

How does the U.S. Census help us to better understand immigration and population during the early 1900s?

	Day 2	50 minutes
Learning Objective	Students will be able to describe the purpose and possible impact(s) of the Census 2020.	
Introduction	In pairs or small groups, ask students to discuss and reflect on what they learned the prior day, specifically regarding immigration to the U.S. during the early 1990s, the salad vs. soup metaphor, and possible firsthand experiences of people they know who have immigrated to the U.S..	10 minutes
	Read Section C Anticipatory Questions aloud and checks for understanding. Teacher asks students to write answers independently. Allow students to discuss their answers with partner(s), then engage in whole class discussion. <ul style="list-style-type: none"> ● Materials: handout Section C and PowerPoint slide 7 ● Accommodations and Supports: work with a partner on Anticipatory Questions 	
Evaluation of Sources	Direct students to read Section C “Census Background Information” and have them discuss possible answers to questions before responding in writing independently. Then, allow students to share with the whole class while checking for understanding throughout. <ul style="list-style-type: none"> ● Materials: handout Section C and PowerPoint slide 8. ● Accommodations and Supports: work with a partner to discuss answers before independently writing answers to questions. 	30 minutes
	Direct students to analyze Section C charts “Distribution of Federal Money to States” and answer questions in writing. Then allow students to discuss answers in small groups. <ul style="list-style-type: none"> ● Materials: handout Section C and PowerPoint slides 9-11. ● Accommodations and Supports: work with small groups to discuss and refine written answers. 	
	Check for understanding during conversations and independent work time.	
Closing	Review lesson objectives: “Through today’s lesson on Immigration and Americanization, our singular objective was to be able to describe the purpose and possible impact(s) of the Census 2020.”	10 minutes
	Ask students to participate in a <i>Give One, Get One</i> activity. Each student will share one impact that they learned about through today’s lesson with a classmate that they did not yet work with. Students will share/give one impact they feel is important and then allow their conversation partner to share/give one of their own. Students then return to their seats and add any new information. or impacts, that they learned during the Give One, Get One activity.	
	<i>Note:</i> Time permitting, students can engage in multiple rotations and/or interactions to acquire additional impacts. Each rotation, or one-on-one peer interaction/conversation, should take about one (1) minute.	
	Students may keep their handout with written answers unless teacher needs additional formative feedback. Teacher will briefly preview tomorrow’s lesson on “Immigration & Americanization” to learn about the Americanization Movement and its effect on immigrants.	