

What are the pros and cons of adding the citizenship question to the U.S. Census?

		Day 3	50 minutes
Learning Objective	Students will be able to list pros and cons of adding the citizenship question to the U.S. Census.		
Introduction	Teachers may want to consult the following websites prior to this lesson and allow students to reference them as well: https://www.procon.org/ https://www.wikihow.com/Write-a-Letter-to-Your-United-States-Senator https://legalbeagle.com/5704017-write-supreme-court-justices.html https://owl.purdue.edu/owl/subject_specific_writing/professional_technical_writing/basic_business_letters/		10 minutes
	First, facilitate an open discussion to hook students into investigating the pros and cons. Questions such as these could be used to prompt a brief whole-class conversation or a paired conversation prior to tackling the <i>Prompts and Questions to Consider</i> listed on the handout: <i>Which groups favored what positions? What evidence are their positions based on? What are possible consequences of those positions? What might be the impact on California if the citizenship question were added?</i>		
	Have students pair up and list Pros and Cons of adding the citizenship question using the T-chart provided. Be sure to read and explain the three-step directions and encourage students to at least reflect on the prompts and questions for consideration if not actually answer them in writing.		
Evaluation of Sources	Be sure students still have access to the sources shared during the previous two lesson (i.e., articles, essays, charts, etc.). As students work in pairs to analyze those, and the additional two, sources and complete the T-chart, circulate around the room to provide clarification and support with the source material.		30 minutes
	<ul style="list-style-type: none"> Materials: printed copies of the Day 3 student handout (or make them available to students online) and a whiteboard or screen to list the supporting question. The Day 2 student handout that includes the sentence/discussion starters may be reintroduced for this lesson as well. Accommodations and Supports: Allow time for students to ask questions that clarify the directions. Allow students to use the sentence/discussion starters and reintroduce them, model them, and again encourage 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. AP students may pair up and make oral presentations to the class. 		
Closing	Encourage student pairs to share with other student pairs in order to compare and contrast their responses. Allow student volunteers to share the similarities and differences they found in one another's pros and cons. Identify and call attention to any noteworthy patterns or anomalies within the class.		10 minutes
Homework	OPTIONAL: Students will choose one of their U.S. Senators, their Representative in Congress, or a Supreme Court Justice to express their views about the adding of the citizenship question to the U.S. Census. Links to find their members of Congress and the address to the U.S. Supreme Court are provided on the student handouts along with a brief outline of the content of the letter. The Letter Writing Rubric should be provided to students in advance for those completing this assignment. This assignment may also be completed during class time in pairs or small groups.		