



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
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Office of Education

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Acknowledgements

The Count Me In! Census 2020 Curriculum Project is the product of a collaborative partnership between the Government Operations Agency, the Los Angeles County Office of Education, and the Sacramento County Office of Education.

Without the following individuals' expertise and guidance, this document would not have been possible. Thank you for your hard work and dedication to the Count Me In! Census 2020 Project

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Census 2020
Who should be counted?

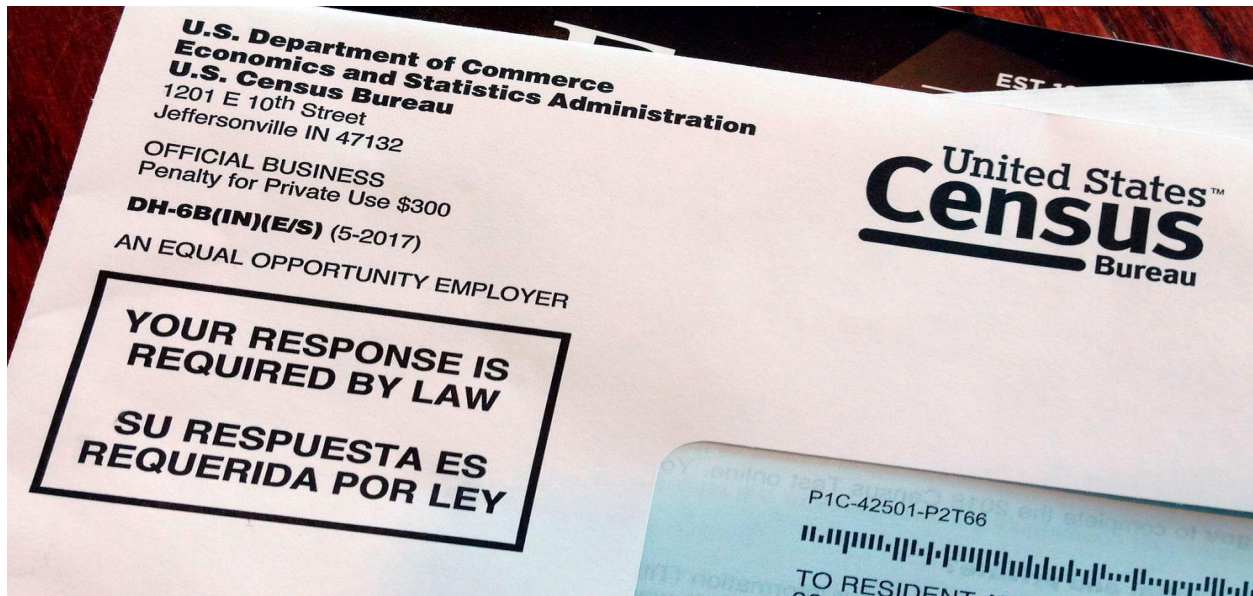
Title of Lesson	The 2020 U.S. Census and California: Adding the Citizenship Question	Grade Level	12 th Gov	Duration	Three (3) periods (150 minutes)
HSS Standards	<p>12.4 Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.</p> <p>1. Discuss Article I of the Constitution as it relates to the legislative branch, including eligibility for office and lengths of terms of representatives and senators; election to office; the roles of the House and Senate in impeachment proceedings; the role of the vice president; the enumerated legislative powers; and the process by which a bill becomes a law.</p> <p>12.6 Students evaluate issues regarding campaigns for national, state and local elective offices.</p> <p>6. Analyze trends in voter turnout; the causes and effects of reapportionment and redistricting, with special attention to spatial districting and the rights of minorities; and the function of the Electoral College.</p> <p>12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.</p> <p>1. Explain how conflicts between levels of government and branches of government are resolved.</p> <p>2. Identify the major responsibilities and sources of revenue for state and local governments.</p> <p>4. Discuss the Ninth and Tenth Amendments and interpretations of the extent of the federal government's power.</p> <p>6. Compare the processes of lawmaking at each of the three levels of government, including the role of lobbying and the media</p> <p>7. Identify the organization and jurisdiction of federal, state and local (e.g., California) courts and the interrelationships among them.</p> <p>12.10 Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system: civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.</p>				
ELA Standards	<p>California Common Core State Standards for English Language Arts and Literacy:</p> <p>SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>				
ELD Standards	<p>CCSS ELD Part 1 Section A Collaborative</p> <p>Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics</p>				
Other Curricular Connections	<ul style="list-style-type: none"> ● Visual analysis ● Identifying claim, evidence ● Completing graphic organizers 				

Lesson Sequence Overview			
Supporting Question	<p>Does the question on citizenship in the 2020 census form exceed Congress' constitutional mandate to count population every ten years "in such a manner as they shall by law direct"?</p> <p>What is the purpose of the U.S. Census as stated in the Constitution?</p> <p>What instructions for carrying out the census are provided in the U.S. Constitution?</p>	<p>Why are some people reluctant to be counted?</p> <p>Why have some people objected to questions about citizenship on this year's census form?</p>	<p>What are the pros and cons of adding the citizenship question to the U.S. Census?</p>
Duration	50 minutes	50 minutes	50 minutes
Performance Task	Vocabulary Exercise and Activity	Think-Pair-Share	Pros and Cons T-chart

Summative Task	Students will write letters to one of their elected federal representatives OR one of the Supreme Court Justices to explain their views on the issue of adding the citizenship question to the U.S. Census and the potential impact on California.
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Would a question on citizenship in the 2020 census form exceed Congress’s constitutional mandate to count population every ten years “in such a manner as they shall by law direct”?		
	Day 1	50 minutes
Learning Objective	Students will know the purpose of the U.S. Census and understand that it occurs every ten years and that this directive comes from the U.S. Constitution itself.	
Background Information	<p>Secretary Ross’s decision to add a citizenship question to the 2020 census raised concerns about improper uses of Census data. The U.S. has misused Census data to target minority groups before. During World War II, the Census Bureau provided information to the War Department that led to the internment of 120,000 innocent Japanese. After 9-11, EPIC pursued a Freedom of Information Act request about the potential misuse of census data. Documents from the 2000 Census obtained by EPIC revealed that the Census Bureau provided the Department of Homeland Security with data on individuals of Arab ancestry. As explained in 2004:</p> <p>“EPIC obtained documents through the Freedom of Information Act revealing that the Census Bureau gave the Department of Homeland Security statistical information on people who identified themselves on the 2000 census as being of Arab ancestry. The special tabulations were prepared specifically for the law enforcement agency, and do not indicate that similar information about any other ethnic groups was requested. The tabulations apparently include information about United States citizens, as well as individuals of Arab descent whose families have lived in the United States for generations.</p> <p>One tabulation shows cities with populations of 10,000 or more and with 1,000 or more people who indicated they are of Arab ancestry. For each city, the tabulation provides total population, population of Arab ancestry, and percent of the total population which is of Arab ancestry.</p> <p>A second tabulation, more than a thousand pages in length, shows the number of census responses indicating Arab ancestry in zip codes throughout the country. The responses indicating Arab ancestry are subdivided into Egyptian, Iraqi, Jordanian, Lebanese, Moroccan, Palestinian, Syrian, Arab/Arabic, and Other Arab.</p> <p>There has been greater concern about the confidentiality of 2020 census data than in previous decennial censuses. The Census Bureau conducted a study in 2017 that found respondents expressing new concerns including the “Muslim ban,” the dissolution of DACA, and Immigration and Customs Enforcement. The study found that these concerns were most pronounced among immigrant respondents.”</p> <p>Excerpts from COMMENTS OF THE ELECTRONIC PRIVACY INFORMATION CENTER to the U.S. CENSU.S. BUREAU 2020 Census 83 FR 26643 August 7, 2018 https://epic.org/apa/comments/EPIC-Census-2020-August2018.pdf</p> <p>Teachers can access additional information to increase their background knowledge at the following links:</p> <p>Census Confidentiality under the Second War Powers Act (1942-1947): https://paa2007.princeton.edu/papers/70299 Extended Abstract by William Seltzer and Margo Anderson</p>	
Introduction	<p>Distribute the Day 1 handout and introduce the following Essential Question to students using page 2: Would a question on citizenship in the 2020 census form exceed Congress’s constitutional mandate to count population every ten years “in such a manner as they shall by law direct”?</p> <p>Students will read the background essay and answer the following supporting questions: What is the purpose of the U.S. Census as stated in the Constitution? What instructions for carrying out the census are provided in the U.S. Constitution? Teachers may structure a brief whole-class conversation to ensure that all students have a basic understanding about the census.</p>	20 minutes

<p>Evaluation of Sources</p>	<p><i>Congressional Apportionment</i> 2010 Census Briefs https://www.census.gov/prod/cen2010/briefs/c2010br-08.pdf</p> <p>This is the link to the actual memorandum letter which Secretary of the Commerce, Wilbur Ross, sent to include the citizenship question in the Census 2020 questionnaire. https://calculators.io/memo-from-wilbur-ross-2018-03-26/</p> <p><i>The Trump administration seems to be doing everything it can to bias the 2020 Census</i> By Washington Post Editorial Board November 23, 2018 https://www.washingtonpost.com/opinions/the-trump-administration-seems-to-be-doing-everything-it-can-to-bias-the-2020-census/2018/11/23/d888d0c6-ecfd-11e8-8679-934a2b33be52_story.html?utm_term=.a100c538ec60</p> <p>This is the link to the actual memorandum letter which Secretary of the Commerce, Wilbur Ross, sent to include the citizenship question in the Census 2020 questionnaire. https://calculators.io/memo-from-wilbur-ross-2018-03-26/</p> <p>Letter from Vanita Gupta, President and CEO of The Leadership Conference, to Honorable Wilbur Ross, Secretary of Commerce, January 4, 2018. http://civilrightsdocs.info/pdf/policy/letters/2018/2018-01-04-VG-letter-to-Sec-Ross.pdf</p> <p><i>2020 Census Barriers, Attitudes, and Motivators Study Survey Report</i> A New Design for the 21st Century January 24, 2019 Version 2.0 Prepared by Kyley McGeeney, Brian Kriz, Shawna Mullenax, Laura Kail, Gina Walejko, Monica Vines, Nancy Bates, and Yazmín García Trejo https://www2.census.gov/programs-surveys/decennial/2020/program-management/final-analysis-reports/2020-report-cbams-study-survey.pdf</p>	<p>25 minutes</p>
	<p>Students will next complete the Day 1 vocabulary exercise while reading the Washington Post article. With proper guidance and support, students should then be able to complete the Cloze Vocabulary Activity.</p> <ul style="list-style-type: none"> ● Materials: printed copies of the Day 1 student handout (or make them available to students online) and a whiteboard or screen to list supporting questions. The Day 1 student handout may include the <i>HEADED TO THE SUPREME COURT</i> article for advanced students. ● Accommodations and Supports: Allow EL students to team up with bilingual English speakers and to have ample time to look up the 12 definitions. Learners with special needs (SPED) will also be allowed to have assistance and extra time to do the lesson with facilitators. You may want to do this as homework the night before and discuss/review it in class. All students may benefit from access to a dictionary and the full text of the Washington Post article, in order to complete both the vocabulary exercise and Cloze activity. Assign AP students a longer excerpt to read or offer the article <i>HEADED TO THE SUPREME COURT</i> as an opportunity to extend their learning. 	
<p>Closing</p>	<p>Ask students to respond to the closing question: “Who will the 2020 Census most likely leave out if the U.S. citizenship questions were included?” Remind students that the impact could be felt by individuals and states as well. As a follow up to the closing question, ask students to consider what those impacts to individuals and states might be prior to discussing and/or sharing out.</p> <p>Have a few students share responses aloud and/or collect responses using an exit slip. If responses don't show comprehension of main ideas, reteach as needed before beginning the Day 2 lesson and activities.</p>	<p>5 minutes</p>



The 2020 U.S. Census Undertakes Decennial Headcount While California Challenges Citizenship Question, Privacy Concerns, and Undercount

The origins of the United States Census are Article I, Section 2 of the 1787 United States Constitution which defines the House of Representatives. The 2020 U.S. Census will be the 24th decennial, conducted every ten years, since 1790 and has been instrumental in the electoral system of all but one of the 45 Presidents and Vice Presidents (Gerald Ford). Apportionment and representation underlay the premise of a democratically-elected representative Republic.

Why is the U.S. Census Count Necessary?

Census data are used to determine the number of representatives your state receives in the U.S. Congress and Electoral College voters, as well as your county's representation in the state legislature. Government agencies use the data to make funding decisions for more than \$300 billion each year, including:

- Title 1 allocations
- College grant and loan programs
- Public transportation
- Road and community improvements
- Public health services and hospitals
- Neighborhood improvements

Background Essay

Essential Question: Does the question on citizenship in the 2020 census form exceed Congress' constitutional mandate to count population every ten years "in such a manner as they shall by law direct"?

The Constitution: Article I, Section 2

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 [of population] 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.

A highly controversial proposed citizenship question in Census 2020 was appealed to the United States Supreme Court in early 2019. The U.S. Federal Court in New York previously ruled in early January 2019 to omit this possible invasion of privacy. There are historical precedents which have impacted the accuracy of California's population count and biased violation of privacy concerns. The current controversy will be presented in this lesson along with a historical perspective of privacy and undercount issues impacting California's status.

Is this person a citizen of the United States?

- Yes, born in the United States
- Yes, born in Puerto Rico, Guam, the U.S. Virgin Islands, or Northern Marianas
- Yes, born abroad of U.S. citizen parent or parents
- Yes, U.S. citizen by naturalization – *Print year of naturalization*
- No, not a U.S. citizen

"The decennial census is the largest mobilization and operation conducted in the United States and requires years of research, planning and development of methods and infrastructure to ensure an accurate and complete count" (Census.gov). The data collected by the decennial census determines the number of seats each state has in the U.S. House of Representatives (a process called apportionment) and is also used to distribute billions in federal funds to local communities.

The next Census in 2020 will require counting an increasingly diverse and growing population of around 330 million people in more than 140 million housing units. To get an accurate count, the Census Bureau must build an accurate address list of every housing unit, maximize self-response to the census, and efficiently follow up with those who do not respond.

Much is at stake in the gathering and outcomes of the census data. Ensuring an accurate count and the proper use of confidential information have been two significant issues which are once again at the forefront of controversies surrounding the 2020 headcount. Particularly at risk of not achieving an accurate and therefore, nominal undercount, are the large states with huge immigration populations, such as California, Texas, Florida, and New York.

Six states are home to the majority of the undocumented population. As of 2012, 22 percent of the nation's undocumented population lives in California. Fifteen percent lives in Texas, 8 percent lives in Florida, 7 percent lives in New York, 4 percent lives in Illinois, and 4 percent lives in New Jersey.

Approximately 43.3 million foreign-born people live in the United States. Broken down by immigration status, the foreign-born population includes 20.7 million naturalized U.S. citizens and 22.6 million noncitizens. Of the non-citizens, approximately 13.1 million are lawful permanent residents, 11.1 million* are unauthorized migrants, and 1.7 million hold temporary visas. (Bryan Baker, *Estimates of the Size and Characteristics of the Resident Nonimmigrant Population in the United States: Fiscal Year 2014* (Office of Immigration Statistics, 2016), available at https://www.dhs.gov/sites/default/files/publications/Nonimmigrant_Population%20Estimates_2014.pdf).

The majority of unauthorized immigrants are long-term residents of the United States. In 2014, the median length of residence for unauthorized immigrants in the United States was 13.6 years—more than double its length in 2000. In 2014, 66 percent of unauthorized immigrants had been living in the United States for 10 years or longer. (Jeffrey S. Passel and D'Vera Cohn, "Overall Number of U.S. Unauthorized Immigrants Holds Steady Since 2009" [Washington: Pew Research Center, 2016].

For the first time since 1950, (at the time this essay was written) the U.S. Census Bureau is planning to ask everyone living in the United States whether they are citizens when it conducts its next decennial census in 2020. Anticipating that some immigrants might avoid answering the question, the Trump administration wants to try using other government records to fill in missing responses. The new question would be included [at the Justice Department's request](#), according to a [memo by Wilbur Ross](#), secretary of the Commerce Department (which oversees the Census Bureau). It would supply block-level data on the citizen and noncitizen voting age population.

The Justice Department sought to include the question because it uses data about eligible voters – the citizen voting-age population – to help enforce protections for minority voters (including those who speak languages other than English) under the federal Voting Rights Act. The Justice Department now relies on data from the Census Bureau's [American Community Survey](#), a sample survey that covers 2.6% of the population each year. The department wants more "scope, detail and certainty" that only the full census can provide to enforce the Voting Rights Act. Ross said the census form would use the same wording as what is already used in the Census Bureau's American Community Survey, which asks respondents to check one of five categories to describe their citizenship status. Three categories apply to people who are U.S. citizens at birth: born in the U.S., born in a U.S. territory, or born abroad with at least one U.S. citizen parent. People who say they are naturalized U.S. citizens are asked for their naturalization year. The fifth category is "not a U.S. citizen." The survey does not ask whether noncitizens are legally in the country.

Vocabulary Exercise

The Trump administration seems to be doing everything it can to bias the 2020 Census

By Washington Post Editorial Board on November 23, 2018

https://www.washingtonpost.com/opinions/the-trump-administration-seems-to-be-doing-everything-it-can-to-bias-the-2020-census/2018/11/23/d888d0c6-ecfd-11e8-8679-934a2b33be52_story.html?utm_term=.a100c538ec60

Directions: use the URL, or a hard copy provided, to read the article cited above. Locate the terms below while reading and use the context clues to write a brief definition in your own words. Reference a dictionary, if necessary, to write (v) verb, (adj.) adjective, or (n) noun to indicate how the word is used.

Expert _____

Electoral

Bias _____

Data _____

Characteristics _____

Mandates

Anonymize _____

Undocumented _____

Enshrine _____

Census _____

Status _____

Vouchsafe _____

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Note: The above link provides the actual online Washington Post article. The same article appears below in its full text. Use the full article to support the completion of the Cloze Vocabulary activity.

THE CENSUS has a clear purpose: to count how many people live in the United States and determine the population's general characteristics. The Constitution mandates a census every 10 years, and some of the nation's most important decisions are based on its data — such as the allocation of congressional seats and electoral college votes. Because of its reputation for quality and care, businesses rely on census data to make their own crucial investment decisions.

The Trump administration seems to be doing everything it can to bias the 2020 count.

To vouchsafe an accurate tally, Congress has twice enshrined in law the principle that all individual census forms must be confidential. Each response becomes one nameless entry into a vast pool, anonymized in the aggregated data the Commerce Department eventually releases. Federal lawmakers have prescribed massive penalties for Commerce Department officials who share secret census information with other branches of the government. If people knew their responses might be shared with the FBI or immigration authorities, many would lie on their forms — or decline to fill them out at all.

The Trump administration is muddying this picture and fiddling with that clear principle. First, it added a question on people's citizenship status to census forms. The census's [own experts](#) objected that adding the question would discourage participation among immigrants, and they said the government can get more reliable citizenship data in other ways.

Then, in defending a lawsuit over the citizenship question, the Justice Department turned over documents suggesting that its officials have [considered the possibility](#) of census data being shared with law enforcement. That would be lawless. But even raising the possibility will fan fears that President Trump's federal government cannot be trusted to keep individual responses confidential.

Which may be exactly the point. If undocumented or documented immigrants — or even naturalized U.S. citizens who understandably fear what this administration might do to them — refuse to cooperate with the census, then areas with many immigrants will seem less populated than they are. Those areas tend to be in places that vote for Democrats. Depressing the count in blue areas means they get less federal money and less congressional representation.

In another time, this theory might seem paranoid. But after the GOP's multifaceted and continuing campaign to discourage voting among poor and minority citizens, it seems perfectly in character.

Cloze Vocabulary Activity

Directions: complete the Cloze Vocabulary Activity using the context clues from the article.

The Trump administration seems to be doing everything it can to bias the 2020 Census

By Washington Post Editorial Board on November 23, 2018

https://www.washingtonpost.com/opinions/the-trump-administration-seems-to-be-doing-everything-it-can-to-bias-the-2020-census/2018/11/23/d888d0c6-ecfd-11e8-8679-934a2b33be52_story.html?utm_term=.a100c538ec60

THE CENSUS has a clear purpose: to count how many people live in the United States and determine the population's general _____. The Constitution _____ a census every 10 years, and some of the nation's most important decisions are based on its data — such as the allocation of congressional seats and _____ college votes. Because of its reputation for quality and care, businesses rely on census data to make their own crucial investment decisions.

The Trump administration seems to be doing everything it can to _____ the 2020 count.

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HEADED TO THE SUPREME COURT

The citizenship question is included in the list of census questions that the Census Bureau [sent to Congress](#) in mid-2018. But the new questions inclusion has been challenged in court on the grounds that it could cause many immigrants to skip the 2020 census out of fear their information could be used against them, even though it is illegal to share a person's census responses with law enforcement or immigration agencies.

On January 15, 2019, a federal judge struck down a decision by the Trump administration to add a question about citizenship to the 2020 U.S. Census, setting up what's expected to be a drawn-out appeal process from the U.S. Department of Justice. U.S. District Judge Jesse Furman of the Southern District of New York said in the decision that Commerce Secretary Wilbur Ross violated the Administrative Procedure Act while deciding to add the citizenship question to the survey over the first year and a half of the Trump administration.

Furman said the plaintiffs (a person or party who brings a case against another in a court of law) in the case—a group of states and immigrant rights groups—had proven throughout the case that they would be harmed in various ways as a result of the question being added to the census.

New York Attorney General Letitia James is leading a coalition of 18 states in the litigation. The New York Immigration Coalition brought similar litigation, which was consolidated with the suit from New York for trial. The latter group is represented by the New York Civil Liberties Union, the American Civil Liberties Union and Arnold & Porter Kaye Scholer.

Dale Ho, director of the ACLU's Voting Rights Project, called the ruling a "rebuke" to the Trump administration's immigration policies. "The evidence at trial, including from the government's own witness, exposed how adding a citizenship question would wreck the once-in-a-decade count of the nation's population," Ho said. "The inevitable result would have been—and the administration's clear intent was—to strip federal resources and political representation from those needing it most."

A spokeswoman from the U.S. Department of Justice said it is still reviewing the decision, but are disappointed. "We are disappointed and are still reviewing the ruling. Secretary Ross, the only person with legal authority over the census, reasonably decided to reinstate a citizenship question on the 2020 census in response to the Department of Justice's request for better citizenship data, to protect voters against racial discrimination," the spokeswoman said. "Our government is legally entitled to include a citizenship question on the census and people in the United States have a legal obligation to answer. Reinstating the citizenship question ultimately protects the right to vote and helps ensure free and fair elections for all Americans."

"In arriving at his decision as he did, Secretary Ross violated the law," Furman said. "And in doing so with respect to the census ... Secretary Ross violated the public trust."

<p style="text-align: center;">Why are some people reluctant to be counted?</p> <p style="text-align: center;">Why have some people objected to questions about citizenship on this year’s census form?</p>		
	Day 2	50 minutes
Learning Objective	Students will know the basic history of the census citizenship question and its connection to immigration policy.	
Introduction	Along with their reading of the Day 1 material, students will read the essay, <i>History of the Citizenship Question</i> , and answer the following supporting questions: Why might some people be reluctant to be counted? Why have some people objected to questions about citizenship on this year’s census form? Teachers may structure a brief whole-class conversation to ensure that all students still have a basic understanding about the census and the Day 2 supporting questions.	10 minutes
	Explain to students that during this Day 2 lesson, about the U.S. Census, they will engage in a Think-Pair-Share activity to (1) think individually about a topic and answers to related questions; (2) pair with a partner and discuss the topic and possible question responses; and (3) share their ideas with the rest of their classmates during a whole-class discussion.	
	<p>With proper guidance and support, students should then be able to complete the Day 2 Think-Pair-Share activity while reading the <i>History of the Citizenship Question</i> essay.</p> <ul style="list-style-type: none"> ● Materials: printed copies of the Day 2 student handout (or make them available to students online) and a whiteboard or screen to list supporting questions. The Day 2 student handout may include the <i>Think-Pair-Share</i> handout to support students thinking, conversations, and sharing out with the whole class. ● Accommodations and Supports: Using a student or student(s) from your classroom, model the procedure to ensure that students understand how to use the strategy. Allow time for students to ask questions that clarify their use of the technique. Allow students to use the sentence/discussion starters and begin by introducing them, modeling them for the students, and encouraging ALL students to use them to diminish any feelings of embarrassment. Also permit students to create, include, and use their own starters. Learners with special needs (SPED) will also be allowed to have assistance and extra time to do the lesson with facilitators. You may want to do this as homework the night before and discuss/review it in class. AP students may pair up and make oral presentations to another pair and/or the class. 	
Evaluation of Sources	Describe the strategy and its purpose with your students and provide guidelines for discussions that will take place. This may be a strategic time to introduce the sentence/discussion starters provided in the Day 2 student handout. Read aloud the guiding questions that correlate to the <i>History of the Citizenship Question</i> reading and chart. Be sure to point out to students where they will record possible responses to the questions (directly under the questions below the essay) and (using the next page of the handout) where they will record notes from their partner conversation (the “share” part of this activity).	25 minutes
	Once students have a firm understanding of the expectations, monitor and support students as they work through each step. Teachers may also ask students to diagram their thinking and responses while doing the Think-Pair-Share activity. Teacher should circulate around the room to	
	check the understanding and help any students who are having difficulty completing each task and overall assignment.	
Closing	With whole class, discuss paired responses to questions. Highlight similarities and differences. Chart the list of pros and cons of reintroducing the citizenship question at this time (question #4).	15 minutes

History of the Citizenship Question

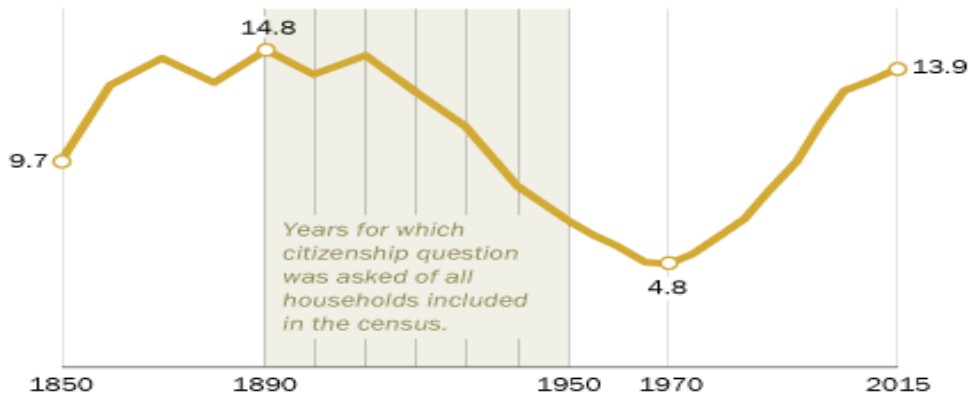
Directions: read the following passage and study the chart to respond to the questions on the next page to Think-Pair-Share with a partner. Be sure to preview the questions prior to reading the passage.

A citizenship question was asked in each decennial census of the total population from 1890 to 1950 (the 1820, 1830 and 1870 census questionnaires also included some form of a question about citizenship). Until 1920, it was only asked of adult men; women and children automatically had the same citizenship status as their husbands or fathers. The question was not asked in the 1960 census. Since then, the citizenship question has been asked of only a sample of households, either on the census long form or the American Community Survey, which replaced it in 2010.

The government's interest in asking about citizenship coincided with a rise in immigration to the U.S., ultimately peaking at nearly 15% of the population in the late 1800s and early 1900s. As explained by the Pew Research Center in their

U.S. census began regularly asking about citizenship during an era of high immigration

% of the U.S. population that is foreign born



Source: Gibson and Jung (2006) for 1850 to 1890. Edmonston and Passel (1994) estimates for 1900-1955; Pew Research Center estimates for 1960-2015 based on adjusted census data.

PEW RESEARCH CENTER

[September 28, 2015 post](#): “Fifty years ago, the U.S. enacted a sweeping immigration law, the Immigration and Nationality Act, which replaced longstanding national origin quotas that favored Northern Europe with a new system allocating more visas to people from other countries around the world and giving increased priority to close relatives of U.S. residents.

Just prior to passage of the 1965 law, residents of only three countries—Ireland, Germany and the United Kingdom—were entitled to nearly 70% of the quota visas available to enter the U.S. ([U.S. Department of Justice, 1965](#)).⁴ Today, immigration

to the U.S. is dominated by people born in Asia and Latin America, with immigrants from all of Europe accounting for only 10% of recent arrivals.

The 1965 law undid national origin quotas enacted in the 1920s, which were written into laws that imposed the first numerical limits on immigration. Those laws were the culmination of steadily tightening federal restrictions on immigration that began in the late 1800s with prohibitions or restrictions on certain types of immigrants, such as convicts, in addition to a ban on Chinese migrants and later virtually all Asian migrants.”

Immigration slowed sharply after restrictions were enacted in the 1920s, to less than 5% of the population in 1970. The removal of the citizenship question from census questions asked of all households came as the Census Bureau reduced the number of questions asked of all households and began asking more questions – including citizenship – of a sample of the population. Beginning in 1970, most people filled out their own census forms, rather than having census-takers fill out the information about them.

History of the Citizenship Question

Directions: *In the space under the questions below, record possible responses.*

1. What happened in 1920 which changed the policy that the citizenship status of women and children was to be automatically the same as their husbands or fathers?

2. What were the immigration restrictions? Why did they occur? Were particular groups targeted?

3. Based on the reading from yesterday and today, what are the reasons for reintroducing the citizenship question according? What do opponents of this action believe are the real reason(s)?

4. What are the possible pros and cons of reintroducing the citizenship question at this time?

5. How does the history of the citizenship question help to explain U.S. immigration policy over the last 100 years?

Suggestions for sentence/discussion starters to be used during the Think – Pair – Share activity and whole-class discussion. Feel free to add your own thoughtful starters to the list(s) below:

What I thought: _____ I thought that because...	What my partner thought: _____ S/he pointed out to me that...	What we will share: We concluded that...because...
<ul style="list-style-type: none"> ● I imagine that...because... ● I hypothesize that...because... ● It seems to me that...because... ● My personal view is that... ● Based on ..., I can infer that... 	<ul style="list-style-type: none"> ● _____ emphasized that... ● _____ indicated that... 	<ul style="list-style-type: none"> ● We agreed that... ● We believe that ...because... ● Our group sees it differently. We concluded that... ● Our group agreed to disagree with one another regarding...

My Name _____ My Partner's Name _____ Date _____ Period _____

Think - Pair - Share

Prompt and/or Question	What I Thought	What My Partner Thought	What We Will Share

What are the pros and cons of adding the citizenship question to the U.S. Census?

	Day 3	50 minutes
Learning Objective	Students will be able to list pros and cons of adding the citizenship question to the U.S. Census.	
Introduction	Teachers may want to consult the following websites prior to this lesson and allow students to reference them as well: https://www.procon.org/ https://www.wikihow.com/Write-a-Letter-to-Your-United-States-Senator https://legalbeagle.com/5704017-write-supreme-court-justices.html https://owl.purdue.edu/owl/subject_specific_writing/professional_technical_writing/basic_business_letters/	10 minutes
	First, facilitate an open discussion to hook students into investigating the pros and cons. Questions such as these could be used to prompt a brief whole-class conversation or a paired conversation prior to tackling the <i>Prompts and Questions to Consider</i> listed on the handout: <i>Which groups favored what positions? What evidence are their positions based on? What are possible consequences of those positions? What might be the impact on California if the citizenship question were added?</i>	
	Have students pair up and list Pros and Cons of adding the citizenship question using the T-chart provided. Be sure to read and explain the three-step directions and encourage students to at least reflect on the prompts and questions for consideration if not actually answer them in writing.	
Evaluation of Sources	Be sure students still have access to the sources shared during the previous two lesson (i.e., articles, essays, charts, etc.). As students work in pairs to analyze those, and the additional two, sources and complete the T-chart, circulate around the room to provide clarification and support with the source material.	30 minutes
	<ul style="list-style-type: none"> Materials: printed copies of the Day 3 student handout (or make them available to students online) and a whiteboard or screen to list the supporting question. The Day 2 student handout that includes the sentence/discussion starters may be reintroduced for this lesson as well. Accommodations and Supports: Allow time for students to ask questions that clarify the directions. Allow students to use the sentence/discussion starters and reintroduce them, model them, and again encourage ALL students to use them to diminish any feelings of embarrassment. Also permit students to create, include, and use their own starters. Learners with special needs (SPED) will also be allowed to have assistance and extra time to do the lesson with facilitators. AP students may pair up and make oral presentations to the class. 	
Closing	Encourage student pairs to share with other student pairs in order to compare and contrast their responses. Allow student volunteers to share the similarities and differences they found in one another's pros and cons. Identify and call attention to any noteworthy patterns or anomalies within the class.	10 minutes
Homework	OPTIONAL: Students will choose one of their U.S. Senators, their Representative in Congress, or a Supreme Court Justice to express their views about the adding of the citizenship question to the U.S. Census. Links to find their members of Congress and the address to the U.S. Supreme Court are provided on the student handouts along with a brief outline of the content of the letter. The Letter Writing Rubric should be provided to students in advance for those completing this assignment. This assignment may also be completed during class time in pairs or small groups.	

Weighing the Pros and Cons

Directions: 1) Read and respond to the Prompts and Questions below to help you consider both the pros and cons of adding the citizenship question to the U.S. Census. 2) Then, be sure to review the source material (i.e., articles, essays, charts, etc.) provided during the previous lessons to support your pros and cons with evidence. 3) Finally, use the Weighing the Pros and Cons T-chart on the next page to list positive and negative aspects of adding the citizenship question to the U.S. Census.

Prompts and Questions to Consider

1. What is the purpose of the U.S. Census as stated in the U.S. Constitution?
2. What instructions for carrying out the census are provided in the U.S. Constitution?
3. Why have some people objected to citizenship questions on the 2020 Census form?
4. Why do others support the citizenship questions being added?
5. How has the government responded to these concerns?
6. In your judgment, are these concerns justified?
7. Do you think the citizenship questions are “necessary and proper” ways for Congress to carry out its enumerated powers? Why or why not?
8. Why should confidential data be protected? When is this appropriate?
9. Should census data be shared more regularly? When is this appropriate?

For your reference, the links to two additional primary sources are provided below.

Secretary of the Commerce Wilbur Ross’ actual memorandum (Pros).

<https://calculators.io/memo-from-wilbur-ross-2018-03-26/>

Letter from a recognized Civil Rights organization citing their opposition (Cons)

<http://civilrightsdocs.info/pdf/policy/letters/2018/2018-01-04-VG-letter-to-Sec-Ross.pdf>

Refer to <https://www.procon.org/> for models of how to chart pros and cons on other issues with contrasting positions.

Weighing the Pros and Cons
Adding the Citizenship Question

Pros		Cons	
Claim/Argument	Source/Evidence	Claim/Argument	Source/Evidence

Consider your pros and cons list above. Will there be more harm to California if the citizenship question is added to or left out of the U.S. Census?

Homework Assignment

Directions: write a letter to one Supreme Court Justice, your Congressional Representative or one of your U.S. Senators to express your view adding the citizenship question. Be sure to share whether you believe adding the citizenship question will negatively or positively impact California and the people who live there. You may offer both pros and cons to describe your personal perspective about this controversial and complex issue.

Prior to writing to your elected Senator(s) or Congressional Representative you will first need to confirm their names.

Visit the following website to identify the two U.S. Senators from California:

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

Senator #1 _____ Senator #2 _____

Visit the following website to find your Representative in the House:

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

Congressman/woman _____

To Write to any of the Justices of the Supreme Court of the United States:

One First Street N.E.

Washington, D.C. 20543

Writing your letter

Directions: use the following outline to write a letter to your representatives in Congress or one of the Justices of the U.S. Supreme Court. Be prepared to turn in one copy and send another copy to your chosen Representative, Senator, or Justice. **Study the rubric on the next page before you start writing.**

Dear _____

I. Introduce yourself and explain that you have been studying the issue of whether to include the citizenship question on the next U.S. Census in addition to examining data from the U.S. Census Bureau and other sources.

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

III. Consider your pros and cons list about adding the citizenship question to the U.S. Census. Will there be more harm to California if the question is added or left out? Share what your conclusion about the impact on California and the 1 or 2 of the most significant factors that might cause California to be underrepresented in the census. Use the claims and evidence from your *Weigh the Pros and Cons* T-chart and be sure to cite the sources you read and analyzed to better support your argument. You may do additional research.

IV. Propose a solution that addresses the potential negative impact on California. Describe how you think the challenge you describe in the letter can be best addressed. Close by calling this person to action, in their role as a U.S. Senator, Representative or Supreme Court Justice, and make a commitment to take some sort of responsible action yourself.

Letter Writing Rubric

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