

## Census Unit - 2010 Census Project

Creators of the unit - Jenny Goldberg-McDonnell and Sherri Owens 2010

\*Each day is approximately a 45 minute lesson.

Day	Lesson/Activity	Resources	Structure
*	<p><b>State -</b></p> <ul style="list-style-type: none"> <li>• Standard 1.1 - students know how to use maps, globes, and other geographic tools to acquire, process, and report information from a spatial perspective</li> <li>• Standard 4.1 - Students know the characteristics, location, distribution, and migration of human population</li> <li>• Standard 6.2 - students know how to apply geography to understand the present and plan for the future</li> </ul> <p><b>National -</b></p> <ul style="list-style-type: none"> <li>• Standard 1/Element 1 - The World in Spatial Terms, Description: How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective</li> <li>• Standard 9/Element 4 - Human Systems, Description: The characterizations, distributions, and migration of human population on the Earth's surface</li> <li>• Standard 8/Element 6 - The Uses of Geography, Description: How to apply geography to interpret the present and plan for the future</li> </ul>	State and national standards	
*	<p><b>Essential Question</b> - How does the Census affect our everyday lives? Who counts in the census?</p>		
1	<p><b>True or False</b> -students "vote" as to whether a variety of statements about the census are either true or false</p> <p><b>Census.gov</b> -students will work with their phone buddies to explore the website</p> <p>1) students first look at the Colorado census information - discussing correlations of the population numbers, increase in certain components and a reduction in numbers in other areas. 2) students will then go to the 'teen' section of the website</p>	<p>*teacher created power point *laptop for each phone buddy team *notebook for notes</p>	<p>*take-off/ touchdown *full class discussion *phone buddies</p>

	and complete each activity, including the quiz		
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Day	Lesson/Activity	Resources	Structure
2	<p><b>What is asked on the census?</b></p> <ul style="list-style-type: none"> <li>-students will be provided with the 2010 census questions that will be used on this year's census</li> <li>-each student will create one question AND one observation about the questions and post to the sticky stuff wall</li> <li>-using the resource from the census class, each question will be discussed, evaluated, and questioned based on the provided information</li> </ul>	<ul style="list-style-type: none"> <li>*Copies of the specific ten questions from the 2010 Census</li> <li>*sticky notes</li> <li>*mini cd-rom from the census office</li> </ul>	<ul style="list-style-type: none"> <li>*sticky stuff</li> <li>*cooperative learning teams with individual accountability</li> </ul>
3/4	<p><b>School based census project</b></p> <ul style="list-style-type: none"> <li>-students will brainstorm questions that will be a part of a school census project</li> <li>-each team will present one question to be a part of the school-wide census</li> <li>-teacher will collect all questions and add one as well</li> <li>-Each team will be assigned a grade level to conduct the census questionnaire</li> <li>-Each team, with the teacher, will conduct their census interviews for their specific grade level (primary grades will need to do a verbal assessment, where as the intermediate grades could be assessed with a written assessment)</li> </ul>	<ul style="list-style-type: none"> <li>*laptops to create census questionnaire</li> <li>*copies of student created questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>*numbered heads together</li> <li>*sticky stuff</li> </ul>
5/6	<p><b>Census data presentations</b></p> <ul style="list-style-type: none"> <li>-Once the data is collected, students create table, charts, and data collection report (<i>math-standard 3</i>)</li> <li>-each team presents to the class</li> <li>-Post census results around the building to share findings</li> </ul>	<ul style="list-style-type: none"> <li>*graph paper</li> <li>*poster paper</li> <li>*markers</li> <li>*completed census questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>*cooperative learning teams w/individual jobs</li> </ul>
7	<p><b>Controversies</b></p> <ul style="list-style-type: none"> <li>-Discuss problems and misconceptions about the census</li> <li>-did you have to go back? How many times?</li> <li>-were there problems?</li> <li>-connection to 'real' census</li> </ul>	<ul style="list-style-type: none"> <li>*copies of current article about 2010 census</li> </ul>	<ul style="list-style-type: none"> <li>*Socratic seminar</li> </ul>
8	<p><b>Everybody Counts</b></p> <ul style="list-style-type: none"> <li>-read the story Everybody Counts! Create/written by the US</li> </ul>	<ul style="list-style-type: none"> <li>*<u>Everybody counts</u></li> </ul>	

	Census 2010		
9	<b>Guest presenter</b> -Jim Castagneri will be joining us to evaluate our findings and share the differences between our census project and the real census project of 2010.	*Posted findings *Gift for presenter	

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