

# Race and Ethnicity in the Island Areas

**Topic(s):**

Race, ethnicity,  
diversity, history

**Grade Level:**

7-8

**Approx. Time Required:**

45 minutes

**Learning Objectives:**

Students will be able to:

- Interpret and display data provided in a creative, visual way.
- Compare and contrast racial and ethnic population size differences between Island Areas.
- Describe how census data is used by the government to show the many differences in a population.

## 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 with a writing utensil for the teacher
- Construction paper and coloring utensils (markers, colored pencils, etc.) for students

## Worksheet Description

With this worksheet, students will use data from the U.S. Census Bureau to develop a better understanding of their island's culture, race, and ethnicity. Students will compare race and ethnicity data for their island with data from another island and recognize how Census Bureau data can be used to show the many differences within a population. Students will also learn the importance of the decennial census and why it's imperative to get an accurate count in 2020.

## Before the Activity—5 Minutes

1. Begin by telling students that the class will be learning about diversity throughout the Island Areas. Ask students to raise their hands and share ideas about how their class is diverse (race, ethnicity, religion, family size, hair color, boys vs. girls, etc.). Record these ideas on the front board or chart paper.
2. Then ask, "Why is having a diverse class valuable? How does diversity make us stronger?" Lead a discussion on these questions.

## During the Activity—35 Minutes

1. Explain to students that today they will also learn about the census, which is a count of every person living in the United States and its territories every 10 years. The data the census collects doesn't just tell us the number of people who live in our community; census data can also be used to show diversity throughout the Island Areas. Explain that today the class will be looking at Census Bureau data on race and ethnicity for two Island Areas.
2. Hand out student worksheets. Students will compare and analyze data for their island and another island of their choice by completing the data table in their worksheet. Review with students the data tables in **Activity Item: Race and Ethnicity in the Island Areas**, noting the difference between "one ethnic origin or race" and "two or more ethnic origins or races."

**Note:** Not all Island Areas have the same options for race and ethnicity. Students should find at least two data points that the two Island Areas have in common, and they can use up to four data points that apply to only one island.



- Next, give students construction paper and coloring utensils to create visual representations of their data, showcasing at least two data points for their island and two data points for the other island they chose. The visual representation can be a graph, chart, infographic, or poster that creatively displays the 2010 Census data they selected. Students should also present something that surprised them about the data.
- Give students 15-20 minutes to create their visual and to answer Questions #3 through #5 on their student worksheet.

Question #3: What similarities do you notice about race, ethnicity, or ethnic origin between your island and the other island?

*Answers will vary but may include that the three Pacific Island Areas all include ethnic origins instead of simply ethnicity. Students may point out that all four Island Areas have a low percentage of people who reported their ethnic origin or race as White compared with the mainland United States.*

Question #4: What differences do you notice about race, ethnicity, or ethnic origin between your island and the other island?

*Answers will vary but may include that the Commonwealth of the Northern Mariana Islands has a larger Asian population than Guam, even though they're located very closely to each other.*

Question #5: Why did you choose to display your data the way you did?

*Answers will vary. Students may choose to display their data based on their favorite type of graph or what they thought would be the most interesting visually.*

- Now students will do a "gallery walk" of their work. Designate three walls of the classroom for comparing your island with another Island Area. For example, students in Guam will have three walls that compare their island with the Commonwealth of the Northern Mariana Islands, the U.S. Virgin Islands, and American Samoa, respectively.

Have each student tape their visual to the appropriate wall.

Next, divide the students into three groups. Each group should start with a different wall to look at their classmates' visuals. Student groups will rotate clockwise every 1-2 minutes until everyone has viewed all the visuals. Call on three students to summarize which data they found the most interesting from their classmates' work.



## After the Activity—5 Minutes

1. Lead a class discussion about the importance of knowing and recording this data through the Census Bureau. Ask students to share their ideas. Then summarize the lesson by sharing the following key points:
  - The Census Bureau records population data throughout the Island Areas every 10 years through the decennial census.
  - It's important to document race and ethnicity data for each island so that the federal and local governments can better represent the people and their interests.
  - Recording this data also helps to ensure equal opportunity for housing, jobs, and transportation throughout the country.
  - In addition, population data is used to distribute federal funding for things like roads, schools, and hospitals to communities like ours.

## 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 how they think the population of your island has changed over time and if they plan to participate in the 2020 Census. Share with them why you think participating in the decennial census is important for your community.*



## Activity Item: Race and Ethnicity in the Island Areas

American Samoa		
Ethnic Origin or Race	Number	Percent
Total Population	55,519	100%
One Ethnic Origin or Race	54,040	97.3%
Native Hawaiian and Other Pacific Islander	51,403	92.6%
Fijan	250	0.5%
Niuean	10	0%
Samoan	49,333	88.9%
Tokelauan	22	0%
Tongan	1,614	2.9%
Tuvaluan	60	0.1%
Other Native Hawaiian and Other Pacific Islander	114	0.2%
Asian	1,994	3.6%
Asian Indian	3	0%
Chinese (except Taiwanese)	409	0.7%
Filipino	1,217	2.2%
Japanese	11	0%
Korean	217	0.4%
Taiwanese	31	0.1%
Vietnamese	34	0.1%
Other Asian	72	0.1%
Black or African American	13	0%
Hispanic or Latino	73	0.1%
White	493	0.9%
Other Ethnic Origin or Race	64	0.1%
Two or More Ethnic Origins or Races	1,479	2.7%
Native Hawaiian and Other Pacific Islander and Other Groups	1,387	2.5%
Samoan and Other Groups	1,342	2.4%
Asian and Other Groups	479	0.9%

Source: *U.S. Census Bureau, 2010 Census, American Samoa*

[https://factfinder.census.gov/bkmk/table/1.0/en/DEC/10\\_DPAS/ASDP1](https://factfinder.census.gov/bkmk/table/1.0/en/DEC/10_DPAS/ASDP1)



## Activity Item: Race and Ethnicity in the Island Areas (Cont.)

Commonwealth of the Northern Mariana Islands		
Ethnic Origin or Race	Number	Percent
Total Population	53,883	100%
One Ethnic Origin or Race	47,051	87.3%
Native Hawaiian and Other Pacific Islander	18,800	34.9%
Carolinian	2,461	4.6%
Chamorro	12,902	23.9%
Chuukese	1,242	2.3%
Kosraean	37	0.1%
Marshallese	68	0.1%
Palauan	1,169	2.2%
Pohnpeian	425	0.8%
Yapese	228	0.4%
Other Native Hawaiian and Other Pacific Islander	268	0.5%
Asian	26,908	49.9%
Bangladeshi	501	0.9%
Chinese (except Taiwanese)	3,659	6.8%
Filipino	19,017	35.3%
Japanese	795	1.5%
Korean	2,253	4.2%
Nepalese	227	0.4%
Thai	266	0.5%
Other Asian	190	0.4%
Black or African American	55	0.1%
Hispanic or Latino	54	0.1%
White	1,117	2.1%
Other Ethnic Origin or Race	117	0.2%
Two or More Ethnic Origins or Races	6,832	12.7%
Native Hawaiian and Other Pacific Islander and Other Groups	6,091	11.3%
Chamorro and Other Groups	4,608	8.6%
Asian and Other Groups	3,235	6.0%

Source: U.S. Census Bureau, 2010 Census, Commonwealth of the Northern Mariana Islands

[https://factfinder.census.gov/bkmk/table/1.0/en/DEC/10\\_DPMP/MPDP1](https://factfinder.census.gov/bkmk/table/1.0/en/DEC/10_DPMP/MPDP1)



### Activity Item: Race and Ethnicity in the Island Areas (Cont.)

Guam			
Ethnic Origin or Race	Number	Percent	
Total Population	159,358	100%	
One Ethnic Origin or Race	144,429	90.6%	
Native Hawaiian and Other Pacific Islander	78,582	49.3%	
Carolinian	242	0.2%	
Chamorro	59,381	37.3%	
Chuukese	11,230	7.0%	
Kosraean	425	0.3%	
Marshallese	315	0.2%	
Palauan	2,563	1.6%	
Pohnpeian	2,248	1.4%	
Yapese	1,263	0.8%	
Other Native Hawaiian and Other Pacific Islander	915	0.6%	
Asian	51,381	32.2%	
Chinese (except Taiwanese)	2,368	1.5%	
Filipino	41,944	26.3%	
Japanese	2,368	1.5%	
Korean	3,437	2.2%	
Taiwanese	249	0.2%	
Vietnamese	337	0.2%	
Other Asian	678	0.4%	
Black or African American	1,540	1.0%	
Hispanic or Latino	1,201	0.8%	
White	11,321	7.1%	
Other Ethnic Origin or Race	404	0.3%	
Two or More Ethnic Origins or Races	14,929	9.4%	
Native Hawaiian and Other Pacific Islander and Other Groups	11,656	7.3%	
Chamorro and Other Groups	9,717	6.1%	
Asian and Other Groups	8,574	5.4%	

Source: Guam: U.S. Census Bureau, 2010 Census, Guam

[https://factfinder.census.gov/bkmk/table/1.0/en/DEC/10\\_DPGU/GUDP1](https://factfinder.census.gov/bkmk/table/1.0/en/DEC/10_DPGU/GUDP1)





### Activity Item: Race and Ethnicity in the Island Areas (Cont.)

U.S. Virgin Islands		
Race	Number	Percent
Total Population	106,405	100%
One Race	104,202	97.9%
Black or African American	80,908	76.0%
White	16,646	15.6%
Other Races	6,648	6.2%
Two or More Races	2,203	2.1%
Race Alone or in Combination With One or More Other Races		
Black or African American	82,426	77.5%
White	17,802	16.7%
Other Races	8,563	8.0%
<b>Hispanic or Latino Origin and Race</b>		
Hispanic or Latino (of any race)	18,504	17.4%
Puerto Rican	10,981	10.3%
Dominican	5,827	5.5%
Mexican	242	0.2%
Other Hispanic or Latino	1,454	1.4%
Not Hispanic or Latino	87,901	82.6%
Black or African American Alone	70,379	66.1%
White Alone	14,352	13.5%

Source: U.S. Census Bureau, 2010 Census, U.S. Virgin Islands

[https://factfinder.census.gov/bkmk/table/1.0/en/DEC/10\\_DPVI/VIDP1](https://factfinder.census.gov/bkmk/table/1.0/en/DEC/10_DPVI/VIDP1)