

<b>Describe the economic health of the U.S.? How can participation in the census help to better address poverty?</b>		
	<b>Day 2</b>	<b>50 minutes</b>
<b>Learning Objective</b>	Students should be able to: 1. Analyze the distribution of income in the United States and 2. Explain how Census data can inform policy to diminish poverty and its negative effects on the people of the U.S..	
<b>Introduction</b>	To start Day 2 of this lesson, review what students worked on yesterday and share any highlights or necessary corrections based on the formative feedback gleaned from examining the KWL charts from the day before. Then direct students to return to their data charts that they completed the day before (with the exception of the Reflections) to analyze the data across all years and groups noting any trends or patterns they see. After a few minutes, allow students to have a small group discussion to share what they notice and to offer possible factors that lead to poverty in the U.S.. Direct students to add to their charts and/or notes insights and learning shared by their classmates to help inform the Reflections they will soon be writing.	15 minutes
	Prior to completing the Reflections, ensure that students are clear about each of the Reflection questions. Lead a brief class discussion about each of the Reflection questions to prompt student thinking. Students will now briefly answer the Reflection questions at the end of each chart. All students will complete the Reflections independently now that they have had another opportunity to analyze all three tables and discuss their thinking with classmates. <ul style="list-style-type: none"> <li>● Materials: each student has their completed charts and notes in hand.</li> <li>● Accommodations and Supports: allow students to use their notes and charts with data.</li> </ul>	
<b>Evaluation of Sources</b>	Teacher facilitates short (10-minute) class discussion regarding the importance of census information and being counted in the U.S.. Use a standard protocol to randomly choose student volunteers. Be sure to circle back to students who were unable to answer questions after listening to correct responses from other classmates and the teacher. This discussion should remain focused on the elements of the writing prompt to elicit replies around what students have learned and already knew about poverty and the impact of policies that address economic inequality and/or improve economic opportunity. Students should cite evidence from their charts (Historical Poverty Table data) and their own Reflection responses, as well as firsthand experiences that inform their thinking.	30 minutes
	Using the Historical Poverty Table data collected in their charts, students will now have 10 minutes to respond to the prompt below in Quick Write form (see the accompanying Quick Write guide below). Students will be expected to use vocabulary learned from the lesson and the research they gathered from the U.S. Census (sample rubric is attached for evaluating quick-writes). Be sure to leave to dedicate 5-10 minutes to frontload students with the rubric provided (also below), to ensure all students have their own copy of the Quick Write response paper (provided below), and to read the prompt aloud and ensure that all students are clear about the two embedded questions and the writing task in general.	
<b>Closing</b>	Review the learning objectives with students (should be able to: 1. analyze the distribution of income in the United States and 2. explain how Census data can inform policy to diminish poverty and its negative effects on the people of the U.S.). Be sure to collect the Quick Write responses as a check for understanding and summative task for this two-day lesson.	