

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