

grades  
**5-8**



**It's about us**  
2010 CENSUS IN SCHOOLS

# TEACHING **guide**

**Start teaching about  
the 2010 Census  
in your class today!**

This teaching guide will help you bring the 2010 Census to life for your students and teach them skills that connect to national standards.

## INSIDE

### Free lesson plans

Complete, cross-curricular units for grades 5-6 and 7-8

### Reproducible student worksheets

Printable assessment, activities, and skill 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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United States<sup>®</sup>  
**Census  
2010**

It's In Our Hands

# It's About Us

## PROGRAM OVERVIEW

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

Every year, communities across the nation receive more than \$300 billion in funding for projects like schools, roads, and hospitals. These awards are based on population data gathered from the decennial census. But this system only works if everyone is counted, regardless of economic, racial, or citizenship status.

You can use this cross-curricular education program to help students practice core skills while learning:

- How the confidential census process works
- What census information is used for
- Why it is vital to be counted

➔ **Need more teaching tools?** Visit [www.census.gov/schools](http://www.census.gov/schools) to find links to fact sheets and additional resources.

➔ **Need a tougher (or easier) lesson?** Look at the material for the other grade bands at [www.census.gov/schools](http://www.census.gov/schools).

### Why Bring Census into the Classroom?

#### Local Census Data and Maps

Exploring data and maps is more fun if it's local. It's easy to integrate local facts into your lessons using the **American FactFinder** resource. Here's how it works:

1. Go to [www.census.gov](http://www.census.gov) and click **American FactFinder**.
2. Enter your zip code into the "Fact Sheet" search box and click **Go**.
3. Review data for your city, town, or neighborhood and compare what you find to the national average.
4. Click **Map** on the right side of each statistic to see a visual representation of the information.



#### An Advocacy Campaign

As students become more knowledgeable about the census, they may want to help educate the rest of your community. Encourage them to get the word out by using:

- Brochures
- Posters
- Town hall meetings
- Web sites or blogs
- Text messaging
- Public access television stations

The source for all data used in the **It's About Us** lessons is Census 2000, unless otherwise noted.

## REFERENCE PAGE

# Census Fact Sheet

### What is the U.S. census?

Every 10 years, the government reports the number of people who live in the United States by conducting a count called the census. This count is required by the U.S. Constitution.

### Why is the U.S. census count necessary?

Census data are used to determine the number of representatives your state receives in the U.S. Congress, as well as your county's representation in the state legislature. Government agencies use the data to make funding decisions for more than \$300 billion each year, including:

- Title 1 allocations
- College grant and loan programs
- Public transportation
- Road and community improvements
- Public health services and hospitals
- Neighborhood improvements
- Senior services

### How is the 2010 Census taken?

- Census questionnaires are given to everyone living in the United States, Puerto Rico, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, and the U.S. Virgin Islands.
- The information is collected in two ways: by a questionnaire that is sent to every home, and through confidentiality-bound census workers who travel door-to-door.

### Who should be counted?

Everyone! All children, babies, and adults who live in a household should be counted, regardless of nationality, citizenship status, race, age, or gender.

### Why are some people reluctant to be counted?

The U.S. Census Bureau believes these are the most common deterrents to census participation:

- Privacy: Some people are reluctant to give the government personal information.
- Confidentiality: Some people worry that the information they provide could be used against them. However, census information is completely confidential. It is never shared with other government agencies, including the IRS, any office of immigration, or the FBI. Sharing census data is a federal offense.
- Immigration and citizenship concerns: People may not want to draw attention to themselves. However, every person in every home should be counted as part of the census.

# Scope and Sequence

GRADES 5-8



CIVICS



MAP SKILLS



LANGUAGE ARTS



MATH



ONLINE

Lesson	Objective	Curriculum Connections	Skills	Standards*
<b>STRAND 1: MAP LITERACY</b>				
<b>1</b> Map Data and the Census	5-8: Understand the decennial census using maps, analysis skills, and interviews	5-8: Civics, Language Arts, Map Skills, Online	5-6: Read and analyze a reading passage; conduct an interview	5-6: Understand how the Constitution grants power; learn about changes over time; use thematic maps
			7-8: Analyze data on thematic maps to understand the benefits of the census	7-8: Understand how demographic and economic information can be displayed; compare and contrast local and national data
<b>STRAND 2: ABOUT THE CENSUS</b>				
<b>2</b> About the Census	5-8: Analyze census data and learn how privacy, confidentiality, and citizenship affect the census	5-8: Civics, Map Skills	5-6: Use census data; participate in activities about privacy and confidentiality	5-6: Use map skills and interactive activities; understand the purpose of census data
			7-8: Explore the history of the census; participate in a privacy role-playing activity	7-8: Use reading and listening skills; evaluate conflicts over privacy
<b>STRAND 3: COMMUNITY PARTICIPATION</b>				
<b>3</b> Why You Count	5-6: Organize census data into tables and charts	5-6: Mathematics, Civics, Language Arts	5-6: Conduct a classroom census	5-6: Organize and display data using tables and graphs; use listening and speaking strategies
	7-8: Collect and organize information for a presentation	7-8: Map Skills, Civics, Language Arts	7-8: Create a multimedia campaign to help educate their communities about the census	7-8: Use writing and research skills; understand the benefits of public service
<b>STRAND 4: MANAGING DATA</b>				
<b>4</b> Take a Census	5-6: Find mean, median, mode, and range	5-6: Mathematics, Civics	5-6: Conduct a mock census	5-6: Understand and use mean, mode, median, and range
	7-8: Use online resources to find local demographic information	7-8: Map Skills, Civics, Mathematics	7-8: Use local data to reach a decision that benefits their community	7-8: Use tables and graphs to compare data; draw conclusions based on mathematical information

\*See National Standards and Benchmarks chart for a complete list of the benchmarks met by this program.

# National Standards and Benchmarks

GRADES 5-8

Grades 5-6		Lesson Number				Grades 7-8		Lesson Number			
Standard/Benchmark		1	2	3	4	Standard/Benchmark		1	2	3	4
<b>ENGLISH/LANGUAGE ARTS</b>						<b>ENGLISH/LANGUAGE ARTS</b>					
<b>Use the general skills and strategies of the writing process</b>						<b>Use the general skills and strategies of the writing process</b>					
Write compositions that address problems/solutions				x		Write compositions that address problems/solutions				x	x
<b>Use reading skills and strategies to understand and interpret a variety of informational texts</b>						<b>Use reading skills and strategies to understand and interpret a variety of informational texts</b>					
Summarize and paraphrase information in texts		x	x			Summarize and paraphrase information in texts				x	x
Use new information to adjust and extend knowledge		x	x	x		Use new information to adjust and extend knowledge		x		x	x
Draw conclusions based on explicit and implicit information		x	x	x	x	Draw conclusions based on explicit and implicit information		x	x	x	x
<b>GEOGRAPHY</b>						<b>GEOGRAPHY</b>					
<b>Understand the characteristics and uses of maps, globes, and other geographic tools and technologies</b>						<b>Understand the characteristics and uses of maps, globes, and other geographic tools and technologies</b>					
Use thematic maps		x	x		x	Use thematic maps		x			
Know the purposes of geographic databases		x			x	Know the purposes of geographic databases		x		x	x
<b>MATHEMATICS</b>						<b>MATHEMATICS</b>					
<b>Apply basic and advanced concepts of statistics and data analysis</b>						<b>Apply basic and advanced concepts of statistics and data analysis</b>					
Read and interpret data in charts, tables, and plots				x		Read and interpret data in charts, tables, and plots		x			x
Use data and statistical measures for a variety of purposes				x	x	Use data and statistical measures for a variety of purposes				x	x
Organize and display data using tables, graphs, frequency distributions, and plots				x	x	Organize and display data using tables, graphs, frequency distributions, and plots				x	
<b>SOCIAL STUDIES</b>						<b>SOCIAL STUDIES</b>					
<b>Time, Continuity, and Change</b>						<b>Time, Continuity, and Change</b>					
Use knowledge of facts and concepts drawn from history to inform decision-making on public issues		x				Use knowledge of facts and concepts drawn from history to inform decision-making on public issues			x	x	
<b>People, Places, and Environments</b>						<b>People, Places, and Environments</b>					
Use resources, data sources, and geographic tools		x			x	Use resources, data sources, and geographic tools		x		x	x
Estimate distance, calculate scale, and distinguish other geographic relationships						Estimate distance, calculate scale, and distinguish other geographic relationships		x			x
<b>Individual Development and Identity</b>						<b>Individual Development and Identity</b>					
Identify and describe the influence of perception, attitudes, values, and beliefs on personal identity			x	x		Identify and describe the influence of perception, attitudes, values, and beliefs on personal identity			x	x	x
<b>Power, Authority, and Governance</b>						<b>Power, Authority, and Governance</b>					
Examine persistent issues involving the rights, roles, and status of the individual in relation to general welfare			x	x	x	Examine persistent issues involving the rights, roles, and status of the individual in relation to general welfare			x	x	x
<b>Civic Ideals and Practices</b>						<b>Civic Ideals and Practices</b>					
Locate, access, analyze, organize, and apply information about selected public issues		x	x	x		Locate, access, analyze, organize, and apply information about selected public issues		x	x	x	
Practice forms of civic discussion		x	x	x	x	Practice forms of civic discussion		x	x	x	x

**Sources:** *Standards for the English Language Arts*, the International Reading Association and the National Council of Teachers of English; *Curriculum Standards for Social Studies*, National Council for Social Studies; *Principles and Standards for School Mathematics*, National Council of Teachers of Mathematics; *Geography Standards*, Mid-continent Research for Education and Learning.

# Map Data and the Census

## Strand: Map Literacy

### Skills and Objectives

- Understand how the United States Constitution grants and distributes power
- Know the ways in which the spatial organization of society changes over time
- Use thematic maps



Before starting, print and copy the student worksheets and hang the wall map available at [www.census.gov/schools](http://www.census.gov/schools). You can also download the **It's About Us Census Fact Sheet** to refresh your understanding of the U.S. census.

**Materials:** *The U.S. Census—Collecting 200 Years of Data* Student Worksheet 1a and *What's It Like?* Student Worksheet 1b, *United States Demographics* wall map, two thumbtacks

**Time Required:** Two 40-minute sessions

### Getting Started

1. Invite students to stand in a circle and count off. Ask a volunteer to be the recorder and write the number of students present on the board. Next have students share their birth months; the recorder should list this information as well. Ask: **Which month has the most birthdays? Which has the least?**
2. Explain that every 10 years the U.S. Census Bureau counts every person living in the country and collects data about age, gender, and race.

### Using the Student Worksheets

3. Tell students that they will be learning about the history of the census. Distribute copies of *The U.S. Census—Collecting 200 Years of Data* Student Worksheet 1a, which explains the history of the census and why it is taken.
4. Ask student volunteers to read the article on the worksheet aloud, including the 2010 Census information. Assess comprehension with questions such as:
  - **Introduction:** Why was a census needed so soon after the War for Independence? (*to appoint each state the correct number of members to the House of Representatives*)
  - **The First Census:** Some people thought that the first census undercounted the population. Why? (*Data could have been misplaced or incorrectly collected.*)
  - **The Expanding Census:** What was happening in the United States in the mid-1800s that increased the desire for more census questions? (*e.g., immigration, westward expansion, urban growth, industrial growth*)

### WORDS TO KNOW

**Enumerator:** Person who conducts an official count

5. Outline and discuss the changes the census has undergone since the first census in 1790. Explain that a decennial census is required by the Constitution, but Congress decides many of the details.

### Using the Wall Map

6. Use the wall map to identify local population changes. Locate the census data from the map inset called **U.S. Population in 1900**. Place a thumbtack over your town or city on the 1900 map. Ask: **What was the density of your local population in 1900? How did it compare to the population density of the rest of your state?**
7. Place a thumbtack over your town or city on the main map. Use your students' knowledge of local and state history to discuss the changes in population density that took place in your town, city, and state between 1900 and 2000.

### Wrap-up

8. Encourage students to collect anecdotes from their family and friends about past censuses. Distribute *What's It Like?* Student Worksheet 1b. Have students complete the worksheet as homework.
9. Invite students to share what they learned about census participation from their interviews, as well as anything students taught their families about the census.

### Action Extension

Now that students understand what the census is, challenge them to accompany an adult to a town or school meeting to encourage participation in the 2010 Census. Invite them to design special posters, bumper stickers, or buttons, as well as present the local information they researched. They may want to attend an informational meeting in your area sponsored by the U.S. Census Bureau.

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

GRADES 5–6

STUDENT  
Worksheet

1a

# The U.S. Census— Collecting 200 Years of Data



The following is adapted from *Factfinder for the Nation*, a history of the census.

## Introduction

The newly independent United States urgently needed a **census** (population count) of the entire nation. Population would determine the number of seats each state was to have in the U.S. House of Representatives.

## The First U.S. Census—1790

The first census took place soon after George Washington became president. It listed the head of household by name and simply counted everyone else. One of the few questions it asked was about gender and how many of the males were over and under age 16. This was to measure how many men might be available for military service. Compared with modern censuses, the 1790 Census was a simple and possibly inaccurate operation. The law required that the responses be made in a specific format, but the **enumerators** (census workers)

had to furnish their own paper. They used all sorts of books and sheets to record the information. It took 18 months for the horseback-riding enumerators to complete the census.

## The Expanding Censuses

Down through the years, our nation changed through expansion, industrialization, and immigration. The content of the decennial census changed accordingly. For example, the first **inquiry** (question) about manufacturing was made in 1810; it concerned the quantity and value of products. A question about occupation was added in 1850; and in 1890, the census included questions about year of immigration and language spoken.

There were so many questions on the census form in the late 19th century that it took nearly a full decade to publish the results. Today's census is much simpler.

## 2010 Census Questions

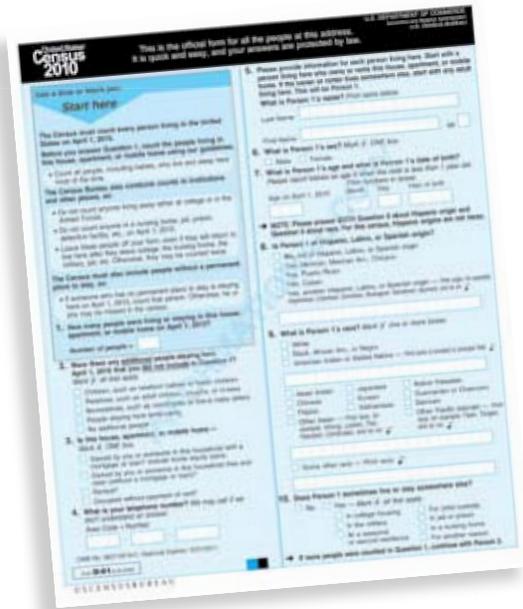
In 2010, the census questionnaire will include questions about:

1. Number of people in your household
2. Who owns your residence
3. Name, gender, race, and birth date of each member of your household
4. How many members of your household (if any) are of Hispanic, Latino, or Spanish origin

The complete text of this document can be found at [www.census.gov/prod/2000pubs/cff-4.pdf](http://www.census.gov/prod/2000pubs/cff-4.pdf).

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

# What's It Like?



Adult #2 name: \_\_\_\_\_

Has he or she participated in the census before?

Why or why not?

If yes, what years?

What does he or she remember about the census?

Bring this worksheet home and interview two different adults about the census. See what you find out!

Adult #1 name: \_\_\_\_\_

Has he or she participated in the census before?

Why or why not?

If yes, what years?

What does he or she remember about the census?

### Think About It

What did you learn about the census from your interviews?

Did you teach the people you interviewed anything about the census? If so, what?

# About the Census

## Strand: About the Census

### Skills and Objectives

- Use reading skills and strategies to understand and interpret a variety of informational texts
- Understand basic concepts about how census data are used
- Know criteria necessary for analyzing and evaluating conflicts over privacy



Before starting, print and copy the student worksheets and hang the wall map available at [www.census.gov/schools](http://www.census.gov/schools).

**Materials:** *Who Can Be Counted?* Student Worksheet 2a, *Understanding Data* Student Worksheet 2b, *Protecting Your Privacy* Student Worksheet 2c, *United States Demographics* wall map, drawing supplies, large sheets of kraft paper (optional)

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

### Getting Started

1. Engage students in a brainstorming activity to help them generate hypotheses about the census. Write the following on the board:
  - **The census counts people in households. Who do you think should be included in each household?**
  - **In what ways might census information help businesses and the government make decisions?**
  - **How can personal privacy be protected during a census?**
2. Divide the class into three groups and assign one of the questions to each group. Students will not know the correct answers, but ask them to hypothesize about possible answers.

### Using the Student Worksheets

3. *Explain:* **The census sends questionnaires by mail. However, sometimes people don't respond, so census workers will try to ask the questions in person. The 2010 Census forms should be returned on April 1, 2010.**
4. Ask the group of students who discussed “**Who do you think should be counted in each household?**” to share their ideas. Explain that the people counted in the census are ones who live in the household most or all of the time.
5. Distribute *Who Can Be Counted?* Student Worksheet 2a and form groups of seven to complete the activity.

### Using the Wall Map

6. Point to the *United States Demographics* wall map. Briefly discuss the data on the map. Explain that this data was collected during Census 2000.

### WORDS TO KNOW

**Privacy:** The right to keep personal matters secret

7. Ask the group of students who discussed “**In what ways might census information help businesses and the government make decisions?**” to share their ideas. Explain that the U.S. Census Bureau collects data that help local government and businesses plan services, such as schools, hospitals, police and fire departments, senior facilities, and community centers.
8. Distribute *Understanding Data* Student Worksheet 2b. Ask students to use the classroom wall map to complete the worksheet. Then review the answers together.

### Wrap-up

9. Ask the group of students who discussed, “**How can personal privacy be protected during a census?**” to share their ideas.
10. Divide students into small groups of 3–4 and distribute *Protecting Your Privacy* Student Worksheet 2c to each group. Read it together and answer the questions.

### Extension Activity

People worry about their **privacy** when asked to complete census forms. Create posters that show your community how personal information is kept confidential to protect privacy. Hang the posters in a visible community location like a supermarket, town hall, or school front office.

### Answers

**Student Worksheet 2b: 1)** ME: 37.2–38.9; **2)** TX: 30.0–34.0; **3)** Senior centers, health clinics, etc.; **4)** Child-care facilities, schools, etc.; **5)** \$21,000–\$44,999; **6)** 3.15–3.29 people; **7)** Child care, schools, playgrounds, etc.; **8)** 27.1–29.9; **9)** They have large families, they have average family income, and they have three congressional representatives; **10–12)** Answers will vary. **Student Worksheet 2c: 1)** False; **2)** True; **3)** False; **4)** True; **5)** True

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

GRADES 5-6

STUDENT  
Worksheet

2a

# Who Can Be Counted?

Getting the correct census count is important to the health of your town. Census information is used to decide where to build new schools and hospitals, and what other services to provide. Participate in this role-playing activity to find out who counts in your town!

1. Form a group of seven students.
2. Decide what role each of you will play:

- **Census worker**
- **Sister #1:** Military officer stationed at a base in the same state. She grew up in this house.
- **Grandfather:** Spends every weekend here at his son's home.
- **Brother #1:** Middle-school student. He lives here with his mother and his father.
- **Brother #2:** A little baby.
- **Friend:** Family friend, not a relative. He lives at this house full-time.
- **Sister #2:** College student who lives in a dormitory. Her parents live in this house.

3. Role-play: The census worker knocks on the door of a home. Six people open the door to say hello. All of them have lived in the house at some point in their lives. Use the **Census Guidelines** to help the census worker decide who should and who should not be counted.



## Census Guidelines

People Who SHOULD Be Considered Part of the Household	People Who SHOULD NOT Be Considered Part of the Household
Babies, foster children or roommates	College students living away from home while attending college
People living with you who have no other place to stay	People in the military living somewhere else
People living in your home most of the time, even if they have another place to stay	People who live or stay at another place most of the time

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

# Understanding Data

Numbers can help you understand a state, city, or town. How is this possible? Use the data collected during Census 2000 and your wall map to find out.

1. What is the median age range for Maine?

\_\_\_\_\_

2. For Texas?

\_\_\_\_\_

3. With its median age, what services might Maine need more than Texas?

\_\_\_\_\_

4. With its median age, what services might Texas need more than Maine?

\_\_\_\_\_

5. What is the median family income range of New Mexico?

\_\_\_\_\_

6. What is the average family size of New Mexico?

\_\_\_\_\_

7. What kinds of services do you think most New Mexico residents would like?

\_\_\_\_\_

8. What is the median age range of Utah?

\_\_\_\_\_

9. What other information do the maps give you about Utah?

\_\_\_\_\_

10. What state do you live in? Describe the location of your town or city within your state (for example, southeast Texas).

\_\_\_\_\_

11. Find the approximate location of your town or city within your state on the main map. What is the number of persons per square mile of this location?

\_\_\_\_\_

12. How does the population density of your area affect your town or city's needs?

\_\_\_\_\_

\_\_\_\_\_

## Think About It

Look at your state's median age, median family income, and average family size. On a separate sheet of paper, describe what you think the data say about your state.



**Remember:** The census counts every person living in every home!

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

# Protecting Your Privacy

Responding to the census is a civic duty. But remember, the Census Bureau keeps all information confidential.

## How your information is protected

- Federal law prohibits anyone outside the Census Bureau from accessing people's personal information.
- Census workers are sworn to secrecy.
- It is illegal for the Census Bureau to share an individual's personal information with any other government agency.
- By law, the Census Bureau is prohibited from selling or giving away any individual's personal information.
- Information about an individual is kept secret for 72 years.
- The Census Bureau uses many security measures to protect the information.

## Design a poster

Work in your group to create a poster for your community or school that explains how the Census Bureau protects people's privacy. What will your poster say? What information do you think is most important for people to know?

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Read the questions below and then check **True** or **False** in the right-hand columns.

Question	True	False
1. The Census Bureau can share an individual's information with other government agencies.		
2. Federal law prohibits anyone outside the Census Bureau from accessing people's personal information.		
3. Census workers can sell or give away any individual's information.		
4. The Census Bureau uses many security measures to protect its information.		
5. Information about an individual is kept secret for over 70 years.		

# Why You Count

## Strand: Community Participation

### Skills and Objectives

- Organize and display data using tables and graphs
- Distinguish between private life and civic life
- Collect and tabulate data for a class census



Before starting, print and copy the student worksheets and hang the wall map available at [www.census.gov/schools](http://www.census.gov/schools).

**Materials:** *Fleetfoot Census* Student Worksheet 3a, *It's About Us* Student Worksheet 3b, drawing supplies

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

### Getting Started

1. Remind students that the United States takes a census of its population every 10 years. Accurate population information is needed to **allocate** funds for many federal, tribal, state, and local programs and community services.
2. Write the phrase “**It's About Us**” on the board and ask students to share what they think it means. Record some of their ideas.

### Using the Student Worksheets

3. Give students an opportunity to learn what happens when some people are not counted during the census. First, divide your class into two groups. Tell students they will be conducting a census where everyone will be asked about his or her favorite sport. Information from the census will help decide the official sport of the town of Fleetfoot. Ask one group to be census workers and the other half to be town residents.
4. Distribute *Fleetfoot Census* Student Worksheet 3a to all students. Review the instructions and have the census workers ask the other students the three questions.
5. **Tabulate** the totals for each sport and have all students mark the results on their data charts. **Ask: What should be the official sport of Fleetfoot?**
6. **Ask: What do you think would happen if some of you didn't respond to this census?**
7. Distribute a second copy of *Fleetfoot Census* Student Worksheet 3a to all students. Have students conduct the class census again. Randomly select a handful of citizens. Privately instruct these citizens to decline to answer the questions because either they are: a) not at home; or b) they think that the census workers are invading their privacy.

### WORDS TO KNOW

**Allocate:** Distribute

**Tabulate:** Arrange in a table

8. Instruct students to record the new responses on the chart. **Ask: What became the official sport as a result of this census?** Engage students in a discussion about what happened and which census is fairest.

### Wrap-up

9. Inform students that, for one reason or another, not everyone participated in Census 2000. **Ask: What could be the effect of not counting all the people in our community in 2010?** Make a list of the services in your town that depend on data from the census (community centers, parks, schools, hospitals, senior centers, police and fire departments, etc.).

### Extension Activity

Tell students they will be creating an exciting multimedia presentation to promote the 2010 Census. Divide your class into small groups and distribute *It's About Us* Student Worksheet 3b.

Using the technology that is most appropriate for your class, have each group create a census-education campaign to encourage people in your local community to participate in the 2010 Census. The presentations can include presentation software, a web page, a radio or television announcement, or a newspaper advertisement. Students can also post their presentations on their school's Web site. Have them present their projects at a PTA/PTO meeting or on Parents' Night.

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

# Fleetfoot Census

## For Data Collectors Only

These census questions will help the town of Fleetfoot determine its official town sport. Ask all members of the town the following questions:

### 1. What is your favorite sport to watch?

- a. baseball
- b. football
- c. basketball
- d. soccer
- e. other

### 2. What is your favorite sport to play?

- a. baseball
- b. football
- c. basketball
- d. soccer
- e. other

### 3. Which sport do you think should be the official town sport of Fleetfoot?

- a. baseball
- b. football
- c. basketball
- d. soccer
- e. other



## For All Students: Data Charts

Using different colors, color in the total number of students' preferences for each sport for each of the three census questions.

0	5	10	15	20	25	30	35		
								BASEBALL	1. Favorite Sport to Watch
								FOOTBALL	
								BASKETBALL	
								SOCCER	
								OTHER	
								BASEBALL	2. Favorite Sport to Play
								FOOTBALL	
								BASKETBALL	
								SOCCER	
								OTHER	
								BASEBALL	3. Official Town Sport
								FOOTBALL	
								BASKETBALL	
								SOCCER	
								OTHER	

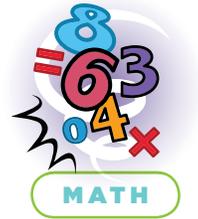


# Take a Census

## Strand: Managing Data

### Skills and Objectives

- Understand mean, mode, and median
- Apply mathematical concepts to real-world data
- Understand the purpose of the census questions



Before starting, print and copy the student worksheets and hang the wall map available at [www.census.gov/schools](http://www.census.gov/schools).

**Materials:** *A Nonsensical Census* Student Worksheet 4a, *Why Do You Ask?* Student Worksheet 4b, *It's About Us Census Fact Sheet*, *United States Demographics* wall map, index cards or slips of paper, census form (go to [www.census.gov/schools/2010\\_census](http://www.census.gov/schools/2010_census))

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

### Getting Started

1. Tell students that you are going to be holding a special classroom census. Distribute *A Nonsensical Census* Student Worksheet 4a.

### Using the Student Worksheets

2. Read the first half of the worksheet together and give students time to complete the questions.
3. Divide students into four small groups. Give each student four index cards or slips of paper. Ask students to write the answer to the first question on the first index card or slip of paper. Repeat until all four index cards each have one answer. Ask one group member to collect the cards for his or her group. Then guide students as they:
  - Find the **mean** number of pets in each group. Add the numbers on the cards and divide by the number of cards.
  - Find the **median** age for losing a first tooth. Place the cards in order from youngest to oldest. Take away one card from each end until only one number is left. If two numbers are left, find the mean of the two.
  - Find the **range** of lightbulbs. Place the cards in order from least to greatest. Subtract the least number from the greatest number. This is the range in number of lightbulbs.
  - Find the favorite band **mode**. Arrange the band cards into stacks by band. The stack with the most cards is the mode. There can be more than one mode.
4. Invite groups to compare their answers. Together find the class mean, median, range, and mode.

### WORDS TO KNOW

**Mean:** The average

**Median:** The middle number in a series

**Range:** The difference between the highest and lowest points in a series

### Using the Wall Map

5. Distribute the census form. Ask students to discuss why questions about dwelling, age, gender, and household size are asked on the census form.
6. Bring this information to a local level and complete *Why Do You Ask?* Student Worksheet 4b. Separate into groups and provide computer access for students to answer the questions for your county or city.

### Wrap-up

7. Discuss what students have learned about census questions.  
*Ask: What is your reaction to the census questions?*

### Action Extension

Starting in spring 2010, students can access real-time results of the 2010 Census online at [www.census.gov](http://www.census.gov). Encourage students to track local participation rates and serve as “Census Cheerleaders” for the community. They might provide updates through morning announcements, text messaging, or a classroom blog; challenge them to use their creativity and track their successes!

### Answers

**Student Worksheet 4b:** Answers will vary.

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

# A Nonsensical Census

The real 2010 Census asks about the number of people in your home as well as their ages, genders, and races. But what if the questions were a little bit zanier? Answer these questions:

1. How many pets do you have in your home?

\_\_\_\_\_

2. How old were you when you lost your first tooth?

\_\_\_\_\_

3. How many lightbulbs do you have in your home?

\_\_\_\_\_

4. What is your favorite band?

\_\_\_\_\_

Now compile your group's data and provide the information below.

**Mean** number of pets:

\_\_\_\_\_

The **mean** is the average of all the numbers in a set of numbers. To find the mean, add all the numbers, then divide the sum by the number of addends.

**Median** age for losing first tooth:

\_\_\_\_\_



The **median** is the middle number in a set of numbers.

**Range** of lightbulbs:

\_\_\_\_\_

**Range** is the difference between the greatest number and the least number in a set of numbers.

Favorite band **mode**:

\_\_\_\_\_

The **mode** is the number that occurs most often in a set of numbers. There can be more than one mode.

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

# Why Do You Ask?

Every question on the census is there for a reason. Compare your state to your county using the "Data Finders" at [www.census.gov](http://www.census.gov). Select your state name from the "Population Finder" drop-down menu and click **Go**. Then select Fact Sheet in the column on the left and click the **2000** tab to answer the questions below.

## State Demographics

What is the median age of your state?

\_\_\_\_\_

What is your state's average household size?

\_\_\_\_\_

How many homes are in your state?

\_\_\_\_\_

How many males live in your state?

\_\_\_\_\_

How many females live in your state?

\_\_\_\_\_



To answer these questions about your county, enter your county name in the box above the state drop-down menu and click **Go**.

## County Demographics

What is the median age of your county?

\_\_\_\_\_

What is your county's average household size?

\_\_\_\_\_

How many homes are in your county?

\_\_\_\_\_

How many males live in your county?

\_\_\_\_\_

How many females live in your county?

\_\_\_\_\_

# Map Data and the Census

## Strand: Map Literacy

### Skills and Objectives

- Understand how demographic and economic information can be displayed
- Compare and contrast local and national data
- Use thematic maps for deeper understanding



Before starting, print and copy the student worksheets and hang the wall map available at [www.census.gov/schools](http://www.census.gov/schools). Then download the **It's About Us Census Fact Sheet** to aid classroom discussion.

**Materials:** *Map to the Future* Student Worksheet 1a, *Counting Your County* Student Worksheet 1b, *United States Demographics* wall map

**Time Required:** 40 minutes

### Getting Started

1. Divide students into five even groups. Ask an uneven number of representatives from each group to stand near you (such as three members from one group and only one from another), and tell students that these representatives will be part of a special class council. Discuss whether or not your system is fair, and if not, challenge students to brainstorm a solution.
2. Now divide the students into various uneven groups. Ask your students to determine how many representatives from each group should join the council. Explain that the U.S. government awards states representatives to Congress based on population.
3. Write the definition of **census** on the board (an official count of a population). *Ask: What does official count mean?* (a final and approved number, not an estimate)
4. Remind students of your discussion about the class council and discuss why it is important to know exactly how many people live in the United States.

### Using the Wall Map

5. *Explain: Every 10 years, the U.S. Census Bureau conducts a national census to count every person living in the country. This allows the government to send the right number of representatives to Congress. The census also collects other data about age, gender, and race. Let's explore why.*
6. Draw attention to the *United States Demographics* wall map and point out **Median Age**, **Median Family Income**, and **Average Family Size** inset maps. Explain that students will use these maps to understand the census questions.

### WORDS TO KNOW

**Census:** An official count of a population

**Median:** The middle number in a series

7. Distribute *Map to the Future* Student Worksheet 1a. Divide students into small groups of three or four. Have groups take turns using the wall map to answer the questions.
8. Once students have completed the worksheet, compare answers as a class. *Ask: How would accurate age, income, and population information benefit your community?* Discuss how this also applies to race and gender.

### Using the Student Worksheet

9. *Ask: Do you think that our county's information is the same as our state's? Let's find out.*
10. Separate students into pairs and distribute *Counting Your County* Student Worksheet 1b. Review the instructions and give students time to do research either in class or as homework.

### Wrap-up

11. Discuss the results of *Counting Your County* Student Worksheet 1b.
12. Brainstorm a list of different community improvements that your county could use based on your local data.

### Action Extension

Now that students understand what the census is, challenge them to encourage participation in the 2010 Census. Invite them to design special posters, bumper stickers, or buttons featuring slogans they create.

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

# Map to the Future

The government and businesses use census information to plan for new schools, roads, playgrounds, senior centers, medical practices, and hospitals.

## Part One: Get the Facts

Use the **United States Demographics map** to answer these questions.

1. What is the median age in your state?  
\_\_\_\_\_
2. What is the average family size in your state?  
\_\_\_\_\_
3. What is your state's median family income?  
\_\_\_\_\_
4. Describe one population pattern (age, family size, or income) you can see in the United States, from east to west.  
\_\_\_\_\_  
\_\_\_\_\_
5. What state near your state would be least interested in urban issues? Why?  
\_\_\_\_\_

## Part Two: Think About It

Look at the data you collected. Use the data to come to your own conclusions.

6. What community improvements might Maine need more than Texas? Why?  
\_\_\_\_\_  
\_\_\_\_\_
7. Why might Utah's government and businesses be more likely to build playgrounds than senior centers?  
\_\_\_\_\_  
\_\_\_\_\_
8. What do you know about your state, based on these maps?  
\_\_\_\_\_  
\_\_\_\_\_
9. What else would you be interested in learning about your state? Why?  
\_\_\_\_\_  
\_\_\_\_\_



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

# Counting Your County

Explore Census 2000 data for your county. Follow these instructions to find tables, graphs, and maps that reveal surprising facts about where you live.

1. Find the “Data Finders” section at **www.census.gov**. Go to the “Population Finder” and select your state from the drop-down menu. Click **Go**.
2. Then select Fact Sheet in the column on the left. Click the **2000** tab to answer the “state” questions below.
3. To answer the “county” questions, enter your county name in the box above the state drop-down menu and click **Go**.

## Age

What is the median age of your state?

\_\_\_\_\_

*Click on the word **map** at the far end of the “median age” row. This is a map that shows the median ages of the counties in your state.*

What is the median age of your county?

\_\_\_\_\_

Compare and contrast the median age of your state and county.

## Household

What is your state’s average household size?

\_\_\_\_\_

What is your county’s average household size?

\_\_\_\_\_

Compare and contrast the average household size of your state and county.

\_\_\_\_\_

\_\_\_\_\_

## Race

What races make up your state (include percentages)?

\_\_\_\_\_

What races make up your county (include percentages)?

\_\_\_\_\_

Compare and contrast the races that make up your state and county.

\_\_\_\_\_

## Gender

What percentage of your state’s population is male? What percentage is female?

\_\_\_\_\_

What percentage of your county’s population is male? What percentage is female?

\_\_\_\_\_

Compare and contrast the gender breakdown of your state and county.

\_\_\_\_\_

## Sum it Up

How does your county compare, in terms of age, household size, diversity, and gender, to the rest of your state?

# About the Census

## Strand: About the Census

### Skills and Objectives

- Use reading skills and strategies to understand and interpret a variety of informational texts
- Know criteria necessary for analyzing and evaluating conflicts over privacy



Before starting, print and copy the student worksheets and hang the wall map available at [www.census.gov/schools](http://www.census.gov/schools).

**Materials:** *The U.S. Census—Snapshot of a Nation* Student Worksheet 2a, *Census Form Preview* Student Worksheet 2b, *Privacy and the Census* Student Worksheet 2c, index cards or slips of paper

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

### Getting Started

1. Distribute copies of *The U.S. Census—Snapshot of a Nation* Student Worksheet 2a, to each student. Read it aloud as a class, taking time to discuss student knowledge about each time period.
2. Discuss how the census questions from 1790 and 1890 reflected the information that businesses and the government needed during those periods in history.

### Using the Student Worksheet

3. Explain to students that they are going to get a preview of what the actual 2010 Census form looks like.
4. Separate students into pairs. Write the following descriptions on the board, or read aloud:
  - **Military officer:** Stationed at a base in the same state as his/her parents. He or she grew up in this house.
  - **Grandfather:** Spends every weekend at this house. It's his son's home.
  - **Middle-school student:** He or she lives here with his/her parent(s).
  - **Family friend:** Not a relative. He or she lives at this house full-time.
  - **College student:** Lives in a dormitory. His or her parent lives in this house.
5. *Explain: Each pair of students represents a different household. Choose one member of your group to be the head of your household.*
6. Have each person (including the head of household) in each group create a character based on the descriptions on the board. Then ask each of them to write a brief

### WORDS TO KNOW

**Household:** A house and its occupants

description of his or her character (race, age, name, and where he or she lives) on an index card or slip of paper.

7. Distribute copies of *Census Form Preview* Student Worksheet 2b to all students. *Explain: Each pair now has to decide whether they have a one- or two-person household, according to the census rules.*
8. Instruct each pair to ask questions of each other to find out more information about the characters they described on the index cards. Each pair must decide who should be counted and complete the worksheet.

### Wrap-up

9. *Ask: The information the census collects is very personal. Does that concern any of you?* Explain that concerns about the census often are a result of confusion about privacy, confidentiality, or residency issues.
10. Distribute *Privacy and the Census* Student Worksheet 2c to each group. As a group, read about the different ways the Census Bureau protects people's right to privacy.
11. Ask students to take the worksheet home, share the information with members of their household, and conduct a short interview.
12. After they complete the interview, have students share their findings. Create a chart that allows students to compare family experiences and concerns about the census.

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

GRADES 7-8

STUDENT  
Worksheet

2a

# The U.S. Census— Snapshot of a Nation

The Constitution states that a census must be taken every 10 years. However, lawmakers in Congress decide many of the details. Read below to see how censuses reflect their time.

## 1790

### Life in 1790

After the War for Independence, most Americans returned to their farms. The new country needed to make new laws, and everyone wanted a voice in government.

### The Census in 1790

After the ratification of the Constitution, it was vital to count each state's population. Population determined the number of seats for each state in the House of Representatives.

The first census, taken in person, gathered basic information, including:

- The name of the head of the household
- How many males and females lived there
- Whether the men were over or under age 16 and available for military service

## 1890

### Life in 1890

Americans surged westward in the early 1800s into new states and territories. After the Civil War ended in 1865, America changed again. Immigration, the growth of cities, and the rise of



manufacturing became powerful social and economic forces.

### The Census in 1890

By 1890, the census collected a vast array of statistics that were so complicated that it took almost a full decade to publish the results. In 1890, the census was conducted in person, and began by asking basic information, including:

- Number of dwelling house
- Number of families in the dwelling house
- Number of persons in each family

The census workers also asked 30 more questions about each person. Here is a partial list of items the census workers asked about:

- Civil War veteran or widow of a veteran?
- Relationship to the head of the family
- Sex
- Age
- Marital status
- If female, how many children has she borne? How many of those children were living?
- Place of birth
- Places of birth of father and mother
- How many years living in the United States?
- Profession, trade, or occupation
- Number of months unemployed in the past year
- Able to read?
- Able to write?
- Able to speak English? If not, what language?

**Think About It:** What do census questions tell you about life at different points in history? Census questions from every census from 1790 to 2000 are available at [www.census.gov/history](http://www.census.gov/history).

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

# Census Form Preview

Please provide information for each person living in your fictional household. First decide how many people should be counted, then answer the questions below. The head of your household is Person 1.

## PERSON 1 name:

1. What is Person 1's age and what is Person 1's date of birth?

2. What is Person 1's sex?

3. Is Person 1 of Hispanic, Latino, or Spanish origin?

4. What is Person 1's race?

5. How is this person related to Person 1?

6. Is this a house, an apartment, or a mobile home?

7. How many people are living or staying in this house, apartment, or mobile home?

8. Are there any additional people staying here who you did not include? Who?

9. Does Person 1 sometimes live or stay somewhere else? Where?

## PERSON 2 name:

1. What is Person 2's age and what is Person 2's date of birth?

2. What is Person 2's sex?

3. Is Person 2 of Hispanic, Latino, or Spanish origin?

4. What is Person 2's race?

5. How is this person related to Person 1?

6. Is this a house, an apartment, or a mobile home?

7. How many people are living or staying in this house, apartment, or mobile home?

8. Are there any additional people staying here who you did not include? Who?

9. Does Person 2 sometimes live or stay somewhere else? Where?

## Census Guidelines

### PEOPLE WHO SHOULD BE CONSIDERED PART OF THE HOUSEHOLD:

- foster children or roommates
- babies and small children
- people living with you, who have no other place to stay
- people living in your home most of the time, even if they have another place to stay

### PEOPLE WHO SHOULD NOT BE CONSIDERED PART OF THE HOUSEHOLD:

- college students living away from home while attending college
- people in the military living somewhere else
- people who live or stay at another place most of the time

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

# Privacy and the Census

The U.S. Census Bureau takes every precaution to ensure people's privacy. Here's how your information is protected:

- Federal law requires that no one outside the Census Bureau can connect people's answers with their names and addresses.
- Census workers are sworn to secrecy before they are allowed to look at any completed census forms.
- It is illegal for information gathered by the Census Bureau about an individual to be shared with any other government agency.
- By law, the Census Bureau is prohibited from selling or giving away any name or address from a census form.
- Information about an individual is kept secret for 72 years.
- The Census Bureau uses strict security measures to protect the information.

## Family Interview

Bring this worksheet home and interview an adult in your family. Answer these questions on a separate sheet of paper.

**Name:**

Has he or she participated in the census before?

\_\_\_\_\_

Why or why not?

\_\_\_\_\_

If yes, what years?

\_\_\_\_\_

What does he or she remember about the census?

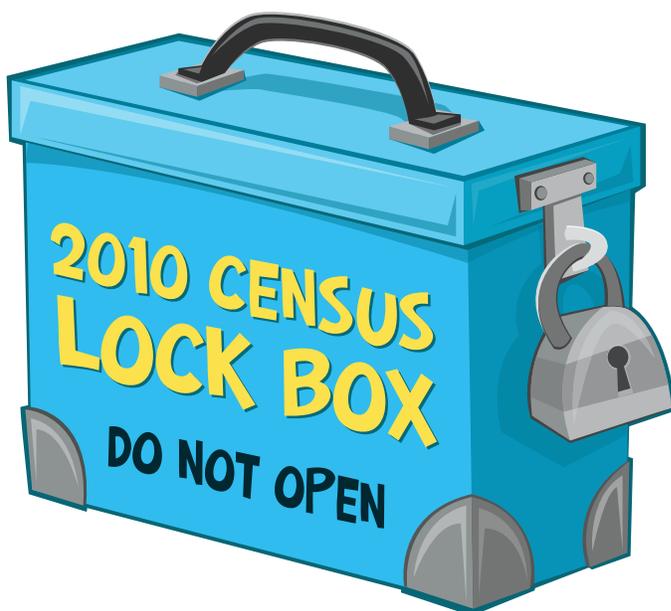
\_\_\_\_\_

What did you learn about the census from your family?

\_\_\_\_\_

Did you teach your family anything about the census? If so, what?

\_\_\_\_\_



# Why You Count

## Strand: Community Participation

### Skills and Objectives

- Use writing skills and strategies to understand and interpret a variety of literary texts
- Know the characteristics and purposes of geographic databases
- Understand how participation in civic and political life can help bring about the attainment of individual and public goals



Before starting, print and copy the student worksheets and hang the wall map available at [www.census.gov/schools](http://www.census.gov/schools).

**Materials:** *Community Power* Student Worksheet 3a, *It's About You* Student Worksheet 3b, presentation software, Internet access

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

### Getting Started

1. Introduce this lesson by explaining: **From 1970 to 1990, the public's response rate for the census declined from 78 percent to 65 percent. In 2000, 67 percent of the households in the United States participated in the census. The Census Bureau is hoping for a greater return in 2010. You can help.**

### Using the Student Worksheets

2. Explain that students will be creating *campaigns* to educate your community about the upcoming 2010 Census.
3. Divide the class into small groups. Distribute *Community Power* Student Worksheet 3a. Have students complete Part 1 and share results with the class.
4. Direct students to Census 2000 Final Response Rates at [www.census.gov/dmd/www/response/2000response.html](http://www.census.gov/dmd/www/response/2000response.html). This information can also be printed out for students. Have students record their findings on the worksheet to complete Part Two and work as a group to complete Part Three. Ask students why they think people do not respond to the census. Then have students write slogans or statements that would encourage people to participate. Write some of the best ones on the board.

### WORDS TO KNOW

**Campaign:** An organized plan to reach a goal

5. Display for students the 2010 Census slogan, "It's in Our Hands," and ask them to discuss how the slogan might encourage people to participate in the 2010 Census.

6. Distribute *It's About You* Student Worksheet 3b. Ask students to use this worksheet to plan their campaign. Provide class time for group work.



ONLINE

7. Work with students to deliver their presentations through presentation software slides, a web page, blogs, radio, television, or newspaper announcements. Enlist your school administration and local media to publicize the students' message.
8. Contact your regional Census Bureau office ([www.census.gov/field/www/](http://www.census.gov/field/www/)) for any necessary guidance or assistance.

### Wrap-up

9. Work with students to monitor the results of their community's response rate online at [www.census.gov](http://www.census.gov) in March and April of 2010. Have students provide ongoing local participation updates and analysis to the community through morning announcements, text messaging, a web page, blogs, and radio, television, or newspaper announcements.

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

# Community Power

## Part One

List five important facts that you've learned about the census:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

## Part Two

How many people in your state and community responded to the last census?

Find out about your state and local community's participation in the last census at [www.census.gov/dmd/www/response/2000response.html](http://www.census.gov/dmd/www/response/2000response.html) or review the handout materials your teacher prepared for you.

List the response rate for your state, county, and city (or a city near your community).

### ■ State response rate

\_\_\_\_\_

### ■ County response rate

\_\_\_\_\_

### ■ City response rate

\_\_\_\_\_

## Part Three

Now work with the members of your group and brainstorm ways to help convince people in your community about the importance of the census.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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

GRADES 7-8

STUDENT  
Worksheet

3b

# It's About You

It's time to put your plan into action. The 2010 Census is about you, your friends, your family, and your community. Make sure that you are all counted.

## Step One: Developing Your Content

- List all the reasons why you think the 2010 Census is important.
- Why do you think people might not participate in the 2010 Census? List your ideas on a separate sheet of paper.
- Develop statements to encourage people to participate in the 2010 Census.
- Gather any other information you think will help encourage people to participate.

## Step Two: Designing the Presentation

- With your group, develop an information campaign about the 2010 Census. Incorporate what you've learned from the previous activities. Also include the response rate of your community in the last census.
- Incorporate the 2010 Census slogan "It's in Our Hands" into your presentation.
- Select a method to share your information such as: presentations at a PTA/PTO meeting, presentation software, web page, blogs, radio or television announcements, or newspaper editorials.

## Step Three: Following Up on Your Efforts

- Follow the 2010 Census results online at **www.census.gov** during March and April of 2010. Keep people up to date on your community's participation through morning announcements, text messaging, a web page, blogs, and/or radio, television, or newspaper announcements.

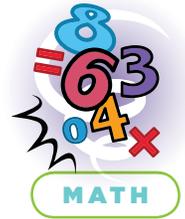


# Take a Census

## Strand: Managing Data

### Skills and Objectives

- Use tables and graphs to compare data
- Draw conclusions based on mathematical information



Before starting, print and copy the student worksheets and hang the wall map available at [www.census.gov/schools](http://www.census.gov/schools).

**Materials:** *Collecting the Data* Student Worksheet 4a, *Making a Decision* Student Worksheet 4b, computer with access to the Internet, local maps

**Time Required:** Two 40-minute classes

### Getting Started

1. Help students think about how census data can be used to make a specific decision for their community. Write the following on the board:

- **Site 1:**  
School-age children within walking distance: 837
- **Site 2:**  
School-age children within walking distance: 1,500
- **Site 3:**  
School-age children within walking distance: 10

2. **Ask: If the local authorities were going to build a new school, what would be the best site according to these populations?** Discuss students' reasoning, and ask them to share other factors that might contribute to the decision, such as roads, type of community, and location of existing schools.

### Using the Student Worksheets

3. Tell students that they have the chance to play a fictional community planner and choose a site for a new community sports center.
4. Form small groups of three or four students. Distribute *Collecting the Data* Student Worksheet 4a and read the introduction together.
5. Give students time to share computers and complete the worksheet. Talk to each group to clarify questions or address any concerns.

### WORDS TO KNOW

**Population:** All the people who live in a community

6. Distribute *Making a Decision* Student Worksheet 4b. Have students work in the same groups to answer the analysis questions. If possible, have groups visit their top two sites for the sports center, either as homework or as a class excursion.
7. Invite groups to “unveil” their final choice for the sports center to the rest of the class. They might write the locations on slips of paper and place them in envelopes for an awards-style presentation.

### Wrap-up

8. Ask students to write a letter to a newspaper or community leader, presenting their proposal for a new sports center. Once students are finished, have them share their letters with the community.
9. As a class, discuss how else students might use census data to benefit your community. **Are there other community services your town or city needs?**

### Action Extension

Invite students to make models of the new community sports center using recycled materials such as cardboard, cans, and paper. Display the models in a central space with copies of their letters so that the whole school can enjoy them.

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

# Collecting the Data

Businesses, nonprofit groups, government planners, and community planners use census data to help them make decisions. Use the questions below as a guide to begin your research for a new community sports center. You may also want to consult local maps to help you decide.

## Think About It

Before you begin, think about your community. What are three locations that you think might work best for a new sports center? Consider these issues:

What else is around?  
Is there easy access?  
Is it a place kids will want to go?

List your three top choices:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## How to Use American FactFinder

1. Go to **www.usps.com/zip4/** and find the zip code(s) for your three locations.
2. Go to **www.census.gov**. Click **American FactFinder**.
3. Type in the zip code(s) you want to research. Click **Go**.
4. Review the data. NOTE: If you don't see what you need, click **Show More** for additional details.

## Research

Now use American FactFinder at **www.census.gov** to get the facts about your three locations.

### 1. Population of School-Age Children

Why will this be useful to know?

\_\_\_\_\_

Site 1: \_\_\_\_\_

Site 2: \_\_\_\_\_

Site 3: \_\_\_\_\_

### 2. Household Income

Why will this be useful to know?

\_\_\_\_\_

Site 1: \_\_\_\_\_

Site 2: \_\_\_\_\_

Site 3: \_\_\_\_\_

### 3. Total Housing Units

Why will this be useful to know?

\_\_\_\_\_

Site 1: \_\_\_\_\_

Site 2: \_\_\_\_\_

Site 3: \_\_\_\_\_

### 4. \_\_\_\_\_ (research topic of your choice)

Why will this be useful to know?

\_\_\_\_\_

Site 1: \_\_\_\_\_

Site 2: \_\_\_\_\_

Site 3: \_\_\_\_\_

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

# Making a Decision



Now you have lots of data about your community to help you choose the best place to build a sports center. Use the information you collected to answer the following questions.

1. Based on the data, which do you think are the top two sites for building the community sports center?

**Site #1:** \_\_\_\_\_

Why? \_\_\_\_\_

**Site #2:** \_\_\_\_\_

Why? \_\_\_\_\_

2. What are the pros and cons of your top two sites?

**Site #1:** \_\_\_\_\_

Pros: \_\_\_\_\_

Cons: \_\_\_\_\_

**Site #2:** \_\_\_\_\_

Pros: \_\_\_\_\_

Cons: \_\_\_\_\_

3. Is there anything else you think you should consider before making your final decision? If so, what?

4. If you've visited the sites in person, is there anything that influences your decision one way or the other? If so, what?

5. Which site is your final choice?

# Additional Resources and Tools

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

## Census Web sites:

- ▶ **U.S. Census Bureau:** [www.census.gov](http://www.census.gov)
- ▶ **Census in Schools:** [www.census.gov/schools](http://www.census.gov/schools)
- ▶ **State Facts for Students:** [www.census.gov/schools/facts/](http://www.census.gov/schools/facts/)
- ▶ **American FactFinder:** [http://factfinder.census.gov/home/saff/main.html?\\_lang=en](http://factfinder.census.gov/home/saff/main.html?_lang=en)
- ▶ **Census 2010:** <http://2010.census.gov/2010census/>
- ▶ **Census History:** [www.census.gov/history/index.html](http://www.census.gov/history/index.html)
- ▶ **Census Bureau YouTube Channel:** [www.youtube.com/user/uscensusbureau](http://www.youtube.com/user/uscensusbureau)
- ▶ **Facts for Features & Special Editions:** [www.census.gov/Press-Release/www/releases/archives/facts\\_for\\_features\\_special\\_editions/index.html](http://www.census.gov/Press-Release/www/releases/archives/facts_for_features_special_editions/index.html)
- ▶ **The 2009 Statistical Abstract:** [www.census.gov/compendia/statab/](http://www.census.gov/compendia/statab/)
- ▶ **Radio Services:** [www.census.gov/pubinfo/www/broadcast/radio/](http://www.census.gov/pubinfo/www/broadcast/radio/)
- ▶ **TV and Video Services:** [www.census.gov/pubinfo/www/broadcast/video/](http://www.census.gov/pubinfo/www/broadcast/video/)
- ▶ **Measuring America the Decennial Censuses 1790-2000:** [www.census.gov/prod/www/abs/ma.html](http://www.census.gov/prod/www/abs/ma.html)
- ▶ **Census Information Centers:** [www.census.gov/cic/](http://www.census.gov/cic/)
- ▶ **State Data Center:** [www.census.gov/sdc/www/](http://www.census.gov/sdc/www/)
- ▶ **2007 Economic Census:** [www.census.gov/econ/census07/index.html](http://www.census.gov/econ/census07/index.html)

## Other Government Web sites:

- ▶ **United States House of Representatives:** [www.house.gov](http://www.house.gov)
- ▶ **United States Senate:** [www.senate.gov](http://www.senate.gov)
- ▶ **The White House:** [www.whitehouse.gov](http://www.whitehouse.gov)
- ▶ **Supreme Court of the United States:** [www.supremecourtus.gov](http://www.supremecourtus.gov)