



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.

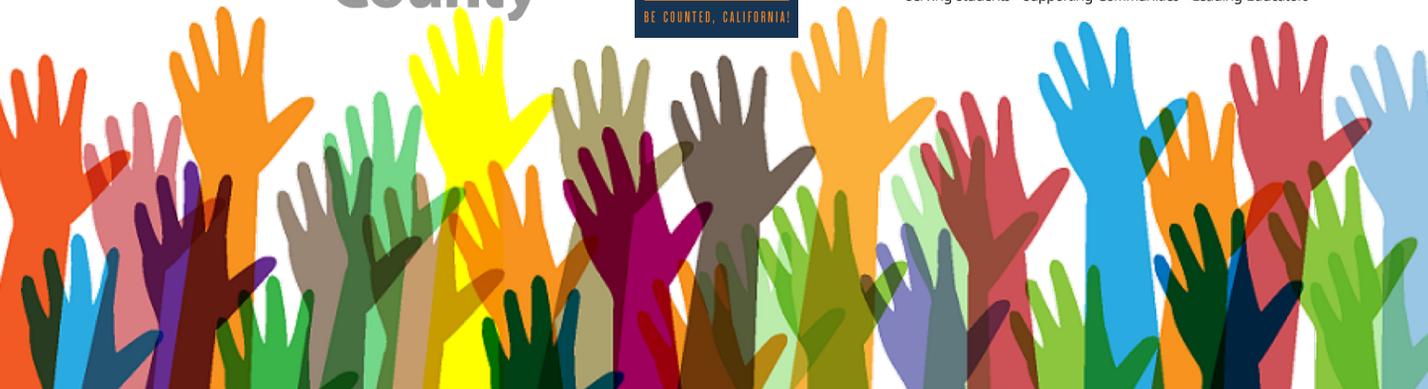
<http://bit.ly/2020CountMeIn>

Sacramento
Office of Education **County**



Los Angeles County
Office of Education

Serving Students • Supporting Communities • Leading Educators



Acknowledgements

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

Project Facilitation and Oversight

Sacramento County Office of Education:

Frank Pisi, Director, History-Social Science

Los Angeles County Office of Education:

Michelle Herczog, Ed.D., Coordinator III, History-Social Science

Government Operations Agency:

Mignonne Pollard, Ed.D., Schools and Education Outreach Sector Manager

Grade Level Module Oversight

Charles Gilmore, Curriculum Specialist, Sacramento County Office of Education

Rob Vicario, Coordinator, Irvine Unified School District

Grade Level Module Authors

5th Grade:

Chrissy Maher
Allison Hawke
Gregg Law

8th Grade:

Linda Celey-Bultin
Ben Crago-Schneider
Ashley Silas
Kristina Roys
Rebecca Hawkins
Jennifer Law

11th Grade:

Adam Wemmer
Diana Shar
Elva Madrigal
Dana Brooks
Christine Sardo

12th Grade:

Antonia Piscitelli-Carrasco
Ricardo Reyes
Kimberly Young
Lucas Plotnik
Miguel Canales



Los Angeles County
Office of Education

Serving Students • Supporting Communities • Leading Educators



Census 2020
Is compromise always fair?

Title of Lesson	Missouri Compromise: Free vs. Slave States	Grade Level	8th	Duration	4 Days
HSS Standards	<p>8.9.5 Analyze the significance of the States’ Rights Doctrine: the Missouri Compromise (1820). 8.10.1 Compare the conflicting interpretations of state and federal authority.</p>				
ELA Standards	<p>RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. W.8.1 Write arguments to support claims with clear reasons and relevant evidence. RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p>				
ELD Standards	<p>I.B.6 Reading closely literary and informational text and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language. I.C.10 Writing informational and literary texts to present, describe, and explain ideas and information, using appropriate technology. I.C.11 Justifying own arguments and evaluating others’ arguments in writing.</p>				

Lesson Sequence Overview			
Supporting Question	What would happen to the balance of power if another slave state joined the Union?	How might settlement of the West increase tensions between the North and South?	How does the census help us understand changes in the enslaved population in Missouri?
Duration	45 minutes	45 minutes	50 minutes
Performance Task	Students will color a map of the United States in 1820, distinguishing between states that allowed slavery and states that did not.	Students will use the Historian’s Toolkit to close read “The Missouri Compromise”.	Students will continue to use the Historian’s Toolkit, this time working through census data detailing the enslaved population in Missouri at different points in time.

Summative Task	Students will construct an evidence-based argument responding to the compelling question: “Is compromise always fair?” Students can use a variety of media to communicate their conclusion.
-----------------------	---

What would happen to the balance of power if another slave state joined the union?		
	Day 1	45 minutes
Learning Objective	Students will be able to identify which states permitted and which states prohibited enslaving people in 1820.	
Introduction	Display the compelling question so all students can see. "Is compromise always fair?"	15 minutes
	Ask students to think of a time when they compromised on an issue. After at least one minute of think time, have students share with a partner.	
	Explain to students that this is a continuation of their study of the Missouri Compromise.	
	Pose the following questions to the students as a whole class: "How many free states were there in 1820? How many slave states? What would happen to the balance of power if another slave state joined the Union?"	
Evaluation of Sources	Pass out to students a blank map of the United States. (Document A)	25 minutes
	Students label all the states outline on the map, as well as the Spanish-owned lands, Arkansas and Unorganized Territories.	
	Students choose one color for states where slavery is permitted and one color for states where it is prohibited. Have students choose a third color for Missouri, to highlight its undetermined status. Have students create a key.	
Closing	Using the visual displayed on their map, have students ponder the question "How might settlement of the West increase tensions between the North and South?"	5 minutes

Name: _____ Date: _____

Item 2: The Missouri Compromise, 1820 - Blank Map Including Missouri

Key:

1. Use the provided Map: The Missouri Compromise, 1820 – Blank Map Including Missouri to create a map of the United States in 1820, using different colored pencils to depict the following seven sections:

- Free states and territories – color blue
- Slave states and territories- color green
- Missouri-color yellow
- Spanish land claims- label
- Unorganized territory – label
- Arkansas territory – label

Turn to a table partner and answer the following question:

How might settlement of the West increase tensions between the North and South?

How might settlement of the West increase tension between the North and the South?		
	Day 2	45 minutes
Learning Objective	Students will be able to pull key information from a secondary source to further their understanding of the issues underpinning the Missouri Compromise.	
Introduction	Ask students to turn to a table partner and discuss the question, "How might settlement of the West increase tension between the North and South?" Guide a whole class share out from some of the student pairs.	10 minutes
Evaluation of Sources	Pass out the article "The Missouri Compromise". (Document B)	30 minutes
	Have students conduct a first read through with no annotation.	
	Have students conduct a second read through, this time with instruction to underline or highlight any information they identify as helpful in answering the supporting question.	
	Pass out a copy of the Historian's Toolkit (Document C) to each student. Students should complete the first row "Source 1" using "The Missouri Compromise".	
Closing	Have students work with a partner to check and revise answers.	5 minutes

“The Missouri Compromise”

Adapted from *The Oxford Companion to United States History* (2001)

<p>In 1817, Missouri became the second territory within the boundaries of the Louisiana Purchase (after Louisiana itself) to apply for statehood. Missouri applied to enter as a slave state.</p> <p>In February 1819, Congressman James Tallmage of New York proposed that no further slaves be allowed into Missouri and that children of slaves in the state be freed at age twenty-five. His proposal, along with a similar one regarding the Arkansas Territory, sparked impassioned debate.</p> <p>When Congress returned in 1820, Senator Jesse B. Thomas of Illinois proposed a compromise that became law in March 1820:</p> <p>Maine whose simultaneous bid for statehood had been blocked by southern senators, was admitted as a free state; Missouri came in as a slave state; and, most significantly, Missouri’s southern border—the 36°30' parallel—was extended westward as the boundary north of which slavery would not be permitted within the Louisiana Purchase.</p> <p>The significance of the Missouri controversy became clear only many years later. First, it provided the context for the first full-scale debate over what in the middle decades of the century as the central issue of the sectional crisis: the territorial expansion of slavery. Second, it revealed the power of sectional loyalties to overwhelm loyalty to political parties. Third, the Missouri Compromise set the precedent for congressional authority in determining the spread of slavery into the West.</p>	<p>impassioned—filled with great emotion</p> <p>simultaneous—occurring, happening at same time</p> <p>sectional crisis—political conflict between Northern and Southern states over slavery</p> <p>sectional loyalties—loyalty to region (i.e. North or South) rather than political party</p>
---	--

Historian's Toolbox: Organizing Evidence to Write

Inquiry Question: Is Compromise always fair?

Source Citation	Summary: What is the information presented in the source? Describe what you see/read in the source.	Evidence: What are some specific quotes or information from the source that allows you to answer the question?	Analysis: “This means that...” “This shows that...” “This source is important to our understanding because...”	Claim: Explain how this source answers the inquiry question.
Source 1				
Source 2				
Source 3				

1. Examine the **Claim** column and create one claim that unifies the ideas you present. For example, instead of having three sentences about different causes for an event, create one sentence with all of the causes of an event.

Write your **Claim** here:

2. Organize your evidence. Do you want to present the evidence in chronological order or another way? List how you will organize your evidence here:

3. How does the evidence support your claim? Give some specific analysis explaining why you think this evidence is important to answer the inquiry question.

How does the census help us understand the changes in enslaved population in Missouri?		
	Day 3	45 minutes
Learning Objective	Students will use data from multiple censuses to complete the Historian’s Toolkit and develop a claim answering the inquiry’s compelling question.	
Introduction	Post the day’s supporting question and ask students to discuss possible answers, gauging what prior knowledge of the census exists.	5 minutes
Evaluation of Sources	Pass out the Table of Enslaved Population in Missouri (Document D) and the Census Table (Document E). The Census Table is hard to read and may serve more as a simple visual for students to see what a census table from the time looked like.	30 minutes
	Have students use the Historian’ Toolkit “Source 2” to record information from Documents D and E.	
	Have students pair up to check answers and revise.	
	Pass out “Slaves as a percent of Total Population selected years, by Southern State”. (Document F)	
	Direct students to look at the columns displaying Missouri’s data for 1810 and 1860 and complete the “Source 3” row of the Historian’s Toolkit.	
Closing	Direct students to synthesize the information from the three sources used by completing the back side of the Historian’s Toolkit.	10 minutes

Document D

ITEM 40. TABLE OF ENSLAVED POPULATION IN MISSOURI

Missouri Slaves							
Males				Females			
Males under 14 years old	Males of 14 and under 26	Males of 26 and under 45	Males of 45 and upwards	Females under 14 years old	Females of 14 and under 26	Females of 26 and under 45	Females of 45 and upwards
2,491	1,511	852	487	2,281	1,461	855	284

Aggregate amount of each description of persons in the **United States** and their **act** of March, 1820, and the act of the 3d of March, 1821; com

STATES AND TERRITORIES.	FREE WHITE MALES.						FREE WHITE FEMALES.					Persons not naturalized.	Number of persons engaged in Agriculture.	Number of persons engaged in Commerce.	Number of persons engaged in Manufactures.
	Free white males under ten years.	Free white males of ten and under sixteen.	Free white males between sixteen and eighteen.	Free white males of sixteen and under twenty-six, including heads of families.	Free white males of twenty-six and under forty-five, including heads of families.	Free white males of forty-five and upwards, including heads of families.	Free white females under ten years of age.	Free white females of ten and under sixteen.	Free white females of sixteen and under twenty-six, including heads of families.	Free white females of twenty-six and under forty-five, including heads of families.	Free white females of forty-five and upwards, including heads of families.				
	to 10	to 16	16 to 18	16 to 26	to 45	45, &c.	to 10	to 16	to 26	to 45	45, &c.				
Maine	49,217	24,328	7,146	28,530	27,742	19,178	46,563	23,533	30,832	28,248	18,527	1,680	55,031	4,297	7,643
New Hampshire	35,466	19,672	5,329	22,703	22,936	18,413	34,599	18,899	24,806	25,797	19,925	124	52,584	1,068	8,699
Massachusetts	70,993	38,573	10,913	49,506	54,414	38,668	69,260	38,308	52,805	57,721	46,171	3,425	63,460	13,501	33,464
Rhode Island	11,530	5,860	1,767	7,396	7,618	5,888	10,917	5,769	8,407	8,671	7,157	237	12,559	1,162	6,091
Connecticut	36,848	20,682	6,284	25,831	25,632	21,814	35,289	19,833	27,205	29,069	24,978	568	50,518	5,381	17,541
Vermont	35,708	19,241	5,860	24,137	22,055	16,189	35,327	18,577	24,713	23,883	18,236	935	50,951	776	8,484
New York	222,608	104,297	29,398	132,753	138,634	81,239	216,513	101,904	152,492	129,899	72,385	15,101	247,648	9,113	60,038
New Jersey	42,055	19,970	5,956	24,639	24,418	18,537	39,921	19,304	25,637	24,693	18,035	1,529	40,812	1,830	15,941
Pennsylvania	175,381	77,030	25,901	102,550	97,144	64,493	166,710	78,425	101,404	94,345	59,592	10,728	140,801	7,083	60,215
Delaware	9,071	4,448	1,719	5,516	5,607	3,263	8,637	4,311	5,573	5,537	3,299	331	13,259	533	2,821
Maryland	41,511	18,932	6,261	26,404	27,916	16,960	39,454	19,578	27,293	26,547	15,807	3,776	79,135	4,771	18,640
Virginia	103,963	45,762	13,148	58,863	57,898	38,245	98,485	45,766	62,411	55,995	35,686	2,142	276,422	4,509	32,336
North Carolina	73,488	32,912	9,748	39,557	36,264	25,463	70,998	33,101	42,253	38,069	25,135	415	174,196	2,551	11,844
South Carolina (except Kershaw)	41,701	17,825	5,728	23,354	21,578	13,589	38,963	18,305	23,136	20,407	12,934	1,205	161,560	2,588	6,488
Georgia	35,444	14,743	4,215	19,483	17,874	10,860	33,177	14,937	18,642	15,365	9,041	453	101,185	2,139	3,537
Alabama	17,103	6,581	1,750	9,336	9,055	4,064	15,810	6,289	7,993	6,625	2,895	162	30,542	452	1,412
Mississippi	8,104	3,216	1,052	4,560	5,110	2,296	7,230	3,176	3,791	3,107	1,396	181	22,033	294	650
Louisiana	11,817	4,710	2,105	8,747	11,236	4,822	11,062	5,484	6,708	5,695	3,102	3,145	33,941	6,351	6,041
Tennessee	67,746	28,497	7,472	31,028	27,349	18,780	63,419	27,770	31,569	27,951	15,638	310	101,919	882	7,860
Kentucky	83,080	36,004	10,383	41,328	38,178	25,136	77,641	35,130	41,905	35,483	20,799	529	132,161	1,617	11,779
Ohio	111,683	45,358	12,607	57,008	54,432	31,626	106,036	44,106	53,557	48,797	23,689	3,195	110,991	1,439	18,936
Indiana	29,629	11,454	3,276	14,428	14,072	7,066	27,684	10,707	13,635	12,069	5,074	833	61,515	429	3,229
Illinois	10,554	4,227	1,313	6,224	5,755	2,641	9,558	4,018	4,842	4,166	1,802	398	12,395	233	1,007
Missouri	10,677	4,256	1,301	6,337	6,622	2,909	9,766	3,978	5,076	4,265	1,902	497	14,247	495	1,932
Territory of Michigan	1,220	589	152	1,334	1,661	609	1,330	525	692	595	266	636	1,468	392	196
Territory of Arkansas	2,420	985	329	1,427	1,453	688	2,142	900	1,179	934	426	34	3,613	79	179
District of Columbia	3,276	1,540	580	2,171	2,893	1,291	3,319	1,640	2,318	2,615	1,551	564	853	312	2,184
Grand Total,	1,344,263	612,102	180,026	753,520	745,516	494,735	1,279,622	604,912	780,865	736,068	462,449	33,613	2,063,499	72,397	349,247

Age	SLAVES.				FREE COLORED PERSONS.															
	MALES.				FEMALES.				MALES.				FEMALES.							
1	to 14	to 26	to 45	45, &c.	to 14	to 26	to 45	45, &c.	to 14	to 26	to 45	45, &c.	to 14	to 26	to 45	45, &c.				
2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4	2	1	1	14	2	3	3	22	57	108	89	109	115	99	106	100	66	298,535	298,335	
5	1	1	18	24	3	2	36	85	345	590	523	523	465	429	429	44	138	244,161	244,161	
6	-	-	-	-	-	-	-	-	142	113	93	80	170	125	97	73	15	82,039	82,038	
7	-	-	-	-	-	-	-	-	1,421	961	629	1,421	961	980	675	100	275,248	275,248	275,248	
8	1,861	1,624	933	671	1,544	1,579	1,065	812	5,197	3,011	3,347	1,905	4,542	4,195	4,156	2,158	701	1,368,775	1,368,775	
9	-	-	-	-	-	-	-	-	882	1,116	1,090	882	3,093	1,198	987	766	149	277,575	277,575	
10	860	1,485	917	628	592	1,985	1,026	656	3,228	1,116	3,248	1,900	5,465	4,063	4,073	1,797	1,019,238	1,019,238	1,019,238	
11	1,244	639	337	132	979	611	523	131	2,812	1,217	1,907	2,742	7,657	4,661	4,733	1,051	72,759	72,759	72,759	
12	1	1	18	65	3	2	36	85	3,248	1,217	1,907	2,742	7,657	4,661	4,733	1,051	407,230	407,230	407,230	
13	-	-	-	-	-	-	-	-	3,484	1,313	3,484	2,083	5,465	4,063	4,073	1,797	1,051,366	1,051,366	1,051,366	
14	48,914	27,511	19,295	10,721	45,033	25,663	18,226	9,422	3,415	1,728	1,109	1,145	3,129	1,737	1,345	1,026	628,829	628,829	628,829	
15	96,881	52,791	45,438	23,164	92,488	51,972	40,691	21,748	7,429	3,884	3,133	2,083	7,640	4,545	3,772	3,265	230	1,065,366	1,065,366	
16	30,346	31,434	30,868	14,417	48,354	33,064	29,690	13,530	1,337	719	639	524	1,194	1,237	783	665	4	490,309	490,309	
17	31,204	19,541	16,940	6,972	32,141	19,979	15,651	6,089	330	195	180	146	349	309	195	129	4	340,989	340,989	
18	9,665	6,553	4,290	1,332	9,140	6,141	3,779	1,029	118	62	68	49	91	69	58	35	-	127,901	110,339	
19	7,016	4,690	4,061	1,177	6,677	4,807	3,306	974	87	87	82	84	84	84	44	39	-	75,448	62,320	
20	11,673	10,876	10,520	3,495	10,765	11,572	7,738	2,205	29,418	876	915	470	2,209	1,557	1,577	824	484	133,407	123,779	
21	30,214	10,078	6,399	2,825	19,231	11,153	7,152	2,764	709	323	240	228	532	297	224	175	93	429,813	390,769	
22	31,469	17,122	10,944	4,589	23,231	17,467	11,801	4,579	585	281	284	342	488	324	244	290	182	564,317	513,023	
23	-	-	-	-	-	-	-	-	1,027	544	538	315	994	349	466	260	139	581,434	581,434	
24	43	37	11	7	40	21	21	10	146	146	141	92	251	127	120	68	-	147,178	147,102	
25	170	179	133	66	139	128	71	31	71	71	55	25	104	50	44	22	49	55,211	54,843	
26	2,491	1,511	822	487	2,281	1,461	835	284	27	22	26	17	62	39	34	26	29	66,286	62,496	
27	-	-	-	-	-	-	-	-	35	32	27	11	20	20	16	13	18	14,271	14,271	
28	323	276	145	78	295	268	157	79	11	11	9	9	8	3	1	2	-	31,039	31,039	
29	1,245	775	671	316	1,211	990	696	373	288	338	349	288	828	549	548	292	-	147,971	147,971	
30	342,460	207,248	162,930	77,013	322,014	301,509	151,972	70,320	47,640	24,025	21,442	17,385	45,969	28,794	27,169	18,973	4,621	9,625,734	9,625,734	
																		Total amount in each state and territory.		
																		Representative numbers.		

Slaves as a Percent of the Total Population selected years, by Southern state

	1750	1790	1810	1860
State	Black/total	Slave/total	Slave/total	Slave/total
	population	population	population	population
Alabama				45.12
Arkansas				25.52
Delaware	5.21	15.04	5.75	1.60
Florida				43.97
Georgia	19.23	35.45	41.68	43.72
Kentucky		16.87	19.82	19.51
Louisiana				46.85
Maryland	30.80	32.23	29.30	12.69
Mississippi				55.18
Missouri				9.72
North Carolina	27.13	25.51	30.39	33.35
South Carolina	60.94	43.00	47.30	57.18
Tennessee			17.02	24.84
Texas				30.22
Virginia	43.91	39.14	40.27	30.75
Overall	37.97	33.95	33.25	32.27

(Sources: Historical Statistics of the United States (1970), Franklin (1988).)

Is compromise always fair?		
	Day 4	45 minutes
Introduction	Reintroduce students to the compelling question: “Is compromise always fair?”	5 minutes
	Explain to students that it is now their job to answer the question, using the sources provided.	
Summative Performance Task	Students will choose a medium through which to construct an argument responding to the compelling question. This could include an essay, poster, or detailed outline. Instructions are in Document G.	40 minutes

Document G

Key Investigative Question:

Is compromise always fair?

Was the Missouri Compromise fair? Why or why not?

Remember to include all of the evidence and analysis from your Historian's Toolbox.

You may write an essay, draw a poster (with evidence posted), or make a detailed outline. Any other ideas must be teacher approved.