High School

Parent/Caregiver Toolkit

Easy At-Home Learning With Statistics in Schools

Free. Engaging. Easy to access.
No teaching experience required.

STATISTICS IN SCHOOLS

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United States® Census 2020

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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.
- Explain the 2020 Census and the importance of counting everyone.

THE 2020 CENSUS

Another important thing you can do for and with the children in your home is respond to the 2020 Census—the count of everyone living in the United States. Make sure to count **everyone living with you**, including **children**. Results of the census will help shape resources for children and their communities over the next decade. That includes support for schools, health insurance, hospitals, child care, food assistance, and early childhood development programs. Share this toolkit with your friends and family so others can benefit from these resources and learn the importance of participating in the 2020 Census.

If you haven't responded to the 2020 Census yet, you can respond online at **2020census.gov**. You can also respond by phone, or you can complete and return the census form once you receive it in the mail. Remind your friends and family to respond too.

Respond today.

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 teenagers at home, the following strategies can help set up you and the teenagers in your home for success. These tips are provided by educators and parents who home-school their teenagers. 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 teen. Find a quiet, comfortable, and dedicated space that is strictly for learning. If possible, this space should be different from where your teenager normally hangs out and should be free of distractions like television. If a dedicated space is not possible, consider ways to help your teen focus like putting away phones and turning off the television to prevent distractions.

2 Make a Schedule

Most teenagers thrive on routine. A schedule helps teens know what to expect and it holds them accountable for getting things done. Talking with the teen in your home about the schedule each day can be especially helpful. 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.

3 Prepare Your Materials in Advance

Getting teenagers to stay focused can be challenging. Help your teen get the materials for each activity ready to go before they start. Read through the teaching guide to see what websites they may need to visit and have open in their browser. In most cases, you can have a teen 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. Your excitement for learning will boost a teenager's enthusiasm for learning and for using SIS resources by making connections to your life.

5 Connect With Others

Be creative about connecting with other parents and caregivers and helping your teen connect with other teens. 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 teens who are doing the same activities to talk through their answers on the student worksheet. Have your teen use the phone, email, or video chat to do the Home Extension assignment at the end of each activity with extended family members.

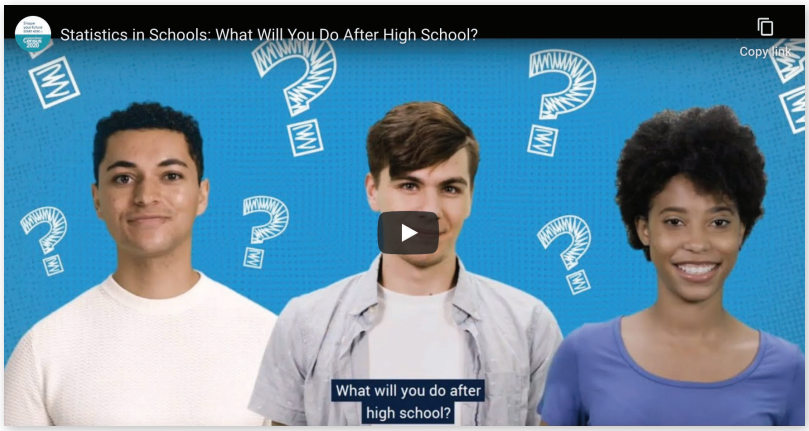
Find More!

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

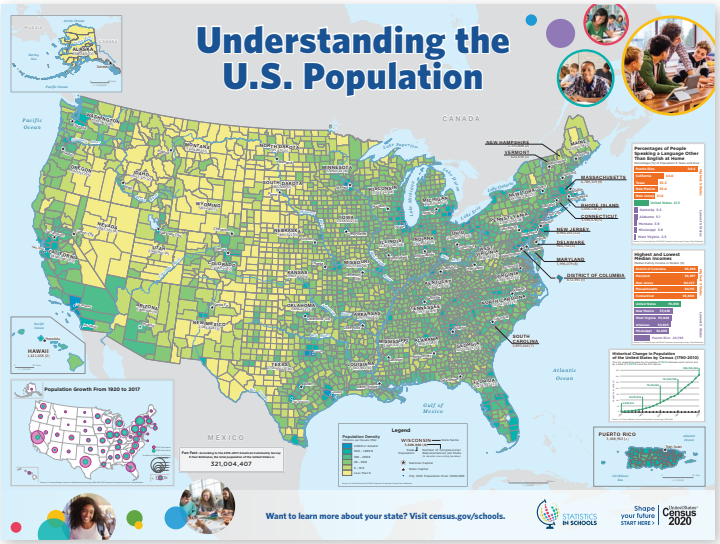
What Will You Do After High School?

- **URL**: **www.census.gov/programs-surveys/sis/2020census/2020-resources/2020-videos/what-will-you-do-after-high-school.html**
- **Approximate Time Required**: 15 minutes
- **Description**: In this video, high school students describe their post-graduation plans and how they are using census data to help them make decisions about their future.
- **At-Home Adaptation**:
  - Watch the video with your teen and then discuss it with them. Ask if they noticed how the teens in the video used data from the census to make informed decisions about their future. Ask your teen about their future plans and the information they think they should research to make informed decisions.
- **Extension**:
  - Have your teen record a short video of themselves with a smartphone, tablet, or computer talking about what they want to do after high school. Challenge them to use at least one piece of census data (see QuickFacts link below), similar to the way the students in the video did. Then have them show their video to others in your home or share it electronically with friends or family members outside your home and talk about using data to make decisions.
  - Have your teen pick two places they would like to live after high school or two communities where they might consider going to college. Have your teen research those communities using the U.S. Census Bureau **QuickFacts** page and then share their findings with you.



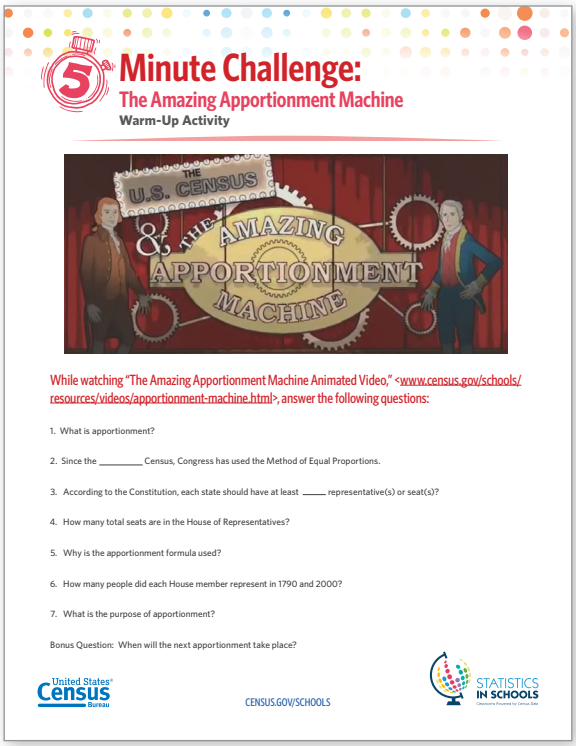
SIS High School Map: Understanding the U.S. Population

- **URL**: **www.census.gov/programs-surveys/sis/2020census/2020-resources/2020-maps/understanding-us-pop-hs.html**
- **Approximate Time Required**: 25 minutes
- **Description**: This map for the high school students in your home provides an overview of all 50 states. It includes data on languages spoken at home, median income, and population growth.
- **At-Home Adaptation**:
  - Have your teen identify where they live on the large map, and then have them answer this question: How does the population density of our county compare to the rest of our state?
- **Extension**:
  - Ask your teen to look at the inset map showing population growth by state and answer these questions: Do you expect our state to have grown more or less than other states since the 2010 Census? What might that mean for the number of electoral votes for our state?
  - Have your teen review the median income graph on the right side of the map. Then have them go to the U.S. Census Bureau **QuickFacts** page to look up the median income in your state and community. Discuss possible factors that might influence median income in the states shown in the graph and in your own state and community. Have your teen divide some of the median income figures by 12 to find a monthly income, and discuss what that income needs to pay for (for example, mortgage or rent, food, utility bills, car payments).



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 will teach the high school students 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**:
  - Have your teen watch the video and complete the worksheet questions.
- **Extension**:
  - Your teen can look up your state's congressional delegation. Have them determine who the representative is for your district and read about that person at **www.congress.gov**.
  - Ask your teen to use the **My Congressional District** data tool to collect two facts from each of six categories—people, workers, housing, socioeconomic, education, business—for their district.



5 Minute Challenge:
The Amazing Apportionment Machine
Warm-Up Activity

While watching "The Amazing Apportionment Machine Animated Video," <www.census.gov/schools/resources/videos/apportionment-machine.html>, answer the following questions:

1. What is apportionment?
2. Since the _____ Census, Congress has used the Method of Equal Proportions.
3. According to the Constitution, each state should have at least _____ representative(s) or seat(s)?
4. How many total seats are in the House of Representatives?
5. Why is the apportionment formula used?
6. How many people did each House member represent in 1790 and 2000?
7. What is the purpose of apportionment?

Bonus Question: When will the next apportionment take place?

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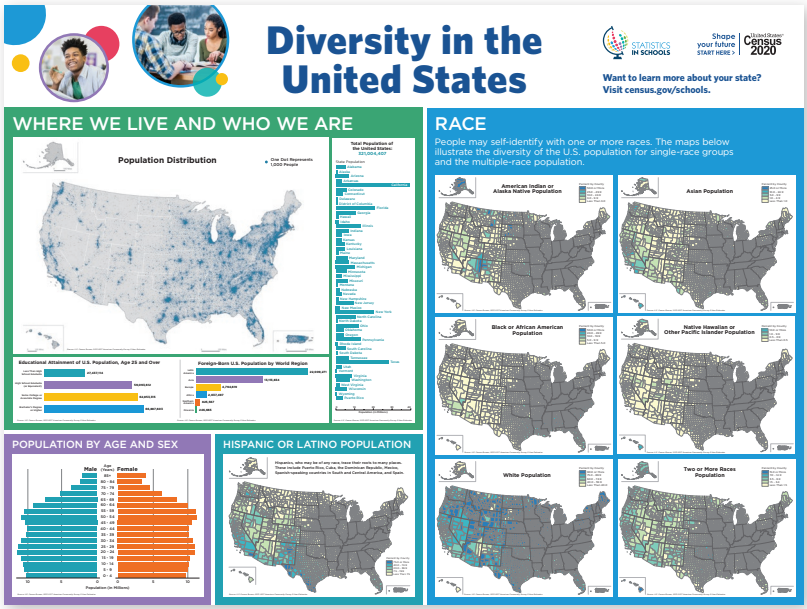
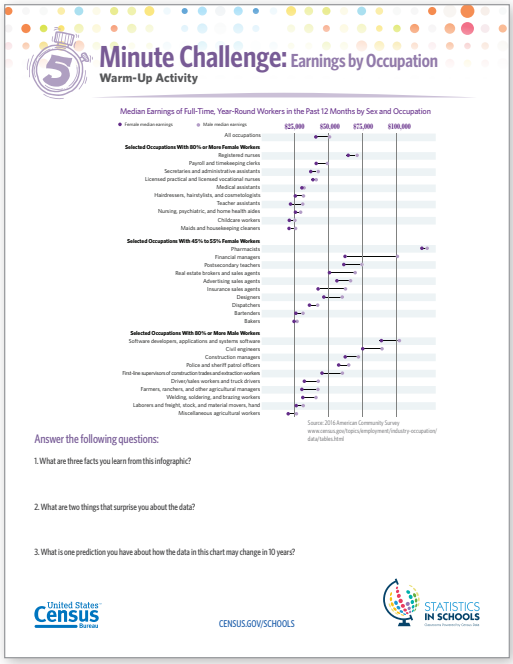
SIS High School Map: Diversity in the United States

- **URL**: **www.census.gov/programs-surveys/sis/2020census/2020-resources/2020-maps/diversity-in-us.html**
- **Approximate Time Required**: 25 minutes
- **Description**: This map for high school students shows data about U.S diversity. It provides demographic breakdowns by age, sex, race, and more for states across the U.S.
- **At-Home Adaptation**:
  - Have your teen review the race maps. Have them answer these questions: What regions of the nation are the most racially diverse? Why do you think those regions are the most diverse?
- **Extension**:
  - After reviewing the race maps, have your teen look at the population distribution map and answer these questions: Is there any correlation between population density and racial diversity? Why do you think that is?
  - Have your teen pick three populations to compare (such as Asian, White, and Black or African American). Ask them to answer the following questions: What similarities or differences do you notice in the density and location of the three populations? Are there places in the U.S. that have a high concentration of any of those populations? Can you think of any historical events or other reasons why there might be a higher concentration of specific populations in certain parts of the country?



Earnings by Occupation Warm-Up Activity

- **URL**: **www.census.gov/programs-surveys/sis/resources/warm-up-activities/earnings_by_occupation.html**
- **Approximate Time Required**: 5-10 minutes
- **Description**: This quick activity teaches the high school students in your home how to interpret data on earnings by occupation. Your teen can compare the earnings of men and women in selected occupations and predict future changes.
- **At-Home Adaptation**:
  - Have your teen complete the questions in the warm-up activity.
- **Extension**:
  - After your teen completes the activity, have them explore two or three careers from the chart, researching the education and other qualifications needed to enter that profession. If you know anyone in those professions, have your teen send them a note or make a phone call to ask them about their experiences and what they like about their career.
  - Have your teen make a short video about one of the careers they have researched. They should discuss job duties, required skills and education, and median salary.


5 Minute Challenge: Earnings by Occupation
Warm-Up Activity

Median Earnings of Full-Time, Year-Round Workers in the Past 12 Months by Sex and Occupation

Female median earnings
Male median earnings
$25,000 $50,000 $75,000 $100,000

All occupations

Selected Occupations With 80% or More Female Workers
Registered nurses
Payroll and timekeeping clerks
Secretaries and administrative assistants
Licensed practical and licensed vocational nurses
Medical assistants
Hairdressers, hairstylists, and cosmetologists
Teacher assistants
Nursing, psychiatric, and home health aides
Childcare workers
Maids and housekeeping cleaners

Selected Occupations With 45% to 55% Female Workers
Pharmacists
Financial managers
Postsecondary teachers
Real estate brokers and sales agents
Advertising sales agents
Insurance sales agents
Designers
Dispatchers
Bartenders
Bakers

Selected Occupations With 80% or More Male Workers
Software developers, applications and systems software
Civil engineers
Construction managers
Police and sheriff's patrol officers
First-line supervisors of construction trades and extraction workers
Drivers/sales workers and truck drivers
Farmers, ranchers, and other agricultural managers
Welding, soldering, and brazing workers
Laborers and freight, stock, and material movers, hand
Miscellaneous agricultural workers

Source: 2016 American Community Survey
www.census.gov/topics/employment/industry-occupation/data/tables.html

Answer the following questions:

1. What are three facts you learn from this infographic?

2. What are two things that surprise you about the data?

3. What is one prediction you have about how the data in this chart may change in 10 years?

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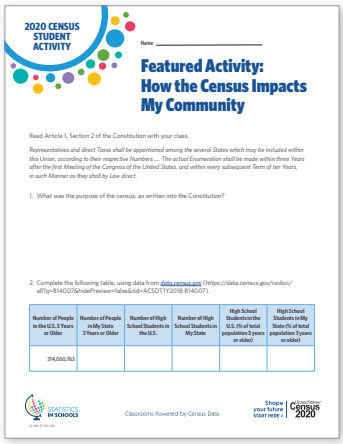
Activities

Featured Activity: How the Census Impacts My Community (Grades 9-12)

- **URL**: **www.census.gov/programs-surveys/sis/2020census/2020-resources/k-12/how-the-census-impacts-my-community.html**
- **Approximate Time Required**: 50 minutes
- **Description**: To show why a complete count is important, this activity teaches the high school students in your home how the decennial census benefits schools, families, and communities. Use this activity to introduce the students in your home to the 2020 Census.
- **At-Home Adaptation**:
  - Have your teen survey the people in your home or reach out to their friends to answer the questions.
- **Extension**:
  - Tell your teen who completed the 2020 Census for everyone in your home. Then have your teen interview an older family member or family friend. They should start by asking that person what year they were born. Then they will create a timeline that starts with the year of the first census in which that person was counted and includes a dot for every decennial census year through the 2020 Census. Your teen should ask the person they are interviewing for information about each census in which they were counted, such as where they lived and how many people lived with them. Have your teen get creative about drawing pictures or using the computer to show each decennial census on the timeline.
  - Have your teen ask five adult friends or family members whether they have completed the 2020 Census. Your teen can share what they have learned about why the census is important to our communities and how to respond. If your family has not yet completed the census, include your teen in completing it.



2020 CENSUS STUDENT ACTIVITY

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).

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					

STATISTICS IN SCHOOLS

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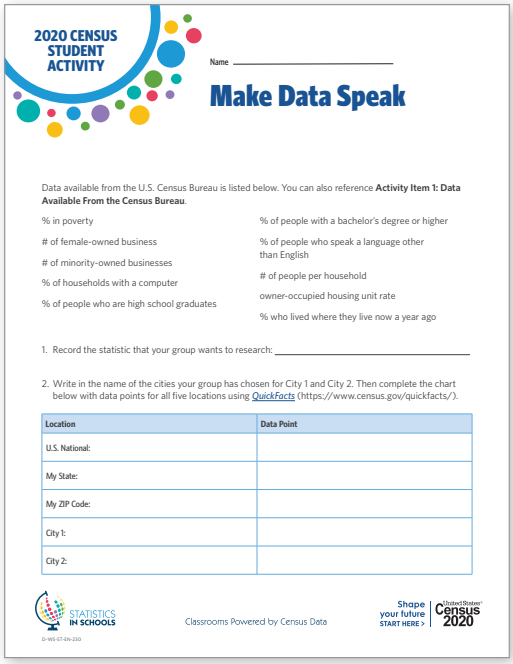
Make Data Speak (Grades 9-12)

- **URL**: **www.census.gov/programs-surveys/sis/2020census/2020-resources/k-12/make-data-speak.html**
- **Approximate Time Required**: 40 minutes
- **Description**: Your teen will learn how to make visual representations of data to give meaning to numbers. Using a census infographic as a model, your teen will create an infographic about your community.
- **At-Home Adaptation**:
  - Have your teen research one statistic and create an infographic based on that statistic. For simplicity, they can choose data points for that statistic for your community, your state, and the nation. Alternately, they could use data points for that statistic for your state and three to five neighboring states.
- **Extension**:
  - Have your teen present the infographic they make to you or another person in your home. Or, if there are younger kids in the home, have your teen become the teacher. Ask them to try to explain to the children in simple terms what the data is and how they showed it in their infographic.
  - Have your teen explore the **Blooming States** map and infographic. Ask them to explain what the infographic shows and how it effectively shows population growth in a visual format.



2020 CENSUS STUDENT ACTIVITY

Name _____

Make Data Speak

Data available from the U.S. Census Bureau is listed below. You can also reference **Activity Item 1: Data Available From the Census Bureau**.

% in poverty

# of female-owned business

# of minority-owned businesses

% of households with a computer

% of people who are high school graduates

% of people with a bachelor's degree or higher

% of people who speak a language other than English

# of people per household

owner-occupied housing unit rate

% who lived where they live now a year ago

1. Record the statistic that your group wants to research: _____

2. Write in the name of the cities your group has chosen for City 1 and City 2. Then complete the chart below with data points for all five locations using *QuickFacts* (https://www.census.gov/quickfacts/).

Location	Data Point
U.S. National:	
My State:	
My ZIP Code:	
City 1:	
City 2:	

STATISTICS IN SCHOOLS

D-W5-ST-EN-230

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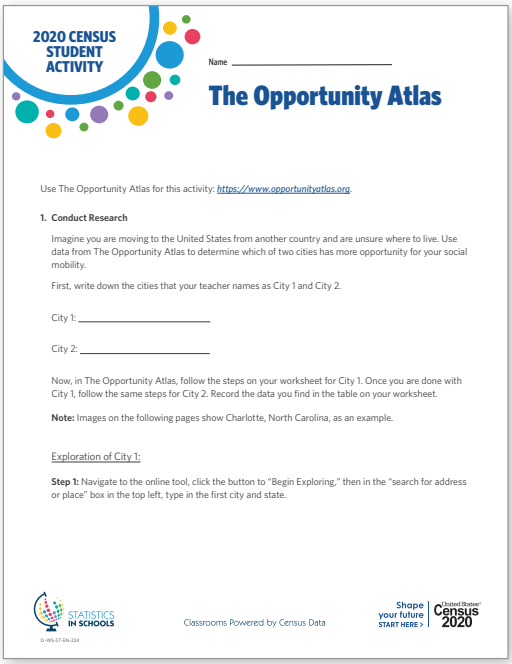
The Opportunity Atlas (Grades 9-12)

- **URL**: **www.census.gov/programs-surveys/sis/2020census/2020-resources/k-12/opportunity-atlas.html**
- **Approximate Time Required**: 45 minutes
- **Description**: This activity helps your teen explore how where a person lives can impact their social mobility. Your teen will look at factors that affect social mobility, including race, median income, and sex.
- **At-Home Adaptation**:
  - Consider having your teen look at only one factor (e.g., household income) for each community rather than multiple factors. However, if time permits and they are interested, they may choose to explore and then compare multiple factors.
- **Extension**:
  - To build on this lesson, have your teen ask an adult the Home Extension question. Then have your teen discuss the opportunities they see in your community for life after high school.
  - Have your teen use **The Opportunity Atlas** to research a community they are considering living or going to school in after high school. Have them discuss what they learned with you.



2020 CENSUS STUDENT ACTIVITY

Name _____

The Opportunity Atlas

Use The Opportunity Atlas for this activity: *https://www.opportunityatlas.org*.

1. **Conduct Research**

Imagine you are moving to the United States from another country and are unsure where to live. Use data from The Opportunity Atlas to determine which of two cities has more opportunity for your social mobility.

First, write down the cities that your teacher names as City 1 and City 2.

City 1: _____

City 2: _____

Now, in The Opportunity Atlas, follow the steps on your worksheet for City 1. Once you are done with City 1, follow the same steps for City 2. Record the data you find in the table on your worksheet.

Note: Images on the following pages show Charlotte, North Carolina, as an example.

Exploration of City 1:

Step 1: Navigate to the online tool, click the button to "Begin Exploring," then in the "search for address or place" box in the top left, type in the first city and state.

STATISTICS IN SCHOOLS

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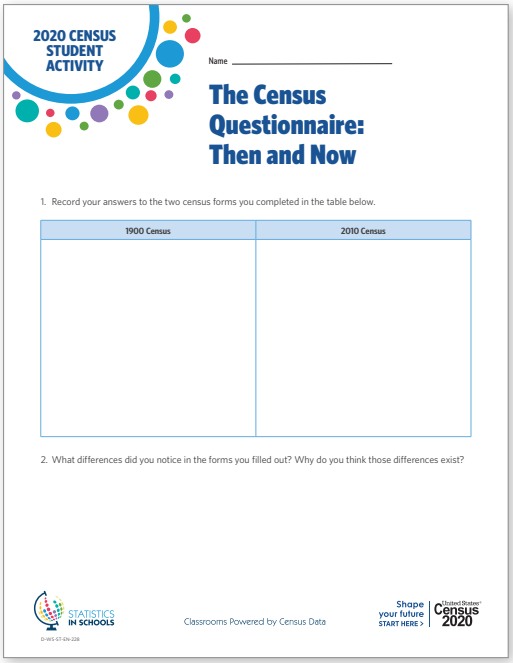
The Census Questionnaire: Then and Now (Grades 9-12)

- **URL**: **www.census.gov/programs-surveys/sis/2020census/2020-resources/k-12/census-questionnaire.html**
- **Approximate Time Required**: 45 minutes
- **Description**: Your teen will compare the census questionnaires used in 1900 and 2010 and answer questions about how and why the questions have changed from one century to the next.
- **At-Home Adaptation**:
  - Rather than working in groups on different topics from the questionnaire, have your teen select two to three topics to compare. After they have compared topics, have them present their findings to you.
- **Extension**:
  - Ask your teen to identify two ways that they think the questionnaire will need to change from the 2020 Census to the 2030 Census. Ask them to explain why these changes will be necessary.
  - If your family has not yet completed the 2020 Census, have your teen participate in completing the form. If they have already helped you complete it, have them contact three adult family members or friends to encourage them to complete their census form, explaining what information is requested and why completing the census is important.



2020 CENSUS STUDENT ACTIVITY

Name _____

The Census Questionnaire: Then and Now

1. Record your answers to the two census forms you completed in the table below.

1900 Census	2010 Census

2. What differences did you notice in the forms you filled out? Why do you think those differences exist?

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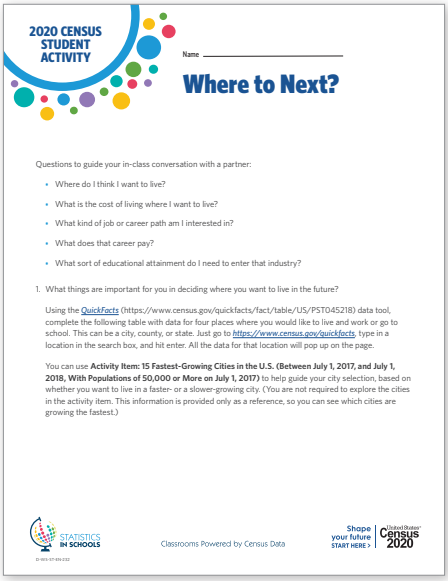
Where to Next? (Grades 9-12)

- **URL**: **www.census.gov/programs-surveys/sis/2020census/2020-resources/k-12/where-to-next.html**
- **Approximate Time Required**: 35 minutes
- **Description**: Your teen will use census statistics to determine which career they would like to pursue after high school. They will consider factors such as the type of postsecondary education they might need, the cities or states that have the best job opportunities in professions that interest them, average salaries, and the median age of people in the professions they are considering.
- **At-Home Adaptation**:
  - Because an in-person class discussion is not possible, have your teen discuss possible future plans with a friend or family member over the phone or by video chat.
- **Extension**:
  - For this lesson, you can model for your teen the decision-making process you went through in choosing your profession. To extend the lesson, have your teen call or video chat with an adult family member or friend and ask them what factors they considered in choosing their profession. Have your teen ask them what advice they would give to someone thinking about what profession to choose.
  - Next, have your teen brainstorm ideas for summer jobs, after-school jobs, internships, or future classes they could take to prepare for careers they might be interested in.



2020 CENSUS STUDENT ACTIVITY

Name _____

Where to Next?

Questions to guide your in-class conversation with a partner:

- Where do I think I want to live?
- What is the cost of living where I want to live?
- What kind of job or career path am I interested in?
- What does that career pay?
- What sort of educational attainment do I need to enter that industry?

1. What things are important for you in deciding where you want to live in the future?

Using the *QuickFacts* (https://www.census.gov/quickfacts/fact/table/US/PST045218) data tool, complete the following table with data for four places where you would like to live and work or go to school. This can be a city, county, or state. Just go to *https://www.census.gov/quickfacts*, type in a location in the search box, and hit enter. All the data for that location will pop up on the page.

You can use **Activity Item: 15 Fastest-Growing Cities in the U.S. (Between July 1, 2017, and July 1, 2018, With Populations of 50,000 or More on July 1, 2017)** to help guide your city selection, based on whether you want to live in a faster- or a slower-growing city. (You are not required to explore the cities in the activity item. This information is provided only as a reference, so you can see which cities are growing the fastest.)

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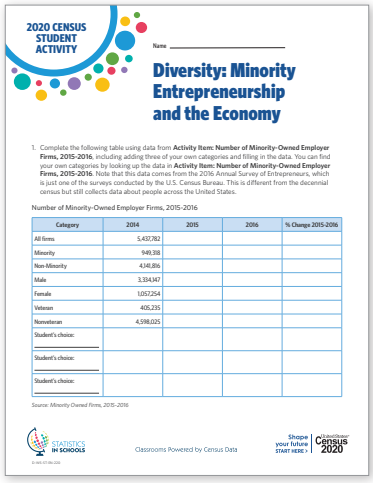
Diversity: Minority Entrepreneurship and the Economy (Grades 9-12)

- **URL**: **www.census.gov/programs-surveys/sis/2020census/2020-resources/k-12/diversity-minority-entrepreneurship.html**
- **Approximate Time Required**: 45 minutes
- **Description**: This worksheet will help your teen understand how diversity of race, ethnicity, sex, and veteran status play a role in entrepreneurship. Your teen will look at minority-owned business growth over the past decade and examine how it has affected our nation.
- **At-Home Adaptation**:
  - No at-home adaptation is needed.
- **Extension**:
  - Ask your teen to name minority entrepreneurs that they know personally or celebrities who are known for starting a business. Have them research how those entrepreneurs achieved their goal of opening a business. Use the following research prompts:
    - What personal steps did they take to achieve their goal?
    - Did they have a mentor or receive any good advice along the way?
    - Were there any challenges that they had to overcome?
    - What are they doing now to help other individuals achieve their dreams?
  - Talk with your teen about whether they would want to open their own business. If they say yes, ask them what type of business they would want to open and why. Discuss the steps they would need to take, beginning with what goes into writing a business plan and bringing it to life.



2020 CENSUS STUDENT ACTIVITY

Name _____

Diversity: Minority Entrepreneurship and the Economy

1. Complete the following table using data from **Activity Item: Number of Minority-Owned Employer Firms, 2015–2016**, including adding three of your own categories and filling in the data. You can find your own categories by looking up the data in **Activity Item: Number of Minority-Owned Employer Firms, 2015–2016**. Note that this data comes from the 2016 Annual Survey of Entrepreneurs, which is just one of the surveys conducted by the U.S. Census Bureau. This is different from the decennial census but still collects data about people across the United States.

Number of Minority-Owned Employer Firms, 2015–2016

Category	2014	2015	2016	% Change 2015–2016
All firms	5,437,782			
Minority	949,318			
Non-Minority	4,148,896			
Male	3,334,147			
Female	1,057,254			
Veteran	405,235			
Nonveteran	4,598,025			
Student's choice: _____				
Student's choice: _____				
Student's choice: _____				

Source: Minority-Owned Firms, 2015–2016

STATISTICS IN SCHOOLS

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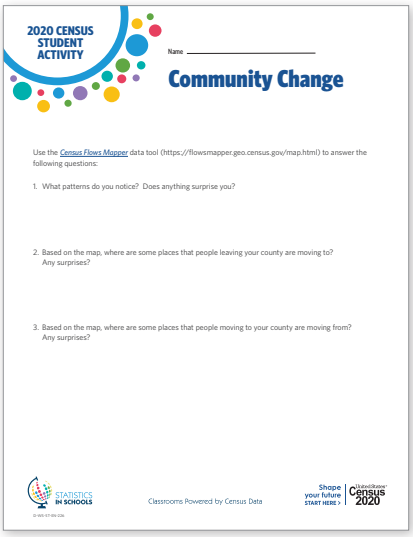
Community Change (Grades 9-12)

- **URL**: **www.census.gov/programs-surveys/sis/2020census/2020-resources/k-12/community-change.html**
- **Approximate Time Required**: 45 minutes
- **Description**: This activity shows your teen how communities or parts of a state change or stay the same over time and introduces them to the concept of "community morphology." Your teen will use U.S. Census Bureau data to analyze trends and shifts in your county over the past 10 years. These trends include population growth or decline and migration patterns.
- **At-Home Adaptation**:
  - Discuss recent changes in your community with your teen at the start of the activity. Then complete the Census Flows Mapper activity together, as it is meant to be done in pairs because of the complexity of the data gathering. Reduce the number of four-year moving data bands that your teen will review by half. Use the class discussion questions to guide a discussion with your teen.
- **Extension**:
  - Have your teen look up the **Response Rate Map**. Have them find how many people in your state have responded to the 2020 Census. Then have them think of two things they could do in their community to help get more people to respond.
  - Have your teen use their answers from the After the Activity section to write a letter to the mayor or local assembly of your community, sharing their ideas to improve your community based on what they have learned.


2020 CENSUS STUDENT ACTIVITY

Name _____

Community Change

Use the *Census Flows Mapper* data tool (https://flowsmapper.geo.census.gov/map.html) to answer the following questions:

1. What patterns do you notice? Does anything surprise you?

2. Based on the map, where are some places that people leaving your county are moving to? Any surprises?

3. Based on the map, where are some places that people moving to your county are moving from? Any surprises?

STATISTICS IN SCHOOLS

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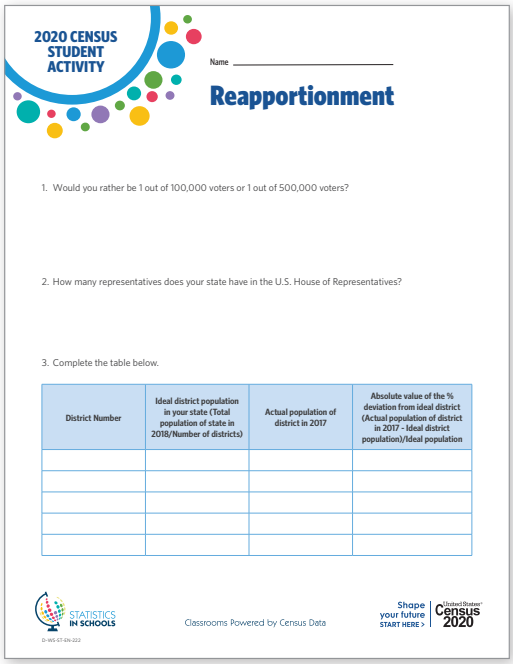
Reapportionment (Grades 9-12)

- **URL**: **www.census.gov/programs-surveys/sis/2020census/2020-resources/k-12/reapportionment.html**
- **Approximate Time Required**: 35 minutes
- **Description**: Your teen will learn about the decennial census and its impact on communities. Using data from past censuses, your teen will predict population changes from the 2010 Census to the 2020 Census. Then your teen will reallocate seats in the U.S. House of Representatives based on the predicted changes.
- **At-Home Adaptation**:
  - For the opening discussion, look up a map of your state that shows congressional districts. Complete the After the Activity discussion with your teen.
- **Extension**:
  - Have your teen pull up information on your congressional district before the lesson by visiting **My Congressional District**. Then have them ask you or other adults in your home if they know how many representatives your state has and if they can name your district representative. For those who can't, have your teen tell them the answers.
  - Have your teen write a persuasive essay to convince someone either that we should keep the Electoral College or that we should move to a popular vote. Have them list at least three supporting reasons for their decision.



2020 CENSUS STUDENT ACTIVITY

Name _____

Reapportionment

1. Would you rather be 1 out of 100,000 voters or 1 out of 500,000 voters?

2. How many representatives does your state have in the U.S. House of Representatives?

3. Complete the table below.

District Number	Ideal district population in your state (Total population of state in 2018/Number of districts)	Actual population of district in 2017	Absolute value of the % deviation from ideal district (Actual population of district in 2017 - Ideal district population)/Ideal population

STATISTICS IN SCHOOLS

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Next Steps

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

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 2020 Census by:

- Telling your fellow parents and caregivers about this great toolkit and the resources SIS has to offer.
- Checking out the **Response Rate Map** periodically to see how your state is doing in responding to the 2020 Census.
- Encouraging your family, friends, and other community members to complete the 2020 Census if they haven't already by sending them to **2020census.gov**.
- Reaching out to your child's teachers and administrators to tell them all about the SIS program.