

Diversity in My Island Area

Topic(s):

Diversity, languages, data collection, census

Grade Level:

9-12

Approx. Time Required:

50 minutes

Learning Objectives:

Students will be able to:

- Evaluate data presented in a table.
- Make an argument using evidence and by analyzing data.
- Draw a graph to represent a data set.
- Analyzing data in the Commonwealth of the Northern Mariana Islands' population.
- Identify the origins of the Commonwealth of the Northern Mariana Islands' diverse population and discuss the importance of diversity.

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

Worksheet Description

This worksheet will foster a discussion of diversity and explore the culture of the Commonwealth of the Northern Mariana Islands, as well as that of the mainland United States. Students will look at immigration trends over the past 20 years and analyze demographic changes with respect to race, ethnicity, gender, and age. Students will also learn when the census was first taken in the Commonwealth of the Northern Mariana Islands and explore changes since then.

Before the Activity—10 Minutes

1. Divide the class and have students stand in two lines facing each other. Students who are across from each other will be discussion partners. For the discussion, students will identify a list of things in their everyday lives that are influenced by or come from another country. These things can include foods, music, fashions, or sports they enjoy.
2. After 30 seconds, both partners should have finished their discussion. The teacher will choose one line, and everyone in this line will take a step to the right and look across to find their new discussion partner, with the students at the right end of each line pairing with each other. This will ensure that everyone has a new partner for the second round of discussion.
3. Encourage students to talk about a different thing every time they get a new partner. After two rounds, students will discuss as a class some of the answers they gave in the activity.
4. Next, have students return to their seats. Begin a discussion about diversity, asking questions such as “How does your list reflect diversity? What are some benefits to knowing about the diversity of your classmates’ lists?” Let students know that although today’s lesson focuses on national origin, diversity also includes many different factors such as race, ethnicity, sex, age, and disability.
5. Explain that diversity means all kinds of different people are represented, each contributing their own uniqueness, making the Commonwealth of the Northern Mariana Islands a more interesting place to live. It is important that everyone respects and celebrates one another’s differences so we can all:
 - Live peacefully with one another.
 - Learn from one another.
 - Share in an exciting mix of cultures and experiences.



We need to celebrate and respect that we are all different, because we all add something special to the diversity of our islands.

During the Activity—30 Minutes

1. Ask students what they know about the decennial census. Explain the following key points:
 - The decennial census is a count of every person living in the United States and its territories that occurs every 10 years.
 - Census data helps determine how the federal government distributes funding for things like community programs, roads, schools, and hospitals.
2. Explain that information from the census can help us understand the past and make educated plans for the future. The U.S. census originated with the Constitution; however, the first U.S. census to include the Commonwealth of the Northern Mariana Islands was in 1970 (although data on the commonwealth on the U.S. Census Bureau’s website goes back to 1920). The census has been used to measure and track the growth of the commonwealth’s population, which allows us to draw conclusions about historical trends.
3. Hand out student worksheets and ask students why implementing the census in the Commonwealth of the Northern Mariana Islands was a good idea. Call on a few students to share their ideas.
4. Refer students to the data found in **Activity Item: Population of the Commonwealth of the Northern Mariana Islands Over Time**. Students will create graphs representing the data found in these tables and then answer Questions #2 through #7 on their worksheet.

Question #2: Which 10-year period saw the greatest increase in population? What economic or social changes during this period may have spurred the increase?

Answer: 1980-1990. The increase may be due to economic development in the Commonwealth of the Northern Mariana Islands in those years, when more people moved to the Commonwealth of the Northern Mariana Islands to pursue opportunities.

Question #3: What could be some of the social, economic, or political effects of the population shifts from 1980 to 2000?

Answers will vary but may include new foreign businesses opening or people moving to and from the island to pursue education or job opportunities.

Question #4: What recent events do you think led to the decrease in the Commonwealth of the Northern Mariana Islands’ population from 2000 to 2010?



Answers will vary but may include how different factories or businesses closed down in the decade of 2000 or changes in immigration policy.

Question #5: List one nationality that increased in population from 2000 to 2010. What could be a reason for the increase? What do you think are the primary reasons people from other countries move to the Commonwealth of the Northern Mariana Islands?

Answer: Korean. The population from Korea increased possibly due to greater transportation options to the Commonwealth of the Northern Mariana Islands. More business opportunities are also present now with the influx of Korean tourists. People from other countries move to the Commonwealth of the Northern Mariana Islands mainly due to better work and business opportunities.

Question #6: Calculate the percentage decrease in the “Other Asia” category from 2000 to 2010.

Answer: 87 percent

Question #7: What countries do you think are included in the “Elsewhere” category? Why do you think the census did not list these countries individually?

Answers will vary but may include groups such as people from Mexico, Russia, African countries, and European countries. This question will require students to consider ethnic populations of the Commonwealth of the Northern Mariana Islands that are not included in the chart below. The census did not list these groups individually, because their numbers are relatively low; instead, they added the numbers to identify groups collectively.

After the Activity—10 Minutes

Call on students to give their answers to the following questions out loud to the class:

- What are three things you learned about the diversity of the Commonwealth of the Northern Mariana Islands?
- What are two questions you have about the census?
- What is one fact about the Commonwealth of the Northern Mariana Islands census data from 2000 or 2010 that you will share with people at home?

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. Ask them the following questions:

1. How do you think the population of the Commonwealth of the Northern Mariana Islands has changed over the past 50 years?
2. How do you think the native population has changed over the past 20 years? What do you think caused this change?
3. Who will complete the 2020 Census on our behalf?



Activity Item: Population of the Commonwealth of the Northern Mariana Islands Over Time

Table 1: Historical Population of the Commonwealth of the Northern Mariana Islands

Population of the Commonwealth of the Northern Mariana Islands	
Year	Population
1920	3,398
1925	3,493
1930	3,829
1935	4,297
1950	6,286
1960	9,134
1970	9,640
1980	16,780
1990	43,345
1995	58,846
2000	69,221
2010	53,883

Source: U.S. Census Bureau, Census reports for respective years

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Activity Item: Population of the Commonwealth of the Northern Mariana Islands Over Time (Cont.)

Table 2: Foreign-Born Place of Birth

Birthplace for the Commonwealth of the Northern Mariana Islands' foreign-born population: 2000 and 2010		
Birthplace	2000	2010
Bangladesh	897	487
China	15,583	3,405
Japan	892	705
Korea	1,797	1,887
Philippines	15,701	14,506
Other Asia	5,252	680
Asia (total)	36,323	21,670
Federated States of Micronesia	2,094	1,465
Marshall Islands	120	62
Palau	1,244	741
Other Oceania	114	57
Oceania (total)	3,572	2,325
Elsewhere	227	173

Source: U.S. Census Bureau via the CNMI Central Statistics Division of the CNMI Department of Commerce

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