

How might an undercount of California residents in the 2020 Census impact California's representation in the federal government?		
	Day 2	50 minutes
Learning Objective	Students will be able to determine how an undercount of California residents in the 2020 Census could impact California's representation in the federal government.	
Introduction	<p>Give students a few minutes to review their data from the previous day. Ask them the following question: "How has the increasing population of the U.S. impacted representation in the House of Representatives and the Senate?"</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 responding, teacher should be circulating throughout the room to check for understanding. 	5 minutes
	<p>Call on a few students to answer the question. Be sure to clarify, affirm, and correct responses to ensure there is accurate understanding.</p>	
Evaluation of Sources	<p>Break students up into groups of three or four. Then assign each student an article to read and annotate. Students will complete the graphic organizer, titled Most Significant Factors that might Cause California's Population to be Undercounted, for their article only.</p> <p>Links to articles are provided here:</p> <ul style="list-style-type: none"> Judge bars citizenship question from 2020 census https://www.sacbee.com/news/nation-world/article224557945.html California would be the primary victim of a GOP war on the census https://www.latimes.com/opinion/op-ed/la-oe-leslie-census-20170716-story.html Latino Children are undercounted in The Census: Report https://www.nbcnews.com/news/latino/latino-children-are-undercounted-nation-s-census-report-n561981 PD Editorial: California must avoid an undercount in the 2020 Census. https://www.pressdemocrat.com/opinion/9105876-181/pd-editorial-california-must-avoid?sba=AAS <ul style="list-style-type: none"> Materials: printed copies of the student handout AND reading articles listed above (or make them available to students online). <i>Note:</i> you may want to do an internet search to find more timely articles or find articles specifically related to the area in which you teach. Accommodations and Supports: as students are sharing the teacher should circulate the room to check for understanding and clarify any questions the students have about the articles. Modify the articles appropriately for EL and SPED students. You may want to shorten the articles or provide word banks depending on the needs of your students. You can also highlight important parts of the article to help focus attention. 	35 minutes
	<p>Have students move their desks into groups to share what they believe to be the <i>most significant factors</i> based on the article they read. Through this jigsaw activity, all group members can complete the graphic organizer for the articles that they did not read.</p>	
Closing	<p>After each member has shared, discuss and decide as a group the one or two most significant factors that might lead California to be undercounted in the census.</p> <p>Ask each group to share out or circulate the room to discuss with each group and share out for them with the entire class.</p>	10 minutes