



*Exploring the historical foundations
and importance of the US Census*

[illegible]



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**



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Census 2020
Why is the Census important?

Title of Lesson	Census 2020	Grade Level	8th	Duration	3-7 Days
HSS Standards	<p>8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it.</p> <p>8.2.6 Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.</p> <p>8.3.6 Describe the basic law making process and how the Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., function of elections, political parties, interest groups).</p>				
ELA Standards	<p>RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>RI.8.3 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. Analyze the use of text features (e.g., graphics, headers, captions) in consumer materials.</p> <p>L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <p>L.8.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.8.4.C Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech or trace the etymology of words.</p> <p>L.8.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>W.8.2 Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.8.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.8.1.B Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>				
ELD Standards	<p>I.A.1 Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics.</p> <p>I.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.</p> <p>I.B.7 Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area.</p> <p>I.B.8 Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area.</p> <p>I.C.12 Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas.</p>				

Lesson Sequence Overview					
Supporting Question	What is a census?	Why is the Census important?	How does the Census impact communities?	Why is the Census important?	What is a Public Service Announcement?
Duration	55 – 70 minutes	45 minutes	30 minutes	40 minutes	40 minutes
Performance Task	Students will read background information on the census and complete a vocabulary map.	Students will annotate various informational texts and take Cornell notes on the census to gain additional background knowledge.	Students will work in small groups to create a poster presenting information about the impact of the census.	Students will either write a paragraph or participate in a Socratic Seminar, using evidence gathered from previous lessons to answer the supporting question.	Students will evaluate several sample PSAs determining what elements are most effective at engaging an audience and delivering the intended message.
Summative Task	In small groups, students will design their own census poster, video, or brochure intended to raise awareness of the Census 2020 within their community.				

What is a census?		
	Day 1	55 – 70 minutes
Learning Objective	Students will understand the purpose of a decennial census and define key vocabulary.	
Introduction	Direct students to complete the vocabulary anticipatory chart. (Document A)	5 minutes
	Debrief as a whole-class.	
Evaluation of Sources	Pass out the 3-2-1 Notes handout to students. (Document B)	
	Have students jigsaw read Documents C through H, recording information on their 3-2-1 Notes handout. Depending on the time you have available and the number of students per group, you can curate the source packet. It is not necessary that all are used.	
	After students have reviewed and read the background information on the census, have them complete the “during/after reading” columns on Document A.	
	Direct students to complete a vocabulary map (Document I) for one of the vocabulary words. Assign students the word for which they will be responsible to ensure all words are covered in the class. Teacher may want to guide students to pick definitions that relate to the topic of the census.	
Closing	Direct students to pair share their vocabulary map with other students.	
	Students work collaboratively to complete the definition column on their vocabulary charts. (Document A)	
	Consider dividing up the terms among groups. Have the groups write their assigned definitions on large paper, and post them on a large class chart. Have students use the large class chart to complete their individual chart.	

Document A

Vocabulary Self-Assessment Chart for Census	Before Reading			During/After Reading (with the help of the context)			Definition
	Know It Well	Have an Idea	Don't Know It	Know It Well	Have an Idea	Don't Know It	
census							
decennial							
representation							
Representatives							
Congress							
apportionment							
appropriation							
population							
Constitution							
Supreme Court							
confidential							
equal							
enumerators							
Head of household							

3, 2, 1 Nonfiction Notes

Three Fact I learned While I was Reading

1.

2.

3.

Two Questions I Have While Reading????

1.

2.

One Thing I Thought was Most Interesting From the Reading

1.

Document C

What is the Census?

Why Jefferson, Madison and the Founders Enshrined the Census in our Constitution

The U.S. **Constitution** empowers the **Congress** to carry out the **census** in "such manner as they shall by Law direct" (Article I, Section 2). The Founders of our fledgling nation had a bold and ambitious plan to empower the people over their new government. The plan was to count every person living in the newly created United States of America, and to use that count to determine **representation** in the **Congress**.

Enshrining this invention in our **Constitution** marked a turning point in world history. Previously **censuses** had been used mainly to tax or confiscate property or to conscript youth into military service. The genius of the Founders was taking a tool of government and making it a tool of political empowerment for the governed over their government.

They accomplished that goal in 1790 and our country has every 10 years since then. In 1954, **Congress** codified earlier **census** acts and all other statutes authorizing the **decennial census** as Title 13, U.S. Code. Title 13, U.S. Code, does not specify which subjects or questions are to be included in the **decennial census**. However, it does require the **Census** Bureau to notify **Congress** of general **census** subjects to be addressed 3 years before the **decennial census** and the actual questions to be asked 2 years before the **decennial census**.

Questions beyond a simple count are Constitutional

It is constitutional to include questions in the **decennial census** beyond those concerning a simple count of the number of people. On numerous occasions, the courts have said the **Constitution** gives **Congress** the authority to collect statistics in the **census**. As early as 1870, the **Supreme Court** characterized as unquestionable the power of **Congress** to require both an **enumeration** and the collection of statistics in the **census**. The Legal Tender Cases, Tex.1870; 12 Wall., U.S., 457, 536, 20 L.Ed. 287. In 1901, a District Court said the Constitution's **census** clause (Art. 1, Sec. 2, Clause 3) is not limited to a headcount of the **population** and "does not prohibit the gathering of other statistics, if 'necessary and proper,' for the intelligent exercise of other powers **enumerated** in the **constitution**, and in such case there could be no objection to acquiring this information through the same machinery by which the **population** is **enumerated**." United States v. Moriarity, 106 F. 886, 891 (S.D.N.Y.1901).

The **census** does not violate the Fourth Amendment. *Morales v. Daley*, 116 F. Supp. 2d 801, 820 (S.D. Tex. 2000). In concluding that there was no basis for holding **Census** 2000 unconstitutional, the District Court in *Morales* ruled that the 2000 **Census** and the 2000 **Census** questions did not violate the Fourth Amendment or other constitutional provisions as alleged by plaintiffs. (The *Morales* court said responses to **census** questions are not a violation of a citizen's right to privacy or speech.) "...[I]t is clear that the degree to which these questions intrude upon an individual's privacy is limited, given the methods used to collect the **census** data and the statutory assurance that the answers and attribution to an individual will remain **confidential**. The degree to which the information is needed for the promotion of legitimate governmental interests has been found to be significant. A **census** of the type of **Census** 2000 has been taken every ten years since the first census in 1790. Such a **census** has been thought to be necessary for over two hundred years. There is no basis for holding that it is not necessary in the year 2000."

The U.S. Court of Appeals for the Fifth Circuit affirmed the District Court decision on October 10, 2001, 275 F.3d 45. The **U.S. Supreme Court** denied petition for writ of *certiorari* on February 19, 2002, 534 U.S. 1135. No published opinions were filed with these rulings.

These decisions are consistent with the **Supreme Court's** recent description of the **census** as the "linchpin of the federal statistical system ... collecting data on the characteristics of individuals, households, and housing units throughout the country." *Dept. of Commerce v. U.S. House of Representatives*, 525 U.S. 316, 341 (1999).

<https://www.census.gov/programs-surveys/decennial-census/2020-census/about/what-is.html>

History of the Census

The first census began more than a year after the inauguration of President Washington and shortly before the second session of the first Congress ended. Congress assigned responsibility for the 1790 Census to the marshals of the U.S. judicial districts. The pay allowed for the 1790 "enumerators" was very small, and did not exceed \$1 for 50 people properly recorded on the rolls.

The First Federal Congress established a special committee to prepare the questions to be included in the first census. The suggestions were likely debated in the House, and according to a report in a Boston newspaper, Virginia Representative James Madison recommended at least five of the initial six questions.

The six inquiries in 1790 called for questions on gender, race, relationship to the head of household, name of the head of household, and the number of slaves, if any. Marshals in some states went beyond these questions and collected data on occupation and the number of dwellings in a city or town.

The first census in 1790 was managed under the direction of Thomas Jefferson, the Secretary of State. Marshals took the census in the original 13 states plus the districts of Kentucky, Maine, and Vermont, and the Southwest Territory (Tennessee). Secretary of State Thomas Jefferson was nominal supervisor of the census on Census Day, August 2, 1790.

National Archives

Once a decade, America comes together to participate in the decennial census. These records are kept confidential for 72 years until they are released by the National Archives. Every 10 years, when a new set of individual records is released, they are eagerly anticipated by genealogists, historians and researchers, creating an opportunity to increase awareness of census statistics.

Document E

The U.S. Census and the Amazing Apportionment Machine

DECEMBER 08, 2010

Apportionment is the process of dividing the seats in the House of Representatives among the 50 states based on the population figures collected during the decennial census. The number of seats in the House has grown with the country. Congress sets the number in law and increased the number to 435 in 1913. The Constitution set the number of representatives at 65 from 1787 until the first Census of 1790, when the it was increased to 105 members.

But how does apportionment actually work? Through animation, the U.S. Census Bureau helps explain how the apportionment formula is used to ensure equal representation for all, just like the Founding Fathers planned.

Video found at: https://www.census.gov/library/video/census_apportionment_machine.html

<https://populationeducation.org/what-us-census-and-why-it-important/>

What Is the US Census and Why Is It Important?

BY JILLIAN KOHN | June 14, 2017

WHAT IS A CENSUS?

A census is a procedure that acquires information about people in a given population, and the data collected impacts the design and implementation of policies and laws in governmental sectors including education, housing, transportation, health, and environmental protection. The census is also used as a tool to measure the effectiveness of past policies within these government realms. Aside from state and local government use, businesses can also use census data to assess markets and consumer demand to make decisions involving investments and new product development.



HOW THE CENSUS BEGAN...

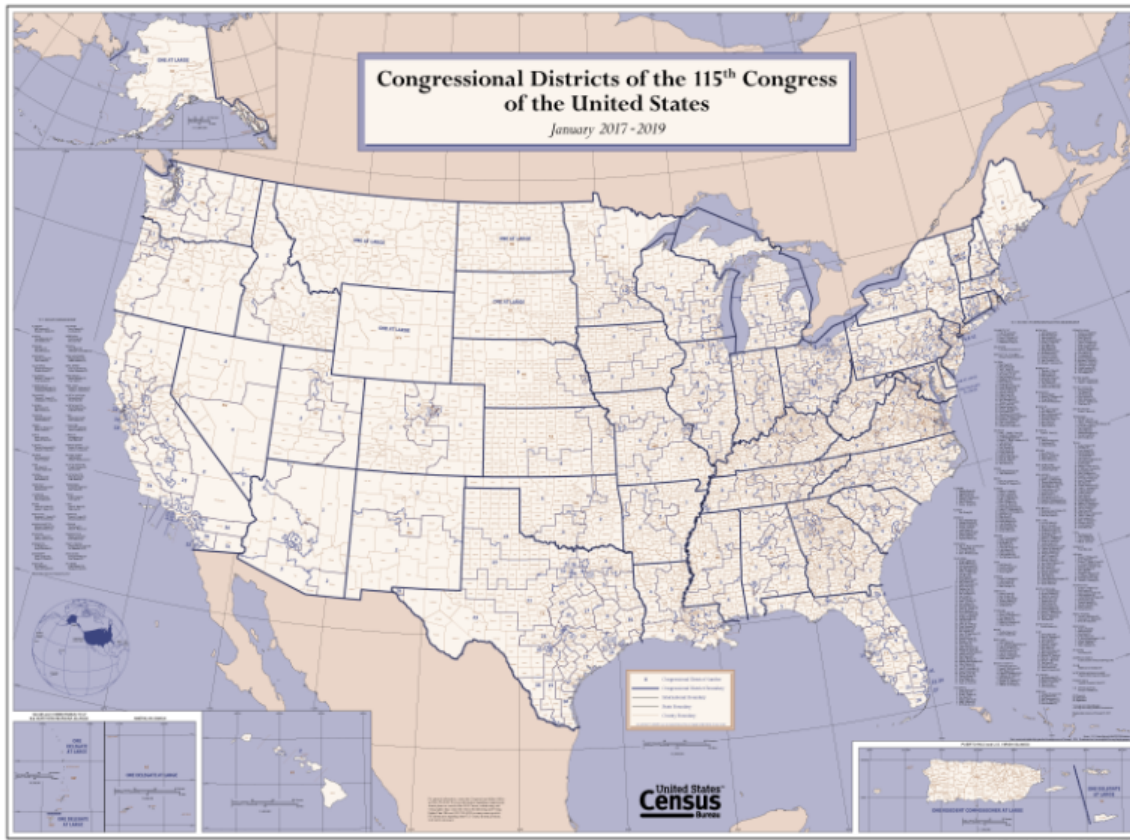
The American census has a history almost as long as the nation's. Due to the Constitutional requirement for a population count, the first census was recorded in 1790. Although the US census has long played a role in Congress's work, the permanent Census Bureau wasn't created until over one hundred years later in 1902; the census became part of the Department of the Interior and the following year the Department of Commerce and Labor, and finally the Department of Commerce where it has since remained.

... TO HOW FAR WE'VE COME

From a simple head count that only included measures of race, age, and sex conducted by 650 enumerators in 1790 to a decennial (every ten years) report that includes over 200 different surveys, facilitated by over 635,000 enumerators today, the census has changed throughout time in order to accurately and effectively measure the demographics of the American people. Today, the census includes surveys such as the Current Population Survey, the Survey of Income and Program Participation, and the American Housing Survey, covers more than 98% of commercial activity in the United States, and provides policy makers with demographic and economic characteristics of people living in the US.

WHY IS THE CENSUS IMPORTANT?

Arguably, the most important role of the census is population apportionment. Apportionment determines how the 435 members of the House of Representatives will be divided among the states. Contrary to senators, of which every state has two, the number of representatives per state are determined solely based on population. Today, each member of the House represents roughly 700,000 constituents.



The census provides policy makers with accurate demographic information of their constituents so effective and representative policies may be enacted and federal assistance may be distributed. Each question on the census aids policymakers in the distribution of over **\$400 billion** of funding for communities across the country. These policies can affect many aspects of citizen's lives ranging from housing districts and one's representative to allocations for highways, healthcare, hospitals, and schools. The allocation of funds can change dramatically based on population trends.

USING US CENSUS DATA

The census reports human population trends, a central focus of PopEd curricula. In order to create relevant materials to teach about population and human impact on natural resources, environmental quality, and human well-being, the Population Education programs relies on data supplied by the US census.

Document G

<https://www.census.gov/quickfacts/fact/table/US/PST045217>

All Topics ▼	UNITED STATES
Population estimates, July 1, 2017, (V2017)	325,719,178
PEOPLE	
Population	
Population estimates, July 1, 2018, (V2018)	327,167,434
Population estimates, July 1, 2017, (V2017)	325,719,178
Population estimates base, April 1, 2010, (V2018)	308,758,105
Population estimates base, April 1, 2010, (V2017)	308,758,105
Population, percent change - April 1, 2010 (estimates base) to July 1, 2018, (V2018)	6.0%
Population, percent change - April 1, 2010 (estimates base) to July 1, 2017, (V2017)	5.5%
Population, Census, April 1, 2010	308,745,538
Age and Sex	
Persons under 5 years, percent	△ 6.1%
Persons under 18 years, percent	△ 22.6%
Persons 65 years and over, percent	△ 15.6%
Female persons, percent	△ 50.8%
Race and Hispanic Origin	
White alone, percent	△ 76.6%
Black or African American alone, percent (a)	△ 13.4%
American Indian and Alaska Native alone, percent (a)	△ 1.3%
Asian alone, percent (a)	△ 5.8%
Native Hawaiian and Other Pacific Islander alone, percent (a)	△ 0.2%
Two or More Races, percent	△ 2.7%
Hispanic or Latino, percent (b)	△ 18.1%
White alone, not Hispanic or Latino, percent	△ 60.7%
Population Characteristics	
Veterans, 2013-2017	18,939,219
Foreign born persons, percent, 2013-2017	13.4%
Housing	
Housing units, July 1, 2017, (V2017)	137,403,460
Owner-occupied housing unit rate, 2013-2017	63.8%
Median value of owner-occupied housing units, 2013-2017	\$193,500
Median selected monthly owner costs -with a mortgage, 2013-2017	\$1,515
Median selected monthly owner costs -without a mortgage, 2013-2017	\$474
Median gross rent, 2013-2017	\$982
Building permits, 2017	1,281,977

Families & Living Arrangements	
Households, 2013-2017	118,825,921
Persons per household, 2013-2017	2.63
Living in same house 1 year ago, percent of persons age 1 year+, 2013-2017	85.4%
Language other than English spoken at home, percent of persons age 5 years+, 2013-2017	21.3%
Computer and Internet Use	
Households with a computer, percent, 2013-2017	87.2%
Households with a broadband Internet subscription, percent, 2013-2017	78.1%
Education	
High school graduate or higher, percent of persons age 25 years+, 2013-2017	87.3%
Bachelor's degree or higher, percent of persons age 25 years+, 2013-2017	30.9%
Health	
With a disability, under age 65 years, percent, 2013-2017	8.7%
Persons without health insurance, under age 65 years, percent	10.2%
Economy	
In civilian labor force, total, percent of population age 16 years+, 2013-2017	63.0%
In civilian labor force, female, percent of population age 16 years+, 2013-2017	58.2%
Total accommodation and food services sales, 2012 (\$1,000)	708,138,598
Total health care and social assistance receipts/revenue, 2012 (\$1,000)	2,040,441,203
Total manufacturers shipments, 2012 (\$1,000)	5,696,729,632
Total merchant wholesaler sales, 2012 (\$1,000)	5,208,023,478
Total retail sales, 2012 (\$1,000)	4,219,821,871
Total retail sales per capita, 2012	\$13,443
Transportation	
Mean travel time to work (minutes), workers age 16 years+, 2013-2017	26.4
Income & Poverty	
Median household income (in 2017 dollars), 2013-2017	\$57,652
Per capita income in past 12 months (in 2017 dollars), 2013-2017	\$31,177
Persons in poverty, percent	12.3%

BUSINESSES	
Businesses	
Total employer establishments, 2016	7,757,807
Total employment, 2016	126,752,238
Total annual payroll, 2016 (\$1,000)	6,435,142,055
Total employment, percent change, 2015-2016	2.1%
Total nonemployer establishments, 2016	24,813,048
All firms, 2012	27,626,360
Men-owned firms, 2012	14,844,597
Women-owned firms, 2012	9,878,397
Minority-owned firms, 2012	7,952,386
Nonminority-owned firms, 2012	18,987,918
Veteran-owned firms, 2012	2,521,682
Nonveteran-owned firms, 2012	24,070,685
GEOGRAPHY	
Geography	
Population per square mile, 2010	87.4
Land area in square miles, 2010	3,531,905.43
FIPS Code	00

<https://www.census.gov/programs-surveys/sis/about/students101.html>

Census Bureau 101 for Students

The U.S. Census Bureau is the leading source of information on the nation's people, places, and economy, providing data about our country's population size and growth as well as detailed portraits of the changing characteristics of our communities. The Census Bureau, part of the U.S. Department of Commerce, was created to address language in the Constitution on America's need to count its population.

America's founders recognized that this information was needed to effectively serve its people. The data collected as part of the first count in 1790 — a six-question survey — expanded in the following years to include information on the economy, immigration, migration, and agriculture. One of the most important ways all of this information has been used is to determine apportionment of the seats in the U.S. House of Representatives. The count of the U.S. population — carried out every 10 years — is called the Decennial Census of Population and Housing. During the decennial census, the Census Bureau contacts every household, asking questions such as:

- How many people live or stay in this house, apartment, or mobile home?
- What is the name of the person who owns this house, apartment, or mobile home?
- How old is the person who owns this house, apartment, or mobile home? When is his or her birthday?

Beyond the Decennial Census

In 1902, President Theodore Roosevelt signed a law establishing the Census Bureau as a permanent agency that would collect vital information and develop statistics representing the American people, including where and how they live. Today, the Census Bureau conducts three censuses — the decennial census and the twice-perdecade [Economic Census](#) and [Census of Governments](#) — as well as more than [130 different surveys](#). Some of these surveys are:

- [American Community Survey](#). Data from this annual survey include up-to-date information on the social and economic needs of communities across the nation. Results may be used to decide where new schools and hospitals should be built.
- [Current Population Survey](#). This monthly survey of households provides data on how Americans work — including whether they have a job, the types of jobs held by different kinds of people, the hours people work in different jobs, and salary information.
- [Survey of Business Owners](#). This survey collects information every five years about U.S. businesses and business owners, including economic and demographic characteristics like size, industry, gender, ethnicity, race, and veteran status.

Word Map

Name _____

Date _____

4

(synonym)

5

(antonym or "nonexample")

3

(the matching
dictionary definition)

1

(Vocabulary Word)

Page Number

6

(other forms of the word)

2

(sentence or phrase from the text)

8

(my very own sentence)

7

(my association, example, or sketch)

Why is the census important?		
	Day 2	45 minutes
Learning Objective	Students will be able to use multiple sources to explain why the census is important.	
Introduction	Have students pair up and recall what they've learned about the census. Provide time for students to share to ensure understanding.	5 minutes
Evaluation of Sources	Divide students into groups of 2-3 each.	35 minutes
	Assign each group one article (Documents J through Q) to read and annotate. Not all sources need to be used. Choose those appropriate to your students' interests and abilities.	
	Students' reading of assigned article should be guided by the supporting question, "Why is the Census important?"	
	Direct students to conduct an initial reading without annotation.	
	Stand, Share and Sit Activity: Once finished with their first reading, have students stand and face their partners. Students are to answer the question from the reading: "Why is the census important?" You can utilize the sentence frame: "The census is important because..."	
	After each student speaks his or her response using the sentence frame, they sit. Once all students are sitting, you can continue the lesson.	
	Direct students to conduct a second reading of the article, this time annotating the text: <ul style="list-style-type: none"> Students underline and mark with a * important concepts and ideas that relate to the day's supporting question. Students circle words that are essential to understanding the article or where the author uses part of the title Students mark a "?" next to ideas or terms that are confusing and write a question in the margin. 	
	In groups, students share their annotations and explain why they marked words or concept as essential. You can display one of the sources and have students use post-it notes to show where they annotated the text.	
Closing	Debrief as a class what areas were key and where students may have confusions.	5 minutes

<https://news.psu.edu/story/141197/2009/07/27/research/probing-question-why-census-important>

Probing Question: Why is the census important?

Solmaz Barazesh

July 27, 2009

Every ten years, the U.S. Census Bureau undertakes a mammoth task: tallying up all the people living in the United States and recording basic information such as age, sex, and race. The founding Fathers thought this data, called the census, was so important they mandated it as part of the Constitution. But today, some people question the importance of the census, and some complain that it's an invasion of privacy.

So why do we have a census? What is the information used for?

"The census is most definitely important. Our whole representative democracy is based on it," says [Gordon De Jong](#), professor of [sociology and demography](#) and senior scientist in Penn State's [Population Research Institute](#). "The census ensures that each community gets the right number of representatives in government." Because representation is based on population, an up-to-date tally is essential.

The census also helps with the equitable distribution of public funds, De Jong says, as federal and state funding for things like educational programs, healthcare, law enforcement and highways is allocated in part based on population. "Equitably distributing the billions of dollars of public money requires up-to-date population data."

In broad terms, the census helps us see how our country is changing. In the 2000 census, 281.4 million people were counted in the United States, an increase of 13.2 percent from the 1990 census population of 248.7 million. The highest rates of population growth were reported in the South and West.

The Census Bureau is nothing if not persistent. "For the decennial [every-ten-year] census, first, questionnaires are mailed out to every household," De Jong explains. "If these are not returned, then this is followed by a second mailing and phone calls. If there is no response, then a census worker will visit the household."

But for a more accurate profile, demographers need more than the basic information mandated by the decennial census, De Jong says. The [American Community Survey \(ACS\)](#) fills the gap. This annual survey provides information on 46 topics, including income/poverty, employment status, and education level. "About 3 million households are chosen annually as a representative sample of the whole country," he notes.

The information provided by the ACS can help lawmakers design new legislation, De Jong says. "I was involved in initiating the Children's Health Insurance Program in Pennsylvania, known as CHIP. To get that going, we had to know how many children in the state were uninsured—and the best way to get an accurate, trustworthy source of that information was from a Census Bureau survey."

While census data are useful to lawmakers, the same information may be of interest to marketing companies, political groups, and even nosy neighbors curious about the family next door. For this reason, some people are reluctant to participate in the census, including U.S. Representative Michele

Bachmann (R, MN). Bachmann spoke out about her census concerns in a recent "Good Morning America" interview, commenting that the census has become "very intricate, very personal." She expressed fears that partisan political groups might be part of the Census Bureau's door-to-door information collection efforts. (<http://www.washingtontimes.com/news/2009/jun/17/exclusive-minn-lawmaker-fears-census-abuse/>). Could census data fall into the wrong hands? "The data from the decennial census and all Census Bureau surveys, including the American Community Survey, are protected by law," De Jong says. "Personal information like names and addresses can never be released. Statistical summaries of the data for geographic areas and political units are available on the Web, but there is no way that individual households could be identified based on their responses," he explains. "And the Census Bureau has training to ensure that employees handle the data responsibly."

For De Jong, the civic duty of taking part in the census far outweighs other concerns. "The census was mandated by the founding Fathers," he reminds, "as the basis for our republic—our way of government." And if civic duty isn't enough to motivate you, refusing to participate in the decennial census is punishable by a fine of up to \$5,000.

Gordon F. De Jong, Ph.D., is distinguished Professor of Sociology & Demography and Director, Graduate Program in Demography at Penn State's Population Research Institute. You can reach him at dejong@pop.psu.edu.

Document K

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

Why We Conduct the Decennial Census

The framers of the Constitution of the United States chose population to be the basis for sharing political power, not wealth or land.

“Representatives and direct Taxes shall be apportioned among the several States which may be included within this Union, according to their respective Numbers...”

- The Constitution of the United States, Article I, Section 2.

A census aims to count the entire population of a country, and at the location where each person usually lives.

The census asks questions of people in homes and group living situations, including how many people live or stay in each home, and the sex, age and race of each person. The goal is to count everyone once, only once, and in the right place.

How the Census Benefits Your Community

Federal funds, grants and support to states, counties and communities are based on population totals and breakdowns by sex, age, race and other factors. Your community benefits the most when the census counts everyone. When you respond to the census, you help your community gets its fair share of the more than \$675 billion per year in federal funds spent on schools, hospitals, roads, public works and other vital programs.

Businesses use census data to decide where to build factories, offices and stores, and this creates jobs. Developers use the census to build new homes and revitalize old neighborhoods. Local governments use the census for public safety and emergency preparedness. Residents use the census to support community initiatives involving legislation, quality-of-life and consumer advocacy.

Document L

<https://www.nationalgeographic.org/encyclopedia/us-census/>

U.S. Census

Encyclopedic entry. The U.S. Census counts every resident in the United States. It is required by the United States Constitution to take place every 10 years.

The U.S. Census counts every resident in the United States. It is required by the United States Constitution to take place every 10 years. The 2010 census found that there are 308,745,538 people in the U.S.

In order to count and collect information about all those residents, the Census Bureau delivers a 10-question form to every household. This form includes questions about sex, age, race, household relationships, and property ownership. These sets of data are defined as demographic data.

Census-takers are hired to visit households and gather information from residents who have not returned their census form. Census-takers ensure that a community is represented as accurately as possible.

Census data is important on both the national and local level. Population counts help determine the number of seats a state occupies in the U.S. House of Representatives. This process is called apportionment. Every state is entitled to at least one representative in the House, but as a state's population grows, the state gains representation.

Apportionment can change every 10 years. In 2010, the state of New York lost two representatives because of a declining population. The state of Texas, on the other hand, gained four seats. California, the most populous state, retained its 53 representatives in the House. California's number of representatives stayed the same for the first time in the state's history.

Census data also determines how federal funding is distributed across the country. Federal funding is money provided by the national government for such projects and services as hospitals, schools, bridges, job-training centers, and emergency services. An area with a large number of elderly citizens, for example, may qualify for more funding for hospitals and nursing homes. A densely populated urban area may benefit from increased funding for public transportation.

A wide variety of people and organizations use census data to support research, advocate for causes, and locate specific populations. For example, the Save the Manatee Club petitioned the Florida Fish and Wildlife Conservation Commission to increase its protection of manatees, an endangered species of marine mammal. Using census data, the Save the Manatee Club identified areas with significant construction and development near manatee habitats. The Wildlife Conservation Commission increased its protection of Florida's at-risk species.

Residents of a suburb of Minneapolis, Minnesota, pushed for further examination of a proposed power plant in the area. Residents were able to use census data to cite the suburb's larger population of elderly residents and children, groups that are more susceptible to the facility's environmental impacts. The

power plant was not built.

The Census Bureau also conducts specific census programs that collect and present detailed sets of data about the United States, its communities, national economy, and geographic boundaries.

The American Community Survey

The Census Bureau conducts the American Community Survey (ACS). More detailed than the decennial census, the ACS collects and produces population and housing information every year. The ACS does not count the entire population, but instead samples about 3 million households that represent all counties of the United States and *municipios* of Puerto Rico.

The ACS produces demographic, social, economic, and housing data at one-year intervals for geographic areas with a population of 65,000 or more, at three-year intervals for areas with a population of 20,000 or more, and at five-year intervals for those with less than 20,000.

Data from the American Community Survey is needed to evaluate and manage national, state, and local government programs. Responses to questions about income and housing are used by the U.S. Department of Housing and Urban Development (HUD) to assess the need for housing assistance for elderly, handicapped, and low-income homeowners. Federal programs use age information to target funds and services to children, working-age adults, and the elderly. Local governments use ACS data for budgeting and planning community services programs, such as libraries, schools, and facilities such as swimming pools.

As a whole, the ACS provides up-to-date information that helps all levels of government better understand community issues, accurately target funds for people and projects in need, and measure the performance of programs.

The Economic Census

The Census Bureau also conducts the Economic Census. The Economic Census provides a detailed account of the United States' economy every five years. This census collects data about economic production, business establishments, agricultural production, and government institutions. It also includes statistics on minority- and women-owned businesses.

Economic Census data is used for a variety of purposes: locating business markets, developing economic policy, evaluating the growth of specific industries, and assisting local businesses.

The Economic Census may show that the health care industry is booming, for instance—hiring more doctors, nurses, and other health-care professionals. The manufacturing sector, however, may be slowing. These data influence where the government invests in research and job-training facilities.

The Economic Census assesses the strengths and weaknesses of the U.S. economy and provides data that is used to diversify and strengthen business development throughout the country.

Census Geographic Programs

The Census Bureau works with tribal, state, county, and local officials, as well as agencies such as regional planning commissions, to accurately define the different geographic units used in the U.S. Census and American Community Survey. These units, such as property tracts and neighborhoods, are constantly changing. Census geographic programs ensure that census and survey data reflect those changes.

Each geographic program improves the accuracy of census data through distinct functions. The “Local Update of Census Addresses” program invites tribal, state, and local governments to review and comment on the list of addresses the Census Bureau will use to deliver questionnaires. The “Census New Construction Program” requires tribal and local governments to submit mailing addresses for housing units constructed after the Census Bureau address list was updated.

The “School District Review Program” encourages state officials to provide updates and corrections to the previous year’s school district information. School district information is very important. The number of immigrant students who may need English-language development (ELD) classes, or the number of low-income students who qualify for free meals may change on a yearly basis. English language development and school meal programs are funded by the government.

Ultimately, various census geographic programs help accurately distribute funding offered by federal, state, and local governments.

Census Bureau Newsroom

The U.S. Census Bureau provides news and media agencies with data and special reports. The bureau’s online Newsroom Data Center publishes statistical reports on a variety of topics, including poverty, the foreign-born population, and businesses owned by minorities. The Newsroom aims to communicate census data and its importance in public life with as large of an American audience as possible.

Special Topics

The U.S. Census Bureau also publishes collections of data that are connected to recent events, marking them as “Special Topics.” After the 2010 earthquake in Haiti, the bureau collected data about Haitians living in the United States and Haiti’s own population and demographics. During massive wildfires in Southern California in 2007, the Census Bureau published information about the nation’s growing coastal population to illustrate the importance of emergency planning and preparedness in areas affected by severe weather conditions. These Special Topics aim to increase the public’s awareness and understanding of current events.

ESSAY

U.S. CAPITOL
Visitor Center

How Your State Gets Its Seats Congressional Apportionment

The United States Senate consists of how many members? The answer is fairly simple: with two members apiece representing each of the fifty states, the total is one hundred. How about the House of Representatives? The answer is much more complicated. There are currently 435 voting members of the House of Representatives. How did this number come about and how is the number of Representatives per state determined?

The story begins with the Constitution. The framers designed the House of Representatives to represent the people rather than the states. Article I, Section II of the Constitution says that each state shall have at least one U.S. Representative, while the total size of a state's delegation to the House depends on its population. The number of Representatives also cannot be greater than one for every thirty thousand people. Over time, the country expanded and the population of the nation grew. The House of Representatives mirrored this growth: the membership of the House of Representatives increased as did the number of people represented by each member.

Apportionment refers to the way the number of Representatives for each state is determined every 10 years, as required by the Constitution, following a national census. The question of apportionment has been a concern of Congress for much of our history. What size should the House be in order to reasonably and fairly represent the people?

Beginning in 1790, after each census, Congress enacted a law that specified the changes in the actual number of Representatives. The law also designated the increase in the ratio of Representatives to the population. Because the House wanted a manageable number of members, Congress twice set the size of the House at 435 voting members. The first law to do so was passed on August 8, 1911. President William H. Taft signed legislation increasing the membership of the House from 391 to 433. (Two more members were added when New Mexico and Arizona became states.)

However, concerns about the size of the House and disagreements between urban and rural areas continued. As a result, the House failed to reapportion itself after the 1920 census. Finally, in 1929 the Permanent Apportionment Act became law. It permanently set the maximum number of representatives at 435. In addition, the law determined a procedure for *automatically* reapportioning House seats after each census. (Reapportionment takes effect three years after the census.) For instance, when Alaska and Hawaii entered the union as states in 1959, the total number of Representatives rose to 437. In 1963, after the new procedure had been used, the number of Representatives fell to 435.

The House has only been reapportioned 21 times since 1790. The 23rd census occurred in 2010. The subsequent reapportionment took effect beginning with the 113th Congress (2013-2015). The 24th census will take place in 2020 and will take effect (following the required automatic reapportionment) for the 118th Congress (2023-2025).

<https://www.iowadatatcenter.org/2020census/about>
and in direct connection with the guiding question.

Students found this source easy to understand

Why the Census is Important

The census is a count of everyone residing in the United States: in all 50 states, Washington, D.C., Puerto Rico, U.S. Virgin Islands, Guam, the Commonwealth of the Northern Mariana Islands, and American Samoa. This includes people of all ages, races, ethnic groups, both citizens and non-citizens.

Required by U.S. Constitution

The U.S. Constitution (Article I, Section II) requires a national census once every 10 years. The results of the census determine how many seats each state has in the U.S. House of Representatives. Census counts also are used to draw boundaries of legislative districts and local voting districts, including noting precincts.

Uses of Census Data

Census data directly affects how more than \$590 billion per year (including \$5.3 billion to Iowa) in federal funding is allocated to communities for neighborhood improvements, public health, education, transportation and much more. Businesses rely on census data to make decisions about where to locate businesses, products and services to offer, and how to attract customers.

Apportionment and Redistricting

Census counts are used to draw the boundaries of legislative districts and local voting districts, including voting precincts. The Iowa Constitution (Article III, Section 35) requires the General Assembly to establish state legislative districts for both the Senate and the House of representatives by September 1 of the year following the decennial census. The nonpartisan Legislative Services Agency is authorized to prepare the state's Congressional and legislative redistricting plans. Local jurisdictions are authorized to prepare local voting district plans, including supervisor districts, wards, and school director districts, where they exist.

The Census in Iowa Laws and Administrative Code

An accurate count is not only critical for determining the allocation of Federal funding and legislative apportionment and redistricting, Census data is important to many Iowa laws and administrative rules as well.



NEWSLA

U.S. Census labeling is being questioned

By Stateline.org, adapted by Newsela staff on 08.25.14

Word Count **655**

Level **980L**



Guy Garcia, president of New Mainstream Initiatives for EthniFacts, speaks at a news conference announcing the "multicultural majority tipping point" by the interethnic proximity index (IPI). The exact time of the "tipping point" was Aug. 22, 2014, at 7:46 p.m. Previous projections by the Census Bureau indicated the U.S. would not reach this milestone until 2043.
Jason DeCrow/Invision for Futuro Media Group/AP Images

WASHINGTON — Every 10 years, the government counts the number of people in each state. It's called the census. A form gets mailed to every U.S. house and people answer questions about themselves. One question asks about people's background.

For many Americans, checking the right box on the form is easy. They quickly mark off "black," "white," "Hispanic," "Asian," "American Indian" — or all of the above.

But for Americans of Middle Eastern and North African background, or "MENA," it's a real head-scratcher. For more than 100 years, the MENA community has been labeled "white" by the Census Bureau. Yet, they range in skin tone from pale to deepest ebony. They come from 22 different countries, from Iran to Egypt to Morocco. Most are Arabs, but many are Iranians, Turks and others.

Some People Feel Invisible

The MENA community is now asking the Census Bureau to create a separate “MENA” box for the 2020 count. “White,” they argue, makes them almost invisible to the government. Census numbers decide how states get money from the government. The money pays for education and health programs, and even for translators at hospitals or voting booths. Without correct numbers, the MENA community says cities and states cannot pay for the programs people need.

“Education is obviously a key point,” says Sarab Al-Jijakli, a community organizer in Brooklyn, New York. He says one-quarter of public schoolchildren in a Brooklyn neighborhood may be of Arab background. “Are the services being given in that school really serving the local community?”

Additionally, some say being labeled “white” prevents the MENA community from receiving help given to minorities. For instance, government programs give additional money or preference to minority businesses.

“We’re counted as ‘white,’ but we’re not treated as ‘white,’” said Samer Khalef, the president of the American-Arab Anti-Discrimination Committee.” He says many in the MENA community are watched more closely than whites and sometimes treated like terrorists.

How We Are Identified

The Census Bureau does count the Arab-American population by using an ancestry question on the form. Based on that, there are about 1.6 million Americans of Arab background. But the Arab-American Institute says it does not count everyone. They estimate the number of Arab-Americans to be 3.7 million. Counting non-Arabs such as Iranians, Turks and Armenians would bring the MENA population up to 5 million, says Helen Hatab Samham, who works at the Arab-American Institute.

She says the categories now don’t fit. “More of us would identify as people of color.”

Currently, the census form lists five races — black, white, Asian, Hawaiian/Pacific Islander, American Indian/Alaska Native and one ethnic category, Hispanic. But Hispanics, like the MENA population, can be of any race.

Race is an idea that is always changing. From the 1890s through the 1930s, an African-American with a mixed-race background, for example, could be classified as everything from “mulatto” to “black” to “Negro.” Meanwhile, the “East Asian” category separated into

Koreans, Filipinos, Japanese and "Hindus," or South Asians. The stakes were high: Except for freed slaves given citizenship in 1864, non-whites were not allowed U.S. citizenship for many years.

Race Categories "Shift Over Time"

In 1909, George Shishim, a policeman living in California, fought to claim U.S. citizenship. Because he was born in Lebanon, the United States considered him to be "Chinese-Mongolian" and not qualified to be a citizen. The Syrian-Lebanese community rallied behind him and hired a lawyer. Studies were done to prove that the Arab population is "white." A judge agreed, and Shishim was sworn in as a citizen.

Today, "white" is defined by the government as "any of the original peoples of Europe, the Middle East, or North Africa."

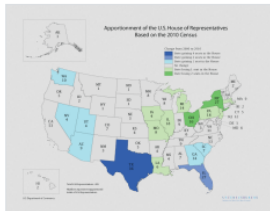
Adding a new category to the census form can be a long process. The Census Bureau will test a new MENA category in 2015 and 2016.

"'White' is a made-up category, 'black' is a made-up category. Categories shift over time," said Akram Khater, a professor at North Carolina State University.

Our Surveys & Programs



Apportionment of the U.S. House of Representatives Based on the 2010 Census



2000.

Apportionment is the most important function of the decennial census. Apportionment measures the population so that seats in the U.S. House of Representatives can be correctly apportioned among the states. This map shows the apportionment of the U.S. House of Representatives based on the 2010 Census. Each state is marked with the number of delegates it received to the U.S. House of Representatives and is color-coded depending on it gained, lost, or had an unchanged number of seats from

Access the Map

 [Apportionment of the U.S. House of Representatives Based on the 2010 Census](#)

Document Q

<https://www.sfchronicle.com/news/article/California-fears-loss-of-congressional-seat-12892864.php>

California fears loss of congressional seat

Dan Walters_May 8, 2018, San Francisco Chronicle

It's time for some fun with numbers, dissecting a new state report on population trends.

The big number is 39.8 million. That's the state Department of Finance's latest calculation of California's population as of Jan. 1.

It's doubtless a little low, because California has a very large number of residents who fly below the official radar — the homeless and many undocumented immigrants, particularly. So let's call it 40 million.

That's almost twice as many as those living in California when Jerry Brown began his first stint as governor in 1975. However, as the latest data again confirm, the state's rate of population growth has been declining.

During the 1980s, thanks to high immigration and birth rates, California was expanding by 2-plus percent a year, adding 6 million residents in just 10 years. However, immigration, legal and illegal, is now a fraction of what it once was (we lose more people to other states than we gain) and births are declining while deaths are rising.

In 2017, the state report says, California added just 309,000 people. Numerically, that's about half of the 1980s surge, and our annual growth rate (.78 percent) is scarcely a third of what it was then.

Inland communities continued to grow faster than those along the coast last year. Merced, at 1.7 percent, was the state's fastest growing county, while Sacramento, which reached 500,000 for the first time, was its fastest growing large city, in both cases thanks largely to migration from coastal regions in search of affordable housing.

With the average California household at 2.8 people, the 309,000 Californians added last year needed about 110,000 new housing units, but the state's net gain last year was just 85,000 units, according to the report. While new housing starts topped 100,000 during the year, losses to fire and old age dropped the net gain below demand.

Finally, the population numbers are a new indication that for the first time ever, California's congressional delegation may shrink after the 2020 census.

There are 435 seats in the House of Representatives and after every census, they are reapportioned among the states, based on how their populations have changed during the preceding decade.

California's growth rate is now very close to the nation's and if the 2020 census confirms that trend, the state's delegation, now 53 seats, could drop by one.

That's why California's politicians are strongly opposed to the Trump administration's plans to add a citizenship question to 2020 census forms. They fear that California's noncitizen residents, especially those in the country illegally, will shy away from being counted and an undercount will cost the state a congressional seat, as well as lower the flow of census-based federal funds to the state.

That's why, too, the state is prepared to spend tens of millions of dollars to encourage its 40 million residents to be tallied.

Call it political numerology.

Dan Walters is a columnist for CALmatters, a public interest journalism venture. Go to www.calmatters.org/commentary.

How does the census impact communities?		
	Day 3	45 minutes
Learning Objective	Students will be able to create a poster displaying key information from informational text.	
Introduction	Have students discuss with a partner or small group why the census is important, activating prior learning.	5 minutes
Evaluation of Sources	<p>Students conduct a third reading of their source, taking Cornell notes (Document R) answering the following questions: <i>How does the US Census impact:</i></p> <ul style="list-style-type: none"> • <i>Financial resources in your community, city, and state?</i> • <i>Roads and infrastructure where you live?</i> • <i>By whom and how are you represented in Congress?</i> 	35 minutes
	As an extension activity, students could use census.gov to peruse data specific to their community. Data can be found using the American Fact Finder at https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml	
	Have students who have read the same article form a small group.	
	In their groups, students are to create a poster presenting the information that follows the questions posed above. In addition to answering the questions, the poster should include the title of their article and a visual or graphic.	
	The teacher can choose to have students present their posters or to conduct a gallery walk. (Document S) With either option, the teacher should direct the students to complete the 3, 2, 1 Notes for each poster.	
Closing	Students can share some of the constructive and positive feedback with other groups after completion of the presentations or gallery walk.	5 minutes

Gallery Walk Template

1.The thing I liked best about your poster is

_____ .

2. I learned _____ from
your poster.

1.The thing I liked best about your poster is

_____ .

2. I learned _____ from
your poster.

1.The thing I liked best about your poster is

_____ .

2. I learned _____ from
your poster.

1.The thing I liked best about your poster is

_____ .

2. I learned _____ from
your poster.

1.The thing I liked best about your poster is

_____ .

2. I learned _____ from
your poster.

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_____ .

2. I learned _____ from
your poster.

1.The thing I liked best about your poster is

_____ .

2. I learned _____ from
your poster.

1.The thing I liked best about your poster is

_____ .

2. I learned _____ from
your poster.

Why is the census important?		
	Day 4	45 minutes
Learning Objective	Students will construct a brief argument responding to the day's questions.	
Introduction	Have students activate prior knowledge by brainstorming a list of reasons the census is important.	5 minutes
	Direct students to share their list with a partner, adding to it any new reasons their partner presents to them.	
	If time permits, create a large class list and have students share their prior knowledge to add to the list for whole class reference.	
Evaluation of Sources	<p>Option 1: Explain to your students that they will write a paragraph detailing their opinion on whether census is important and why. Students may use their notes, poster, and readings from previous days. Students should include a minimum of 3 reasons in their paragraph.</p>	35 minutes
	<p>Option 2: Facilitate a Socratic Seminar. Have students develop questions for the seminar. Within the seminar student discussion should be based on text, questions should be open-ended, students should listen closely to the comments of others, and articulate their own thoughts and responses.</p>	
	A helpful resource on how to conduct Socratic Seminars can be found here: http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html	
Closing	<p>Option 1: Have a few of them share with the class their primary claims.</p> <p>The teacher can have each partnership write down one of their claims on a slip of paper. Collect the papers, and have random students pull out one of the strips of paper from a container and share it with the class. Then, the whole class can respond with thumbs up or thumbs down, if the claim read aloud, was similar to one of their own.</p>	5 minutes
	<p>Option 2: Spend several minutes reflecting on the claims that were made and the successes and challenges of the activity.</p>	

What is a PSA?		
	Day 5	40 minutes
Learning Objective	Students will evaluate several census posters for effectiveness in increasing participation in the decennial count.	
Introduction	Ask students for examples of PSAs that they have seen on the Internet, TV, posters, or billboards.	5 minutes
	Create a list of examples provided by the students and identify what they have in common.	
Evaluation of Sources	Display or distribute sample of PSAs for the census from past decades. Examples can be found at: https://www.census.gov/dmd/www/advposters.html	30 minutes
	Examples are included in Documents T through AB).	
	Have students determine which PSA they think is the most effective. You can use a scale of 1-10 to have them quickly assess each PSA.	
	Have the class discuss and vote on which PSA they think is the most effective. One option is to post the PSA's around the room and have students put a sticker on the one they thought was the most effective, for their vote.	
Closing	Explain to students that they will be creating their own <i>Count Me In Campaign</i> PSA.	5 minutes

Document T

United States
Census
2000

This is Your Future.
Don't Leave It Blank.



The Department of Commerce
Economic and Statistics Administration
U.S. Census 2000



J. C. Huntington, Folk Art Society, National Museum of American Art, Smithsonian Institution, Gift of Herbert W. Chapman, Jr., and various persons made possible by Ralph Green Johnson, © Smithsonian Institution

How America Knows What America Needs

Document U



Allan Houser
(1914-1994)

Document V



Carmen Lomas Garza
(1948 -)

Document W



Generations of Asia by Hung Liu — Courtesy of the artist and Steinberg Krause Gallery, New York, New York

Generations Are Counting On You

This poster is one of a series of posters developed for the 2000 Census. It was created by Hung Liu, a Chinese American artist, and is part of the "Generations Are Counting On You" series. The poster is available for download at www.census.gov. The poster is available for download at www.census.gov. The poster is available for download at www.census.gov.

United States Census 2000

美國人口普查
Thống kê dân số ở Mỹ
미국인구조사
米國國勢調査
United States Census
Thống kê dân số ở Mỹ
미국인구조사
米國國勢調査

USCENSUSBUREAU

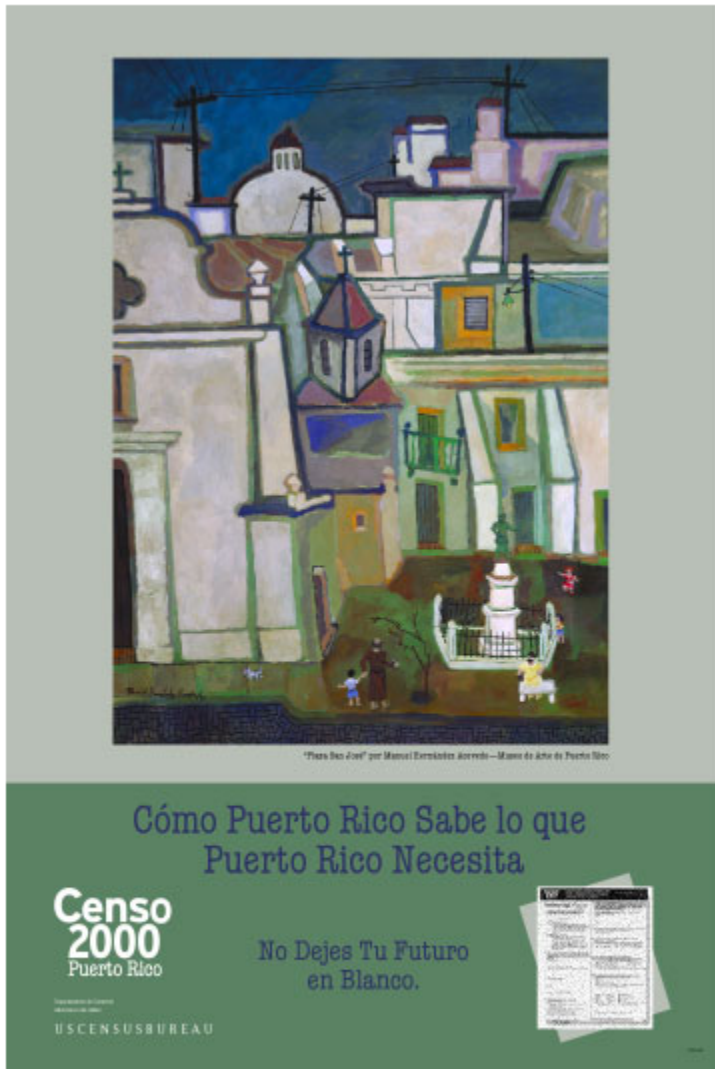
Hung Liu
(1948 -)

Document X



John Hoover
(1919 -)

Document Y



"Plaza Uno de los" por Manuel Hernández Acevedo—Museo de Arte de Puerto Rico

Cómo Puerto Rico Sabe lo que
Puerto Rico Necesita

Censo
2000
Puerto Rico

USCENSUSBUREAU

No Dejes Tu Futuro
en Blanco.



Manuel Hernández Acevedo
(1921-1988)

Document Z



The poster is divided into three main color sections: a yellow top-left, a green bottom-left, and an orange right. The yellow section contains a painting of an elderly woman with white hair and glasses, wearing a dark dress with a white collar, sitting on a bed and holding a young girl. The girl is wearing a pink dress with a white collar. They are both looking down at a large, patterned blanket with orange and pink floral designs. A small black and white cat is visible in the background. The green section contains the title "Generations Are Counting On You" in a serif font, with "USCENSUSBUREAU" in a smaller font below it. The orange section contains the "United States Census 2000" logo, the slogan "This is your future. Don't leave it blank.", and an image of a census form with a pen resting on it.

United States
Census
2000

This is your future.
Don't leave it blank.

Generations Are Counting On You


USCENSUSBUREAU

The New Girl by Herb Kawainui Kane — Courtesy of the artist

2000 Census 2000 poster designed by the Census Bureau and the Census Bureau's Office of Public Affairs. The Census Bureau's Office of Public Affairs is located at the Census Bureau, Washington, D.C. 20540.

For more information, visit the Census Bureau's website at www.census.gov.

Herb Kawainui Kane
(1928 -)



A Passage to the New World — Franklin S. Palacios and Soo Seon Jeong, Maricao High School's Art Creators, © 1998


How CNMI Knows
What CNMI Needs
This is your future. Don't leave it blank.

**Census
2000**
Continuum of the
Northern Mariana Islands



USCENSUSBUREAU

Franklin S. Palacios and Soo Seon Jeong




Submit to the Sun — A New Beginning by Jonathon Woo — Courtesy of the artist

How American Samoa Knows
What American Samoa Needs

This is your future. Don't leave it blank.

**Census
2000**
American
Samoa



U.S. Department of Commerce
Economic and Business Administration
2000

USCENSUSBUREAU

Jonathon Woo

Was being counted by the government a benefit to those living in western lands?		
	Day 6	
Introduction	Arrange students in small groups of 2-3.	10 minutes
	<p>Introduce students to additional examples of census promotional materials at the following links:</p> <p>https://www.youtube.com/watch?v=zyqy8zDWI50&feature=youtu.be&eml=gd&list=PLewV-zKXDZkj0_H8SJbpxlO7nMeZbpXXx&utm_medium=email&utm_source=govdelivery</p> <p>https://www.census.gov/programs-surveys/economic-census/information/promotional-materials.html</p>	
Summative Performance Task	<p>Students are to create a PSA promoting Census 2020. The form of the PSA can vary. Options include:</p> <ul style="list-style-type: none"> • 30 second video presentation (Template at Document AC, Rubric Document AD) • Brochure (Rubric Document AE) • Poster (Rubric Document AF) <p>Students should keep in mind the intended audience.</p>	

PSA Script Outline

Instructions: Use this form to outline your PSA.

1. Scenario: Characters act out the problem. Write script for actions and dialogue (use back of sheet or another piece of paper as necessary).	
2. Goal: These words flash across the screen.	
3. Reasons: Voiceover explains the problem while image shows problem.	
4. Facts: Voiceover discusses the facts while image shows facts.	
5. For More Information: Show organization's phone number or website (make one up or use existing).	

Video- Preproduction : PSA

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1	Score
Teamwork	Students meet and discuss regularly. All students contribute to the discussion and all are listened to respectfully. All team members contribute a fair share of the work.	Students meet and discuss regularly. Most students contribute to the discussion and are listened to respectfully. All team members contribute a fair share of the work.	A couple of team meetings are held. Most students contribute to the discussion and are listened to respectfully. All team members contribute a fair share of the work.	Meetings are not held AND/OR some team members do not contribute a fair share of the work.	
Concept	Team has a clear picture of what they are trying to achieve. Each member can describe what they are trying to do and generally how his/her work will contribute to the final product.	Team has a fairly clear picture of what they are trying to achieve. Each member can describe what they are trying to do overall but has trouble describing how his/her work will contribute to the final product.	Team has brainstormed their concept, but no clear focus has emerged for the team. Team members may describe the goals/final product differently.	Team has spent little effort on brainstorming and refining a concept. Team members are unclear on the goals and how their contributions will help them reach the goal.	
Storyboard	Storyboard is complete with sketches for each scene, detailed notes on titles, transitions, special effects, sound, etc. Storyboard reflects outstanding planning and organization for the visuals in the video.	Storyboard is relatively complete with sketches for most scenes, and notes on titles, transitions, special effects, sound, etc. Storyboard reflects effective planning and organization for the visuals in the video.	Storyboard has glaring omissions in scene planning. There are some sketches, and notes on titles, transitions, special effects, sound, etc. Storyboard reflects attempts at planning and organization for the visuals in the video.	Storyboard is not done or is so incomplete that it could not be used even as a general guide. Storyboard reflects very little planning of the visuals.	
Script	Script is complete and it is clear what each actor will say and do. Entries and exits are scripted as are important	Script is mostly complete. It is clear what each actor will say and do. Script is shows planning.	Script has a few major flaws. It is not always clear what the actors are to say and do. Script shows an attempt at	There is no script. Actors are expected to invent what they say and do as they go along.	

	movements. Script is quite professional.		planning, but seems incomplete.		
Research	Note cards indicate that the group members developed questions about the assigned topic, consulted at least 3 reference sources, developed a position based on their sources, and correctly cited their sources.	Note cards indicate that the group members consulted at least 3 reference sources, developed a position based on their sources, and correctly cited their sources.	Note cards indicate that the group members consulted at least 2 reference sources, developed a position based on their sources, and correctly cited their sources.	There are fewer than two notecards OR sources are incorrectly cited.	

Date Created: **Sep 22, 2018 04:29 pm (CDT)**

Brochure

Name: _____

	4. Distinguished	3. Proficient	2. Apprentice	1. Novice
Writing-Ideas: Interesting, informative details	All details were unique, interesting, and related to and supported the main idea. Writing included information based on personal experience.	Writing had many interesting details which supported the main idea. Writing included information based on personal experience.	Writing had three or more details that supported the main idea.	Writing had few details.
Writing-Sentence Fluency: Length, variety and flow of writing	Most sentences varied in length and structure. Writing had a natural flow that made it easy to read.	Many sentences varied in length and structure. Some sentences did not flow smoothly.	A few sentences varied in length. Most sentences did not flow smoothly.	Sentences were short and did not flow well. Sentence structure did not change.
Media-Graphics: Backgrounds, illustrations, photographs, diagrams, and/or animation	Used colorful and consistent backgrounds that enhanced the mood of the project. Graphics and animations helped to clarify, explain, and support content.	Project used consistent background throughout. Used graphics to support project ideas and content.	Project used many different conflicting backgrounds. Graphics were used, but did not always support the content.	Project did not use backgrounds. Graphics were inappropriate and detracted from project.
Design-Layout and Organization: Organized and easy to read	Content was well organized with headings and subheadings. Text and graphics were neatly organized and made the project easy to read.	Project was organized with headings and subheadings. Text and graphics were placed to make the project easy to read.	Most of the project was organized. The placement of text and graphics sometimes made the project hard to read.	Project was hard to read. There is no clear structure. Text and graphics were randomly placed.
Planning-Rough Draft: Draft of the final document	Rough draft was completed in a timely manner and included all necessary information. Rough draft was written neatly. Student used feedback from editing process to make final project better.	Rough draft was completed in a timely manner and included most of the necessary information. Rough draft was written neatly. Student worked on their own and with peers during the editing process.	Rough draft included some necessary information. Rough draft was completed on time. Rough draft was legible. Student worked with peers during the editing process.	Rough draft was incomplete and was not finished on time. Rough draft was difficult to read. Student did not participate in the editing process.

Brochure

Name: _____

____ My writing includes interesting and informative details that support the main idea.

____ My writing has sentences which are varied in length and flow well.

____ My project has graphic elements that support the content.

____ Project has information that is organized and easy to read.

____ I have a neat and thorough rough draft.

<h2 style="margin: 0;">Making A Poster : Census</h2>
<p>Teacher Name: _____</p>
<p>Student Name: _____</p>

CATEGORY	4	3	2	1
Required Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.
Content - Accuracy	At least 4 accurate facts are displayed on the poster.	3 accurate facts are displayed on the poster.	2 accurate facts are displayed on the poster.	Less than 1 accurate facts are displayed on the poster.
Graphics - Originality	Several of the graphics used on the poster reflect a exceptional degree of student creativity in their creation and/or display.	One or two of the graphics used on the poster reflect student creativity in their creation and/or display.	The graphics are made by the student, but are based on the designs or ideas of others.	No graphics made by the student are included.
Title	Title can be read from 6 ft. away and is quite creative.	Title can be read from 6 ft. away and describes content well.	Title can be read from 4 ft. away and describes the content well.	The title is too small and/or does not describe the content of the poster well.
Knowledge Gained	Student can accurately answer all questions related to facts in the poster and processes used to create the poster.	Student can accurately answer most questions related to facts in the poster and processes used to create the poster.	Student can accurately answer about 75% of questions related to facts in the poster and processes used to create the poster.	Student appears to have insufficient knowledge about the facts or processes used in the poster.
Grammar	There are no grammatical mistakes on the poster.	There is 1 grammatical mistake on the poster.	There are 2 grammatical mistakes on the poster.	There are more than 2 grammatical mistakes on the poster.
Use of Class Time	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.