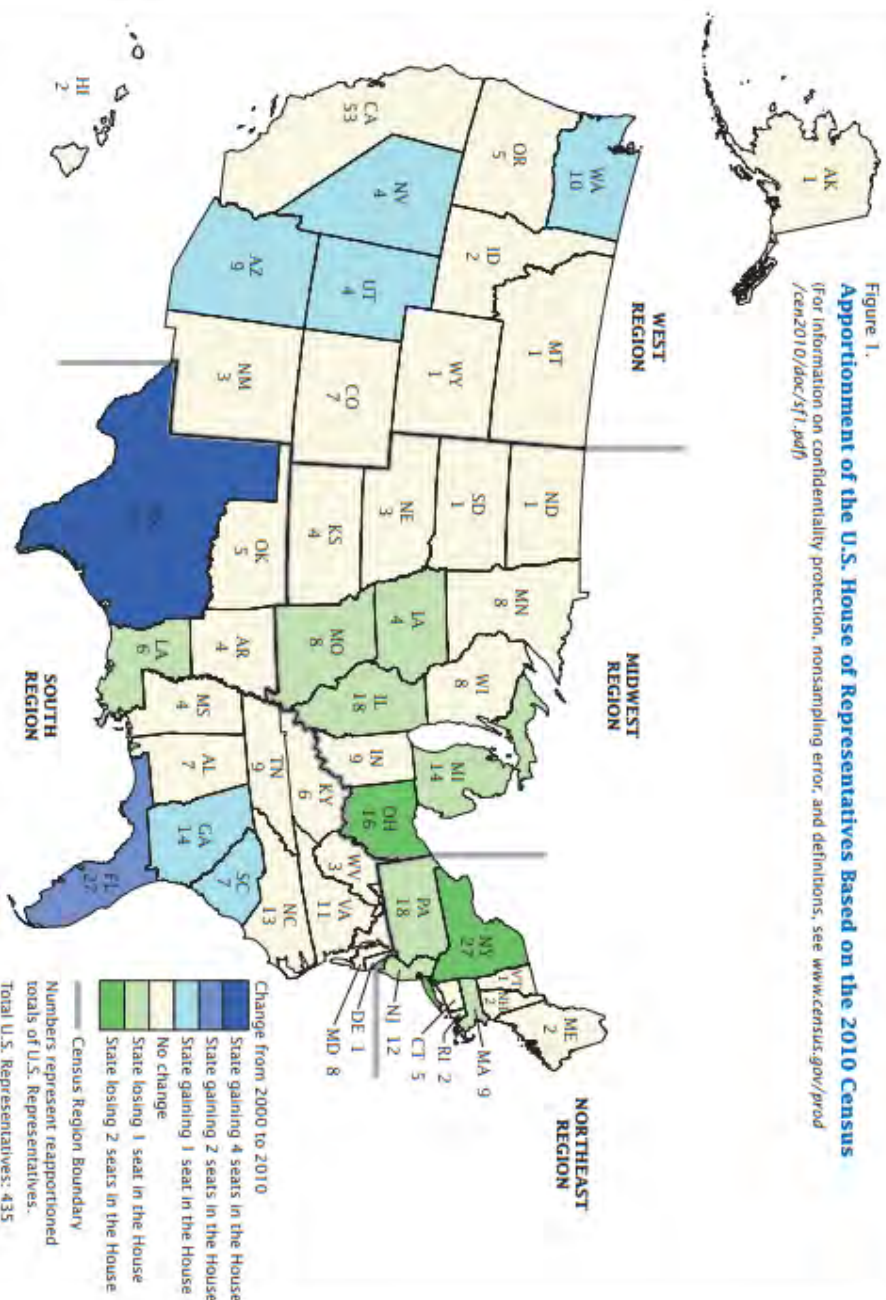
<sup>3</sup> The 1950 apportionment originally resulted in the previously listed House size of 435 representatives; but in 1959, Alaska and Hawaii were both nearly admitted to the United States, and each was granted one representative—temporarily increasing the size of the House to 437. Then the 1960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

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

Sources: U.S. Census Bureau, 2010 Census at [www.census.gov/popest/apportionment](http://www.census.gov/popest/apportionment); and 2000 Census of Population and Housing, Population and Housing Unit Counts, United States Summary, 2000 (PHC-3-1, Part 1), Table 2.



**Figure 1.**  
**Apportionment of the U.S. House of Representatives Based on the 2010 Census**  
 (For information on confidentiality protection, nonsampling error, and definitions, see [www.census.gov/prod/cen2010/doc/st1.pdf](http://www.census.gov/prod/cen2010/doc/st1.pdf))



Sources: U.S. Census Bureau, 2010 Census and Census 2000 at <[www.census.gov/population/apportionment/data](http://www.census.gov/population/apportionment/data)>.

**Twelve seats in the U.S. House of Representatives will shift from one state to another.**

As a result of the apportionment based on the 2010 Census, 12 seats in the U.S. House of Representatives will shift among 18 states. Eight states will have more representatives in the 113th Congress, which convenes in January 2013, and ten states will have fewer representatives (see Figure 1 and Table 2).

Among the eight states gaining seats, Texas will gain four seats and Florida will gain two seats. The other six states (Arizona, Georgia, Nevada, South Carolina, Utah, and Washington) will each gain one seat.

Of the ten states losing seats, two states, New York and Ohio, will each lose two seats. The other eight states (Illinois, Iowa, Louisiana, Massachusetts, Michigan, Missouri, New Jersey, and Pennsylvania) will each lose one seat.

**The Census 2000 apportionment also shifted 12 seats.**

The seat changes that will occur based on the 2010 Census show many parallels to the seat changes that occurred after Census 2000. For example, the 2000-based reapportionment also led to a shift of 12 seats among 18 states (see Table 2).

Five of the eight states that will gain seats following the 2010 Census also gained seats following Census 2000: Arizona, Florida, Georgia, Nevada, and Texas. Similarly, five of the ten states that will lose seats following the 2010 Census also lost seats following Census 2000: Illinois, Michigan, New York, Ohio, and Pennsylvania.

**Table 2.**  
**Change in the Number of U.S. Representatives by State: 2000 and 2010**

(For information on confidentiality protection, nonsampling error, and definitions, see [www.census.gov/prod/cen2010/pt94-171.pdf](http://www.census.gov/prod/cen2010/pt94-171.pdf))

State	Gain	State	Loss
<b>BASED ON 2010 CENSUS</b>		<b>BASED ON 2010 CENSUS</b>	
Total gain in 8 states .....	12	Total loss in 10 states .....	12
Texas .....	4	New York .....	2
Florida .....	2	Ohio .....	2
Arizona .....	1	Illinois .....	1
Georgia .....	1	Iowa .....	1
Nevada .....	1	Louisiana .....	1
South Carolina .....	1	Massachusetts .....	1
Utah .....	1	Michigan .....	1
Washington .....	1	Missouri .....	1
		New Jersey .....	1
		Pennsylvania .....	1
<b>BASED ON CENSUS 2000</b>		<b>BASED ON CENSUS 2000</b>	
Total gain in 8 states .....	12	Total loss in 10 states .....	12
Arizona .....	2	New York .....	2
Florida .....	2	Pennsylvania .....	2
Georgia .....	2	Connecticut .....	1
Texas .....	2	Illinois .....	1
California .....	1	Indiana .....	1
Colorado .....	1	Michigan .....	1
Nevada .....	1	Mississippi .....	1
North Carolina .....	1	Ohio .....	1
		Oklahoma .....	1
		Wisconsin .....	1

Sources: U.S. Census Bureau, 2010 Census and Census 2000 at [www.census.gov/population/apportionment/data](http://www.census.gov/population/apportionment/data).

**Shifts in congressional representation reflect regional trends in population.**

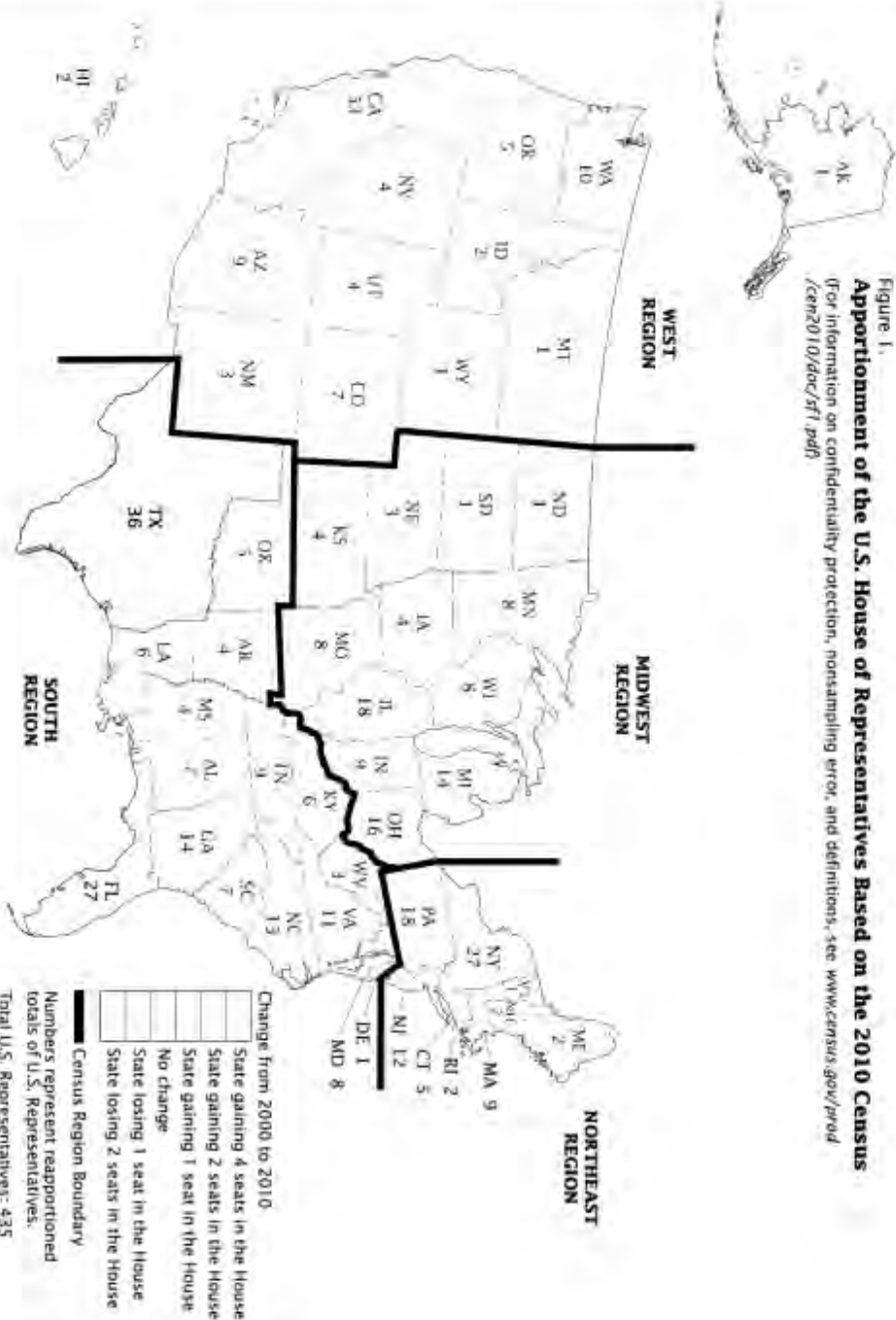
The regional patterns of change in congressional representation between 2000 and 2010 reflect the nation's continuing shift in population from the Northeast and Midwest to the South and West.

Based on the 2010 Census apportionment, the net increase of seven seats in the South reflected a gain of eight seats across four states and a loss of one seat (see Figure 1 and Table 3). The West gained four seats and lost none. The Northeast lost five seats and gained none. The Midwest lost six seats and gained none.

Similar regional shifts occurred after Census 2000. At that time, the net increase of five seats in the South reflected a gain of seven seats in four states and a loss of two seats. The West gained five seats across four states and lost none. The Northeast and Midwest each lost five seats and gained none.

Figure 2 shows the percentage distribution of House seats or memberships by region for each census since 1910. In 1910, the West held the smallest share of House seats out of the four regions (33 seats, or 7.6 percent), but it steadily increased each decade, more than tripling in seats by 2010 (102 seats, or 23.4 percent). After the 1990 apportionment, the West

Figure 1.  
**Apportionment of the U.S. House of Representatives Based on the 2010 Census**  
(For information on confidentiality protection, nonsampling error, and definitions, see [www.census.gov/prod/cen2010/doc/sfr1.pdf](http://www.census.gov/prod/cen2010/doc/sfr1.pdf))



Source: U.S. Census Bureau, 2010 Census and Census 2000 at <[www.census.gov/poulabov/apportionment/data](http://www.census.gov/poulabov/apportionment/data)>.

**Activity Sheet - Source #2**

**"Congressional Apportionment - 2010 Census Brief"**

<https://www.census.gov/content/dam/Census/library/publications/2011/dec/c2010br-08.pdf>

1. Based on the lesson introduction discussion, **name** the two houses of Congress.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
2. **How many** members, or seats, are in the House of Representatives? \_\_\_\_\_
3. **What** is the basis for reapportionment of the seats, and **how often** does this happen?  
\_\_\_\_\_
4. **What groups** of people were counted during the 2010 Census?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
5. **Why** are the people living in the District of Columbia (DC) excluded from the apportionment population?  
\_\_\_\_\_  
\_\_\_\_\_
6. In **what year** did the number of seats in the House of Representatives increase by two and **why** did this occur?  
\_\_\_\_\_  
\_\_\_\_\_
7. Use the information presented in Table 1 on page 2 and answer the following questions:
  - a. **Which state** has the highest overall population and **how many** representatives do they have? \_\_\_\_\_
  - b. **Which state** has the lowest overall population, and **how many** representatives do they have? \_\_\_\_\_
  - c. **Which state** gained the most seats from data collected during the 2010 Census, and **how many** seats were gained? \_\_\_\_\_
  - d. **Which state** lost the most seats from data collected during the 2010 Census, and **how many** seats were lost? \_\_\_\_\_

8. Look at Figure 1 on page 3. Which region gained the most seats and which lost the most?

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9. **Go Deeper!** What causes a seat in the House of Representatives to be gained or lost, and how might this affect the people of those states?

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10. **Go Deeper!** What factors might be causing this gain or loss of seats?

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**Activity Sheet - Source #2 - TEACHER'S COPY**  
**"Congressional Apportionment - 2010 Census Brief"**

<https://www.census.gov/content/dam/Census/library/publications/2011/dec/c2010br-08.pdf>

1. Based on the lesson introduction discussion, **name** the two houses of Congress.
  - a. Senate (every state gets 2)
  - b. House of Representatives (based on population)

2. **How many** members, or seats, are in the House of Representatives? 435
3. **What** is the basis for reapportionment of the seats, and **how often** does this happen?

*Population data determines the number of seats each of the 50 states will occupy. This data is collected every 10 years in the form of a census.*

4. **What groups** of people were counted during the 2010 Census?
  - a. residents
  - b. overseas federal employees - military and civilian
  - c. dependents living with federal employees overseas
5. **Why** are the people living in the District of Columbia excluded from the apportionment population?

*The District of Columbia does not have any voting seats in the U.S. House of Representatives.*

6. In **what year** did the number of seats in the House of Representatives increase by two and **why** did this occur?

*This occurred in 1959 when Alaska and Hawaii were admitted into the United States as new states. Since the census is only conducted every 10 years, two seats were added to give Alaska and Hawaii voting rights in the House of Representatives until the next census occurred in 1960.*

7. Use the information presented in Table 1 and Table 2 to answer the following questions:
  - a. **Which state** has the highest overall population and **how many** representatives do they have? *California has the highest population and holds 53 seats.*
  - b. **Which state** has the lowest overall population, and **how many** representatives do they have? *Wyoming has the lowest population and holds 1 seat.*

- c. **Which state** gained the most seats from data collected during the 2010 Census, and **how many** seats were gained? *Texas gained the most with 4 seats.*
- d. **Which state** lost the most seats from data collected during the 2010 Census, and **how many** seats were lost? *New York and Ohio lost the most each with 2 seats.*

8. Look at Figure 1 on page 3. Which region gained the most seats and which lost the most?

*The South Region gained the most with 7, and the Midwest Region lost the most with 6*

9. **Go Deeper!** What causes a seat in the House of Representatives to be gained or lost, and how might this affect the people of those states?

*Possible Response: The Constitution calls for an actual count of the population every 10 years. The purpose of this count is to distribute the 435 seats in the House of Representatives according to where people live. The more populous states will have a larger presence in the legislative branch, and thus a louder voice in decisions made there. When a seat in the House of Representatives is lost by one state, the people of that state lose power in the federal government and funding from the federal government.*

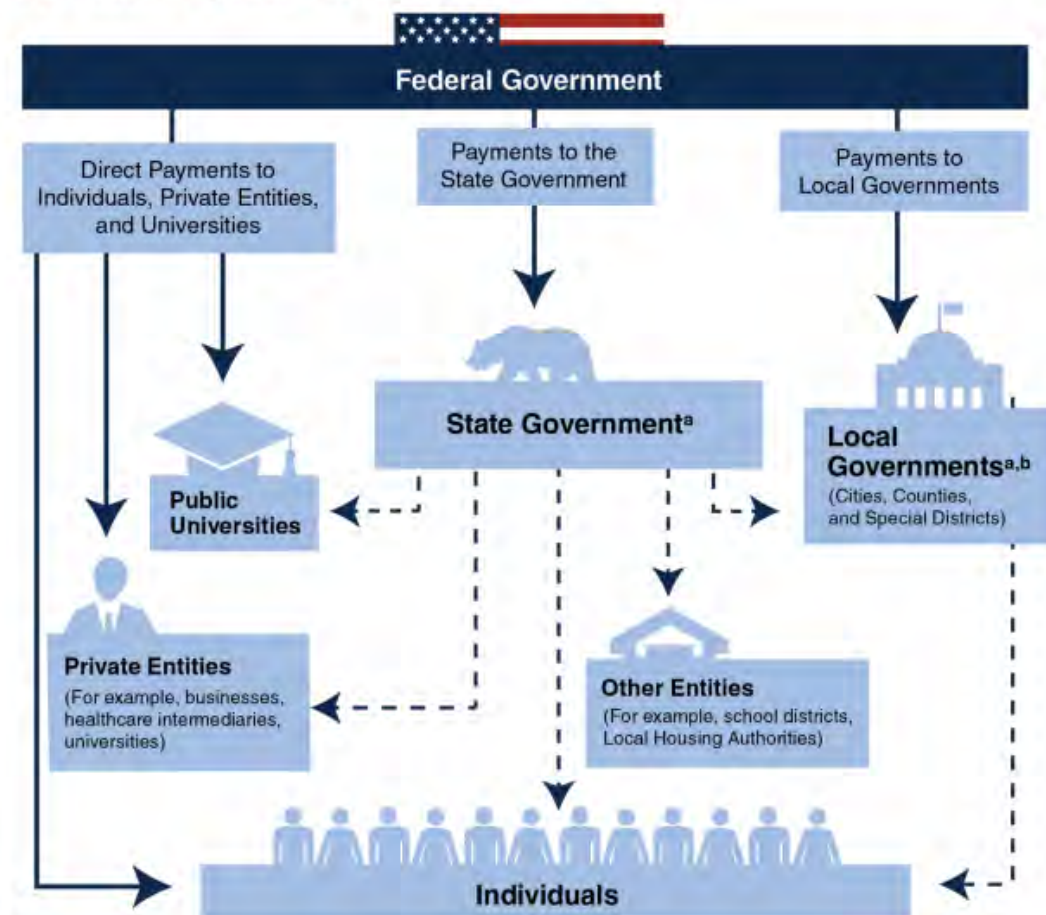
10. **Go Deeper!** What factors might be causing this gain or loss of seats?

*Possible Response: Seats are gained when the population of a state grows. This growth might occur due to people moving into the state from another state or country, or when people are born in that state. Seats are lost when the population decreases due to people moving out of the state or deaths. It is also possible that people are living in the state and are not being counted.*

What services are provided based on census data gather every ten years? How does participation in the census directly affect YOU?		
	Day 4	50 minutes
<b>Learning Objective</b>	<p>Students will be able to identify specific services provided based on census data.</p> <p>Students will be able to explain how participation in the census directly affects individuals.</p>	
<b>Introduction</b>	<p>Engage students by brainstorming ideas of when it is important or necessary that your existence is known and why. Some possible ideas include being acknowledged:</p> <ul style="list-style-type: none"> <li>• In your family so you can be provided for in terms of food, shelter, clothing, etc.</li> <li>• In a school so you can have a class to attend and be given necessary supplies</li> <li>• At a restaurant so you can be served food and beverages</li> <li>• During a fire or lockdown drill to make sure you are safe</li> </ul>	5 minutes
	<p>Identify background knowledge by posing the question, “Should the federal government know you exist and where you live? Why or why not?”</p> <ul style="list-style-type: none"> <li>• Once students have had a chance to ponder that question, have them share with a partner their thoughts.</li> <li>• Ideas should be shared with the class. The teacher may need to guide this discussion if there is minimal knowledge on this topic.</li> <li>• Consider dividing the class into two groups and having one half brainstorm reasons the government should know you exist and where you live while the other half lists answers to the opposite claim.</li> </ul>	
<b>Evaluation of Sources</b>	<p>Introduce the flow chart (Document J) located at the following link which identifies how federal money is distributed.  <a href="https://drive.google.com/drive/folders/1F2MwdlmhJ26-CS4dCffEKXpMUxQQfck">https://drive.google.com/drive/folders/1F2MwdlmhJ26-CS4dCffEKXpMUxQQfck</a></p> <p>Review key terms from student created glossaries that will be essential for understanding the content presented in this lesson.</p> <p><u>framers</u>: the men who created and signed the constitution  <u>grants</u>: money given  <u>revitalize</u>: to give new life to  <u>community initiatives</u>: citizens of a community begin legislation, or laws  <u>consumer advocacy</u>: actions taken by individuals or groups to promote and protect the interests of the buying public  <u>public works</u>: schools, hospitals, roads, police, courts, community centers, municipal buildings, railroads, bridges, airports, public space (ie., parks, beaches), water supply, sewage, electrical grid, dams, pipelines, canals, ports, etc.</p> <p>Students will read “Decennial Census of Population and Housing” (Document K) in partners, small groups, or whole class. (NOTE: If the Constitution is not something that has been discussed in your classroom yet, you may consider reading this whole class)</p>	40 minutes
<b>Closing</b>	<p>Student will complete Activity Sheet #3 (Document L) and communicate their findings with their identified partners, small groups, or as a class discussion.</p> <p>Collect and evaluate Activity Sheet #3. See TEACHER’S COPY (Document M)</p>	

Figure 8

### How Federal Expenditures Reach Californians



<sup>a</sup> The state and local governments retain some federal money for program administration and operation.

<sup>b</sup> Local governments remit some federal funds to private entities.

**How Federal Formulas Typically Use State Population to Determine Funding Levels.** Some programs are distributed to the state based on a formula that considers population, among other factors. (Other program funding is distributed based on a competitive grant process or through performance metrics. For these programs, changes in estimated population would not have a direct effect on federal grants to the state.) Most of these formulas are set in federal statute. Consequently, this means that congressional action would be needed for the federal government to change these funding formulas or allow the use of alternative population estimates.





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## Decennial Census

### Historic Snapshot of the Nation

The official U.S. Census is described in Article I, Section 2 of the Constitution of the United States. It calls for an actual enumeration of the people every ten years, to be used for apportionment of seats in the House of Representatives among the states. The first official Census was conducted in 1790 under Thomas Jefferson, who was the Secretary of State. That census, taken by U.S. marshals on horseback, counted 3.9 million inhabitants. Since that time, the decennial Census has been conducted every ten years, generally on April 1 in years ending in a zero.



Besides providing the basis for congressional redistricting, Census data are used in many other ways. Since 1975, the Census Bureau has had responsibility to produce small-area population data needed to redraw state legislative and congressional districts. Other important uses of Census data include the distribution of funds for government programs such as Medicaid; planning the right locations for schools, roads, and other public facilities; helping real estate agents and potential residents learn about a neighborhood; and identifying trends over time that can help predict future needs. Most Census data are available for many levels of geography, including states, counties, cities and towns, ZIP Code Tabulation Areas, census tracts, blocks, and much more.

**Activity Sheet - Source #3*****“Decennial Census of Population and Housing”***

<https://www.census.gov/programs-surveys/decennial-census/about/why.html>

The goal of the decennial census is to

Population totals in a census are broken down by \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

Name a few ways that communities spend their share of the more than \$675 billion in federal funds per year?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Public works projects that are paid for by the government for the good of the community. Below you will find a list of a few of these projects. Circle any that affect the daily lives of you or those living in your community.

schools	community centers	hospitals	water supply
public beaches	railroads	courts	bridges
electrical grids	police	roads	dams
airports	public parks	ports	libraries

**Extra Activity - Explore YOUR Neighborhood:** Go to [factfinder.census.gov](https://factfinder.census.gov) to explore actual census data for your zip code! Record at least 2 pieces of information you found.

**Activity Sheet - Source #3 - TEACHER'S COPY****"Decennial Census of Population and Housing"**

<https://www.census.gov/programs-surveys/decennial-census/about/why.html>

The goal of the decennial census is to **count everyone only once in the right place.**

Population totals in a census are broken down by **sex, age, race, and other factors**

Name a few ways that communities spend their share of the more than \$675 billion in federal funds per year?

- 1. schools**
- 2. hospitals**
- 3. roads**
- 4. public works**

Public works projects that are paid for by the government for the good of the community. Below you will find a list of a few of these projects. Circle any projects that affect the daily lives of you or those living in your community. **Responses should reflect the community in which your students live. Most items should be circled.**

schools	community centers	hospitals	water supply
public beaches	railroads	courts	bridges
electrical grids	police	roads	dams
airports	public parks	ports	libraries

**Extra Activity - Explore YOUR Neighborhood:** Go to [factfinder.census.gov](https://factfinder.census.gov) to explore actual census data for your zip code! Record at least 2 pieces of information you found. *Responses will vary depending on location.*



Is it a waste of time to conduct a census?		
	End of Day 4 or Day 5	
Introduction	<p>Show the photo of students in Oregon taking action in their community. (Document N)</p> <p><a href="https://broadcast.census.gov/pio/photos/census_2010/2010_salem_or-hi.jpg">https://broadcast.census.gov/pio/photos/census_2010/2010_salem_or-hi.jpg</a></p>	10 minutes
	<p>Ask the class what stands out to them in the photograph. (Possible responses might include a variety of genders, ages, and ethnicities; some students are in a uniform; the poster saying “Kids Count Too”). Introduce the summative task.</p>	
Summative Performance Task	<p>Students will select and complete one of the following “Taking Action” activities. Share and explain each project option and rubric with the students. See “YOU MATTER, SO TAKE ACTION” instruction sheet (Document O) and rubric (Document P).</p> <ul style="list-style-type: none"> <li>● Create a poster that presents your findings and identify a public location for it to be displayed.</li> <li>● Create a presentation in which you will present your findings to an identified grade level.</li> <li>● Create a community education pamphlet/flyer displaying your findings that will be distributed to families at your school site.</li> <li>● Create a public service announcement encouraging their community members to stand up and be counted.</li> <li>● Write a letter to your local representative identifying areas of need in your community and ways to improve.</li> </ul> <p>Identify a due date for the projects and schedule presentations. Provide the rubric to the students when assigning the project. Collect and assess using the rubric provided.</p>	varies



## **YOU MATTER, SO TAKE ACTION!**

Now that you have learned the historical basis for the decennial census and how this data collection directly impacts you and your community, you are ready to spread the word about its importance to others.

- Your task is to:
  - Select a project you feel would be the most impactful and explain why.
  - Complete the project.
  - Present your project to your class.
- 1. Public Poster: Design a poster and identify specific locations in your community where it could possibly be displayed to raise awareness.
- 2. Grade Level Specific Presentation: Create a presentation for an identified grade level of students. Possible presentation options include, but are not limited to, a children's story, comic book, short graphic novel, a PowerPoint or Google Slide presentation, a short play or puppet show, a game that can be played by the students, etc.
- 3. Community Education Pamphlet: Design an informational pamphlet to be distributed to the families at your school.
- 4. Public Service Announcement (PSA): Create a video to be viewed by members of your community.

### **All projects must include the following:**

1. A brief explanation of what the decennial census is and how it began.
2. A brief explanation of how the census data connects to representation in Congress, specifically in the House of Representatives.
3. Identify the importance of participating in the census and include ways in which census data directly impacts the lives of those living in your community.



## **YOU MATTER, SO TAKE ACTION!**

Use the rubric below to guide you in creating your project. Remember to keep your audience in mind and practice presenting!

	4 - Outstanding	3 - Good	2 - Fair	1 - Poor
Explanation of the decennial census	Clearly identifies Constitutional basis and goal for the decennial census	Identifies Constitutional basis and goal for the decennial census	Identifies Constitutional basis OR goal for the decennial census	Does not identify Constitutional basis or goal for the decennial census
Connection to census data and Congress	Clearly explains the connection between census data and seats in the House of Representatives	Explains the connection between census data and seats in the House of Representatives	Vaguely explains the connection between census data and seats in the House of Representatives	Does not explain the connection between census data and seats in the House of Representatives
Direct impact of census data on you / your community	Identifies 6 ways the census data impacts individuals in your community	Identifies 4 ways the census data impacts individuals in your community	Identifies 2 ways the census data impacts individuals in your community	Identifies 0-1 way the census data impacts individuals in your community
Appropriate to identified audience	Information presented is appropriate and will be easily understood by the target audience	Information presented is mostly appropriate and will be generally understood by the target audience	Information presented is generally appropriate, yet it might be confusing to the target audience	Information presented is not appropriate for the target audience and will likely not be understood
Conventions (Capitalization, grammar, punctuation, spelling)	0-2 errors in the use of grade level conventions	3-4 errors in the use of grade level conventions	5-6 errors in the use of grade level conventions	More than 6 errors in the use of grade level conventions
Presentation of the project	Extensive knowledge of the subject matter presented in a clear and concise manner	Considerable knowledge of subject matter presented in a mostly clear manner	Minimal knowledge of the subject matter presented in a confusing manner	Knowledge of the subject matter is unclear or incomprehensible based on the presentation