

Why is accumulating accurate data essential in planning for housing in California?

		Day 2	50 minutes
Learning Objective	Students will know how to recognize supply and demand shifters and understand how they may impact housing.		
Introduction	<p>In small group or paired discussions, have students share any new insights about California’s population and housing, specifically regarding population patterns, based on what they learned during the Day 1 lesson. Allow 2-3 minutes for students to refocus on the lesson topic and tap into prior knowledge. Question prompts may include: <i>What data struck you as interesting? What data do you have questions about? What patterns emerged?</i></p> <p>Teacher shares, “Yesterday we analyzed and made predictions about over a hundred years of data collected by the U.S. Census. During today’s Day 2 lesson, you will be expected to recognize supply and demand shifters and understand how they may impact housing.”</p> <ul style="list-style-type: none"> Materials: if collected the day before, return the California’s Economy handout to each student and/or ensure access to internet and a digital device. Accommodations and Supports: teachers may want to utilize a different way to assess student work based on the needs of the students in their classroom. 		15 minutes
	<p>Teacher then leads a brief class discussion that ends in a short partner conversation. “What connections do you think there are between population and housing? Now that we have an understanding of the population data in California, let’s turn our attention to housing. What do we know about the housing market in California?”</p> <p>The teacher should chart student responses on the board for students to add to their notes and handout responses. Data for the number of housing units can be found here. The U.S. Census’ definition for housing unit is Housing units are defined by the U.S. Census Bureau as, “a housing unit is a house, an apartment, a group of rooms, or a single room occupied or intended for occupancy as separate living quarters.”</p> <p>Students should be directed back to the California’s Economy handout, part III. California’s Housing Market to spend the next few minutes working with a partner in order to respond to questions 1., 2. and 3. Circulate around the room collecting strong and insightful responses and be sure to share those with the class, as well as address any misunderstandings, prior to directing students to move on to the supply and demand scenarios, also in part III.</p>		
Evaluation of Sources	<p>“Now that we have gathered and analyzed some relevant data, it is time to put our knowledge to practical use. You will now work through the supply and demand scenarios in part III. of the handout and, as you do, be sure to consider the supply and demand shifters (determinants).” Students will likely need 15 minutes to complete this section of part III.</p> <ul style="list-style-type: none"> Materials: California’s Economy handout and/or access to internet and a digital device. Accommodations and Supports: depending on students’ familiarity with determinants of supply and demand, students may work best in pairs, independently, using previously taken notes, etc. Teachers may want students to trade their papers with an appropriate partner and assess their partners work using the answer key. Or students can assess their own work against the answer key. Again, teachers may want to utilize a different way to assess student work based on the needs of the students in their classroom. <p><i>Note: for any free response answer, teachers need to assess the logic of the answer.</i></p>		25 minutes
	<p>Students can work independently or with a partner to complete the first section of part IV. of the handout, California’s Population and Housing.</p>		

<p>Closing</p>	<p>To close the lesson, ask “In learning about Census data and the possible economic impacts of correctly counting California’s population, why might it be important for all Californians to participate in the 2020 Census?” Solicit answers from students and make connections back to the lesson objectives. This brief discussion should help to inform students as they answer the two Reflection questions at the end of part IV. For the last five minutes of class, direct students to part IV. of the handout asking them to answer the Census and Lesson Reflection questions.</p> <p>If considering using the <i>Taking Informed Action Lesson</i> that is part of the 2020 U.S. Census curricula, or adding an opportunity for students to take informed action through this or another lesson, ask students to think of ways in which they might be able to promote participation in the 2020 Census as they move through the remainder of this lesson.</p> <ul style="list-style-type: none">● Materials: California’s Economy handout and/or access to internet and a digital device.● Accommodations and Supports: allow students to share thinking and refer to their notes.	<p>25 minutes</p>
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