

How have changes in the nation's population impacted representation in the House of Representatives, Senate and Presidency for large and small states?		
	Day 1	50 minutes
Learning Objective	Students will be able to explain how changes in the nation's population impacted representation in the federal government.	
Background Information	<p>Federalist Paper #51 A reading of Federalist Paper #51 can be used to understand the framers' views on the importance of representative government. Hamilton, Alexander, or James Madison. Federalist No. 51: "The Structure of the Government Must Furnish the Proper Checks and Balances Between the Different Departments." <i>New York Packet</i>, February 8, 1788. https://founders.archives.gov/documents/Hamilton/01-04-02-0199</p> <p>Census Data: Census data will be examined to determine how migration and immigration patterns have impacted representation of the states in the federal government. United States. Dep. of Commerce. U.S. Bureau of the Census. <i>Populations of States and Counties of the United States 1790-1990</i>. Compiled and edited by Richard L. Forestall. https://www.census.gov/population/www/censusdata/PopulationofStatesandCountiesoftheUnitedStates1790-1990.pdf</p> <p>U.S. Census Bureau. 2010 Census Brief: Congressional Appropriations. By Kristen d. Burnett. Issued November 2011. https://www.census.gov/prod/cen2010/briefs/c2010br-08.pdf</p> <p>New Article Analysis: A variety of newspaper articles will be analyzed to examine the factors that may make it difficult for California to have an accurate census count.</p> <p>Teachers who teach a yearlong class may want to extend this lesson with a public awareness campaign.</p>	
Introduction	<p>Pass out the lesson packet to students and direct them to read the first two paragraphs.</p> <p>When students finish reading ask the following questions to check for understanding:</p> <ul style="list-style-type: none"> ○ What concerns did people have about the new constitution? ○ What compromise was made between big and small states? ○ How are seats in the House of Representatives distributed? <ul style="list-style-type: none"> ● Materials: printed copies of the student handout (or make them available to students online) and a whiteboard or screen to list supporting questions. ● Accommodations and Supports: allow students to work with a word bank or translator. Show students a map that displays how many seats each state has in the House of Representatives to serve as a visual aide. One can be found in the 2010 Census Brief: Congressional Appropriations. https://www.census.gov/prod/cen2010/briefs/c2010br-08.pdf 	10 minutes
Evaluation of Sources	<p>Have students read the excerpt from Federalist #51 and then answer questions one and two. Once students have finished call on students to share their answers.</p> <p>Questions and Answers</p> <ul style="list-style-type: none"> ○ Question 1) According to the document what are the important things to guard against in a republic? <ul style="list-style-type: none"> ○ Answer: The important things to guard against in a republic are oppression of rulers and injustice of one part against another. ○ Question 2) According to the document how will the new Constitution protect against this? <ul style="list-style-type: none"> ○ Answer: Society will be broken up into so many parts that it will be difficult for a majority to impose its will on a minority. 	

	<p>Have students discuss question 3 with a partner then have them record their answers.</p> <ul style="list-style-type: none"> ○ Question 3) Why might the census be important to the argument made in <i>Federalist # 51</i>? (Think about how an inaccurate census count might impact Madison’s argument.) <ul style="list-style-type: none"> ○ Answer: though answers will vary, students should mention something about the different groups of people in the nation needing to be counted in the census so that they may have adequate representation in Congress or something about some groups not being represented or being underrepresented. <ul style="list-style-type: none"> ● Materials: printed copies of the student handout (or make them available to students online). ● Accommodations and Supports: most students will benefit from access to Language Frames and Sentence Starters designed and written with the explicit verbiage that will allow them to extend/expound on, contest/disagree with, and support/agree with their classmates, the data, and experts in the room. Some students may benefit from reading a longer excerpt or being able to do this as homework the night before and discuss/review it in class. 	30 minutes
	<p>Have students work with a partner to analyze the chart titled Population and the Senate, then have them answer the questions that follow.</p> <p>Before they start the chart on the House of Representatives show the following short video to remind them how reapportionment works: https://www.census.gov/library/video/census_apportionment_machine.html</p> <p>Review the answers to the questions with the students (answers can be found in teacher key).</p> <p>Have students independently analyze the Population and the House of Representatives chart and answer the questions that follow.</p> <p>Review the answers with the students (answers can be found in the teacher key provided).</p> <ul style="list-style-type: none"> ● Materials: printed copies of the student handout (or make them available to students online). ● Accommodations and Supports: while students are working on the chart, the teacher should circulate throughout the room to check for understanding and help any students who are having difficulty completing the assignment. If possible have emerging EL students work with expanding or bridging students of the same language. Allow the expanding or bridging students to explain the instructions to the emerging students. 	
Closing	<p>After giving students time to consider and share with a partner their initial answers, guide a brief class discussion on the Day 1 Closing Question: <i>“Based on the information you learned today, why is the census important to California’s representation in the federal government?”</i>. Ask a few student volunteers to share their answers aloud. <u>Note: Directions on the student handout ask them to respond to this Day 1 Closing Question only after they have discussed this as a class.</u></p> <p>Using the student handout provided, have all students respond to the Day 1 Closing Question in writing. Be sure to use the handout as an “Exit Ticket” in order to gather formative feedback and reteach as needed before beginning the Day 2 lesson.</p> <ul style="list-style-type: none"> ● Materials: printed copies of the student handout material (or make them available to students online). <i>Note: If limited on time, assign the reading of the articles (planned for Day 2 of the lesson) as homework and have the students come in ready to discuss the articles.</i> ● Accommodations and Supports: while students are responding, teacher should be circulating throughout the room to check for understanding and help any students who are having difficulty completing the assignment. Provide sentence starters for students that could benefit from the help of specific stems to move their writing forward. 	10 minutes