

# Educator Update

## Census In Schools

February 2009

### 2010 Census

There is a new informational video, **2010 Census: A New Portrait of America**, explaining how communities benefit from Census Bureau data collection efforts. Testimonials describe the importance of a complete and accurate count and why the 2010 Census will be the most important count in our nation's history. It shows data collection operations in action. To view the video, please go to:

<[http://www.census.gov/pubinfo/www/broadcast/video/census\\_operations/011424.html](http://www.census.gov/pubinfo/www/broadcast/video/census_operations/011424.html)>

### Winter Surfing

Most of us are aware of those happily demented souls who belong to polar bear clubs and delight in jumping into freezing waters at this time of year. But you may not know that some equally hardy people actually go surfing in the winter. The 41st annual New England Mid-Winter Surfing Championship will be in February at the town beach in Narragansett, R.I. Not surprisingly, only a small number of spectators are expected to brave the frigid weather. Surfing — most of it done in warmer weather — is popular wherever there are waves, and those serious about it spend a lot of time and money to find the right board. Surfboards are among the more than \$26 billion worth of sporting and athletic goods sold in the U.S. each year.



You can help your students learn how to access unusual and timely facts related to this and other topics. Profile America is a daily, 60-second feature that uses interesting vignettes from key events, observances or commemorations to highlight information collected by the Census Bureau. To view or hear more interesting features, visit [www.census.gov](http://www.census.gov) and click on "Broadcast and Photo Services."

### Classroom Activities for Valentine's Day

The following facts and activities are from the U.S. Census Bureau's "Facts for Features: Valentine's Day 2009." To view the full release and to get more ideas that can be incorporated in your curriculum, visit [www.census.gov](http://www.census.gov) and click on "Facts for Features."



Elementary teachers — Use the statistical information provided for simple mathematical computations and/or the geographical references to Valentine-related place names for geography activities (see chart below and have students locate and research place names).

Middle school teachers — Have students compare selected data from annual "Facts for Features" releases to develop graphs and discussions.

High school teachers — Use the national statistics of selected items to promote student research about the specific level of involvement their state has in the national statistics.

**Fact: There were 1,170 locations producing chocolate and cocoa products in 2006. These establishments employed 39,457 people. California led the nation in the number of such establishments with 128, followed by Pennsylvania with 116.**

# Educator Update

## Census In Schools

**Activity:** Students can examine the statistics related to their state's and other states' manufacture of chocolate and cocoa products by accessing data found under the North American Industry Classification System (NAICS), the standard used by Federal statistical agencies in classifying business establishments for the purpose of collecting, analyzing, and publishing statistical data related to the U.S. business economy.

To access the necessary data for this activity, go to [www.census.gov](http://www.census.gov). On the Census Bureau homepage, click on "Business and Industry." Locate the "County Business Patterns" line and click on "2006" under the "States" column. Select your state.

Select "Details" for "Industry Code 31, Manufacturing." Locate 31133, "Confectionary Manufacturing From Purchased Chocolate."

Have students indicate the number of employees and establishments involved in the manufacturing of confectionary from purchased chocolate. Now click on "Compare" to learn the information about other states. *{Students should note the specific title given this category: Confectionary Manufacturing From **Purchased** Chocolate. Chocolate comes from the cacao trees found in South and Central America and is imported to the U.S. by confectionary manufacturers. The largest producer of chocolate products in North America is the Hershey Company, located in Hershey, Pa.}*

Discuss with students how your state's manufacturing in this category compares with other states. Make a list of the top ten states involved in this production. Create a graph displaying this information.

If your state does not have any industry related to "Confectionary Manufacturing From Purchased Chocolate," select an industry for which your state is known and compare data with other states.

**Fact:** Romantic-sounding places to spend Valentine's Day:

Roseville, Calif.	Lovington, Ill.
Rose City, Mich.	Lovelock, Nev.
South Heart, N. Dak.	Lovelady, Tex.
Loveland, Colo.	Romeoville, Ill.
Darling township, Minn.	Loving, N.M.
Loveland, Ohio	Loving County, Tex.
Romeo, Colo.	Rosemont, Ill.
Sacred Heart, Minn.	Lovington, N.M.
Loveland Park, Ohio	Valentine, Tex.
Lovejoy, Ga.	Romeo, Mich.
Heart Butte, Mont.	Love Valley, N.C.
Love County, Okla.	Rose Hill Acres, Tex.
Loves Park, Ill.	Rose Hill, N.C.
Valentine, Nebr.	Rose Hill, Va.
Loveland, Okla.	

**Activity:** Have students locate these places on a U.S. map.

**Fact:** There were 20,227 florists nationwide in 2006. These businesses employed 98,373 people.

**Activity:** Students can examine the statistics related to their county's and other counties' florists by accessing data found under the North American Industry Classification System (NAICS), the standard used by Federal statistical agencies in classifying business establishments for the purpose of collecting, analyzing, and publishing statistical data related to the U.S. business economy.

To access the necessary data for this activity, go to [www.census.gov](http://www.census.gov). On the Census Bureau

# Educator Update

## Census In Schools

homepage, click on “Business and Industry.” Locate the “County Business Patterns” line and click on “2006” under the “Counties” column. Select your state, and then select your county.

Find “Industry Code” # 44 and click on “Details” next to the number. Move down this page until you reach Industry Code #4531 (Florists) and click on “Compare”. You will now see data from other counties. Select at least two counties that adjoin yours and find the words “To see a different year, select one”, enter another year and click on “Go.” Chart/graph this information for the available years.

Ask students the following questions:

How can you tell if these florists are small or large businesses? *{By finding the number of employees who work in the establishments. You can also find the payroll data.}*

Are there trends in the growth or decline of florists in your county? *{Answers will vary.}*

Are most of the florists in your county and other adjoining counties large or small businesses? *{Consult data under “Number of Establishments by Employment-size class”}.*

If you were considering a career in flower arrangement how could this information help you? *{The number of establishments in a county, over time, would indicate where there is a demand for florists.}*

### Coming Next Month

Teaching ideas related to the mid-January 2009 release of Educational Attainment in the United States.

### Contact Census in Schools

If you would like to share any thoughts or ideas about ways to introduce the 2010 Census to your students, please call 1-800-396-1167 or e-mail us at: [Census.in.Schools@census.gov](mailto:Census.in.Schools@census.gov).

Additional information about Census in Schools can be found at our Web site: <http://www.census.gov/dmd/www/teachers.html>.

To subscribe or get general information about this mailing list, visit: <http://lists.census.gov/mailman/listinfo/census-schools>.