

grades **K-8**



TEACHING **guide** SAMPLER

Involve students in the 2010 Census today!

It's the one civic event that involves everyone, especially children, who are historically undercounted.

Most students experience only one decennial census during their school years. These cross-curriculum lessons teach about the role of the census in our democracy.

INSIDE

Free lesson plans

Lessons for grades K-2, 3-4, 5-6, and 7-8

Reproducible student worksheets

Printable activities and skill pages

Great resources

Teaching tools including a Census Fact Sheet and Scope and Sequence

Visit **www.census.gov/schools** for more Census in Schools materials.

Inside Cover

Teaching Guide Sampler

Make sure students count!

The Census in Schools program: It's About Us

The U.S. Census Bureau has created a Census in Schools program called **2010 Census: It's About Us**. The program provides educators with resources to teach the nation's students about the role the census plays in self-government and its importance to people across the nation. The program also engages America's youth to help ensure that every child and every household member is counted in 2010.

This booklet includes a sample of lessons created for the **It's About Us** program to help educators teach about census essentials.

Educators who want to build a complete census unit and explore topics in depth can visit **www.census.gov/schools** for more materials.



Go to www.census.gov/schools for all 16 of the K-8 Lessons!

What online materials does Census in Schools offer educators and students?



- Age-specific materials for students in kindergarten through 12th grade, including maps displaying population counts and other demographic information; complete lesson plans grouped by grade; and alignment to national curriculum standards
- Maps, Quick-Start guides with more teaching ideas, and a Census in Schools program brochure
- Family Take-Home materials in 28 languages
- Online data resources to help teach students about their community, state, and nation
- A guide to organizing a schoolwide **Census in Schools Week** celebration that involves students, teachers, parents, and the community
- Opportunities to discuss and practice civic responsibility
- Memory games, word finds, state facts, coloring pages, research project ideas, and more

RESOURCE PAGE

How can you use this sampler and the rest of the **Census in Schools** program?

Administrators and Educators

- Integrate the standards-aligned lesson plans into your curriculum.
- Teach students about the history and importance of the nation's census and underscore how a complete count benefits their communities.
- Help students understand that the census is about them, their families, and their neighbors, and not just about people in other places.
- Get Parent Teacher Associations and Parent Teacher Organizations involved in raising awareness of the 2010 Census.
- Spread the news about the 2010 Census through school Web sites, newsletters, and parent-teacher conferences.
- Provide students with family take-home pages to promote participation in the 2010 Census and encourage family dialogue about the benefits of being counted.
- Schedule a Census in Schools Week for one week between January and March 2010.

Educational Organizations

- Become an official Census Bureau partner for the 2010 Census.
- Send notices about the Census in Schools program to your members.
- Publish articles about the program in newsletters and on your organization's Web site.
- Encourage school administrators to endorse the Census in Schools program nationwide.

2010 Census in Schools Time Line:

➔ September 2009–March 2010

Teachers use the **It's About Us** lessons to teach math, language arts, geography, and social studies while helping students understand the census.



➔ January–March 2010

Schools host their **Census in Schools Week** celebrations and distribute Family Take-Home pages to encourage census-related discussions at home. Principals can find a planning guide and the Family Take-Home materials in 28 different languages on the Census in Schools Web site.



➔ April 1, 2010

April 1, 2010 is Census Day! Schools recognize Census Day with projects, lessons, and games available on the Census in Schools Web site.



Visit the Census in Schools Web site at **www.census.gov/schools** for all program materials.

Table of Contents

PAGE

- 1** It's About Us Introduction
- 4** Grades K-4 Scope and Sequence
- 5** Grades K-2 Lesson 1: It's About Us
- 8** Grades K-2 Lesson 2: A Class Census
- 11** Grade 3-4 Lesson 3: It's About Us
- 15** Grades 3-4 Lesson 4: A Class Census
- 18** Grades 5-8 Scope and Sequence
- 19** Grades 5-6 Lesson 5: Why You Count
- 22** Grades 5-6 Lesson 6: Take a Census
- 25** Grades 7-8 Lesson 7: About the Census
- 29** Grades 7-8 Lesson 8: Take a Census
- 32** It's About Us Census Fact Sheet



 Go to www.census.gov/schools
for all 16 of the K-8 Lessons!

Scope and Sequence

GRADES K-4



READING & WRITING



MATH

STRAND: ABOUT THE CENSUS

Lessons 1 & 3: It's About Us

Objective	K-4: Learn how and why the decennial census is conducted
Curriculum Connections	K-4: Reading & Writing, Map Skills, Civics
Skills	K-2: Read and/or listen to a short story and answer comprehension questions 3-4: Participate in a Reader's Theater activity and answer comprehension questions
Standards*	K-2: Reading/listening comprehension; find the United States on a map; know the name of your home state 3-4: Build confidence and reading fluency; increase vocabulary using textual clues; understand civic life and government

STRAND: MANAGING DATA

Lessons 2 & 4: A Class Census

Objective	K-4: Place data into simple graphs and tables
Curriculum Connections	K-4: Math, Reading & Writing
Skills	K-4: Use censuses to understand data collection and interviews
Standards*	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.



Visit www.census.gov/schools for all of the FREE Census In Schools lessons and the complete Scope and Sequence!

It's About Us

Strand: About the Census



READING &
WRITING

GRADES K-2

TEACHER
Lesson

1

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, copy the student worksheets and hang the optional wall map available at www.census.gov/schools. Use 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, **It's About Us Census Fact Sheet**

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 Optional 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: _____

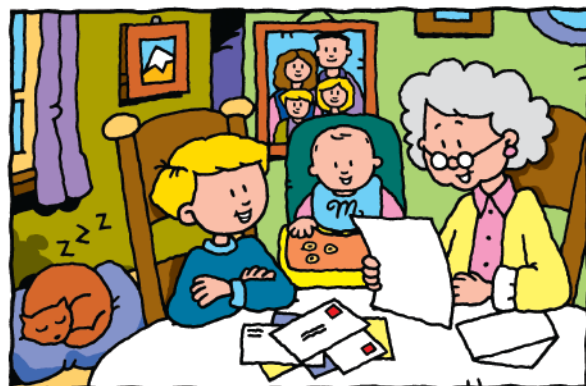
Who Counts?

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!"

TM Scholastic Inc. All rights reserved.

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: _____

GRADES K-2

STUDENT
Worksheet

1b

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.

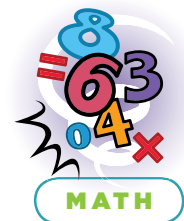
Draw a picture of everyone who lives in Joey's house.

A Class Census

Strand: Managing Data

Skills and Objectives

- Collect and represent information about events in simple charts



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

Materials: *A Piece of Pie* Student Worksheet 2a, *Dear Parent/Guardian* Student Worksheet 2b, drawing supplies

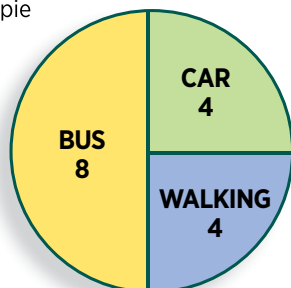
Time Required: 35 minutes

Getting Started

- 1. 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.
- 2.** 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.
- 3.** 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	

- 4.** 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.
- 5.** 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.
- 6.** 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

- 7.** 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.
- 8.** 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.
- 9.** Distribute *A Piece of Pie* Student Worksheet 2a to each student. Have them complete the worksheet based on the new tally chart.
- 10. 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

- 11.** Distribute *Dear Parent/Guardian* Student Worksheet 2b 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.
- 12.** Ask students to bring their completed censuses back to class and discuss their experience with census taking.

Name: _____



GRADES K-2

STUDENT
Worksheet

2a

A Piece of Pie

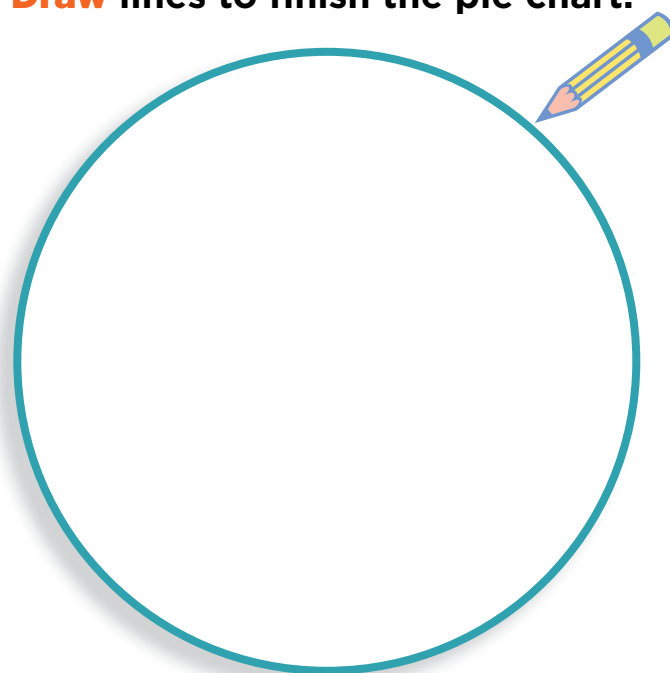
Fill in the chart by using tally marks.

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.*

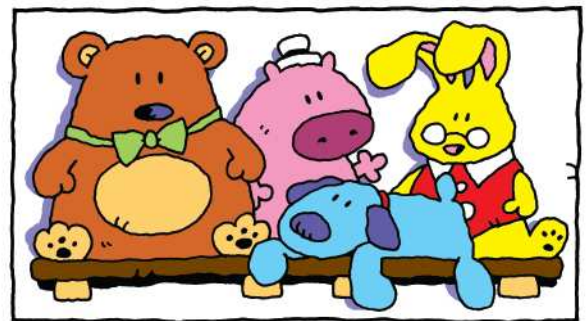


Name: _____

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

Skills and Objectives

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

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

Materials: *First We Count—A Reader's Theater Script*
Student Worksheet 3a; *First We Count Reading Questions*
Student Worksheet 3b

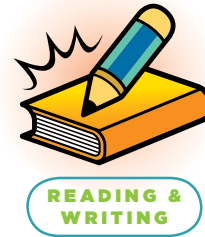
Time Required: 40 minutes

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 3a 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.



GRADES 3–4

TEACHER
Lesson

3

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 3b 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 3b: **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: _____

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

3a

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.***



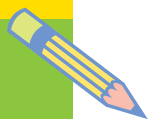
1. What was Ms. Smith's job?

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.

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, copy the student worksheets and hang the optional wall map available at www.census.gov/schools. Use 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. If the map is not available, choose a state nearby. 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**.

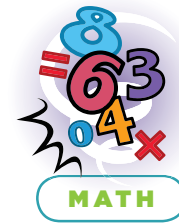
Favorite States to the North of Our State (EXAMPLE):

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.



GRADES 3-4

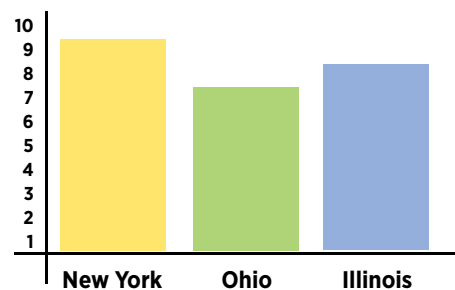
TEACHER
Lesson

4

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

9. Use *Student Assessment* Student Worksheet 4b to find out what the 2010 Census form will look like.
10. 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.

Name: _____

Your Own Census

Ask at least 30 students in your school *one* of the questions below. Keep track of their responses on the tally chart, including anyone who didn't answer.

Questions—Choose *ONE*:

- Which type of reading do you enjoy most: fiction, nonfiction, or poetry?
- Which activity do you enjoy most: sports, reading, or art projects?
- Which of these is your favorite kind of pet: dog, cat, or other animal?

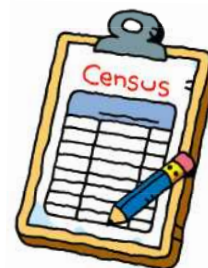
Tally Chart

My Question: _____

Choices	Number of Students by Tally Mark	Total
Didn't Answer		

Tips for Taking Your Census

- Put the tally chart on a clipboard or other hard surface.
- Have your own pencil ready.
- Politely and quickly explain that you are taking a census for a class at school. State that you will ask only one question.
- Ask your question. Make it clear that the student answering may choose only one answer from the three choices.
- Immediately place a tally mark in the correct row on your tally chart.
- Thank everyone you speak with, even if they don't answer.



Name: _____

GRADES 3-4

STUDENT
Worksheet

4b

Read the questions on the census form, and on a separate piece of paper answer the questions below.

U.S. DEPARTMENT OF COMMERCE
Economic and Statistics Administration
U.S. CENSUS BUREAU

This is the official form for all the people at this address.
It is quick and easy, and your answers are protected by law.

United States
Census
2010

Use a blue or black pen.
Start here

The Census must count every person living in the United States on April 1, 2010.
Before you answer Question 1, count the people living in this house, apartment, or mobile home using our guidelines.

- Count all people, including babies, who live and sleep here most of the time.

The Census Bureau also conducts counts in institutions and other places, so:

- Do not count anyone living away either at college or in the Armed Forces.
- Do not count anyone in a nursing home, jail, prison, detention facility, etc., on April 1, 2010.
- Leave these people off your form, even if they will return to live here after they leave college, the nursing home, the military, jail, etc. Otherwise, they may be counted twice.

The Census must also include people without a permanent place to stay, so:

- If someone who has no permanent place to stay is staying here on April 1, 2010, count that person. Otherwise, he or she may be missed in the census.

1. How many people were living or staying in this house, apartment, or mobile home on April 1, 2010?
Number of people =

2. Were there any additional people staying here April 1, 2010 that you did not include in Question 1? Mark ☒ all that apply.

- ☐ Children, such as newborn babies or foster children
- ☐ Relatives, such as adult children, cousins, or in-laws
- ☐ Nonrelatives, such as roommates or live-in baby sitters
- ☐ People staying here temporarily
- ☐ No additional people

3. Is this house, apartment, or mobile home — Mark ☒ ONE box.

- ☐ Owned by you or someone in this household with a mortgage or loan? Include home equity loans.
- ☐ Owned by you or someone in this household free and clear (without a mortgage or loan)?
- ☐ Rented?
- ☐ Occupied without payment of rent?

4. What is your telephone number? We may call if we don't understand an answer.
Area Code + Number
 - -

OMB No. 0607-0919-C. Approval Expires 12/31/2011.
Form **D-61** (9-25-2008)
U.S. CENSUS BUREAU

5. Please provide information for each person living here. Start with a person living here who owns or rents this house, apartment, or mobile home. If the owner or renter lives somewhere else, start with any adult living here. This will be Person 1.
What is Person 1's name? Print name below.
Last Name MI
First Name

6. What is Person 1's sex? Mark ☒ ONE box.
☐ Male ☐ Female

7. What is Person 1's age and what is Person 1's date of birth? Please report babies as age 0 when the child is less than 1 year old. Print numbers in boxes.
Age on April 1, 2010 Month Day Year of birth

NOTE: Please answer BOTH Question 8 about Hispanic origin and Question 9 about race. For this census, Hispanic origins are not races.

8. Is Person 1 of Hispanic, Latino, or Spanish origin?
☐ No, not of Hispanic, Latino, or Spanish origin
☐ Yes, Mexican, Mexican Am., Chicano
☐ Yes, Puerto Rican
☐ Yes, Cuban
☐ Yes, another Hispanic, Latino, or Spanish origin — Print origin, for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on. ☒

9. What is Person 1's race? Mark ☒ one or more boxes.
☐ White
☐ Black, African Am., or Negro
☐ American Indian or Alaska Native — Print name of enrolled or principal tribe. ☒
☐ Asian Indian ☐ Japanese ☐ Native Hawaiian
☐ Chinese ☐ Korean ☐ Guamanian or Chamorro
☐ Filipino ☐ Vietnamese ☐ Samoan
☐ Other Asian — Print race, for example, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on. ☒ Other Pacific Islander — Print race, for example, Fijian, Tongan, and so on. ☒

☐ Some other race — Print race. ☒

10. Does Person 1 sometimes live or stay somewhere else?
☐ No ☐ Yes — Mark ☒ all that apply.
☐ In college housing ☐ For child custody
☐ In the military ☐ In jail or prison
☐ At a seasonal or second residence ☐ In a nursing home
☐ For another reason

→ If more people were counted in Question 1, continue with Person 2.

1. Why is it important for adults in your home to answer all questions and return the form?
2. How will the answers to these questions help people in your state and your community?
3. Are the answers to census questions kept confidential? Why is this important?
4. Which question did you find interesting or surprising? Why? What do you think is the purpose of the question?

United States
Census
2010

Scope and Sequence

GRADES 5-8



CIVICS



LANGUAGE
ARTS



MATH

STRAND: COMMUNITY PARTICIPATION

Lesson 5: Why You Count

Objective	5-6: Organize census data into tables and charts
Curriculum Connections	5-6: Mathematics, Civics, Language Arts
Skills	5-6: Conduct a classroom census
Standards*	5-6: Organize and display data using tables and graphs; use listening and speaking strategies

STRAND: MANAGING DATA

Lessons 6 & 8: Take a Census

Objective	5-6: Find mean, median, mode, and range 7-8: Use online resources to find local demographic information
Curriculum Connections	5-6: Mathematics, Civics 7-8: Map Skills, Civics, Mathematics
Skills	5-6: Conduct a mock census 7-8: Use local data to reach a decision that benefits their community
Standards*	5-6: Understand and use mean, mode, median, and range 7-8: Use tables and graphs to compare data; draw conclusions based on mathematical information

STRAND: ABOUT THE CENSUS

Lesson 7: About the Census

Objective	7-8: Analyze census data and learn how privacy, confidentiality, and citizenship affect the census
Curriculum Connections	7-8: Civics
Skills	7-8: Explore the history of the census; participate in a privacy role-playing activity
Standards*	7-8: Use reading and listening skills; evaluate conflicts over privacy

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



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, copy the student worksheets and hang the optional wall map available at www.census.gov/schools.

Materials: *Fleetfoot Census* Student Worksheet 5a, *It's About Us* Student Worksheet 5b, 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 5a 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 5a 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.



GRADES 5–6

TEACHER
Lesson

5

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 5b.

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

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

Name: _____

It's About Us

GRADES 5-6

STUDENT Worksheet 5b

The government conducts a census every 10 years. It's up to all households in the United States to participate in the census. The information collected will help the government meet the needs of your community.

Here are some important uses of the census:

- The census count determines the number of your state's congressional representatives and the number of electoral votes your state receives.
- Information from the census helps state and local governments decide where new roads, parks, schools, and other services are needed.
- Businesses use census data to make decisions about where to build factories and stores.

Create a multimedia campaign to get the word out about the importance of the 2010 Census. Follow the directions below to complete your campaign.

Step One: Copywriting

As a group, discuss what the phrase **"It's About Us"** has to do with participating in the census. List reasons why some people might be reluctant to participate in the census. What are

some messages to tell people about the importance of the census and their role in making it successful?

Step Two: Designing the Presentation

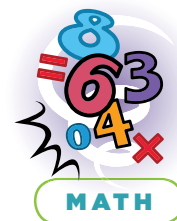
Work with your group to incorporate your ideas into a multimedia presentation using presentation software, a web page, a radio or television announcement, or a newspaper advertisement. Be sure to include the slogan **"It's About Us"** in your campaign materials.

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, copy the student worksheets and hang the optional wall map available at www.census.gov/schools.

Materials: *A Nonsensical Census* Student Worksheet 6a, *Why Do You Ask?* Student Worksheet 6b, *It's About Us Census Fact Sheet*, *United States Demographics* wall map (optional), index cards or slips of paper, census form (go to 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 6a.

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 Optional 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 6b. 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?**

Extension Activity

Starting in spring 2010, students can access real-time results of the 2010 Census online at 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 6b: Answers will vary.

Name: _____

GRADES 5-6

STUDENT
Worksheet

6a

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 by going to **www.census.gov** and using the "Data Finders." 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?

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, copy the student worksheets and hang the optional wall map available at www.census.gov/schools.

Materials: *The U.S. Census—Snapshot of a Nation* Student Worksheet 7a, *Census Form Preview* Student Worksheet 7b, *Privacy and the Census* Student Worksheet 7c, 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 7a, 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.**



GRADES 7–8

TEACHER
Lesson

7

WORDS TO KNOW

Household: A house and its occupants

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 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 7b 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 7c 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.

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? Visit www.census.gov/history to find census questions from every census from 1790 to 2000.

Name: _____

GRADES 7–8

STUDENT
Worksheet

7b

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?

Take a Census

Strand: Managing Data

Skills and Objectives

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

Before starting, copy the student worksheets and hang the optional wall map available at www.census.gov/schools.

Materials: *Collecting the Data* Student Worksheet 8a, *Making a Decision* Student Worksheet 8b, computer with access to the Internet, local maps

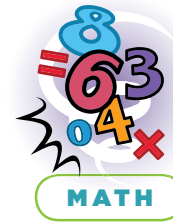
Time Required: Two 40-minute classes

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 8a 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.



GRADES 7–8

TEACHER
Lesson

8

WORDS TO KNOW

Population: All the people who live in a community

6. Distribute *Making a Decision* Student Worksheet 8b. 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?**

Extension Activity

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** and 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: _____

GRADES 7-8

STUDENT
Worksheet

8b

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?

TEACHER RESOURCE

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 \$400 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?

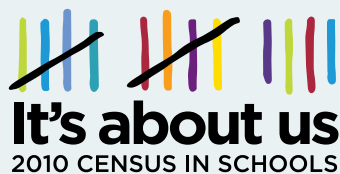
Everyone! All children, babies, and adults who live in a household should be counted, regardless of nationality, citizenship status, race, age, or gender.

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.

Inside Back Cover



Find Us Online!

The Census Bureau provides content-rich materials for educators at all levels at **www.census.gov/schools**

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
- **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:** www.2010census.gov
- **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/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