

Celebrating Diversity in Our Community

Topic(s):

Diversity, census,
country of origin

Proficiency Level:

Intermediate

Approx. Time Required:

40 minutes

Learning Objectives:

Students will be able to:

- Explain how immigration patterns in the United States have changed over the past 50 years, according to U.S. census data.
- Answer questions using past tense verbs and the construction "used to."
- Understand and use new vocabulary.

Introduction

The 2020 Census Statistics in Schools (SIS) program is designed to educate students in grades pre-K-12 about the decennial census and to teach them educational concepts and skills, such as data literacy, through use of census data in the classroom. For the 2020 Census, SIS created a special set of activities for adult students learning English as a second language to teach them about the 2020 Census. 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, such as schools, hospitals, housing, transportation, and food assistance. By educating students of all ages about the 2020 Census, you can help encourage a complete count.

About the 2020 Census

In addition to the information built into instructions for this activity, the following points provide an easy way to explain the census to your students.

- The decennial census is a count of every person living in the United States, Puerto Rico, and other U.S. territories. To count every person, the Census Bureau uses a form that each household must fill out. It is done by the U.S. Census Bureau every 10 years and counts the total population for the country.
- It is important that every person be counted in the 2020 Census so that the government can properly distribute \$675 billion to communities, based on their population.
- The population of every state in the census also determines how many representatives each state is given in the U.S. House of Representatives.
- You can do your part by completing your 2020 Census form to make sure every person living in your home is counted.





Materials Required

- Printed student worksheets
- A smartboard or projector with internet access
- A large map of the United States

Worksheet Description

This worksheet will foster a discussion of diversity and explore the cultures of immigrants who have made their home here in the United States. Adult students will share their family's or friends' own immigration experiences; look at immigration trends over the past 50 years, using census data; and participate in conversations about immigration patterns.

Before the Activity—10 Minutes

Tell students that today they will be looking at data from the U.S. census to learn how immigration to the United States has changed from 1850 to 2010. Tell the students that the U.S. census is the official count that takes place every 10 years to find out how many people are in the United States, Puerto Rico, and the Island Areas. Remind students that they and their families get to complete the 2020 Census in March 2020, which will provide updated data.

During the Activity—20 Minutes

1. Hand out the student worksheets.
2. Orient students to reading the activity item graphs by explaining Graph 1 as follows: "I see that the U.S. population has changed, because in 2010 there were more people who were 'foreign-born,' meaning *who were born in another country and immigrated to the United States*, than there were in 1970. I could say, '**There used to be** 2.2 million foreign-born people in the United States, **but now there are** 40 million.'"

For more advanced students, add this: "But I see that the number of foreign-born people as a percentage of our total population has not changed much. It used to be 9.7%, but now it is 12.9%."

3. Then answer the following two questions, from the student worksheet, together. (Students should fill in the blanks on their individual worksheets with the answers they find as a class.)



Question #1: There were _____ million foreign-born people living in the United States in 1970.

Answer: 9.6

Question #2: There were _____ million foreign-born people living in the United States in 2010.

Answer: 40

4. Direct students to answer Questions #4 through #7 with a partner. Walk around the room and answer questions as needed.

Question #3: Using Graph 1, how has the U.S. population changed since 1850?

Answers will vary, but students should note that the number of foreign-born people in the United States was increasing until 1930 and then began to decrease until 1970, when it began increasing again.

Question #4: Using Graph 2, how has the U.S. population changed since 1960?

Answer: The foreign-born population has increased.

Question #5: Using Graph 2, in 2010, which immigrant group was the biggest?

Answer: Latin America and Caribbean

Question #6: Using Graph 4, which states had the largest percentage of foreign-born people in 2010?

Answer: California, Nevada, Texas, Florida, New York, New Jersey, and Delaware

Question #7: Using Graph 3, how have those states changed since 1970? Give an example.

Answers will vary but may include that New York used to have the highest percentage of foreign-born people, but now California has the most, or that Texas' population used to be less than 5% foreign-born but now is over 15% foreign-born.

After the Activity—10 Minutes

1. Have student pairs share what they learned by looking at the graphs. Ask them if they think any of the graphs will look different when information from the 2020 Census is added. If so, which graph will look different and why?
2. **Extension question:** How does a diverse population make our community stronger?



Home Extension

Teachers, please read the instructions for the students' homework assignment out loud to the class:

Look up demographic information for your city, using the U.S. Census Bureau's [QuickFacts](https://www.census.gov/quickfacts/fact/table/US/POP645217) (<https://www.census.gov/quickfacts/fact/table/US/POP645217>). Enter your city and then select "Foreign born persons, percent, 2013-2017." Then scroll down to see how the percentage for your city compares to the national average. An example for New York City is provided below.

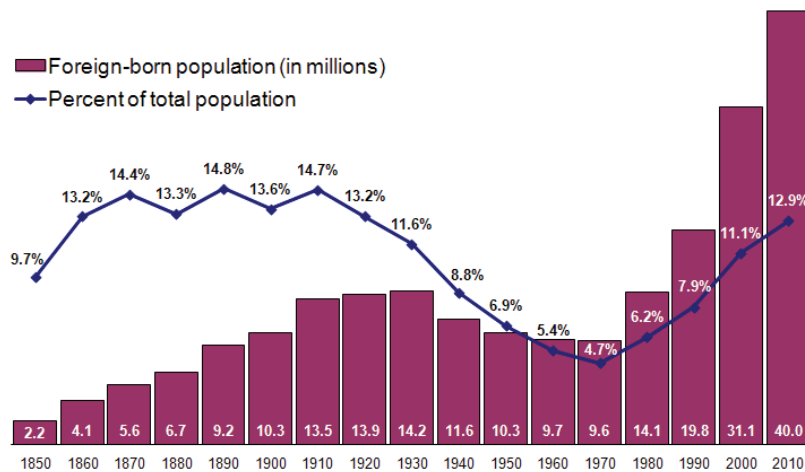




Activity Item: Foreign-Born Populations in the U.S.

Graph 1:

Foreign-Born Population and Percentage of Total Population, for the United States: 1850 to 2010



Source: U.S. Census Bureau, Census of Population, 1850 to 2000, and the American Community Survey, 2010.

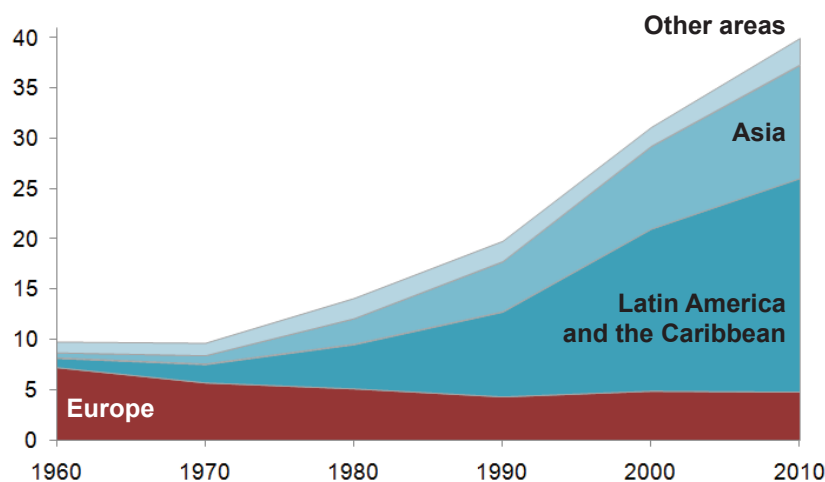
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Graph 2:

Foreign-Born Population by Region of Birth: 1960 to 2010

(Numbers in millions)



Note: Other areas includes Africa, Northern America, Oceania, born at sea, and not reported.
Source: U.S. Census Bureau, Census of Population, 1960 to 2000 and the American Community Survey, 2010.

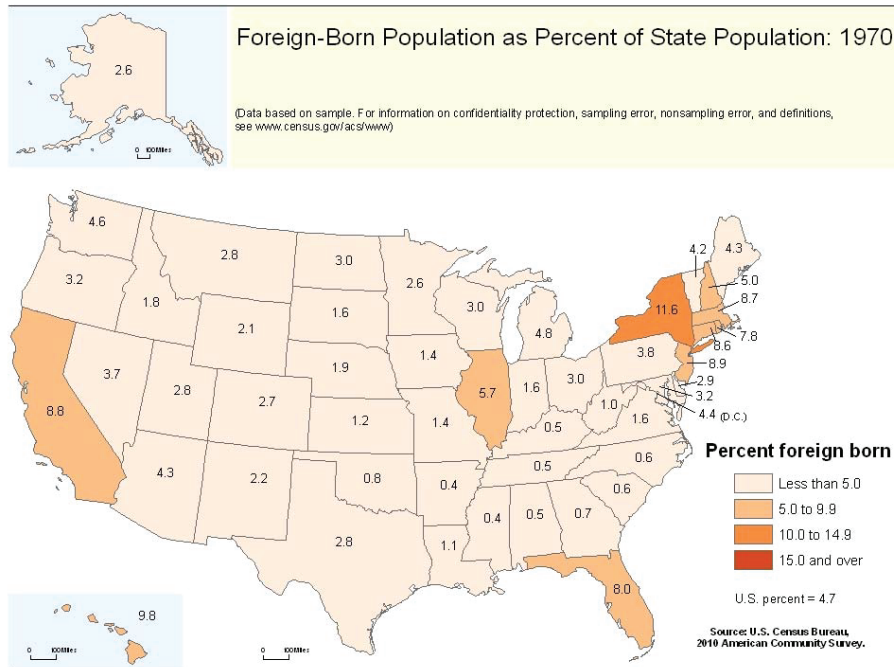
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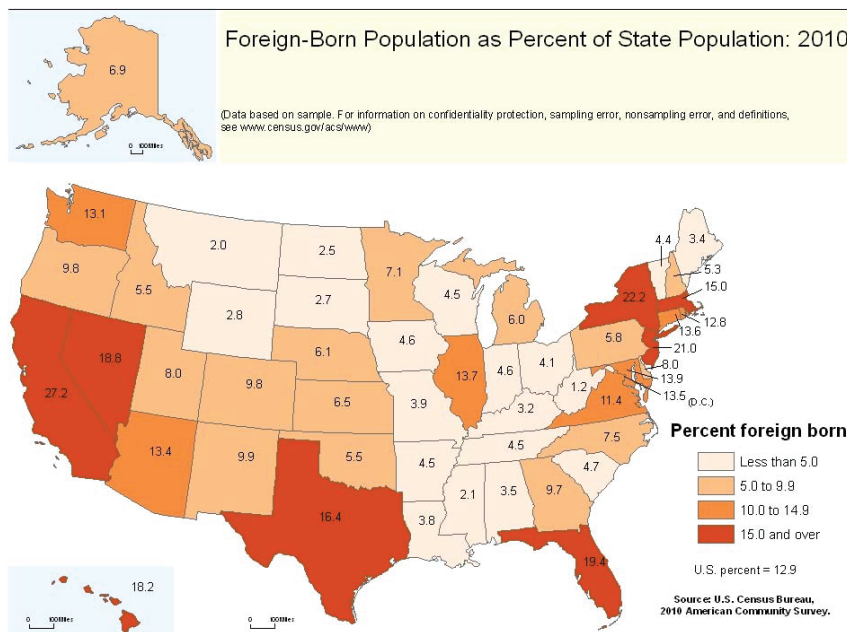


Activity Item: Foreign-Born Populations in the U.S.

Graph 3:



Graph 4:



Source: *U.S. Census Bureau, The Foreign-Born Population in the United States*

https://www.census.gov/newsroom/pdf/cspan_fb_slides.pdf