



# Count Me In!



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

1790 Census of the United States

The Return for South CAROLINA having been made since the foregoing Schedule was originally printed, the whole Enumeration is here given complete, except for the N. Western Territory, of which no Return has yet been published.

DISTRICT	White	Black	Indian	Male	Female
Formosa	2345	1834	4025	551	10
St. James	3000	1475	3000	521	178188
Marion	4484	4742	4800	524	10545
Madison	2900	1475	3000	521	10545
Richmond	5000	1500	3500	500	6885
Charleston	6000	1500	3500	500	6885
New York	8100	1810	4010	510	10400
New Jersey	4100	1400	2700	350	14820
Pennsylvania	10000	4000	8000	1000	20000
Delaware	1000	400	800	100	2000
Virginia	10000	4000	8000	1000	20000
North Carolina	10000	4000	8000	1000	20000
South Carolina	10000	4000	8000	1000	20000
Georgia	10000	4000	8000	1000	20000

1850 Census of the United States

POPULATION

SCHEDULE No. 1—POPULATION

NAME	SEX	AGE	COLORED	DEAF AND DUMB	INSANE	PAUPERS	WAGES	INDUSTRY	PROFESSION	RELIGION	EDUCATION	PROPERTY
...	...	...	...	...	...	...	...	...	...	...	...	...

2010 Census

This is the official form for all the people at this address. It is to be used for every person and permanent or seasonal worker.

Use this form to report:

**Start here**

The Census Bureau needs every person living in the United States on April 1, 2010. Make sure you answer Question 1. Count the people living in this house, apartment, or mobile home under the following instructions:

- Count all people, including babies who are not yet one year old.
- Count all people who are temporarily absent from the house on April 1, 2010, such as people in the military, on vacation, or in a nursing home.
- Count all people who are temporarily absent from the house on April 1, 2010, such as people in the military, on vacation, or in a nursing home.
- Count all people who are temporarily absent from the house on April 1, 2010, such as people in the military, on vacation, or in a nursing home.

1. How many people were living in this house, apartment, or mobile home on April 1, 2010?

2. What is Person 1's sex? Male / Female

3. What is Person 1's race? White / Black / Hispanic or Latino / Asian / Pacific Islander / Other race

4. What is Person 1's date of birth? (Month/Day/Year)

5. What is Person 1's marital status? Married / Widowed / Divorced / Separated / Never married

6. What is Person 1's highest grade completed or highest grade of school? (1-12)

7. What is Person 1's occupation? (1-10)

8. What is Person 1's industry? (1-10)

9. What is Person 1's profession? (1-10)

10. What is Person 1's religion? (1-10)

11. What is Person 1's education? (1-10)

12. What is Person 1's property? (1-10)

13. What is Person 1's wages? (1-10)

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

## 8th grade Take Action Inquiry: Your Voice Matters



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



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Office of Education

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## 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.

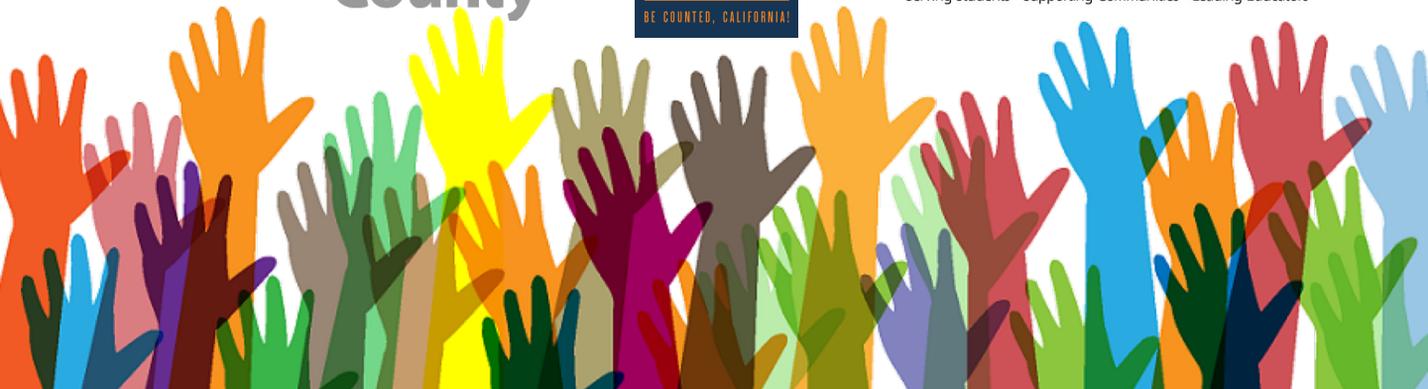
<http://bit.ly/2020CountMeIn>

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



**Los Angeles County**  
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# 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

### 5<sup>th</sup> Grade:

Chrissy Maher

Allison Hawke

Gregg Law

### 8<sup>th</sup> Grade:

Linda Celey-Bultin

Ben Crago-Schneider

Ashley Silas

Kristina Roys

Rebecca Hawkins

Jennifer Law

### 11<sup>th</sup> Grade:

Adam Wemmer

Diana Shar

Elva Madrigal

Dana Brooks

Christine Sardo

### 12<sup>th</sup> Grade:

Antonia Piscitelli-Carrasco

Ricardo Reyes

Kimberly Young

Lucas Plotnik

Miguel Canales



Los Angeles County  
Office of Education

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**Census 2020**  
***Why do all people matter in our government?***

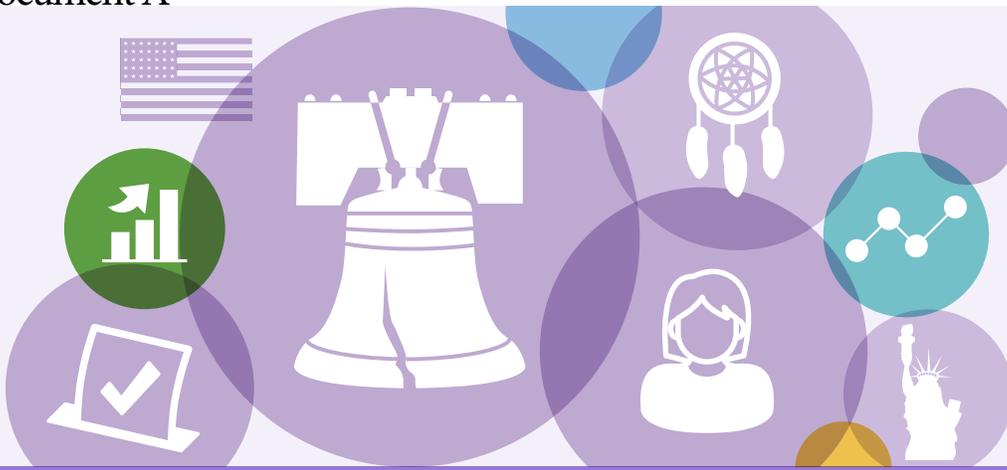
<b>Title of Lesson</b>	Your Voice Matters!	<b>Grade Level</b>	8th	<b>Duration</b>	7 Days
<b>HSS Standards</b>	<p><b>8.2.6</b> Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.</p> <p><b>8.3.6</b> Describe the basic law-making 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>				
<b>ELA Standards</b>	<p><b>RH.6-8.7</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>				
<b>ELD Standards</b>	<p><b>I.A.1</b> Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics.</p> <p><b>I.A.4</b> Adapting language choices to various contexts (based on task, purpose, audience, and text type).</p> <p><b>I.B.6</b> Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.</p> <p><b>I.C.10</b> Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology.</p>				

<b>Lesson Sequence Overview</b>			
<b>Supporting Question</b>	In what ways can people participate in our government?	Why is having your voice heard a crucial part of our democracy?	How can you ensure your voice is heard?
<b>Duration</b>	60 minutes	60 minutes	60 minutes
<b>Performance Task</b>	Students will analyze data on voting trends in America, answering several questions on the topic.	Students will annotate an article on the importance of the census and participate in a whole class discussion on the topic.	Students will complete a graphic organizer on participation in the census and begin to brainstorm the primary message of their PSA.

<b>Summative Task</b>	Students will work in groups to create a public service announcement on the topic of voting or the census. Students will choose the medium through which to present their public service announcement to the class.
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In what ways can people participate in our government?		
	Day 1	60 minutes
<b>Learning Objective</b>	Students will be able to identify ways in which people can participate in government and why it is important for them to do so.	
<b>Introduction</b>	Pose the following question to students: "Why do all people matter in our government?" You can clarify the questions by adding the questions: "Why should we participate? Why should we be informed?"	25 minutes
	Students write their response on a post it, binder, paper, warm-up sheet, etc., then pair share with a peer.	
	Conduct a whole-class debrief answering the essential question. Keep in mind that students may share that they feel <i>not all</i> people matter. If that is brought up feel free to talk about why they feel that way and how we can change that.	
	Tell students we will be looking at ways people can participate in our democracy and why that is a crucial function of a democratic society. We will also be creating a public service announcement encouraging others to participate.	
	Put students into small groups and provide them each with a piece of chart paper and a different colored marker for each group member.	
	Instruct students to brainstorm ways people participate in government. Responses could include: voting, protests, petitions, completing the census, being informed of current events, marching, writing letters to elected officials and/or the media. If students are missing key answer, direct them to add to their list.	
	Ask students to think about all the ways young people can participate and draw stars next to the list items on their chart that <i>they</i> can participate in. For example, they may star "being informed of current events", but not "voting."	
	Have each group share their examples. Groups can add to their own lists, those shared by others that they hadn't included.	
	Ask students "What trends do we notice on the posters?"	
	Reiterate the essential question "Why do all people matter in our government" and point out how all people do matter and do have a voice.	
<b>Evaluation of Sources</b>	Project the following question: "Why is voting a crucial part of our democracy?"	30 minutes
	Ask students to share their responses and write them on the board. Tell students we want to understand who voted and see why it's so important.	

	Complete "Voting Trends in America" activity (Documents A and B). Do not complete Part 3 on Page 8 of Student version	
	Have students share answers and discuss what happens when people don't participate.	
<b>Closing</b>	Exit ticket: Why is voting important? What happens when you don't vote?	5 minutes
	Students should write answers on a piece of paper and turn in on their way out the door using their resources from the day.	



## VOTING TRENDS IN AMERICA, 1964-2014

### Activity Items

The following items are part of this activity and appear at the end of this student version.

- Item 1: Percent Voting by Race and Region of Total Voting-Age Population in Presidential Elections
- Item 2: Percent Registering and Voting by Race and Hispanic or Latino Origin, Presidential Elections
- Item 3: Voting and Registration Graphs, Congressional Elections, 2014

### Student Learning Objectives

- I will be able to read and understand several years of data presented in bar graphs and line graphs.
- I will be able to identify voting trends by race, year, and region.
- I will be able to compare, analyze, and evaluate voter registration and voting information to write a response.







8. Looking at the dark purple bars for 1992, rank the four racial/ethnic groups from highest to lowest according to the percentages of people who actually voted in the presidential election that year. You may need to use a straight edge to help you!
- 1.
  - 2.
  - 3.
  - 4.
9. Now, looking at the dark purple bars for 2012, rank the four racial/ethnic groups from highest to lowest according to the percentages of people who actually voted in the presidential election that year.
- 1.
  - 2.
  - 3.
  - 4.
10. Write a sentence that summarizes the voting trends of white voters and black voters during the presidential elections of 2004, 2008, and 2012.



### Part 2 - Organize Your Ideas

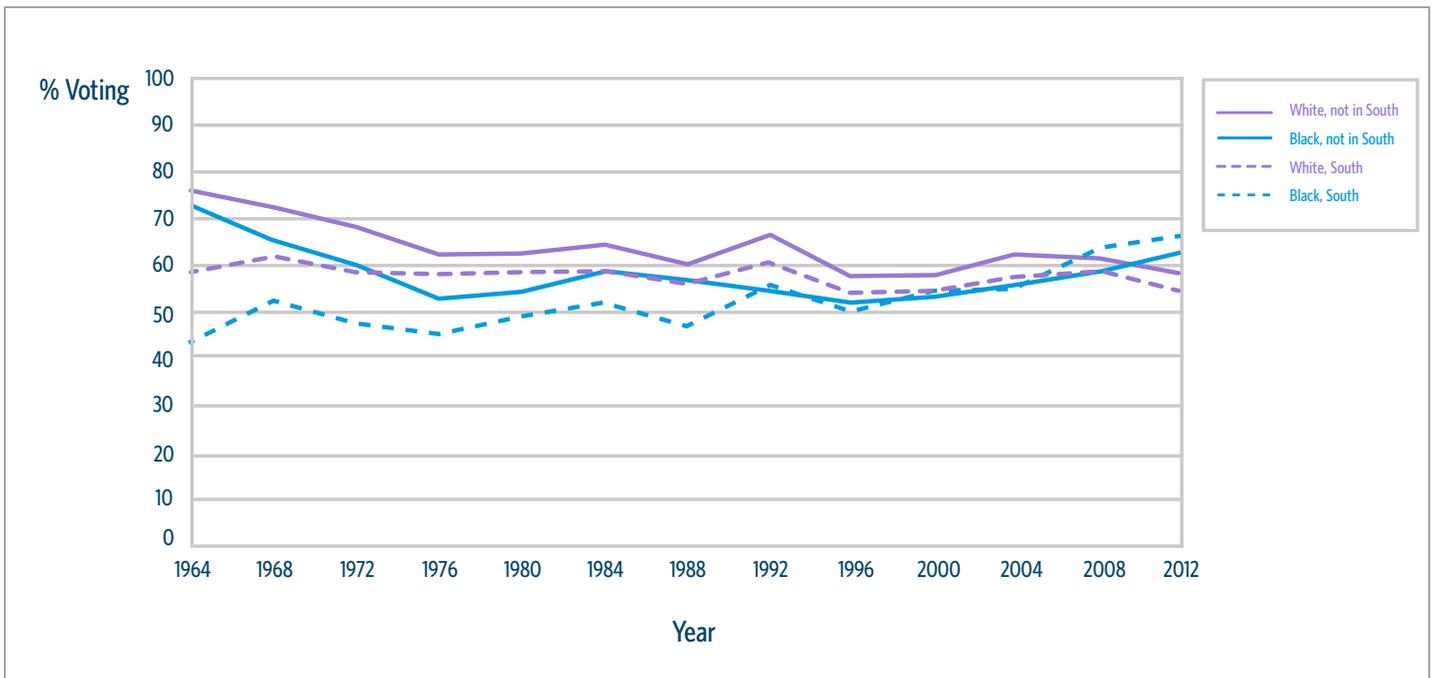
Use the graphic organizer below to write notes (in bullet points) from what you learned, to help you answer the question “Who votes in American elections?”

Six Voting Amendments Information	Presidential Election Voting History (from Items 1 and 2)	2014 Congressional Election Voting Information (from Item 3)

### Part 3 - Write Your Response

Use your points from part 2 to write a one-paragraph response to the question “Who votes in American elections?” Make sure you include a topic sentence and a concluding sentence.

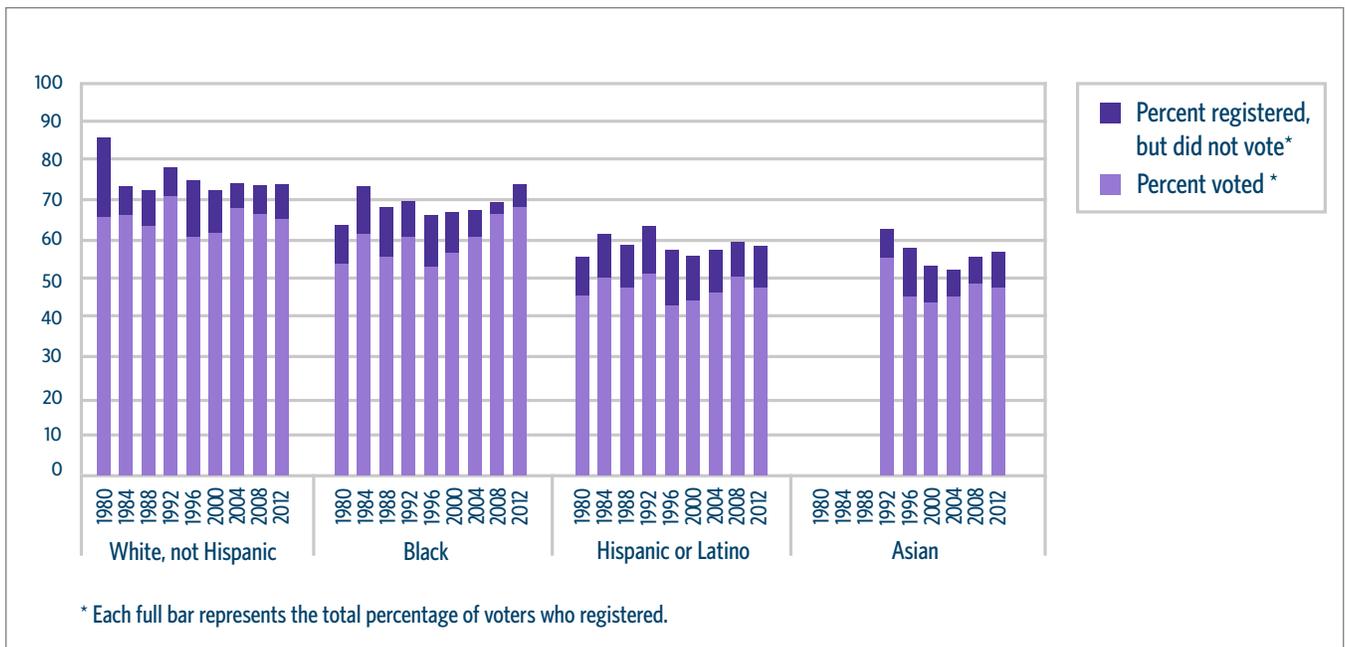
# Item 1: Percent Voting by Race and Region of Total Voting-Age Population in Presidential Elections



[www.census.gov/content/dam/Census/library/visualizations/time-series/demo/a7-elections.jpg](http://www.census.gov/content/dam/Census/library/visualizations/time-series/demo/a7-elections.jpg)

To view this graph online, click on the link above.

## Item 2: Percent Registering and Voting by Race and Hispanic or Latino Origin, Presidential Elections

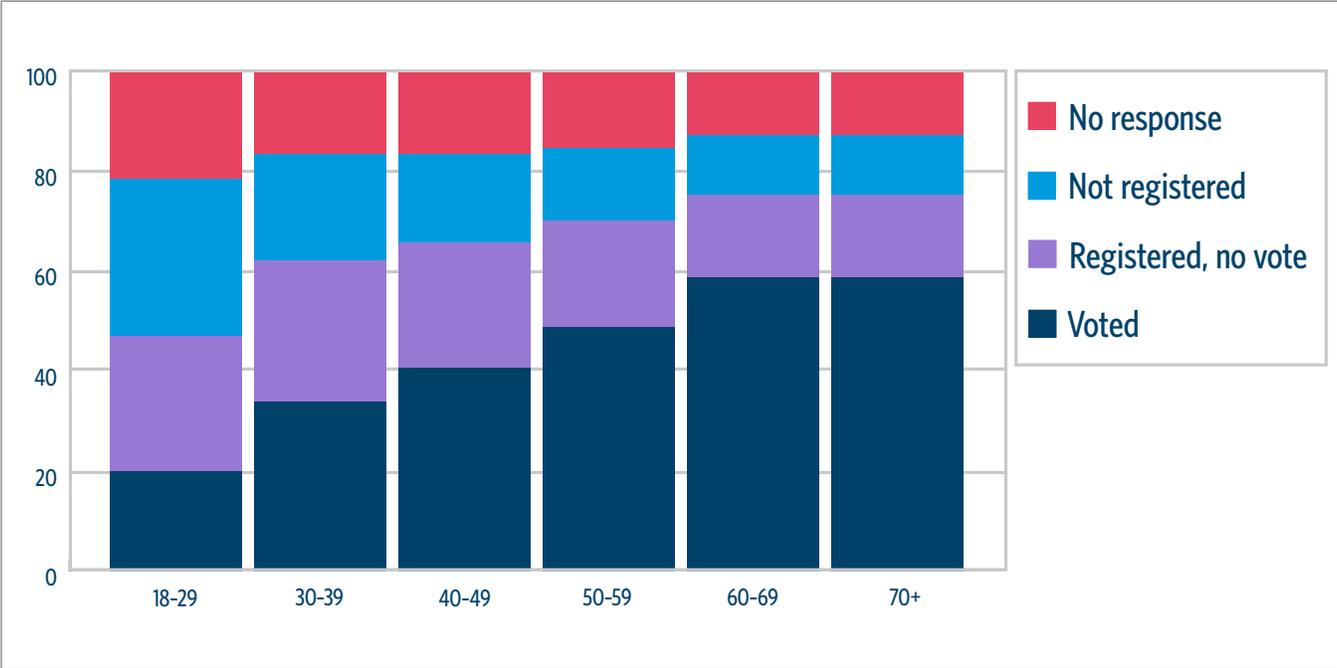


[www.census.gov/content/dam/Census/library/visualizations/time-series/demo/a6-presidential.jpg](http://www.census.gov/content/dam/Census/library/visualizations/time-series/demo/a6-presidential.jpg)

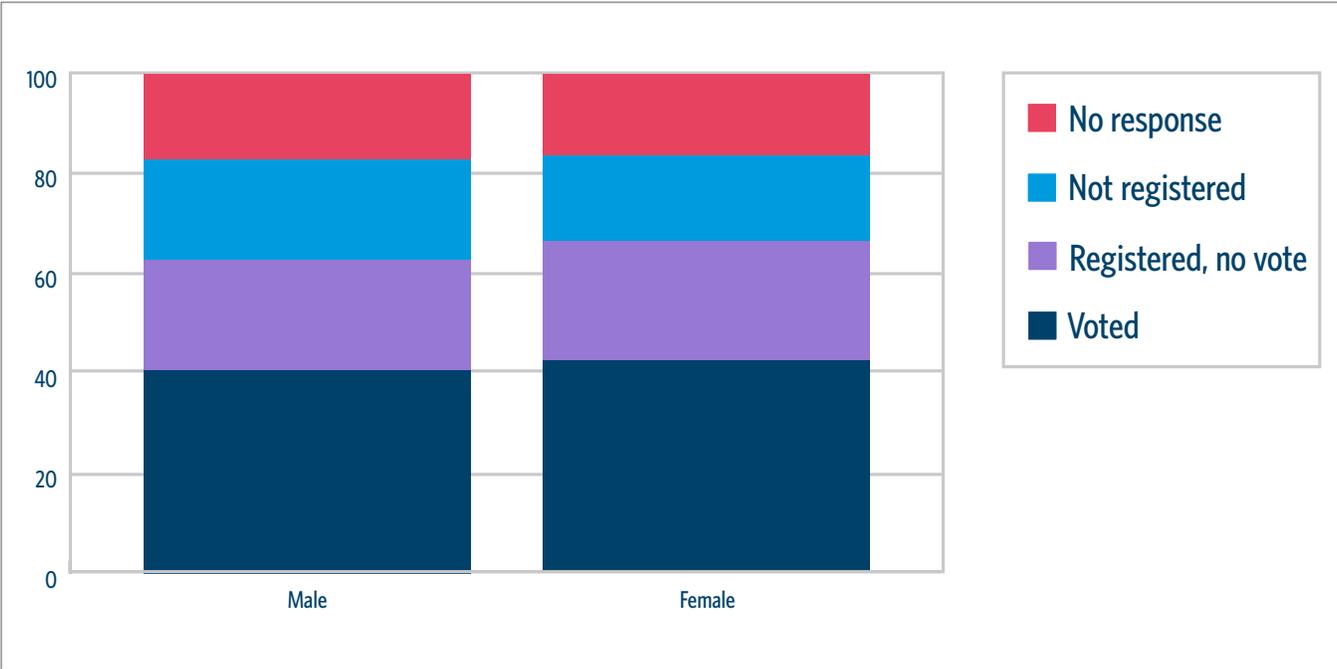
To view these graphs online, click on the link above.

# Item 3: Voting and Registration Graphs, Congressional Elections, 2014

Voting and registration by age in United States: 2014

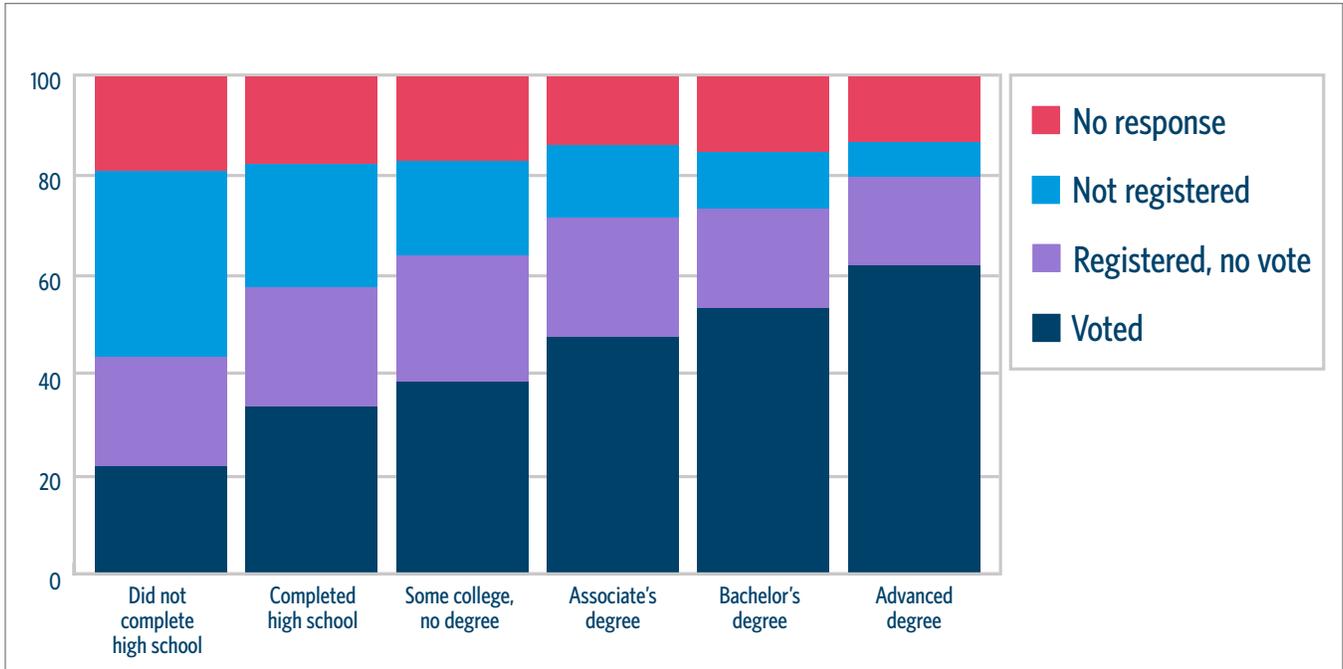


Voting and registration by sex in United States: 2014



### Item 3: Voting and Registration Graphs, Congressional Elections, 2014 (Continued)

Voting and registration by education in United States: 2014



[thedataweb.rm.census.gov/TheDataWeb\\_HotReport2/voting/voting.html](http://thedataweb.rm.census.gov/TheDataWeb_HotReport2/voting/voting.html)

To view these graphs online, click on the link above and scroll down.



# VOTING TRENDS IN AMERICA, 1964-2014

## TEACHER VERSION

**Subject Level:**

Elementary School  
History

**Grade Level:**

5-6

**Approx. Time Required:**

45-60 minutes

**Learning Objectives:**

- Students will be able to read and understand several years of data presented in bar graphs and line graphs.
- Students will be able to identify voting trends by race, year, and region.
- Students will be able to compare, analyze, and evaluate voter registration and voting information to write a response.

## Activity Description

This activity is designed to be part of a unit on the U.S. Constitution, as it focuses on U.S. voting trends. Students will analyze bar and line graphs showing the percentages of people (by race, age, sex, region, and education) who voted in elections between 1964 and 2014. Students will use these data to respond to the question “Who votes in American elections?”

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**Suggested Grade Level:**

5-6

**Approximate Time Required:**

45-60 minutes

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**Learning Objectives:**

- Students will be able to read and understand several years of data presented in bar graphs and line graphs.
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**Topics:**

- Bar graphs
- Line graphs
- U.S. Constitution
- Voting trends

**Skills Taught:**

- Drawing conclusions
  - Reading and interpreting bar graphs and line graphs
-

## Materials Required

- The student version of this activity, 11 pages; it contains images that should be printed in color.
- Teacher computer with Internet access and a projector to display web sites

## Activity Items

The following items are part of this activity. Items, their sources, and any relevant instructions for viewing them online appear at the end of this teacher version.

- Item 1: Percent Voting by Race and Region of Total Voting-Age Population in Presidential Elections
- Item 2: Percent Registering and Voting by Race and Hispanic or Latino Origin, Presidential Elections
- Item 3: Voting and Registration Graphs, Congressional Elections, 2014

For more information to help you introduce your students to the U.S. Census Bureau, read *[“Census Bureau 101 for Students.”](#)*

## Standards Addressed

See charts below. For more information, read *[“Overview of Education Standards and Guidelines Addressed in Statistics in Schools Activities.”](#)*

### Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Standard	Strand	Cluster
<p><b>CCSS.ELA-LITERACY.RH.6-8.7</b>                      Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>	<p>RH 6-8 -                      History/Social Studies</p>	<p>Integration of                      Knowledge and Ideas</p>

### UCLA National Standards for History: U.S. History Content Standards

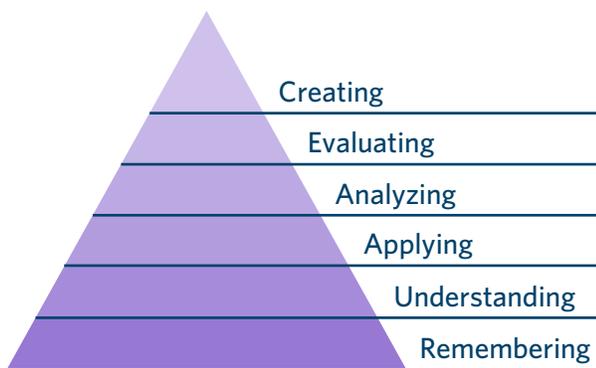
Era	Standard
3 - Revolution and the New Nation (1754-1820s)	<b>Standard 3A:</b> The student understands the issues involved in the creation and ratification of the U.S. Constitution and the new government it established.

### UCLA National Standards for History: Historical Thinking Standards

Standard	Description
Standard 2: Historical Comprehension	<b>Utilize visual and mathematical data.</b> Students will use data presented in bar and line graphs to determine who votes in American elections, considering race, year, and region.

### Bloom’s Taxonomy

Students will **analyze** various graphs of census data to determine who votes in American elections and write a response supported by those data.



# Teacher Notes

## Before the Activity

Students must understand the following key terms:

- **Election** – a formal and organized process for choosing leaders and representatives for a group
- **Vote** – a formal way to choose between two or more people or things
- **Citizen** – a person who can vote in a specific state or nation
- **Suffrage** – the right to vote
- **Registered voter** – a person who signed up ahead of time to vote by proving citizenship
- **Presidential election** – an election, held every four years in the United States, to choose a president and vice president
- **Congressional election** – an election, held every two years in the United States, to choose certain members of Congress

Students should have the following skill:

- Ability to interpret bar and line graphs

Teachers should introduce students to the six amendments to the U.S. Constitution that relate to voting. They should explain that the original Constitution left the issue of voting rights to individual states, but that these amendments help inform state law:

- The 14th Amendment said that men older than 21 can vote.
- The 15th Amendment said that people of any race can vote.
- The 19th Amendment gave women the right to vote.
- The 23rd Amendment gave citizens in the District of Columbia the right to vote in presidential elections.
- The 24th Amendment got rid of poll taxes in elections for federal officials.
- The 26th Amendment lowered the voting age to 18.

Teachers should be aware that this activity is designed to be teacher-led. Teachers should display each activity item on the screen for students, walking students through the features of the graphs and explaining how to use them.

## During the Activity

Teachers should guide students through the activity as part of a whole-group discussion.

Teachers should make sure students have a straight edge to help them read the data.

## After the Activity

Teachers should ask students to reflect on what they learned.

## Extension Ideas

- Teachers could organize a mock class election that reinforces the importance and process of voting.
- If this activity is completed during election time, teachers could assign students homework to find reports on real-time election results (e.g., online article, newspaper clipping, TV news story) for a specific geographic location, age group, race, sex, etc.

## Student Activity

Click [here](#) to download a printable version for students.

## Activity Items

The following items are part of this activity and appear at the end of this student version.

- Item 1: Percent Voting by Race and Region of Total Voting-Age Population in Presidential Elections
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## Student Learning Objectives

- I will be able to read and understand several years of data presented in bar graphs and line graphs.
- I will be able to identify voting trends by race, year, and region.
- I will be able to compare, analyze, and evaluate voter registration and voting information to write a response.

### Part 1 - Analyze the Data

Use **Item 1: Percent Voting by Race and Region of Total Voting-Age Population in Presidential Elections** to answer the following questions.

1. Look at the years on the line graph.
  - a. What is the first year and what is the last year?  
**The first year is 1964, and the last year is 2012.**
  - b. How many years does it take to get from the first year to the next year, and so on? Why is the information in the graph available for only those years?  
**Four years, because the United States has presidential elections every four years.**
  - c. How many election years does the graph show in total?  
**13**
2. When you look at the line for black southern voters, what do you notice?  
**Student answers will vary but could include: Overall, between 1964 and 2012, the percentage of black southerners voting in presidential elections went up.**

3. Between 1964 and 2012, which three groups' voting rates went down overall?

- **White voters not in the South**
- **Black voters not in the South**
- **White voters in the South**

4. Overall, which group's voting rate stayed mostly the same between 1964 and 2012?

**White voters in the South**

**Teachers should point out to students that the percentage of black southern voters increased substantially and that the percentage of white nonsouthern voters decreased. Teachers should also mention that rates for black nonsouthern voters saw a sharp decline from 1964 to 1976, had periods of increases and decreases between 1976 and 1996, and increased steadily between 1996 and 2012.**

Use **Item 2: Percent Registering and Voting by Race and Hispanic or Latino Origin, Presidential Elections** to answer the following questions.

5. What is the first year and what is the last year in the bar graph?

**The first year is 1980, and the last year is 2012.**

**Teachers should point out to students that registration and voting data are available for white, black, and Hispanic voters for all these years, but that data for Asian voters are available only from 1992 to 2012.**

6. What do the dark and light purple colors mean?

**The light purple shows the percentage of registered voters who actually voted in presidential elections, and the dark purple shows the percentage of registered voters who did not.**

7. Looking at the information for the four racial/ethnic groups side by side, what do you notice?

**Student answers will vary but could include: Overall, white voters and black voters had higher voting rates, while the voting rates for Hispanic voters and Asian voters were lower.**

8. Looking at the dark purple bars for 1992, rank the four racial/ethnic groups from highest to lowest according to the percentages of people who actually voted in the presidential election that year. You may need to use a straight edge to help you!

1. **White**
2. **Black**
3. **Asian**
4. **Hispanic**

9. Now, looking at the dark purple bars for 2012, rank the four racial/ethnic groups from highest to lowest according to the percentages of people who actually voted in the presidential election that year.

1. **Black**
2. **White**
3. **Hispanic**
4. **Asian**

10. Write a sentence that summarizes the voting trends of white voters and black voters during the presidential elections of 2004, 2008, and 2012.

**From 2004 to 2012, the percentages of white people who voted went down and the percentages of black people who voted went up.**

Use **Item 3: Voting and Registration Graphs, Congressional Elections, 2014** to answer the following questions.

11. Looking at the graph on voting and registration by age, how do the percentages change as you read the information going from younger to older voters?

**The percentages of people who vote goes up from younger to older people.**

12. Looking at the graph on voting and registration by sex, which percentage of voters is greater: male or female?

**Female**

13. Looking at the graph on voting and registration by education, how does education relate to voting and registration rates?

**Voting and registration rates increase with higher levels of education.**

### Part 2 - Organize Your Ideas

Use the graphic organizer below to write notes (in bullet points) from what you learned, to help you answer the question "Who votes in American elections?"

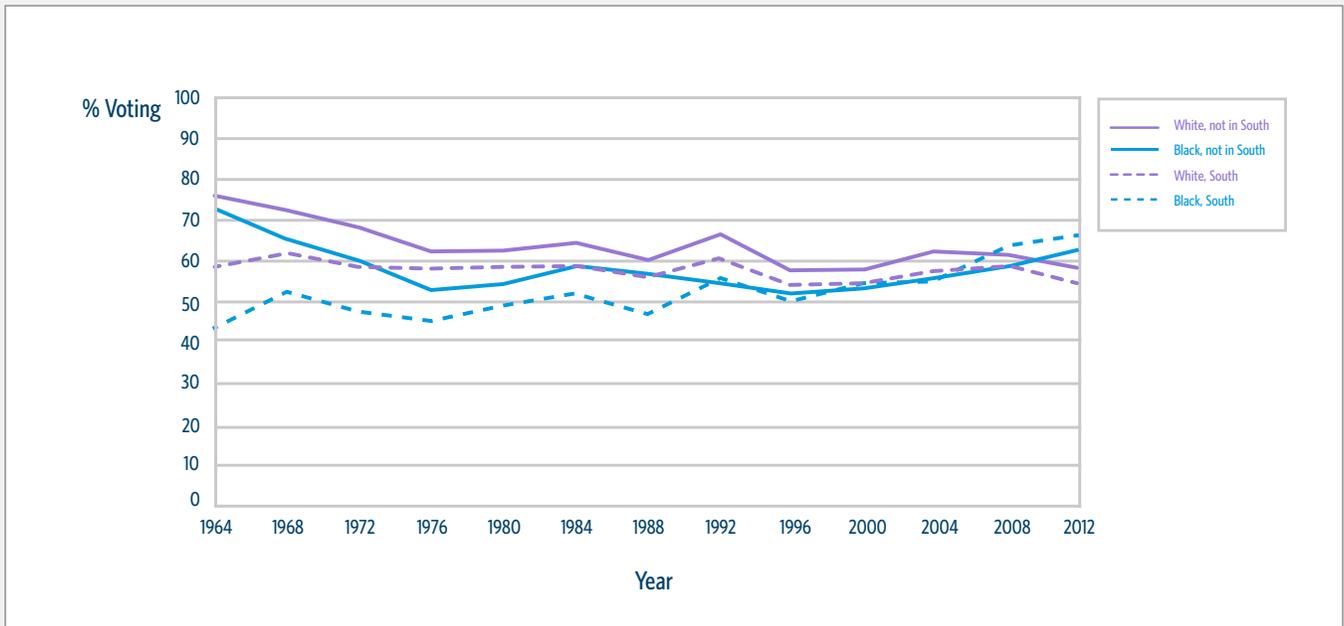
Six Voting Amendments Information	Presidential Election Voting History (from Items 1 and 2)	2014 Congressional Election Voting Information (from Item 3)
<p>Student notes will vary.</p>	<p>Student notes will vary.</p>	<p>Student notes will vary.</p>

### Part 3 - Write Your Response

Use your points from part 2 to write a one-paragraph response to the question "Who votes in American elections?" Make sure you include a topic sentence and a concluding sentence.

**Student responses will vary.**

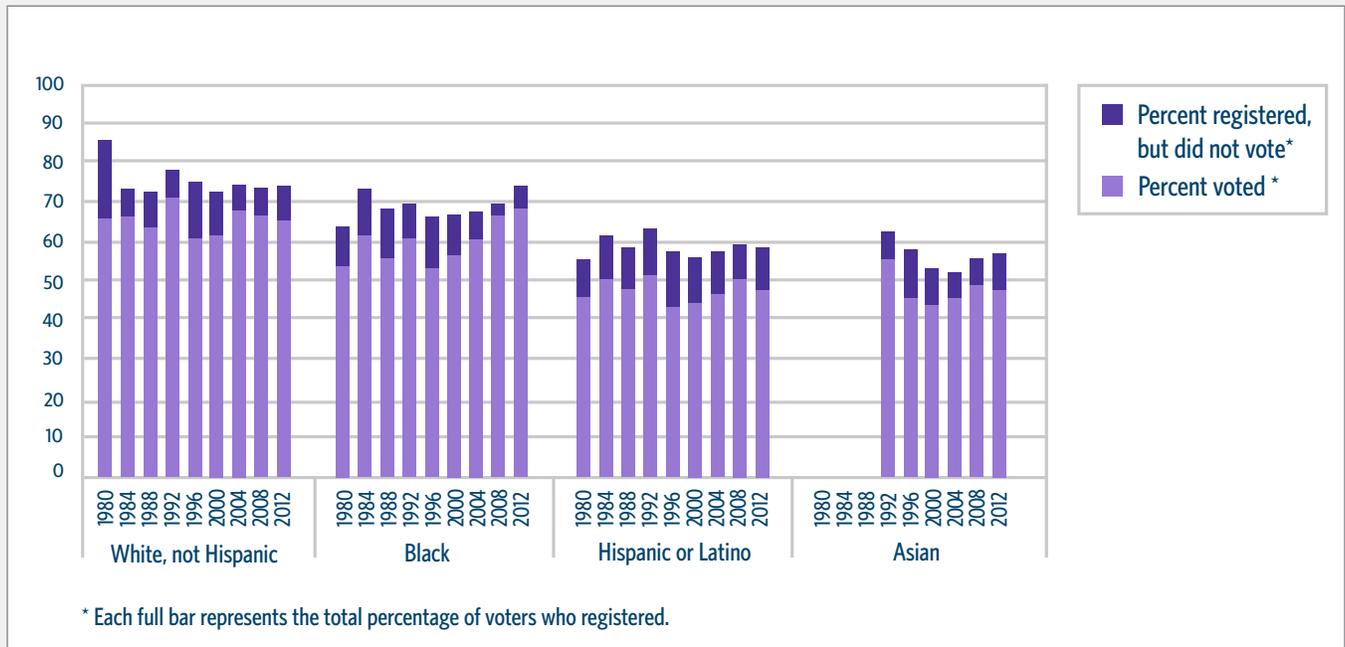
### Item 1: Percent Voting by Race and Region of Total Voting-Age Population in Presidential Elections



[www.census.gov/content/dam/Census/library/visualizations/time-series/demo/a7-elections.jpg](http://www.census.gov/content/dam/Census/library/visualizations/time-series/demo/a7-elections.jpg)

To view this graph online, click on the link above.

### Item 2: Percent Registering and Voting by Race and Hispanic or Latino Origin, Presidential Elections

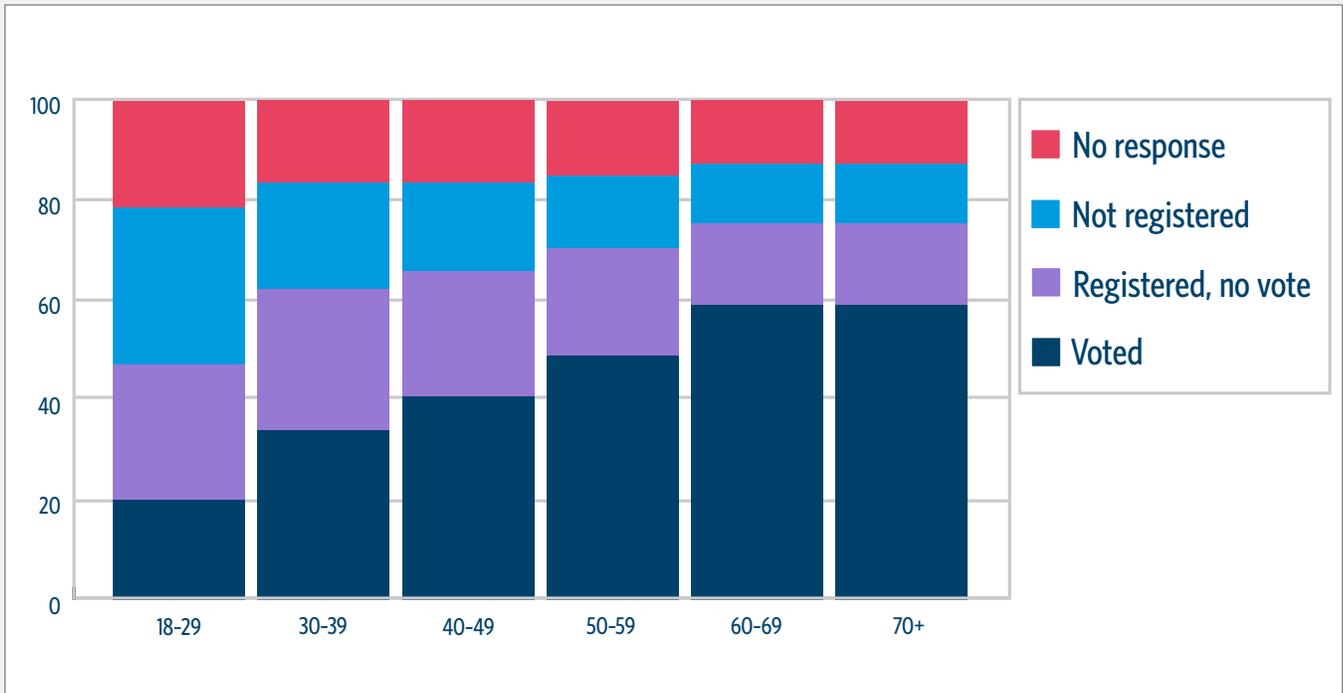


[www.census.gov/content/dam/Census/library/visualizations/time-series/demo/a6-presidential.jpg](http://www.census.gov/content/dam/Census/library/visualizations/time-series/demo/a6-presidential.jpg)

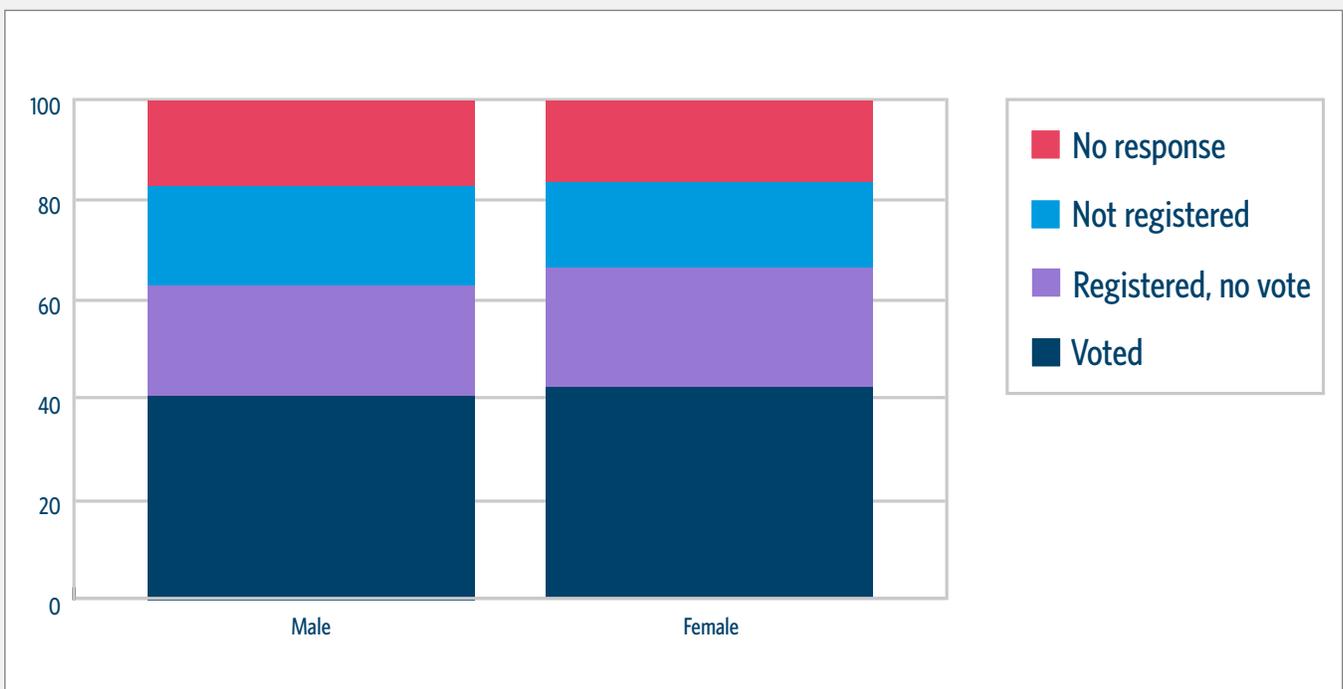
To view these graphs online, click on the link above.

Item 3: Voting and Registration Graphs, Congressional Elections, 2014

Voting and registration by age in United States: 2014

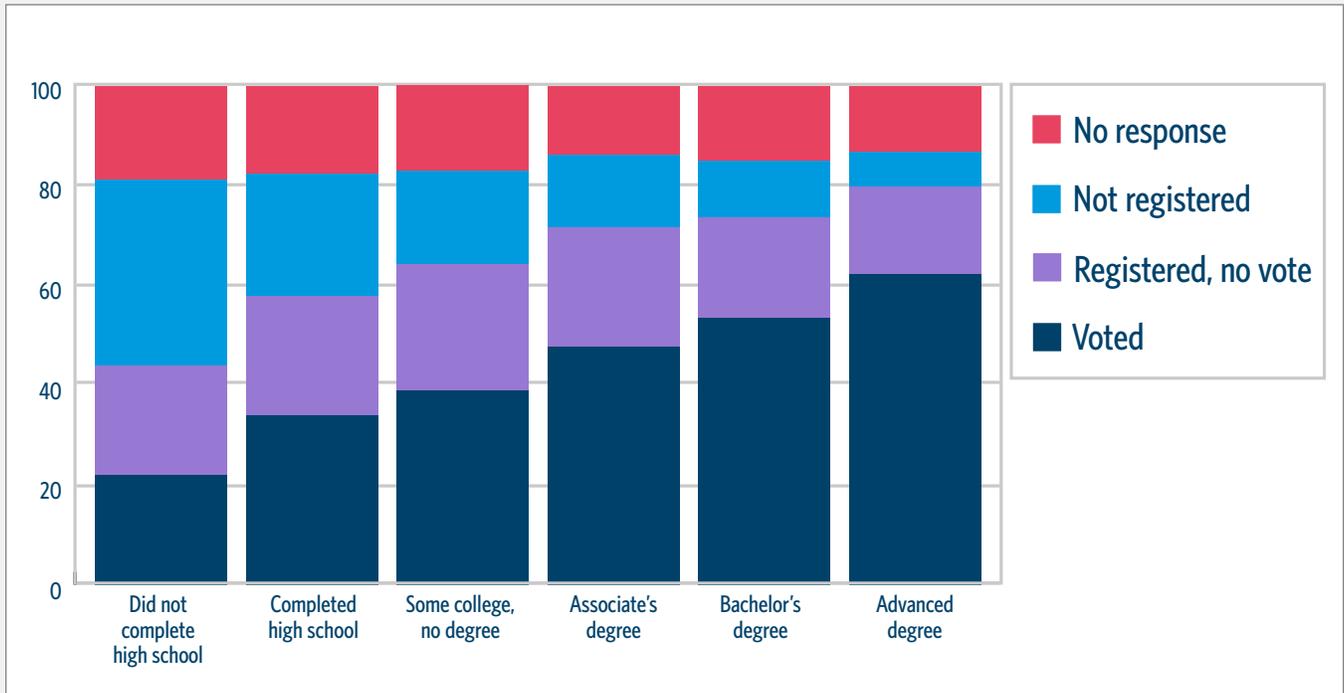


Voting and registration by sex in United States: 2014



Item 3: Voting and Registration Graphs, Congressional Elections, 2014 (Continued)

Voting and registration by education in United States: 2014



[thedataweb.rm.census.gov/TheDataWeb\\_HotReport2/voting/voting.html](http://thedataweb.rm.census.gov/TheDataWeb_HotReport2/voting/voting.html)

To view these graphs online, click on the link above and scroll down.

<b>Why is having your voice heard a crucial part of our democracy?</b>		
	<b>Day 2</b>	<b>60 minutes</b>
<b>Learning Objective</b>	Students will be able to explain the importance of participating in the decennial census.	
<b>Introduction</b>	Ask the students, “How is representation in the House of Representatives determined?” – Answer should be “population”	15 minutes
	Ask students, “What compromise made this possible?” – Answer should be “The Great Compromise”	
	Ask the question, “How do we know the population of our state? Nation?” – Answer should be “Census” but students may not know this. They may describe the actions of the census (e.g., counting everyone) but not apply the proper name.	
	Present the “You Matter” slides found at <a href="https://docs.google.com/presentation/d/1Mzbh-ifsC0-NcKVgbQkhh-LTv8rLoDaMvBwbp8GqU-8/edit#slide=id.g3e6cd784bc_0_5">https://docs.google.com/presentation/d/1Mzbh-ifsC0-NcKVgbQkhh-LTv8rLoDaMvBwbp8GqU-8/edit#slide=id.g3e6cd784bc_0_5</a> (Document C)	
	Students should record responses to the discussion questions from the slides.	
<b>Evaluation of Sources</b>	Choose one of the following articles to read together as a class. (Documents D and E)	40 minutes
	Students will highlight important details and annotate the text with the following symbols while reading: ! = Something interesting, explains why we should participate * = How you can participate ? = I have a question or don’t understand this word _ = What is at stake if we don’t participate	
	Once you are done reading, students, in groups of four, should share the parts of the article they annotated and help each other gain a deeper understanding.	
	As students share, walk around the room and write down questions students have or interesting points they raise.	
	After 5-7 minutes of discussion, engage in a whole class discussion about the article and discuss the importance of a census.	
	Have students answer the question, “Why is the census important? What happens when you don’t get counted?”	
	Have students complete the Participation Graphic Organizer (Document F) in their groups. They can use the resources from the past two days to complete this activity.	
<b>Closing</b>	Have students share their responses to the Census Q: Why is the census important? What happens when you don’t get counted?	5 minutes



**United States  
Census  
2020**

# You Matter!

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Census 2020: Why being counted is crucial!



# BACKGROUND

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- **What is the Census?**
  - Count of the total population in the US
  - Occurs every 10 years
- **What is the data used for?**
  - To plan for the provision of health care, education, employment, transportation, etc.
  - To determine where to build new schools, roads, health care facilities, and other critical infrastructure.
  - To determine states' representation in Congress
  - To distribute federal funding for a variety of programs



# THE ISSUE...

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- Children are historically ***undercounted*** in the US Census
  - *Immigration*
  - *Family living arrangements*
  - *Financial concerns*
  - *Language barriers*
- ***Impact of low/incomplete census data:***
  - *Misappropriated federal funds*
  - *Inaccurate representation of Congressional districts*



# *Here's Why an Accurate Census Count Is So Important*

By [Jim Tankersley](#) and [Emily Baumgaertner](#) March 27, 2018

<https://www.nytimes.com/2018/03/27/us/politics/census-citizenship-question.html>

WASHINGTON — The United States census is so much more than just a head count. It is a snapshot of America that determines how congressional seats are apportioned, how state and federal dollars are distributed, where businesses choose to ship products and where they build new stores. To do all that properly, the count needs to be accurate.

The Commerce Department's decision to restore a citizenship question to the census beginning in 2020 is prompting concerns about curtailing participation and possibly undercounting people living in the United States, particularly immigrants and minority groups who are expressing discomfort with answering questions from census workers.

Wilbur Ross, the commerce secretary, acknowledged concerns about decreased response rates in a memorandum released on Monday night. But he said asking about citizenship would enhance the results by helping calculate the percentage of the population eligible to vote.

An undercount of the population would have far-reaching implications. It could skew the data that are used to determine how many congressional representatives each state gets and their representation in state legislatures and local government bodies. It would shape how billions of dollars a year are allocated, including for schools and hospitals. It would undermine the integrity of a wide variety of economic data and other statistics that businesses, researchers and policymakers depend on to make decisions, including the numbers that underpin the forecasts for Social Security beneficiaries.

Here are several of the commercial, political and research efforts that depend on accurate census data:

## **Divvying up seats in Congress, state legislatures and more**

The Constitution [requires the government to enumerate](#) the number of people living in the United States every 10 years, and to use that data to apportion the seats in Congress among the states. The calculation is [based on total resident population](#) — which means citizens and noncitizens alike — and it generally shifts power between the states once a decade, in line with population and migration trends.

States including Texas, Florida, Colorado and Oregon are [projected to gain seats](#) after the 2020 numbers are in. Illinois, Ohio, New York and West Virginia are among the states expected to lose seats. An undercount could shift those projections.

Lawmakers also use census data to [draw congressional district boundaries](#) within states, an often-controversial process that can help decide partisan control of the House. Census data also underpin state legislative districts and local boundaries like City Councils and school boards.

## **Handing out federal and state dollars**

The federal government bases a large amount of its spending decisions on census data. Researchers [concluded](#) last year that in the 2015 fiscal year, 132 government programs used information from the census to determine how to allocate more than \$675 billion, much of it for programs that serve lower-income families, including Head Start, Medicare, the Supplemental Nutrition Assistance Program, Pell grants for college and reduced-price school lunch programs. Highway spending is also apportioned according to census data.

## **Influencing business decisions**

To sell products and services, companies large and small need good information on the location of potential customers and how much money they might have to spend. The census provides the highest-quality and most consistent information on such items, and businesses [have come to depend on it](#) to make critical choices.

Census data help companies decide where to locate distribution centers to best serve their customers, where to expand or locate new stores and where they have the best chance of seeing a high return on investment. That is why business groups have been particularly concerned about the integrity of that data.

“The 2020 census is used to help construct many other data products produced by the federal government,” said Michael R. Strain, an economist at the American Enterprise Institute who [writes frequently](#) on the importance of census data for policymakers and the private sector.

“Some of those products are heavily used by businesses when determining where to open new stores and expand operations, or even what items to put on their shelves. This affects retail businesses, for sure, but businesses in many other sectors as well,” he added.

## **Planning for various health and wellness programs**

Low response rates from any one demographic group would undermine the validity of various population-wide statistics and program planning.

Scientists use census data to understand the distribution of diseases and health concerns such as cancer and obesity across the United States population, including drilling down to race and ethnicity to identify health patterns across demographics. Public health officials then use the data to target their interventions in at-risk communities. Inaccurate census data could [lead public health officials](#) to invest in solving a problem that does not exist — or worse, to overlook one that does.

“It’s getting harder to conduct the census, due to a variety of factors, including increasing cultural & linguistic diversity, and distrust of the government,” said Diane Whitmore Schanzenbach, an economist who [directs the Institute for Policy Research](#) at Northwestern University. “The addition of the citizenship question will make the enumerators’ jobs even harder by heightening privacy concerns and reducing participation among immigrants, who may fear the information will be used to harm them or their families.”

## **Gaming out Social Security**

An undercount in the census could also impact forecasts about Social Security payouts, which are already increasing as a share of the federal government’s revenue.

When Congress plans for the costs of the country's Social Security needs, lawmakers rely upon demographic projection about the population's future: the number of children expected to be born, the number of people expected to die, and the number of people expected to immigrate. If baseline data regarding the current population are inaccurate, [future projections](#) could be skewed, causing financial challenges down the line.

A version of this article appears in print on March 27, 2018, on Page A16 of the New York edition with the headline: Far-Reaching Effects Of an Accurate Count. [Order Reprints](#) | [Today's Paper](#) | [Subscribe](#)

Document E

## Probing Question: Why is the census important?

Solmaz Barazesh

July 27, 2009

### Penn State News

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](mailto:dejong@pop.psu.edu).*

**Your Voice Matters Graphic Organizer**

*Objective: To understand why all people matter in our government*

**Instructions:** Using your notes, voting trends worksheet, and the article, complete the graphic organizer. This will help you plan your PSA campaign

	Important information to include in our campaign:
Why should you participate in the Census?	
How do you participate in the Census?	
What is at stake if you <i>don't</i> participate in the Census?	

How can you ensure your voice is heard?		
	Day 3	60 minutes
<b>Learning Objective</b>	Students will be able to describe the purpose of a public service announcement and begin to create their own.	
<b>Introduction</b>	Complete Participation Graphic Organizer and have students share what they wrote in each box. Record answers on a blank graphic organizer.	10 minutes
	Introduce the concept of a public service announcement to students (PSA). Gauge student awareness of the concept and probe to see if they can provide any examples they like.	
	Share your own examples of good PSAs. Share this student made sample on water consumption. <a href="https://www.youtube.com/watch?v=94Ve2vctL9c">https://www.youtube.com/watch?v=94Ve2vctL9c</a>	
	Inform students that they will be creating a PSA about either voting or participating in the 2020 Census.	
<b>Evaluation of Sources</b>	Introduce the PSA Activity (Document G) and the rubric for assessment. (Document H)	45 minutes
	Assign students a topic: Voting or Census.	
	Students will spend the rest of the class period researching their topic.	
	Students can begin to write the script for their PSA once they can answer all the questions on the PSA Guide.	
<b>Closing</b>	Project Exit Ticket prompt and pass out post-it notes. Prompt: Share one thing you learned about Voting or the Census today from your research.	
	5 minutes	

## 2020 Voting or Census Project

**Description:** In your Social Studies class you have been learning about the importance of all people being counted in America and why the Census is important.

**Prompt:** Create a Public Service Announcement encouraging all people who live in California to participate in the 2020 Census OR 2020 Election .

**Directions:** You can create a video, blog, written article or ad, or come up with any other way you believe will be effective in informing and encouraging California's to make sure they are counted and their voices are heard in our upcoming Census or Election. Complete the following steps and answer the questions on a separate piece of paper before creating your PSA

### Step 1: Thinking About PSAs

1. After watching a few PSAs, discuss each one using the questions below:

What is the main message of the PSA? Does the message persuade you? Why or why not? How did the producers use words and pictures to get across their message?

How did the actors portray the message?

Were any voice overs used? How were they used?

If you were going to film a PSA about this topic, list two changes you would make in it.

2. After answering these questions for a few different PSAs, try to decide which PSAs work best and why?

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### Step 2: Research Topic

Do some research on your topic using the Internet and other sources such as newspapers, magazines, books, and nonprofit organizations. Find statistics if you can.

- Consult a wide variety of sources in your research to get a good sense of all perspectives surrounding your topic.
- Remember that information online is not always reliable, so make sure to confirm any facts you find in at least 2 to 3 resources.
- Make sure you have a good base of research and a strong understanding of the topic before moving on to Steps 3 and 4.

### Step 3: Thinking About Solutions

Imagine what could be done to solve this problem. Think about these questions:

- What would you do if you were in charge of a national campaign to fix this problem?
- What are some other solutions to the problem?
- Can you imagine what would happen if people started to act differently to solve this problem?

#### **Step 4: Planning Your Own PSA**

PSAs are usually about 30 seconds long or less. Think about how you would create a PSA on your topic. Use these questions as a guide:

- What type of words should flash across the screen to convey your message or goal? Think of a catchy phrase or slogan.
- How could you discuss the reasons in the video? How do you convince people to listen to your message?
- What are your facts? How will you share these facts dramatically?

#### **Step 5: Preparing to write PSA**

- Show teacher your completed Qs and pick up a Graphic Org



Unit title: How Your Voice Matters Reviewed by Kristina Roys  
C3 Framework Rubric

Key Shifts in the C3 Framework	Feedback and Suggestions	Instructional Supports	Feedback and Suggestions
<p><b>The unit:</b></p> <p><input type="checkbox"/> <b>Craft Questions that Spark and Sustain an Inquiry:</b> Promotes the creation of compelling and supporting questions that represent academic content based on problems and issues in and across the social studies discipline.</p> <p><input type="checkbox"/> <b>Cultivate and Nurture Collaborative Civic Spaces:</b> Promotes the importance of collaboration as a key element of civic life.</p> <p><input type="checkbox"/> <b>Integrate Content and Skills Purposefully:</b> Provides appropriate and relevant content to ground students in the discipline of social studies, but provides a balance so that skills become the delivery vehicle for that content.</p>	<p>Strong compelling questions with clear supporting questions</p> <p>Yes, students create a PSA. You may want to specify an audience like the PTA or parent groups</p>	<p><b>The unit:</b></p> <p><input type="checkbox"/> <b>Interest and Engagement:</b> Builds student interest and engagement in social studies through reading, writing, and speaking about a variety of texts.</p> <p><input type="checkbox"/> <b>Scaffolding:</b> Provides appropriate scaffolding (e.g. graphic organizers, close reading strategies, discussion questions etc.) that will allow all students to productively struggle, yet directly experience the complexity of the text.</p>	<p>Yes, students are given choice in final product's mode of presentation</p> <p>Students annotate text and complete a graphic organizer</p> <p>May want to include the duration of the unit</p>
<p><input type="checkbox"/> <b>Promote Literacy Practices and Outcomes:</b> Promotes inquiry through a lens of disciplinary literacy.</p> <p><input type="checkbox"/> <b>Provide Tangible Opportunities for Taking Informed Action:</b> Promotes provides opportunities for students to communicate the results of their inquiries and in the cases where appropriate, take informed action.</p>	<p>Yes</p> <p>Yes, student create a PSA</p>	<p><input type="checkbox"/> <b>Instructional Strategies:</b> Utilizes a variety of instructional strategies to accommodate all learning modalities.</p> <p><input type="checkbox"/> <b>Instructional Practices:</b> Promotes thinking, reading, writing, speaking, listening, and viewing like scholars in the field of social studies. (i.e., use of primary sources, questioning, etc.)</p> <p><input type="checkbox"/> <b>Differentiation:</b> Is differentiated to meet the needs of all students.</p> <p><input type="checkbox"/> <b>Technology:</b> Uses technology and media to deepen learning.</p>	<p>Students ind<del>epen</del>dentl<del>y</del> write and share writing. Students also collaborate in groups</p> <p>Students create own PSA script. May want to provide sentence stems or topic focus for PSA, or assign on the supplemental questions to be answered</p> <p>Students work in groups for collaboration.</p> <p>Yes, students view website articles and sample PSA</p>

Unit title: How Your Voice Matters Reviewed by Kristina Roys  
 C3 Framework Rubric

Key Shifts in Common Core	Feedback and Suggestions	Assessment	Feedback and Suggestions
<p><b>The unit:</b></p> <p><input type="checkbox"/> <b>Increase in Text Complexity:</b> Promotes the reading of complex texts drawn from the grade-level band in order to deepen understanding of big ideas in social studies.</p> <p><input type="checkbox"/> <b>Academic Vocabulary:</b> Promotes an emphasis on building academic vocabulary through a social studies content lens.</p>	<p>Students look at primary documents</p>	<p><b>The unit:</b></p> <p><input type="checkbox"/> <b>Modes of Assessment:</b> Uses varied modes of assessment, including a range of pre, formative, summative and self-assessment measures.</p>	<p>Yes--there is a rubric provided and student do exit tickets</p>
<p><input type="checkbox"/> <b>Balancing Informational and Literary Text:</b> Promotes the use of informational text.</p> <p><input type="checkbox"/> <b>Focus on Disciplinary Literacy:</b> Promotes the building of knowledge through text.</p>	<p>No</p> <p>Students use primary source documents to answer unit questions. Many useful websites are provided</p>	<p><input type="checkbox"/> <b>Assessment Guidelines:</b> Includes assessment guidelines that provide sufficient guidance for interpreting student performance (i.e. rubrics, checklists, observation protocols, etc.)</p>	<p>Rubrics and descriptors provided</p>
<p><input type="checkbox"/> <b>Evaluating Sources and Using Evidence:</b> Promotes drawing evidence from texts to demonstrate clear and coherent writing, speaking, and listening skills that encourage construction and evaluation of arguments and the development of informed action.</p>	<p>Yes</p> <p>Yes, various text and websites are used</p>	<p><input type="checkbox"/> <b>Communicating Conclusions and Taking Informed Action:</b> Promotion of communicating conclusions and/or taking informed action is present.</p>	<p>Yes, students create a PSA</p>
<p><input type="checkbox"/> <b>Writing from Sources:</b> Promotes writing that emphasizes the use of evidence from sources to inform or make an argument.</p>	<p>Somewhat if students include this information in the PSA.</p>		

How can you ensure your voice is heard?		
	Day 4	60 minutes
<b>Learning Objective</b>	Students will be able to share the message of their PSA and the method through which it will be communicated.	
<b>Introduction</b>	Tell students that today they will continue to work on their PSA project. Ask if there are any questions for the good of the class before sending them to work.	5 minutes
<b>Evaluation of Sources</b>	Students will need to continue working on their project with the teacher providing feedback and helping overcome challenges.	45 minutes
	Students need to decide the format their PSA will be written in before the end of the period.	
<b>Closing</b>	Pair student groups and have them share what they will present and how they will communicate their message.	10 minutes
	If time permits, have groups share with the whole class.	

How can you ensure your voice is heard?		
	Day 5-6	60 minutes each
<b>Learning Objective</b>	Students will be able to assess their progress in creating their summative project.	
<b>Introduction</b>	Review expectations: By the end of the period, students will have a script completed and being their PSA.	10 minutes
	Students set goals for the day that are to be reviewed at the end of the period.	
<b>Evaluation of Sources</b>	Students work on completing their PSA	40 minutes
<b>Closing</b>	Students will self-assess: <ul style="list-style-type: none"> <li>• 4 if students completed all their goals for the day</li> <li>• 3 if students complete 75% of goals</li> <li>• 2 if students completed 50% of goals</li> <li>• 1 if students completed fewer than 50% of their goals.</li> </ul>	10 minutes
	Use students' self-assessment to check in for the following day.	

<b>Why do all people matter in government?</b>		
	<b>Day 7</b>	<b>60 minutes</b>
<b>Introduction</b>	Ensure all technical needs for the day' presentations are set up and ready to go.	10 minutes
<b>Summative Performance Task</b>	Students present PSAs to class <ul style="list-style-type: none"> <li>● Students should state their focus: Census or Voting</li> <li>● Students should discuss their findings and share why they created their specific PSA</li> <li>● Students watching and listening can note down what they love about each PSA presented</li> <li>● Share positive feedback as a class</li> </ul>	50 minutes