How have the labels of race changed throughout American history either as a reaction to or catalyst of historical events?		
	Day 1	**50 minutes**
Learning Objectives	● Students will be able to analyze census data as evidence to develop and support a claim on how "race" evolved throughout the history of the census. ● Students will be able to answer who is counted on the census today and explain what will happen if California is underrepresented.	
Background Information	This lesson generally addresses the importance of fulfilling civic duties and responsibilities and how that relates to participation in the census. Civic Duty might be expressed as that which we do in return for having privileges of a citizen. Duties are mandatory (things you must do) and may include, among other things, obeying the law, attending school, paying taxes, and appearing in court for jury duty or as a witness. Civic Responsibility can be explained as the tasks we should do but are not required to do by law: voting, being informed, helping your community, respecting and protecting others' rights. It's important to know that census methodology may vary depending on the federal administrations. Census participation is also mandated by law. Census data impacts the federal government funding and resources allocated to states.	
	Sources come from various websites from the Census Bureau Website including: ● https://www.census.gov/programs-surveys/decennial-census/technical-documentation/questionnaires.2010_Census.html#text ● https://www.census.gov/history/www/through_the_decades/index_of_questions/1790_1.html ● https://www.census.gov/content/dam/Census/programs-surveys/decennial/technical-documentation/questionnaires/2010questionnaire.pdf	
	You may decide to use this lesson to introduce, or as an extension, of any of the following historical topics: ● Constitution and representation ● Slavery, African American migration (Great Migration), Civil Rights Movement ● Immigration laws and patterns of the U.S. ● Americanization and American Identity	
Introduction	Open with the questions: How do you describe yourself if someone asks you 'Where are you or your parents from?', 'What is your race?', and 'What is your ethnicity?'". * ** Though these questions will likely serve as effective hooks into the lesson, teachers should modify the questions and/or should provide necessary support to properly engage students in the difficult conversations that may result from these question prompts. Support for students may include, but not be limited to, the use of Language Frames and Sentence Starters as well as establishing and cultivating a classroom environment that respects differences of opinion and places high value on deliberation and civil discourse.* Explain that there are many ways to describe people including age, sex, level of education, economic status, personality, and even the way one dresses. With an elbow partner, try to explain the following words: race, ethnicity, Hispanic, Latino? (Review the answers and have students add it to their notes/vocabulary charts) ● Race: a group of people thought to share certain distinctive physical characteristics such as facial features, skin color, or hair texture – biological characteristics. ● Ethnicity: social/cultural groups that share a common national or cultural tradition – what you practice may be different from your biological ancestral make-up.	15 minutes

	▯ Latino: a part of Latin America (all countries in North and South America south of the U.S.) including Brazil. ▯ Hispanic: of Spanish descent (all of Latin America except Brazil because it is a former Portuguese colony). ● Materials: document Camera and Projector for teachers to model annotation and the handout assignment. Copies of the reading and handout for each student. ● Accommodations and Supports: allow students to discuss with a partner or small groups prior to answering aloud in whole-class setting. Provide definitions for the terms (race, ethnicity, Latino and Hispanic). Invite students to answer the questions with an elbow partner or write their answers on a sheet of paper.	
	Distribute the reading: "How and why has "race" evolved throughout the history of the U.S. Census?" As a class, read the first two pages (Part I – Introduction). Ask students to annotate and be sure to pause to clarify and as necessary. It may be necessary to guide the annotation process using a Gradual Release of Responsibility approach to ensure that students are able to work through the document in preparation for the discussion to follow. Lead a brief dialogue to respond to the Discussion Questions.	
Evaluation of Sources	Distribute **Six Degrees of Separation Handout** and **Part 2: Document Analysis** of the reading packet **How and why has "race" evolved throughout the history of the U.S. Census? S**tudents should complete **Six Degrees** handout while concurrently analyzing the documents provided. As a class, read from the beginning of **Part II** – **Document Analysis** to the end of Document C. Have students complete the questions for documents A-C and discuss as necessary. Explain how to complete **Six Degrees of Separation Handout** by reading the directions on the top of the handout. Complete the first box and arrow with students using the following information: ▯ Document A: 1790 should include a list "all other free persons" and "slaves". ▯ The arrow between the starting point and Document: the 3/5 Compromise needed slaves to be accounted for. (See the historical context for Document A).	30 minutes
	Have students continue to analyze each document, answer the questions for each document, and complete the Six Degrees of Separation Handout. Students are encouraged to collaborate and discuss their analysis and conclusions, though each student must submit their own work. **Note: refer to the Teacher Answer Key as needed to guide individual students.* ● Materials: document Camera and Projector for teachers to model completion of the **Six Degrees of Separation Handout**. Copies of the documents and handout for each student. ● Accommodations and Supports: help students complete the couple boxes of information for the Handout. Students may need more support on making connections between each event to write the answers on the arrows. Advanced students may write a short essay after completing **Six Degrees of Separation Handout**. This can be completed in class or for homework. See **Essay Prompt** document.	
	The paragraph summary should all be in the individual student's own words.	
Closing	Teacher collects **Six Degrees of Separation Handout** from each student to assess learning.	5 minutes