

<p style="text-align: center;"><b>Why are some people reluctant to be counted?</b></p> <p style="text-align: center;"><b>Why have some people objected to questions about citizenship on this year’s census form?</b></p>		
	<b>Day 2</b>	<b>50 minutes</b>
<b>Learning Objective</b>	Students will know the basic history of the census citizenship question and its connection to immigration policy.	
<b>Introduction</b>	Along with their reading of the Day 1 material, students will read the essay, <i>History of the Citizenship Question</i> , and answer the following supporting questions: Why might some people be reluctant to be counted? Why have some people objected to questions about citizenship on this year’s census form? Teachers may structure a brief whole-class conversation to ensure that all students still have a basic understanding about the census and the Day 2 supporting questions.	10 minutes
	Explain to students that during this Day 2 lesson, about the U.S. Census, they will engage in a Think-Pair-Share activity to (1) think individually about a topic and answers to related questions; (2) pair with a partner and discuss the topic and possible question responses; and (3) share their ideas with the rest of their classmates during a whole-class discussion.	
	<p>With proper guidance and support, students should then be able to complete the Day 2 Think-Pair-Share activity while reading the <i>History of the Citizenship Question</i> essay.</p> <ul style="list-style-type: none"> <li>● Materials: printed copies of the Day 2 student handout (or make them available to students online) and a whiteboard or screen to list supporting questions. The Day 2 student handout may include the <i>Think-Pair-Share</i> handout to support students thinking, conversations, and sharing out with the whole class.</li> <li>● Accommodations and Supports: Using a student or student(s) from your classroom, model the procedure to ensure that students understand how to use the strategy. Allow time for students to ask questions that clarify their use of the technique. Allow students to use the sentence/discussion starters and begin by introducing them, modeling them for the students, and encouraging ALL students to use them to diminish any feelings of embarrassment. Also permit students to create, include, and use their own starters. Learners with special needs (SPED) will also be allowed to have assistance and extra time to do the lesson with facilitators. You may want to do this as homework the night before and discuss/review it in class. AP students may pair up and make oral presentations to another pair and/or the class.</li> </ul>	
<b>Evaluation of Sources</b>	Describe the strategy and its purpose with your students and provide guidelines for discussions that will take place. This may be a strategic time to introduce the sentence/discussion starters provided in the Day 2 student handout. Read aloud the guiding questions that correlate to the <i>History of the Citizenship Question</i> reading and chart. Be sure to point out to students where they will record possible responses to the questions (directly under the questions below the essay) and (using the next page of the handout) where they will record notes from their partner conversation (the “share” part of this activity).	25 minutes
	Once students have a firm understanding of the expectations, monitor and support students as they work through each step. Teachers may also ask students to diagram their thinking and responses while doing the Think-Pair-Share activity. Teacher should circulate around the room to	
	check the understanding and help any students who are having difficulty completing each task and overall assignment.	
<b>Closing</b>	With whole class, discuss paired responses to questions. Highlight similarities and differences. Chart the list of pros and cons of reintroducing the citizenship question at this time (question #4).	15 minutes