

What is a census?		
	Day 1	55 – 70 minutes
<b>Learning Objective</b>	Students will understand the purpose of a decennial census and define key vocabulary.	
<b>Introduction</b>	Direct students to complete the vocabulary anticipatory chart. (Document A)	5 minutes
	Debrief as a whole-class.	
<b>Evaluation of Sources</b>	Pass out the 3-2-1 Notes handout to students. (Document B)	
	Have students jigsaw read Documents C through H, recording information on their 3-2-1 Notes handout. Depending on the time you have available and the number of students per group, you can curate the source packet. It is not necessary that all are used.	
	After students have reviewed and read the background information on the census, have them complete the “during/after reading” columns on Document A.	
	Direct students to complete a vocabulary map (Document I) for one of the vocabulary words. Assign students the word for which they will be responsible to ensure all words are covered in the class. Teacher may want to guide students to pick definitions that relate to the topic of the census.	
<b>Closing</b>	Direct students to pair share their vocabulary map with other students.	
	Students work collaboratively to complete the definition column on their vocabulary charts. (Document A)	
	Consider dividing up the terms among groups. Have the groups write their assigned definitions on large paper, and post them on a large class chart. Have students use the large class chart to complete their individual chart.	