

How do the shifts in population movement explain the growth and development of California after WWII? Why is participation in the census important to Californians?		
	Day 2	50 minutes
Learning Objective	Students will be able to access and analyze quantitative data and infographics derived from National Census data (U.S. census data 1900-2010) on postwar population shifts and housing patterns to use evidence from quantitative sources in order to develop an argument about postwar population shifts in California and the U.S..	
Introduction	<p>To start Day 2 of this lesson, review the learning outcomes from yesterday. Review Part II of the activity, checking for understanding prior to moving onto the Part III activity of the lesson. Share any highlights or necessary corrections based on the formative feedback gleaned from the day before. Give students time to briefly review the documents and responses from the Day 1 lesson after introducing the learning Objectives for this Day 2 lesson.</p> <ul style="list-style-type: none"> Materials: whiteboard or screen to show questions, student copies of Parts III and IV. Accommodations and Supports: allow students to review and discuss with a partner. 	10 minutes
	Introduce students to the supporting questions for today's lesson and how they build on the Day 1 supporting questions. Encourage students to use their responses from Day 1 (Part II in particular) in their responses for the Part III and Part IV activities of the lesson.	
	Distribute copies of Part III and Part IV - remind students that the census not only measures and reveals major population trends (Part II), but <u>it is critical in determining the distribution of federal resources and political representation to the states.</u>	
Evaluation of Sources	<p>Introduce Part III of the activity: Policy Implications/Taking Informed Action.</p> <ul style="list-style-type: none"> Materials: student copies of Parts III and IV. Accommodations and Supports: using the infographics and context, model responses and preview sources, while checking for understanding. Allow students to collaborate, share, and/or debrief. 	35 minutes
	Review student responses to Part III , noting the importance of the census in terms of Congressional representation, federal benefits to California, and the importance of students taking civic duty by encouraging family, friends and others to participate in the national census.	
	Introduce Part IV: Assessment , where students will produce a summary response to the population shifts and the policy implications of the census.	
Closing	Debrief as necessary and/or collect student work and assessment as desired.	5 minutes