



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.

Counties	White	Black	Indian	Male	Female
Sumter	2451	4338	4051	511	161
Charleston	3846	3474	2924	521	181
Marion	9434	4242	4829	531	154
McClellan	9142	8741	4841	541	164
Bladen	6819	5729	5051	641	184
Camden	6211	4441	3741	481	141
New York	8219	7111	6111	711	211
New Jersey	4111	3111	2111	311	111
Philadelphia	1111	1111	1111	111	111
Delaware	1111	1111	1111	111	111
Pennsylvania	1111	1111	1111	111	111
Virginia	1111	1111	1111	111	111
North Carolina	1111	1111	1111	111	111
South Carolina	1111	1111	1111	111	111
Georgia	1111	1111	1111	111	111
Total	111111	111111	111111	111111	111111

1920 Census of the United States

SCHEDULE No. 1-POPULATION

State	White	Black	Indian	Male	Female
Alabama	1,111,111	1,111,111	1,111,111	1,111,111	1,111,111
Arizona	1,111,111	1,111,111	1,111,111	1,111,111	1,111,111
Arkansas	1,111,111	1,111,111	1,111,111	1,111,111	1,111,111
California	1,111,111	1,111,111	1,111,111	1,111,111	1,111,111
Colorado	1,111,111	1,111,111	1,111,111	1,111,111	1,111,111
Connecticut	1,111,111	1,111,111	1,111,111	1,111,111	1,111,111
Delaware	1,111,111	1,111,111	1,111,111	1,111,111	1,111,111
District of Columbia	1,111,111	1,111,111	1,111,111	1,111,111	1,111,111
Florida	1,111,111	1,111,111	1,111,111	1,111,111	1,111,111
Georgia	1,111,111	1,111,111	1,111,111	1,111,111	1,111,111
Idaho	1,111,111	1,111,111	1,111,111	1,111,111	1,111,111
Illinois	1,111,111	1,111,111	1,111,111	1,111,111	1,111,111
Indiana	1,111,111	1,111,111	1,111,111	1,111,111	1,111,111
Iowa	1,111,111	1,111,111	1,111,111	1,111,111	1,111,111
Kansas	1,111,111	1,111,111	1,111,111	1,111,111	1,111,111
Kentucky	1,111,111	1,111,111	1,111,111	1,111,111	1,111,111
Louisiana	1,111,111	1,111,111	1,111,111	1,111,111	1,111,111
Maine	1,111,111	1,111,111	1,111,111	1,111,111	1,111,111
Maryland	1,111,111	1,111,111	1,111,111	1,111,111	1,111,111
Massachusetts	1,111,111	1,111,111	1,111,111	1,111,111	1,111,111
Michigan	1,111,111	1,111,111	1,111,111	1,111,111	1,111,111
Minnesota	1,111,111	1,111,111	1,111,111	1,111,111	1,111,111
Mississippi	1,111,111	1,111,111	1,111,111	1,111,111	1,111,111
Missouri	1,111,111	1,111,111	1,111,111	1,111,111	1,111,111
Montana	1,111,111	1,111,111	1,111,111	1,111,111	1,111,111
Nebraska	1,111,111	1,111,111	1,111,111	1,111,111	1,111,111
Nevada	1,111,111	1,111,111	1,111,111	1,111,111	1,111,111
New Hampshire	1,111,111	1,111,111	1,111,111	1,111,111	1,111,111
New Jersey	1,111,111	1,111,111	1,111,111	1,111,111	1,111,111
New Mexico	1,111,111	1,111,111	1,111,111	1,111,111	1,111,111
New York	1,111,111	1,111,111	1,111,111	1,111,111	1,111,111
North Carolina	1,111,111	1,111,111	1,111,111	1,111,111	1,111,111
North Dakota	1,111,111	1,111,111	1,111,111	1,111,111	1,111,111
Ohio	1,111,111	1,111,111	1,111,111	1,111,111	1,111,111
Oklahoma	1,111,111	1,111,111	1,111,111	1,111,111	1,111,111
Oregon	1,111,111	1,111,111	1,111,111	1,111,111	1,111,111
Pennsylvania	1,111,111	1,111,111	1,111,111	1,111,111	1,111,111
Rhode Island	1,111,111	1,111,111	1,111,111	1,111,111	1,111,111
South Carolina	1,111,111	1,111,111	1,111,111	1,111,111	1,111,111
South Dakota	1,111,111	1,111,111	1,111,111	1,111,111	1,111,111
Tennessee	1,111,111	1,111,111	1,111,111	1,111,111	1,111,111
Texas	1,111,111	1,111,111	1,111,111	1,111,111	1,111,111
Vermont	1,111,111	1,111,111	1,111,111	1,111,111	1,111,111
Virginia	1,111,111	1,111,111	1,111,111	1,111,111	1,111,111
Washington	1,111,111	1,111,111	1,111,111	1,111,111	1,111,111
West Virginia	1,111,111	1,111,111	1,111,111	1,111,111	1,111,111
Wisconsin	1,111,111	1,111,111	1,111,111	1,111,111	1,111,111
Wyoming	1,111,111	1,111,111	1,111,111	1,111,111	1,111,111
Total	111,111,111	111,111,111	111,111,111	111,111,111	111,111,111

2010 Census Form

This is the official form for all the people at this address. It is to be used only, and your answers are confidential for law.

Start Here

The Census must count every person living in the United States on April 1, 2010. Before you answer Question 1, list the people living in this house, apartment or mobile home using the guidelines below.

- Count all people, including babies, who live and sleep here.
- Count all people who are usually here at this address and other places.
- Do not count living space other than a house or its parts.
- Do not count a person in a nursing home, jail, prison, psychiatric hospital, etc., or in a "group quarters."
- Leave the space off of other forms, even if they will refer to this form when they are filled out. Do not check the "Other" box.

The Census must also include people without a permanent place to live here.

- Count all people who are not counted above by staying in a hotel, motel, camp, cruise ship, or other temporary living quarters.
- Count all people who are in a hospital, nursing home, or other institution.
- Count all people who are in a long-term care facility.
- Count all people who are in a group quarters.

Number of people

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

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

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

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

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

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

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

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

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

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

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

Taking Informed Action: Why is it important for all Californians to participate in the U.S. Census?



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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>

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Acknowledgements

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Census 2020

Taking Informed Action: Why is it important for all Californians to participate in the U.S. Census?

Title of Lesson	Taking Informed Action – Census Participation in California	Grade Level	11/12 US History/Civics	Duration	2 Days
HSS Standards	<p>California History-Social Science Standard(s)</p> <p>11.8 Students analyze the economic boom and social transformation of post–World War II America.</p> <p>11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.</p> <p>12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.</p> <p>12.3 Students evaluate and defend positions on what the fundamental values and principles of civil society are, their interdependence, and the meaning and importance of those values and principles</p> <p>12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.</p>				
ELA Standards	<p>CCSS ELA Reading Standard Grades 11-12: Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem</p> <p>CCSS ELA Writing Standard Grades 11-12: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence</p>				
Other Curricular Connections	<p>History Social Science Analysis Skills Grades 9-12: Historical Research, Evidence and Point of View Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations</p>				

Lesson Sequence Overview		
Supporting Questions	<p>Day 1</p> <ul style="list-style-type: none"> What statistics are collected in the census? Should my family and I participate in the census? How do my community and I benefit from the census? 	<p>Day 2</p> <ul style="list-style-type: none"> What are the most effective ways to promote participation in the 2020 Census? Why is it important for all Californians to participate in the U.S. Census?
Duration	50 minutes	50 minutes
Performance Task	Students answer questions and participate in a discussion about the importance of the U.S. Census.	Students will answer questions and take informed action regarding U.S. Census participation in California.

Summative Task	Students will take informed action to promote participation in the U.S. Census choosing from one of three options explained in detail below (i.e. giving a speech, writing an opinion editorial, or creating a public service announcement).
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Inquiry Question: *Why is it important for all Californians to participate in the U.S. Census?*

Day 1

60 minutes

Learning Objective

Students will examine the purpose of the national census by answering questions using U.S. Census documents and data and participating in a civil dialogue.

Background Information

- General information on the Census: <https://www.census.gov/>
- *Factfinder for the Nation: History and Organization (especially pages 1-4)* from the U.S. Census Bureau: <https://www.census.gov/library/publications/2000/comm/cff-04.html>

Introduction

Part 1 - Hook Question: You are hosting a birthday party at your house. You invite 20 guests, but on the day of your celebration 40 guests show up to your party. What do you do with the extra 20 guests? How do the extra guests affect your party?

* This scenario is designed to get students thinking about why an accurate count of the population is important. Since population counts determine the amount of federal funds and Congressional representation given to the state, an “undercount” on the 2020 census could mean not enough federal resources to address California’s needs. This is similar to a birthday party with too many guests leaving some without birthday cake or prizes.

Part II - Have students create **KWL chart** and list what they now **Know** about the Census (this can be anything they have heard, and teacher simply records student responses) and then list what they **Want to Know** about the Census. At the end of the lesson students will note what they have learned about the U.S. Census, and teachers are encouraged to revisit the questions generated in the “What I want to Know” part of the chart.

What I know?	What I want to know?	What I learned?

15 minutes

Evaluation of Sources

Part III: Reading and Research Activity: Students gather evidence to address their “**What I want to know**” and to help them answer several inquiry questions posed on the student worksheet.

- After students answer two questions based on excerpts from *Factfinder for the Nation: History and Organization (from the U.S. Census)* teachers discuss with students why the Census is important both politically in terms of Congressional representation, and economically in terms of the distribution of government resources.
- If desired, teachers and students discuss why Census data is considered a reliable source of information about U.S. population trends. It is not important to go into detailed information about census methodology, but teachers wishing to learn more about how the census is conducted can do so at [census.gov](https://www.census.gov/)

30 minutes

	<ul style="list-style-type: none"> Using online data from the U.S. Census (<i>Internet access needed, or teacher may provide hard copy printouts to accompany the student worksheet</i>) students respond to 3 inquiry questions on the student worksheet (NOTE: this could be done individually or in teams/pairs). Teachers and students debrief the answers <p>Optional: Revisit the KWL Chart</p> <ul style="list-style-type: none"> Teachers may wish to revisit the KWL chart at this time to verify the accuracy of any of the “What I know” statements or any of the “What I want to know?” questions that were posed at the beginning of the lesson <p>Optional EL and/or SPED Differentiation:</p> <ul style="list-style-type: none"> Jigsaw- Students start in Home Groups of 5-6 students, with each student assigned a specific Supporting Question as their Expert Group. Students will then move to their Expert Group to work together to gather evidence to help answer their inquiry questions. Students then report back to their Home Group the evidence found. 	
<p style="text-align: center;">Closing</p>	<p>Part IV: Civil Dialogue Strategies:</p> <ul style="list-style-type: none"> Option 1: Socratic Seminar: Students sit in a circle and one of the key questions is posed by the teacher or student discussion leader. Students discuss their claims for the question based on evidence. Students may also sit in a fishbowl arrangement. Half of the students sit in the inner circle and participate in the discussion while the other half sit in the outer circle and observe the conversation and take notes. Students may trade places at some point during the discussion (after a specific time, after each new question, or by “tapping in”) so that all students may have an opportunity to contribute to the conversation. Option 2: Concentric Circles: Students form two circles, one inside and one outside circle. Each student on the inside is paired with a student on the outside; they face each other. The teacher poses one of the inquiry questions and asks the pairs to discuss possible answers to the inquiry question to prompt discussion between the student pairs. Students will share possible answers and cite evidence to support their claims. After a specific time (e.g., 2 minutes) students on the outside circle rotate one space to the right (or left) so they are sitting in front of a new partner. A new inquiry question is posed and the new student pairs discuss their claims and evidence. 	<p style="text-align: center;">15 minutes</p>

Inquiry Question: How can I promote participation in the U.S. Census?		
	Day 2	60 minutes
Learning Objective	Students will analyze additional census information to encourage Californian’s participation in the 2020 U.S. Census.	
Background Information	<ul style="list-style-type: none"> Information from Census.gov, such as “America Counts: Stories Behind the Census” at https://www.census.gov/library/stories.html 	
Introduction	<ul style="list-style-type: none"> Have students read excerpts from <i>California Executive Order B-49-18</i>, to give them additional information regarding the Census process at the state level Teachers wishing to provide this document in print format or have students access it in digital format can locate it at: https://www.gov.ca.gov/wp-content/uploads/2018/04/4.13.18-Census-Executive-Order.pdf <ul style="list-style-type: none"> After reading the document have students answer the introductory question (in whole class, pairs, or small groups) about why Governor Brown wants all Californians to participate in the U.S. Census. 	15 minutes
Evaluation of Sources	<ul style="list-style-type: none"> Question #4: What are the most effective ways to promote participation in the 2020 Census? Teachers with digital access can find this Census document at https://www.census.gov/library/stories/2018/10/do-now-to-support-accurate-2020-census.html 	15 minutes
Closing	<p>Teachers provide various options for students to take informed action to encourage U.S. Census participation in 2020. Based on teacher preference, students may do this for homework, and they may also be presented/completed in or out of class.</p> <p><u>Option 1: Spoken Conclusion: Speech</u></p> <ul style="list-style-type: none"> Students write a speech communicating their answer the 2020 Census Inquiry Question(s) based on evidence gathered from the investigation and civil dialogue. Students present their speech to peers, parents/ guardians, staff, community members <p><u>Option 2: Written Conclusion: Argumentative Essay</u></p> <ul style="list-style-type: none"> Students write a formal response to the 2020 Census Inquiry Question based on evidence gathered from the investigation and civil dialogue. <ul style="list-style-type: none"> How can I promote full participation in the 2020 Census? Teachers may provide the following sentence starter if needed for EL/SPED support. <i>As a high school student, I can <u>bring attention/awareness/ educate our community about the 2020 Census by _____</u>, so that _____ (to be completed by the students based on their evidence from both days)</i> <p><u>Option 3: Creating a Public Service Announcement (PSA)</u></p> <ul style="list-style-type: none"> Students create an original PSA to promote full participation in the 2020 U.S. Census (using Powtoons, iMovie, etc. to create it). <ul style="list-style-type: none"> Students share their PSA with peers, staff, parents/guardians, and/or community members 	30 minutes

Census 2020

Taking Informed Action: Why is it important for all Californians to participate in the U.S. Census?

Part I: Introduction

You are hosting a birthday party at your house. You invite 20 guests, but on the day of your celebration 40 guests show up to your party. What do you do with the extra 20 guests? How do the extra guests affect your party?

Part II: KWL Chart

What I know about the Census?	What I want to know about the Census?	What I learned today about the census?

Part III: Evaluating Sources. Use the excerpts below from the U.S. Census to answer the following questions.

“Ever since 1790, the population census statistics have been the official figures used every 10 years to compute the number of congressional representatives allowed each state and...to align congressional district boundaries so that each member of Congress represents approximately the same number of people. For the same reason, the census figures are used in redistricting state legislatures and other local governing bodies.”

- *Source: Factfinder for the Nation: History and Organization (page 3), US Census Bureau (2000)*

1. Based on this excerpt, what is one reason why the national census is important?.

“In recent years, many Federal, state, and local government plans, grants-in-aid, and revenue-sharing programs have been based by law on factors calculated from census statistics for population, per capita income, geographic distribution, and other items. Likewise, census data of all types—population, housing, and all of the economic subjects, including transportation—are crucial for market analysis, for planning new services and facilities, for affirmative action programs, for studying environmental impact, and for basic research in many academic fields. Thus, it is even more important now than it was in 1790 that every person and business establishment be counted and that the information about each be accurate and complete.”

- *Source: Factfinder for the Nation: History and Organization (page 3), U.S. Census Bureau (2000)*

2. Based on this excerpt, what is another reason why the national census is important?.

Part IV: Investigation. Answer the following questions using the links below or hard copies provided by your teacher.

- #1: What type of statistics are collected in the census?
<https://www.census.gov/quickfacts/fact/table/US/PST045218>

- #2: Should my family and I participate in the census? <https://www.census.gov/library/fact-sheets/2019/dec/2020-confidentiality.html>

- #3: How do my community and I benefit from the census? <https://www.census.gov/library/working-papers/2017/decennial/census-data-federal-funds.html>

Part V: Closure + Civil Dialogue

Revisit your KWL chart and see if you can answer any of the “What I want to know about the Census?” questions that your class generated at the beginning of the lesson. You may also check to see if the student responses in the “What I know?” section of the KWL chart were accurate based on the information gathered in this lesson. Your teacher will review with you prior to having you participate in a civil dialogue about the census, and during the civil dialogue use the space below to record any new questions you have about the U.S. Census and record and any new information you learned about the U.S. Census.

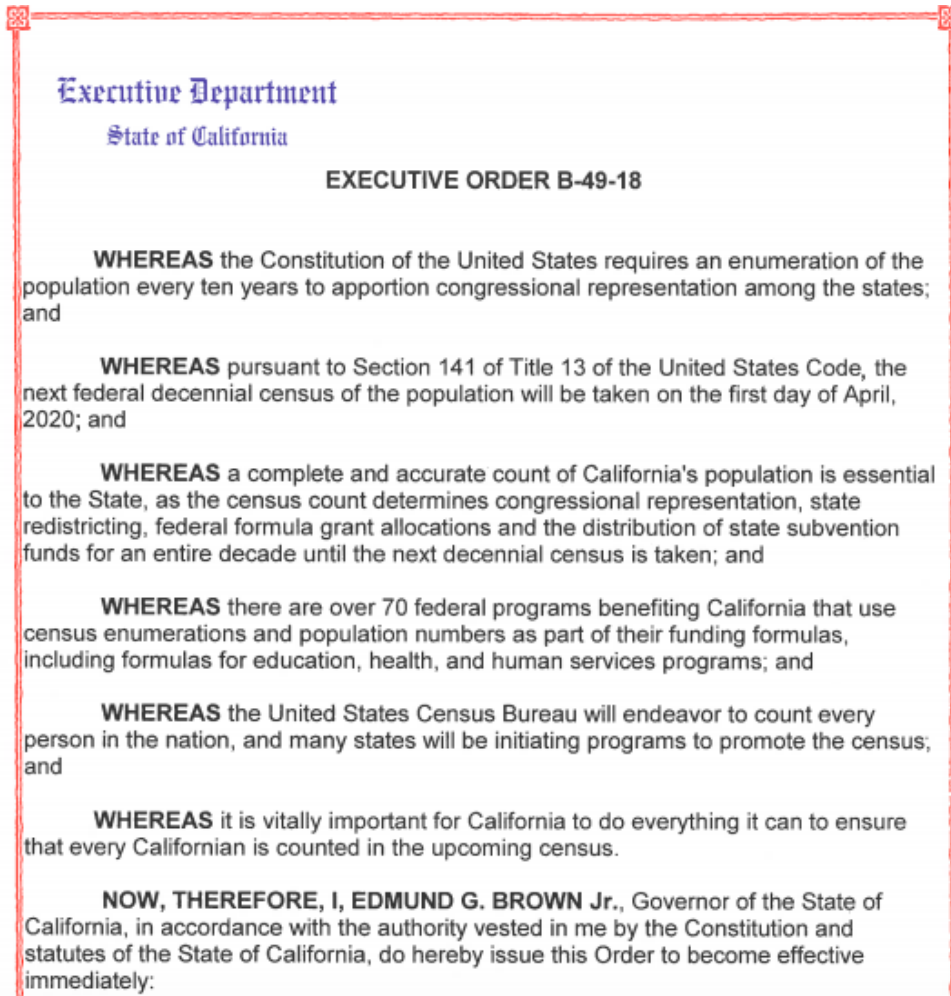
Civil Dialogue: U.S. Census

Additional Questions I have about the U.S. Census	Additional information I have learned about the U.S. Census


Census 2020

Taking Informed Action: Why is it important for all Californians to participate in the U.S. Census?

Part I: Introduction: Use the following document to answer the introductory question below



IN WITNESS WHEREOF I have hereunto set my hand and caused the Great Seal of the State of California to be affixed this 13th day of April, 2018.


EDMUND G. BROWN JR.
Governor of California

ATTEST:

1. Why did Governor Brown issue this executive order in 2018?

Part II: Investigation. Answer the following question using the link below or hard copies provided by your teacher.

- #1: What are the most effective ways to promote participation in the 2020 U.S. Census?
<https://www.census.gov/library/stories/2018/10/do-now-to-support-accurate-2020-census.html>

Part III: Closure and Taking Informed Action

Select one of the options below to “Take Informed Action” encouraging Californians to participate in the 2020 U.S. Census.

Option 1: Spoken Conclusion: Speech

- Students write a 2-minute speech communicating their answer the Census 2020 Inquiry Question(s) based on evidence gathered from the inquiry investigation and civil Dialogue. Students deliver their speech to peers, parents/ guardians, teachers/staff, and/or community members. Speech should address:
 - What is the U.S. Census?
 - Why is the U.S. Census important to the nation?
 - Why is the U.S. Census important to California?
 - A call to action encouraging Census participation.

Option 2: Written Conclusion: Argumentative Essay

- Students write a formal response communicating their answer to the Census 2020 Inquiry Question based on evidence gathered from the inquiry investigation and civil dialogue.
 - How can I promote full participation in the 2020 Census? Essay should address:
 - What is the U.S. Census?
 - Why is the U.S. Census important to the nation?
 - Why is the U.S. Census important to California?
 - A call to action encouraging Census participation.

Option 3: Creating a Public Service Announcement (PSA)

- Students create an original PSA to promote full participation in the 2020 Census. (Powtoons, iMovie, etc.)
 - Students share their PSA with peers, teacher/staff, parents/guardians, community members.
 - PSA should include:
 - What is the U.S. Census?
 - Why is the U.S. Census important to the nation?
 - Why is the U.S. Census important to California?
 - A call to action encouraging Census participation.

Taking Informed Action Rubric: Option 1

Speech Rubric				
	4-Excellent	3-Proficient	2-Basic	1-Limited
What is the U.S. Census?	Response provides a brief, relevant, and accurate history about the U.S. Census	Response provides a brief and mostly relevant and accurate history about the U.S. Census	Response provides a brief and somewhat relevant and accurate history about the U.S. Census	Response does not address this question at all or presents many incorrect facts and other erroneous information
Why is the U.S. Census important to the nation?	Response provides a clear explanation based on facts supported by evidence cited in the speech	Response provides a mostly clear explanation based on facts supported by evidence cited in the speech at least once	Response provides an explanation based on some facts that are supported by evidence but never cited in the speech	Response does not address this question at all or explanation is entirely opinion
Why is the U.S. Census important to California?	Response provides a clear explanation based on facts supported by evidence cited in the speech	Response provides a mostly clear explanation based on facts supported by evidence cited in the speech at least once	Response provides an explanation based on some facts that are supported by evidence but never cited in the speech	Response does not address this question at all or explanation is entirely opinion
A call to action encouraging Census participation	Call to action is clear and compelling	Call to action is clear, but is not compelling	Call to action is evident, but somewhat unclear	Call to action is missing or confusing
Style and composition	Speech is no longer than 2 minutes, is well-organized, and delivered with authenticity	Speech goes over 2 minutes, is organized, and/or is delivered with some authenticity	Speech goes over 2 minutes, is somewhat organized, and/or delivered with little authenticity	Speech goes well over (or well under) 2 minutes, is poorly organized, and/or delivered with little or no authenticity

Taking Informed Action Rubric: Option 2

Argumentative Essay: Rubric				
	4-Excellent	3-Proficient	2-Basic	1-Limited
What is the U.S. Census?	Response provides a brief, relevant, and accurate history about the U.S. Census	Response provides a brief and mostly relevant and accurate history about the U.S. Census	Response provides a brief and somewhat relevant and accurate history about the U.S. Census	Response does not address this question at all or presents many incorrect facts and other erroneous information
Why is the U.S. Census important to the nation?	Response provides a clear explanation based on facts supported by evidence cited in the essay	Response provides a mostly clear explanation based on facts supported by evidence cited in the essay at least once	Response provides an explanation based on some facts that are supported by evidence but never cited in the essay	Response does not address this question at all or explanation is entirely opinion
Why is the U.S. Census important to California?	Response provides a clear explanation based on facts supported by evidence cited in the essay	Response provides a mostly clear explanation based on facts supported by evidence cited in the essay at least once	Response provides an explanation based on some facts that are supported by evidence but never cited in the essay	Response does not address this question at all or explanation is entirely opinion
A call to action encouraging Census participation.	Call to action is clear and compelling	Call to action is clear, but is not compelling	Call to action is evident, but somewhat unclear	Call to action is missing or confusing
Style and composition	Essay is thoughtful, well- organized, and written with few or no grammatical errors	Essay is organized and/or is coherent with few or no grammatical errors	Essay is somewhat organized and/or contains grammatical errors making it somewhat coherent	Essay is poorly organized, and/or many grammatical errors make it incoherent

Taking Informed Action Rubric: Option 3

Creating a Public Service Announcement (PSA): Rubric				
	4-Excellent	3-Proficient	2-Basic	1-Limited
What is the U.S. Census?	Response provides a brief, relevant, and accurate history about the U.S. Census	Response provides a brief and mostly relevant and accurate history about the U.S. Census	Response provides a brief and somewhat relevant and accurate history about the U.S. Census	Response does not address this question at all or presents many incorrect facts and other erroneous information
Why is the U.S. Census important to the nation?	Response provides a clear explanation based on facts supported by evidence cited in the PSA	Response provides a mostly clear explanation based on facts supported by evidence cited in the PSA at least once	Response provides an explanation based on some facts that are supported by evidence but never cited in the PSA	Response does not address this question at all or explanation is entirely opinion
Why is the U.S. Census important to California?	Response provides a clear explanation based on facts supported by evidence cited in the PSA	Response provides a mostly clear explanation based on facts supported by evidence cited in the PSA at least once	Response provides an explanation based on some facts that are supported by evidence but never cited in the PSA	Response does not address this question at all or explanation is entirely opinion
A call to action encouraging Census participation.	Call to action is clear and compelling	Call to action is clear, but is not compelling	Call to action is evident, but somewhat unclear	Call to action is missing or confusing
Style and composition	PSA is thoughtful, well-organized, and has visual appeal and narration that is clear and interesting	PSA is organized, and has some visual appeal and narration that is clear and/or interesting	PSA is somewhat organized and has little visual appeal and/or narration that is clear and/or interesting	PSA is unorganized, and little to no visual appeal and/or narration that is clear and/or interesting