

Name _____

Featured Activity: How the Census Impacts My Community

Read Article 1, Section 2 of the Constitution with your class.

Representatives and direct Taxes shall be apportioned among the several States which may be included within this Union, according to their respective Numbers The actual Enumeration shall be made within three Years after the first Meeting of the Congress of the United States, and within every subsequent Term of ten Years, in such Manner as they shall by Law direct.

1. What was the purpose of the census, as written into the Constitution?

2. Complete the following table, using data from [data.census.gov](https://data.census.gov/cedsci/all?q=B14007&hidePreview=false&tid=ACSDT1Y2018.B14007) (https://data.census.gov/cedsci/all?q=B14007&hidePreview=false&tid=ACSDT1Y2018.B14007).

Number of People in the U.S. 3 Years or Older	Number of People in My State 3 Years or Older	Number of High School Students in the U.S.	Number of High School Students in My State	High School Students in the U.S. (% of total population 3 years or older)	High School Students in My State (% of total population 3 years or older)
314,060,763					



3 **Class Census Questions:** Record the eight questions for your class census below.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

4. Explain how your group would allocate the grant money. Use supporting evidence from the data collected in the class census to defend your choice(s). Note that the money does not all need to go to one place; it can be used to support as many different initiatives as you'd like. If you do choose more than one initiative, note what percentage of the money you would allocate to each initiative.

Home Extension

Take your student worksheet home and share it with an adult in your home, highlighting which ideas your class would implement if given a \$50,000 grant. Ask them which areas they would like to see funding go to within your community and ask who will be completing the census for your household in 2020.

