



Census 2020: How does your community count on YOU?

<p>Time Frame: 3-4 50-minute class periods Grade Level: 6-12</p>	<p>Author: Mary Ellen Daneels, Civics Instructional Specialist, Illinois Civic Mission Coalition</p>
<p>Proven Practices of Civic Education</p> <ul style="list-style-type: none"> ✓ Instruction on government institutions ✓ Use of current & societal issue discussions ✓ Simulations of democratic practices ✓ Service Learning 	
<p><u>IL Social Studies Standards</u></p> <p><u>SS.IS.1.6-8:</u> Create essential questions to help guide inquiry about a topic.</p> <p><u>SS.IS.5.6-8.MC:</u> Develop claims and counterclaims while pointing out the strengths and limitations of both.</p> <p><u>SS.IS.6.6-8.MC:</u> Present arguments and explanations that would appeal to audiences and venues outside the classroom using a variety of media.</p> <p><u>SS.IS.7.6-8:</u> Critique the structure and credibility of arguments and explanations (self and others).</p> <p><u>SS.IS.8.6-8.MdC:</u> Assess individual and collective capacities to take action to address problems and <u>identify potential outcomes.</u></p> <p><u>SS.CV.1.6-8.MC:</u> Evaluate the powers and responsibilities of citizens, political parties, interest groups, and the media.</p> <p><u>SS.CV.5.6-8.LC; MdC; MC :</u> Apply civic virtues and democratic principles in school and community settings</p>	<p><u>CCSS/ELA History/Social Studies Standards</u></p> <p><u>CCSS.ELA-LITERACY.RH.6-8.1</u> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><u>CCSS.ELA-LITERACY.RH.6-8.4</u> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p><u>CCSS.ELA-LITERACY.RH.6-8.7</u> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>
<p>Driving Essential Question: How does your community count on you?</p>	
<p>Supporting Questions:</p> <ul style="list-style-type: none"> • What is the purpose of the census and how does it “count” or impact my community? • How do numbers + lines = power for my community? • What are the challenges to an accurate count in my community? • What actions can I take to make sure my community “counts”? 	
<p>Resources Required w/Citations:</p> <ul style="list-style-type: none"> • The Question Formulation Technique. The Right Question Institute. Available at http://rightquestion.org/ • Your Community Is Counting on You (video) The United States Census Bureau available at https://www.census.gov/topics/education.html 	



- PowerPoint by Mary Ellen Daneels available at <https://tinyurl.com/Census2020Inquiry>
- Four Square Inquiry Guide by Mary Ellen Daneels available at <https://tinyurl.com/FourSquareCensus>
- Dave Roos "How the Census Works" 29 April 2019. HowStuffWorks.com. <https://people.howstuffworks.com/census.htm>
- Alan Berube. *Stakes are high for cities and regions ahead of an unsettled 2020 census*. Brookings Institute "The Avenue." Thursday, February 7, 2019 <https://www.brookings.edu/blog/the-avenue/2019/02/07/stakes-are-high-for-cities-and-regions-ahead-of-an-unsettled-2020-census/>
- Esther Yoon-Ji Kang "Local Groups: 'Damage Has Already Been Done' By Census Citizenship Question" WBEZ, July 4, 2019 <https://www.npr.org/local/309/2019/07/04/738660741/local-groups-damage-has-already-been-done-by-census-citizenship-question>
- Page One of Tree Outline. Taking Action: The Teaching Channel Guide to Educating for Democracy. Available at <https://dqam6mam97sh3.cloudfront.net/resources/document/resource/22744/Tree%20Outline.pdf>
- Pappas, Peter Gerrymander Exercise. Available at <https://www.edteck.com/lessons/gerrymander.pdf>
- The Redistricting Game by the University of Southern California Annenberg Center. Lead Designer and Project Lead, Chris Swain. Available online at <http://redistrictinggame.org/game.php>

Recommended Procedures:

1. Have students form small groups of four. Use the Question Formulation Technique by Santana and Rothstein from the rightquestion.org to have students generate questions they have based on the short video clip from the U.S. Census Bureau, "Your Community Is Counting on You."
2. Have students prioritize their questions based on which would most likely help them understand the importance of participating in the 2020 Census.
3. Have small groups share out their priority questions with their rationale to the class. Document on the board/google doc/smartboard/etc.
4. Handout article, "How the census works." and four square inquiry guide. Have students read pages 1-7, ending with the section titled, "Why the census is important." Have participants identify the questions from the class QFT that are answered in the piece. Have class share out answers.
5. Independently, have students summarize the answer to the supporting question, "What is the purpose of the census and how does it 'count' or impact my community?" on the four square handout.
6. Review with students how the census impacts their community (slide 8). Then share that you are going to engage in a brief simulation to explore the answer to the supporting question, "How do numbers + lines= power?"
7. Use slides 9-14 to explain the terms of redistricting, gerrymandering, and reapportionment.
8. Engage the class in redistricting simulation using the online Redistricting Game (longer) or Gerrymandering Exercise Worksheet (shorter).
9. After the simulation, use slides 16-21 to reflect on the consequences of an undercount.
10. Have participants independently answer supporting question #2 on the four square inquiry guide.



11. Use slides 23-26 to review the consequences of not participating in the census and the safeguards in place to protect information.
12. Have students infer why people might not want to participate in the census, despite these consequences and safeguards, on their 4 square inquiry guide, leaving room for other information.
13. Give half of the students in class the article, *Stakes are high for cities and regions ahead of an unsettled 2020 census*. Give the other half of the class the article, *Local Groups: "Damage Has Already Been Done" By Census Citizenship Question*. Instruct students to engage in the three shape annotation strategy on slide 28: using the triangle to identify new answers to the supporting question, "What are the challenges to an accurate count?", a square to identify answers already on their 4 square paper, and a circle to identify anything they wonder about.
14. Have students pair up with someone that read the same reading and compare their annotations, then paraphrasing "triangle" ideas on their four square handout.
15. Have students pair up with someone new and exchange "triangle" ideas, further adding ideas to the four square worksheet.
16. Return to the original QFT questions. As a class, check off the questions that have been answered and identify any that remain. Respond to any remaining questions or "circle" wonderings.
17. Pass out the Tree Outline, page one. Have students write census undercount on the base of the tree. As a class, review all of the consequences to a community if there is an undercount (supporting questions 1 and 2). Have students write these items on the leaves of the tree.
18. Review with the students all of the challenges to an accurate count (supporting question #3). Students write these as the "roots" of the tree.
19. Give students individual think time to look at the roots of the tree and brainstorm what they as a class could do to "interrupt" or address one or two roots. Have students respond on the final box of their four square document.
20. Have students share their responses and capture ideas on board/google doc/smartboard/etc.
21. As a class, create and act on a plan of action to impact an accurate count in your community.

Possible Service Learning Informed Action:

- Create a social media campaign to encourage an accurate count.
- Create flyers to be distributed to parents and community members at public events to encourage participation in addressing "Frequently Asked Questions".
- Create a poster and hang in a public space.
- Host an afterschool workshop in a space with computer access for community members without technology at home to complete the census.
- Write letters to the editor of your local newspaper encouraging census participation.
- Write a PSA and share with local news outlets.
- Provide bilingual resources as needed to meet the needs of your community.

**Differentiation:**

- A close reading of texts can be done in small groups or as a large class read-aloud.
- The app [Rewordify](#) can be used to simplify complicated text selections.

Other Considerations: If norms for classroom deliberations have not been established, here are some resources teachers can use to scaffold civil discourse.

- [Conducting a Civil Conversation in the Classroom](#) by CRFC
- [Contracting](#) by Facing History and Ourselves