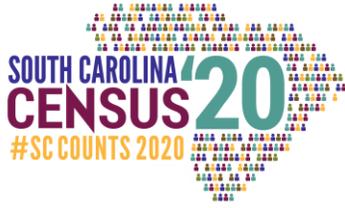


# LESSON PLAN #2: THE 2020 CENSUS: EVERYONE COUNTS

<b>Date:</b>	<b>Class:</b>	<b>Unit:</b>
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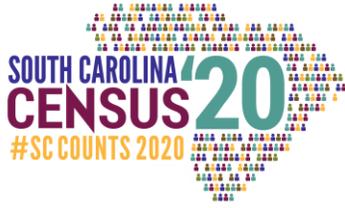
<b>LESSON TOPIC:</b>	Everyone Counts!
<b>AIM:</b>	To introduce students to the 2020 Census, emphasizing that every person living in the U.S. counts.
<b>OBJECTIVES:</b>	<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Define the word “population.”</li> <li>2. Identify parts of the population who are most likely to be missed being counted.</li> <li>3. Identify people in special circumstances who need to be counted.</li> <li>4. Recognize that, when it comes to the 2020 Census, every person living in the United States counts.</li> </ol>
<b>GET STARTED/ DO-NOW:</b>	<p>Instruct the students to take out a sheet of paper and brainstorm all of the places where people live. Homes and apartments are obvious answers. What other places can they think of? Encourage the students to think about people who live in unusual or difficult circumstances, too. Then, as a class, discuss all the different kinds of dwellings in which people live. Be sure to point out that some people are homeless with no access to shelter. Emphasize that everyone counts.</p> <p>Other Possible Answers:</p> <ul style="list-style-type: none"> <li>• Military bases</li> <li>• Nursing Homes</li> <li>• College Dormitories</li> <li>• Campers</li> <li>• RV’s</li> <li>• Hotels</li> <li>• Psychiatric Hospitals</li> <li>• Shelters</li> <li>• Group Homes</li> <li>• Foster Homes</li> <li>• Prisons</li> <li>• Cars</li> <li>• Boats</li> </ul>
<b>MAIN ACTIVITY:</b>	



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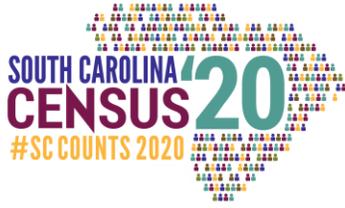
<b>Date:</b>	<b>Class:</b>	<b>Unit:</b>
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	<p>As long as you live in the United States, no matter how old you are or whether or not you are a citizen, you count!</p> <ol style="list-style-type: none"> <li>1. Define the word “population” and communicate it to the class.</li> <li>2. Explain that one of the largest groups in the population who are not counted are children under the age of five. In the 2010 Census, there were almost 1 million young children who were not counted.</li> <li>3. As a class, brainstorm reasons why many children are not counted. Instruct students to write the answers down as you discuss them.</li> </ol> <p>Answers might include:</p> <ul style="list-style-type: none"> <li>• They may not be living with their parents. They may be staying with other family members or neighbors.</li> <li>• They may be staying long-term in the hospital when the Census is filled out.</li> <li>• They may be spending half of their time with one parent and half with another.</li> <li>• They may be staying temporarily with someone other than their parents, such as relatives or other caregivers.</li> <li>• They might be planning to move soon.</li> <li>• They may be living with a foster family.</li> <li>• They may be part of a large family living together, including aunts, uncles, cousins, or friends.</li> <li>• They may not speak English well.</li> <li>• They may not understand the importance of the Census.</li> <li>• They may be immigrants and think they don’t count.</li> <li>• The adults may forget or may not know to count everyone who lives under their roof.</li> </ul> <p><a href="https://www.prb.org/why-are-so-many-young-children-undercounted-in-the-u-s-census/">https://www.prb.org/why-are-so-many-young-children-undercounted-in-the-u-s-census/</a></p> <p><a href="https://www.census.gov/newsroom/press-releases/2020/every-kids-counts.html">https://www.census.gov/newsroom/press-releases/2020/every-kids-counts.html</a></p> <p><a href="https://www.census.gov/library/stories/2019/11/big-push-to-count-every-newborn-young-child-2020-census.html">https://www.census.gov/library/stories/2019/11/big-push-to-count-every-newborn-young-child-2020-census.html</a></p>
	<ul style="list-style-type: none"> <li>• Have students think of some of their favorite books in which a young character did not live with their parents. Then have them introduce</li> </ul>



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<b>CLOSING ACTIVITY:</b>	<p>the character to the class and explain the living situation of the main character. Emphasize that if the 2020 Census had been taken during the course of the story, the characters should have been counted as part of the household where they were living.</p> <p>Some possible book choices include:</p> <ul style="list-style-type: none"> <li>○ <i>Anne of Avonlea</i> by L.M. Montgomery</li> <li>○ <i>Half a World Away</i> by Cynthia Kadohata</li> <li>○ <i>One for the Murphys</i> by Lynda Mullaly Hunt</li> <li>○ <i>Smack Dab in the Middle of Maybe</i> by Jo Watson Hackl</li> <li>○ <i>The Story of Tracy Beaker</i> by Jacqueline Wilson</li> <li>○ <i>Wish</i> by Barbara O'Connor</li> </ul> <ul style="list-style-type: none"> <li>● As a class, watch this video: <a href="https://www.census.gov/library/video/2020/webisode-we-count-everyone-in-your-home.html">https://www.census.gov/library/video/2020/webisode-we-count-everyone-in-your-home.html</a>. The video discusses why it is important to count all the children, a good lead-in to Lesson #3.</li> </ul>	
<b>EXTENSIONS:</b>	<ul style="list-style-type: none"> <li>● Draw a picture of people who might not be counted.</li> <li>● Create a poster or make a video to tell your community that every child counts. Create a plan to distribute it throughout your community.</li> </ul>	
<b>CHECK FOR UNDERSTANDING:</b>	<ul style="list-style-type: none"> <li>● Instruct students to think of someone they know who has a young child. Then have them write a letter to that person to encourage them to count their child in the 2020 Census. (If a student does not know anyone, they can write a letter to a fictional character in one of the books listed above or in another favorite book).</li> </ul>	
<b>MATERIALS:</b>	<ul style="list-style-type: none"> <li>● Paper and pen to write down brainstorming results</li> <li>● Poster board or paper</li> <li>● Colored pencils and markers</li> </ul>	
<b>TECHNOLOGY:</b>	<ul style="list-style-type: none"> <li>● Computer or tablet for the video.</li> </ul>	
<b>SC STANDARDS:</b>	<ul style="list-style-type: none"> <li>● Identify and explain cause-and-effect relationships.</li> </ul>	



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<b>Date:</b>	<b>Class:</b>	<b>Unit:</b>
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	<ul style="list-style-type: none"><li>• Identify the locations of places, the conditions at places, and the connections between places.</li><li>• Interpret visual information to deepen his or her understanding.</li><li>• Evaluate multiple points of view or biases and attribute the perspectives to the influences of individual experiences, societal values, and cultural traditions.</li><li>• Identify and explain the relationships among multiple causes and multiple effects.</li><li>• Analyze evidence, arguments, claims, and beliefs.</li></ul>
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