

What are the most significant factors that might cause California's population to be undercounted?		
	Day 3	50 minutes
Learning Objective	Students will be able to state in writing a significant factor(s) that might cause California's population to be undercounted and cite evidence to support their claim.	
Introduction	<p>Again, remind students of the compelling question to this three-day lesson: <i>How does the U.S. Census benefit The People?</i></p> <p>Reference the Documents students analyzed from the Day 2 lesson, and reviewing conclusions and answers shared during the close and checks for understanding, remind students of the previous two days of related learning objectives to set the stage for taking action.</p> <p>Then, have students collaborate in groups on their call to action. Students will develop ideas for a plan, a plan for civic action, or a Civic Action Project on how to take action at the local and state level. Teacher will make the determination depending on available time and resources. Use the rubric provided in this lesson for ideas on how students can take action and to evaluate student presentation (digital version available here: Rubistar http://rubistar.4teachers.org Rubric ID: 2695610.</p> <ul style="list-style-type: none"> Materials: access to internet and computer or other electronic device, printed copies of the (Take Action) <i>Census 2020 Civic Action Project (CAP) Rubric</i> student handout (or make them available to students online), and copies of the <i>Call to Action Planning Form</i>. Accommodations and Supports: students should be encouraged to review their notes and written responses from Days 1 and 2. Teacher should provide copies of the rubric and planning form and a brief overview to clarify expectations. Teacher should circulate throughout the room to check for understanding and respond to questions. <p>Possible Extension Activity Have the students look at maps of their congressional, state senate, and assembly districts. Students may also locate three field offices for each of their representatives.</p>	10 minutes
Evaluation of Sources	<p>Be sure to tell students to review the rubric <i>before</i> starting the work to take action with their group using the planning form.</p> <p>Teachers may adjust this part of the lesson depending on time available. Students may be asked to simply brainstorm ideas in small groups and then share those ideas with classmates. Students might also take the next step and develop a more detailed plan based on those ideas. Or, students might be given the opportunity to create a Civic Action Project that falls somewhere on the spectrum of <i>simple to sophisticated</i>, including the opportunity to take informed action.</p>	30 minutes
Closing	Teacher closes the lesson allowing student groups to share ideas, plans, or projects (length of presentations will, again, depend on time available).	10 minutes