Teacher Resources
Objective 054.1: The Decennial Census

All activities and handouts in this packet are provided for your convenience as you teach this unit. They are optional. However, spending a total of 30 hours on this objective is expected according to CASAS EL Civics requirements. ***Please note that if you wish for copies of any of the activities, you must request them with advance notice.

Introductory Activities

The links below have general and specific information about the Census, and tabs/links can be explored for use to prepare for the various tasks. If the links don't open, please copy and paste them into your browser.

*Most comprehensive set of instructional and practice material can be found here:

https://www.wearedace.org/apps/pages/index.jsp?uREC_ID=1652839&type=d&pREC_ID=1798526

There are also some pre-made practice materials for Tasks 1-3 here:
https://drive.google.com/drive/u/0/folders/1oYBk50cFb9jCTUMs07NDq-qVDsnowhxO
Guide and Instructions for taking the Census: https://www2.census.gov/programs-surveys/decennial/2020/resources/language-materials/guides/English-Guide.pdf?#

Comprehensive Guide from the U.S. Census Bureau:

https://www.census.gov/partners/2020.html (explore tabs for extensive information)

More information from the U.S. Census Bureau: https://www.census.gov/

Census Bureau's Youtube channel: https://www.youtube.com/user/uscensusbureau

What is the Census? https://2020census.gov/en/what-is-2020-census.html

History/Purpose: https://www.census.gov/programs-surveys/decennial-census/2020-census/about/what-is.html

Apportionment video:

https://www.census.gov/library/video/census_apportionment_machine.html

What are the questions? https://2020census.gov/en/about-questions.html

Relevant graphics: https://www.census.gov/library/visualizations.html

Fact sheets: https://www.census.gov/library/fact-sheets.html

Graphics and tables from 2010 Census (shows data breakdowns and how it is used: https://data.census.gov/cedsci/all?q=United%20States&table=S0506&tid=ACSST1Y2018.S0506&g=0100000US&lastDisplayedRow=45&hidePreview=false

Practice for Task #1: Describe why completing the Census is important.
Levels: Beg. 1 – Beg. 3

- Make dictation sentences as examples to appropriate responses.
- Project Powerpoint with pictures, sentences, phrases (on website). This will be similar to the slideshow for the actual test.
- Show graphics of past census data (linked above).
- Create Q & A sentence strips or matching activity.
- Student teams make posters showing community benefits resulting from Census.

Vocabulary – (Quizlet practice here: https://quizlet.com/_7r0h64?x=1qqt&i=2ha1y8)

apportionment	federal	among	formula (mathematical)
funds	congress	data	representatives
housing	population	founders	preparedness

For non-electronic practice, have students make KWL charts or index cards, play memory, etc.
***I recommend teaching this vocabulary list even if you don't have any beginning students, as the words will be relevant to all tasks.**

Introduce resources from the U.S. Census Bureau on apportionment of representatives in Congress and distribution of federal funding to cities and counties across the U.S.A. https://www.census.gov/programs-surveys/decennial-census/about/why.html

Practice using fill-in-the-blank sheet (see example below – can be copied onto the board or made into a worksheet to be printed) with PPT or pictures generated by instructor or students.

It is important to complete the Census because …

Possible answers:
… it gives me a voice in Congress.
…it distributes federal funding to my community.
…it helps build schools/create jobs/plan housing/build hospitals/provide emergency disaster help/provide law enforcement and fire departments.
…provides assistance on utilities for low-income families.

1. It is important to complete the Census because _____.
2. It is important to complete the Census because _____.
3. It is important to complete the Census because _____.
4. It is important to complete the Census because _____.
5. ETC.

Practice for Task #2: Complete a simulated Census form online or in print.

Levels: All

- Project websites (linked above) to model and practice Census.
- Practice forms with similar data, paper and/or online using practice case studies (see printable forms below at the end).
- Do the same using students' real information (but make it clear that their own information will not be used on the test).
- Create a matching activity – draw a line from question to correct response, or match sentence strips or have students make sentence-answer pairs of index cards for a matching activity.
- Vocabulary – Family relationships (OPD)
- Census vocabulary list (below)

Vocabulary: (Find corresponding Tasks 2 and 3 vocabulary PPT in Faculty Resources on website.) You might also use dictionaries, index cards, create memory cards/matching, etc.

questionnaire	additional	household	origin
enumerate	enumerator	assess	assessor
race (ethnicity)	mortgage	sex (gender)	date of birth

Practice for Task #3: Participate in a Simulated Conversation with a Census Enumerator

Levels: All

- Use copies/whiteboard to practice Census questions and answers, students write responses using practice case study (see two printable sets of case studies at the end of this document).
- Do the same using students' real information (but make it clear that their own information will not be used on the test).
- Partner practice using practice Census form – assessor/resident roles.
- Teach/practice techniques to clarify information. Practice helps: https://global.indiana.edu/documents/global-perspectives/clarifying-and-probing-questions-handout-step-2-define.pdf http://en.copian.ca/library/learning/cclb/language/lesson10/lesson10.pdf https://abe.mpls.k12.mn.us/uploads/clarifying_questions_levels_4_and_5_2.pdf (page 6 has a good list of questions)

Practice for Task #4: Write a persuasive email, letter or article to overcome barriers to census participation**.**
Levels: Intermediate 1 – Advanced

- Discuss common arguments *against* and reasons *for* completing the Census. (See videos and materials linked at the top on the safety and privacy of the Census information.)
- Show the apportionment video to teach citizen representation in Congress. Introduce resources from the U.S. Census Bureau on apportionment of representatives in Congress and distribution of federal funding to cities and counties across the U.S.A.   https://www.census.gov/programs-surveys/decennial-census/about/why.html
- Show the Why Care video and pages, also link to stories of how communities have benefitted from the funds distributed based on date collected in the last Census. Real stories: https://2020census.gov/en/community-impact.html
- Have students prepare two sides of the debate and present the debate in class.
- Review basics of punctuation, capitalization.
- Format of letter/article/e-mail (greeting, intro, body, closing, signature). You can choose to focus on one of the above and practice that specific format if preferred.
- Teach persuasive words and phrases https://www.thoughtco.com/persuasive-writing-for-and-against-1211711 to use in their persuasive writing.

Practice Case Studies for Tasks 2 and 3
Practice Case Scenario 1

Beginning 1 – Beginning 3

Arjun Chander Singh and Divya Kaur Singh are a married couple from India. Arjun is 32 years old, and was born on January 23rd, 1988. Divya is 29, and her birthday is March 1st, 1991. They live in a house in Hemet, California. Arjun is a nurse at Hemet Valley Medical Center.

Intermediate 1

Arjun Chander Singh and Divya Kaur Singh are a married couple from India. Arjun is 32 years old, and was born on January 23rd, 1988. Divya is 29, and her birthday is March 1st, 1991. Arjun is a nurse at Hemet Valley Medical Center. Divya is a homemaker. They are buying a house Hemet, California. Their address is 9632West Whittier Avenue, Hemet, California, 92543. Their home phone number is (951) 925-1234.

Intermediate 2 and Advanced

Arjun Chander Singh and Divya Kaur Singh are a married couple from India. Arjun is 32 years old, and was born on January 23rd, 1988. Divya is 29, and her birthday is March 1st, 1991. They are buying a house Hemet, California. Their address is 9632 West Whittier Avenue, Hemet, California, 92543. Their home phone number is (951) 925-1234. Arjun's cell phone number is (951) 206-7894. He is a nurse at Hemet Valley Medical Center. Divya is a homemaker. They were married in India, and immigrated to the United States in 2014. They are permanent residents, and will become citizens of the United States next year.

Practice Case Scenario 2

Beginning 1 – Beginning 3

Claudia Eliza Muller and Sonia Flora Muller are sisters from Germany. Claudia's date of birth is December 17th, 1975, and she's 45 years old. Her sister Sonia was born on September 2nd, 1979. Sonia is 41. Three years ago they bought a house in Temecula, which they share. They also own a coffee shop downtown. Claudia and Sonia's cousin was living with them in April of 2020, but she moved to Los Angeles.

Intermediate 1

Claudia Eliza Muller and Sonia Flora Muller are sisters from Germany. Claudia's date of birth is December 17th, 1975, and she's 45 years old. Her sister Sonia was born on September 2nd, 1979. Sonia is 41. Three years ago they bought a house in Temecula, which they share. They also own a coffee shop downtown. Claudia and Sonia's cousin was living with them in April of 2020, but she moved to Los Angeles in May. Their home address is 8521 Margarita Road, Temecula, California, 92591. Sonia's phone number is (951) 302-1598.

Intermediate 2 and Advanced

Claudia Eliza Muller and Sonia Flora Muller are sisters from Germany. Claudia's date of birth is December 17th, 1975, and she's 45 years old. Her sister Sonia was born on September 2nd, 1979. Sonia is 41. Three years ago they bought a house in Temecula, which they share. They also own a coffee shop downtown. Claudia and Sonia's cousin was living with them in April of 2020, but she moved to Los Angeles in May. Their home address is 8521 Margarita Road, Temecula, California, 92591. Sonia's phone number is (951) 302-1598. Both Claudia and Sonia became citizens eight years ago.

Practice Census Questionnaire (for Tasks 2 and 3)

1. How many people were living or staying in this house, apartment, or mobile home on April 1, 2020? ___

2. Were there any additional people staying here April 1, 2020, that you did not include in Question 1?   ___Yes   ___No

3. Is this house, apartment, or mobile home:

____owned with mortgage ____owned without mortgage ____rented   ___occupied without rent

4. What is your telephone number? (_ _ _) _ _ _-_ _ _ _

Please provide information for each person living here. Start with a person here who owns or rents this house, apartment, or mobile home. This will be Person 1.

5. What is Person 1's name? First, Middle Initial, Last: _____ _____ _____

6. What is Person 1's sex?   ____Male   ____Female

7. What is Person 1's age and date of birth? Age: _____   D.O.B: Month/Day/Year _ _/_ _/_ _ _ _

8. Is Person 1 of Hispanic, Latino, or Spanish origin? ___Yes ___No

9. What is Person 1's race? Mark one or more.

____White   ____Black, African-American   ____American Indian or Alaska Native

____Asian Indian   ____Chinese   ____Filipino   ____Japanese   ____Korean

____Vietnamese   ____Other Asian: _____   ____Native Hawaiian

____Guamanian or Chamorro   ____Samoan   ____Other Pacific Islander:_____
____Some other race:_____

10. Does person 1 sometimes live or stay somewhere else? ___No   ___Yes.

If Yes, where?_____

Please provide information about person 2.

11. What is Person 2's name? First, Middle Initial, Last: _____ _____ _____

12. What is Person 2's sex?   ____Male   ____Female

13. What is Person 2's relationship to Person 1?

__ husband/wife/spouse   __unmarried partner   __biological son/daughter

__adopted son/daughter   __stepson/stepdaughter   __father/mother

__grandchild   __brother/sister   __parent-in-law

__other relative   __roommate/housemate   __foster child

14. What is Person 2's age and date of birth? Age: ____ D.O.B: Month/Day/Year _ _/_ _/_ _ _ _

15. Is Person 2 of Hispanic, Latino, or Spanish origin? ___Yes ___No

16. What is Person 2's race? Mark one or more.

____White   ____Black, African-American   ____American Indian or Alaska Native

____Asian Indian   ____Chinese   ____Filipino   ____Japanese   ____Korean

____Vietnamese   ____Other Asian: _____   ____Native Hawaiian

____Guamanian or Chamorro   ____Samoan   ____Other Pacific Islander:_____
____Some other race:_____