

	Day 2	50 minutes
Learning Objective	Students can explain the importance of being counted for funding and representation and know that federal law prohibits individual information from being released for 72 years after reporting.	
Introduction	Remind students of the compelling question to this three-day lesson: <i>How does the U.S. Census benefit The People?</i>	10 minutes
	Review with students their insights and responses to the questions below from the Day 1 lesson: <ul style="list-style-type: none"> ☐ What is the purpose of the U.S. Census? ☐ What is the purpose of counting the people of the United States? ☐ How are seats in the House of Representatives distributed? 	
	Introduce to students the set of Documents (provided) that they will analyze in order to answer the related questions, including today’s supporting question: <i>How does population impact the distribution of federal resources?</i>	
	<p><u>Sources and Resources</u></p> <ul style="list-style-type: none"> ● Overview of Census Programs- 2020 Census at a Glance Page 2: www.census.gov/content/dam/Census/library/visualizations/2018/comm/2020-at-a-glance.pdf ● Apportionment Map 2010: 2010 Apportionment Results - Census Bureau ● Census 2010 Form: A Tour of the Census Form - Interactive - NYTimes.com ● Rep. Adam Schiff on 2020 Census: https://youtu.be/-z3AVapmwwl ● Estimated Effects of Census 2020 Undercount: http://govinfo.library.unt.edu/cmb/cmbp/reports/final_report/fin_sec5_effect.pdf 	
Evaluation of Sources	<p>To promote authentic collaboration and robust analysis, rather than superficially reading through the documents, teachers should incorporate a round of “expert group” collaboration. This will allow students to complete a deep dive around one or two documents together with a few classmates analyzing the same documents before reporting back to their “home groups”. Individual “home group” members will have gained a deeper understanding of those one or two documents and related questions as a result of the “expert group” work (both analysis and discussion) before sharing with their “home groups.”</p> <p>With six sources to analyze, students will need plenty of time on this task. Teachers may need to curate the documents further to narrow down the evidence. Students may even jigsaw the analysis of evidence within their expert groups. A jigsaw approach will allow students to divide the work and then require them to communicate conclusions to one another.</p> <ul style="list-style-type: none"> ● Materials: printed copies of the student handouts, Documents A-F, (or make them available to students online). ● Accommodations and Supports: Allow students to work with classmates. Provide document analysis tools. Encourage students to share and discuss answers with elbow partners. Teacher should circulate throughout the room to check for understanding and respond to questions. 	35 minutes
Closing	Students should be able to answer the compelling question using information from the background essay and Documents to explain how <i>The People</i> benefit from participation in the U.S. Census.	5 minutes
Homework	As needed, depending on how robust the action students will take.	TBD