

# Make Chicago Count

## Resources to Involve Your School in the 2010 Census

**Your school can change the future by increasing the involvement of your community in the census.**

### Why?

- ✓ Every person counts.
- ✓ The census count affects everyone: government services and funding—including support for your school—are based on the population.
- ✓ The 2010 census can enable Chicago to get more resources.

*In 2009, Chicago celebrated the Burnham Plan Centennial. That vision emphasized making big plans—bold plans and big dreams was the theme of the Centennial. To achieve big progress takes effort, vision, and resources. The census will give Chicago more resources to achieve greater progress.*

**2000: 58%**

**2010: \_\_\_\_\_%**

*In 2000, only 58% of Chicago households returned the census form by mail. Your students can change Chicago's future.  
It takes a village to raise a child.  
**It takes a child to inspire a city.***

### How?

This guide includes:

- ❑ Part 1: An action plan to organize a classroom or school service learning project that will inspire students and develop their communication, math, and mapping skills.
- ❑ Part 2: Information and resources from the Census Bureau and Scholastic for engaging classroom activities in reading, math, writing, economics, geography, and history.

**Developed by the Polk Bros Foundation Center for Urban Education**

Materials include resources from the Burnham Plan Centennial.

# Make Chicago Count

## Part 1: A Service Learning Project for Grades 3-12

### Teacher Guide

This project will develop students' academic skills and social-emotional development as they work as a team to help their community "count". You can use resources from Scholastic and the Census Bureau to expand this project to a unit on the census. The project can take one to three weeks.

Aligns with Illinois Learning Standards

<b>Academic Skills</b> ILS 1B: Analyze and infer cause-effect relations. ILS 5A: Organize information about an issue. ILS 3C: Write effectively for a specific audience. ILS 15E: Identify public goods affected by the census.	<b>Social Emotional Development:</b> 2B: Perform effectively as a member of a group. 3B: Analyze and solve problems. 3C: Contribute to the community.
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#### *Resources Needed:*

Copies of the activity pages (or you can put them on overhead projector)  
 Map of the community (you can make that yourself).

#### *Preparation:*

Get background information for yourself—and students.  
 The fact sheet included in Part 2 of this guide is an example of the information you can get from Census Bureau website, <http://2010.census.gov/>.

Find the level of participation in the census for your school's community in 2000. To do that, go to <http://2010.census.gov/2010census/take10map/>.

Also look for activities that you can use to expand the project into a unit at  
*Census in Schools* <http://www.census.gov/schools/>  
*Scholastic* <http://www2.scholastic.com/browse/article.jsp?id=3752139>

Part 2 of this guide includes a listing of websites for specific resources.

### Objectives

- Infer reasons for a decision to complete the census form.
- Make a plan to influence people.
- Collaborate to carry out a service learning project.
- Write a persuasive letter.
- Write a report
- Analyze data to identify changes.

### Vocabulary

action plan	analysis	census	decision
household	participation	persuade	rate
report	result	service learning	strategic

## LESSON PLAN

### Introduction: Help to Solve the Problem

#### Provide Background

Explain these facts:

- The census is a “count” of all the people in the country that the government of the United States makes every ten years.
- The government uses the numbers to make decisions, including: how much money to provide for schools and other public services and how many representatives people have in their state and national House of Representatives.
- The government mails the census form to every household.
- People are supposed to answer 10 questions on the form and mail it back.
- Then people called census takers visit homes if people did not mail it in.
- In 2000, only 72% of the people in the United States completed their census forms and mailed them back to the census bureau. In Illinois, 73% completed it. In the city of Chicago, only 58% of the households that received the form mailed it.
- For each person who does not fill in the form their community has less support. The fact sheet lists kinds of support that depend on the census numbers.

#### Analyze and Infer

Ask students to infer:

*Why might people decide not to fill in the census form?*

*What would happen if more people filled in census forms?*

*How could your class affect the 2010 percentage—get more people to fill in the forms?*

Explain that this is their opportunity to do that—and to make a difference that will continue since the results of the 2010 census will be the basis of choices by the government for the next ten years.

#### Set a Goal

With the class, set a goal for the census participation for your community. Make it a bold one. You can base the goal on the last census participation. You can find that by entering the zip code of your school into the online resource of the Census Bureau at <http://2010.census.gov/2010census/take10map/>. Or set the goal based on what your students want to accomplish. Remind them that only 58% of the households mailed their forms in during the 2000 census.

#### See Results

Your class will be able to see the difference they make. The map link at the Census Bureau website will post rates of return as soon as the census form is mailed to households in March 2010. So <http://2010.census.gov/2010census/take10map/> will show current response to the census.

## **Development: Make a Strategic Plan**

### *Start to Change Chicago's Census*

Plan a way to get everyone in the community to complete and mail in the form. Either put the chart "People to Persuade" on the chalkboard or distribute it to students. Students can complete individually and then "pair and share".

### *Take Personal Action*

Ask students to write a persuasive letter to one person on their list. They can use the outline "Inspire" to write that letter.

### *Make a Class Action Plan*

Combine the students' responses in one class list of "people to persuade". Analyze with the class whether they have included all the categories of persons who live and work in the community. Then ask students to make an action plan to reach those persons.

Suggestions for actions are listed on the page "Make Chicago Count--Strategic Plan Possibilities". You can share that list with students and then brainstorm ideas or start with their own ideas.

After your class decides which actions to take, use the Action Plan to identify the steps they will take.

### *Next Steps*

Depending on the plan you design, your class will take different paths.

- For example, if your students map the community and then analyze the results block by block they will develop geography skills as well as knowledge of the community.
- If your students organize persuasive presentations within the school, they will develop persuasive communications skills.

## **Conclusion: Assess Progress**

After the class has completed the project, each student should reflect on the learning—and the accomplishments.

A four-question report outline is included in these materials. You also can put those four questions—and others—on the chalkboard and ask students to think-pair-share about the progress they accomplished.

Keep track of your community's participation rate. Post changes in a line graph showing changes each week.

Prepare a report to the school community about your students' contribution to making Chicago count.

## People to Persuade

I can analyze cause-effect relations. (ILS1B)

In 2000, only 72% of the households in the United States sent in their census form. In Illinois, 73% sent the form in. In Chicago, only 58% mailed the form.

The government uses the census to figure out how to support the people in an area. The more people who are counted in the census, the more that community gets support. Here are some examples of effects of having more people counted for your community and city. Chicago will get more funds for...

<input type="checkbox"/> Public schools	<input type="checkbox"/> Better health services
<input type="checkbox"/> Grants for community development	<input type="checkbox"/> Neighborhood improvements
<input type="checkbox"/> Public libraries	<input type="checkbox"/> Senior services

List persons who live or work in the community whom you can persuade to send in their census form. Then, for each person, list at least one reason why that person should want to do help make Chicago count more.

Person	Reasons To Take the Census

*Choose one person from your chart.*

*Write a letter to that person.*

*Explain why that person should take the census.*

*Tell that person another way to help get more people to take the census.*

# Inspire

ILS 3B: I can write a persuasive text.

**Write a letter to persuade someone to send in the census.**

**How will I start?**

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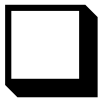
**What information will I include to support my position?**



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*(You can use the boxes to number the order in which you will give that evidence.)*

**How will I conclude?**

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# Inspira

ILS 3B: I can write a persuasive text.

## ¿Cómo comenzaré?

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## ¿Qué evidencia incluiré?



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*(Puedes usar las casillas a la izquierda para enumerar el orden en que darás las pruebas.)*

## ¿Cómo concluiré?

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## **Make a Big Difference for Chicago: Strategic Plan Possibilities**

This page lists three different ways to influence the community. They are examples. Your class can choose any of these, combine them, or decide on a different plan.

### **❑ Family Connections**

#### **ACTION PLAN STEPS:**

Write a note to your family. Explain why the census is important. In your note, ask your family to do two things.

- 1) complete the census form and mail it in
- 2) tell at least two other families to complete and mail the census form

Make a class tally of the number of families that say “yes” to 1.  
Make a class tally of the families who say “yes” to 2.

### **❑ School Connections**

#### **ACTION PLAN STEPS:**

Ask the principal if your class can make presentations to other classes about the importance of the census.

Make a presentation plan. Use the Inspire Action writing outline to plan the presentation.

Get other classes involved.

Keep a tally of the number of students who join the Make Chicago Count project.

### **❑ Student Teams Take Responsibility for a Block**

#### **ACTION PLAN STEPS:**

Make a map of the community on a sheet of poster paper. If you don't have poster paper, you can use 8 ½ x 11-inch sheets and assemble them into a grid.

Decide which students will take responsibility for that block. Ideally it should be a block they live on and then can involve their families in helping with the plan.

Students make notes or mini-posters they deliver to neighbors on that block.

**More ideas? Add your own. Make a Plan to Make a Big Difference for Chicago.**



## Action Plan

I can organize a plan. (ILS5A)

Planners organize an action plan.  
They figure out the parts of the work and who will do what.  
Make your action plan in a chart.

Who	Does What	When
	<i>Write an announcement about what you accomplished. Be sure to include recognition of everyone who participated.</i>	

## Plan de Acción

I can organize a plan. (ILS5A)

Los planificadores desarrollan un plan de acción.

Ellos deciden cómo se dividirá el trabajo y quién hará cada parte.

Organiza tu plan en una tabla.

<b>Quién</b>	<b>Hace Qué</b>	<b>Cuándo</b>
	Escribe un comunicado sobre lo que realizaste. Asegúrate de incluir y agradecer a todos los que participaron.	

## **REPORT PROGRESS**

ILS5A I can write a report.

### **What you learned about yourself**

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### **What you learned about your community**

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### **What skills you improved**

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### **What you contributed: what is the result of the service?**

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# INFORMA SOBRE EL PROGRESO

ILS5A I can write a report.

**Lo que aprendiste de ti mismo.**

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**Lo que aprendiste de tu escuela**

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**Qué habilidades mejoraste**

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**El valor que añadiste. ¿Cuál es el resultado del servicio?**

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## **PART 2: Online Educational Resources for Census 2010**

The Fact Sheet on the next page is an example of the clear and useful information you will find at these sites.

*Census 2010 Website* <http://2010.census.gov/>

*Census in Schools* <http://www.census.gov/schools/>

*Scholastic* <http://www2.scholastic.com/browse/article.jsp?id=3752139>

### **Resources for Principals and Parents**

#### Principals' Kit

> [http://www.census.gov/schools/materials\\_for\\_schools/principals\\_kits.html](http://www.census.gov/schools/materials_for_schools/principals_kits.html)

#### Take-Home Materials: Letter and Guide for Families

> [http://www.census.gov/schools/materials\\_for\\_schools/take-home\\_materials.html](http://www.census.gov/schools/materials_for_schools/take-home_materials.html)

#### Census in Schools Week Resources

> [http://www.census.gov/schools/materials\\_for\\_schools/census\\_week.html](http://www.census.gov/schools/materials_for_schools/census_week.html)

#### Planning Guides for Parent Organizations

> [http://www.census.gov/schools/pdf/materials/cis\\_media\\_ptapto.pdf](http://www.census.gov/schools/pdf/materials/cis_media_ptapto.pdf)

### **Resources for Teachers**

> [http://www.census.gov/schools/for\\_teachers/](http://www.census.gov/schools/for_teachers/)

#### Lessons and Maps

> [http://www.census.gov/schools/materials\\_for\\_schools/lessons\\_and\\_maps.html](http://www.census.gov/schools/materials_for_schools/lessons_and_maps.html)

#### Quick Start Teaching Guides

> [http://www.census.gov/schools/materials\\_for\\_schools/quick\\_start\\_guides.html](http://www.census.gov/schools/materials_for_schools/quick_start_guides.html)

#### Lessons Using Census 2000 Data

> [http://www.census.gov/schools/for\\_teachers/lessons\\_using\\_census\\_2000\\_data.html](http://www.census.gov/schools/for_teachers/lessons_using_census_2000_data.html)

#### Elementary and High School Lesson Plans and Resources from Scholastic

> <http://www2.scholastic.com/browse/article.jsp?id=3752139>

#### Pre-K "Everybody Counts" Coloring Book

> [http://www.census.gov/schools/pdf/bigbook\\_english.pdf](http://www.census.gov/schools/pdf/bigbook_english.pdf)

> [http://www.census.gov/schools/pdf/bigbook\\_spanish.pdf](http://www.census.gov/schools/pdf/bigbook_spanish.pdf)

#### Grades K-4 Lessons

> [http://www.census.gov/schools/pdf/materials/cis\\_lesson\\_k4US.pdf](http://www.census.gov/schools/pdf/materials/cis_lesson_k4US.pdf)

#### Grades 5-8 Lessons

> [http://www.census.gov/schools/pdf/materials/cis\\_lesson\\_58US.pdf](http://www.census.gov/schools/pdf/materials/cis_lesson_58US.pdf)

#### Grades 9-12 Lessons

> [http://www.census.gov/schools/pdf/materials/cis\\_lesson\\_912US.pdf](http://www.census.gov/schools/pdf/materials/cis_lesson_912US.pdf)

#### Data-Analysis Lessons Based on the Census

> [http://www.census.gov/schools/for\\_teachers/lessons\\_using\\_census\\_2000\\_data.html](http://www.census.gov/schools/for_teachers/lessons_using_census_2000_data.html)

## REFERENCE PAGE

# Census Fact Sheet

### What is the U.S. census?

Every 10 years, the government reports the number of people who live in the United States by conducting a count called the census. This count is required by the U.S. Constitution.

### 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, 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
- Senior services

### How is the 2010 Census taken?

- Census questionnaires are given to everyone living in the United States, Puerto Rico, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, and the U.S. Virgin Islands.
- The information is collected in two ways: by a questionnaire that is sent to every home, and through confidentiality-bound census workers who travel door-to-door.

### Who should be counted?

Everyone! All children, babies, and adults who live in a household should be counted, regardless of nationality, citizenship status, race, age, or gender.

### Why are some people reluctant to be counted?

The U.S. Census Bureau believes these are the most common deterrents to census participation:

- Privacy: Some people are reluctant to give the government personal information.
- Confidentiality: Some people worry that the information they provide could be used against them. However, census information is completely confidential. It is never shared with other government agencies, including the IRS, any office of immigration, or the FBI. Sharing census data is a federal offense.
- Immigration and citizenship concerns: People may not want to draw attention to themselves. However, every person in every home should be counted as part of the census.