



Elementary
School

Parent/Caregiver Toolkit

Easy At-Home Learning With Statistics in Schools

Free. Engaging. Easy to access.

No teaching experience required.

United States®
Census
Bureau



STATISTICS
IN SCHOOLS



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As parents and caregivers, we're all doing our best to juggle responsibilities like running a household, working, caring for and teaching our children, and taking care of other loved ones. Each of us is working hard to ensure that the children we care for get the academic support they need.

The U.S. Census Bureau's Statistics in Schools (SIS) program can help.

Statistics in Schools – For Use at Home

Statistics in Schools offers more than 200 free learning activities and resources for children in **pre-K through 12th grade**, using data provided by the Census Bureau. Although originally created for teachers to use in classrooms, these resources are easily adapted for use at home to keep kids entertained and learning. Here's why:

- All the resources are free.
- All resources are easy to access and download.
- Teachers created the resources to ensure that each one is educational and age-appropriate.
- You don't need teaching experience to use them.
- Easy-to-follow instructions are provided for every activity along with ways to adapt the resources for at-home use.
- Many activities are interesting for both children and adults. (You'll learn something new too!)
- Engaging videos are available for all ages.
- The activities provide opportunities for you and your children to learn together and for children to work independently.
- Interactive data tools enable children to explore on their own.
- Preschool activities are available in both English and Spanish.

Learning Benefits

You can use these SIS activities and resources with the children in your home to:

- Help them learn how to find, understand, and use data.
- Deepen their knowledge of math, English, geography, history, and other subjects.
- Learn about the census and the importance of counting everyone.

How To Use SIS Activities and Resources

This toolkit describes two types of materials: **Quick and Easy Resources** and **Activities**. The entry for each resource and activity includes tips to help you easily adapt it for use at home.

- **Quick and easy resources** include videos, maps, and other fun materials that can be used alone or to enhance the activities.
- **Activities** are lessons that you can teach your children. Each activity includes a teacher version or teaching guide and a student worksheet. The teaching guide provides all the information you need to do the lesson, including a list of materials and an estimate of how long the lesson will take.

Find more resources at census.gov/schools.

Best Practices To Support At-Home Learning

Whether you're a seasoned pro or brand new to teaching children at home, the following strategies can help set up you and the children in your home for success. These tips are provided by educators and parents who home-school their children. The information can be helpful for you to consider prior to getting started with SIS resources.

1 Find a Good Learning Spot

Just as you may have a specific area of the home in which you work, it's important to create a similar space for your child. Find a quiet, comfortable, and dedicated space that is strictly for learning. If possible, this space should be different from where your child normally plays and should be free of distractions like television. If a dedicated space is not possible, consider ways to help children focus like clearing away toys and turning off the television to prevent distractions.

2 Make a Schedule

Most kids thrive on routine. A schedule helps children know what to expect. Talking with the child in your home about the schedule each day can be especially helpful for little ones who love to check things off as they go. The great thing about SIS resources is that they can support a variety of subjects and be incorporated into the schedule you have already established. For example, if you already have reading time in your schedule, you can use our resource that has students reading questions from old census questionnaires. Or watch our "Everyone Counts" singalong video during math time and practice counting the number of people in each home.

3 Prepare Your Materials in Advance

Getting kids to stay focused can be challenging. To maximize the time you spend with your child,

have all the materials for each activity ready to go before you start. Read through the teaching guide to see what websites you may need to visit and have them open in your browser. In most cases, you can have a child read the activity on the screen and write down answers, but feel free to print the worksheet if preferred. Gather any other materials that are listed in the teaching guide. The great thing is that all the materials are common items that most of us have at home.

4 Be Part of the Fun

Model what it looks like to get excited about learning new things. For younger learners, get ready to exclaim, "I never knew that!" or "What a cool fact about our country!" Your excitement for learning will boost children's enthusiasm for learning and for using SIS resources.

5 Connect With Others

Be creative about connecting with other parents and caregivers and helping your child connect with other children. For example, host a video chat with a group of parents who are also using SIS resources and talk through how you have used them at home and what has worked for you. Set up a video call for a group of children who are doing the same activities to talk through their answers on the student worksheet. Have your child use the phone, email, or video chat to do the Home Extension assignment at the end of each activity with extended family members.

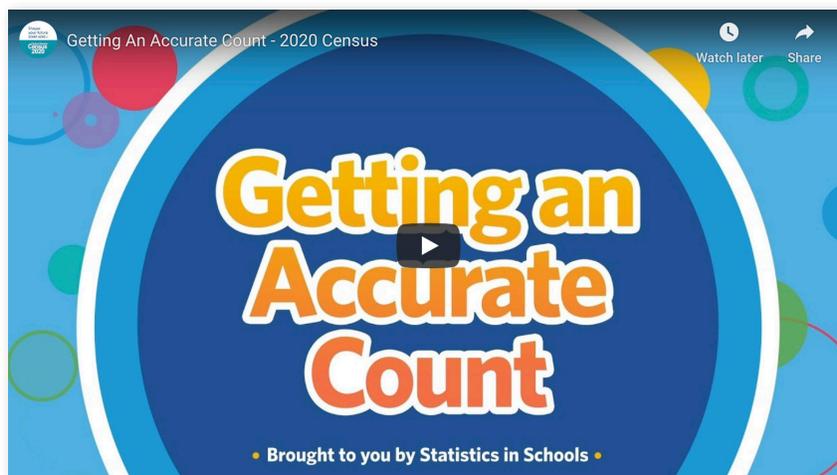
Find More!

The following activities are adapted for at-home use, but feel free to explore more great home and distance learning activities on the SIS [website](#).

Quick and Easy Resources

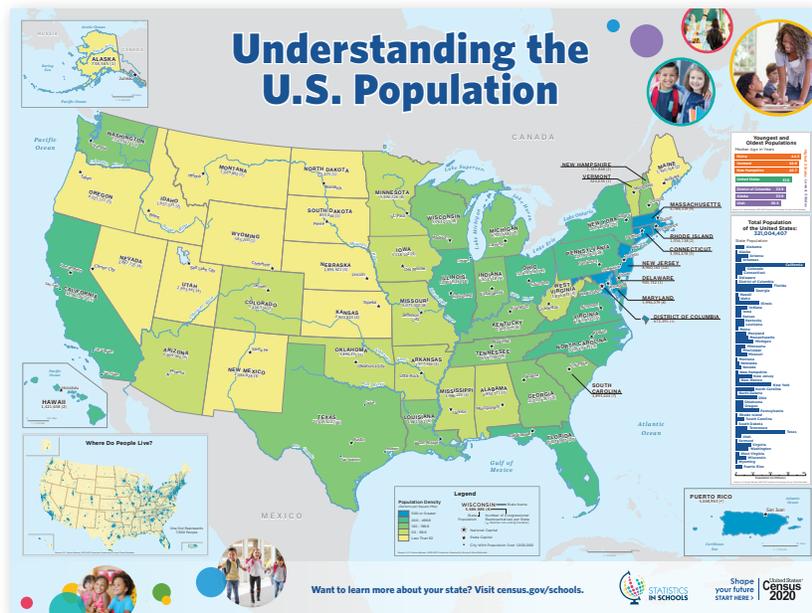
Getting an Accurate Count

- **URL:** www.census.gov/programs-surveys/sis/resources/videos/getting-an-accuratecount.html
- **Approximate Time Required:** 15 minutes
- **Description:** This fun, animated video helps young children in your home build on simple concepts like counting and school attendance and learn about the census and its importance.
- **At-Home Adaptation:**
 - Have your child watch the video with you. Afterward, ask them to tell you why they think it is important to have an accurate count of everyone who lives in the U.S.
- **Extension:**
 - Have your child draw a picture of each person who lives in your home. They can add pets to the picture too. Then, have your child count the number of people in your home and write that number down.
 - Tell your child a story about a time when it was important for you to count correctly. For example, you might have needed to know how many people were coming to a birthday party so you would know how many cupcakes to make.



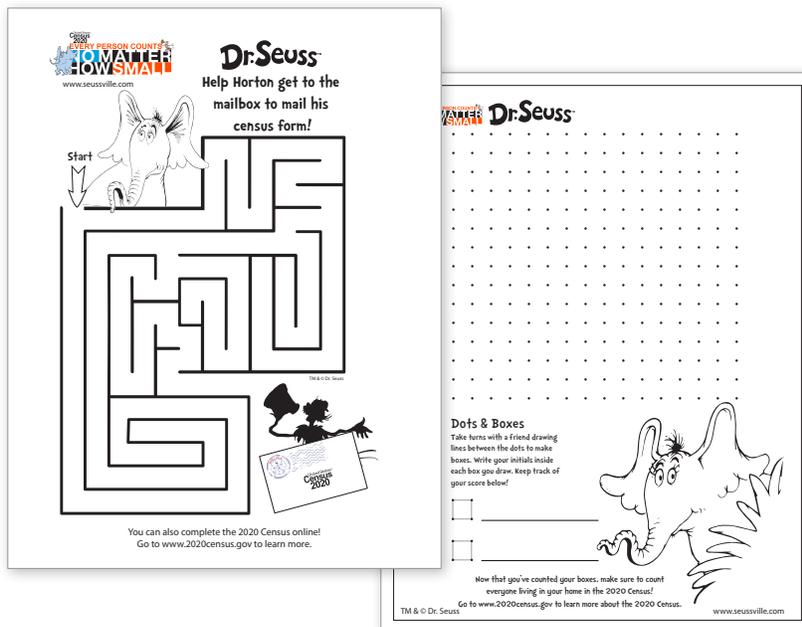
SIS Elementary School Map: Understanding the U.S. Population

- **URL:** www.census.gov/programs-surveys/sis/2020census/2020-resources/2020-maps/understanding-us-pop-elementary.html
- **Approximate Time Required:** 20 minutes
- **Description:** This map for elementary students shows data from all 50 states. To help them better understand the U.S. population and see where their state fits in, the map shows data on state populations, population density (the number of people per square mile), and more.
- **At-Home Adaptation:**
 - Have your child look at the U.S. population map with you. Teach them how to use a key by asking them what the different colors of the states tell you.
- **Extension:**
 - Have your child pretend to be a travel agent. Ask them, "How would you encourage people to visit our state?" Have them use the map to find interesting information about your state, and remind them to be persuasive.
 - Have your child create a poster for your state using the U.S. Census Bureau's **State Facts for Students**. On the poster, have them highlight interesting facts such as the state population, capital, flower, tree, and bird.



Dr. Seuss Coloring Pages

- **URL:** www.census.gov/programs-surveys/sis/2020census/2020-resources/pre-k/dr-seuss-coloring-pages.html
- **Approximate Time Required:** 10-20 minutes
- **Description:** Have your children explore the coloring pages created by our partners at Seussville that help explain to them the importance of the census.
- **At-Home Adaptation:**
 - If you can't print the Dr. Seuss coloring pages, you can make your own Dr. Seuss "Who house" picture by helping your child draw everyone who lives in your home.
 - Choose a few coloring pages that interest your child and complete the activities together. Discuss with your child how every person is valued and important. Explain that everyone deserves to be counted (no matter how small) in the census.
- **Extension:**
 - Read some of the wonderful books by Dr. Seuss that help children learn to count, such as "Ten Apples Up on Top!" and "Dr. Seuss's 1 2 3."
 - After your child colors the I Make a Difference page, ask them to write a few sentences about how they make a difference.



The Amazing Apportionment Machine Warm-Up Activity

- **URL:** www2.census.gov/programs-surveys/sis/resources/apportionment-machine-warm-up.pdf
- **Approximate Time Required:** 5-10 minutes
- **Description:** The animated video and worksheet teach the children in your home that apportionment is the process of dividing the seats in the House of Representatives among the 50 states based on the population data collected during the decennial census.
- **At-Home Adaptation:**
 - No at-home adaptation is needed. The child should watch the video and answer the questions.
- **Extension:**
 - Take 5-10 minutes to have your child do an additional warm-up activity called the **Apportionment Map**. Have your child pretend to be a news reporter and create a video using a camera phone or computer as they report what they learned from the map.
 - Ask your child to create a poster that shows how apportionment works. Get creative and have children use materials such as old magazines to cut out pictures and make a collage. Your child can then pretend to be a teacher and teach siblings or an adult in the home how apportionment works and why it is important.
 - Ask your child to find the name of the representative from your district and a little bit of background information on that person.
 - Have your child identify the population of your state and the number of congressional representatives it has.



Fun Facts

- **URL:** www.census.gov/programs-surveys/sis/resources/fun-facts.html
- **Approximate Time Required:** 10-15 minutes per worksheet
- **Description:** This series of informative worksheets teaches the children in your home about a variety of holidays and special observances.
- **At-Home Adaptation:**
 - Download a Fun Facts page that interests your child. Then read it together and share two to three interesting facts.
- **Extension:**
 - Host a weeklong celebration of holidays and special observances for the children in your home by choosing a different fact sheet each day. Or have your child choose just one holiday to celebrate on a single day. Help your child conduct an internet search for information about how people around the world celebrate that special day or season.
 - Use the teaching guide for each Fun Fact activity to get ideas for additional activities for each highlighted holiday or special observance. Examples include creating a mural that illustrates why your child loves the Earth and writing about what your child imagines the first Thanksgiving looked like.

Fun Facts: African American (Black) History Month

Origin of African American History Month

American historian Carter G. Woodson established Black History Week (then called "Negro History Week") in recognition of African Americans. It was first celebrated during the second week of February in 1926 to aid Lincoln, Frederick Douglass, and abolitionist Frederick Douglass (February 14) in 1976, as part of the nation's bicentennial. Since then, U.S. presidents have proclaimed February as National African American History Month.

Population of African Americans

About 46 million - The number of African Americans in the United States in 2015. These people live among the highest percentage of African American residents.

- **46%** Born in Columbia
- **38%** Non-Hispanic

What's the Age?

Roughly 34 - Median age of the African American population in 2015.

Educational Attainment

Of the Black American population 25 years and older:

- About 1 out of 10 (10%) have less than a high school diploma.
- About 3 out of 10 (30%) are high school graduates (not completed).
- About 3 out of 10 (30%) have some college.
- About 7 out of 10 (70%) have a bachelor's degree or higher.

Occupations

Held by African Americans 16 years old and older:

- About 3 out of 10 (30%) work in management, professional, and related occupations.
- About 2 out of 10 (20%) work in service occupations.
- About 2 out of 10 (20%) work in sales and office occupations.
- About 1 out of 10 (10%) work in production, transportation, and material moving occupations.

Birthplace Famous African Americans

- **Samuel Johnson** - 18th-century American writer and lexicographer
- **Kanisha Harris** - 17th-century African American abolitionist
- **Martin Luther King Jr.** - 20th-century African American pastor and civil rights leader
- **Gertrude Nash** - 19th-century African American abolitionist
- **Ruby Bridges** - 20th-century African American educator
- **George Washington Carver** - 19th-century African American scientist and inventor

Fun Facts: St. Patrick's Day-March 17

Irish-American Heritage Month

A History of St. Patrick's Day

- In 1993 Congress proclaimed March as Irish-American Heritage Month.
- Originally the holiday was to honor St. Patrick, who introduced Christianity to Ireland in the 5th century. It is now a celebration of all things Irish.
- The world's first St. Patrick's Day parade occurred on March 17, 1762, in New York City.

Golden States of Irish Ancestry

30 million, or nearly 1 out of 10 (10%) - The number of U.S. residents who claimed Irish ancestry in 2015. These states have among the highest percentage of Irish ancestry.

New Hampshire 20% **Massachusetts 19%**

Lucky Charms

Educational Attainment of people of Irish ancestry 25 years and older:

- About 1 out of 10 (10%) have a bachelor's degree or higher.
- One out of 10 (10%) are high school graduates (not completed).

Occupations held by Irish-Americans, 16 years old and older:

- About 1 out of 10 (10%) work in management, business, science, and arts occupations.
- Approximately 2 out of 10 (20%) work in sales and office occupations.

Places with the Luckiest Names

- Dublin city, California (Population - 64,826)
- Clover town, South Carolina (Population - 4,539)
- Emerald Glen town, North Carolina (Population - 3,495)
- Shamrock city, Texas (Population - 1,264)

4-Leaf Clover Word Search

Find 18 words related to St. Patrick's Day and Irish culture.

Everything Irish!

- **20,590** - Estimated number of U.S. residents who speak Irish Gaelic.
- **About 43 years old** - Median age of those who claim Irish ancestry.
- **140** - The number of synthetic eye and pigment manufacturing facilities in the U.S. (No. 100 annual tradition to celebrate St. Patrick's Day, the Chicago river is dyed green).
- **Almost \$65 billion** - Value of goods imported from Ireland in 2015.

National Pet Day Warm-Up Activity

- **URL:** www.census.gov/programs-surveys/sis/resources/warm-up-activities/national_pet_day.html
- **Approximate Time Required:** 5-10 minutes
- **Description:** This activity teaches children about careers in the veterinary and animal care fields. Children learn about the number of veterinary and pet care establishments and paid employees and answer questions about their potential job interests.
- **At-Home Adaptation:**
 - No at-home adaptation is needed.
- **Extension:**
 - Ask your child to choose their favorite book about an animal and then read it with them.
 - Have your child take a survey of friends by telephone or video chat, asking them if they have a pet and what kind. You can ask older elementary students to make a pictograph to show their survey results.



Minute Challenge: National Pet Day

Warm-Up Activity

	Number of establishments	Paid employees	Annual payroll (\$ millions)		Number employed	Median income
 Veterinary services	31,205	353,651	\$13.2B		42,715	\$92,083
 Pet care (except veterinary) services	17,344	99,762	\$2.0B		33,490	\$26,390
 Pet and pet supplies stores	9,751	112,215	\$2.4B		124,837	\$26,243

Source: 2016 County Business Patterns
Note: County Business Patterns statistics only include establishments with paid employees that work full-time, year around.

Source: 2017 American Community Survey

Words to Know:

Veterinarian	Veterinarians help animals stay healthy. If an animal is sick, they figure out what the problem is and then they treat it. They also research the medical conditions and diseases of animals.
Veterinary Assistant, Laboratory Animal Caretaker	Veterinary assistants and laboratory animal caretakers are responsible for helping animals at medical facilities like laboratories, animal hospitals, and clinics. They support the work of scientists and veterinarians.
Nonfarm Animal Caretaker	Nonfarm animal caretakers work in places like pet care establishments, pet stores, animal shelters, zoos, and aquariums. They feed, water, groom, bathe, exercise, and otherwise care for pets and other nonfarm animals.
Median Income	This is the middle income when you put the incomes of all individuals in the United States in order from smallest to biggest.

If you had to be a veterinarian, a veterinary assistant/laboratory animal caretaker, or a nonfarm animal caretaker, which would you choose? List the positives and negatives of your choice in the chart below, using any of the data above to support your points. If you need help making a decision, ask yourself these questions: Which job pays the highest median income? Which job interests you the most, and why? What pet service has the greatest number of establishments and paid employees?

Positives of the job	Negatives of the job

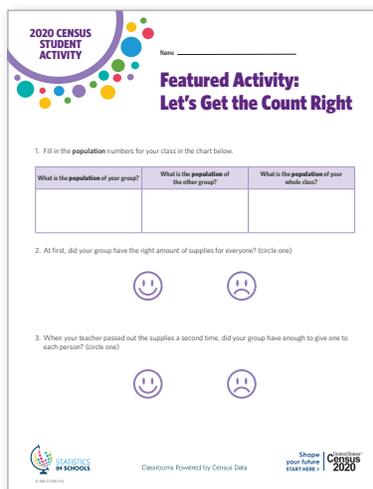
What remaining questions do you have about the facts in the image above?




Activities

Featured Activity: Let's Get the Count Right (Grades K-2)

- **URL:** www.census.gov/programs-surveys/sis/2020census/2020-resources/k-12/get-the-count-right.html
- **Approximate Time Required:** 40 minutes
- **Description:** Use this worksheet with your child to introduce them to the census. This activity helps your child learn basic concepts such as what the U.S. Census Bureau does and how the census helps your community.
- **At-Home Adaptation:**
 - Instead of splitting up the class into two groups of different sizes at the beginning of the lesson, have the children in your home use stuffed animals, toys, or cups to make two groups of different sizes. The activity will then demonstrate why it is important to count accurately to allocate resources accordingly.
- **Extension:**
 - Ask the oldest member of your household to tell your child how old they were the first time they were counted in a census and what year it was. Then ask them what kind of home they lived in, who else lived with them, and how many people would have been counted on their census form.
 - Take a walk or drive through your community and point out resources that were funded by the government based on census data, such as hospitals, schools, parks, and libraries. Talk about why it is important for each community to have enough of these resources to serve the number of people who live there.



2020 CENSUS STUDENT ACTIVITY

Name _____

**Featured Activity:
Let's Get the Count Right**

1. Fill in the **population** numbers for your class in the chart below.

What is the population of your group?	What is the population of the other group?	What is the population of your whole class?

2. At first, did your group have the right amount of supplies for everyone? (Circle one)

😊 😞

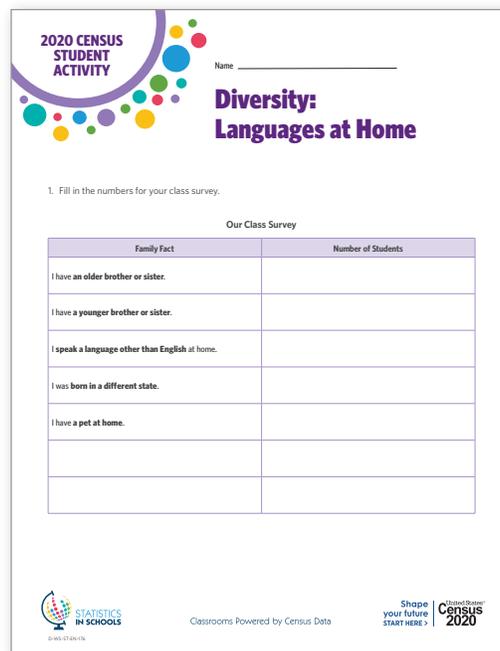
3. When your teacher passed out the supplies a second time, did your group have enough to give one to each person? (Circle one)

😊 😞

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Diversity: Languages at Home (Grades K-2)

- **URL:** www.census.gov/programs-surveys/sis/2020census/2020-resources/k-12/languages-at-home.html
- **Approximate Time Required:** 30 minutes
- **Description:** This worksheet helps your child understand how communities are made stronger by the diversity of their residents. It focuses on simple data points that show the different languages spoken in homes across the country.
- **At-Home Adaptation:**
 - Instead of taking an in-class survey at the beginning of the lesson, have the child call four or five neighbors, friends, or extended family members to complete the survey. Record the answers together.
- **Extension:**
 - Help your child make a list of people you know who speak a language other than English and write the language next to their name.
 - Using a world map and the list of people and languages you created, show your child at least one country where each of those languages is spoken.



2020 CENSUS STUDENT ACTIVITY

Name _____

Diversity: Languages at Home

1. Fill in the numbers for your class survey.

Our Class Survey

Family Fact	Number of Students
I have an older brother or sister.	
I have a younger brother or sister.	
I speak a language other than English at home.	
I was born in a different state.	
I have a pet at home.	

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Creating and Taking a Survey (K-2)

- **URL:** www.census.gov/programs-surveys/sis/2020census/2020-resources/k-12/creating-taking-survey.html
- **Approximate Time Required:** 35 minutes
- **Description:** The activity will help your child learn how surveys work, why they are useful, and how to create and conduct their own. The activity will show them how the decennial census is like a survey of all people in the country.
- **At-Home Adaptation:**
 - Instead of surveying the class, have your child survey members of your household. Then help your child call other family members and friends to ask them the survey questions.
- **Extension:**
 - Have your child explore the [State Facts for Students](#) interactive map. Review the information for your state and have your child find one or two interesting facts.
 - Take it one step further and have your child review the information for another state and find one or two interesting facts. Your child could pick a state where family members or friends live or a state they want to visit.

2020 CENSUS STUDENT ACTIVITY Name: _____

Creating and Taking a Survey

1. Follow your teacher's instructions to collect data about the students in your class.

Question	5 or younger	6 or 7	8 or older
How old are you?			
Total			

Question	Dog	Cat	Fish	Other	None
Do you have a pet at home?					
Total					

Question	2	3	4	5	6 or more
How many people live in your home?					
Total					

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Featured Activity: Population Change Over Time (Grades 3-4)

- **URL:** www.census.gov/programs-surveys/sis/2020census/2020-resources/k-12/population-change-over-time.html
- **Approximate Time Required:** 35 minutes
- **Description:** This activity helps your child understand what the U.S. Census Bureau does and how the decennial census benefits their family and community.
- **At-Home Adaptation:**
 - Instead of splitting up the class into two groups, help your child use toys, game pieces, or other items to make two groups.
- **Extension:**
 - Help your child think about how old they will be for the next census in 2030. Then have them draw a picture of what they think their future self will look like and what they think they will be doing (for example, studying in college, working, or living in a new place).
 - Have your child create a bar graph to show their survey data and then share their results with others in the home.

**2020 CENSUS
STUDENT
ACTIVITY**



Name _____

Featured Activity: Population Change Over Time

1. Record the data for your state and another state, using **Activity Item 2: State Population Data Table**.

Data Category	In 1890 ...	In 1950 ...	In 2010 ...
My state's population			
(state's) population			

2. Graph your census data!

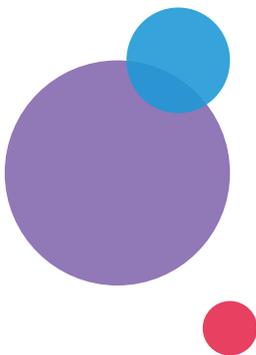


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Diversity: Differences in Communities (Grades 3-4)

- **URL:** www.census.gov/programs-surveys/sis/2020census/2020-resources/k-12/differences-in-communities.html
- **Approximate Time Required:** 30 minutes
- **Description:** Your child will learn what it means to have a diverse country. First, they will explore the idea of diversity. Then your child will look at diversity in your state and in South Dakota, Texas, and New Jersey. If you live in one of these three states, have your child pick a fourth state to look at.
- **At-Home Adaptation:**
 - Instead of working with a partner, your child can work independently or with a sibling (with support from you as needed) to complete the table. They can share their answers with others in the home.
- **Extension:**
 - Have your child ask an adult in your home in what ways they think your community is diverse.
 - Ask your child to draw a picture of your community that highlights its diversity. This could be people of different ages, people outside various places of worship, people of different races, or even the word “hello” in different languages.



**2020 CENSUS
STUDENT
ACTIVITY**

Name _____

Diversity: Differences in Communities

1. Using **Activity Item: Demographics Across the U.S.**, work with a partner to fill in the percentage of people in each category in the table below.

State	American Indian and Alaska Native	Speak a language other than English at home	Bachelor's degree or higher
My State _____			
South Dakota			
Texas			
New Jersey			

2. Which of the states in your table has the highest percentage of ...

American Indians and Alaska Natives? _____

People who speak a language other than English at home? _____

People who have a bachelor's degree or higher? _____

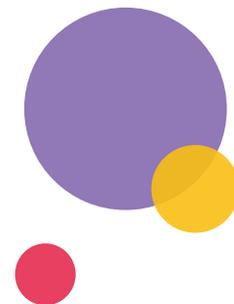


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Apportionment (Grades 3-4)

- **URL:** www.census.gov/programs-surveys/sis/2020census/2020-resources/k-12/apportionment-grade-3-4.html
- **Approximate Time Required:** 40 minutes
- **Description:** Your child will learn how changes in population across states affect how your community is represented in the U.S. House of Representatives and why an accurate count of the population every 10 years is important. After looking at the results of the 2000 Census and the 2010 Census, your child will predict the results of the 2020 Census in your state.
- **At-Home Adaptation:**
 - Instead of dividing into three groups and voting on an issue, talk through the scenario with your child and draw groups of unequal size for the child to see on a piece of paper. Follow steps 2-6 in the teacher version to show the importance of apportionment.
- **Extension:**
 - For this activity, have everyone living in your home decide something as a group—for example, what to eat for dinner or where to go on your next group outing. For the first round of voting, tell your child that the adults represent everyone in the household. They will listen to the opinions of every person in the home, but only the adults will vote. For the second round, tell your child that each person is a representative and everyone gets to vote. Then move to the next part of the activity.
 - Have the child record a short video explaining the definition of apportionment and answering questions 2 and 3 about changes in your state's population and number of representatives.



2020 CENSUS STUDENT ACTIVITY Name _____

Apportionment

1. Fill in your state's name. Then fill in the table below, using population and apportionment data in *Activity Home U.S. Apportionment Data*, located on page 3 of your student worksheet.

State name: _____

Year	Total U.S. Apportionment Population	Apportionment Population in My State	Number of Representatives in My State
2000	284,424,077		
2010	309,883,463		

Source: U.S. Census Bureau. www.census.gov
<https://www.census.gov/programs-surveys/sis/2020census/2020-resources/k-12/apportionment-grade-3-4.html>
https://www.census.gov/population/apportionment/2010/documents/by_state/2010pop.pdf

2. Based on the trend in your chart, do you predict that your state's population will increase or decrease in 2020? Why?

Diversity: Languages Spoken in the United States (Grades 5-6)

- **URL:** www.census.gov/programs-surveys/sis/2020census/2020-resources/k-12/languages-spoken-united-states.html
- **Approximate Time Required:** 45 minutes
- **Description:** Your child will learn how communities are made strong by having a broad diversity of residents. The worksheet shows simple data points on the number of people across the country who speak only English at home and the number who speak a language other than English at home.
- **At-Home Adaptation:**
 - No at-home adaptation is needed. Children can work through the worksheet with parent or caregiver guidance.
- **Extension:**
 - Ask your child to make a list of people they know or favorite celebrities or sports players who speak a language other than English and to write the language next to the person's name. Then have your child add their own name to the list along with the language they speak.
 - Ask your child to show you on a world map at least one country where each of the languages on their list is spoken.

**2020 CENSUS
STUDENT
ACTIVITY**



Name _____

Diversity: Languages Spoken in the United States

1. Summarize the class discussion about what diversity means.

2. Calculate the percentage of the population that speaks only English and a language other than English at home for the United States in 2010 and 2017.

Area and year	Total population 5 years and older	Speak only English at home (number of people)	Speak a language other than English at home (number of people)	Speak only English at home (% of population)	Speak a language other than English at home (% of population)
U.S., 2010	289,275,746	229,673,350	59,542,396		
U.S., 2017	305,924,009	239,338,713	66,592,306		

Source: U.S. Census Bureau, 2010 American Community Survey 1-Year Estimates and 2017 American Community Survey 1-Year Estimates
 2010: <https://data.census.gov/tables/?y=2010&tid=AC120712010#allgeographies>
 2017: <https://data.census.gov/tables/?y=2017&tid=AC120712017#allgeographies>



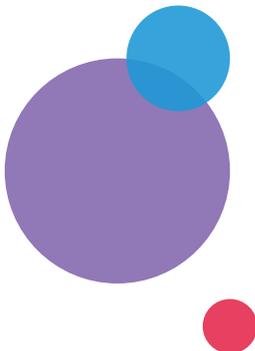
STATISTICS
IN SCHOOLS

Classrooms Powered by Census Data

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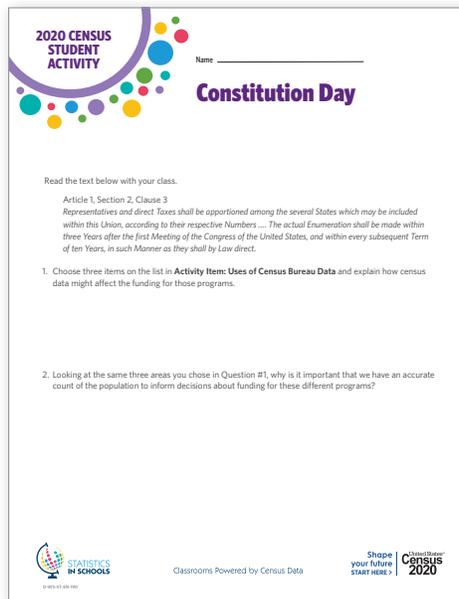


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Constitution Day (Grades 5-6)

- **URL:** www.census.gov/programs-surveys/sis/2020census/2020-resources/k-12/constitution-day.html
- **Approximate Time Required:** 35 minutes
- **Description:** Your child will learn the significance of the U.S. Constitution and Constitution Day, focusing on how the census is called for in the Constitution and why it is conducted every 10 years.
- **At-Home Adaptation:**
 - Instead of splitting up into groups of four, children can work independently or with an adult or another child in your home to come up with a clever idea for an advertisement (audio, video, print, or web) to promote census completion in their community.
- **Extension:**
 - Pick one program from the list provided in this activity and tell your child why you think the program is particularly important to your community. Then ask your child to look at the list of programs that are informed by the census and to pick three that they think are especially important for your community and explain why.
 - Have your child do the **Constitution Day Fun Facts** activity. Have them discuss the two questions found in the teaching guide: Why do you think the founders of the Constitution included a census every 10 years? What do you think could happen in a community where everyone isn't properly counted?



2020 CENSUS STUDENT ACTIVITY

Name _____

Constitution Day

Read the text below with your class.

Article 1, Section 2, Clause 3
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.

- Choose three items on the list in **Activity Item: Uses of Census Bureau Data** and explain how census data might affect the funding for those programs.
- Looking at the same three areas you chose in Question #1, why is it important that we have an accurate count of the population to inform decisions about funding for these different programs?

Next Steps

The fun isn't over yet! Check out the new Home and Distance Learning Activities page for more resources:

www.census.gov/content/census/en/programs-surveys/sis/activities/distance-learning.html

Then do your part by spreading the word about the importance of the census data by:

- Telling your fellow parents and caregivers about this great toolkit and the resources SIS has to offer.
- Reaching out to your child's teachers and administrators to tell them all about the SIS program.

