

## How is poverty measured in the U.S.? Who is more likely to be poor in the U.S.?

	Day 1	50 minutes
<b>Learning Objective</b>	Students should be able to: 1. Define who is poor according to government standards and 2. Describe the causes of poverty.	
<b>Background Information</b>	<p>The U.S. Census is a nationwide population count which occurs every ten year as mandated by <a href="#">Article I</a>, Section 2 of the U.S. <b>Constitution</b>. Census counts include all persons living in U.S residential structures and housing units., including U.S. citizens, legal residents (Green Card holders), long-term visitors (VISA holders) and undocumented residents. The Census Bureau is part of the <b>U.S. Department of Commerce</b>, and in the years between the census, the Bureau issues estimates through the <b>American Community Survey (ACS)</b>, which is not a full population count but a “sample” of homes designed to monitor certain population trends, including people’s ethnic origins, gender, age, housing status, as well as their relationship status. Because political power in Congress and economic resources distributed to the states are connected to the census, both the methodology and the results of the census are often contested. For example, in 2018 the Trump administration announced plans to include a citizenship question in the 2020 census, which has not been asked since 1950. In response, California sued the Trump administration, arguing that the proposed citizenship question was designed to intimidate immigrants, resulting in inaccurate data on minority community populations in the state. As the largest state in terms of population with nearly 40 million residents, a census “<b>undercount</b>” could cost California billions in federal dollars to the state, and it could also reduce the size of California’s Congressional delegation in the House of Representatives after the 2020 Congressional <b>reapportionment</b></p>	
	<p>In completing this lesson AND the accompanying <i>Count Me In: Taking Informed Action</i> lesson that is part of the high school Census 2020 curricula, students will create a <i>Count Me In! Campaign</i> to educate families and community members about the importance of the U.S. Census – its impact on their daily lives and the consequences of not fully participating. The objective of the campaign is to promote full participation in the 2020 Census among people across California. Students may utilize a number of strategies, including the distribution of informational brochures, creating public service announcements, giving presentations, leading town hall meetings, or a variety of other ways, to take informed action</p>	
	<p>Poverty can be controversial particularly when government needs to make decisions based on the trade-offs between purchasing “guns and butter”. How does the U.S. Census measure economic health and how can U.S. Census information be used to inform policy decisions?</p>	
	<p>Students will need access to a digital device and internet (unless hard copies of the various XL sheets for all years will be provided). <b>IMPORTANT NOTE:</b> be sure to explore the “Historical Poverty Tables that house the data at the U.S. Census website prior to assigning the research to students as you will want to familiarize yourself with the format and layout of the tables:  <a href="https://www.census.gov/data/tables/time-series/demo/income-poverty/historical-poverty-people.html">https://www.census.gov/data/tables/time-series/demo/income-poverty/historical-poverty-people.html</a></p>	
<b>Introduction</b>	<p>Frame this Day 1 lesson by sharing the compelling question “<b><i>How does the U.S. Census impact society’s economic health and its people?</i></b>” that students will inquire around for the next two days. Be sure to explore the elements of this question to ensure that all students understand what it is asking. Explaining key concepts such as “economic health” and the purpose and brief history of the Census may be necessary. Share with students that the focus of today’s lesson will be on poverty. Introduce the learning objectives before sharing the Day 1 supporting questions.</p>	10 minutes
	<p>Share with students that the Federal Government of the U.S. takes a census every ten years to attempt to count the number of people in every state, regardless of residency status. The resulting “count” helps to determine how much federal support, or funding, and how much representation every state will get in Congress based on its updated population, via the census.</p>	

	<p>Pose some, or all, of the supporting questions for this lesson (bulleted above). This brief conversation will support the creation of a KWL chart (Know, Want to Know, Learned) during the next activity.</p> <ul style="list-style-type: none"> <li>● Materials: whiteboard or screen to list supporting questions</li> <li>● Accommodations and Supports: allow students to discuss with a partner or small groups prior to responding independently.</li> </ul>	
	<p>After some paired/small group discussion, have students independently create a KWL chart to assess their background knowledge and to share what they perceive to be poverty and its causes in the U.S..</p> <ul style="list-style-type: none"> <li>● Materials: line paper, journal or composition book</li> <li>● Accommodations and Supports: students may alternatively complete this task digitally using Google Docs, Padlet or some other electronic platform to further support peer collaboration.</li> </ul>	
<p><b>Evaluation of Sources</b></p>	<p>Divide class into 8-9 small groups (3 or 4 per group) with each group assigned to gather information for one of the following years: 1975, 1980, 1985, 1990, 1995, 2000, 2010, or 2015. Each group will focus on gathering data from the United States Census for their assigned year (number of groups and size may vary depending on class size).</p> <ul style="list-style-type: none"> <li>● Materials: access to a digital device and internet, handout of the following three <b>U.S. Poverty Rate (1975-2015)</b> charts: 1. By Race/Ethnicity, 2. By Age, 3. By Household</li> <li>● Accommodations and Supports: teacher may demonstrate how to use the link to access and open the XL sheet at the Census website AND models for students, using one year that was not assigned to any group, how to interpret the data and properly extract the correct data from the XL sheet and add to the student charts provided. Complete this for all three categories (i.e., Race/Ethnicity, Age, and Household).</li> </ul>	<p>25 minutes</p>
	<p>The jigsaw approach described above will next allow the class to divide and conquer the work and ensure peer collaboration and further discussion. Students will then work with the members of the other groups to obtain the Census data for the other years not assigned to them. This will give all groups the opportunity to complete their charts and get a longitudinal look at this data over time (1975-2015).</p> <ul style="list-style-type: none"> <li>● Materials: access to a digital device and internet, printed copies of the charts for each student (as all students should complete the Reflections after analyzing all three tables) once all data is obtained).</li> <li>● Accommodations and Supports: students may work individually or in pairs to visit the other 8 groups. Using shared Google Docs for each table could easily expedite the process of sharing data across all years.</li> </ul>	
<p><b>Closing</b></p>	<p>As a whole class, allow students to share out new questions and learning as a result of analyzing the data taken from the Historical Poverty Tables. Teacher should use this group discussion as an opportunity to collect feedback, clarify misconceptions, offer additional expert insights, and formatively assess student learning.</p> <ul style="list-style-type: none"> <li>● Materials: KWL charts, completed data charts (Reflections will be completed on Day 2).</li> <li>● Accommodations and Supports: most students will benefit from access to Language Frames and Sentence Starters designed and written with the explicit verbiage that will allow them to extend/expound on, contest/disagree with, and support/agree with their classmates, the data, and experts in the room.</li> </ul>	<p>15 minutes</p>
	<p>Review the learning objectives with students (should be able to: 1. Define who is poor according to government standards and 2. Describe the causes of poverty). Then, direct students to return to the KWL charts, to add information. Be sure to collect KWL graphic organizers as a check for understanding. Looking at the work, minimally, of a low, medium, and high performing student in each class will provide vital feedback prior to the Day 2 lesson.</p>	