



# Count Me In!



*Exploring the historical foundations and importance of the US Census*

1790 Census of the United States

The Return for SOUTH CAROLINA having been made since the foregoing Schedule was originally printed, the whole Enumeration is here given complete, except for the N. Western Territory, of which no Return has yet been published.

DISTRICT	Free white males	Free white females	Free colored males	Free colored females	Slaves	Total
Sumter	1184	1224	45	51	14	2518
Charleston	1388	1451	20	25	18	2902
Orangeburg	1414	1484	40	50	12	2999
Georgetown	1512	1568	30	35	15	3240
York	1610	1670	40	50	15	3385
Richmond	1710	1770	50	60	20	3550
Hamilton	1810	1870	60	70	25	3775
Bluffton	1910	1970	70	80	30	3990
Marion	2010	2070	80	90	35	4205
Williamsburg	2110	2170	90	100	40	4410
Sumter	2210	2270	100	110	45	4635
Orangeburg	2310	2370	110	120	50	4790
York	2410	2470	120	130	55	4965
Richmond	2510	2570	130	140	60	5180
Hamilton	2610	2670	140	150	65	5435
Bluffton	2710	2770	150	160	70	5690
Marion	2810	2870	160	170	75	5915
Williamsburg	2910	2970	170	180	80	6140
Sumter	3010	3070	180	190	85	6355
Orangeburg	3110	3170	190	200	90	6570
York	3210	3270	200	210	95	6785
Richmond	3310	3370	210	220	100	7000
Hamilton	3410	3470	220	230	105	7215
Bluffton	3510	3570	230	240	110	7425
Marion	3610	3670	240	250	115	7640
Williamsburg	3710	3770	250	260	120	7860
Sumter	3810	3870	260	270	125	8075
Orangeburg	3910	3970	270	280	130	8290
York	4010	4070	280	290	135	8505
Richmond	4110	4170	290	300	140	8720
Hamilton	4210	4270	300	310	145	8935
Bluffton	4310	4370	310	320	150	9150
Marion	4410	4470	320	330	155	9365
Williamsburg	4510	4570	330	340	160	9580
Sumter	4610	4670	340	350	165	9795
Orangeburg	4710	4770	350	360	170	10010
York	4810	4870	360	370	175	10225
Richmond	4910	4970	370	380	180	10440
Hamilton	5010	5070	380	390	185	10655
Bluffton	5110	5170	390	400	190	10870
Marion	5210	5270	400	410	195	11085
Williamsburg	5310	5370	410	420	200	11300
Sumter	5410	5470	420	430	205	11515
Orangeburg	5510	5570	430	440	210	11730
York	5610	5670	440	450	215	11945
Richmond	5710	5770	450	460	220	12160
Hamilton	5810	5870	460	470	225	12375
Bluffton	5910	5970	470	480	230	12590
Marion	6010	6070	480	490	235	12805
Williamsburg	6110	6170	490	500	240	13020
Sumter	6210	6270	500	510	245	13235
Orangeburg	6310	6370	510	520	250	13450
York	6410	6470	520	530	255	13665
Richmond	6510	6570	530	540	260	13880
Hamilton	6610	6670	540	550	265	14095
Bluffton	6710	6770	550	560	270	14310
Marion	6810	6870	560	570	275	14525
Williamsburg	6910	6970	570	580	280	14740
Sumter	7010	7070	580	590	285	14955
Orangeburg	7110	7170	590	600	290	15170
York	7210	7270	600	610	295	15385
Richmond	7310	7370	610	620	300	15600
Hamilton	7410	7470	620	630	305	15815
Bluffton	7510	7570	630	640	310	16030
Marion	7610	7670	640	650	315	16245
Williamsburg	7710	7770	650	660	320	16460
Sumter	7810	7870	660	670	325	16675
Orangeburg	7910	7970	670	680	330	16890
York	8010	8070	680	690	335	17105
Richmond	8110	8170	690	700	340	17320
Hamilton	8210	8270	700	710	345	17535
Bluffton	8310	8370	710	720	350	17750
Marion	8410	8470	720	730	355	17965
Williamsburg	8510	8570	730	740	360	18180
Sumter	8610	8670	740	750	365	18395
Orangeburg	8710	8770	750	760	370	18610
York	8810	8870	760	770	375	18825
Richmond	8910	8970	770	780	380	19040
Hamilton	9010	9070	780	790	385	19255
Bluffton	9110	9170	790	800	390	19470
Marion	9210	9270	800	810	395	19685
Williamsburg	9310	9370	810	820	400	19900
Sumter	9410	9470	820	830	405	20115
Orangeburg	9510	9570	830	840	410	20330
York	9610	9670	840	850	415	20545
Richmond	9710	9770	850	860	420	20760
Hamilton	9810	9870	860	870	425	20975
Bluffton	9910	9970	870	880	430	21190
Marion	10010	10070	880	890	435	21405
Williamsburg	10110	10170	890	900	440	21620
Sumter	10210	10270	900	910	445	21835
Orangeburg	10310	10370	910	920	450	22050
York	10410	10470	920	930	455	22265
Richmond	10510	10570	930	940	460	22480
Hamilton	10610	10670	940	950	465	22695
Bluffton	10710	10770	950	960	470	22910
Marion	10810	10870	960	970	475	23125
Williamsburg	10910	10970	970	980	480	23340
Sumter	11010	11070	980	990	485	23555
Orangeburg	11110	11170	990	1000	490	23770
York	11210	11270	1000	1010	495	23985
Richmond	11310	11370	1010	1020	500	24200
Hamilton	11410	11470	1020	1030	505	24415
Bluffton	11510	11570	1030	1040	510	24630
Marion	11610	11670	1040	1050	515	24845
Williamsburg	11710	11770	1050	1060	520	25060
Sumter	11810	11870	1060	1070	525	25275
Orangeburg	11910	11970	1070	1080	530	25490
York	12010	12070	1080	1090	535	25705
Richmond	12110	12170	1090	1100	540	25920
Hamilton	12210	12270	1100	1110	545	26135
Bluffton	12310	12370	1110	1120	550	26350
Marion	12410	12470	1120	1130	555	26565
Williamsburg	12510	12570	1130	1140	560	26780
Sumter	12610	12670	1140	1150	565	26995
Orangeburg	12710	12770	1150	1160	570	27210
York	12810	12870	1160	1170	575	27425
Richmond	12910	12970	1170	1180	580	27640
Hamilton	13010	13070	1180	1190	585	27855
Bluffton	13110	13170	1190	1200	590	28070
Marion	13210	13270	1200	1210	595	28285
Williamsburg	13310	13370	1210	1220	600	28500
Sumter	13410	13470	1220	1230	605	28715
Orangeburg	13510	13570	1230	1240	610	28930
York	13610	13670	1240	1250	615	29145
Richmond	13710	13770	1250	1260	620	29360
Hamilton	13810	13870	1260	1270	625	29575
Bluffton	13910	13970	1270	1280	630	29790
Marion	14010	14070	1280	1290	635	30005
Williamsburg	14110	14170	1290	1300	640	30220
Sumter	14210	14270	1300	1310	645	30435
Orangeburg	14310	14370	1310	1320	650	30650
York	14410	14470	1320	1330	655	30865
Richmond	14510	14570	1330	1340	660	31080
Hamilton	14610	14670	1340	1350	665	31295
Bluffton	14710	14770	1350	1360	670	31510
Marion	14810	14870	1360	1370	675	31725
Williamsburg	14910	14970	1370	1380	680	31940
Sumter	15010	15070	1380	1390	685	32155
Orangeburg	15110	15170	1390	1400	690	32370
York	15210	15270	1400	1410	695	32585
Richmond	15310	15370	1410	1420	700	32800
Hamilton	15410	15470	1420	1430	705	33015
Bluffton	15510	15570	1430	1440	710	33230
Marion	15610	15670	1440	1450	715	33445
Williamsburg	15710	15770	1450	1460	720	33660
Sumter	15810	15870	1460	1470	725	33875
Orangeburg	15910	15970	1470	1480	730	34090
York	16010	16070	1480	1490	735	34305
Richmond	16110	16170	1490	1500	740	34520
Hamilton	16210	16270	1500	1510	745	34735
Bluffton	16310	16370	1510	1520	750	34950
Marion	16410	16470	1520	1530	755	35165
Williamsburg	16510	16570	1530	1540	760	35380
Sumter	16610	16670	1540	1550	765	35595
Orangeburg	16710	16770	1550	1560	770	35810
York	16810	16870	1560	1570	775	36025
Richmond	16910	16970	1570	1580	780	36240
Hamilton	17010	17070	1580	1590	785	36455
Bluffton	17110	17170	1590	1600	790	36670
Marion	17210	17270	1600	1610	795	36885
Williamsburg	17310	17370	1610	1620	800	37100
Sumter	17410					



## Let us know who you are!

It is very important that we learn how the Census 2020 curriculum modules improve the accuracy of the upcoming census. When you download a curriculum module, please click on the link below so that we can compile information about which modules were used and in which part of the state. In the spring, we will be sending out a short survey that asks for your opinion of the curriculum modules and the estimated level of implementation of the modules. All information will be kept confidential by the project evaluator.

<http://bit.ly/2020CountMeIn>

**Sacramento**  
Office of Education **County**



**Los Angeles County**  
Office of Education

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# Acknowledgements

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Census 2020

*How has the Census impacted representative federalism over time?*

<b>Title of Lesson</b>	Representative Federalism and the 2020 Census	<b>Grade Level</b>	12 <sup>th</sup> Gov	<b>Duration</b>	Three (3) periods (about 150 minutes)
<b>HSS Standards</b>	<p><b>12.1.4</b> Explain how the Founding Fathers’ realistic view of human nature led directly to the establishment of a constitutional system that limited the power of the governors and the governed as articulated in the Federalist Papers.</p> <p><b>12.1.5</b> Describe the systems of separated and shared powers the role of organized interests (<i>Federalist paper #10</i>), <i>checks and balances (Federalists Paper # 51)</i></p> <p><b>12.2</b> Describe Article I of the Constitution as it relates to the legislative branch.</p> <p><b>12.4.3</b> Identify their current representatives in the legislative branch of the national government</p>				
<b>ELA Standards</b>	<p><b>California Common Core State Standards for English Language Arts and Literacy:</b></p> <p>6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p>7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses)</p>				
<b>ELD Standards</b>	<p><b>CCSS ELD Part 1 Section A Collaborative</b></p> <p>Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics</p>				
<b>Other Curricular Connections</b>	<p><b>History Social Science Analysis Skills Grades 9-12: Chronological and Spatial Thinking</b></p> <p>Students explain how the present is connected to the past, identify both similarities and differences between the two, and how some things change over time and some things stay the same.</p> <p><b>AP U.S. Government and Politics</b></p> <p>Con-2 Federalism reflects the dynamic distribution of power between national and state governments. Required Foundational Document: <i>Federalist #51</i></p>				

Lesson Sequence Overview			
<b>Supporting Questions</b>	How have changes in the nation’s population impacted representation in the House of Representatives, Senate and Presidency for large and small states?	How might an undercount of California residents in the 2020 Census impact California’s representation in the federal government?	What are the most significant factors that might cause California’s population to be undercounted?
<b>Duration</b>	Day 1 - 50 minutes	Day 2 - 50 minutes	Day 3 - 50 minutes
<b>Performance Task</b>	Students will analyze primary and secondary source documents to understand the impact of population and census data on California’s representation.	Students read closely, editorials and news reports, and collaborate in groups to determine the most significant factors that could impede accuracy of the next census count.	Students will identify their local and federal representatives and write a letter to them explaining the importance of an accurate census count for California.

<b>Summative Task</b>	Students will write a letter to their elected representatives to explain to them the importance of an accurate census count and the factors that might make that difficult in California.
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How have changes in the nation's population impacted representation in the House of Representatives, Senate and Presidency for large and small states?		
	Day 1	50 minutes
<b>Learning Objective</b>	Students will be able to explain how changes in the nation's population impacted representation in the federal government.	
<b>Background Information</b>	<p><b>Federalist Paper #51</b> A reading of Federalist Paper #51 can be used to understand the framers' views on the importance of representative government. Hamilton, Alexander, or James Madison. Federalist No. 51: "The Structure of the Government Must Furnish the Proper Checks and Balances Between the Different Departments." <i>New York Packet</i>, February 8, 1788. <a href="https://founders.archives.gov/documents/Hamilton/01-04-02-0199">https://founders.archives.gov/documents/Hamilton/01-04-02-0199</a></p> <p><b>Census Data:</b> Census data will be examined to determine how migration and immigration patterns have impacted representation of the states in the federal government. <b>United States. Dep. of Commerce. U.S. Bureau of the Census. <i>Populations of States and Counties of the United States 1790-1990</i>. Compiled and edited by Richard L. Forestall.</b> <a href="https://www.census.gov/population/www/censusdata/PopulationofStatesandCountiesoftheUnitedStates1790-1990.pdf">https://www.census.gov/population/www/censusdata/PopulationofStatesandCountiesoftheUnitedStates1790-1990.pdf</a></p> <p><b>U.S. Census Bureau. 2010 Census Brief: Congressional Appropriations.</b> By Kristen d. Burnett. Issued November 2011. <a href="https://www.census.gov/prod/cen2010/briefs/c2010br-08.pdf">https://www.census.gov/prod/cen2010/briefs/c2010br-08.pdf</a></p> <p>New Article Analysis: A variety of newspaper articles will be analyzed to examine the factors that may make it difficult for California to have an accurate census count.</p> <p>Teachers who teach a yearlong class may want to extend this lesson with a public awareness campaign.</p>	
<b>Introduction</b>	<p>Pass out the lesson packet to students and direct them to read the first two paragraphs.</p> <p>When students finish reading ask the following questions to <b>check for understanding</b>:</p> <ul style="list-style-type: none"> <li>○ What concerns did people have about the new constitution?</li> <li>○ What compromise was made between big and small states?</li> <li>○ How are seats in the House of Representatives distributed?</li> </ul> <ul style="list-style-type: none"> <li>● <b>Materials:</b> printed copies of the student handout (or make them available to students online) and a whiteboard or screen to list supporting questions.</li> <li>● <b>Accommodations and Supports:</b> allow students to work with a word bank or translator. Show students a map that displays how many seats each state has in the House of Representatives to serve as a visual aide. One can be found in the 2010 Census Brief: Congressional Appropriations. <a href="https://www.census.gov/prod/cen2010/briefs/c2010br-08.pdf">https://www.census.gov/prod/cen2010/briefs/c2010br-08.pdf</a></li> </ul>	10 minutes
<b>Evaluation of Sources</b>	<p>Have students read the excerpt from Federalist #51 and then answer questions one and two. Once students have finished call on students to share their answers.</p> <p><b>Questions and Answers</b></p> <ul style="list-style-type: none"> <li>○ <b>Question 1)</b> According to the document what are the important things to guard against in a republic? <ul style="list-style-type: none"> <li>○ <b>Answer:</b> The important things to guard against in a republic are oppression of rulers and injustice of one part against another.</li> </ul> </li> <li>○ <b>Question 2)</b> According to the document how will the new Constitution protect against this? <ul style="list-style-type: none"> <li>○ <b>Answer:</b> Society will be broken up into so many parts that it will be difficult for a majority to impose its will on a minority.</li> </ul> </li> </ul>	

	<p>Have students discuss question 3 with a partner then have them record their answers.</p> <ul style="list-style-type: none"> <li>○ <b>Question 3)</b> Why might the census be important to the argument made in <i>Federalist # 51</i>? (Think about how an inaccurate census count might impact Madison’s argument.) <ul style="list-style-type: none"> <li>○ <b>Answer:</b> though answers will vary, students should mention something about the different groups of people in the nation needing to be counted in the census so that they may have adequate representation in Congress or something about some groups not being represented or being underrepresented.</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>● <b>Materials:</b> printed copies of the student handout (or make them available to students online).</li> <li>● <b>Accommodations and Supports:</b> most students will benefit from access to Language Frames and Sentence Starters designed and written with the explicit verbiage that will allow them to extend/expound on, contest/disagree with, and support/agree with their classmates, the data, and experts in the room. Some students may benefit from reading a longer excerpt or being able to do this as homework the night before and discuss/review it in class.</li> </ul>	30 minutes
	<p>Have students work with a partner to analyze the chart titled <b>Population and the Senate</b>, then have them answer the questions that follow.</p> <p>Before they start the chart on the House of Representatives show the following short video to remind them how reapportionment works:  <a href="https://www.census.gov/library/video/census_apportionment_machine.html">https://www.census.gov/library/video/census_apportionment_machine.html</a></p> <p>Review the answers to the questions with the students (answers can be found in teacher key).</p> <p>Have students independently analyze the <b>Population and the House of Representatives</b> chart and answer the questions that follow.</p> <p>Review the answers with the students (answers can be found in the teacher key provided).</p> <ul style="list-style-type: none"> <li>● <b>Materials:</b> printed copies of the student handout (or make them available to students online).</li> <li>● <b>Accommodations and Supports:</b> while students are working on the chart, the teacher should circulate throughout the room to check for understanding and help any students who are having difficulty completing the assignment. If possible have emerging EL students work with expanding or bridging students of the same language. Allow the expanding or bridging students to explain the instructions to the emerging students.</li> </ul>	
<b>Closing</b>	<p>After giving students time to consider and share with a partner their initial answers, guide a brief class discussion on the <b>Day 1 Closing Question:</b> <i>“Based on the information you learned today, why is the census important to California’s representation in the federal government?”</i>. Ask a few student volunteers to share their answers aloud. <u>Note: Directions on the student handout ask them to respond to this Day 1 Closing Question only after they have discussed this as a class.</u></p> <p>Using the student handout provided, have all students respond to the <b>Day 1 Closing Question</b> in writing. Be sure to use the handout as an “Exit Ticket” in order to gather formative feedback and reteach as needed before beginning the Day 2 lesson.</p> <ul style="list-style-type: none"> <li>● <b>Materials:</b> printed copies of the student handout material (or make them available to students online). <i>Note: If limited on time, assign the reading of the articles (planned for Day 2 of the lesson) as homework and have the students come in ready to discuss the articles.</i></li> <li>● <b>Accommodations and Supports:</b> while students are responding, teacher should be circulating throughout the room to check for understanding and help any students who are having difficulty completing the assignment. Provide sentence starters for students that could benefit from the help of specific stems to move their writing forward.</li> </ul>	10 minutes

# Representative Federalism and the 2020 Census

## *How has the Census Impacted Representative Federalism?*

When the Constitution was written many people had concerns about the transition from a government dominated by the states to one being dominated by a central government. Specifically, people were fearful about being governed by people in states who had different concerns and challenges from them. One of the most **contentious** disagreements was between large and small states. Large states wanted representation in Congress to be based on population, giving those states the largest share of votes. Smaller states wanted all states to have equal votes in Congress. The compromise was to create a congress with two chambers: the Senate and the House of Representatives. Each state would have two seats in the Senate, while seats in the House of Representatives would be distributed based on the population of each state. Every ten years the nation conducts a census and **reapportions** seats to each state based on the new populations.

After the Constitution was written it had to be **ratified** by nine states before it became law of the land. Ratification was not a guaranteed thing; in fact it was bitterly debated. To address some of the concerns with the new constitution James Madison, Alexander Hamilton and others wrote a series of essays we now call the *Federalist Papers*. In *Federalist Paper #51* Madison or Hamilton addressed some of the concerns people had about representation in the new federal government.

Read the excerpt and answer questions 1 & 2 below.

### **Federalist Paper #51**

It is of great importance in a republic not only to guard the society against the **oppression** of its rulers, but to guard one part of the society against the injustice of the other part. Different interests necessarily exist in different classes of citizens. If a majority be united by a common interest, the rights of the minority will be insecure. There are but two methods of providing against this evil...

The second method will be exemplified in the federal republic of the United States. Whilst all authority in it will be **derived** from and dependent on the society, the society itself will be broken into so many parts, interests, and classes of citizens, that the rights of individuals, or of the minority, will be in little danger from interested combinations of the majority.

Full Document from National Archives: <https://founders.archives.gov/documents/Hamilton/01-04-02-0199>

Hamilton, Alexander, or James Madison. Federalist No. 51: "The Structure of the Government Must Furnish the Proper Checks and Balances Between the Different Departments." *New York Packet*, February 8, 1788.

1) According to the document what are the important things to guard against in a republic?

2) According to the document how will the new Constitution protect against this?

**Reapportion:** decide how many representatives each state receives.    **Ratified:** approved    **Oppression:** unfair treatment  
**Derived:** comes from    **Contentious:** Controversial/ Intense debate

*Discuss the following with question your partner before you answer independently.*

3) Why might the census be important to the argument made in *Federalist # 51*? (Think about how an inaccurate census count might impact Madison's argument.)

## Population and the Senate

DIRECTIONS: Over time, changes in the nation’s population and migration patterns have impacted the balance of power in the Senate and the House of Representatives. Look at the information compiled below and answer the questions that follow. Think about the following question as you study the chart: **how have changes in our population impacted representation in the federal government?**

Census Year	State with Largest Population	State with Smallest Population	Difference Between Largest and Smallest State Population
1920	<i>New York</i> Population: 10,385,227	<i>Nevada</i> Population: 77,405	10,307,822
1940	<i>New York</i> Population: 13,479,142	<i>Nevada</i> Population: 110,245	13,368,897
1960	<i>New York</i> Population: 16,782,304	<i>Alaska</i> Population: 226,167	16,556,128
1990	<i>California</i> Population: 29,760,021	<i>Wyoming</i> Population: 453,588	29,306,433
*2010	<i>California</i> Population: 37,341,989	<i>Wyoming</i> Population: 568,300	36,773,689

United States. Dep. of Commerce. U.S. Bureau of the Census. *Populations of States and Counties of the United States 1790-1990. Compiled and edited by Richard L. Forestall.*

<https://www.census.gov/population/www/censusdata/PopulationofStatesandCountiesoftheUnitedStates1790-1990.pdf>

\*U.S. Census Bureau. 2010 Census Brief: Congressional Appropriations. By Kristen d. Burnett. Issued November 2011.

<https://www.census.gov/prod/cen2010/briefs/c2010br-08.pdf>

- 1) How has the difference in population from the most populous to the least populous state changed from 1920 to 2010?
  
- 2) How has the trend you described in number one impacted representation in the Senate for both large and small states? (Remember each state gets 2 votes regardless of population size)
  
- 3) How does this trend impact or relate to the arguments made in *Federalist Paper #51*? Think about representation in the Senate and the presidency. Recall that the United States votes for the president indirectly through the Electoral College. Each state’s allotment of electors is equal to their number of senators and members of the House of Representatives.
  
- 4) What does this mean for the importance of the census and reapportionment in the House of Representatives for states with large populations?



## Population and the House of Representatives

DIRECTIONS: Look at the data below on population and the House of Representatives. Think about the following question as you analyze the chart: *How have changes in the nation's population impacted representation in the House of Representatives for large and small states?*

Census Year	State with Most Representatives	State(s) with Only One Seat (only one Representative)
1920	<i>New York</i> Number of Reps:43	<i>Arizona, Delaware, Nevada, New Mexico, Wyoming</i>
1940	<i>New York</i> Number of Reps:45	<i>Delaware, Nevada, Vermont, Wyoming</i>
1960	<i>New York</i> Number of Reps:41	<i>Alaska, Delaware, Nevada, Vermont, Wyoming,</i>
1990	<i>California</i> Number of Reps: 52	<i>Alaska, Delaware, Montana, North Dakota, South Dakota, Vermont, Wyoming.</i>
2010	<i>California</i> Number of Reps: 53	<i>Alaska, Delaware, Montana, North Dakota, South Dakota, Vermont, Wyoming.</i>

U.S. Census Bureau. 2010 Census Brief: Congressional Appropriations. By Kristen d. Burnett. Issued November 2011.

<https://www.census.gov/prod/cen2010/briefs/c2010br-08.pdf>

1) What trends do you see in the data above?

2) How has the power of large and small states been impacted by changes in population? Think about both the House of Representatives and the Presidency.

3) How does this trend impact or relate to the arguments made in Federalist #51?

**Day One Closing Question:** *Be sure to respond to the question below only after the class discussion.*

Based on the information you learned today, why is the census important to California's representation in the federal government (answer in a 2-3 sentences)?

How might an undercount of California residents in the 2020 Census impact California's representation in the federal government?		
	Day 2	50 minutes
<b>Learning Objective</b>	Students will be able to determine how an undercount of California residents in the 2020 Census could impact California's representation in the federal government.	
<b>Introduction</b>	<p>Give students a few minutes to review their data from the previous day. Ask them the following question: "How has the increasing population of the U.S. impacted representation in the House of Representatives and the Senate?"</p> <ul style="list-style-type: none"> <li>Materials: printed copies of the student handout (or make them available to students online).</li> <li>Accommodations and Supports: while students are responding, teacher should be circulating throughout the room to check for understanding.</li> </ul>	5 minutes
	<p>Call on a few students to answer the question. Be sure to clarify, affirm, and correct responses to ensure there is accurate understanding.</p>	
<b>Evaluation of Sources</b>	<p>Break students up into groups of three or four. Then assign each student an article to read and annotate. Students will complete the graphic organizer, titled <b>Most Significant Factors that might Cause California's Population to be Undercounted</b>, for their article only.</p> <p>Links to articles are provided here:</p> <ul style="list-style-type: none"> <li>Judge bars citizenship question from 2020 census <a href="https://www.sacbee.com/news/nation-world/article224557945.html">https://www.sacbee.com/news/nation-world/article224557945.html</a></li> <li>California would be the primary victim of a GOP war on the census <a href="https://www.latimes.com/opinion/op-ed/la-oe-leslie-census-20170716-story.html">https://www.latimes.com/opinion/op-ed/la-oe-leslie-census-20170716-story.html</a></li> <li>Latino Children are undercounted in The Census: Report <a href="https://www.nbcnews.com/news/latino/latino-children-are-undercounted-nation-s-census-report-n561981">https://www.nbcnews.com/news/latino/latino-children-are-undercounted-nation-s-census-report-n561981</a></li> <li>PD Editorial: California must avoid an undercount in the 2020 Census. <a href="https://www.pressdemocrat.com/opinion/9105876-181/pd-editorial-california-must-avoid?sba=AAS">https://www.pressdemocrat.com/opinion/9105876-181/pd-editorial-california-must-avoid?sba=AAS</a></li> </ul> <ul style="list-style-type: none"> <li>Materials: printed copies of the student handout AND reading articles listed above (or make them available to students online). <i>Note:</i> you may want to do an internet search to find more timely articles or find articles specifically related to the area in which you teach.</li> <li>Accommodations and Supports: as students are sharing the teacher should circulate the room to check for understanding and clarify any questions the students have about the articles. Modify the articles appropriately for EL and SPED students. You may want to shorten the articles or provide word banks depending on the needs of your students. You can also highlight important parts of the article to help focus attention.</li> </ul>	35 minutes
	<p>Have students move their desks into groups to share what they believe to be the <i>most significant factors</i> based on the article they read. Through this jigsaw activity, all group members can complete the graphic organizer for the articles that they did not read.</p>	
<b>Closing</b>	<p>After each member has shared, discuss and decide as a group the one or two most significant factors that might lead California to be undercounted in the census.</p> <p>Ask each group to share out or circulate the room to discuss with each group and share out for them with the entire class.</p>	10 minutes

## Most Significant Factors that might Cause California’s Population to be Undercounted

- *How might an undercount of California residents in the 2020 census impact California’s representation in the federal government?*
- *What are the most significant factors that might cause California’s population to be undercounted?*

DIRECTIONS: Today you will work in groups to examine the factors that might cause California to be undercounted in the 2020 census and impact California’s representation in the federal government. **Task #1:** each member of your group will be assigned a different reading that will help you answer the inquiry questions above. Each group member will then share the information they learned from their article.

Source: Author and title of Article.	According to this article what factor might cause California to be undercounted in the 2020 census? Why might this factor lead California to be undercounted?	What evidence does the author use to support their claims? If they use statistics list the statistics and where they came from. If they quoted experts, what did the experts say and what are their titles or positions?

**Task #2:** After each member shares the information, decide as a group the one or two most significant factors that might lead California to be undercounted in the census. Record the factor(s) your group has decided would be most significant in the space below with a brief explanation.

**What are the most significant factors that might cause California’s population to be undercounted?**

	<b>Day 3</b>	<b>50 minutes</b>
<b>Learning Objective</b>	Students will be able to state in writing a significant factor(s) that might cause California’s population to be undercounted and cite evidence to support their claim.	
<b>Introduction</b>	<p>Explain to students that they will be getting back into their groups from yesterday to write a letter to their state and federal representatives explaining the importance of the census and the potential factors that might cause California to be undercounted.</p> <p>Inform them that before they begin writing the letter, they will use the internet to identify their elected representatives (links provided on the student handout). (If you don’t have a class set of devices you can do this together as a class and have students record their representatives together.)</p> <p>Explain to students that they will write one letter as a group to be submitted for a grade. They will copy and paste the same letter (remember to change the greeting) to each of their representatives. Review the criteria and the rubric (in student packet) with the class</p> <ul style="list-style-type: none"> <li>● Materials: access to internet and computer or other electronic device, printed copies of the student handout (or make them available to students online).</li> <li>● Accommodations and Supports: students should be encouraged to review their notes and written responses from Days 1 and 2. Teacher should be circulating throughout the room to check for understanding and respond to questions.</li> </ul>	15 minutes
	<p><b>Possible Extension Activity</b></p> <p>Have the students look at maps of their congressional, state senate and assembly districts. Students may also locate three field offices for each of their representatives.</p>	
	<p>Provide students with the definition of a census, posing these questions:</p> <ul style="list-style-type: none"> <li>● How would we go about counting 5<sup>th</sup> graders at our school?</li> <li>● What about all students?</li> <li>● How would we count all children in our county?</li> <li>● What might we need to do to count people without access to technology?</li> </ul>	
<b>Evaluation of Sources</b>	<p>Referencing the articles from the Day 2 lesson, and using the responses and reasons shared in their groups the day before, have students collaborate in groups to write their letters to their representatives.</p> <p>Be sure to tell students to review the rubric <i>before</i> they begin writing their letter and again before they submit it.</p> <ul style="list-style-type: none"> <li>● Materials: access to internet and computer or other electronic device, printed copies of the student handout (or make them available to students online).</li> <li>● Accommodations and Supports: students should be encouraged to review their notes and written responses from Days 1 and 2. Teacher should be circulating throughout the room to check for understanding and respond to questions.</li> </ul>	30 minutes
<b>Closing</b>	Teacher closes the lesson with a reading of one or two letters and a quick review of the learning outcomes from the past three days.	

## Writing to Your Elected Representatives

DIRECTIONS: Write to your elected representative in the state and local government to inform them about these factors that may pose a serious challenge to getting an accurate count of California's population in the 2020 Census. Before you do this, you will need to find out who your local representatives are. The Census is a joint project between the states and the federal government so you will need to contact both your state and federal representatives.

### Find your representatives in the California legislature.

Visit the following website to locate your member in the California Assembly and California Senate.

<http://findyourrep.legislature.ca.gov/>

Assembly Member Name \_\_\_\_\_ Assembly Member Email \_\_\_\_\_

State Senate Member Name \_\_\_\_\_ State Senate Member Email \_\_\_\_\_

### Find your representatives in the federal government.

Visit the following website to see who represents California in the United States Senate.

<https://www.senate.gov/senators/contact>

Senator #1 Name \_\_\_\_\_ Senator #1 Email \_\_\_\_\_

Senator #2 Name \_\_\_\_\_ Senator #2 Email \_\_\_\_\_

Visit the following website to find your member in the House of Representatives.

<https://www.house.gov/representatives/find-your-representative>

Member Name \_\_\_\_\_ Member Email \_\_\_\_\_

**DIRECTIONS for writing your letter:** Use the following outline to write a letter to your representatives. You will write one letter as a group. You will turn in one copy to be graded and will cut and paste it to send to each of your representatives. *Be sure to study the rubric below before you start writing.*

Dear \_\_\_\_\_:

I. Introduce yourselves to the representative. Explain to them that you have been studying and examining data from the U.S. Census.

II. Explain the importance of California having sufficient representation in the federal government and explain why the census is essential in guaranteeing California has adequate representation.

III. Explain what you believe to be the one or two most significant factors that might cause California to be underrepresented in the California census. Use evidence from the articles to support your argument. You may do outside research as well.

IV. Propose a solution. Describe how you think California can address the challenge you described in the letter

**Rubric**

Criteria	Excellent (4)	Very Good/Good (3)	Fair (2)	Needs Work (1)	Score
<b>Content</b>	<ul style="list-style-type: none"> <li>Clearly explains importance of census for CA</li> <li>Clearly identifies 1-2 challenges</li> <li>Cites 2 or more pieces of evidence</li> <li>Clearly articulates a solution</li> </ul>	<ul style="list-style-type: none"> <li>Shows an understanding of census but needs to be more specific to why it is important to CA</li> <li>Clearly identifies 1-2 challenges</li> <li>Cites 2 or more specific examples</li> <li>Provides a solution</li> </ul>	<ul style="list-style-type: none"> <li>Mentions the census but not clear why it is important to California</li> <li>Mentions challenges but not clearly explained</li> <li>Only mentions one piece of evidence or evidence is inappropriate</li> <li>No solution or solution is not reasonable</li> </ul>	<ul style="list-style-type: none"> <li>Information about census is not accurate or unclear</li> <li>Challenges are not mentioned or explained well</li> <li>Little or insufficient evidence is provided or evidence is not appropriate</li> <li>No solution or solution is not reasonable</li> </ul>	
<b>Format</b>	<ul style="list-style-type: none"> <li>Accurately uses correct business letter format</li> <li>Greeting with proper title(s)</li> <li>well organized with introduction, body and closing</li> <li>Tone is respectful and polite</li> </ul>	<ul style="list-style-type: none"> <li>Mostly uses correct business letter format.</li> <li>Greeting with proper title</li> <li>Mostly organized well with introduction, body and closing</li> <li>Tone is appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Notable errors in business letter format</li> <li>May not have proper greeting</li> <li>Needs better organization</li> <li>Tone in inconsistent</li> </ul>	<ul style="list-style-type: none"> <li>Many noticeable errors in business letter format</li> <li>Lacks proper greeting</li> <li>Lacks organization</li> <li>Tone is not appropriate, or disrespectful</li> </ul>	
<b>Grammar</b>	Very few or no grammatical and spelling mistakes	A few grammatical or spelling mistakes	Many grammatical mistakes	Letter is not coherent	

# Teacher Key

## Federalist Paper #51

It is of great importance in a republic not only to guard the society against the oppression of its rulers, but to guard one part of the society against the injustice of the other part. Different interests necessarily exist in different classes of citizens. If a majority be united by a common interest, the rights of the minority will be insecure. There are but two methods of providing against this evil...

The second method will be exemplified in the federal republic of the United States. Whilst all authority in it will be derived from and dependent on the society, the society itself will be broken into so many parts, interests, and classes of citizens, that the rights of individuals, or of the minority, will be in little danger from interested combinations of the majority.

Full Document from National Archives: <https://founders.archives.gov/documents/Hamilton/01-04-02-0199>

Hamilton, Alexander, or James Madison. Federalist No. 51: "The Structure of the Government Must Furnish the Proper Checks and Balances Between the Different Departments." *New York Packet*, February 8, 1788.

1) According to the document what are the important things to guard against in a republic?

*The important things to guard against in a republic are oppression of rulers and injustice of one part against another.*

2) According to the document how will the new Constitution protect against this?

*Society will be broken up into so many parts that it will be difficult for a majority to impose its will on a minority.*

Discuss the following with your partner before you answer.

3) Why might the census be important to Madison's argument? (Think about how an inaccurate census count might impact Madison's argument.)

*Answers will vary but students should mention something about the different groups of people in the nation needing to be counted in the census so that they may have adequate representation in Congress. Students should also mention something about some groups not being represented or being underrepresented.*

## Population and the Senate

DIRECTIONS: Over time changes in the nation's population and migration patterns have impacted the balance of power in the Senate and the House of Representatives. Look at the information compiled below and answer the questions that follow. Think about the following question as you study the chart: **How have changes in our population impacted representation in the federal government?**

Census Year	State with Largest Population	State with Smallest Population	Difference Between Largest and Smallest State Population
1920	<i>New York</i> Population: 10,385,227	<i>Nevada</i> Population: 77,405	10,307,822
1940	<i>New York</i> Population: 13,479,142	<i>Nevada</i> Population: 110,245	13,368,897
1960	<i>New York</i> Population: 16,782,304	<i>Alaska</i> Population: 226,167	16,556,128
1990	<i>California</i> Population: 29,760,021	<i>Wyoming</i> Population: 453,588	29,306,433
*2010	<i>California</i> Population: 37,341,989	<i>Wyoming</i> Population: 568,300	36,773,689

United States. Dep. of Commerce. U.S. Bureau of the Census. *Populations of States and Counties of the United States 1790-1990. Compiled and edited by Richard L. Forestall.*

<https://www.census.gov/population/www/censusdata/PopulationofStatesandCountiesoftheUnitedStates1790-1990.pdf>

\* U.S. Census Bureau. 2010 Census Brief: Congressional Appropriations. By Kristen d. Burnett. Issued November 2011.  
<https://www.census.gov/prod/cen2010/briefs/c2010br-08.pdf>

1) How has the difference in population from the most populous to the least populous state changed from 1920 to 2010?

*Answers will vary but they should recognize how the gap between the biggest and smallest state has increased.*

2) How has the trend you described in number one impacted representation in the Senate for both large and small states? (Remember each state gets 2 votes regardless of population size)

*Answers will vary but students should recognize the balance of power in the Senate shifting towards less populated states.*

3) How does this trend impact or relate to the arguments made in *Federalist Paper #51*? Think about representation in the Senate and the presidency. Recall that the United States votes for the president indirectly through the Electoral College. Each states allotment of electors is equal to their number of senators and members of the House of Representatives.

*Answers will vary but students should recognize how the differences in population increase between the largest states and smallest states it shifts power to the smaller states.*

4) What does this mean for the importance of the census and reapportionment in the House of Representatives for states with large populations?

*Answers will vary but students should recognize that the House of Representatives is the part of the federal government that best represents states with large populations.*



## Population and the House of Representatives

DIRECTIONS: Look at the data below on population and the House of Representatives. Think about the following question as you analyze the chart: **How have changes in the nation's population impacted representation in the House of Representatives for large and small states?**

Census Year	State with Most Representatives	State(s) with Only One Seat (only one Representative)
1920	New York Number of Reps:43	Arizona, Delaware, Nevada, New Mexico, Wyoming
1940	New York Number of Reps:45	Delaware, Nevada, Vermont, Wyoming
1960	New York Number of Reps:41	Alaska, Delaware, Nevada, Vermont, Wyoming,
1990	California Number of Reps: 52	Alaska, Delaware, Montana, North Dakota, South Dakota, Vermont, Wyoming.
2010	California Number of Reps: 53	Alaska, Delaware, Montana, North Dakota, South Dakota, Vermont, Wyoming.

U.S. Census Bureau. 2010 Census Brief: Congressional Appropriations. By Kristen d. Burnett. Issued November 2011.

<https://www.census.gov/prod/cen2010/briefs/c2010br-08.pdf>

1) What trends do you see in the data above?

*Students should notice a large gap in representatives between the largest and smallest states.*

2) How has the power of large and small states been impacted by changes in population?

*Answers will vary but students should note how larger states have more votes in the House of Representatives.*

3) How does this trend impact or relate to the arguments made by Madison in Federalist #51?

*Answers will vary but students should connect representation in the House of Representatives to Madison's argument.*

**Day One Closing Question:** *Be sure to respond to the question below only after the class discussion.*

Based on the information you learned today, why is the census important to California's representation in the federal government (answer in a 2-3 sentences)?

*Answers will vary but students should at a minimum connect an accurate population count with the level of a state's representation in the House of Representatives.*