

# Household Demographics in the Island Areas

**Topic(s):**

Diversity, culture, language,  
data collection, census

**Grade Level:**

3-4

**Approx. Time Required:**

40 minutes

**Learning Objectives:**

Students will be able to:

- Understand and explain the term “diversity.”
- Understand and appreciate cultural similarities and differences between themselves and their peers.
- Compare and graph demographic data across the Island Areas.
- Draw their own conclusions based on collected information.
- Understand the importance of the decennial census and how it tells them important information about people on their island.

## Introduction

The 2020 Census Statistics in Schools (SIS) program is designed to educate students about the decennial census and to teach them educational concepts and skills, such as data literacy, through the use of census data in the classroom. Responses to the 2020 Census affect plans for hospitals and schools, support for local programs, improvements in emergency services, and construction of roads. They also inform businesses that are looking to add jobs. By educating students about the 2020 Census, you can help encourage a complete count.

The 2020 Census SIS program can be used with educational standards across the country. You can use the topics and learning objectives above to determine which subject and unit plan or theme this activity will best fit into.

## About the 2020 Census

In addition to the information that is built into instructions for this activity, the following points provide an easy, grade-appropriate way to explain the census to your students.

- The decennial census is a count of every person living in the United States and its territories that occurs every 10 years.
- It is important that every person be counted to make sure the government can provide money to each community for things like roads, schools, and hospitals.
- Make sure an adult in your home counts you in the 2020 Census.



## Materials Required

- Printed student worksheets
- Board or chart paper printed with a Venn diagram

## Worksheet Description

Students will learn about their island’s demographics, such as the total population, ethnic origin or race, and languages spoken at home. Students will compare the demographics of their island to those of another island, drawing conclusions based on their findings. In addition, students will discuss the impact of the 2020 Census and why understanding demographic data enables the government to make better decisions for the people living on their island.

## Before the Activity—10 Minutes

1. Tell students that they will be learning what the term “diversity” means. Explain to them that “diversity” means being composed of different elements. Essentially, it’s another word for “difference.”
2. Draw a Venn diagram on the board or chart paper. Call on two student volunteers who have similarities (color of hair or eyes, type of clothing, color of clothing or shoes, etc.). Have them come up to the front of the room and stand or sit next to each other. Ask the class to name something that these two students have in common. Record their responses in the adjoining circles of the Venn diagram. Point out that the two students are similar in many ways.

Next, ask students to identify something different between the two students, and record their responses in the outer (non-overlapping) areas of the Venn diagram.

3. Explain to students that they can be both the same as and different from one another. Discuss diversity further, pointing out the differences that make people and groups unique, such as sex, ethnic origin or race, and language spoken at home.

## During the Activity—25 Minutes

1. Hand out the student worksheets and have students answer Question #1, explaining what the term “diversity” means.
2. Tell students that they will be learning about the census, which is a count of every person in the United States and its territories that occurs every 10 years. Say to students, “The data collected during the census tells us the number of people who live in our community. The data can be used to identify the different types of diversity throughout our island.”





- Tell students that they will be looking at household data for people on their island and comparing it to household data for another island, and have students write this information in the blanks in Question #2 on their student worksheet. As a class, select another island to compare with your island. Explain that “household” simply means every person living in one home. This includes family and nonfamily members.
- Explain the headers and data in each column, demonstrating how to read the table. Tell students that this data comes from the U.S. Census Bureau.

Island Area (All data is for 2010)	Total population	Largest ethnic origin or race group (number of people)	Male population	Female population	Population 5 years and older	Speak only English at home (5 years and older)	Speak a language other than English at home (5 years and older)
American Samoa	55,519	Samoan alone (49,333)	28,170	27,349	48,908	1,921	46,987
Guam	159,358	Chamorro alone (59,381)	81,568	77,790	145,069	63,238	81,831
Commonwealth of the Northern Mariana Islands	53,883	Filipino alone (19,017)	27,746	26,137	49,056	8,354	40,702
U.S. Virgin Islands	106,405	Black or African American alone (80,908)	50,867	55,538	98,905	70,864	28,041

- Pair up students with a partner and instruct them to answer Question #3 through Question #6 on their student worksheet. (This can also be done in small groups, depending on the needs of your class.)

Question #3: My island has \_\_\_\_\_ (more/fewer) people than \_\_\_\_\_ island.

*Answers will vary, but students in the U.S. Virgin Islands would say “more” people than, for example, American Samoa.*

Question #4: Do more males or females live on your island? Do more males or females live on the other island?

*Answers will vary, but students in the Commonwealth of the Northern Mariana Islands would say more males than females, while students in the U.S. Virgin Islands would say more females than males.*



Question #5: Do more people speak only English at home on your island or a language other than English? What about on the other island?

*Answers will vary, but students in Guam would say more people speak English at home, compared with American Samoa and the Commonwealth of the Northern Mariana Islands.*

Question #6: What is the largest ethnic origin or race group on your island? What about the other island?

*Answers will vary, but students in American Samoa, for example, would say Samoan alone.*

6. Direct students to their Venn diagrams to compare their island with another island of their choice. When students are finished, have them share their Venn diagrams with their partner.

## After the Activity—5 Minutes

1. Explain to students why it is important that the Census Bureau collect this type of data—so that the government can better understand the people who live on each island and what programs and services they may need most. For example, knowing which language is spoken most often at home will help the government and businesses understand which language is best for making information accessible to all people.
2. Remind students that the 2020 Census is coming soon and to make sure they are counted!

## Home Extension

Teachers, please read the instructions for the students' homework assignment out loud to the class:

*Take your student worksheet home and share what you learned in class today with an adult in your home. Ask if they know where you found this data and tell them that it came from the U.S. Census Bureau. Ask who in your home plans to participate in the 2020 Census. Remind them to make sure everyone in your home is counted!*