

How does the census impact communities?		
	Day 3	45 minutes
<b>Learning Objective</b>	Students will be able to create a poster displaying key information from informational text.	
<b>Introduction</b>	Have students discuss with a partner or small group why the census is important, activating prior learning.	5 minutes
<b>Evaluation of Sources</b>	<p>Students conduct a third reading of their source, taking Cornell notes (Document R) answering the following questions:  <i>How does the US Census impact:</i></p> <ul style="list-style-type: none"> <li>• <i>Financial resources in your community, city, and state?</i></li> <li>• <i>Roads and infrastructure where you live?</i></li> <li>• <i>By whom and how are you represented in Congress?</i></li> </ul>	35 minutes
	As an extension activity, students could use census.gov to peruse data specific to their community. Data can be found using the American Fact Finder at <a href="https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml">https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml</a>	
	Have students who have read the same article form a small group.	
	In their groups, students are to create a poster presenting the information that follows the questions posed above. In addition to answering the questions, the poster should include the title of their article and a visual or graphic.	
	The teacher can choose to have students present their posters or to conduct a gallery walk. (Document S) With either option, the teacher should direct the students to complete the 3, 2, 1 Notes for each poster.	
<b>Closing</b>	Students can share some of the constructive and positive feedback with other groups after completion of the presentations or gallery walk.	5 minutes