2020 CENSUS TEACHER'S GUIDE

Places Within the Community: Population Change in the Island Areas

Topic(s):
Data collection, decennial census, population change

Grade Level:
5-6

Approx. Time Required:
45 minutes

Learning Objectives:
Students will be able to:

- Draw conclusions based on class discussions.
- Analyze data and calculate percentages related to the four Island Areas.
- Understand the importance of census data and population change.

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 United States. 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
- Chart paper or a board with a writing utensil for the teacher
- Student laptops with internet access to view *Recent Population Trends for the U.S. Island Areas: 2000 to 2010* (https://www.census.gov/content/dam/Census/library/publications/2015/demo/p23-213.pdf)
  - If technology is unavailable in the classroom, have students use **Activity Item: Recent Population Trends for the U.S. Island Areas: 1990 to 2010**.
- A globe or map to display the location of all four Island Areas

Worksheet Description

Students will learn how the Island Areas have changed over time by comparing the populations of the four Island Areas between 1990 and 2010. Students will track these changes and then discuss the implications of the changing demographics of the population. In addition, students will learn how the 2020 Census will affect their community and why it's important that everyone be counted accurately.

Before the Activity—10 Minutes

1. Divide students into groups of four and hand out student worksheets (and copies of the activity item if you choose not to use technology for this activity).

2. Explain that the class will be learning more about their island, as well as the other three U.S. Island Areas, by finding data on population changes from 1990 to 2010. Tell students that this data comes from the U.S. Census Bureau.

3. Explain the following key points about the Census Bureau and the decennial census:

   - The Census Bureau conducts numerous surveys of the population, but the most far-reaching is the decennial census.
   - The decennial census is conducted every 10 years and is a count of everyone living in the United States and its territories.
   - The Census Bureau collects important housing and population data for all the Island Areas.
   - This data is used by the government and businesses to make decisions, such as where and when to build new roads, schools, or hospitals.

4. Ask students why they think it's important to track this kind of data every 10 years. Then tell them that they will learn the answer to this question in the following activity.

During the Activity—25 Minutes

1. Tell students that they are going to use data collected from previous censuses to find trends related to each island. They'll then make predictions based on those trends and draw conclusions about what might happen if the government didn't collect accurate information from everyone living on the island.

2. Assign each group one island to research. Explain that they should first complete the data table on their student worksheet for their island. Later, students from each group will share their data out loud with the class for other groups to record.

   - If technology is **available** for each group of students, direct the students to *Recent Population Trends for the U.S. Island Areas: 2000 to 2010* (https://www.census.gov/content/dam/Census/library/publications/2015/demo/p23-213.pdf). Hint to students that they can find all the data easily in this online PDF in either a graph or a table. If students get stuck, tell them to look between pages 8 and 13, but first encourage them to look for the data themselves.
   - If technology is **unavailable** for each group of students, direct the students to **Activity Item: Recent Population Trends for the U.S. Island Areas: 1990 to 2010** to find data for their table and to answer the questions on their worksheet.

Answer Key:

Island Area	1990 population	2000 population	2010 population
American Samoa	**46,773**	**57,291**	**55,519**
Commonwealth of the Northern Mariana Islands	**43,345**	**69,221**	**53,883**
Guam	**133,152**	**154,805**	**159,358**
U.S. Virgin Islands	**101,809**	**108,612**	**106,405**

Source: U.S. Census Bureau, Recent Population Trends for the U.S. Island Areas: 2000 to 2010

https://www.census.gov/content/dam/Census/library/publications/2015/demo/p23-213.pdf

3. Students will stay in their small groups to analyze the data and brainstorm potential reasons for their assigned island's change in population from 1990 to 2010. Students may answer Questions #2 and #3 together in their small groups, but each student must write their answer on their individual worksheet. Walk around the room and prompt students as needed.

4. Go around the room and have one student representing each island share their assigned island's population data with the rest of the class to record in their worksheets.

5. Lead a class discussion, asking students from each group to share answers to Questions #2 and #3. Prompt or challenge students as needed to get them thinking critically about population change and its impact on their island.

   Question #2: Based on the data, what do you think accounts for the change in population within your assigned island area from 2000 to 2010?

   Answers will vary, but students may suggest that the island has decreased in population because people are moving to find new jobs or school opportunities. They may also answer that people are moving off the island because of natural disasters or because family on other islands may need them.

   Question #3: Based on the bar graph called "Change in Population for U.S. Island Areas: 1990 to 2020," which shows the predicted percentage change in population, make a prediction of the population for your assigned island in 2020. Explain your answer.

   Answers will vary, but students assigned the Commonwealth of the Northern Mariana Islands (for example) might predict that the population will decrease since it decreased dramatically from 2000 to 2010.

After the Activity—10 Minutes

1. Explain to students what might happen if your island area significantly increased or decreased in population but the government didn't know. Remind students that knowing the population of each island territory and state helps the government know where to spend money on things like roads, schools, and hospitals.

   Note that if the government isn't aware of an increase in the population, there might not be enough schools to meet the needs of new students or there might not be enough hospitals for the number of patients. Ask students if they have any other thoughts about what might happen. Then have them answer Question #4 on their student worksheet, based on what they discussed in class.

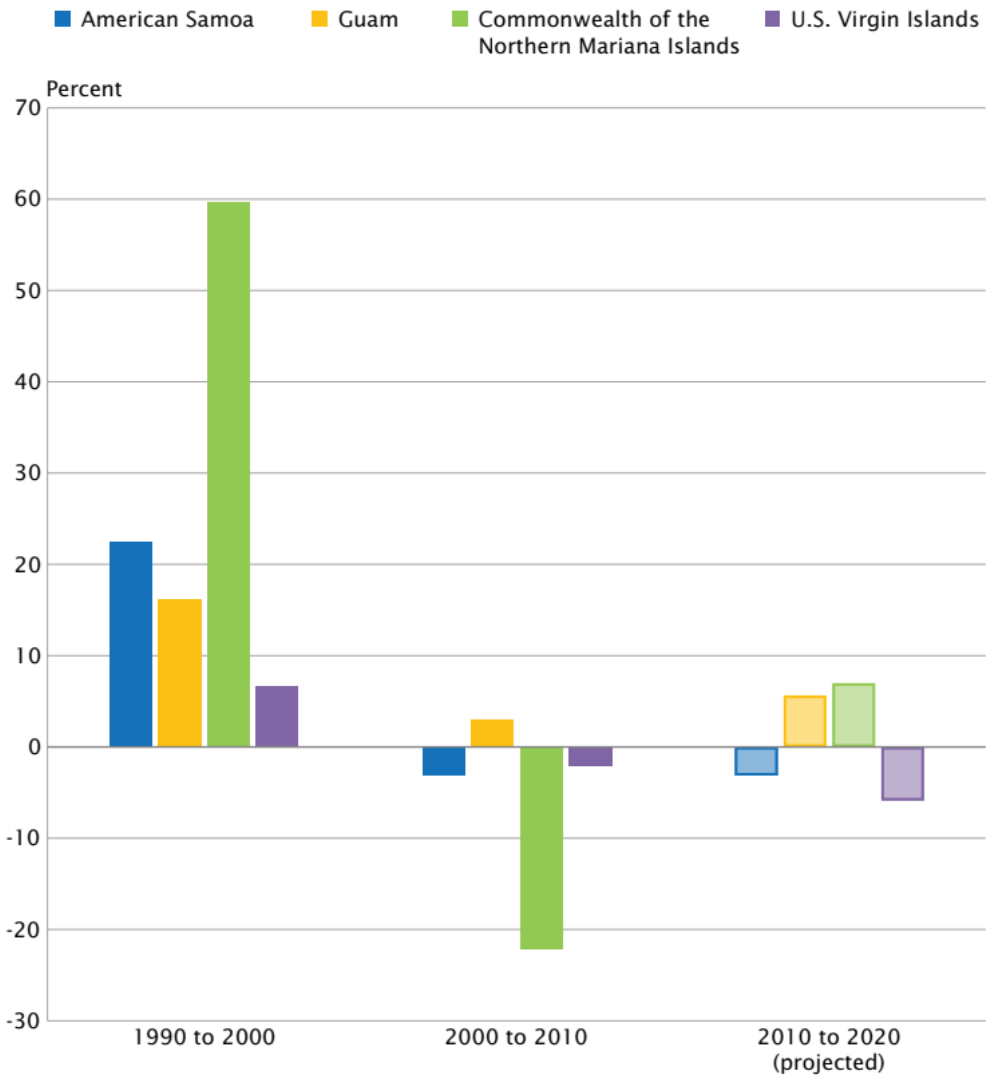
Home Extension

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

Take your worksheet home and share it with an adult in your home. Ask them if they know whether your island's population increased or decreased from 2000 to 2010 and whether they think the population will increase or decrease in 2020. Remind them to participate in the 2020 Census to help make sure your school and community get the resources they need.

Activity Item: Recent Population Trends for the U.S. Island Areas: 1990 to 2010

Figure 6.
Change in Population for U.S. Island Areas: 1990 to 2020



Source: U.S. Census Bureau, 1990 Census for American Samoa, Census 2000 for American Samoa, 2010 Census for American Samoa; 1990 Census for the Commonwealth of the Northern Mariana Islands, Census 2000 for the Commonwealth of the Northern Mariana Islands, 2010 Census for the Commonwealth of the Northern Mariana Islands; 1990 Census for Guam, Census 2000 for Guam, 2010 Census for Guam; 1990 Census for the U.S. Virgin Islands, Census 2000 for the U.S. Virgin Islands, 2010 Census for the U.S. Virgin Islands; International Data Base for 2020.

Activity Item: Recent Population Trends for the U.S. Island Areas: 1990 to 2010 (Cont.)

Table 1.

Population Change for Island Areas and County Equivalents: 1990 to 2010

Area	Population			Change			
				1990 to 2000		2000 to 2010	
	1990	2000	2010	Number	Percent	Number	Percent
United States	248,709,873	281,421,906	308,745,538	32,712,033	13.2	27,323,632	9.7
American Samoa	46,773	57,291	55,519	10,518	22.5	–1,772	–3.1
Eastern District	21,175	23,441	23,030	2,266	10.7	–411	–1.8
Manu'a District	1,714	1,378	1,143	–336	–19.6	–235	–17.1
Rose Island	0	0	0	0	X	0	X
Swains Island	16	37	17	21	131.3	–20	–54.1
Western District	23,868	32,435	31,329	8,567	35.9	–1,106	–3.4
Guam	133,152	154,805	159,358	21,653	16.3	4,553	2.9
Guam Municipality	133,152	154,805	159,358	21,653	16.3	4,553	2.9
Northern Mariana Islands	43,345	69,221	53,883	25,876	59.7	–15,338	–22.2
Northern Islands Municipality	36	6	0	–30	–83.3	–6	–100.0
Rota Municipality	2,295	3,283	2,527	988	43.1	–756	–23.0
Saipan Municipality	38,896	62,392	48,220	23,496	60.4	–14,172	–22.7
Tinian Municipality	2,118	3,540	3,136	1,422	67.1	–404	–11.4
U.S. Virgin Islands	101,809	108,612	106,405	6,803	6.7	–2,207	–2.0
St. Croix Island	50,139	53,234	50,601	3,095	6.2	–2,633	–4.9
St. John Island	3,504	4,197	4,170	693	19.8	–27	–0.6
St. Thomas Island	48,166	51,181	51,634	3,015	6.3	453	0.9

X Not applicable.

Source: U.S. Census Bureau, 1990 Census, Census 2000, 2010 Census; 1990 Census for American Samoa, Census 2000 for American Samoa, 2010 Census for American Samoa; 1990 Census for the Commonwealth of the Northern Mariana Islands, Census 2000 for the Commonwealth of the Northern Mariana Islands, 2010 Census for the Commonwealth of the Northern Mariana Islands; 1990 Census for Guam, Census 2000 for Guam, 2010 Census for Guam; 1990 Census for the U.S. Virgin Islands, Census 2000 for the U.S. Virgin Islands, 2010 Census for the U.S. Virgin Islands.

Source: U.S. Census Bureau, Recent Population Trends for the U.S. Island Areas: 2000 to 2010

https://www.census.gov/content/dam/Census/library/publications/2015/demo/p23-213.pdf