

What's Next?

Topic(s):

Geography, census,
population

Proficiency Level:

Advanced

Approx. Time Required:

35 minutes

Learning Objectives:

Students will be able to:

- Analyze U.S. Census Bureau data to plan for their futures.
- Understand how their recent responses to the U.S. census affect the country.

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
- Computers with internet access for every student
 - An additional option is to guide the class through this lesson, using a projector or smartboard at the front of the room.
 - If technology is not available at all in the classroom, teachers can select a sample city and print out the data from QuickFacts, or teachers can use the sample data provided at the end of this teacher’s guide.
- [The West and South Lead the Way](https://www.census.gov/library/visualizations/2018/comm/subcounty-estimates.html) (https://www.census.gov/library/visualizations/2018/comm/subcounty-estimates.html)
- [QuickFacts](https://www.census.gov/quickfacts/fact/table/US/PST045218) (https://www.census.gov/quickfacts/fact/table/US/PST045218)
- [The 15 Fastest-Growing Cities](https://www.census.gov/library/visualizations/2019/comm/15-fastest-growing-cities.html) (https://www.census.gov/library/visualizations/2019/comm/15-fastest-growing-cities.html)

Worksheet Description

Adult students will learn how they can use census statistics to find information about different cities across the country. They will consider such factors as educational opportunities, which cities or states have the best job opportunities for people in particular professions, and the average salaries and median age in those professions.

Before the Activity—10 Minutes

1. Share with students that today the class will be talking about our hopes and dreams for our futures. Tell students, “Since we will be talking about what we wish would happen in the future, we will often be using the conditional tense.”
 - Write a reminder on the board, showing how to construct the conditional: subject + *would* + verb (for example, “I would like to live in California.”).
2. Students will be doing “Rapid Rounds” (similar to “Speed Dating”) to share with several different people in the class and get a chance to practice conversation. Read through the questions below to ensure that students understand and are comfortable with them. Doing this will also ensure that the students are comfortable with the vocabulary used in the lesson.



Have your students sit in two rows of chairs facing each other: Row A and Row B. Read the first question and give students one minute (30 seconds for each partner) to answer it. Then prompt the students to thank their partner and ask members of Group B to move one seat to the right, to sit across from a new partner. (The last student in Row B will move to the first seat.) Read the next question and repeat this process. This activity will continue until all questions have been asked. Here are the questions:

- If you could live in any city in the United States, where would you live?
- How much do you think it would cost to live in this city?
- If you could have any job in the United States, what would it be?
- What sort of education or training would you need for that job?
- What salary do you think you would make in this job?

3. Direct students back to their desks. Explain that today we are going to learn how we can use U.S. census data to help us plan the future for us and our families.

During the Activity—20 Minutes

1. Model how to use the computer to examine [The West and South Lead the Way](#), [The 15 Fastest-Growing Cities](#), and [QuickFacts](#).

Teacher Tip: Show students how to view two cities side by side by searching for and selecting the appropriate city in the search bar at the top left of the screen. This will make it easier for students to compare different places. Students can view their current city (e.g., Boston) with another city (e.g., Houston) to compare factors such as median household income, median rent, and population demographics.

2. Now ask students to answer the questions on the student worksheets, using the Census Bureau information as a reference point.

Question #1: Based on the data you find in QuickFacts or The 15 Fastest-Growing Cities graphic at the end of your student activity, where would you like to live? Why?

Question #2: Based on population data found in QuickFacts, is the city where you would like to live growing? If so, at what rate?

Question #3: Based on the data found in QuickFacts, what industry, or type of work, is the largest in the city where you would like to live?



Question #4: How much money does the industry you are interested in bring in?

Question #5: What is the median cost of rent in the city where you would like to live? What is the median cost of owning a home?

Question #6: How might transportation options and the mean travel time to work (found using QuickFacts) in your target city affect your decision?

After the Activity—5 Minutes

Give students the opportunity to share their findings with a partner. Then orient the class discussion around the following questions:

- What did you learn from the Census Bureau data about your chosen city?
- Should people move to this city? Why or why not? (Prompt students to answer by citing statistics about cost of living, job opportunities, demographics, and so on.)
- Why is it important for us to fill out the 2020 Census? Why is this data important?

Home Extension

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

Show the tools you learned how to use in class to a friend or a member of your family who is planning for his or her future. Then guide that person through how to use the tools to help them plan for their future.

Sample Data if Technology Is Not Available

Fact	Houston city, Texas	Boston city, Massachusetts	Seattle city, Washington	Kansas city, Missouri	Fort Lauderdale city, Florida	United States
Population						
Population estimates, July 1, 2018, (V2018)	2,325,502	694,583	744,955	491,918	182,595	327,167,434
Population estimates base, April 1, 2010, (V2018)	2,093,615	617,786	608,666	459,937	165,763	308,758,105
Population, percent change - April 1, 2010 (estimates base) to July 1, 2018, (V2018)	11.1%	12.4%	22.4%	7.0%	10.2%	6.0%
Population, Census, April 1, 2010	2,099,451	617,594	608,660	459,787	165,521	308,745,538
Age and Sex						
Persons under 5 years, percent	7.8%	5.2%	4.9%	7.0%	5.2%	6.1%
Persons under 18 years, percent	25.1%	16.3%	15.3%	23.1%	18.3%	22.4%
Persons 65 years and over, percent	10.1%	11.0%	12.1%	12.4%	16.7%	16.0%
Female persons, percent	49.9%	51.9%	49.8%	51.3%	47.5%	50.8%



Race and Hispanic Origin						
White alone, percent	58.5%	52.8%	68.6%	60.3%	62.2%	76.5%
Black or African American alone, percent	22.9%	25.3%	7.1%	28.7%	32.0%	13.4%
American Indian and Alaska Native alone, percent	0.3%	0.4%	0.6%	0.4%	0.2%	1.3%
Asian alone, percent	6.7%	9.5%	14.5%	2.8%	1.5%	5.9%
Native Hawaiian and Other Pacific Islander alone, percent	0.1%	0.0%	0.4%	0.1%	0.0%	0.2%
Two or More Races, percent	2.0%	4.9%	6.6%	3.3%	1.9%	2.7%
Hispanic or Latino, percent	44.5%	19.4%	6.5%	10.2%	17.8%	18.3%
White alone, not Hispanic or Latino, percent	24.9%	44.9%	65.3%	55.5%	48.1%	60.4%
Population Characteristics						
Veterans, 2013-2017	71,749	16,221	29,816	26,439	9,335	18,939,219
Foreign born persons, percent, 2013-2017	29.2%	28.3%	18.0%	7.8%	23.8%	13.4%
Housing						
Owner-occupied housing unit rate, 2013-2017	43.3%	35.3%	46.5%	54.0%	52.4%	63.8%
Median value of owner-occupied housing units, 2013-2017	\$149,000	\$455,100	\$537,800	\$139,900	\$297,200	\$193,500
Median selected monthly owner costs -with a mortgage, 2013-2017	\$1,533	\$2,293	\$2,388	\$1,318	\$1,925	\$1,515
Median selected monthly owner costs -without a mortgage, 2013-2017	\$511	\$776	\$754	\$463	\$763	\$474
Median gross rent, 2013-2017	\$940	\$1,445	\$1,377	\$862	\$1,181	\$982
Families & Living Arrangements						
Households, 2013-2017	838,950	263,229	314,850	198,935	73,657	118,825,921
Persons per household, 2013-2017	2.66	2.36	2.11	2.35	2.37	2.63
Living in the same house 1 year ago, percent of persons age 1 year+, 2013-2017	80.6%	79.5%	76.9%	80.8%	80.5%	85.4%
Language other than English spoken at home, percent of persons age 5 years+, 2013-2017	48.1%	37.6%	21.0%	12.0%	28.6%	21.3%



Computer and Internet Use						
Households with a computer, percent, 2013-2017	85.2%	88.2%	93.4%	85.7%	89.0%	87.2%
Households with broadband Internet subscription, percent, 2013-2017	74.2%	81.4%	87.2%	75.7%	78.8%	78.1%
Education						
High school graduate or higher, percent of persons age 25 years+, 2013-2017	77.9%	86.1%	94.2%	89.1%	86.8%	87.3%
Bachelor's degree or higher, percent of persons age 25 years+, 2013-2017	31.7%	47.4%	61.7%	33.5%	34.9%	30.9%
Health						
With a disability, under age 65 years, percent, 2013-2017	6.6%	8.7%	6.2%	9.7%	9.1%	8.7%
Persons without health insurance, under age 65 years, percent	26.4%	4.2%	6.7%	15.1%	20.4%	10.2%
Economy						
In civilian labor force, total, percent of population age 16 years+, 2013-2017	67.7%	68.8%	72.7%	68.3%	65.6%	63.0%
In civilian labor force, female, percent of population age 16 years+, 2013-2017	59.5%	66.2%	68.7%	64.4%	61.4%	58.2%
Total accommodation and food service sales, 2012 (\$1,000)	7,746,585	4,409,241	3,164,114	1,630,048	1,934,420	708,138,598
Total health care and social assistance receipts/revenue, 2012 (\$1,000)	23,365,238	16,734,496	10,544,194	5,060,279	2,431,845	2,040,441,203
Total manufacturers shipments, 2012 (\$1,000)	53,787,073	3,334,504	5,200,165	8,635,055	974,986	5,696,729,632
Total merchant wholesaler sales, 2012 (\$1,000)	322,772,620	7,074,780	12,790,526	14,577,576	4,332,169	5,208,023,478
Total retail sales, 2012 (\$1,000)	41,589,435	7,885,597	40,037,940	7,537,341	4,045,258	4,219,821,871
Total retail sales per capita, 2012	\$19,247	\$12,389	\$63,098	\$16,233	\$23,692	\$13,443
Transportation						
Mean travel time to work (minutes), workers age 16 years+, 2013-2017	27.0	30.4	27.5	21.8	26.4	26.4



Income & Poverty						
Median household income (in 2017 dollars), 2013-2017	\$49,399	\$62,021	\$79,565	\$50,136	\$52,315	\$57,652
Per capita income in past 12 months (in 2017 dollars), 2013-2017	\$30,547	\$39,686	\$51,872	\$29,742	\$39,601	\$31,177
Persons in poverty, percent	21.2%	20.5%	12.5%	17.3%	19.3%	12.3%
Businesses						
All firms, 2012	260,347	59,268	83,323	39,486	32,917	27,626,360
Men-owned firms, 2012	134,236	33,543	42,430	20,191	18,776	14,844,597
Women-owned firms, 2012	102,813	19,390	29,617	14,564	10,717	9,878,397
Minority-owned firms, 2012	155,654	17,686	16,547	9,979	11,096	7,952,386
Nonminority-owned firms, 2012	95,726	37,403	61,836	27,421	20,393	18,987,918
Veteran-owned firms, 2012	20,817	4,569	5,959	3,514	2,962	2,521,682
Nonveteran-owned firms, 2012	229,093	50,282	72,684	33,138	28,417	24,070,685
Geography						
Population per square mile, 2010	3,501.5	12,792.7	7,250.9	1,459.9	4,761.1	87.4
Land area in square miles, 2010	599.59	48.28	83.94	314.95	34.77	3,531,905.43

Source: U.S. Census Bureau, QuickFacts

<https://www.census.gov/quickfacts/fact/table/fortlauderdalecityflorida,kansascitymissouri,seattlecitywashington,bostoncitymassachusetts,houstoncitytexas,US/PST045218>