

Would a question on citizenship in the 2020 census form exceed Congress’s constitutional mandate to count population every ten years “in such a manner as they shall by law direct”?		
	Day 1	50 minutes
Learning Objective	Students will know the purpose of the U.S. Census and understand that it occurs every ten years and that this directive comes from the U.S. Constitution itself.	
Background Information	<p>Secretary Ross’s decision to add a citizenship question to the 2020 census raised concerns about improper uses of Census data. The U.S. has misused Census data to target minority groups before. During World War II, the Census Bureau provided information to the War Department that led to the internment of 120,000 innocent Japanese. After 9-11, EPIC pursued a Freedom of Information Act request about the potential misuse of census data. Documents from the 2000 Census obtained by EPIC revealed that the Census Bureau provided the Department of Homeland Security with data on individuals of Arab ancestry. As explained in 2004:</p> <p>“EPIC obtained documents through the Freedom of Information Act revealing that the Census Bureau gave the Department of Homeland Security statistical information on people who identified themselves on the 2000 census as being of Arab ancestry. The special tabulations were prepared specifically for the law enforcement agency, and do not indicate that similar information about any other ethnic groups was requested. The tabulations apparently include information about United States citizens, as well as individuals of Arab descent whose families have lived in the United States for generations.</p> <p>One tabulation shows cities with populations of 10,000 or more and with 1,000 or more people who indicated they are of Arab ancestry. For each city, the tabulation provides total population, population of Arab ancestry, and percent of the total population which is of Arab ancestry.</p> <p>A second tabulation, more than a thousand pages in length, shows the number of census responses indicating Arab ancestry in zip codes throughout the country. The responses indicating Arab ancestry are subdivided into Egyptian, Iraqi, Jordanian, Lebanese, Moroccan, Palestinian, Syrian, Arab/Arabic, and Other Arab.</p> <p>There has been greater concern about the confidentiality of 2020 census data than in previous decennial censuses. The Census Bureau conducted a study in 2017 that found respondents expressing new concerns including the “Muslim ban,” the dissolution of DACA, and Immigration and Customs Enforcement. The study found that these concerns were most pronounced among immigrant respondents.”</p> <p>Excerpts from COMMENTS OF THE ELECTRONIC PRIVACY INFORMATION CENTER to the U.S. CENSUS BUREAU 2020 Census 83 FR 26643 August 7, 2018 https://epic.org/apa/comments/EPIC-Census-2020-August2018.pdf</p> <p>Teachers can access additional information to increase their background knowledge at the following links:</p> <p>Census Confidentiality under the Second War Powers Act (1942-1947): https://paa2007.princeton.edu/papers/70299 Extended Abstract by William Seltzer and Margo Anderson</p>	
Introduction	Distribute the Day 1 handout and introduce the following Essential Question to students using page 2: Would a question on citizenship in the 2020 census form exceed Congress’s constitutional mandate to count population every ten years “in such a manner as they shall by law direct”?	20 minutes
	Students will read the background essay and answer the following supporting questions: What is the purpose of the U.S. Census as stated in the Constitution? What instructions for carrying out the census are provided in the U.S. Constitution? Teachers may structure a brief whole-class conversation to ensure that all students have a basic understanding about the census.	

<p>Evaluation of Sources</p>	<p><i>Congressional Apportionment</i> 2010 Census Briefs https://www.census.gov/prod/cen2010/briefs/c2010br-08.pdf</p> <p>This is the link to the actual memorandum letter which Secretary of the Commerce, Wilbur Ross, sent to include the citizenship question in the Census 2020 questionnaire. https://calculators.io/memo-from-wilbur-ross-2018-03-26/</p> <p><i>The Trump administration seems to be doing everything it can to bias the 2020 Census</i> By Washington Post Editorial Board November 23, 2018 https://www.washingtonpost.com/opinions/the-trump-administration-seems-to-be-doing-everything-it-can-to-bias-the-2020-census/2018/11/23/d888d0c6-ecfd-11e8-8679-934a2b33be52_story.html?utm_term=.a100c538ec60</p> <p>This is the link to the actual memorandum letter which Secretary of the Commerce, Wilbur Ross, sent to include the citizenship question in the Census 2020 questionnaire. https://calculators.io/memo-from-wilbur-ross-2018-03-26/</p> <p>Letter from Vanita Gupta, President and CEO of The Leadership Conference, to Honorable Wilbur Ross, Secretary of Commerce, January 4, 2018. http://civilrightsdocs.info/pdf/policy/letters/2018/2018-01-04-VG-letter-to-Sec-Ross.pdf</p> <p><i>2020 Census Barriers, Attitudes, and Motivators Study Survey Report</i> A New Design for the 21st Century January 24, 2019 Version 2.0 Prepared by Kiley McGeeney, Brian Kriz, Shawna Mullenax, Laura Kail, Gina Walejko, Monica Vines, Nancy Bates, and Yazmin Garcia Trejo https://www2.census.gov/programs-surveys/decennial/2020/program-management/final-analysis-reports/2020-report-cbams-study-survey.pdf</p> <p>Students will next complete the Day 1 vocabulary exercise while reading the Washington Post article. With proper guidance and support, students should then be able to complete the Cloze Vocabulary Activity.</p> <ul style="list-style-type: none"> Materials: printed copies of the Day 1 student handout (or make them available to students online) and a whiteboard or screen to list supporting questions. The Day 1 student handout may include the <i>HEADED TO THE SUPREME COURT</i> article for advanced students. Accommodations and Supports: Allow EL students to team up with bilingual English speakers and to have ample time to look up the 12 definitions. 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. All students may benefit from access to a dictionary and the full text of the Washington Post article, in order to complete both the vocabulary exercise and Cloze activity. Assign AP students a longer excerpt to read or offer the article <i>HEADED TO THE SUPREME COURT</i> as an opportunity to extend their learning. 	<p>25 minutes</p>
<p>Closing</p>	<p>Ask students to respond to the closing question: "Who will the 2020 Census most likely leave out if the U.S. citizenship questions were included?" Remind students that the impact could be felt by individuals and states as well. As a follow up to the closing question, ask students to consider what those impacts to individuals and states might be prior to discussing and/or sharing out.</p> <p>Have a few students share responses aloud and/or collect responses using an exit slip. If responses don't show comprehension of main ideas, reteach as needed before beginning the Day 2 lesson and activities.</p>	<p>5 minutes</p>