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

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

5th grade Take Action Inquiry: You Matter!

Sacramento County Office of Education

California Office of Education

Los Angeles County Office of Education
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

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

<table>
<thead>
<tr>
<th>Title of Lesson</th>
<th>YOU MATTER!</th>
<th>Grade Level</th>
<th>5th</th>
<th>Duration</th>
<th>3-5 Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSS Standards</td>
<td>5.7 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.</td>
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</tbody>
</table>
| ELA Standards   | RI.5.7 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.  
RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.  
W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.  
W.5.9b Apply grade 5 Reading standards 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]").  
SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. |
| ELD Standards   | I.A.2 Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia).  
I.A.4 Adapting language choices to various contexts (based on task, purpose, audience and text type).  
I.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.  
I.C.9 Expressing information and ideas in formal oral presentations on academic topics.  
I.C10 Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology. |

## Lesson Sequence Overview

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

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Day 1</th>
<th>50 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will have a working knowledge of the three branches of government. 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.)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Background Information</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Introduction</th>
<th></th>
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</table>
| Show the “Branches of the Government” video”
[https://www.youtube.com/watch?v=vMQ_OSRL0YE](https://www.youtube.com/watch?v=vMQ_OSRL0YE)

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. |

<table>
<thead>
<tr>
<th>Evaluation of Sources</th>
<th>5-10 minutes</th>
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</thead>
</table>
| Distribute the sort cards (Document A) and allow partner work time to attempt to sort words and definitions.
[https://docs.google.com/document/d/1skZ4scGescUnP1V1cjLUIRq-MfyQ6Yrso24XoiJKwz/edit?usp=sharing](https://docs.google.com/document/d/1skZ4scGescUnP1V1cjLUIRq-MfyQ6Yrso24XoiJKwz/edit?usp=sharing)

Working with a partner or in small groups, students can predict definitions for words they don’t know. Circle the room 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.

After a period of productive struggle, walk students through the definition for each word or allow them to research the answers themselves. |

<table>
<thead>
<tr>
<th>Teacher Answer Key for Definition Sort Activity:</th>
</tr>
</thead>
</table>
| legislative branch: the branch of government that creates laws 
executive branch: the branch of government that enforces laws 
judicial branch: the branch of government that interprets laws 
decennial: occurring every ten years (connect to Latin root -dec-meaning ten) 
apportionment: 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. 
congressional: of or relating to Congress, the legislative branch of the federal government 
redistricting: divide into new districts, or sections/divisions |
<table>
<thead>
<tr>
<th><strong>Closing</strong></th>
<th>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.</th>
<th>5 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will need to access this glossary throughout the lessons, so store accordingly.</td>
<td></td>
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</tbody>
</table>
Directions: Cut out each box, then use prior knowledge to match the words and definitions.

<table>
<thead>
<tr>
<th>WORDS</th>
<th>executive branch</th>
<th>framers</th>
<th>decennial</th>
</tr>
</thead>
<tbody>
<tr>
<td>redistricting</td>
<td>apportionment</td>
<td>grants</td>
<td>resident</td>
</tr>
<tr>
<td>legislative branch</td>
<td>revitalize</td>
<td>community initiative</td>
<td>apportion</td>
</tr>
<tr>
<td>congressional</td>
<td>public works</td>
<td>civilian</td>
<td>judicial branch</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>DEFINITIONS</th>
<th>dividing into new districts or sections</th>
<th>the branch of the government that interprets the laws</th>
<th>citizens of a community begin legislation / laws</th>
</tr>
</thead>
<tbody>
<tr>
<td>relating to Congress</td>
<td>the branch of the government that enforces laws</td>
<td>one who lives in a place</td>
<td>the lawmaking branch of the government</td>
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<tr>
<td>to distribute proportionally</td>
<td>projects financed by the government</td>
<td>occurring every 10 years</td>
<td>to bring new life into</td>
</tr>
<tr>
<td>the men who created and signed The Constitution</td>
<td>one who is not on active duty with a military, naval, or fire fighting organization</td>
<td>money given for a specific purpose</td>
<td>the distribution of seats in the House of Representatives based on population</td>
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</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
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<tbody>
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<tr>
<td><strong>Learning Objective</strong></td>
<td><strong>Day 2</strong></td>
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<td>-----------------------</td>
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<tr>
<td>Students will understand what the decennial census is and how the population data generated from it is used.</td>
<td></td>
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<tr>
<td>Students will identify when the census was established and why.</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Introduction</strong></th>
<th></th>
<th>5 minutes</th>
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<tbody>
<tr>
<td>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. Some possible ideas include:</td>
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<td>● words – in a writing or on a list (ie., spelling list, shopping list, or writing assignment)</td>
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<td>● tickets – bought or sold for movies, raffles, rides, prizes, performances, etc.</td>
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<td>● sides of a polygon – to identify the shape</td>
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<tr>
<td>● money – buy / sell items, savings, wages, etc.</td>
<td></td>
<td></td>
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<tr>
<td>● people – safety at schools, on field trips, during an emergency or disaster, passengers on an airplane.</td>
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<table>
<thead>
<tr>
<th><strong>Evaluation of Sources</strong></th>
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<th>40 minutes</th>
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<tbody>
<tr>
<td>Review key terms from student created glossaries that will be essential for understanding the content presented in this lesson.</td>
<td></td>
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<tr>
<td>decennial: occurring every ten years (connect to Latin root –dec- meaning ten)</td>
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<tr>
<td>apportionment: 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</td>
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<tr>
<td>congressional: of or relating to Congress, the legislative branch of the federal government</td>
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<td></td>
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<tr>
<td>redistricting: divide into new districts, or sections/divisions</td>
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<tr>
<td>Students will watch the video “US Census Overview Video” (<a href="https://drive.google.com/drive/folders/1IF2MwdlmhJ26Cs54dCJfEKxpuXQQIck">https://drive.google.com/drive/folders/1IF2MwdlmhJ26Cs54dCJfEKxpuXQQIck</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.</td>
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<tr>
<td>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.</td>
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<tr>
<td>Focus page one and discuss specific questions asked on the census.</td>
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<tr>
<td>Show a digital image of all pages so students grasp the concept that the census will count all of the people in each home.</td>
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<td></td>
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<tr>
<td>Closing</td>
<td></td>
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<tr>
<td>-----------------</td>
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<tr>
<td><strong>HOME CONNECTION</strong>: 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.</td>
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<tr>
<td><strong>After completing Activity Sheet #1, students will communicate their findings with their identified partners, small groups, or as a class discussion.</strong></td>
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<tr>
<td><strong>Collect and evaluate Activity Sheet – Source #1 and completed Census forms.</strong></td>
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<tr>
<td><strong>5 minutes</strong></td>
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</tbody>
</table>
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.*
5. Please provide information for each person living here. Start with a person living here who owns or rents this house, apartment, or mobile home. If the owner or renter lives somewhere else, start with any adult living here. This will be Person 1.

What is Person 1's name? Print name below.

Last Name
First Name
MI

6. What is Person 1's sex? Mark ONE box.
   - Male
   - Female

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

   Age on April 1, 2010
   Month / Day / Year of birth

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

8. Is Person 1 of Hispanic, Latino, or Spanish origin?
   - No, not of Hispanic, Latino, or Spanish origin
   - Yes, Mexican, Mexican Am., Chicano
   - Yes, Puerto Rican
   - Yes, Cuban
   - Yes, another Hispanic, Latino, or Spanish origin — Print origin, for example, Argentinian, Colombian, Dominican, Nicaraguan, Salvador, Spain, 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
   - Chinese
   - Filipino
   - Japanese
   - Korean
   - Vietnamese
   - Native Hawaiian
   - Guamanian or Chamorro
   - Samoan
   - Other Asian — Print race, for example, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on.
   - Some other race — Print race.

10. Does Person 1 sometimes live or stay somewhere else?
    - No
    - Yes — Mark all that apply.
     - In college housing
     - In the military
     - In jail or prison
     - In a nursing home
     - For another reason

    If more people were counted in Question 1, continue with Person 2.
1. Print name of Person 1. Mark X ONE box.
   - Last Name
   - First Name
   - MI

2. How is this person related to Person 1? Mark X ONE box.
   - Husband or wife
   - Biological son or daughter
   - Adopted son or daughter
   - Stepson or stepdaughter
   - Brother or sister
   - Father or mother
   - Grandchild
   - Parent-in-law
   - Son-in-law or daughter-in-law
   - Other relative
   - Roomer or boarder
   - Unmarried partner
   - Other nonrelative

3. What is this person's sex? Mark X 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

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, Argentinian, Colombian, Panamanian, Salvadorian, Spanish, and so on.

6. What is this person's race? Mark X one or more boxes.
   - White
   - Black, African Am., or Negro
   - American Indian or Alaska Native — Print race of enrolled or principal tribe
   - Asian Indian
   - Chinese
   - Filipino
   - Native Hawaiian
   - Other Asian — Print race, for example, Hawaiian, Samoan, and so on.
   - 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? Mark X all that apply.
   - In college housing
   - In the military
   - At a seasonal or second residence
   - For child custody
   - In jail or prison
   - In a nursing home
   - For another reason

   If more people were counted in Question 1 on the front page, continue with Person 2.
1. Print name of **Person 4**
   Last Name ____________________________
   First Name ____________________________

2. How is this person related to Person 1? **Mark ONE box.**
   [ ] Husband or wife
   [ ] Biological son or daughter
   [ ] Adopted son or daughter
   [ ] Stepson or stepdaughter
   [ ] Brother or sister
   [ ] Father or mother
   [ ] Grandchild
   [ ] Parent-in-law
   [ ] Son-in-law or daughter-in-law
   [ ] Other relative
   [ ] Roomer or boarder
   [ ] Housemate or roommate
   [ ] Unmarried partner
   [ ] 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 ages as zero (0) when the child is less than 1 year old.
   Print numbers in boxes.
   Age on April 1, 2010
   [ ] Month
   [ ] Day
   [ ] Year

5. Is this person 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.**
   [ ] American Indian or Alaska Native — Print name of tribe or principal tribe.
   [ ] Asian Indian
   [ ] Japanese
   [ ] Guamanian or Chamorro
   [ ] Native Hawaiian
   [ ] Samoan
   [ ] Filipino
   [ ] Vietnamese
   [ ] Other Asian — Print race, for example, Hmong, Laoistan, Thai, Pakistani, Cambodian and so on.
   [ ] Other Pacific Islander — Print race; for example, Fijian, Tongan, and so on.
   [ ] Other race — Print race

7. Does this person sometimes live or stay somewhere else?
   [ ] No — **Mark ONE.**
   [ ] Yes — **Mark ALL that apply.**
   [ ] In college housing
   [ ] In the military
   [ ] At a seasonal or second residence
   [ ] For another reason
   [ ] For child custody
   [ ] In jail or prison
   [ ] In a nursing home

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 ____________________________

2. How is this person related to Person 1? **Mark ONE box.**
   [ ] Husband or wife
   [ ] Biological son or daughter
   [ ] Adopted son or daughter
   [ ] Stepson or stepdaughter
   [ ] Brother or sister
   [ ] Father or mother
   [ ] Grandchild
   [ ] Parent-in-law
   [ ] Son-in-law or daughter-in-law
   [ ] Other relative
   [ ] Roomer or boarder
   [ ] Housemate or roommate
   [ ] Unmarried partner
   [ ] 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 ages as zero (0) when the child is less than 1 year old.
   Print numbers in boxes.
   Age on April 1, 2010
   [ ] Month
   [ ] Day
   [ ] Year

5. Is this person 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.**
   [ ] American Indian or Alaska Native — Print name of tribe or principal tribe.
   [ ] Asian Indian
   [ ] Japanese
   [ ] Guamanian or Chamorro
   [ ] Native Hawaiian
   [ ] Samoan
   [ ] Filipino
   [ ] Vietnamese
   [ ] Other Asian — Print race, for example, Hmong, Laoistan, Thai, Pakistani, Cambodian and so on.
   [ ] Other Pacific Islander — Print race, for example, Fijian, Tongan, and so on.
   [ ] Other race — Print race

7. Does this person sometimes live or stay somewhere else?
   [ ] No — **Mark ONE.**
   [ ] Yes — **Mark ALL that apply.**
   [ ] In college housing
   [ ] In the military
   [ ] At a seasonal or second residence
   [ ] For another reason
   [ ] For child custody
   [ ] In jail or prison
   [ ] In a nursing home

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 1-866-926-2010 entre las 8:00 a.m. y 9:00 p.m., 7 días a la semana. La llamada telefónica es gratuita.

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.
<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Day 3</th>
<th>75 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will understand and be able to explain how the 435 seats in Congress are divided among the states and why.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will understand and be able to explain the reapportionment of the US House of Representatives based on the 2010 Census.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Introduction</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify what a census is, how often it is conducted, and why.</td>
<td></td>
</tr>
<tr>
<td>• <em>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.</em></td>
<td></td>
</tr>
<tr>
<td>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></td>
<td>10 minutes</td>
</tr>
<tr>
<td>Focus on the Legislative Branch to identify the following:</td>
<td></td>
</tr>
<tr>
<td>• Congress consists of 2 houses:</td>
<td></td>
</tr>
<tr>
<td>• Senate – all states have 2 senators</td>
<td></td>
</tr>
<tr>
<td>• House of Representatives – 435 seats given to states based on population</td>
<td></td>
</tr>
<tr>
<td>(Optional Activity) Share the image (Document E) found at the following URL: <a href="https://broadcast.census.gov/pio/photos/census_2010/2010_groves_apportion-hi.jpg">https://broadcast.census.gov/pio/photos/census_2010/2010_groves_apportion-hi.jpg</a></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluation of Sources</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Review key terms from student-created glossaries that will be essential for understanding the content presented in this lesson.</td>
<td></td>
</tr>
<tr>
<td><strong>apportion:</strong> to distribute proportionally</td>
<td></td>
</tr>
<tr>
<td><strong>reapportion:</strong> to apportion or distribute proportionally again</td>
<td></td>
</tr>
<tr>
<td><strong>resident:</strong> one who lives in a place</td>
<td></td>
</tr>
<tr>
<td><strong>civilian:</strong> one who is not on active duty with a military, naval, or firefighting organization</td>
<td></td>
</tr>
<tr>
<td>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. <a href="https://drive.google.com/drive/folders/1lF2MwdImhJ26-CS4dCffeKXpMUxQQfCk">https://drive.google.com/drive/folders/1lF2MwdImhJ26-CS4dCffeKXpMUxQQfCk</a></td>
<td>60 minutes</td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Make a connection to the Electoral College and how this apportionment also helps determine who is elected President.</td>
<td></td>
</tr>
<tr>
<td>Optional – 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</td>
<td></td>
</tr>
</tbody>
</table>

---

*How does the census affect states’ representation in Congress?*
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.

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.

Consider the following structure to help scaffold your students' learning:

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.

<table>
<thead>
<tr>
<th>Partner Group A</th>
<th>Q1 and Q2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partner Group B</td>
<td>Q3 and Q4</td>
</tr>
<tr>
<td>Partner Group C</td>
<td>Q5 and Q6</td>
</tr>
<tr>
<td>Partner Group D</td>
<td>Q7 and Q8</td>
</tr>
<tr>
<td>Partner Group E</td>
<td>Q9 and Q10</td>
</tr>
<tr>
<td>Partner Group F</td>
<td>Q1 and Q2</td>
</tr>
<tr>
<td>Partner Group G</td>
<td>Q3 and Q4</td>
</tr>
<tr>
<td>Partner Group H</td>
<td>Q5 and Q6</td>
</tr>
<tr>
<td>Partner Group I</td>
<td>Q7 and Q8</td>
</tr>
<tr>
<td>Partner Group J</td>
<td>Q9 and Q10</td>
</tr>
<tr>
<td>Partner Group K</td>
<td>Q7 and Q8</td>
</tr>
</tbody>
</table>

Debrief as a whole class.

**Closing**

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

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 1.1

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.

1 The 2010 Census resident population of the United States, including the District of Columbia, was 308,749,538.

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 417 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 2010 (646,552). 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).
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/p44-171.pdf)

<table>
<thead>
<tr>
<th>State</th>
<th>2010 apportionment population¹</th>
<th>U.S.</th>
<th>Number of representatives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>309,181,461</td>
<td>308,143,815</td>
</tr>
<tr>
<td></td>
<td>Resident population</td>
<td>1,779,796</td>
<td>8,613,027</td>
</tr>
<tr>
<td></td>
<td>Nonresident population</td>
<td>1,778,796</td>
<td>2,935,205</td>
</tr>
<tr>
<td></td>
<td>Overstates</td>
<td>1,779,796</td>
<td>8,613,027</td>
</tr>
<tr>
<td></td>
<td></td>
<td>27,999</td>
<td>27,999</td>
</tr>
<tr>
<td></td>
<td></td>
<td>309,181,461</td>
<td>308,143,815</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1,779,796</td>
<td>8,613,027</td>
</tr>
<tr>
<td></td>
<td></td>
<td>27,999</td>
<td>27,999</td>
</tr>
</tbody>
</table>

¹ 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.

² No reapportionment was made based on the 1920 Census.

³ The 1930 apportionment originally resulted in the previously fixed House size of 435 representatives; but in 1962, Alaska and Hawaii were both newly admitted to the United States, and each was granted one representative—temporarily increasing the size of the House to 437. Then the 1960 apportionment reverted back to the fixed size of 435.

⁴ The apportionment as of the 1910 Census was based on the 1890 Census, not the 1900 Census.

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/2010pubs/cen2010p94-171.pdf)

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


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

Appportionment of the U.S. House of Representatives Based on the 2010 Census
Activity Sheet - Source #2

"Congressional Apportionment - 2010 Census Brief"


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?

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?

10. **Go Deeper.** What factors might be causing this gain or loss of seats?
Activity Sheet - Source #2 - TEACHER’S COPY
“Congressional Apportionment - 2010 Census Brief”

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?** |
|---|---|
| **Learning Objective** | Day 4  | 50 minutes |
| Students will be able to identify specific services provided based on census data. |  |
| Students will be able to explain how participation in the census directly affects individuals. |  |
| **Introduction** | 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:  
  - In your family so you can be provided for in terms of food, shelter, clothing, etc.  
  - In a school so you can have a class to attend and be given necessary supplies  
  - At a restaurant so you can be served food and beverages  
  - During a fire or lockdown drill to make sure you are safe | 5 minutes |
| Identify background knowledge by posing the question, “Should the federal government know you exist and where you live? Why or why not?”  
  - Once students have had a chance to ponder that question, have them share with a partner their thoughts.  
  - Ideas should be shared with the class. The teacher may need to guide this discussion if there is minimal knowledge on this topic.  
  - 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. |  |
| **Evaluation of Sources** | Introduce the flow chart (Document J) located at the following link which identifies how federal money is distributed.  
  [https://drive.google.com/drive/folders/1IF2MwdImhJ26-CS4dCffEKXpMUxQQfcK](https://drive.google.com/drive/folders/1IF2MwdImhJ26-CS4dCffEKXpMUxQQfcK) | 40 minutes |
| Review key terms from student created glossaries that will be essential for understanding the content presented in this lesson.  
  frammers: the men who created and signed the constitution  
  grants: money given  
  revitalize: to give new life to  
  community initiatives: citizens of a community begin legislation, or laws  
  consumer advocacy: actions taken by individuals or groups to promote and protect the interests of the buying public  
  public works: 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. |  |
| 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) |  |
| **Closing** | Student will complete Activity Sheet #3 (Document L) and communicate their findings with their identified partners, small groups, or as a class discussion. | 5 minutes |
| Collect and evaluate Activity Sheet #3. See TEACHER’S COPY (Document M) |  |
**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.
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.
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.

<table>
<thead>
<tr>
<th>schools</th>
<th>community centers</th>
<th>hospitals</th>
<th>water supply</th>
</tr>
</thead>
<tbody>
<tr>
<td>public beaches</td>
<td>railroads</td>
<td>courts</td>
<td>bridges</td>
</tr>
<tr>
<td>electrical grids</td>
<td>police</td>
<td>roads</td>
<td>dams</td>
</tr>
<tr>
<td>airports</td>
<td>public parks</td>
<td>ports</td>
<td>libraries</td>
</tr>
</tbody>
</table>

Extra Activity - Explore YOUR Neighborhood: Go to 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.**

<table>
<thead>
<tr>
<th></th>
<th>schools</th>
<th>community centers</th>
<th>hospitals</th>
<th>water supply</th>
</tr>
</thead>
<tbody>
<tr>
<td>public beaches</td>
<td></td>
<td>railroads</td>
<td>courts</td>
<td>bridges</td>
</tr>
<tr>
<td>electrical grids</td>
<td></td>
<td>police</td>
<td>roads</td>
<td>dams</td>
</tr>
<tr>
<td>airports</td>
<td></td>
<td>public parks</td>
<td>ports</td>
<td>libraries</td>
</tr>
</tbody>
</table>

**Extra Activity - Explore YOUR Neighborhood:** Go to 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** | 10 minutes |

**Introduction**

Show the photo of students in Oregon taking action in their community. (Document N)

[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)

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.

**Summative Performance Task**

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).

- Create a poster that presents your findings and identify a public location for it to be displayed.
- Create a presentation in which you will present your findings to an identified grade level.
- Create a community education pamphlet/flyer displaying your findings that will be distributed to families at your school site.
- Create a public service announcement encouraging their community members to stand up and be counted.
- Write a letter to your local representative identifying areas of need in your community and ways to improve.

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.
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!

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