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Inquiry lessons for 5th, 8th, 11th, and 12th grade teachers

11th Grade US History Inquiry:

How did postwar population shifts transform the United States and make California the most populous state in the U.S.?



A group of five diverse students (three women and two men) are smiling and posing together in a library. They are dressed in casual attire, and bookshelves filled with books are visible in the background.



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Let us know who you are!

It is very important that we learn how the Census 2020 curriculum modules improve the accuracy of the upcoming census. When you download a curriculum module, please click on the link below so that we can compile information about which modules were used and in which part of the state. In the spring, we will be sending out a short survey that asks for your opinion of the curriculum modules and the estimated level of implementation of the modules. All information will be kept confidential by the project evaluator.

<http://bit.ly/2020CountMeIn>

Sacramento
Office of Education **County**



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Acknowledgements

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Without the following individuals' expertise and guidance, this document would not have been possible. Thank you for your hard work and dedication to the Count Me In! Census 2020 Project

Project Facilitation and Oversight

Sacramento County Office of Education:

Frank Pisi, Director, History-Social Science

Los Angeles County Office of Education:

Michelle Herczog, Ed.D., Coordinator III, History-Social Science

Government Operations Agency:

Mignonne Pollard, Ed.D., Schools and Education Outreach Sector Manager

Grade Level Module Oversight

Charles Gilmore, Curriculum Specialist, Sacramento County Office of Education

Rob Vicario, Coordinator, Irvine Unified School District

Grade Level Module Authors

5th Grade:

Chrissy Maher
Allison Hawke
Gregg Law

8th Grade:

Linda Celey-Bultin
Ben Crago-Schneider
Ashley Silas
Kristina Roys
Rebecca Hawkins
Jennifer Law

11th Grade:

Adam Wemmer
Diana Shar
Elva Madrigal
Dana Brooks
Christine Sardo

12th Grade:

Antonia Piscitelli-Carrasco
Ricardo Reyes
Kimberly Young
Lucas Plotnik
Miguel Canales



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Census 2020

How did postwar population shifts transform the United States and make California the most populous state in the U.S.?

Title of Lesson	The Great Migration, Suburbanization and Immigration: Transforming California's Landscape between 1940-1980	Grade Level	11 th U.S.	Duration	Two (2) periods (about 100 minutes)
HSS Standards	<p>Postwar United States Development/Suburbanization/Immigration</p> <p>California History-Social Science Standard(s):</p> <p>11.8 Students analyze the economic boom and social transformation of post–World War II America.</p> <p>11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.</p>				
ELA Standards	<p>CCSS ELA Reading Standard Grades 11-12: Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem</p> <p>CCSS ELA Writing Standard Grades 11-12: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence</p>				
Other Curricular Connections	<p>History Social Science Analysis Skills Grades 9-12: Chronological and Spatial Thinking</p> <p>Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods</p>				


Lesson Sequence Overview			
Supporting Questions	<p><i>How can National census data be used to examine post–World War II population trends in California and the United States?</i></p> <p><i>What shifts in population movement and housing patterns are revealed in postwar Census data?</i></p>		<p><i>How do the shifts in population movement explain the growth and development of California after WWII?</i></p> <p><i>Why is participation in the census important to Californians?</i></p>
Duration	50 minutes		50 minutes
Performance Task	Students will complete Quantitative Data analysis and write responses.	Students will record their findings and thinking in a Journal/Learning Log.	Students will create a summative writing claim to respond to the compelling/inquiry question.

Summative Task	Students will write a summative response about the meaning of postwar population shifts in California and the U.S.
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How can National census data be used to examine post–World War II population trends in California and the United States? What shifts in population movement and housing patterns are revealed in postwar Census data?		
	Day 1	50 minutes
Learning Objective	Students will 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. Students will be able to explain how census data reveals trends from the past	
Background Information	Postwar government policy’s role in population shifts, including immigration policy and national housing policies will be revealed through census data. Deindustrialization and suburbanization will be measured through census data. Shifting spatial and regional housing and population patterns will be revealed in census data. Postwar population shifts will be linked to larger domestic and international events during and after World War II (such as Cold War military and defense spending), with national census data used to reveal the larger postwar context.	
	The U.S. Census is a nationwide population count which occurs every ten year as mandated by Article I , Section 2 of the U.S. Constitution . Census counts include all persons living in U.S residential structures and housing units., including U.S. citizens, legal residents (Green Card holders), long-term visitors (VISA holders) and undocumented residents. The Census Bureau is part of the U.S. Department of Commerce , and in the years between the census, the Bureau issues estimates through the American Community Survey (ACS) , which is not a full population count but a “sample” of homes designed to monitor certain population trends, including people’s ethnic origins, gender, age, housing status, as well as their relationship status. Because political power in Congress and economic resources distributed to the states are connected to the census, both the methodology and the results of the census are often contested. For example, in 2018 the Trump administration announced plans to include a citizenship question in the 2020 census, which has not been asked since 1950. In response, California sued the Trump administration, arguing that the proposed citizenship question was designed to intimidate immigrants, resulting in inaccurate data on minority community populations in the state. As the largest state in terms of population with nearly 40 million residents, a census “ undercount ” could cost California billions in federal dollars to the state, and it could also reduce the size of California’s Congressional delegation in the House of Representatives after the 2020 Congressional reapportionment .	
	This lesson uses Census data (and other sources) to investigate three key population movements in post-World War II United States - the Second Great Migration, Suburbanization, and shifting migration patterns after the 1965 Immigration Act. The movements of people into and within the U.S. is a key theme in the revised California History-Social Science Framework (2016) , and this lesson touches on the most important large-scale population shifts in the second half of the 20th century. In this activity students are asked to read and interpret data, and draw conclusions based on national, regional, and local population trends. Students will then construct a summative response about how these trends shaped California and the U.S., and also draw conclusions about the importance of the census. By examining these developments, students will learn more about California’s role in U.S. History, how and why it became the most populous U.S. state after World War II, and why census participation is a vital civic duty for all California residents. Note: an optional PowerPoint has been created for this lesson.	
Introduction	<p>Introduce students to the inquiry question under investigation ensuring that all students understand what the question is asking: “How did postwar population shifts transform the United States and make California the most populous state in the U.S. after World War II?”</p> <ul style="list-style-type: none"> Materials: whiteboard or screen to show questions, student copies of Parts I and II. Accommodations and Supports: allow students to discuss with a partner or small groups prior to next responding independently. 	

	<p>Have students use their prior knowledge to answer the Part I. Anticipatory Set question: “What large scale migrations and population movements have we learned about in U.S. History?” (teachers may do this orally or have students do in writing).</p> <ul style="list-style-type: none"> Materials: whiteboard or screen to view questions, student copies of Parts I and II. Accommodations and Supports: allow students to discuss with a partner or small groups prior to responding in whole-class setting. Most students will benefit from access to Language Frames and Sentence Starters designed and written with the explicit verbiage that will allow them to extend/expound on, contest/disagree with, and support/agree with their classmates, the data, and experts in the room. <p>Teacher will solicit student responses. Possible answers should or could include:</p> <ul style="list-style-type: none"> ☐ Eastern/Southern European immigration into the U.S. in the late 19th/early 20th century, largely to East Coast and Midwestern U.S. cities ☐ Chinese and Asian migrations into California during the Gold Rush, and also the industrial era of the late 19th/early 20th century ☐ The first Great Migration of blacks out of the South during/after WWI ☐ Dust Bowl migration from Great Plains/Midwest to Western states and California during the Great Depression (1930s) ☐ NOTE: Some students may even discuss 8th grade course content migrations (e.g., Westward expansion, migration to British colonies, etc.) <p>Teacher reminds students that while the above movements impacted California’s development, the majority of the state’s population growth occurred after World War II, due to three large populations shifts that are the focus of today’s lesson.</p>	10 minutes
Evaluation of Sources	<p>Put students in pairs or small groups for this portion of the activity. Then introduce students to Part II, where they will analyze census data (and other selected sources) about population movements that impacted California and the U after WWII. Students are given context/background prior to examining the figures, charts, and maps in each area. The three large scale population shifts to be studied include:</p> <ol style="list-style-type: none"> The Second Great Migration (1940-1970) Postwar Suburbanization Changing Patterns of Immigration after 1965 <ul style="list-style-type: none"> Materials: worksheet, projector, student copies of Parts I and II. Accommodations and Supports: allow students to discuss with a partner as needed. <p>Teachers should model how to use the data along with the context/background information to answer the questions. Students should integrate data from the quantitative sources into responses as much as possible and use the background/context to draw larger meanings.</p> <ul style="list-style-type: none"> Materials: student copies of Parts I and II. Accommodations and Supports: teacher should review Part II answers as needed. Students may finish Part II as homework if needed. 	3 minutes
Closing	<p>Review the learning objectives (students will access and analyze quantitative data and students will be able to explain how census data reveals trends from the past). As an additional check for understanding, teacher responds to student questions and reviews Part II answers as needed.</p> <p>During this explicit teacher support, allow students to return their initial Part II responses to revise and improve their answers if possible. Use this revision time to gather any additional formative feedback for this Day 1 lesson. At minimum, check in with a low, medium, and high performing student in each class to collect vital feedback prior to the Day 2 lesson.</p>	10 minutes

PART I. Anticipatory Set: What large scale migrations and population movements have we learned about this year in U.S. History?



PART II. Every 10 years the U.S. Constitution requires a nationwide population count known as the census. This data is then used for a variety of purposes, from allocating seats in Congress to distributing government benefits to the states. The maps, graphs and charts in this activity were derived from national census data, and they reflect three key population shifts in post-World War II United States that affected California:

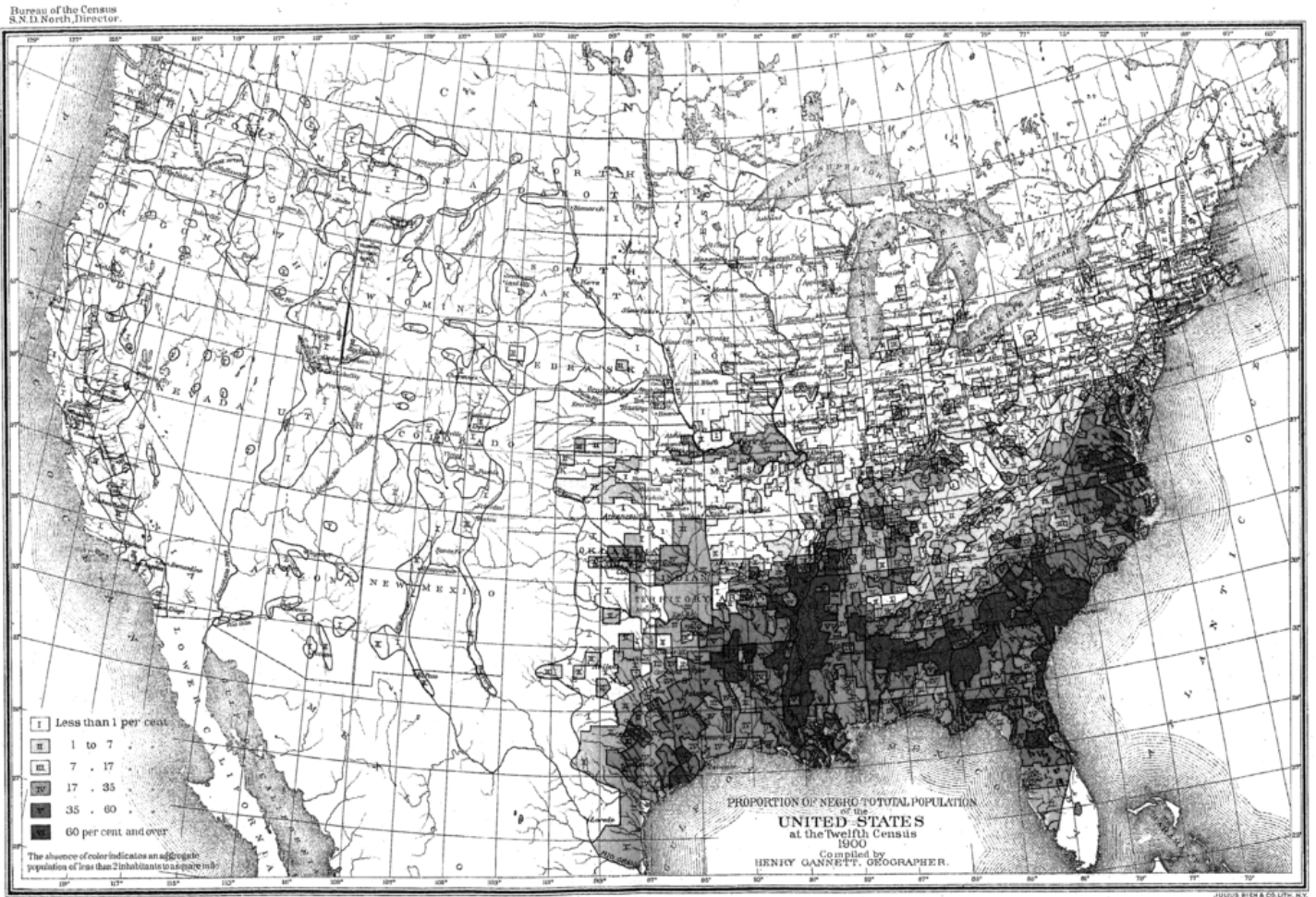
- A. **The Second Great Migration** of African Americans from the South during and after WWII (1940-1970)
- B. **Suburbanization** and shifting populations to the South and Southwest
- C. **Changing Patterns of Immigration** after the 1965 Immigration Act

A. The Second Great Migration: 1940-1970

Historical Context: Every census prior to 1910 showed over 90% of the nation's Black population living in the American South. Southern Blacks experienced Jim Crow segregation and were concentrated in low wage agricultural and domestic work. During World War I (1914-1919) a growing demand for industrial labor in Northern and Midwestern cities led to the migration of hundreds of thousands of African Americans out of the South. During World War II (1941-1945) a Second Great Migration occurred, and this trend continued during the Cold War (1945-1991), with jobs in the military and defense-related industries attracting millions of African Americans (and whites) to Western States. By 1970 only 53% of U.S. Blacks lived in the South, and California's Black population increased significantly. Use the following Census maps and Census data to answer the questions that follow.

Document A.1 African American Population Density in 1900

(Source: https://www.census.gov/history/www/reference/maps/population_distribution_over_time.html)

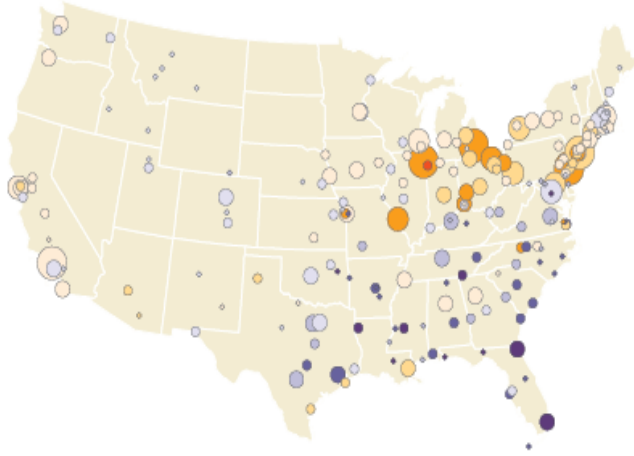


1. According to the Census Map, what region of the United States were most African Americans concentrated in 1900?
2. Were there any large African American communities in California or other Western states in 1900?
3. In what type of jobs were most Southern blacks employed in 1900?

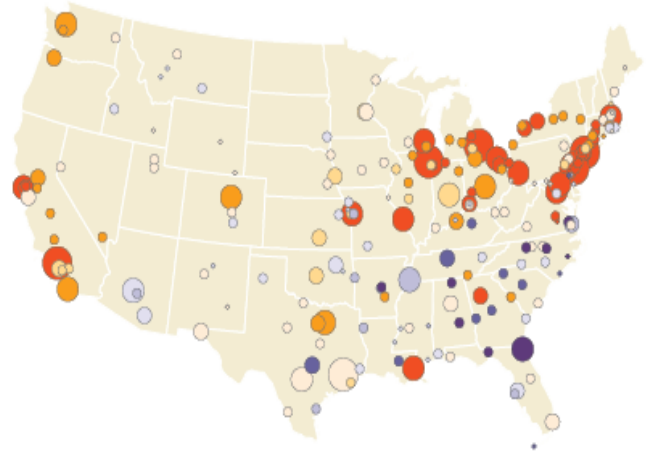
Document A.2 - The First and Second Great Migration

(source: <https://www.census.gov/dataviz/visualizations/020/>)

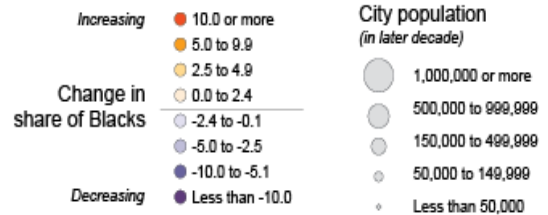
The First Great Migration:
1910-1940



The Second Great Migration:
1940-1970




The change in share of Blacks in cities is based on the percentage point difference in the percent of population that was Black in the later time period compared to the earlier. For example, 18.3 percent of the population in Gary, IN was Black in 1940 but was just 2.3 in 1910, which represented a 16.0 percentage-point change in the share of Blacks in the city. It was the largest change in share during the First Great Migration. By the end of the Second Great Migration, Newark, NJ had realized the largest increase in Black population share, with the Black proportion of the city rising from 10.6 in 1940 to 54.2 in 1970.



1. Which migration was larger, the First Great Migration or the Second Great Migration?
2. How did World War II and the Cold War contribute to the Second Great Migration of African Americans out of the South?
3. Did California and western states experience an increase in Black migration between 1940-1970? Cite evidence from the maps and data.

Documents A.3 - Black Population in California and Select Cities

(source:<https://www.census.gov/prod/cen2010/briefs/c2010br-06.pdf>)

State	Region	1900	1910	1920	1930	1940	1950	1960	1970	1980	1990	2000	2010	Change in the Black Percentage of the Total Population Between 1900 and 2010
 California	West	0.7%	0.9%	1.1%	1.4%	1.8%	4.4%	5.6%	7.0%	7.7%	7.4%	6.7%	6.2%	+5.5%

City	1900	1910	1920	1930	1940	1950	1960	1970	1980	1990	Change in the Black Percentage of the Total Population Between 1900 and 1990
Phoenix, Arizona	2.7%	2.9%	3.7%	4.9%	6.5%	4.9%	4.8%	4.8%	4.8%	5.2%	+2.5%
Los Angeles, California	2.1%	2.4%	2.7%	3.1%	4.2%	8.7%	13.5%	17.9%	17.0%	14.0%	+11.9%
San Diego, California	1.8%	1.5%	1.3%	1.8%	2.0%	4.5%	6.0%	7.6%	8.9%	9.4%	+7.6%
San Francisco, California	0.5%	0.4%	0.5%	0.6%	0.8%	5.6%	10.0%	13.4%	12.7%	10.9%	+10.4%
San Jose, California	1.0%	0.6%	0.5%	0.4%	0.4%	0.6%	1.0%	2.5%	4.6%	4.7%	+3.7%

1. The first Great Migration led to a small Black population increase in California. What effect did the second Great Migration (1940-1970) have on California's Black population?

2. What California cities were most impacted by the Second Great Migration?

The Great Migration: The Second Wave (1940-1970)

African American Population Growth in the Twenty Cities with the Most African Americans in 1970

Metropolitan Area	1940 African American Population	1970 African American Population	Difference
New York	661,100	2,347,100	1,686,000
Chicago	346,800	1,328,600	981,800
Philadelphia	346,800	836,200	489,400
Los Angeles	76,200	765,800	689,600
Detroit	168,600	753,800	585,200
Washington DC	251,600	695,100	443,500
Baltimore	187,100	485,500	298,400
St. Louis	152,700	376,000	223,300
Cleveland	88,600	331,700	243,100
San Francisco/Oakland	21,600	331,700	310,100
Pittsburgh	123,300	172,900	49,600
Cincinnati	69,700	152,800	83,100
Kansas City	68,400	149,800	81,400
Indianapolis	56,300	134,200	77,900
Boston	37,700	127,600	89,900
Columbus	41,500	108,700	67,200
Buffalo	24,600	108,000	83,400
Milwaukee	7,600	104,700	97,100
Dayton	36,600	91,100	54,500
San Diego	7,400	61,900	54,500

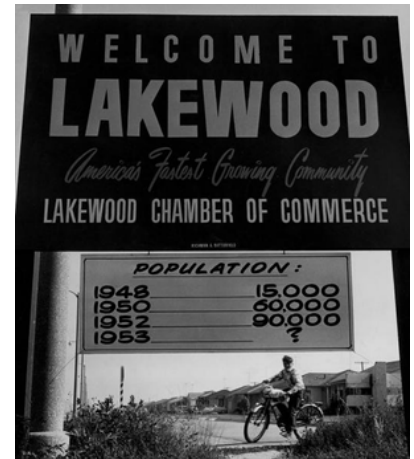
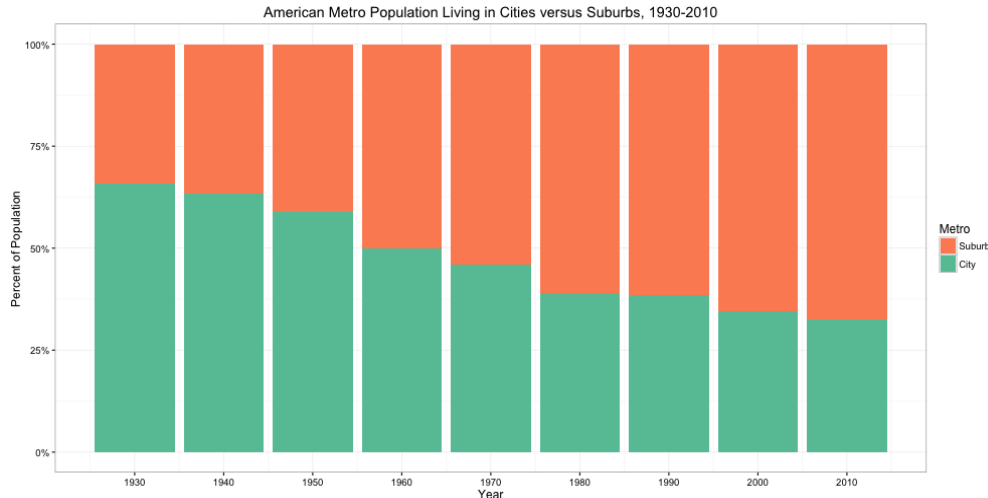
3. While New York, Chicago, and Philadelphia had larger African American populations by 1970, how could one argue that Los Angeles experienced the greatest increase in black population in the United States?

Chart sources: [https://en.wikipedia.org/wiki/Great_Migration_\(African_American\)](https://en.wikipedia.org/wiki/Great_Migration_(African_American))

B. Postwar Suburbanization: 1945 - 1980

Context: Suburban homes became a symbol of prosperity after WWII, and the nation's suburban population exploded during this era. Contributing to suburbanization were federal housing policies like the **G.I. Bill** (1944), Cold War era defense spending, and the **Interstate Highway Act (1956)**. California became the center of the U.S. Aerospace industry after World War II, with suburbs like Lakewood, CA supporting a growing population of defense industry workers in nearby factories like Boeing and Douglas Aircraft. Like most of the nation, California suburbs developed into largely white, middle-class populations with few racial minorities. Use the Census data and images to answer the questions that follow.

Documents B. 1 - Suburbanization in California and the United States



source: <https://journeys.dartmouth.edu/censushistory>

www.pinterest.com/pin/185914290844151763/

(U.S. Census)

(Lakewood Chamber of Commerce)

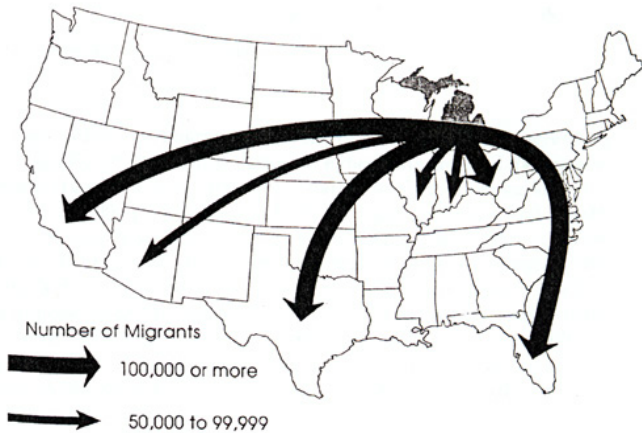
1. According to the data, in what year did the nation's suburban population pass the nation's urban population? Why did this occur?
2. Lakewood, CA (just outside of Los Angeles), was one of Southern California's first large suburbs and home to many defense industry workers and military personnel stationed in nearby bases. What happened to Lakewood's population from 1948-1953?

Documents B.2 - Rustbelt to Sunbelt Migration and “White Flight”

Context: Suburban growth coincided with urban population decline, particularly from whites leaving Midwestern “rustbelt” states like Michigan, Indiana, New York, etc. This migration was prompted by many factors, including employment opportunities in defense-related industries in “sunbelt” states (California, Arizona, Texas, etc.), federal home loan and mortgage insurance programs, the development of air-conditioning technology, and declining industrial jobs in the rustbelt due to automation and rising global competition. While some historians refer to this movement as “white flight”, these rustbelt residents also helped create sunbelt suburbs in California and other Southern and Southwestern states.

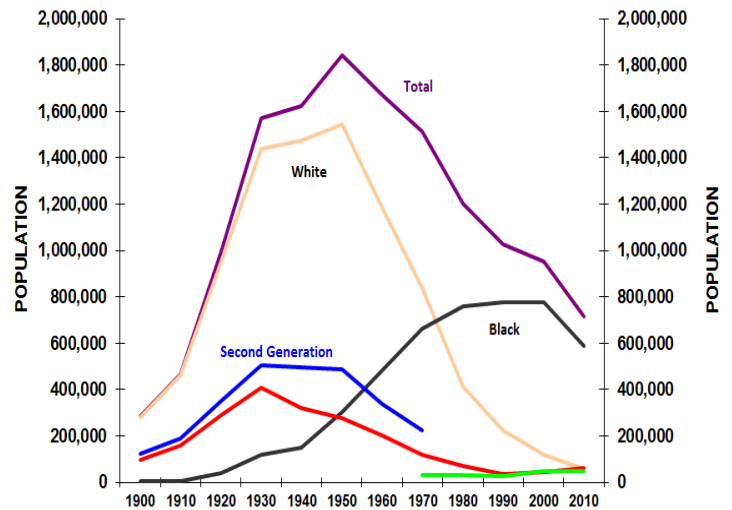
Rustbelt to Sunbelt Migration from Michigan: 1976-1988

source: MSU's Geography Department <http://geo.msu.edu>



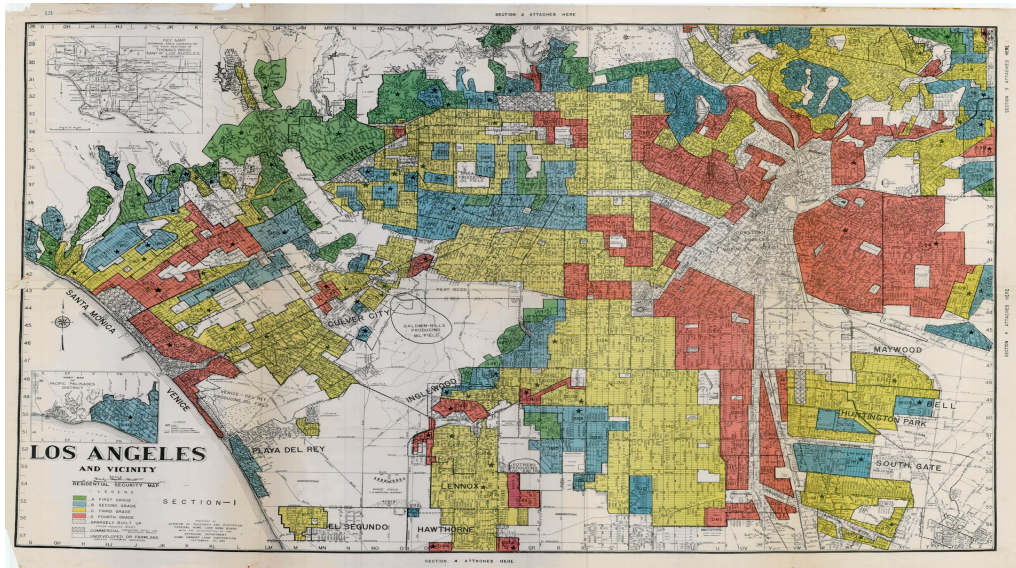
Detroit, Michigan Population: 1900 - 2010

source: U.S. Census <http://www.detroit1701.org>



1. Using the map, where were Michigan residents moving to between 1976-1988? Why were they leaving the “rustbelt” for the “sunbelt”?
2. Using the map, how many Michigan residents moved to California between 1976-1988? How many Michigan residents moved to the other “sunbelt” states in the South and the Southwestern regions of the U.S.?
3. U.S. Census data shows that Detroit was the fastest growing U.S. city between 1900-1940. Using the Detroit population data above, what happened to the city’s overall population after 1960? Why do historians refer to the trends depicted in the map and graph as “white flight”?

Documents B.3 The Suburbs and Housing Discrimination



**1939 HOLC Los Angeles
Metropolitan Area Map**

MAP KEY:

Green = "Best"

Blue = "Still Desirable"

Yellow = "Declining"

Red = "Hazardous"

Context: The U.S. government established the federal **Home Owners Loan Corporation (HOLC)** during the Great

Depression to address housing shortages. Working with local governments and realtors, the HOLC created maps across the U.S. with colors indicating their risk for federal home loan or **mortgage insurance**. Areas "**greenlined**" were considered "best" for federal home insurance, whereas "**redlined**" areas were considered "hazardous", leading few banks to issue mortgage loans in redlined areas since the U.S. government would not guarantee or insure them. The racial composition of the neighborhood was a key factor the HOLC used in creating these maps. White areas in West Los Angeles, such as Beverly Hills, were designated Green, while Black areas in South Central Los Angeles were designated red or "hazardous". In addition, segregated public housing was built by the **Federal Housing Administration (FHA)** in the Watts area of South Los Angeles after World War II to address housing needs related to military and defense industry jobs. Black residential areas, then, were either created through segregated public housing or maintained through redlining. In addition, blacks and non-whites were denied access to suburban housing due to other factors, including white neighborhood protests.

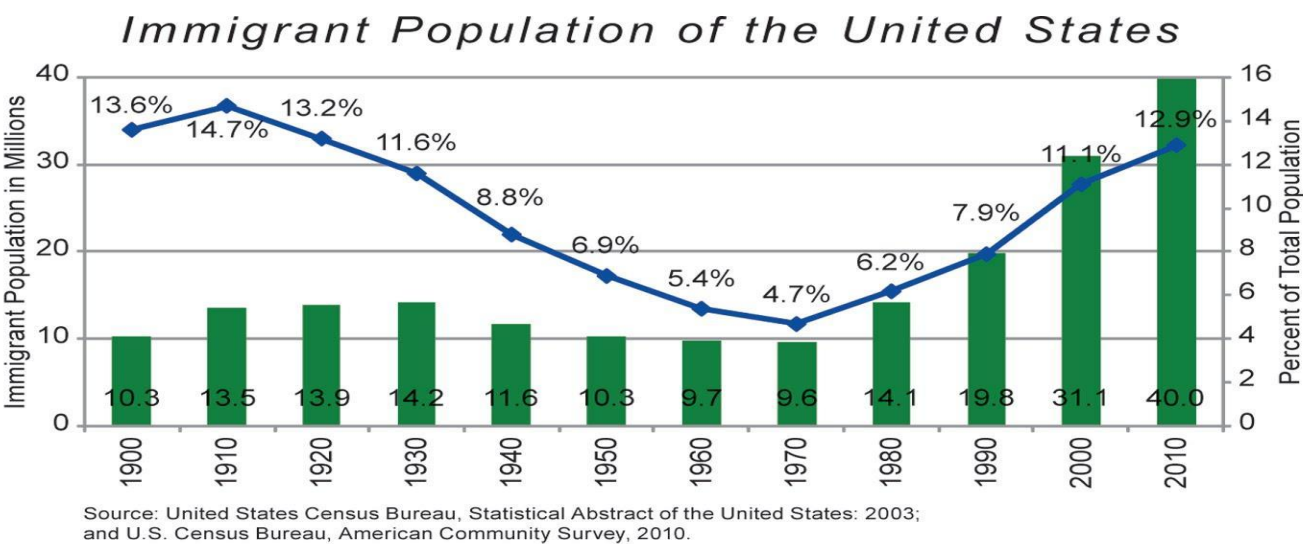
Source: <https://dsl.richmond.edu/panorama/redlining/#loc=10/34.0453/-118.1978&opacity=0.8&sort=16,308&adview=full&area=D60&city=los-angeles-ca>

1. Using the map (and the link above), where were redlined areas in Los Angeles typically located? What did this mean and what populations lived in these areas?
2. Because of discrimination, only a small percentage of Black WWII veterans used the G.I. Bill (1944) for housing. Along with redlining and segregated public housing, how could one argue that the U.S. government "created segregation" in the cities after World War II?

C. Shifting Patterns of Foreign Immigration

Context: The **1965 Immigration Act** ended the U.S. immigration quota system that had existed since the 1920s. The old quota system favored European immigrants to the U.S., and after the 1965 law immigration into the U.S. - both legal and illegal - increased from many different parts of the world, particularly to states in the Southwest like California. This contributed to a growing population increase in California and also growing population diversity in our state. Use the data from the Census and other sources to answer the questions that follow.

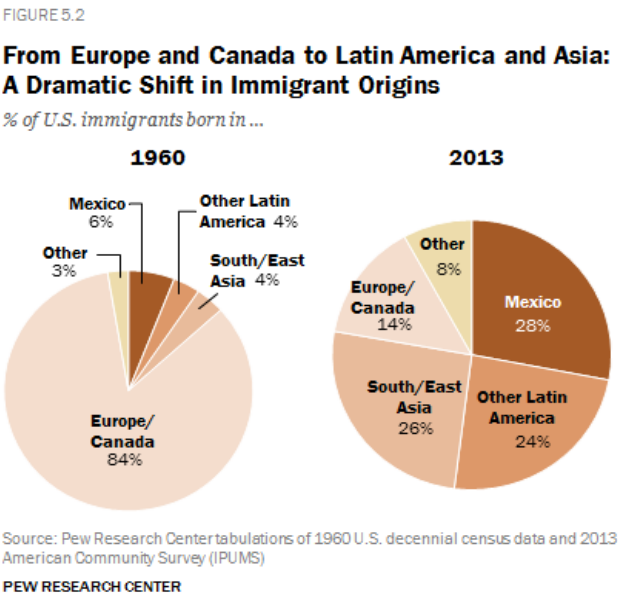
Documents C1. The Immigration Act of 1965



1. What trends do we see in terms of the number of immigrants entering the U.S. after the 1965 Immigration Act (post 1970)?
2. During what decade in the 20th century was the immigrant population to the U.S. (Immigrant Population in Millions) the greatest?
3. Where were most immigrants to the U.S. from prior to the 1965 Immigration Act? Where were most immigrants to the U.S. from in 2013?

(source: <https://www.census.gov/prod/2004pubs/p20-551.pdf>)

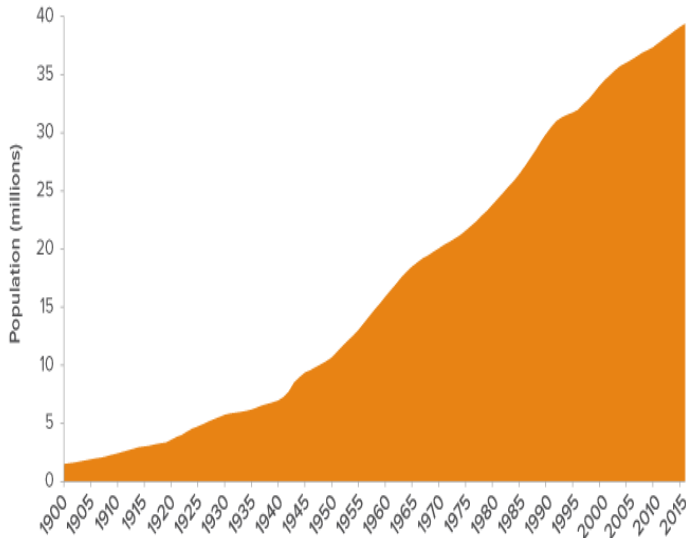
(source: <http://www.pewhispanic.org>)



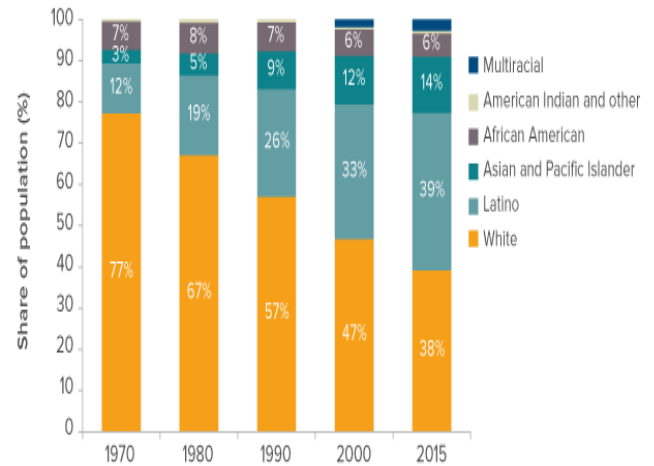
Documents C2. California Population Trends

(data sources: <https://www.ppic.org/publication/californias-population/>, American Community Survey)

California Population (1900-2015)



California Population Diversity (1970-2015)



1. In 1900 California had less than 2 million residents, and by 2015 the state's population was nearly 40 million (Texas, with 28 million residents, is currently 2nd). What does the data from the American Community Survey reveal about California's population after World War II ended in 1945?
2. Census data from the American Community Survey also show that California has become one of the nation's most diverse states. What does Census data from 1970 to present reveal about California's population diversity? Cite evidence from the chart above.
3. According to 2015 estimates, 27% of Californians (10.7 million) are foreign born—a higher proportion than in any other state. The key countries of origin are Mexico (4.3 million), China (910,000), the Philippines (864,000), Vietnam (511,000), India (477,000), El Salvador (428,000), and Korea (328,000). In recent years, almost twice as many immigrants have been arriving from Asia as from Latin America. How did the 1965 Immigration Act affect contribute to this diversity?

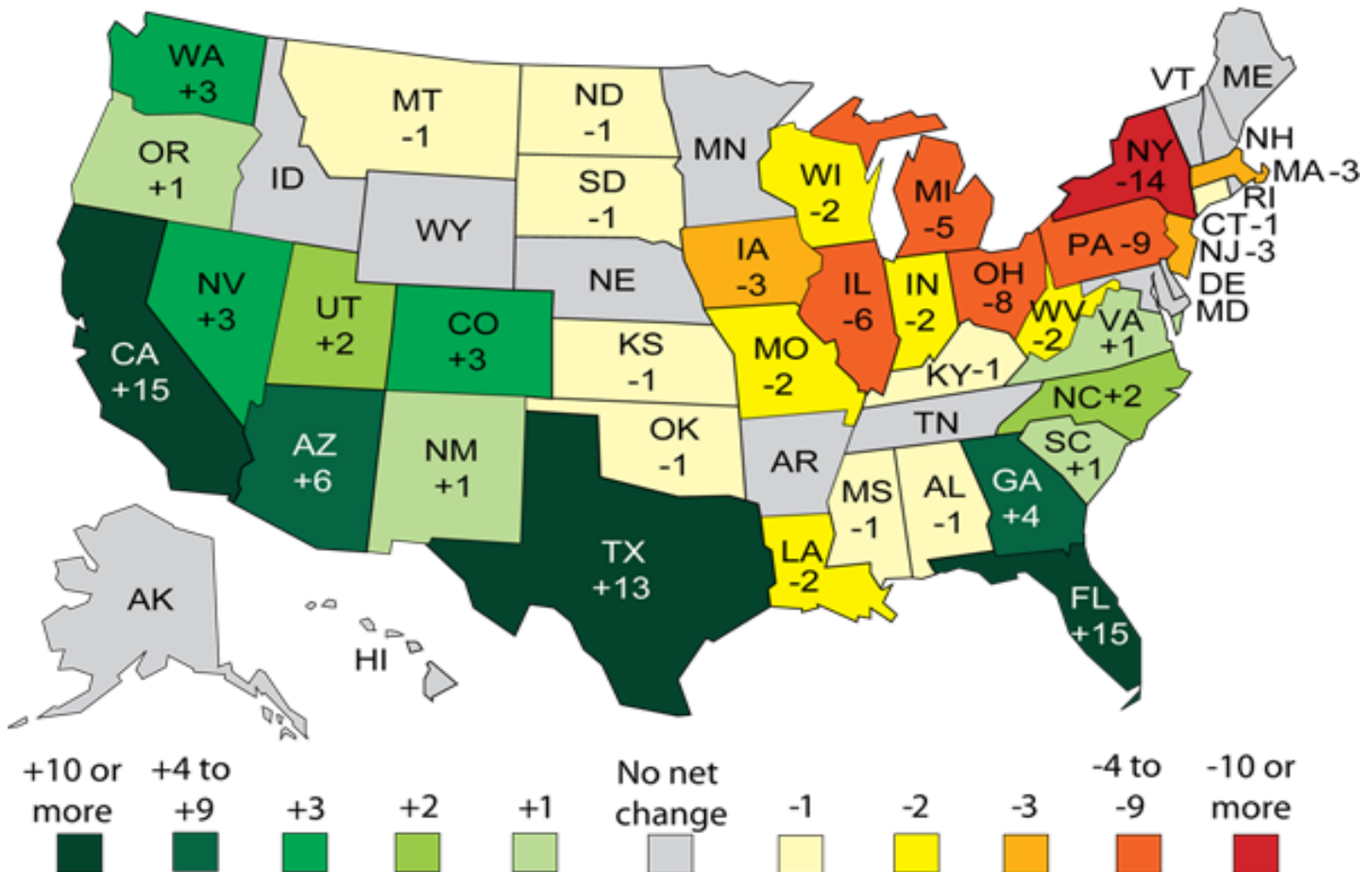
How do the shifts in population movement explain the growth and development of California after WWII? Why is participation in the census important to Californians?		
	Day 2	50 minutes
Learning Objective	Students will be able to access and analyze quantitative data and infographics derived from National 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

PART III. Policy Effects and Taking Information Action: Now that you have seen how U.S. Census data can be used to explain population growth after World War II, we will explore how census data also determines the distribution of federal benefits to the states, as well as the allocation of seats in Congress. After the decennial census, the number of seats in the U.S. House of Representatives is **reapportioned** (redistributed) according to population changes within each state. States gaining population can gain seats in the House of Representatives, while states losing population can lose Congressional representation in the House of Representatives. Use the data below to answer the questions that follow.

Congressional reapportionment changes, 1960-2010

(source: http://www.centerforpolitics.org/crystalball/articles/how-congressional-representation-has-changed-over-the-past-50-years/?upm_export=print)

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1. Which regions of the U.S. have gained the most seats in Congress since 1960? Which states have gained the most seats in Congress during this period?

2. Which regions of the United States have lost the most seats in Congress since 1960? Which U.S. states have lost the most seats in Congress during this period?

Distribution of Government Benefits

There are currently 132 federal programs that use Census data to determine the distribution of federal funds to the states. Some of the more recognized federal programs include Medicaid, Highway Planning and Construction, Unemployment Insurance, Head Start, and various other anti-poverty and child welfare programs. One example is Federal Childcare grants to the states to support lower income students and families. Use the information and map below to answer the following questions.

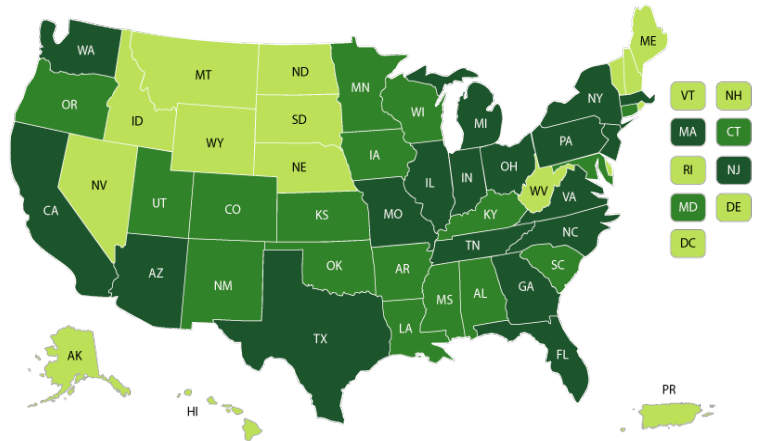
Federal Childcare and Development Block Grants

- \$5.4 Billion was distributed in 2015 by the Department of Health and Human Services to U.S. states

- The darkest green states on the map qualified for over \$100million in federal aid, the light green states qualified for under \$40million in federal aid, and the green states qualified for between \$40-\$100million in federal aid.

- California qualified for \$566million, the most of any state under current funding formula

- The formula for the amount of federal dollars each state receives is based on census data:
 - Number of children in the state below the age of 5
 - Per capita income level in the state
 - Number of children qualifying for the Federal School Lunch program in the state



1. Which state receives the most federal funding for this program? Why?

2. What could the consequences of a census “undercount” on the distribution of federal resources to California?

3. Why is it an important civic duty for all Californians to participate in the census?

PART IV. Assessment: using your responses to the questions from Parts II and III, address the following summative questions. Consider the movement of people and the effects of these population movements on California and the U.S..

Based on census data, 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?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is a small gap or break in one of the lines near the top right corner. The paper appears to be a standard notebook page.