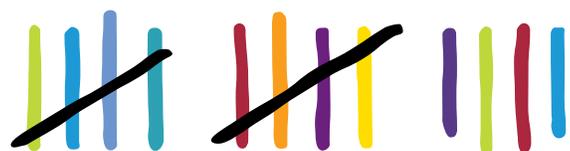


grades
K-4



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 K-2 and 3-4

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**

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United States[®]
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 country receive more than \$300 billion in funding for projects like schools, roads, and hospitals. These awards are based on population information gained through the decennial census. But this system only works if everyone is counted, regardless of economic, racial, or citizenship status.

You can use this handy 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 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.**

Sources: All data used in the **It's About Us** lessons reflect information collected during Census 2000, unless otherwise noted.

Why Bring Census into the Classroom?

Explore Local Data and Maps

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

1. Go to 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.
4. Click **Map** on the right side of each statistic to see a visual representation of the information.
5. Younger students can consider using the information in State Facts for Students at www.census.gov/schools/facts.



Learn the Power of Participation

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

- Brochures
- Posters
- Town hall meetings
- Songs
- Poems
- Text messaging
- Videos

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, which is sent to every home, and through confidentiality-bound census workers who travel door-to-door.

Who should be counted?

Everyone! All babies, children, 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, everyone should be counted in the census.

Scope and Sequence

GRADES K-4



CIVICS



MAP SKILLS



READING & WRITING



MATH



ONLINE

Lesson	Objective	Curriculum Connections	Skills	Standards*
STRAND 1: ABOUT THE CENSUS				
1 It's About Us	K-4: Learn how and why the decennial census is conducted	K-4: Reading & Writing, Map Skills, Civics	K-2: Read and/or listen to a short story and answer comprehension questions	K-2: Reading/listening comprehension; find the United States on a map; know the name of your home state
			3-4: Participate in a Reader's Theater activity and answer comprehension questions	3-4: Build confidence and reading fluency; increase vocabulary using textual clues; understand civic life and government
STRAND 2: COMMUNITY PARTICIPATION				
2 Mapping Our Home	K-2: Use maps to understand relative location 3-4: Use maps and role-playing to understand the purpose of the decennial census	K-4: Map Skills, Math, Civics	K-2: Create maps of a fictional town to reinforce community	K-2: Recognize absolute and relative location; understand ideas about civic life and government
			3-4: Read maps and participate in a role-playing activity	3-4: Use map-reading skills to find answers; learn the difference between senators and members of Congress
STRAND 3: MAP LITERACY				
3 Then and Now	K-2: Use maps to understand population 3-4: Use research and maps to understand changes in their town or city	K-4: Map Skills, Reading & Writing, Civics	K-2: Read a classroom map to find data	K-2: Know the term "population" and understand that population changes over time
			3-4: Read thematic maps to understand the concept of change over time	3-4: Use thematic maps; interpret data from charts and graphs; conduct interviews
STRAND 4: MANAGING DATA				
4 A Class Census	K-4: Place data into simple graphs and tables	K-4: Math, Reading & Writing	K-4: Use censuses to understand data collection and interviews	K-4: Collect and represent information about events in simple graphs; use listening comprehension

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

National Standards and Benchmarks

GRADES K-4

Grades K-2		Lesson Number				Grades 3-4		Lesson Number			
Standard/Benchmark		1	2	3	4	Standard/Benchmark		1	2	3	4
ENGLISH/LANGUAGE ARTS						ENGLISH/LANGUAGE ARTS					
Use reading skills and strategies to understand and interpret literary texts						Use reading skills and strategies to understand and interpret literary texts					
Use reading skills and strategies to understand a variety of familiar literary passages and texts	x				x	Understand the ways in which language is used in literary texts	x				
Use reading skills and strategies to understand informational texts						Use reading skills and strategies to understand informational texts					
Understand the main idea and supporting details of simple expository information	x					Use prior knowledge and experience to understand and respond to new information		x	x		
Use the general skills and strategies of the writing process						Use listening and speaking strategies for different purposes					
Use writing and other methods to describe familiar persons, places, objects, or experiences			x	x		Listen for specific information in spoken texts	x	x			x
						Gather and use information for research purposes					
						Use electronic media to gather information					
GEOGRAPHY						GEOGRAPHY					
Understand the characteristics of spatial organization of Earth's surface						Understand the characteristics of spatial organization of Earth's surface					
Know the absolute and relative location of a community and places within it	x	x	x			Understand the spatial organization of places		x	x		
Understand how geography is used to interpret the past						Understand how geography is used to interpret the past					
Know how areas of a community have changed over time	x			x		Know the factors that have contributed to changing land use in a community				x	
MATHEMATICS						MATHEMATICS					
Understand and apply basic and advanced concepts of statistics and data analysis						Understand and apply basic and advanced concepts of statistics and data analysis					
Collect and represent information about objects or events in simple graphs				x		Understand that data represent specific pieces of information about real-world objects or activities		x	x	x	
						Understand that collecting, organizing, and displaying data can be done in many ways					
SOCIAL STUDIES						SOCIAL STUDIES					
Time, Continuity, and Change						Time, Continuity, and Change					
Identify and use various sources for reconstructing the past	x			x		Identify and use various sources for reconstructing the past		x	x		
Use knowledge of facts and concepts drawn from history to inform decision-making about public issues				x		Use knowledge of facts and concepts drawn from history to inform decision-making about public issues		x	x		
People, Places, and Environments						People, Places, and Environments					
Construct and use mental maps that demonstrate understanding of location, direction, size, and shape			x			Construct and use mental maps that demonstrate understanding of location, direction, size, and shape				x	
Use appropriate resources, data sources, and geographic tools to generate, manipulate, and interpret information			x	x		Use appropriate resources, data sources, and geographic tools to generate, manipulate, and interpret information		x	x		
Individual Development and Identity						Individual Development and Identity					
Identify and describe ways families, groups, and communities influence the individual's daily life and personal choices	x	x				Identify and describe ways families, groups, and communities influence the individual's daily life and personal choices	x			x	
Power, Authority, and Governance						Power, Authority, and Governance					
Examine the rights and responsibilities of the individual	x					Examine the rights and responsibilities of the individual	x				x
Civic Ideals and Practices						Civic Ideals and Practices					
Locate, access, organize, and apply information about an issue of public concern			x	x	x	Locate, access, organize, and apply information about an issue of public concern	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.

It's About Us

Strand: About the Census



READING &
WRITING

Skills and Objectives

- Use reading and/or listening skills to learn new ideas
- Know the name of your home state
- Explain who is counted in the census

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

Materials: *Who Counts?* Student Worksheet 1a, drawing materials, *Who Counts? Reading Questions* Student Worksheet 1b, *United States Population* wall map

Time Required: Two 35-minute class periods

Getting Started

1. Write the words **good neighbor**, **law**, and **responsibility** on the board. *Ask:* **What do these words mean?**
2. *Ask:* **Are you a good neighbor? What laws do you know about? What does it mean to be responsible?** Encourage a classroom discussion that reinforces the concepts of being a good neighbor and civic responsibility. Make a list on the board of different laws with which students are familiar (e.g., wear a seat belt, children must go to school, drivers must stop at red lights, etc.).
3. Explain to students that every grown-up who lives in this country has a responsibility to participate in an exciting activity called the **census**. A census finds out how many people live here by counting each man, woman, and child. The law says that a census count has to happen every 10 years, and one is happening in 2010!

Using the Student Worksheets

4. Explain that students will now read a story to find out how the census works.
5. Distribute *Who Counts?* Student Worksheet 1a to each student. Together read the story aloud. Ask older students to answer the bonus question in their journals. Then ask students to complete *Who Counts? Reading Questions* Student Worksheet 1b.

Using the Wall Map

6. Point to the wall map and *ask:* **What country does this map show? Can you touch our state? What is the name of our state?**
7. *Ask:* **Let's think about change for a minute. A change happens when something is new or different. What**

WORDS TO KNOW

Good neighbor: A person who does useful things for his or her neighborhood, town, and country

Law: official rules

Responsibility: A duty or job

are some examples of change? Engage students in a discussion about neighborhood changes such as people moving in or out, births, deaths, etc. Also discuss changes at school and within families.

8. Point to the wall map again. Invite volunteers to come forward. *Ask:* **This map shows how many people lived in our state before you were born, in the year 2000. Look at the map carefully. Can you find where it says how many people lived in the United States in the year 2000? How many children lived in our state in 2000? Do you think the number of people and children living in our state has changed since then? If so, why?** (Yes, everyone who was born, died, moved away, or moved into the state during the last 10 years changes the population.) Explain to students that the 2010 Census will find out how many people live in the United States right now.

Wrap-up

9. Write the sentence, "It's about us" on the board. Discuss how it relates to the concept of being a good neighbor (if everyone is a good neighbor, our country will be a better place).
10. Have students create "good neighbor" badges. Distribute a sheet of colored paper to each student. Ask students to trace around their right hands to make a handprint.
11. Ask students to decorate their handprint badges with drawings that show how they are good neighbors. Use tape to attach the handprint badges to students' shirts.

Answers

Student Worksheet 1b: 1) 6; 2) 1; 3) Italy

Name: _____

Who Counts?

Joey saw his grandma sitting at the kitchen table. She was reading the mail.

“What’s that?” asked Joey.

“It’s a census form,” answered Grandma.

Grandma told Joey that the census collects information about everyone who lives in the United States. Joey wanted to help Grandma fill out the form. Grandma asked him to name all of the people who live in their house.

“Well, you. But you used to live in Italy,” said Joey.

Grandma explained that it doesn’t matter where she used to live. The census wants to know who is living in the United States now.

“We should count Mama and Papa,” said Joey.

“That’s right,” said Grandma. “And who else?”

“Do we have to count Mary?” asked Joey.

“Of course we do, silly. Your little sister counts,” answered Grandma.

“Can we count Clover?” asked Joey.

“No,” said Grandma with a laugh. “The census doesn’t count cats.”

“What about Mr. Macintosh? He lives here in our extra room. He moved in with us until he finds a job,” said Joey.

“Good work!” said Grandma. “Everyone who lives here counts, even if they aren’t part of our family.”

“So that’s it!” said Joey, “We count you, Papa, Mama, Mary, and Mr. Macintosh.”

“Are you sure you haven’t forgotten anyone?” asked Grandma.

“Hmmm, let me think,” said Joey. “Wait! I know who we forgot. We forgot me!”



BONUS

72,293,812 children lived in the United States in 2000. That’s almost enough to field 8 million baseball teams! *What else could you do with so many children?*

Name: _____

Who Counts?

Reading Questions

Read the questions. **Circle** the correct answers.

1. How many people live in Joey's house?

4 6 5 3

2. How many pets does Joey have?

2 3 1 0

3. Where did Grandma used to live?

Mexico United States Italy



Think about it...

Why do you think the census doesn't count pets?

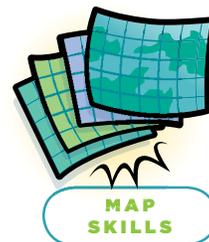
Name one way that Joey's household is different from yours.

Draw a picture of everyone who lives in Joey's house.

A large rectangular area with a dashed border, intended for drawing a picture of everyone who lives in Joey's house.

Mapping Our Home

Strand: Community Participation



Skills and Objectives

- Recognize the absolute and relative location of a state
- Understand ideas about civic life and government
- Write to inform

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

Materials:

Where Do I Work? Student Worksheet 2; **United States Population** wall map, shoebox, drawing paper, small empty milk or juice cartons, glue/tape, ribbon strips, scissors, drawing supplies

Time Required: 35 minutes

Getting Started

1. *Explore the question: Why is it important to know how many people live in the United States?* Start small with this easy activity, which demonstrates why it is important to know how many students are in the class:
 - Make a mailbox by cutting a slot in the top of a box.
 - *Explain: This is a make-believe mailbox. Pretend that our class needs more crayons and markers, but I'm not sure what colors to choose or how many to buy. Write your name and favorite color on a piece of paper. Fold the paper. Draw a stamp. Put the paper in the mailbox. We'll count the mail to find out how many students are in our class and which art supplies we should get.*
 - Provide materials and class time for students to write their names and favorite color on a sheet of paper and place them in the "mailbox." On the board, tally up the responses. *Ask: Is anyone absent today? What would happen if some students did not get counted?*
2. *Explain: In our country, we count people, too. This way we get the workers, places, and services we need such as firefighters, police, schools, and hospitals. Knowing how many people there are helps us decide what each place needs.*
3. *Ask: What happens if all the people in the state do not get counted?*
4. *Explain: Remember how you answered the questions about the art supplies? The census does the same for people in all states. Grown-ups mail in answers to questions. Answering census questions is one of the jobs of a good neighbor.*

WORDS TO KNOW

Census: A count of all the people in a group

Community: A group of people with something in common

Using the Wall Map

5. Look at the wall map. *Ask: What do the pictures on the map show?* (Swimmers, pool, students, school bus) Those pictures show two of the services that towns might decide they need based on census data. **Why would the number of people make a difference in the number of school buses or community pools a town has? What other places, workers, and services does a town have?** (Fire and police stations, playgrounds, roads, ambulances, etc.)

Using the Student Worksheets

6. Explain that students will discover what towns need by creating a fictional **community** of their own. On the board, list all the important places in a town (power plant, gas station, school, stores, bank, etc.).
7. Ask each student to draw one of the buildings on your list. Then glue one drawing onto each carton.
8. Lay ribbon strips on a large table to represent the streets in a town. Guide students in placing their carton "buildings" on the streets. Then ask questions such as: **Which is closer to the school, the post office or the bank? What is next to the fire station?**
9. Distribute **Where Do I Work?** Student Worksheet 2. Ask students to complete the worksheet as homework. Instruct older students to discuss the Bonus question.

Wrap-up

10. Review worksheet answers together the next day.

Answers

Student Worksheet 2: Police officer/police station; doctor/hospital; firefighter/firehouse

Name: _____

Where Do I Work?

Here are workers and places. These workers help us. The census helps us to make sure we have the workers and places we need.

1. Draw a line to show where each worker works.



2. Choose a worker. Write one sentence saying how the worker helps us.

BONUS

The census happens every 10 years.

What else happens once in a while?

Then and Now

Strand: Map Literacy

Skills and Objectives

- Know the term “population” and understand that population changes over time



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

Materials: *We're Growing* Student Worksheet 3a; *Home Sweet Home* Student Worksheet 3b; *United States Population* wall map, drawing supplies

Time Required: Two 35-minute class periods

Getting Started

1. **Ask: What is change?** Discuss examples of *change* such as moving, starting a new grade, welcoming a new sibling, etc. Explain that students will explore what happens when a town changes.
2. Use masking tape or string to make a circle on the floor big enough for three children to stand in. Explain to your class that the space inside the circle is a town. Ask students to suggest a name for the town.
3. Complete the following activity:
 - Invite three students to stand in the circle. Explain that they represent the population of the town. The **population** of a town makes up a community. Ask the three students to each select a role within the community (e.g., banker, mayor, police officer, etc.).
 - Explain that one of the people in the town wants to build a house. Invite another student into the circle as a carpenter. Add families, teachers, and businesspeople to your community until the circle is overflowing.
4. Discuss with your students how their made-up town changed over time. **Ask: As the population grew, what did the community need? How did it change? How do you think our town or city has changed over time?**

Using the Wall Map

5. **Ask: Do you think that the population of our town has changed over time? Do you think it has grown larger or smaller?** Help students find the answers to these questions using the activities and the wall map.
 - **FOR KINDERGARTEN**
Have students line up. **Explain: Let's walk around the border of our classroom.** Direct attention to the wall map. **Ask: See the lines around each state? They show**

WORDS TO KNOW

Change: When something becomes different

Population: The number of people who live in a community

the state border. Point to your state. Use your finger to trace around the state's border. Look at the mini-map called *U.S. Population in 1800*. **Ask: Is our state's border the same or different? What other differences do you see between the two maps?**

■ FOR GRADES 1-2

Direct attention to the wall map. **Ask: What is a state border?** Use your finger to outline your state's border. **Ask: Do you see the U.S. Population in 1800 inset mini-map? Is our state on the map? If not, why?** Choose one state to focus on. **Ask: Has this state's population grown larger or smaller? Which states border it? Has the overall U.S. population grown larger or smaller since 1800? What other differences do you see?**

Using the Student Worksheets

6. Distribute *We're Growing* Student Worksheet 3a to each student. Answer the questions together and have older students answer the Bonus question in their journals or use it as the basis for a class discussion.

Wrap-up

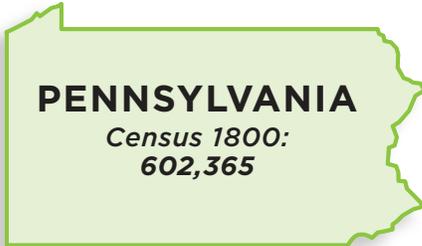
7. Distribute copies of *Home Sweet Home* Student Worksheet 3b to each student. Read the introduction together. Instruct students to write what their favorite part of town is and draw a self-portrait that shows them enjoying it.
8. Display the completed student worksheets on a hallway bulletin board to help create excitement about the 2010 Census. Title the board *Our Town Counts* and be ready to answer questions about the upcoming census.

Answers

Student Worksheet 3a: 1) 602,365; **2)** 12,281,054; **3)** Pennsylvania in 2000; **4)** 162,686; **5)** 8,186,453; **6)** Georgia in 2000

Name: _____

We're Growing

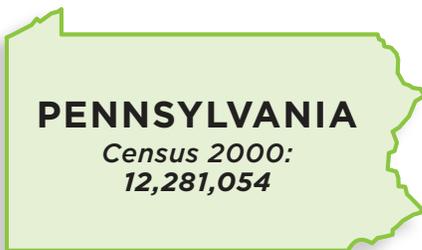


Pennsylvania

1. How many people lived in Pennsylvania in 1800?

2. How many people lived in Pennsylvania in 2000?

3. Which number is larger?

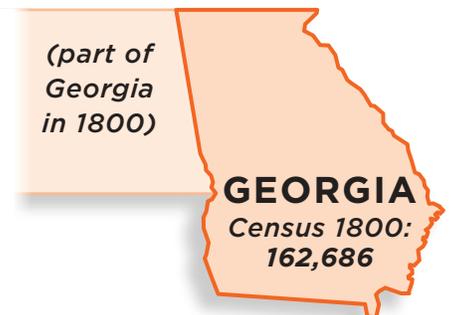


Georgia

4. How many people lived in Georgia in 1800?

5. How many people lived in Georgia in 2000?

6. Which number is larger?



BONUS

Do you think our country could fill up like the circle in our classroom example? *Why or why not?*

Source: www.census.gov

Name: _____

GRADES K-2

STUDENT
Worksheet

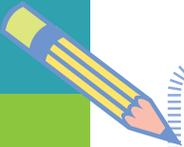
3b

Home Sweet Home

The 2010 Census collects information that could help our town's schools, police stations, and firefighters!



My favorite part of our town is:

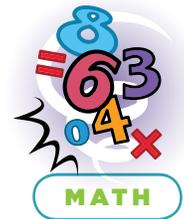


A Class Census

Strand: Managing Data

Skills and Objectives

- Collect and represent information about events in simple charts



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

Materials: *A Piece of Pie* Student Worksheet 4a, *Dear Parent/Guardian* Student Worksheet 4b, drawing supplies

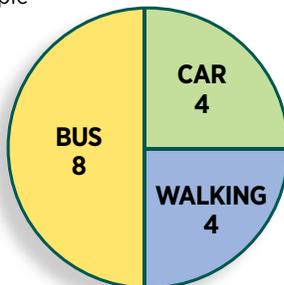
Time Required: 35 minutes

Getting Started

- Explain:** A census counts all the people in a place and also asks them questions about how old they are and how many people live in each household. We're going to conduct a census and add a question for our class.
- Show how a census works. **Tell students:** I am going to ask how you came to school today. The choices are: **by bus, by car, or by walking.** Ask students to raise their hands as you say the choice that applies to them.
- Create a tally chart on the board like the one below. Explain that each mark is called a **tally mark**. Make certain students understand that each mark stands for one student's answer.

How We Come to School	
bus	
car	
walking	

- Tell students the information in a chart is called **data**. **Explain:** These data come from your answers. This tally chart is one way to show data. A pie chart is another way.
- Draw a circle on the board. **Explain:** In a pie chart we show data as parts of a circle. Explain that you will show the same data in the pie chart as in the tally chart.
- Have students stand in groups corresponding to their responses in the tally chart. Create a pie chart like the example at right.



WORDS TO KNOW

Data: Facts

Tally mark: A line to help keep track of something being counted

Using the Student Worksheets

- Explain that information for a census can be collected in several ways. Two ways are **in person** or **in writing**. Sometimes census workers travel from house to house, collecting information. Sometimes census workers send a form in the mail to households.
- Invite students individually to your desk to conduct a confidential census. Quietly ask each one: **Which do you like the best—drawing, acting things out, or listening to stories?** After recording student answers, create a tally chart on the board to reflect responses.
- Distribute *A Piece of Pie* Student Worksheet 4a to each student. Have them complete the worksheet based on the new tally chart.
- Explain:** In each house, one person answers census questions about all the people who live there. Knowing about who lives in a town helps officials make decisions about what the town needs. Encourage older students to answer the Bonus question in their journals.

Wrap-up

- Distribute *Dear Parent/Guardian* Student Worksheet 4b to each student. Read the worksheet together and answer any questions. Ask students to complete the *Toy Census* at home with the help of an adult.
- Ask students to bring their completed censuses back to class and discuss their experience with census taking.

Name: _____

A Piece of Pie

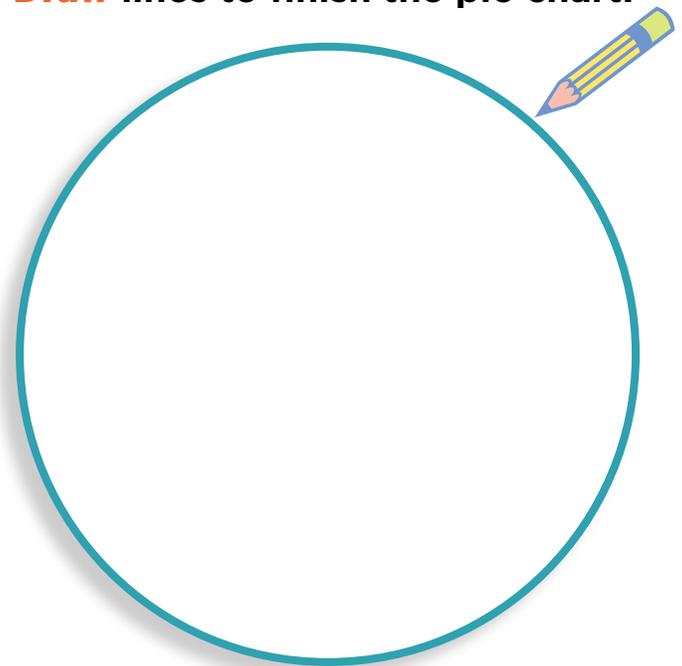
Fill in the chart by using tally marks.

What We Like to Do	
Draw 	
Act 	
Listen to Stories 	

Draw lines to finish the pie chart.

BONUS

If you could ask every second grader one question, what would it be? *Write down the question and what you think the different answers could be.*

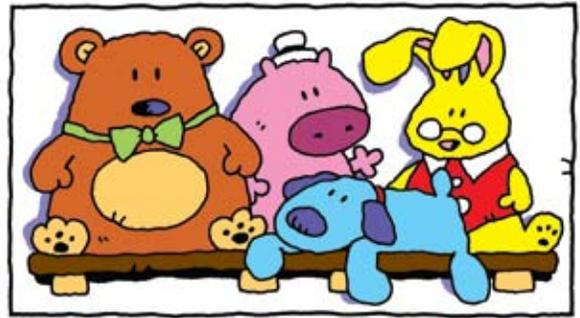


Name: _____

Dear Parent/Guardian,

In class we are learning about the 2010 Census and being good neighbors. Your child has learned that the census counts all the people who live in the United States and that the information collected is confidential. It is the responsibility of all U.S. residents to complete the census questionnaires by April 2010.

Help your child choose a toy animal to conduct this make-believe census. Have your child ask the questions below and write make-believe answers. You and your child can decide whether to make the answers silly or serious in this game. After the animal "answers" the questions, **ask your child to draw a picture of the toy animal** at the bottom of the page.



Toy Census Form

1. How many people live in your home?

2. Are you a boy or a girl?

3. How old are you?



Draw a picture
of the toy animal.

It's About Us

Strand: About the Census



READING &
WRITING

Skills and Objectives

- Build confidence and reading fluency
- Increase vocabulary using textual clues
- Understand ideas about civic life and government

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

Materials: *First We Count—A Reader's Theater Script* Student Worksheet 1a; *First We Count Reading Questions* Student Worksheet 1b

Time Required: 40 minutes

Getting Started

1. Ask: **What does the word *government* mean to you?** (Answers may include both positive and negative responses.) **What about the word *responsibility*?**
2. Review the responsibilities of students (homework, listening, etc.). Then engage students in a discussion about government and responsibility. Discuss people's responsibility to participate in government (voting, being well-informed) and the government's responsibility to make decisions that benefit everyone.
3. Work with students to generate two lists on the board—one of the government's responsibilities and another of the responsibilities of individuals, including students. Place a star next to student responsibilities.
4. Ask: **An important civic event is happening in 2010. Do you know what it is?** Explain that a **census** is being taken in April. A census finds out how many people live in the United States by counting each man, woman, and child using a short set of questions. It is a law that the government must count the number of people living in this country every 10 years, and it is our responsibility to make sure that we are counted.

Using the Student Worksheets

5. Tell students that they will find out more about how the census is taken with a fun *Reader's Theater* activity.
6. Distribute *First We Count—A Reader's Theater Script* Student Worksheet 1a to each student. Assign roles to each of your students. No costumes or sets are needed; *A Reader's Theater* is meant to be simple and build reading fluency and self-confidence.

WORDS TO KNOW

Census: A count of a group

Government: The governing body of a nation, state, or community

Responsibility: A duty or job

7. Perform the script. Ask the student actors to remain seated in their chairs and read as dramatically as possible.
8. Distribute *First We Count Reading Questions* Student Worksheet 1b to each student. Provide class time for students to answer the questions and complete the writing assignment.

Wrap-up

9. *Explain:* The census counts the men, women, and children who live in each state and in Washington, DC. Lawmakers use census information when they decide which communities will receive new services like schools, playgrounds, roads, and police stations.
10. Ask students to take what they have learned about the census and write an article for their school or local newspaper. They can write about the importance of the census and encourage everyone to fill out the form. Include a photograph of the *Reader's Theater* cast. If you have video equipment available, consider having students write and produce a video editorial that can be submitted to a community Web site, blog, or public access television station.

Answers

Student Worksheet 1b: 1) A census worker; **2)** Every man, woman, and child living in a household; **3)** To help the government decide who will receive new services, like schools, playgrounds, and roads; **4)** They were not sure if Grandpa Perez should be counted since he was not an American citizen; **5)** No

Name: _____

GRADES 3-4

STUDENT
Worksheet

1a

First We Count

A Reader's Theater Script

Characters: (up to 19 readers)

THE PEREZ FAMILY

- Mama Perez
- Papa Perez
- Grandpa Perez
- Rosa Perez, 8 years old
- Luis Perez, 10 years old

THE RUSSO FAMILY

- Mrs. Russo
- Mr. Russo
- Sofia Mariano, a friend of the Russos
- Paul Russo, 9 years old
- Antonia Russo, 5 years old

MS. SMITH, a census worker

NARRATORS (8)

Scene: Two families are gathered at the Perez home around the dinner table sharing a meal.

Script:

- Narrator 1:** *Ding-dong!*
- Mama Perez:** That's the doorbell.
- Narrator 2:** *Said Mama.*
- Rosa:** I'll get it!
- Narrator 3:** *Called Rosa.*
- Papa Perez:** Luis, you go with Rosa.
- Narrator 1:** *Ordered Papa.*
- Sofia:** Who is at the door at 5 o'clock on a Sunday?
- Narrator 4:** *Sofia wondered.*
- Narrator 5:** *Luis and Rosa walked into the dining room with a young woman.*
- Luis:** Mama, Papa, this is Ms. Smith.



- Narrator 2:** *Said Luis politely.*
- Ms. Smith:** Good evening. I am from the U.S. Census Bureau. May I speak with the head of this household?
- Narrator 6:** *Ms. Smith said, showing her census badge.*
- Papa Perez:** I am Mr. Perez and this is my home. May I help you?
- Narrator 1:** *Said Papa Perez quietly.*
- Mr. Russo:** This is probably about your census form. We got one in the mail at our house. Did we send it back yet?
- Narrator 3:** *Mr. Russo asked his wife.*
- Mrs. Russo:** Yes, we filled it out and mailed it in.
- Narrator 4:** *Mrs. Russo reminded her husband.*
- Antonia:** What's a census?
- Narrator 7:** *Antonia wondered.*
- Paul:** Oh, we learned about the census in school.
- Narrator 5:** *Paul bragged.*
- Rosa:** So did we! The census counts everyone in the whole country.
- Narrator 8:** *Rosa piped up.*

(continued)

Name: _____

GRADES 3-4

STUDENT
Worksheet

1a

First We Count

A Reader's Theater Script (continued)

Luis: Wow, that must take a long time! How do they do it?

Narrator 1: *Luis gasped.*

Ms. Smith: Well, we send forms to every home in the country and sometimes we also go from house to house and ask the questions in person.

Narrator 2: *Ms. Smith explained.*

Luis: Really? Do kids like us count, too?

Narrator 6: *Luis asked.*

Paul: And what about Sofia? She's not from here.

Narrator 7: *Paul wondered.*

Ms. Smith: Everyone who lives in your house counts. But people who are visiting don't.

Narrator 8: *Ms. Smith explained.*

Sofia: I just moved here from Italy. I'm staying with my friends the Russos until I find a job.

Narrator 1: *Sofia spoke up.*

Mrs. Russo: That's right. That's why we counted you on our census form. You are part of the Russo household.

Narrator 2: *Mrs. Russo agreed.*

Rosa: The census is very important. It helps the government find out which towns should get new roads, schools, and hospitals.

Narrator 3: *Rosa told them.*

Antonia: How?

Narrator 4: *Asked Antonia, curiously.*

Mr. Russo: Places with lots of people need different things than smaller towns. The census even finds out how many children are in each town, so maybe we'll get a new playground!

Narrator 5: *Mr. Russo chuckled.*

Ms. Smith: The Census Bureau didn't get a form back from this house, Mr. Perez. Can we fill one out together now?

Narrator 6: *Asked Ms. Smith.*

Narrator 7: *Mr. and Mrs. Perez looked at each other.*

Papa Perez: My father wasn't born in the United States.

Narrator 8: *Papa Perez said softly.*

Grandpa Perez: I am not an American citizen.

Narrator 1: *Admitted Grandpa Perez.*

Papa Perez: We weren't sure how to fill out the census form.

Narrator 2: *Explained Papa Perez.*

Ms. Smith: Everyone who lives here counts. And your answers are kept private, too.

Narrator 3: *Said Ms. Smith.*

Luis: Can we fill out the form?

Narrator 4: *Asked Luis.*

Mama Perez: Yes, Luis. Have a seat, Ms. Smith.

Narrator 5: *Invited Mama Perez.*

Mrs. Russo: Would you like some spaghetti?

Narrator 6: *Asked Mrs. Russo.*

Sofia: How about some tamales?

Narrator 7: *Said Sofia.*

Narrator 8: *Ms. Smith sat down.*

Ms. Smith: Let's fill out the form first.

Narrator 1: *Said Ms. Smith.*

Grandpa Perez: First we count, then we eat!

Narrator 2: *Agreed Grandpa Perez, smiling.*

Name: _____

First We Count

Reading Questions

Answer these questions based on *First We Count—A Reader's Theater Script*.



1. What was Ms. Smith's job?

2. Who should be counted during the census?

3. What can census information be used for?

4. Why was the Perez family not sure how to fill out the form?

5. Do you have to be an American citizen to be counted?



Write about it...

In your journal, write why you think it is important that census information is confidential and private.

Mapping Our Home

Strand: Community Participation



Skills and Objectives

- Use map-reading skills to find answers
- Learn the difference between senators and members of Congress

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

Materials: *United States Population* wall map, *Population Explosion* Student Worksheet 2a, *Town of Tickleville* Student Worksheet 2b

Time Required: 40 minutes

Getting Started

1. Write the word **community** on the board. Encourage students to define the word and brainstorm a list of different types of communities.
2. *Explain:* **Part of the importance of the census is to get the information needed to make sure that community needs (e.g., roads, schools, hospitals) can be met.**
3. Read the following scenario aloud to reinforce the importance of being counted.

Pretend our school is planning a meeting to discuss and vote on new computers for classrooms. Each class may send student representatives to the meeting. These students will make decisions about who will get the computers, as well as the kind and number of computers each class will receive.

Ask:

- **Is it important for our class to have representatives at the meeting? Why? Will we want many or few class representatives? Why?**
 - **Should the decision about which classrooms receive computers depend on the number of students?**
 - **What if the decision about how many representatives we can have is based on how many students we have in our class?**
 - **Is it important to know exactly how many students are in our class? Why?**
4. Explain that laws for our nation are made by Congress and the census results help decide how many congresspeople each state can elect. Remind students that, while the Senate has two members from each state, **population** determines how many congresspeople each state elects to the House of Representatives.

WORDS TO KNOW

Community: A group of people with something in common

Population: All the people who live in a community

Representative: A person chosen or elected to speak for others

Using the Wall Map

5. Distribute *Population Explosion* Student Worksheet 2a to each student. Read the introduction together. Have students walk up to the wall map and copy down each state's population and number of representatives. Provide time for students to answer the worksheet questions.

Using the Student Worksheets

6. During every census, many people are not counted. *Ask: Why do you think this happens?* (They're not at home, they're unsure of who should be counted, etc.)
7. Separate students into at least four groups of various sizes and genders that will represent different families in Tickleville. Select one student to be the census worker.
8. Distribute *Town of Tickleville* Student Worksheet 2b and engage students in a role-playing activity that explores the concerns many people have about the census.

Wrap-up

9. Help students create posters, brochures, bulletin boards, or online messages to increase your community's understanding of the 2010 Census. Distribute them at an event, like Parent/Teacher Night or a PTO/PTA meeting.

Answers

Student Worksheet 2a: 1) California; no; **2)** Alaska; no; **3)** To decide how many congressional representatives each state receives and to provide demographic information for business and government decisions.

Name: _____

GRADES 3-4

STUDENT
Worksheet

2a

Population Explosion

The census is a confidential (private) effort to find out how many people live in the United States. It also asks questions about how they live.

Use your classroom map to complete this chart.

	State			
	Texas	California	Alaska	Delaware
				
Population				
Representatives				
State Size (in square miles)	261,797	155,959	571,951	1,954

Answer these questions on the back of this page:

1. Which of these states has the largest population? Is that also the biggest state in size?
2. Which of these states has the smallest population? Is that also the smallest state in size?
3. What can census information be used for?



Write about it...

Leaders make sure that your state's representatives give your community what it needs, like schools, playgrounds, and traffic lights. *What is one thing you think your community needs?*

Source: www.census.gov

Name: _____

GRADES 3-4

STUDENT
Worksheet

2b

Town of Tickleville

What is it like to take part in the census? Pair up with another student, with one of you taking the role of a person who lives in Tickleville and the other playing a census worker. Fold this paper along the dotted line and follow the instructions on the side for your character.

Resident of Tickleville

You and your family live in the town of Tickleville. You love your town, but you're worried when the census worker knocks on your door. Choose one of the following concerns and explain it to the census worker in your own words.

- **Will the Census Bureau tell other government agencies about me?**
- **Will the census worker tell everyone in town about my private business?**
- **I'm from another country. Does that matter?**
- **I don't understand who should be counted in my house.**



Census Worker

You are a census worker. Knock on doors to find out how many people live in each house. Be prepared to answer questions like:



Question: Is my information confidential?

Answer: Yes! Everything you include on your census form is completely confidential.

Question: Will the census worker respect my privacy?

Answer: Yes! Census workers are not allowed to share your information with anyone.

Question: I was born in another country. Will you send me back to my country if I answer census questions?

Answer: No! The Census Bureau doesn't care where you were born.

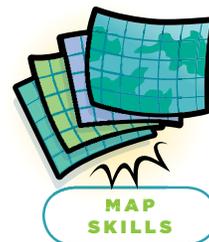
Question: Does my child count?

Answer: Yes! Everyone who lives in your home counts—parents, grandparents, children—everyone. However, anyone who is just visiting your home does not count.

FOLD HERE

Then and Now

Strand: Map Literacy



Skills and Objectives

- Use thematic maps
- Interpret data from charts and graphs
- Conduct research and use data to compare different times and places

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

Materials: *United States Population* wall map, *American Growth* Student Worksheet 3a, *Decoding Census Data* Student Worksheet 3b, *At-Home Interview* Student Worksheet 3c

Time Required: 40 minutes, plus 30 minutes of research time

Getting Started

1. Explain that students will explore how census **data** illustrates differences in time and place through an online research project.
2. Refresh students' map-reading skills using the wall map. *Explain: This map shows the data collected during Census 2000, before most of you were born.* Instruct students to look at the map carefully. *Ask: How many people lived in our state in the year 2000? Will the same number be counted in 2010? Why not?* (People were born, died, moved away, or moved into the state during the last 10 years.) Explain that in 2010, the census will find out how many people live in the United States today.

Using the Wall Map

3. Distribute *American Growth* Student Worksheet 3a to each student. Make certain students know the definitions of **population, median, resident, map legend,** and **distance.** Separate students into pairs and instruct each pair to answer the worksheet questions using the information on the wall map.
4. Review the answers as a group. *Ask: What do these numbers tell you about changes in the U.S. population? How does this information help you understand the importance of the U.S. census?*

WORDS TO KNOW

Data: A collection of facts and statistics

Median: The middle number in a series

Using the Student Worksheet

5. Explain that students will be completing a research project to better understand how census data reflect change over time and differences between places. They will compare census data from two time periods as well as from two different states in the same time period. Each pair will present their comparisons to the class.
6. Distribute copies of *Decoding Census Data* Student Worksheet 3b to each student pair. Provide class time and computer access for student research.
7. Display the finished dioramas and mobiles in a hallway, the cafeteria, or the main office.



Wrap-up

8. Encourage students to tell their families what they are learning about the 2010 Census.
9. Distribute copies of *At-Home Interview* Student Worksheet 3c. Ask students to find out about their family's experience with past censuses through a personal interview.

Answers

Student Worksheet 3a: 1) Answers will vary; **2)** Wyoming; **3)** California; **4)** Answers will vary; **5a)** for 2000: 281,421,906, for 1800: 5,308,483; **5b)** Answers will vary
Student Worksheet 3b: 1) 281,421,906; **2)** 61,297,467; **3)** 35.3; **4)** \$41,994; **5)** 76,632,927; **6)** 33,653,641

Name: _____

GRADES 3-4

STUDENT
Worksheet

3a

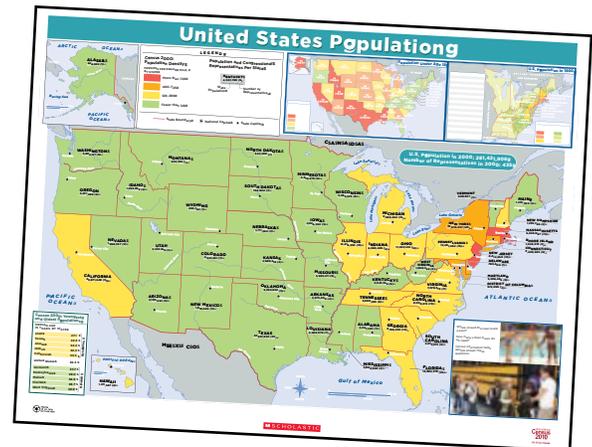
American Growth

Use the United States Population wall map to answer the questions below. Base your answers on data from Census 2000.

1. What was the **population** of our state?

2. Which state had the **smallest** population?

3. Which state had the **largest** population?



Name: _____

Decoding Census Data

Conduct online research with a partner.
Follow the directions below to find out what census data can tell you about the past.

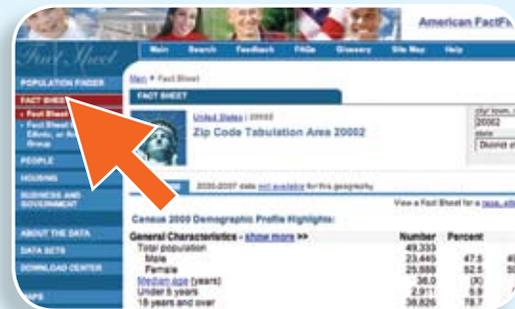


- Review** the data from the 1980 Census in the “Data Differences” chart below.
- Follow** these steps to find the data to complete the chart.

Go to www.census.gov and **click on** “American FactFinder.”



Select “Fact Sheet.” **Click** the “2000” tab at the top of the page.



- Click on** the **2000** tab at the top and then use the **Fact Sheet** to fill in the data from Census 2000. **HINT:** Click on **Show More** to see more information.

Data Differences: 1980 Census and Census 2000		
	1980	2000
1. Total population	226,545,805	
2. Population ages 5-19	56,117,954	
3. Median age	30.0	
4. Median household income	\$16,841	
5. Persons 3 years and older enrolled in school	62,054,304	
6. Total children in elementary school (grades 1-8)	28,775,352	

Source: www.census.gov

(continued)

Name: _____

GRADES 3-4

STUDENT
Worksheet

3b

Decoding Census Data

(continued)

4. Census data can also help you compare different places, such as states. Go to State Facts for Students at www.census.gov/schools/facts and use the most recent facts in the right-hand column to fill in the charts below for your state and another one in a different part of the country.

My State _____	
Total 9-year-olds	
Percent of people who carpool	
Number of fast-food restaurants	
Persons per square mile	
Other _____	

Another State _____	
Total 9-year-olds	
Percent of people who carpool	
Number of fast-food restaurants	
Persons per square mile	
Other _____	

Use the information you have gathered to create a diorama, mobile, or poster showing **either** how 1980 compares with 2000 **or** how your state compares to another in the United States.

Name: _____

At-Home Interview

Interview an adult in your home.
Write his or her answers on the
lines below.



1. Have you answered census questions in the past? Why or why not?

2. If you did answer the questions, did you mail in your answers or give your answers to someone in person or on the phone?

3. Describe what it was like to answer the questions. Was it easy? Difficult? Did it take much time?

4. Did you know that your answers to census questions are kept confidential and are not shared with others?

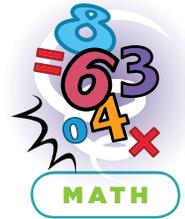


Think about it...

What did you learn during your interview? Describe the experience and your feelings about the census.

A Class Census

Strand: Managing Data



Skills and Objectives

- Recognize that data represent specific pieces of information about real-world activities
- Understand the mapping of areas or cities through such concepts as location and direction

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

Materials: *United States Population* wall map, *Your Own Census* Student Worksheet 4a, *Student Assessment* Student Worksheet 4b

Time Required: 40 minutes in class; approximately one hour outside of class for conducting the census.

Getting Started

1. Explain that you are going to take a class census. Direct students' attention to the wall map. Review the compass rose and directions. Ask: **Which state to the north of our state would you most like to visit?** (Based on your state, you might need to select *south*, *east*, or *west*.)
2. Create a tally chart like the one below. Make certain students understand the terms **data**, **row**, and **column**.

Favorite States to the North of Our State (EXAMPLE):

State Name	Number of Students by Tally Mark	Total
New York		9
Ohio		7
Illinois		8

3. *Explain:* This tally chart is one way to show data. There are other ways. One example is a bar graph. Let's show the results from our chart in a bar graph.
4. Create a bar graph like the one above right. Discuss features of the bar graph, emphasizing that it shows the same data shown in the tally chart.

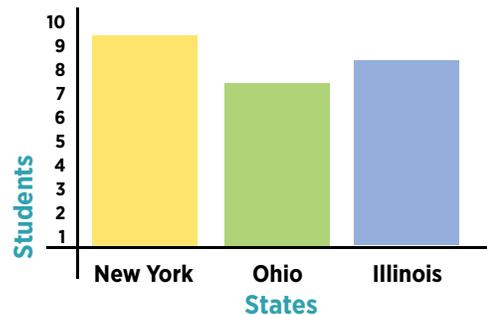
Using the Student Worksheets

5. Separate students into small teams. Explain that students will now take a school-wide census.
6. Distribute *Your Own Census* Student Worksheet 4a and read the instructions with students. Answer any questions and review the *Tips for Taking Your Census* section.

WORDS TO KNOW

Questionnaire: A form containing questions used to collect information from a group of people

Favorite States to the North of Our State (EXAMPLE):



7. Provide monitored time for census taking (in the cafeteria at lunchtime, during homeroom periods, etc.).
8. Instruct students to show the results of their census in a bar graph. Ask: **What did you find most interesting about this activity? If you were the principal of your school, what changes might you recommend based on the results? Why?**

Wrap-up

10. Use *Student Assessment* Student Worksheet 4b to find out what the 2010 Census form will look like.
11. Review the form as a class and answer the questions to assess understanding of this unit.

Answers

Student Worksheet 4b: 1) Census counts are used to determine how many congressional representatives your state receives; **2)** Government and businesses use census information to make decisions about your local community; **3)** Yes. Answers to second part of the question may vary; **4)** Answers will vary.

Additional Resources and Tools

Want to learn more about the topics covered in this curriculum?

More About Civics and the Census:

- **U.S. Census Bureau:** www.census.gov
- **Census in Schools:** www.census.gov/schools
- **State Facts for Students:** www.census.gov/schools/facts
- **American FactFinder:** 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
- **Census Bureau YouTube Channel:** 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
- **The 2009 Statistical Abstract:** www.census.gov/compendia/statab
- **Radio Services:** www.census.gov/pubinfo/www/broadcast/radio/
- **TV and Video Services:** www.census.gov/pubinfo/www/broadcast/video/
- **Measuring America the Decennial Censuses 1790–2000:** www.census.gov/schools/prod/www/abs/ma.html
- **Census Information Centers:** www.census.gov/cic/
- **State Data Center:** www.census.gov/sdc/www/
- **2007 Economic Census:** www.census.gov/econ/census07/index.html

Other Government Web sites:

- **United States House of Representatives:** www.house.gov
- **United States Senate:** www.senate.gov
- **The White House:** www.whitehouse.gov
- **Supreme Court of the United States:** www.supremecourtus.gov