2020 CENSUS TEACHER'S GUIDE

Diversity: Differences in Communities

Topic(s):
Analyzing data, diversity, race, ethnicity, language, decennial census

Grade Level:
3-4

Approx. Time Required:
30 minutes

Learning Objectives:
Students will be able to:

- Use a problem-solving model to analyze data.
- Interpret information presented in a data table, and draw conclusions based on that data.
- Communicate mathematical ideas using various representations.
- Understand and provide examples of how their community is diverse.
- Make comparisons between different sets of data.
- Understand why it is important to get an accurate count in the 2020 Census.

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 use of census data in the classroom. Responding to the census helps your community get its fair share of funding. Census data guides how more than $675 billion in federal funding is distributed to states and communities each year. These funds support vital community programs that help children, such as schools, hospitals, housing, and food assistance. 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 that occurs every 10 years.
- It is important that every person be counted to make sure the government can provide the right amount of money to each community for things like roads and parks.
- Make sure an adult in your home counts you in the 2020 Census.

Materials Required

- Chart paper and a marker (or other writing tool) to record student answers
- Printed student worksheets
- A computer and projector or interactive whiteboard with internet
  - If technology is unavailable in the classroom, simply print a copy of your state's data using QuickFacts (link below) for each student in the class.
- *QuickFacts data tool (https://www.census.gov/schools/resources/data-tools/quickfacts.html)*
- Colored pencils or crayons for students

Worksheet Description

Students will learn what it means to have a diverse country. First, students will explore the idea of diversity. Then they will examine diversity in their classroom, in their state, and in three other states across the country, including South Dakota, Texas, and New Jersey. These states represent different geographic locations and are also states with a high population of people with a bachelor's degree, people who speak a language other than English at home, and American Indians and Alaska Natives.

Before the Activity—5 Minutes

1. Lead a group discussion about the questions below and record the answers on chart paper. Start by sharing that "diversity" is another word for "difference."

   What does it mean for our class to be diverse? How are members of our class similar?

   Answers will vary but may include such things as: Some students are boys and others are girls. Some have short hair and others have long hair. Some students speak a language other than English at home. Similarities might include age and the region in which the students live.

   What does it mean for our community to be diverse? How are people in our community similar?

   Answers will vary but may include such things as whether people are boys or girls, old or young, or dark-haired or light-haired. Other differences might be how people get to work or school or the languages spoken at home. A similarity might be where community members live in the state.

2. Tell students that one way our government learns about and shows diversity in our communities is the decennial census. Ask students if they know about the census.

Since students may not be familiar with the census, explain the following points:

- The census is a count of all the people living in the country, including where they live and basic facts about them, such as the type of home they live in or their race or ethnicity.
- This is done every 10 years by the U.S. Census Bureau. The next census will occur soon, in 2020.
- It's important to get an accurate count of people living in the country because census information affects how the U.S. government distributes $675 billion. This money is used to support things like schools, fire stations, parks, and hospitals.

3. Share with students that today the class will look at diversity across the country and how different kinds of diversity vary from state to state. Tell students they will be looking at percentages, and if needed for your class, do a quick review of how to calculate percentages.

During the Activity—20 Minutes

1. Hand out the student worksheets. Then display *QuickFacts* (https://www.census.gov/schools/resources/data-tools/quickfacts.html) on the screen and type your state's name in the box in the upper left corner. Select the state name to show the data for your state. Explain to students that QuickFacts can show a lot of interesting information about their state and can help them compare their state to other states. **Note:** If your state is one of the three already printed on the table, review a fourth state with the students as a class.

2. Next, explain to students that the class is going to explore three ways in which people can be diverse: race, language, and level of education. Direct students' attention to the table on their worksheet. Model for students how to navigate through the QuickFacts data for your state to find the percentage for each category on the worksheet table. Add your state's data to the table for all students to see.

State	American Indian and Alaska Native	Speak a language other than English at home	Bachelor's degree or higher
My State _____			
South Dakota	**8.7%**	**6.4%**	**27.8%**
Texas	**0.5%**	**35.6%**	**28.7%**
New Jersey	**0.2%**	**31.8%**	**38.1%**

If technology is not available for this lesson, simply follow the instructions and print out a copy of your state's data for each student in the class.

3. Now that students have completed the first row of the table as a class, refer them to **Activity Item: Demographics Across the U.S.** Then have them use the activity item information to complete the rest of the table with a partner.

   Note: If your state is one of the three already printed on the table, review with students a fourth state as a class instead of your state.

4. Once students have completed the table, ask them to answer Questions #2 and #3 in their student worksheet. Remind students that the Census Bureau collected this information and that the information helps people understand their communities.

   Question #2: Which of the states in your table has the highest percentage of …

   Student answers should show the following:

   American Indians and Alaska Natives – South Dakota

   People who speak a language other than English at home – Texas

   People who have a bachelor's degree or higher – New Jersey

   Question #3: Write three sentences explaining how diversity in your state compares to the diversity in another state listed in the table.

   Answers will vary but should include how your state has either a higher or lower population of people who have a bachelor's degree or higher, American Indians and Alaska Natives, or people who speak a language other than English at home.

5. Next, direct students' attention to the two 10x10 grids on their student worksheet. As a class, choose one data point to analyze and choose two states to compare. (For example, you may decide to compare the American Indian and Alaska Native population in South Dakota and Texas, or you may choose to compare the percentage of people with a Bachelor's degree or higher in two other states.) Students should record what they are comparing and then use the 10x10 grids to give a visual representation of the percentages they found.

After the Activity—5 Minutes

Summarize for students:

1. Today they got to explore the diversity of their state and other states, using data from the Census Bureau.
2. The Census Bureau collects this data so that people can learn important information about their communities and so that the government can provide communities with the resources they need.
3. The government will be counting every person in our country again in the 2020 Census. Explain that since this information is so influential, it's important that everyone is 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 it with an adult in your home. Ask them in what ways they think your community is diverse. Then explain why it is important that you and all the people in your home are counted in the 2020 Census!

Activity Item: Demographics Across the U.S.

	South Dakota	Texas	New Jersey
Total Population	869,666	28,304,596	9,005,644
Race			
White	84.7%	73.9%	67.9%
Black or African American	2.0%	12.1%	13.5%
American Indian and Alaska Native	8.7%	0.5%	0.2%
Asian	1.2%	4.8%	9.8%
Native Hawaiian and Other Pacific Islander	0.1%	0.1%	0.0%
Two or More Races	2.6%	2.6%	2.5%
Hispanic or Latino			
Hispanic or Latino (of any race)	3.6%	39.4%	20.4%
Not Hispanic or Latino	82.3%	41.9%	54.8%
Households and Families			
Total households	344,260	9,623,874	3,218,798
Average Household Size	2.43	2.88	2.74
Living in the same house 1 year ago, percent of persons age 1+ years	85.1%	85.1%	89.5%
Language other than English spoken at home, percent of persons age 5+ years	6.4%	35.6%	31.8%
Education			
High school graduate or higher, percent of persons age 25 years+, 2013-2017	91.4%	89.2%	82.8%
Bachelor's degree or higher, percent of persons age 25 years+, 2013-2017	27.8%	38.1%	28.7%

Source: 2017 American Community Survey 1-Year Estimates and 2013-2017 American Community Survey 5-Year Estimates