

Creating and Taking a Survey

Topic(s):

Census, information collection, surveys

Grade Level:

K-2

Approx. Time Required:

35 minutes

Learning Objectives:

Students will be able to:

- Count and write numbers from 0 to 100.
- Compare quantities using the terms “more than,” “less than,” and “equal to.”
- Compare multiple two-digit numbers based on the tens and ones place values.
- Understand the concept of a survey.
- Understand why it's important that they are counted 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 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

- An interactive whiteboard or projector with internet to show [State Facts for Students](https://www.census.gov/schools/facts/) (https://www.census.gov/schools/facts/)
 - Alternative option to print copies of your state’s data from State Facts for Students
- One piece of blank printer paper for each student
- A board or chart paper to record students’ class survey responses
- Printed student worksheets

Worksheet Description

Students will learn how surveys work, why they are useful, and how to create and conduct their own. This activity will explain how the decennial census is like a survey, but of all people in the country, and will help students understand how the census relates to the surveys they are creating in the classroom.

Before the Activity—10 Minutes

1. Start by taking a survey of the students, asking them how they traveled to school today: walking, bicycle, car, bus, train. Write the transportation methods on the board before surveying students and then record the number of students in each category for all students to see.
2. Once all answers have been recorded, explain to students that this is a survey and that surveys are used to gather information about groups of people. Say that surveys show characteristics about people and places, such as how many people live in one area or how many restaurants or pet stores are in a city. Explain that knowing this information helps us make better decisions. For example, if you wanted to open a restaurant, you would want to know how many people lived nearby.
3. Review key vocabulary as a class:
 - **Data:** Facts usually represented by numbers.
 - **Less than:** When an amount is smaller than another amount.
 - **More than:** When an amount is larger than another amount.



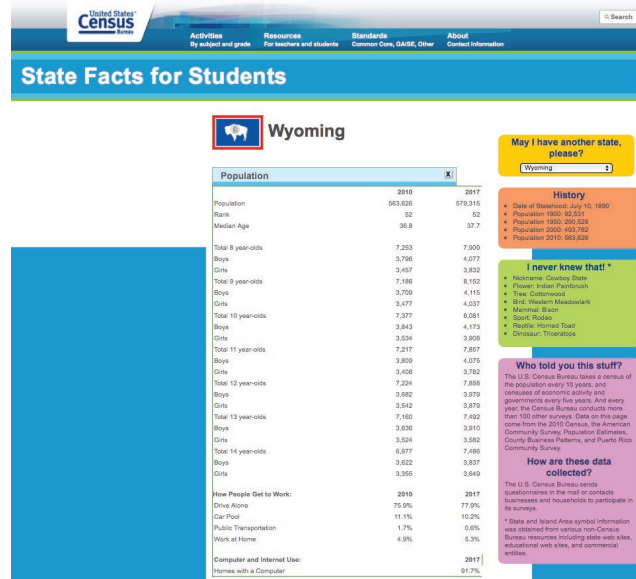
During the Activity—20 Minutes

1. Introduce students to the decennial census by sharing the following information:
 - The decennial census is a count of all people in the United States that happens once every 10 years.
 - The next one is coming soon, in 2020.
 - The U.S. Census Bureau counts the population of states and communities, which means the number of people who live in those places. This helps the government decide how much funding (money) each area needs for things like roads, schools, and parks.
 - It's important that everyone—both adults and children—be counted in the 2020 Census so that our communities have enough funding for things they need.
2. Hand out the student worksheets. Explain to students that today the class will be taking its own in-class survey. Start by counting the total number of students and recording the number on the front board. Explain that this is the count of the class's population, just as the census is a count of the country's population. It is the total amount of all children in the classroom and the total amount of all people in the country.
3. Next, turn to the survey charts on the student worksheet to have students do a survey of their own.

For kindergarten and first grade students: Do the activity as a class, asking students to raise their hands to answer. Then fill in the charts as a class.

For second grade students: Split students into two groups, one on each side of the room. Direct students' attention to the survey charts on their worksheets. Give students three minutes to survey their classmates in their group. Students should put a check or tally mark in the box for each student's answer. When they've asked all students in their group, students should total the tally marks. After students return to their seats, ask three students to share the results of their survey, having each student share the results for one of the questions. Tally up the results on the front board for all students to see. (Answers may not be exact, depending on how many classmates each student surveyed.)

4. Next, explain to students that the class is going to look at some of the data the Census Bureau collects and compare it to the data the class collected. Project the webpage State Facts for Students on the board and show students how to select their state. Scroll through all the data to show students what kinds of data the Census Bureau collects. A sample chart of data from State Facts for Students is included below for reference.



Source: U.S. Census Bureau, Selected Population Profile in the United States, State Facts for Students

<https://www.census.gov/schools/facts/>

5. Share with students that most homes in the United States have 3 people living in them. Ask students how many people live in their home. Have students record this number in the blank provided in Question #2. Next, ask students whether they have more or less than 3 people who live in their home and have them circle the correct word on the number line.
6. Ask students how many pets they have at home and tell them to record that number in the first blank of Question #3. Show students the number of pet stores on State Facts for Students and have them record it in the second blank of Question #3.
7. Have students answer Question #4 on their own. Then, if time permits, have them share with the class what they would like to survey.

Question #4: What other things would you like to survey? Come up with three questions you could ask classmates or family members to create a survey.

Answers will vary but may include favorite sport, ice cream flavor, or color.



After the Activity—5 Minutes

Review surveys, why we use them, and how this information is useful to different people in our community. Remind students that the next census, which is a count of *all the people*, is coming in 2020 and that it's important that everybody be 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 your survey questions. Then report back to the class tomorrow to share their responses. Tell that same adult how important it is that everyone is counted in the 2020 Census, and tell them to be sure everyone in your home is counted!



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