**2023 African American History Calendar June Lesson Plan**

**Doris Greene**

| **Title** | **Doris Greene and Census Advocacy** |
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| **Lesson Author** | **Rebekah Driscoll** |
| **Grade Level** | **7, HG** |
| **Lesson Length/Time** | **90 minutes** |
| **Theme(s)** | **Population Data Collection in the United States** |
| **Standard(s)**  *2019 South Carolina Social Studies College- and Career-Ready Standards (SCSSCCR)* | 7.5.3 Explain North America’s current human population distributions and patterns, and use geographic models to compare the conditions driving migration and demographic change.  HG 1.1 Identify and analyze the spatial distributions and patterns of human population using maps and geographic models and representations.  HG 5.2 Analyze and compare the arrangement of land used in human settlements in different regions using maps, models, and representations.  **Purpose:**  To understand how and why population metrics are collected in the United States and the value of the Census.  **Goals:**  I can describe how population data in the United States is collected  I can explain why the Census is important and how I can encourage participation  I can explain how geographical models use Census data |
| **Success Criteria** | Students are able to show knowledge of how the census works to collect data, the uses of the Census, and how citizens can encourage participation |
| **Setting the Purpose and**  **Activating Strategy** | This strategy allows students to use technology in a creative way to learn more about the population they are in. It also allows them to practice community participation and outreach.  They will need to consider population vocab and density/distribution maps. They will also need to recall how our government operates with representatives. |
| **Instructional Sequence** | Introduce our honoree Mrs. Doris Greene with this **video**  Explain that **“on top of all of her achievements, she served as a census leader for South Carolina. In 2009, she was selected as the Census Bureau’s team leader. Today we are going to explore why this role was important”?**  Post this population photo of South Carolina    Then give the students time to answer the question “**How do we know population numbers?**” Point out the source info on the photo.  Explain to them what the census is- “**The U.S. census counts each resident of the country, where they**  **live on April 1, every ten years ending in zero. The Constitution mandates the enumeration to determine how to apportion the House of Representatives among the states”**  Watch this [Video explaining the Census](https://www.census.gov/library/video/2019/2020-census-what-is-the-census.html) and its purpose (scroll down on linked page for Spanish version) \*During the video have students jot down **things that the census impacts**  Discuss as a class,  **How often do we have the Census?** (Every 10 years, the next one is 2030)  **What is the Census for?** (To count our population)  **What type of data is collected?** (population data, such as the number of people in an area, the ages/gender/education/ethnicity/religion of the people in a region)  **Why is the Census important/What decisions are made from the data?** (How many representatives each region gets, school zoning, future needs of the public based on demographics, income levels, amount of federal money given to the state, etc.)  **Why is this data important for Geographical models such as the one I showed you earlier?** (The census is a reliable source to make geographical models from and track population data)  After discussing these with the class, tell them “**Today you are going to pretend you are on the Census Bureau for 2030 and it is your job to encourage people to fill out the census. You have the choice to make a 3-5 minute podcast, an informational flier, or a commercial that explains what we just discussed as a class.”**  Directions for the project  If students need help gathering information for their product, send them the link to the [Census FAQ webpage](https://www.census.gov/programs-surveys/surveyhelp/faqs.html)  **Links**:  [Doris Greene Youtube Biographical video](https://www.youtube.com/watch?v=oVlvVJB1LVk)  [SC population density map](https://commons.wikimedia.org/wiki/File:South_Carolina_population_map.png)  [Video explaining the Census](https://www.census.gov/library/video/2019/2020-census-what-is-the-census.html)  [Document with directions for student’s product](https://docs.google.com/document/d/1wKurNAnxabzNUHJJpUoV89WI2xh_KTurc4s4FrNejz0/edit?usp=s%20haring)  [Census FAQ webpage](https://www.census.gov/programs-surveys/surveyhelp/faqs.html) |
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| **Differentiation and Extension** | **Extension:**  Give them time to create population questions and explore census data with the explore [census data website](https://data.census.gov/)  Have them create a population model (such as a population pyramid or a population density map) from the Census data  **Differentiation:**  Only give them one option for their product  Have them just answer the four questions using the Census FAQ website |
| **Assessment/ Product** | Students will have created a public announcement in form of a podcast, video commercial, or flier from the perspective of the Census Bureau  In this product they will have shown they can explain how population data in the US is collected and what that data is used for. They will have put themselves in the shoes of someone advocating for public participation in the Census and explaining why the census is important. |
| **Lesson Reflection/ Closure** | Post lesson question:  Ask Students “**What did Doris Greene mean when she said “We’re just trying to reach people so they know how critical they are to that count in South Carolina.”**  An extension activity:  Have students use the census data to create a geographical model of a region’s population. |