

grades

9-12

2010 CENSUS IN SCHOOLS  
**It's about us**  
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# TEACHING guide

## Involve your students in the 2010 Census

This teaching guide will help you bring the census to life and help your students develop important skills.

This valuable program fits your high school social studies curriculum.

## Meets National Standards for History, Civics, and Geography

### INSIDE

#### Free Lesson Plans

Complete lessons and activities for grades 9-12

#### Reproducible Student Worksheets

Printable assessment, activity, and skills pages that link to lessons

#### Great Resources

Teaching tools including census facts, teaching tips, and correlations to national standards

Find additional support materials at [www.census.gov/schools](http://www.census.gov/schools)

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It's In Our Hands

# Scope and Sequence

GRADES 9–12



HISTORY



CIVICS



GEOGRAPHY

Lesson	Strand	Curriculum Connections	Skills & Objectives
<b>1 A Nation Counts</b>	About the Census	History, Civics	Understand the census and its historical role; recognize the importance of apportionment; use a time line with respect to census development
<b>2 Numbers Tell a Story</b>	Managing Data	History, Civics, Geography	Connect census data to historical events; analyze census data for social and economic significance
<b>3 What's the Point?</b>	About the Census	History, Civics, Geography	Identify who uses census data and how; trace impact of census data; present findings in graphic format
<b>4 Census and Apportionment</b>	Managing Data	History, Civics, Geography	Describe the role that census data play in upholding the principle of "one person, one vote"
<b>5 Census and Redistricting</b>	About the Census	Civics, Geography	Learn about the use of redistricting data; explore congressional districts
<b>6 Mapping the Census</b>	Map Literacy	History, Geography	Learn about cartography; examine differences between data and their representation; utilize mapmaking
<b>7 Reshaping the Nation</b>	Map Literacy	Geography	Learn how to read and use a cartogram; explore new ways to represent data
<b>8 A Slice of the Census</b>	About the Census	History, Civics, Geography	Explain the importance of census questions; describe how the concept of privacy has changed since the first census; explain the measures taken to protect the confidentiality of personal information on the census
<b>9 The Role of Individuals and Groups in the Census</b>	Community Participation	History, Civics, Geography	Describe the role of individuals, government, and partner groups in the census
<b>10 Getting Active in the Census</b>	Community Participation	History, Civics, Geography	Identify ways of participating in the census; recognize need for civic action
<b>11 Projections and the Census</b>	Managing Data	History, Civics, Geography	Connect census data and history; analyze census data to make predictions for the future
<b>12 What Do You Know?</b>	About the Census	History, Civics, Geography	Demonstrate understanding of the importance of the census; identify essential concepts from Census in Schools lessons

# National Standards and Benchmarks GRADES 9–12

Standard/Benchmark Lesson Number **1** **2** **3** **4** **5** **6** **7** **8** **9** **10** **11** **12**

## SOCIAL STUDIES

<b>I.a.</b> Analyze and explain the ways groups, societies, and cultures address human needs and concerns	x		x	x	x					x		x	
<b>II.b.</b> Apply key concepts such as time, chronology, causality, change, conflict, and complexity	x	x		x	x							x	x
<b>II.c.</b> Identify and describe significant historical periods and patterns of change	x	x		x	x							x	x
<b>III.c.</b> Use appropriate resources, data sources, and geographic tools to generate, manipulate, and interpret information		x	x	x	x	x	x	x				x	x
<b>III.e.</b> Describe, differentiate, and explain the relationships among patterns of population		x		x	x	x	x						x
<b>V.b.</b> Analyze group and institutional influences on people	x	x	x	x	x				x	x	x	x	x
<b>V.c.</b> Describe the various forms institutions take, and explain how they develop and change over time	x		x	x	x								
<b>V.f.</b> Evaluate the role of institutions in furthering both continuity and change	x			x	x					x			x
<b>VI.a.</b> Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare	x	x		x	x					x	x	x	x
<b>VI.b.</b> Explain the purpose of government and analyze how its powers are acquired, used, and justified	x		x	x	x				x	x		x	x
<b>VI.c.</b> Analyze and explain ideas and mechanisms to meet needs and wants of citizens	x	x	x	x	x				x	x	x	x	x
<b>VII.d.</b> Describe relationships among the various economic institutions that comprise economic systems			x										
<b>IX.d.</b> Analyze the causes, consequences, and possible solutions to issues, such as resource allocation	x	x	x										
<b>X.a.</b> Explain the origins and interpret the continuing influence of key ideals of the democratic republican form of government	x			x	x								
<b>X.b.</b> Identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities	x		x	x	x				x	x	x		x
<b>X.d.</b> Practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic			x		x				x	x	x		

## CIVICS

<b>I.A.3.</b> Evaluate, take, and defend positions regarding the purposes of politics and government	x			x	x								x
<b>I.C.2.</b> Explain the various purposes served by constitutions	x			x									
<b>II.B.2.</b> Understand the importance of volunteerism in American society			x							x	x		x
<b>II.D.3.</b> Understand the fundamental values and principles of American political life and their importance to the maintenance of constitutional democracy	x			x									
<b>III.A.1.</b> Explain how the United States Constitution grants and distributes power to national and state government	x			x	x								
<b>III.B.1.</b> Evaluate, take, and defend positions on issues regarding the purposes, organization, and functions of the institutions of national government			x							x	x	x	x
<b>V.C.2.</b> Understand issues regarding civic responsibilities of citizens in American constitutional democracy			x	x					x	x	x		x
<b>V.E.5.</b> Explain the importance of knowledge to competent and responsible participation in American democracy												x	x

## GEOGRAPHY

<b>1.A.</b> Produce and interpret maps and other graphic representations to solve geographic problems				x		x	x						x
<b>1.B.</b> Use maps and other geographic representations to analyze world events and suggest solutions to world problems				x	x	x	x						
<b>1.C.</b> Evaluate the applications of geographic tools and supporting technologies to serve particular purposes						x	x						x
<b>4.C.</b> Explain how social, cultural, and economic processes shape the features of places		x	x		x	x				x	x		x
<b>4.D.</b> Evaluate how humans interact with physical environments to form places and the status of the individual in relation to general welfare			x			x				x	x		x
<b>5.C.</b> Identify human and physical changes in regions and explain the factors that contribute to those changes	x	x		x	x								x
<b>5.D.</b> Explain the different ways in which regional systems are structured	x			x	x								
<b>5.A.</b> Predict trends in the spatial distribution of population on Earth				x	x								x
<b>5.C.</b> Explain the economic, political, and social factors that contribute to human migration	x	x											x
<b>5.D.</b> Evaluate the impact of human migration on physical and human systems	x	x		x	x								x
<b>12.D.</b> Describe the nature, causes, and geographic impact of change in urban areas		x											
<b>18.C.</b> Analyze a variety of contemporary issues in terms of physical and human systems										x	x	x	x

**Sources:** *Curriculum Standards for Social Studies*, National Council of Social Studies; *National Geography Standards*, The Geography Education Standards Project; *National Standards for Civics and Government*, Center for Civic Education.

# It's About Us

## PROGRAM OVERVIEW

**Who counts? You count.  
Your students count.  
Their families count.**

The U.S. census happens every 10 years—sometimes only once during the time that your students are in school! These materials, developed by the U.S. Census Bureau and Scholastic, will help you ensure that the 2010 Census doesn't come and go without your students' awareness.

**You have an important role to play in the 2010 Census.** By engaging your students with these materials and encouraging them to have their families complete and mail back the census form, you will contribute to making this a more successful, more accurate census. As you know, an accurate census is essential to our democracy. It determines congressional representation; forms the basis for redistricting decisions; contributes to choices about how to distribute federal, state, and local funds; and enables us to check for compliance with civil rights laws. It also guides the kinds of business decisions that move

our economy forward. Beyond that, the national census is a source of important data and statistics that are essential to understanding our nation.

The aim of these classroom materials is twofold:

### 1. Get Students Involved

Students who learn about the census—its purpose, uses, and importance—are likely to participate in the census and become advocates for the census participation of their families and communities.

### 2. Meet Educational Standards

These activities will enable you to meet educational goals and standards while fitting into your curriculum.

Your leadership will encourage your students' enthusiastic participation, in both classroom activities and the census itself. Tap into your students' desire to make a difference and effect change on a large scale with these materials.

Read on to learn more about how you can share the importance of the census with your high school students—and remember: It's about us!



**Need more teaching tools?**

**Download the Census Fact Sheet and access additional resources at [www.census.gov/schools](http://www.census.gov/schools).**



**Need lessons for different levels?**

**Access materials for other grade bands at [www.census.gov/schools](http://www.census.gov/schools).**



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**Census  
2010**

# Why Teach the Census?

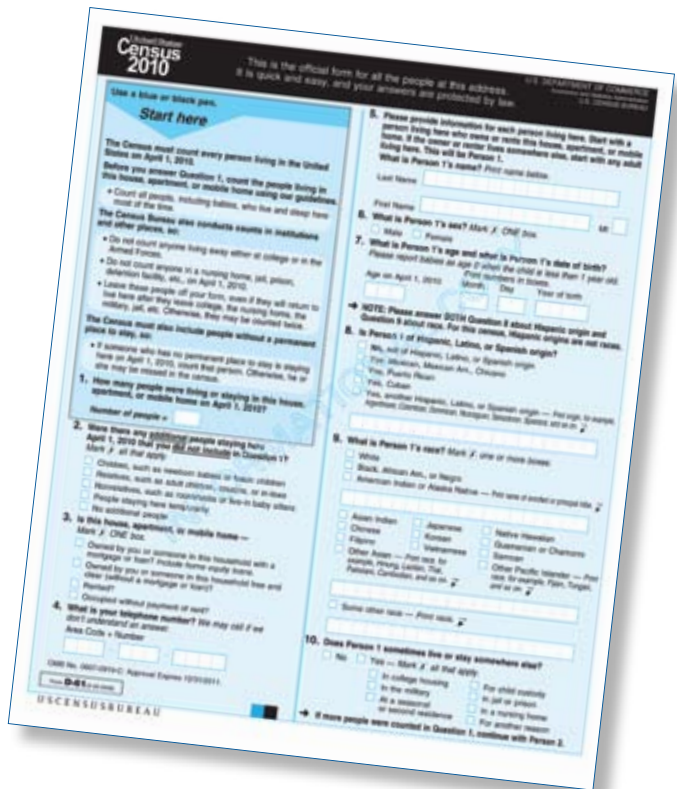
In March 2010, a census form will be delivered to your students' homes. You can imagine how some of them might respond. "So what?" they might ask. "Why should I care about the census?" The lessons that comprise the Census in Schools program help answer these questions. By learning about the census—its development, its uses, and its logistics—students will discover how important participating in the census really is, and that doing so will affect them now and for many years to come.

## The Importance of the Census

We live in a representative democracy. If everyone is going to be represented and have a voice in government, we need to know how many people that "everyone" includes. The country's founders understood this, so they put it right into the Constitution! Article 1, Section 2 requires the government to count the number of people in the country every 10 years.

The data collected from this count will determine the number of representatives each state has in Congress, which affects the number of electors in presidential elections. And census data are used within each state to define congressional districts, which can impact congressional elections. These uses of census data are at the foundation of our democracy.

(continued)



# Why Teach the Census?

(continued)

## More to the Census Than Meets the Eye

National, state, and local governments provide the foundation of our infrastructure, from building roads to supporting essential services.

But how do different levels of government decide how funds should be used? One of the most important tools is census data. The 2010 Census will help determine how more than \$300 billion of federal money is allocated each year. This can have a direct effect on your students' lives. They may even benefit from construction of a new school!

## Strength in Numbers

There is yet another crucial use for census data: to help ensure that Americans receive the fair treatment that civil rights laws guarantee us. The census provides demographic data that the government uses to ensure compliance with laws such as the Fair Housing Act, the Civil Rights Act of 1964, and the Voting Rights Act of 1965.

The effects of these laws are profound. For example, how are housing opportunities affected by the race of occupants? Census data provide this and other information that plays a central role in ensuring equal rights for all Americans.

## Census in Your Classroom

Look at the textbooks you've used over the years in your classroom. Have you ever noticed how many of the tables on those pages rely on census demographic data? In fact, a lot of the information and figures that you teach every day come from the census. Think of census data as a compendium of information that helps everyone from government officials and business leaders to teachers and students.

Bringing this data into your classroom will help supplement material that you're already teaching and reinforce important social studies skills. The lesson overviews that follow provide step-by-step teaching instructions. Along with the interactive worksheets, these lessons will help your students understand how important it is to learn about the census.



Visit [www.census.gov/schools](http://www.census.gov/schools) to access additional classroom resources.

# A Nation Counts

## Strand: About the Census



### Skills and Objectives

- Understand the origins of the census and its role in U.S. history
- Recognize the political importance of apportionment based purely on population
- Use a time line to place significant events surrounding the census in the context of U.S. history

**Materials:** *A Nation Counts* Student Worksheet 1, copy of the U.S. Constitution

**Time Required:** One 40-minute class period

### Getting Started

1. Remind students that the origins of the U.S. census date back to the Constitution. Read aloud Article 1, Section 2 of the Constitution, which calls for a full count of the population in order to allocate seats in the House of Representatives. This full count of the population is called the **census**. Explain to students that this process of allocating the number of seats that each state has in the House of Representatives is called **apportionment**. Point out that the decision to base apportionment on population and not on wealth or land holdings was a boldly democratic move. The use of a census to determine representation, rather than simply counting the number of people to be taxed or to serve in the military, was also novel.
2. Explain that the census has evolved over time. The first census had only a few categories of data, including population of men, women, and enslaved and free people. Every 10 years, Congress passed new **legislation** that funded and planned the next census. Over time, the census grew in scope, size, and complexity.
3. Tell students that the census has recorded many profound changes in American history. For example, the census data of 1920 indicated that the country was more urban than rural. Those who valued traditional rural ways of life were concerned that cities would lure young people from farms. Inform students that in later lessons they will be discussing other changes revealed by census data.
4. Share with students that the census has undergone many changes since its inception more than 200 years ago. For example, the 1870 Census used a tabulating machine created by a census official to better handle the growing stacks of data. For the 1880 Census, a Geography Division was opened to make mapping more accurate. And in 1902 the Census Bureau became a permanent federal agency under the Department of the Interior. Today, census data are not only used to allocate congressional seats but also to make decisions about

providing community services, and to distribute 300 billion dollars in federal funds to local, state, and tribal governments each year.

### Using Student Worksheet 1

5. Distribute copies of *A Nation Counts* Student Worksheet 1. Explain to students that they will be creating a time line of events in the history of the U.S. census.
6. Instruct students to conduct research on the history of the U.S. census using library or Internet resources such as [www.census.gov/history](http://www.census.gov/history). For additional online resources, refer to the last page of this guide.
7. Tell students to also include historical factors that affected the census (such as the Civil War, westward movement, and immigration) on their time line, along with major statistical milestones, such as when the United States reached 10 million and 100 million in population.

### Answers to Student Worksheet 1

1. Answers will vary, but may include: Basic tabulating machines were made in the late 1800s. Simple electronic calculators were made in the early 1900s. Computers played a major role in the second half of the 1900s. These advancements made it easier for people to be counted and helped lead to more accurate data tabulation.
2. Answers will vary, but may include: westward expansion would make it more difficult to count the population because the population would be more spread out across the country; new states and changes in population would lead to additional seats in the House of Representatives.
3. Answers will vary, but may include: Some people might have seen the country's growth in population and economy as a sign of a strengthening United States; conversely, people might have been wary of big changes such as immigration, urbanization, and industrialization as this would have potentially meant a draw on resources and fewer available jobs.

Name: \_\_\_\_\_

# A Nation Counts

## The U.S. census has changed a lot in 200 years.

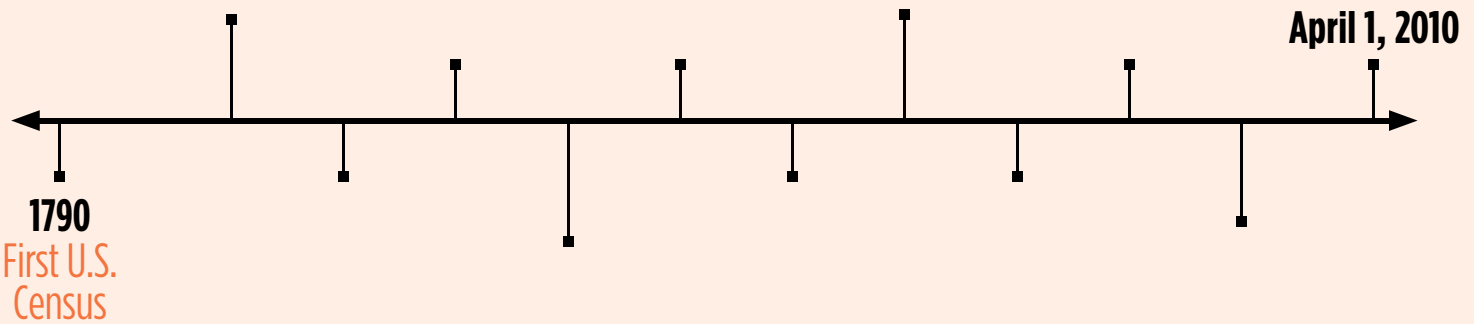
As our nation grew, the census grew with it. As data collection methods became more advanced, the census became more complex. Today the census is a massive statistical resource that measures and tracks an ever-changing nation. Complete the following activity to learn more about how the census has changed.

Conduct research online or at your school library to collect information in the following categories:

- Changes in the census
- Historical factors that affected the census
- Major statistical milestones



Fill in the time line below with 10 census-related events or milestones.



Use what you learned in the class discussion as well as your own research to answer the following questions about the history of the U.S. census. Write your answers on the back of this page.

- 1) What technological advancements have influenced the census? How?
- 2) How might the westward expansion of the United States have affected the census?
- 3) How might people have felt about the results of the census in the late 1800s? Why might they have felt this way?

QUESTIONS

# Numbers Tell a Story

## Strand: Managing Data



### Skills and Objectives

- Connect census data to historical events
- Understand cause and effect, and how they are reflected in census data
- Analyze census data for social and economic significance

**Materials:** *Numbers Tell a Story* Student Worksheet 2, wall map

**Time Required:** One 40-minute class period

### Getting Started

1. Explain to students that the U.S. census has measured and tracked the growth of the United States since the earliest days of the country. For this reason, census data are a gold mine of information for historians. Census data are also useful for anyone studying cause and effect and the connection between statistics and the real world.
2. Divide the class into four groups. Have each group research the statistics mentioned in Step 3 below. Be sure to point out to students that data come from more sources than the decennial census. **American FactFinder**, located at <http://factfinder.census.gov>, offers a variety of information that goes beyond the data the decennial census gathers.
3. Write the following statistics on the board:
  - 3a. U.S. Gross Domestic Product in 1929 (in current dollars not adjusted for inflation): \$103.6 billion  
U.S. Gross Domestic Product in 1933 (in current dollars not adjusted for inflation): \$56.4 billion
  - 3b. Percent Population Change in Oklahoma, 1900–1910: 109.7%
  - 3c. Federal Government Spending, as percentage of GDP in 1944: 43.7%  
Federal Government Spending, as percentage of GDP in 1954: 18.7%
  - 3d. States that lost population between 1930 and 1940: KS; NE; ND; OK; SD
4. Explain to students that important or significant historical events are often reflected in census data. Invite students to review the statistics on the board, then ask them to think about which historical event most likely led to each statistical change. (Answers: 3a. the Great Depression; 3b. the Oklahoma Land Run and statehood; 3c. World War II; 3d. the Dust Bowl.)

Summarize your talk by leading a discussion about what other events in the past might be reflected in census data. Possible events include: westward expansion, war casualties, war spending, immigration, economic booms and crises, industrialization, urbanization, suburbanization, etc.

### Using Student Worksheet 2

5. Distribute copies of *Numbers Tell a Story* Student Worksheet 2. Instruct students to study the data table and answer the questions that follow.
6. Allow students to use the wall map to compare the worksheet data with the data on the map.

### Answers to Student Worksheet 2

1. Answers will vary, but should include those cities that gained population: New York; Los Angeles; Houston; Phoenix; San Diego; Dallas; San Antonio; San Jose; Indianapolis; San Francisco; Jacksonville; Columbus; Austin; Memphis; or cities that lost population: Chicago; Philadelphia; Detroit; Baltimore; Cleveland; Washington, DC; St. Louis; Milwaukee; Boston; New Orleans; Pittsburgh.
2. Texas and California
3. The Southwest
4. Answers will vary, but may include: relocation of industry to southern states or an increase in immigration to the South.
5. As population moves south and west, political power shifts there, too, including House of Representatives seats, electoral votes, and political influence.
6. Answers will vary, but may include: On the large map, many of the largest counties are in the same areas as the new largest cities; on the inset map showing non-English speakers, many of the states with the highest percentages of non-English speakers are the same states as those with rapidly growing cities.

Name: \_\_\_\_\_

# Numbers Tell a Story

**The U.S. census is nearly as old as the United States itself.** Over the course of more than 200 years, the U.S. Census Bureau has gathered a wealth of information for statisticians, historians, and decision makers. This information can help us understand the past and make educated plans for the future.

Comparing census data from two different periods in history allows us to draw conclusions about historical trends. For instance, using the chart below to compare the most populous cities in 1960 and 2000 allows us to see how urban populations in the United States have changed.



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## Most Populous U.S. Cities

Rank	1960		2000	
	Place	Population	Place	Population
1	New York, NY	7,781,984	New York, NY	8,008,278
2	Chicago, IL	3,550,404	Los Angeles, CA	3,694,820
3	Los Angeles, CA	2,479,015	Chicago, IL	2,896,016
4	Philadelphia, PA	2,002,512	Houston, TX	1,953,631
5	Detroit, MI	1,670,144	Philadelphia, PA	1,517,550
6	Baltimore, MD	939,024	Phoenix, AZ	1,321,045
7	Houston, TX	938,219	San Diego, CA	1,223,400
8	Cleveland, OH	876,050	Dallas, TX	1,188,580
9	Washington, DC	763,956	San Antonio, TX	1,144,646
10	St. Louis, MO	750,026	Detroit, MI	951,270
11	Milwaukee, WI	741,324	San Jose, CA	894,943
12	San Francisco, CA	740,316	Indianapolis, IN	781,870
13	Boston, MA	697,197	San Francisco, CA	776,733
14	Dallas, TX	679,684	Jacksonville, FL	735,617
15	New Orleans, LA	627,525	Columbus, OH	711,470
16	Pittsburgh, PA	604,332	Austin, TX	656,562
17	San Antonio, TX	587,718	Baltimore, MD	651,154
18	San Diego, CA	573,224	Memphis, TN	650,100
19	Seattle, WA	557,087	Milwaukee, WI	596,974
20	Buffalo, NY	532,759	Boston, MA	589,141

Answer the following questions on the back of this sheet.

- 1) List three cities that gained population and three cities that lost population.
- 2) Which two states have the most cities appearing on the 2000 list?
- 3) Based on the listed cities, which region of the country gained the most population?
- 4) If population growth in cities such as Houston and Dallas is an effect, what economic or social change during that period might be the cause?
- 5) What could be the political effects of the population shifts from 1960 to 2000?
- 6) Compare the data tables to the wall map. Find two parallels between the trends indicated in the data table and the data on the wall map.

QUESTIONS

Source: www.census.gov

# What's the Point?

## Strand: About the Census



### Skills and Objectives

- Identify who uses census data and how
- Trace the impact of census data from Census 2000
- Present findings in a graphic format

**Materials:** *The Census Makes a Difference*

Student Worksheet 3

**Time Required:** One 40-minute class period

### Getting Started

1. Tell students that, now that they have learned about the origins and development of the census, they are going to discuss a very basic question: *What is the point of the census?* Explain that in this lesson they will learn about who uses census data, how the data are used, and the important effects of those uses.
2. Start the discussion by making a three-column chart on the chalkboard/whiteboard. Title the three columns as follows:
  - Distribution of Public Funds
  - Business/Industry Use
  - Government Planning
3. Explain to students that these are three ways that census data are used. Lead a class discussion about each category and guide students to provide examples of each. Write their responses in the chart. Ask: **What are some examples of programs that are paid for with public money?** (Possible answers: unemployment benefits, school lunch programs, road repair) Ask: **How do you think business owners might use census data?** (Possible answers: to decide whether to open a gourmet coffee shop in a particular neighborhood, to decide where to build an assisted-living facility, to determine the average salary in a comparable business so that they know how much to pay their employees) Ask: **How might the government use census data to plan for the future?** (Possible answer: governments can see where an area's population has increased and plan to build a school or post office there.)
4. Discuss with students what kinds of data would be used in the examples listed on the chart. For example, if someone wants to open a new coffee shop they might want to see how many people live in the neighborhood to ensure that they will have plenty of potential customers.
5. Summarize the major points of the discussion and tell students that census data are important in all the



examples they have looked at. Explain that, with this background, they will now study how data from Census 2000 can be used, and the effects of that use.

### Using Student Worksheet 3

6. Divide students into pairs. Then distribute *The Census Makes a Difference* Student Worksheet 3.
7. Read the instructions aloud as students follow along. Tell them that they will have the rest of the class period as well as homework time to complete their research and create a poster or other graphic.

### Wrap-up

8. During the next class ask students to share their findings with the rest of the class. These findings should be presented in the form of a poster or other graphic. After each pair has presented, ask students to write a short summary of what they have learned in this lesson.

### Answers to Student Worksheet 3

Answers will vary for all questions.

Name: \_\_\_\_\_

GRADES 9-12

STUDENT  
Worksheet

3

# The Census Makes a Difference

**Through this activity, you and a partner will discover who uses census data and how the data are used.** Start by deciding whether to research public funds, business/industry use, or government planning. Whichever path you choose, focus on your state, city, town, or community. Then use data from the U.S. Census Bureau to answer the questions at the bottom of the page.



## Distribution of Public Funds

If you decide to research how public money is used based on census data, go to “Subjects Planned for the 2010 Census and American Community Survey” at [www.census.gov/Press-Release/www/2007/subjects\\_notebook.pdf](http://www.census.gov/Press-Release/www/2007/subjects_notebook.pdf).



## Business/Industry Use

If you decide to research business or industry use, visit “Economic Census” at [www.census.gov/econ/census](http://www.census.gov/econ/census). What information is provided about the business or industry that you chose? If you were a businessperson, how would you use that information? How would you be able to use Census 2000 data to plan for your business?



## Government Planning

If you decide to research how the government can use census data to plan for the future, visit [www.census.gov/cac/www/doc/gov-orgs.doc](http://www.census.gov/cac/www/doc/gov-orgs.doc). Discover how government agencies can use census data for their planning purposes.



**Use information and data from your research to answer the following questions to help you create a poster or other graphic that details your research findings.**

- 1) Which census data were used in your example?
- 2) What businesses or government agencies used that data?
- 3) For what purpose did they use the data?
- 4) What was the outcome of that use?
- 5) Could the outcome have been reached through other means? If so, how? If not, why not?

QUESTIONS

# Census and Apportionment

## Strand: Managing Data



### Skills and Objectives

- Understand and describe the role census data play in apportionment decisions
- Discover how census data are used to uphold the principle of “one person, one vote”
- Analyze the connection between apportionment and the Electoral College

**Materials:** *Census and Apportionment* Student Worksheet 4, copy of the U.S. Constitution

**Time Required:** One 40-minute class period

### Getting Started

1. Remind students that the census provides a count of people for the purpose of **apportionment**. Read aloud the following facts about apportionment:
  - The Constitution provides that each state will have a minimum of one member in the House of Representatives.
  - Between 1790 and 1910, the number of seats in the House was increased to accommodate a growing population.
  - The size of the House was capped by Congress at 435 seats following the 1910 Census; it can only be increased by an Act of Congress.
2. Tell students that one of the main reasons for conducting the decennial census and keeping track of population changes is to accurately apportion the membership of the House of Representatives among the 50 states.
3. Explain that, following a census, seats in the House of Representatives are automatically reapportioned according to the census data. In the past, Congress had to pass a bill for apportionment to take place. However, in 1929, 1940, and 1941, a series of acts were passed to allow for automatic apportionment so that census data would be used to realign the number of seats allocated to each state. If a state has gained population, it may receive additional seats. If a state has lost population, it may lose seats.
4. Guide students to think about apportionment as being a tool for political equality. The principle of “one person, one vote” is a fundamental part of our democracy, and the apportionment process helps ensure that this principle is met. The biggest challenge with apportionment is ensuring that the 435 seats are divided fairly.
5. Ask students to predict what they think might happen if their state were to gain or lose a seat in the House of Representatives. (Possible answers: The state would have more or less representation in Congress; the state would have to redraw its congressional districts.) Explain

to students that while a state losing a seat may seem “unfair,” it is intended to accurately reflect population shifts throughout the whole country and ensure that proportional representation is maintained. Nevertheless, no state wants to lose seats, which is why local leaders urge residents to participate in the census.

### Using Student Worksheet 4

6. Distribute copies of *Census and Apportionment* Student Worksheet 4. Review the map as a class. Point out to students that, in several states, the number of seats changed between 1990 and 2000. Guide students to recognize the shift in population from the north to the south. Point out that northern states such as New York lost up to two seats, while southern states such as Texas gained up to two seats. Ask students to theorize how this might have affected the House of Representatives.
7. Instruct students to use the 1990/2000 apportionment map, as well as outside research, to project how the 2010 Census might affect the apportionment of House seats. Have students fill in the blank map with their projections.

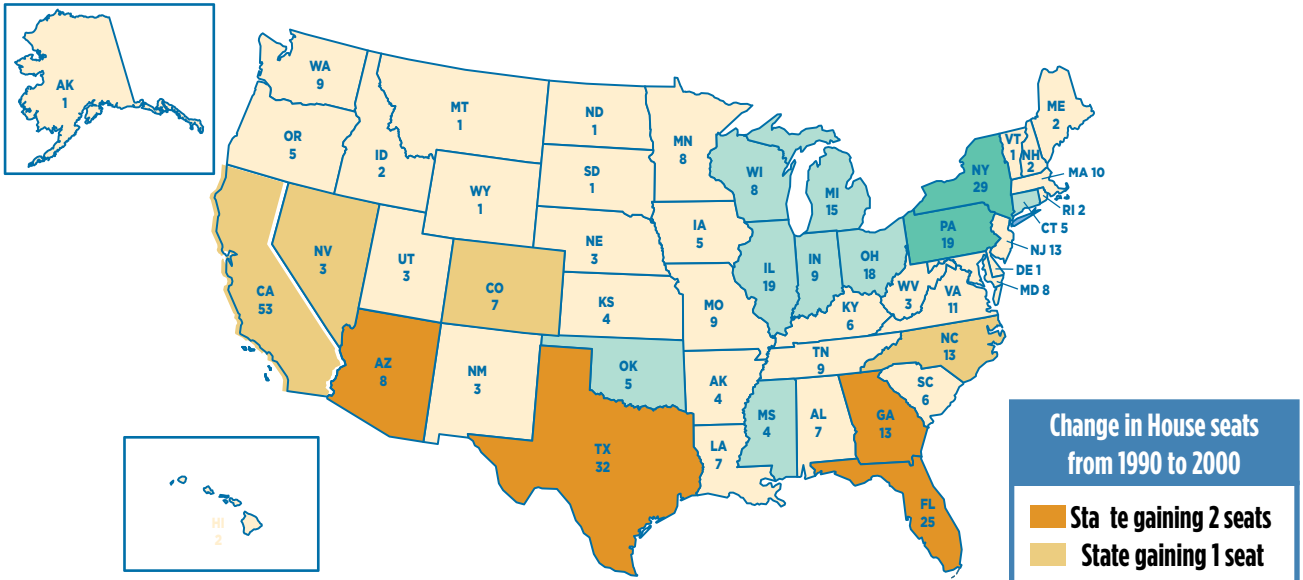
### Wrap-up

8. Explain to students that apportionment also affects presidential elections. In the Electoral College, each state has as many electors as it has representatives and senators in Congress. Add three votes for Washington, DC, and you reach the total number of presidential electors: 538.
9. Ask students to think about how apportionment of House seats affects the Electoral College. To help explain the impact, ask students to look closely at their projection maps. Ask how the change in electors might influence how presidential candidates run their campaigns. (Possible answers: Candidates might spend more time in a particular section of the country that has had an increase in population; campaigns might put more money into advertising in states that have an increased number of electoral votes.)

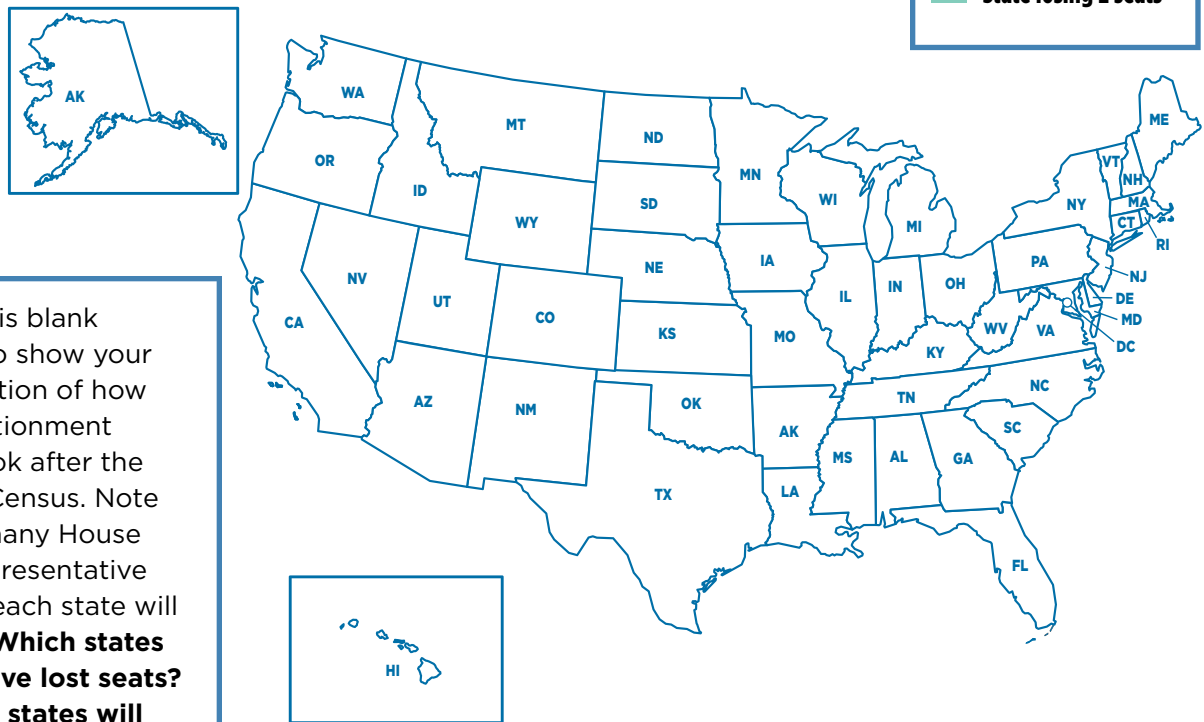
Name: \_\_\_\_\_

# Census and Apportionment

The map below identifies House of Representatives apportionment based on data from the 1990 Census and Census 2000. What conclusions can you draw about the shift in population based on the reapportionment?



## Projected Apportionment After the 2010 Census



Use this blank map to show your projection of how apportionment will look after the 2010 Census. Note how many House of Representative seats each state will have. **Which states will have lost seats? Which states will have gained seats?**

Source: www.census.gov

# Census and Redistricting

## Strand: About the Census



### Skills and Objectives

- Learn about the methods and politics of redistricting
- Explore their local congressional districts
- Debate the merits of different redistricting methods

**Materials:** *Census and Redistricting* Student Worksheet 5

**Time Required:** Two 40-minute class periods

### Getting Started

1. Remind students that in a previous lesson they learned about apportionment. If needed, review the definition of the word in the glossary on the last page of this document. Explain that they will now learn about **redistricting**, which is the process by which state legislators or officials draw the lines for congressional districts within a state.
2. Explain that redistricting became especially important after 1910, when Congress capped the size of the House of Representatives at 435. This meant that it couldn't simply give a state with increased population a new House seat. After 1910, if a state gained a seat, another state had to lose a seat to make up for it.
3. Tell students that, in the late 1920s, Congress repealed a rule that required districts to be compact and roughly equally sized within states. With this new flexibility in how to draw districts, the art of redistricting became a major concern in state legislatures. The shift of population to big cities, western states, and immigrant communities led many to demand that congressional districts be redrawn to account for the new population trends. Ask students what they think might have occurred as a result of the redrawing.
4. Point out to students that a common outcome of redistricting is that some districts are oddly shaped. This occurs when state officials redraw districts in order to include particular populations in those districts.
5. To demonstrate redistricting for your students, ask them to divide into four even groups. Assign two groups to be rural voters and two to be urban voters. Ask students to sit down near their group members. Create three "districts" from the groups in the classroom. The first district should be all of one rural group and one-third of one urban group. The second district should be another third of the urban group and all of the other rural group. The last district should be all of the second urban group and the remaining third of the first urban group. Ask

students to analyze how these three districts might vote in a congressional election. Explain that the first two districts would elect someone who supports rural politics since they have the majority. The third district would elect an urban politician. Next ask students how they could redraw the districts to make them more in favor of the urban voters. (Possible answer: Divide one of the rural groups into thirds and distribute them evenly among the other groups.) Explain to students that this is a simplified way to show how redistricting can change the political landscape.

### Using Student Worksheet 5

6. Distribute copies of *Census and Redistricting* Student Worksheet 5. Explain to students that, in this activity, they will be exploring redistricting at their own local level.
7. Instruct students to conduct research to find information about their own congressional district. Guide them in writing a short essay or news article about their district and how it might be redrawn.

### Wrap-up

8. In preparation for the next class, divide students into four even groups. Inform students that they will hold a debate about how congressional districts should be drawn. Refer each group to the Debate Statement and Debate Tips that appear in Part II of *Census and Redistricting* Student Worksheet 5.
9. Assign groups to the "Yes" or "No" position. Explain that during the debate each side will be allowed to speak twice for up to three minutes each time: once to present its argument and once for rebuttal of the other side's argument. The side in favor of the debate statement will present first and will receive an extra one-minute counter-rebuttal at the end. Note: There will be two sets of debates.
10. In class, or for homework, have members of each group conduct research, take notes, and collect their thoughts about their side of the debate. Once they have completed their research, hold the two debates in class.

# Census and Redistricting

## → PART I

**You've learned that the boundaries of your congressional district are drawn by state officials.** Congressional districts are often changing—their boundaries are redrawn periodically in order to adapt to changes in population. To best understand the process of redistricting, it is helpful to take a look at a single district and get to know its character. Follow these steps to learn more about the practice of redistricting:

- **Conduct research** to learn about your congressional district. If you don't know where to start, go to the House of Representatives Web site ([www.house.gov](http://www.house.gov)) to find your district.
- **Write a one-page essay** discussing your district and the area that it covers. Summarize the economic and social characteristics of the people who live in your district.



## → PART II

There are many points of view when it comes to redistricting and strong arguments to be made on all sides of the issue. Gather in groups to hold a debate about redistricting. Use the Debate Statement and Debate Tips below to help your team prepare.

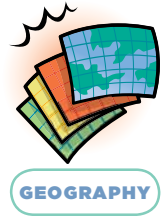
### Debate Statement:

**Congressional districts should be based on geographic location, not population counts.**

- **Do the research:** It is much easier to debate a topic that your whole group is knowledgeable about, so get the facts before you start!
- **Use examples:** Using specific examples to support your position will strengthen your argument.
- **Get organized:** Have all of your research and examples ready and at your fingertips.
- **Be prepared:** Anticipate what the other group might say, and be ready with valid and organized information to refute their arguments.

# Mapping the Census

## Strand: Map Literacy



### Skills and Objectives

- Learn the key elements of cartography
- Examine the difference between data and their representation
- Create a map using census data

**Materials:** *Mapping the Census* Student Worksheet 6, atlas or globe

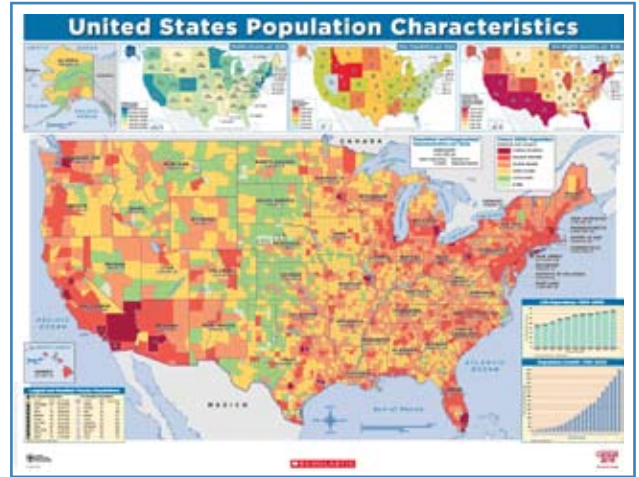
**Time Required:** One 40-minute class period

### Getting Started

1. Direct students' attention to the wall map. Remind students that these maps are visual representations of data. Each map on the poster features a different set of data. The legend, or key, can be found in a small box near the map and explains what the symbols and colors on each map represent. The colors and corresponding numbers in the key represent a data range shown on the map.
2. Ask for volunteers to come up to the poster and identify the data ranges for each map. Then ask the class to list similarities and differences between the maps. (Examples: A similarity is that all of the maps use color gradations to indicate ranges of data; a difference is that the larger map breaks states down into counties, but the smaller maps do not.)
3. Use examples from an atlas, globe, or other source to show a variety of maps, such as physical or political. Explain that, like the wall poster, most maps show fixed physical or political boundaries of areas. However, some maps, such as cartograms, change shape according to the data they are representing. Tell students that they will learn more about cartograms in Lesson 7.
4. Explain that the U.S. census generates millions of data points every 10 years. The census is an act of data **collection**, while a map is a tool for data **representation**. A map is a quick and easy way to present data to users.

### Using Student Worksheet 6

5. Distribute *Mapping the Census* Student Worksheet 6. Tell students that they will be creating a map of their own using data they find on the Census Bureau Web site.
6. Instruct students to visit the **American FactFinder** site at <http://factfinder.census.gov>. Point out that there are countless ways to find data on the site, but clicking **Get Data** under "Decennial Census" might be the fastest.



Use your classroom wall map to show students how data can be mapped.

7. Students should generate their own table of data. The data should be by state, rather than by nation or region. Students should have data for every state. Once they have generated a table, they can print it or save it.
8. In order to separate their data into ranges for the map, instruct students to arrange the data from least to greatest, and divide the data according to the number of ranges they want (between three and five). Hint: Sorting the data from least to greatest is easiest if they download the table as a spreadsheet and use the "sort" function.
9. The key should assign a color to each of the ranges. Have students fill in the blank map on their worksheet. Remind them to give the map a title.

### Wrap-up

10. Have students share their final maps with the class. Discuss the different ways that students represented data with their maps.

Name: \_\_\_\_\_

# Mapping the Census

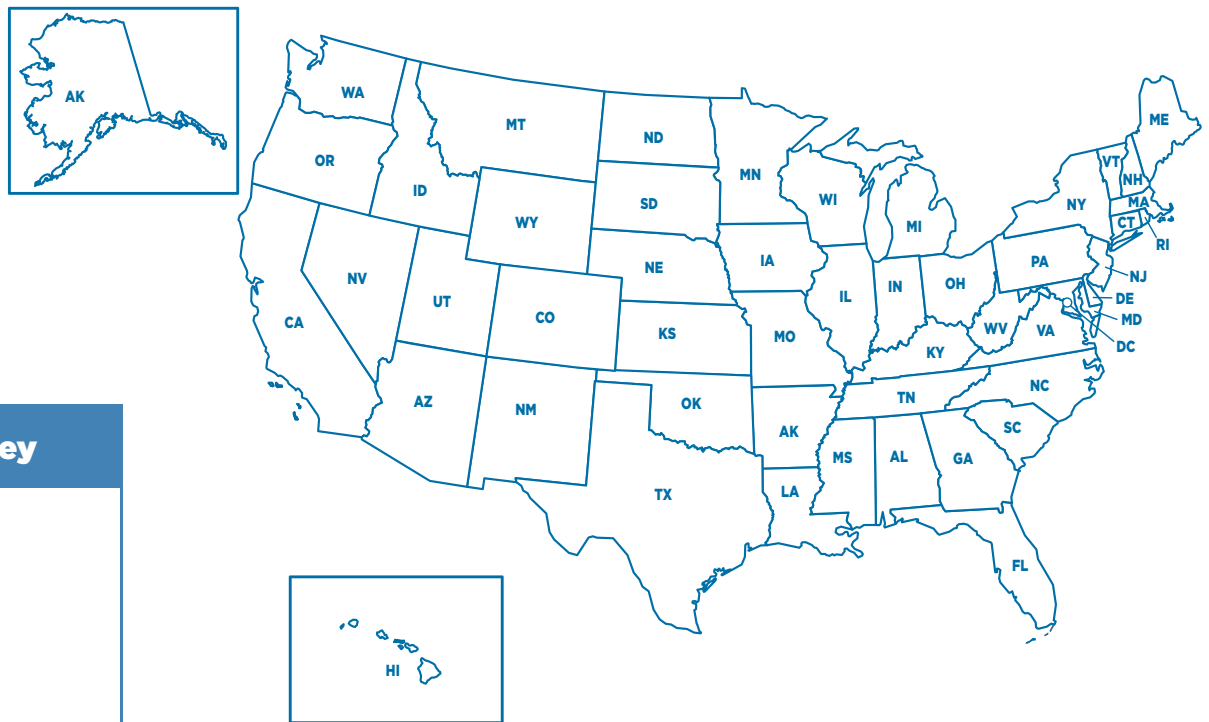
➔ **Find the Data:** Use **American FactFinder** on the Census Bureau Web site to gather your data. Generate a table of data by state, rather than by nation or region, so you have a data set for each state. Save your table as a spreadsheet.

➔ **Process the Data:** To separate your data into ranges for the map, arrange the data from least to greatest and divide the data according to the number of ranges you want to use (between three and five).

➔ **Map the Data:** Assign a color to each of the ranges. Fill in the map below. Remember to add a title!



Map Title: \_\_\_\_\_



Map Key

Blank area for the map key.

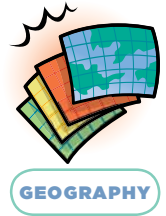
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# Reshaping the Nation

## Strand: Map Literacy

### Skills and Objectives

- Learn how to read and use a cartogram
- Explore new ways to represent data



**Materials:** *Reshaping the Nation* Student Worksheet 7

**Time Required:** One 40-minute class period

### Getting Started

1. Inform students that they will now be learning about a particular type of map called a **cartogram**. Remind them that a conventional map has fixed boundaries, like the border of the United States. Explain that a cartogram changes shape according to the data that it includes.
2. Provide students with the following example:  
A cartogram representing the U.S. population would show populous states as very large and low-population states as small, regardless of land area. This means that on the cartogram, Connecticut would be seven times larger than Wyoming, even though Wyoming has 20 times more land than Connecticut! Point out that the population cartogram is not showing the exact numerical data, but instead is representing states' populations in relation to other states' populations.
3. Ask the class to consider why cartograms might be useful tools. Guide them in the discussion by pointing out that cartograms represent information in creative and efficient forms. Cartograms break some rules of fixed boundaries but are able to visually communicate information in new ways.
4. Ask the class how the cartogram described in the Connecticut/Wyoming example communicates population numbers better than a conventional map. (Possible answers: The data are represented by the size of the state rather than by a number on a map; it is easier to compare state sizes.) Ask how that cartogram might be useful to a presidential candidate or government official who is in charge of distributing social services. (Possible answers: A presidential candidate wants to win the most populous states and needs to use resources most efficiently; a government official needs to know where the most people live in order to serve them.)

### Using Student Worksheet 7

5. Distribute copies of *Reshaping the Nation* Student Worksheet 7. Have students study the cartogram on the worksheet.
6. Guide students in completing the questions. Allow students to look closely at the wall map in order to make comparisons.

### Wrap-up

7. Review students' answers to questions on the worksheet as a class.
8. Lead a class discussion about how the cartogram compares to the median income map on the classroom poster.

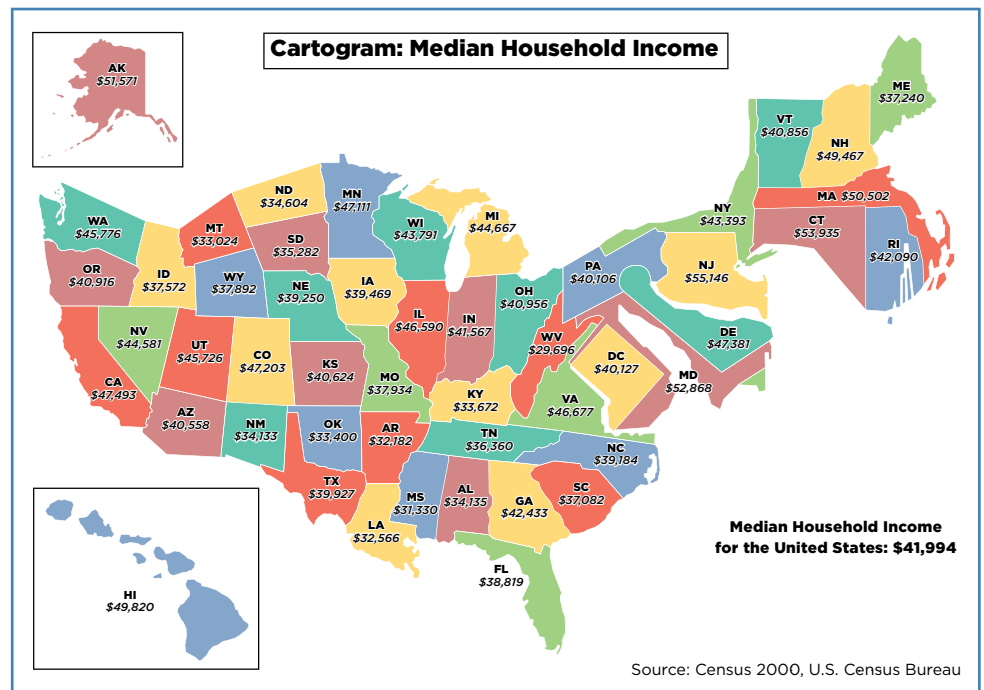
### Answers to Student Worksheet 7

1. Massachusetts
2. Answers will vary.
3. The positions of the states are maintained, while the shapes, boundaries, and land areas are not.
4. Clusters of high-income states; regional differences in income.

# Reshaping the Nation

Cartograms give us a whole new way to look at maps and data. They break a few rules of normal map-making but provide a valuable service. Cartograms can communicate data visually in new, intuitive ways. The cartogram on the right is a representation of U.S. median income by state.

**Study the cartogram and then answer the questions that follow on a separate sheet of paper.**



- 1) Which state has a greater median income, Kansas or Massachusetts?
- 2) Find your state on the cartogram. Look at the other states around it. How does your state's median income compare to that of surrounding states? Why do you think this is?
- 3) Which rules of cartography have been followed and which have been broken in this cartogram?
- 4) Compare the cartogram to the inset map on the classroom poster that also shows median income. What does the cartogram quickly communicate that the regular map does not?

# A Slice of the Census

## Strand: About the Census



### Skills and Objectives

- Explain the importance of each census question
- Describe how the concept of privacy has changed since the first census
- Explain the measures taken to protect the confidentiality of personal information on the census

**Materials:** *Census Forms and Confidentiality* Student Worksheet 8, 2010 Census form copy

**Time Required:** One 40-minute class period

### Getting Started

1. Download the informational copy of the 2010 Census form by going to [www.2010.census.gov](http://www.2010.census.gov) and clicking on **Materials**. Distribute a copy of the form to each student. Remind students that the Census Bureau does more than just distribute census forms. In this lesson students will learn specifically about the decennial census form that Americans will fill out in 2010.
2. Point out to students that there are very few questions on the 2010 Census form. Tell them that in the past some households received a “long form” version of the census, which contained more than 50 questions. Other households received a shorter version. The 2010 Census marks the first time in many years that the census has been this short for everyone! Ask students why they think the form may be shorter this time. (Possible answers: The Census Bureau wants to make it easier for people to complete the form; information that used to be collected using the long form can now be gathered in other ways.)
3. Explain to students that most of the questions that were included on past census forms are now part of the **American Community Survey (ACS)**. Unlike the census, which is conducted once every 10 years, the ACS goes out to a much smaller population, but is conducted more often. Tell students that although the 2010 Census questionnaire is short, they can still learn a lot from the information that it gathers.
4. Explain to students the logistics of how the census is taken: In March 2010, every household in the country will receive a census form to fill out and send back to the Census Bureau. Explain to students that the form is to be filled out with information that is accurate as of April 1, 2010, even if the form is completed before or after that specific date. This way, the Census Bureau can be sure that all gathered data are based on the same date. Ask students to think about what might happen if someone doesn't complete the form with information based on April 1. Finally, explain that after mid-April, if people don't return their completed forms, the Census

Bureau will send census workers door-to-door to conduct in-person interviews.

5. Read through each question as a class. As you do, ask students to draw on what they have learned in previous lessons about why each question is asked and what the resulting data are used for. For more information, direct students to read about the questions at the Census Bureau Web site: [www.census.gov/Press-Release/2007/subjects\\_notebook.pdf](http://www.census.gov/Press-Release/2007/subjects_notebook.pdf).
6. Remind students that collecting data is only half of the Census Bureau's job. The other half of the job is handling the data once they are collected. Besides sorting and publishing the summarized data, the Census Bureau goes to great lengths to protect the confidentiality of the data. Title 13 of the U.S. Code regulates the census and includes legal measures to ensure this confidentiality.
7. The Census Bureau protects confidentiality by removing personally identifiable information, such as names and addresses, from data files. The Bureau also has many security measures in place so that only a restricted number of authorized people have access to private information, which is only used for internal purposes. Violating the confidentiality of census data is a federal crime.

### Using Student Worksheet 8

8. Distribute *Census Forms and Confidentiality* Student Worksheet 8 to students. Read the top section of the worksheet together. Explain that students are going to explore an important issue surrounding census data: confidentiality. Assign the “Interpretation” questions as homework.

### Wrap-up

9. Lead a discussion about how the concept of privacy has changed since the first census, including possible contributing factors, such as new technology, new uses for information, and new notions of personal identity. Discuss how these changes might affect a modern-day person's response to receiving a census form. Conclude with Title 13's guarantee of privacy and the importance of every household's participation in the census.

# Census Forms and Confidentiality

## Back then...

- 1790-era legislation required completed census questionnaires to be posted in a public place for fact-checking (this lasted 50 years).
- After business owners—who worried about keeping their manufacturing information secret—raised concerns, results were no longer posted in public beginning with the 1850 Census.

## The census becomes more confidential...

- After 1890, copies of census data and information were no longer sent to local or county offices.
- In 1902 the Census Bureau became a permanent federal agency under the Department of the Interior.
- Key legislation protecting confidentiality in the census was passed in 1954.



**Today...** The Census Bureau has one of the strongest confidentiality guarantees in the federal government. All Census Bureau employees take an Oath of Non-Disclosure and are sworn for life to protect confidentiality. That means that no information can be shared by a Census Bureau employee under any circumstances. Not even the FBI has a legal right to access census information. The penalty for unlawful disclosure of information is up to five years in prison and/or a \$250,000 fine!

## Interpretation

**Read the prompts below. Then express your opinion by writing a two-paragraph essay to answer each question.**

- 1) Some personal details seem more private than others. Look at the items that appear on the census form, and rank them according to how much you would like to keep them confidential. Then answer the question: Why is the confidentiality of census data important to most people?
- 2) Business data have been collected since the early 1800s and can have many uses. Why might someone want business data to be public? Why might a business owner want confidentiality?
- 3) The concept of privacy is facing some changes today, due in part to the Internet, reality TV, and social networking Web sites. Do you think the basic American idea of privacy will change much over the next 10 years? Do you think your idea of privacy is different from the previous generation's?

# The Role of Individuals and Groups in the Census

## Strand: Community Participation



### Skills and Objectives

- Describe the important roles individuals play in the census
- Understand the roles government agencies play in the census
- Explain the role partner groups play in ensuring census participation

**Materials:** *The Roles in the Census* Student Worksheet 9

**Time Required:** One 40-minute class period

### Getting Started

1. Explain to students that they will be exploring the roles that individuals, government agencies, and partner groups play in ensuring the success of the 2010 Census.
2. Point out that it takes a lot of people to make a successful census. Ask students to brainstorm which individuals and groups might be involved. Remind them to draw on what they have already learned about the census process. (Possible answers: census workers, census respondents, the president, publicists, statisticians, demographers, members of Congress, and partner groups such as churches, community groups, and businesses)
3. Tell students that they are going to find out more about what these individuals and groups do to make the census happen. Divide the class into groups of four or five to complete the lesson activity.

### Using Student Worksheet 9

4. Distribute *The Roles in the Census* Student Worksheet 9 to each group.
5. Assign each group one of the following government entities: the Census Bureau, the Department of Commerce, the House of Representatives, or the President/Executive Branch of the government. Then assign each group one of the following types of partner groups: businesses, faith-based organizations, schools, elected officials, or community/service organizations.

### Wrap-up

6. Once groups have completed *The Roles in the Census* Student Worksheet 9, bring the class together for a discussion of their findings. Go through each "Who" entry one by one. Have students share what they have learned about what each group/individual does, and

why it is important. Ask students to list the three most important facts they learned in this lesson about roles in the census. Tell students that in the next lesson they will explore how they can participate in the census and how their efforts can contribute to an accurate census count.

### Answers to Student Worksheet 9

Students' charts should include the following details:

1. **Census Workers:** Census workers update address lists and interview community residents to ensure as large a response as possible.
2. **Census Respondents:** There are four reasons to complete and return census forms: 1) It affects congressional representation and community funding. 2) It's easy. 3) It's confidential. 4) It's required by law.
3. **Publicists:** Many people both within and outside of the Census Bureau estimate that the 1990 Census undercounted some groups. In response, the Census Bureau undertook a huge publicity campaign in 2000 to get more people to complete their census forms and ensure a more accurate count. That effort has been renewed for the 2010 Census.
4. **Partner Groups:** Partner groups are organizations that are trusted by their communities, so their census endorsement can encourage more people to complete their census forms.
5. **Government Entities:** Various entities help make the census happen every 10 years. From the Census Bureau, which collects the data, to Congress, which authorizes funding for the census, many entities have a hand in the delivery and collection of the census.

Name: \_\_\_\_\_

# The Roles in the Census

**Work as a group to find out more about how individuals and groups participate in the census.** Start with the participants identified below, and use the Web sites provided. Fill in the chart at the bottom of the page with the information you gather. Then research other participants and create a separate chart on the back of this sheet that includes information about them.

For information on participants 1–3, visit **www.2010.census.gov** and follow the directions below to locate details about each group.

## 1) Census Workers

Click on the **Jobs** tab at the top of the page.

## 2) Census Respondents

Click on the tab marked **About 2010 Census**, and then find the tab on the left that says “Why fill out the census form?”

## 3) Publicists

Under “More Information” on the left, click **Materials**. Scroll down and look for “2010 Census Integrated Communications Campaign Plan (Synopsis).” Click the image to download the Census Plan Synopsis PDF.

## 4) Partner Groups

- **Business Groups:** [http://2010.census.gov/2010census/pdf/FactSheet\\_Business.pdf](http://2010.census.gov/2010census/pdf/FactSheet_Business.pdf)
- **Faith-Based Organizations:** [http://2010.census.gov/2010census/pdf/FactSheet\\_Faith.pdf](http://2010.census.gov/2010census/pdf/FactSheet_Faith.pdf)
- **State, Local, and Tribal Governments:** [http://2010.census.gov/2010census/pdf/2010\\_CCC\\_Guide\\_Final.pdf](http://2010.census.gov/2010census/pdf/2010_CCC_Guide_Final.pdf)
- **Community/Service Organizations:** [http://2010.census.gov/2010census/pdf/FactSheet\\_Comm\\_Rev4-16-08.pdf](http://2010.census.gov/2010census/pdf/FactSheet_Comm_Rev4-16-08.pdf)

## 5) Government Entities

- **Census Bureau:** [www.census.gov](http://www.census.gov)
- **Department of Commerce:** [www.commerce.gov](http://www.commerce.gov)
- **House of Representatives:** [www.house.gov](http://www.house.gov)
- **President/Executive Branch:** [www.whitehouse.gov](http://www.whitehouse.gov)

WHO	WHAT THEY DO	WHY IT'S IMPORTANT
Census Workers		
Census Respondents		
Publicists		
Partner Groups		
Government Entities		

# Getting Active in the Census

## Strand: Community Participation



### Skills and Objectives

- Identify ways to participate in the 2010 Census
- Make an action plan to participate in the 2010 Census
- Understand the need for citizen action and the risk of undercounts
- Participate in the 2010 Census and evaluate the experience
- Identify the skills and abilities used in these activities

**Materials:** *Getting Active in the Census* Student Worksheet 10

**Time Required:** One 40-minute class period

### Getting Started

1. This lesson builds on what students have learned in previous lessons about why the census is important, how it is administered, and the different roles people play in making the census a reality. With this knowledge in hand, students can start to think about what they can do to ensure the success of the 2010 Census.

2. Review with the class what they have learned so far by posing these questions during an in-class discussion:

**What makes the census important?**

**Why is it important for people to complete and return their census forms?**

**In what ways do individuals and groups contribute to making the census a success?**

3. Following the class discussion, explain to students that, in recent years, a major challenge for the census has been the issue of **undercounts**. Define undercount as the difference between the number of people counted during the census and the number of people that the Census Bureau determines, in a post-census analysis, should have been counted. Undercounts can affect the distribution of federal funds and result in political misrepresentation. For more information about undercounts, visit:

**[www.census.gov/dmd/www/techdoc1.html](http://www.census.gov/dmd/www/techdoc1.html)**

4. Tell students that the easiest way they can participate in the 2010 Census is to encourage their families to complete their census form. Then ask students what else they can imagine themselves doing to participate in the 2010 Census. As they state ideas, write them down on paper or on the board. Possible answers include: applying for a part-time job as a census worker (for those students who are old enough); getting the word out in the community so people complete their census forms and send them back;

encouraging local businesses and other organizations to partner with the Census Bureau; joining the efforts of a partner group already in the community; getting the local government to donate space for training census workers; writing letters to the editors of local newspapers urging people to complete their census forms; holding an event to publicize the census and getting the local media to cover the event; getting the local cable company to donate time for public service announcements that students make.

5. Direct students to the Census Bureau Web site to get more ideas and find promotional materials that might be useful for their projects. Share the following links with students:

For participation ideas: **[http://2010.census.gov/2010census/more\\_information/007657.html](http://2010.census.gov/2010census/more_information/007657.html)**

For promotional materials, go to: **<http://2010.census.gov/2010census/>** then click on **Materials**.

### Using Student Worksheet 10

6. Distribute *Getting Active in the Census* Student Worksheet 10. Explain to students that the worksheet will guide them through the process of becoming participants in the 2010 Census.

### Wrap-up

7. Encourage student participation throughout the school year. Have your class follow the results of their fellow students' projects. For example, if some students make a public service announcement (PSA), track when the PSA is shown on cable channels or is posted on the school or town's Web site.

Name: \_\_\_\_\_

# Getting Active in the Census

➔ **Think about the ways that you can participate in the census.** Then work with your group to answer the following questions and set up an action plan:

1) What activity are you going to pursue?

---

2) What goal do you hope to achieve through this activity?

---

3) What steps will you need to take to make your participation a reality?

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### Plan out your activity/project.

For example, if you're going to make a public service announcement (PSA), you'll need to come up with an idea and the points you want your PSA to make.

**Use the chart below to guide your activities.** Write down each task and when it needs to be completed. Check off each item as you finish it. You might have to revise the chart as you work on the project. That's okay. Things rarely go exactly as planned!



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**Record It!** After you complete your project or begin your community participation activity, reflect on the experience by recording your thoughts and feelings. You can write a journal entry or post your thoughts online describing how you participated in the 2010 Census, why you participated, and what you learned.

Task	Due Date	Done

# Projections and the Census

## Strand: Managing Data



### Skills and Objectives

- Connect data and history in their study of previous population booms
- Access a wide range of census data
- Analyze census data in order to make predictions about the future

**Materials:** *Projections and the Census* Student Worksheet 11

**Time Required:** One 40-minute class period

### Getting Started

1. Explain how census data are used for a variety of important purposes. The data are especially useful in tracking large population changes in the United States. The Census Bureau even uses the data to develop **projections** for population figures. Projections are calculations of data for a future date. There are two different kinds of information that are needed to create an accurate projection: past data and an estimated rate of growth or decline.
2. Explain to students that, with regard to the census, methodology is the way data are used to make projections. The methodology that the Census Bureau uses is called the cohort-component method. This method bases projections on estimated population as well as on other components of population change: births, deaths, internal migrations, and international migrations. These components come from various sources including the decennial census.
3. Tell students that census projections are highly valued by both public and private entities. Ask students why they think a government official or business owner might want to be able to predict population changes. Discuss how the government needs to know where to build schools and hospitals and how business owners need to know where to locate stores and target marketing efforts.

### Using Student Worksheet 11

4. Distribute copies of *Projections and the Census* Student Worksheet 11. Guide students through a case study to explore the ability of censuses to predict changes in population.
5. Instruct students to use **www.census.gov** to find historical census data, in particular the change in state populations after 1900. If they need more guidance, tell students to look under “Special Topics” to find the **Statistical Abstract** link. Click on that link and then click on **Historical Statistics** on the right-hand side.

6. Divide students into pairs and guide them in answering the questions in the case study. At the end of the case study, discuss how the census tracked the changes in Michigan’s population and how the data were used to make projections for the changes in population later.
7. Guide students in conducting research for their essay titled, “What Will the United States Look Like in 2020?” Their primary resource should be the Census Bureau’s **American FactFinder** Web site at <http://factfinder.census.gov>.
8. Remind students to keep track of the sources of their data. They should have statistical evidence to support their projections.

### Wrap-up

9. Send students on a hunt for old population projections from the 20th century. Have them compare these projected sets of data to the actual numbers. Encourage students to analyze how successful these projections were.

### Answers to Student Worksheet 11

1. 16.1%, 30.5%, 32.0%, 8.5%, 21.2%
2. Car production
3. World War I
4. The 1910s
5. That it would increase greatly.
6. It increased greatly.

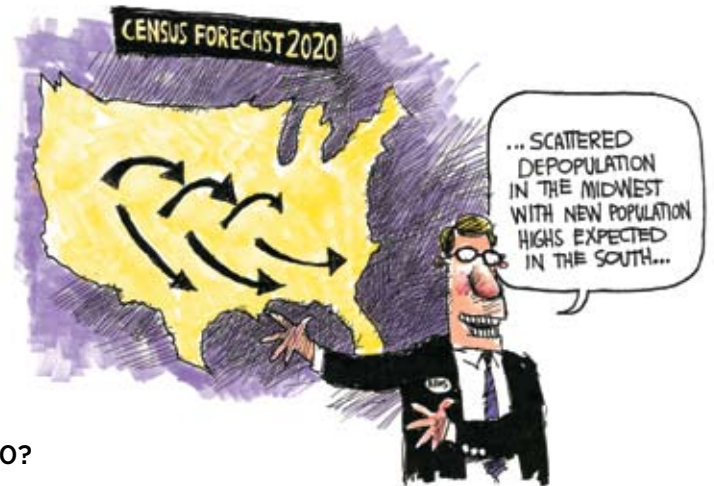
# Projections and the Census

The Census Bureau issues population projections based on previous census data and population trends. To explore how this is done, let's look at a case study.

## ➔ PART I: Case Study

Use the Internet to find census data for *percentage* changes in state populations every 10 years since 1900. Once you've found the data, answer the questions below. Do additional research online if needed.

- 1) What are the first five data points for the state of Michigan?  
\_\_\_\_\_
- 2) What was a rapidly growing part of Michigan's economy between 1910 and 1920?  
\_\_\_\_\_
- 3) What event happened between 1910 and 1920 that led to massive government spending in industrial areas and the creation of many new jobs?  
\_\_\_\_\_
- 4) In which decade did Michigan's population boom begin?  
\_\_\_\_\_
- 5) If one draws the conclusion that the first population boom was driven by wartime employment in Michigan's factories, what projection would one make for Michigan's population during the decade that included World War II?  
\_\_\_\_\_
- 6) What happened to Michigan's population during the 1940s?  
\_\_\_\_\_



## ➔ PART II: The United States In 2020

The census is a wealth of information on nearly every topic imaginable, from population and family size to new industries and languages spoken. Finding trends in census data is the first step in making projections. Conduct research in order to write an essay on the following topic: "What Will the United States Look Like in 2020?"

Use the **American FactFinder** database to find data to support your essay. Be sure to keep track of the sources you use. In order to find significant trends that will affect how the United States will look in 2020, you will need to either compare data from 1990 to 2000 or find other data that records percentage change over time.

# What Do You Know?

## Strand: About the Census


**HISTORY**

### Skills and Objectives

- Identify the most important information and concepts from Census in Schools lessons
- Demonstrate knowledge and understanding of the census and its importance

**Materials:** *What Do You Know? A Census Quiz* Student Worksheet 12 (two pages)

**Time Required:** Two 40-minute class periods

### Getting Started

1. Now that students have completed 11 lessons about the census, you can assure them that they have learned a lot about a very important part of American democracy! Explain that in this lesson they will have a chance to show what they have learned.
2. Tell students that they will participate in a class activity as a way to review what they have learned and to prepare for the quiz. Divide the class into seven groups. Assign each group to cover one of the following topic areas:
  - History of the U.S. Census
  - Apportionment
  - Redistricting
  - Ways to Use Census Data
  - Mapping the Census
  - The Census Questionnaire
  - Involvement in the Census
3. Give each group 15 minutes to review their assigned topic. Then have a representative from each group give a short presentation on their topic for the class.

### Using Student Worksheet 12

4. Hand out copies of *What Do You Know? A Census Quiz* Student Worksheet 12 to each student. Provide students with one class period to complete the quiz.

### Answers to Student Worksheet 12

#### Part I: Multiple Choice

1. b; 2. c; 3. a; 4. a; 5. b

#### Part II: Short Answer

1. Census data can draw attention to how the country has changed over time so Americans can think about the

benefits and drawbacks of those changes, or how the government might need to respond to those changes. Examples will vary, but should show that students understand that shifts revealed by census data tell Americans about the nature of their country.

2. Any three of the following: It's required by law. It determines how much representation your state will get in Congress (which affects how many electoral votes your state will receive). Census data are used to determine how districts are defined. Census data are used to decide how to disburse government funds for important programs. Census data can help the government determine where resources are most needed.

#### Part III: Understanding Charts

1. It increased from 14% to 73%.
2. In both years, 18- to 29-year-olds.
3. Because the Internet is a fairly new medium, the younger people are, the more likely they are to have been raised using the Internet from a young age.
4. (a) and (b) Answers will vary.
5. The percentage will increase significantly as the people who are in the 50- to 64-year-old group in 2008 get older.

#### Part IV: Understanding a Map

1. The Southwest
2. Answers will vary, but may include: immigration into those areas may be higher than into other states; larger populations of foreign-born residents.
3. Answers will vary, but may include: the census form could be printed in numerous languages; census workers who go door-to-door could speak languages other than English; information on the Census Bureau Web site could be available in other languages.
4. Answers will vary, but may include: non-English-speaking individuals may not be counted correctly or at all; incorrect counts could lead to inaccurate apportionment within a state.

# What Do You Know? A Census Quiz

## PART I: Multiple Choice

**Write the letter of the correct answer to each question on the blank line.**

- 1) \_\_\_ What document requires that a census be taken every 10 years?
  - a. the Articles of Confederation
  - b. the Constitution
  - c. the Declaration of Independence
  - d. the Federalist Papers
  
- 2) \_\_\_ In that document, what purpose was given for taking a census?
  - a. to keep track of the changing nature of the population
  - b. to report on the state of the union
  - c. to determine how many representatives each state would get
  - d. to decide how much government funding states would receive
  
- 3) \_\_\_ Why are partner groups important for a successful census?
  - a. People tend to listen to and trust members of their own communities.
  - b. Partner groups are the only way people can learn about the census.
  - c. People tend to do what government agencies tell them to do.
  - d. Partner groups tell people which census questions it's better to ignore.
  
- 4) \_\_\_ Why is apportionment important?
  - a. It determines how many representatives and electors each state gets.
  - b. It determines how many senators and representatives each state gets.
  - c. It determines how many people in each state are permitted to vote.
  - d. It determines how many votes candidates need to win a seat in the Senate.

- 5) \_\_\_ Which of the following is an example of what a cartogram can show?
  - a. the exact number of people living in Wyoming
  - b. the number of people living in Wyoming relative to the number of people living in New York
  - c. the change in population in Oklahoma between 1920 and 1940
  - d. the size of the state of Connecticut relative to the size of the state of California

## PART II: Short Answer

**Use the space provided (or the back of this sheet) to answer each of the following questions.**

- 1) Explain what it means to say that every census has been an opportunity for national self-reflection. Use a historical example as evidence.

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- 2) What are three reasons you would give to explain to a friend why it's important to complete the census questionnaire?

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(continued)

Name: \_\_\_\_\_

# What Do You Know? A Census Quiz

(continued)

**PART III: Understanding Charts** Use the data in the following table to answer the questions below.

1) How did the percentage of adult Internet users change between 1995 and 2008?

\_\_\_\_\_

2) Which age group had the largest percentage of Internet users in 1995? In 2008?

\_\_\_\_\_

3) Why do you think that is the case?

\_\_\_\_\_

4) (a) Why do you think there was a greater percentage of men than women using the Internet in 1995? \_\_\_\_\_

\_\_\_\_\_

(b) Why do you think the percentages were equal in 2008? \_\_\_\_\_

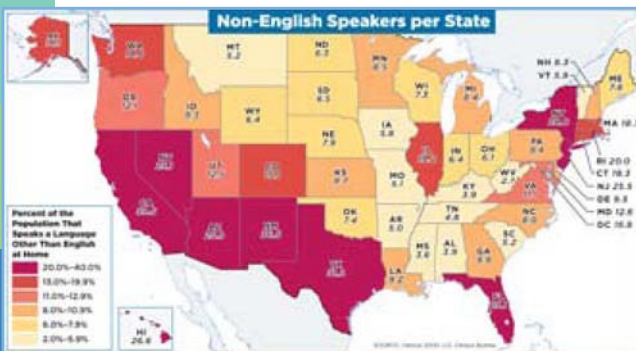
\_\_\_\_\_

5) What do you predict about the percentage of people 65 and over who will be using the Internet in 2021? Why? \_\_\_\_\_

**Adult Internet Users, 1995 and 2008**  
Percentage of persons 18 years old and older\*

Characteristic	1995	2008
<b>Total Adults</b>	<b>14%</b>	<b>73%</b>
<b>Age</b>		
18 to 29 years old	21%	90%
30 to 49 years old	18%	85%
50 to 64 years old	9%	70%
65 years old and over	2%	35%
<b>Sex</b>		
Male	18%	73%
Female	10%	73%

**PART IV: Understanding a Map** Use the map to answer the questions below.



\*Chart and map source: U.S. Census Bureau

1) Which region of the country has the highest percentage of non-English-speaking households?

\_\_\_\_\_

2) Why do you think this area of the country has a higher percentage than other areas?

\_\_\_\_\_

3) What extra steps might be taken to ensure that non-English-speaking households are properly counted?

\_\_\_\_\_

\_\_\_\_\_

4) How might reapportionment be affected if these steps were not taken?

\_\_\_\_\_

# TEACHER RESOURCE

## Glossary

**American Community Survey (ACS):** Most of the questions that were included in past decennial census forms are now part of the ACS. Unlike the decennial census, which is conducted once every 10 years, the ACS goes to a much smaller population, but is conducted more often.

**Apportionment:** The legislative process of allocating House of Representatives seats to different states.

**Cartogram:** A conventional map has fixed boundaries, like the border of the United States, but a cartogram changes shape according to whatever data it includes.

**Census:** A full count of the population—mandated by Article 1, Section 2 of the Constitution—in order to allocate seats in the House of Representatives.

**Collection versus Representation:** The U.S. census generates millions of data points every 10 years. The census is an act of data collection, while a map is a tool for data representation. A map is a quick and easy way to present data to users.

**Electoral College:** Established in Article II of the Constitution, the Electoral College is the body of electors who formally elect the United States president and vice president. Through apportionment, census data affect the makeup of the Electoral College.

**Gross Domestic Product:** The total monetary value of all goods and services produced in a country during one year, excluding payments on foreign investments.

**Legislation:** The act or process of making a law or laws.

**Projections:** Calculations for a future date. Because census data are so useful, the Census Bureau produces projections for population data.

**Redistricting:** The process by which state legislators or other officials redraw the lines for congressional districts within a state.

**Undercounts:** The difference between the number of people counted during the census and the number of people that the Census Bureau determines in a post-census analysis.

## ADDITIONAL RESOURCES

**Want to learn more about what the Census Bureau has to offer?  
Explore and bookmark these sites!**

### Census Web sites:

- **2010 Census** Web site: <http://2010.census.gov>
- **U.S. Census Bureau** Web site: [www.census.gov](http://www.census.gov)
- **Census in Schools** Web site: [www.census.gov/schools](http://www.census.gov/schools)
- **American FactFinder** Web site: <http://factfinder.census.gov>