



2020 Census Lesson Plan Ideas

High Beginning/Low Intermediate Adult ESOL (1.5 – 2 hour Conversation Class)

Prepared by the Gilchrist Immigrant Resource Center, February 2020

Lesson Goals:

- A. To feel comfortable completing the 2020 Census
- B. To understand why one should complete the 2020 Census – allay fears and clarify benefits

Guidance for Instructors:

Students are likely to have many questions about the 2020 Census, and you are a trusted source of information. It will be helpful for you to review the Talking Points, Census Resources, and Student Questions documents created by the Gilchrist Immigrant Resource Center in preparation for the class. The importance of everyone completing the Census can't be emphasized enough!

Below are ideas of how to address the lesson goals in a conversation class. Priorities are: reviewing the census form (just seeing the form can help allay fears), clearing up any confusion or fears about how the information will be used, reviewing the Latino/Hispanic and Race questions, and going over vocabulary words.

Suggested Lesson Components:

- I. **Family Relationships (15 minutes)**
 - a. Ask students to call out names of immediate and extended family members (mother, father, uncle, cousin, sister, etc.) Capture on board, in columns for immediate vs. extended.
 - b. Introduce different types: biological, adopted/adoptive, foster, etc.
 - c. Household Vocabulary Words – define and practice pronunciation as needed:
 - i. Spouse
 - ii. Adopted/adoptive
 - iii. Biological
 - iv. Relatives
 - v. Related/unrelated
 - vi. Foster children/parents
 - vii. Stepson or stepdaughter

- viii. Parent-in-law, son-in-law, daughter-in-law
 - ix. Live-in boyfriend/girlfriend or nanny
 - x. Roommate
 - xi. Cousins, uncles, aunts, nephews, nieces
- d. Partner or small group exercise: “Who lived in your household when you were growing up? I lived with my grandmother, my sister, and my mother. How about you?”
- e. After pair/small group discussion, share with class. (Capture on board if desired).

II. What is the Census and Why Do We Need to Complete It?

- a. Full Group Discussion **(10 minutes)**
- i. Do you have the census in your country?
 - ii. Why do countries do a census?
 - iii. Why do they need to know how many people?
 - iv. What services does the government pay for to help people?
 - v. What else do you want to know about the census? (Capture their questions on the board, check them off as they are answered during discussions).
- b. Everyone Counts in Montgomery County (Share Handout) **(15 minutes)**
- i. Small group activity – pass out questions (below), or pass out Question Word Cards. Groups answer questions using the “Everyone Counts” handout. Each group takes 2 or 3 questions, then share in full group. (Instructors can have other Census materials handy to help answer the questions.)
 1. **Who** must answer the census?
 2. **What** is the census?
 3. **Where** will you receive your census invitation
 4. **Why** does the government conduct a census?
 5. **How often** is the census conducted?
 6. **How** can we answer the census questions?
 7. **When** will the census happen?
 8. **How** can I get help completing the census?

III. How to Answer the Census Questions

- a. Case Study – Joseph/Garcia Household (adapted from the Campbell Adult and Community Education Program) **(30 minutes)**
- i. Hand out the Case Study.
 - ii. Ask students to read the case study quietly to themselves.
 - iii. Check for comprehension.
 - iv. In pairs, answer the questions on the Case Study page about the Joseph/Garcia family.
 1. One purpose of this exercise is to clarify the Hispanic/Latino question vs. the Race question. Teachers may want to review the relevant article in the Change Agent for background before teaching this. You can use the Case Study to discuss how both

spouses are Black/African American, but only one is Latino (from the Dominican Republic).

2. These questions might be confusing. There is no wrong answer. Each person needs to consider the race they identify with. If they don't see a category that fits them well, they can select "Other race."

b. Practice Completing the Census Form **(15 minutes)**

- i. Hand out the Sample Census Questionnaire (first 4 pages – includes 3 individuals).
- ii. In full group, read and explain the instructions before question 1 of the Sample Questionnaire.
- iii. Ask students to scan the Questionnaire, and call out difficult words.
- iv. Clarify difficult words. Possibilities might be:
 1. Permanent
 2. Temporary or temporarily
 3. Institutions
 4. Jail, prison, detention facility
 5. Armed Forces, the military
 6. Mobile home
 7. Mortgage, loan, home equity loan
 8. "Free and clear"
 9. Occupied
- v. Students practice completing the Questionnaire.

IV. **Closing (5 minutes)**

- a. Review the list of questions on the board, see if they have all been answered, or if there are new questions to resolve for next time.

Ideas for More Advanced Students

- I. PAIR PRACTICE: You work for the US Census. Convince your partner that he/she should complete the 2020 Census using some of the ideas and vocabulary we've discussed. **(15 minutes)**
 - a. Write on board:
 - i. Person A: Why should I complete the census? It doesn't matter to me!
Person B: It does matter! If everyone completes the census there will be more money for schools, hospitals, and roads in our city/county.
 - ii. Person A: Why should I complete the census? I'm afraid the government will use the information and hurt my family.
Person B: Census workers aren't allowed to share your information with anyone. And if you don't complete the census, there won't be enough money at your children's school to pay for teachers and materials for another 10 years.
 - b. Partners can use other reasons they have learned in class.
- II. SMALL GROUP DISCUSSION: Select a page or two from *The Change Agent's Census Packet*. Students read, share opinions, discuss.

Share your Ideas!

Instructor ideas, resources, and feedback are welcome. Please contact Anna DeNicolo, Program Manager at the Gilchrist Immigration Center at anna.denicolo@montgomerycountymd.gov.

Materials and Resources Used for these Lessons

1. Sample Questionnaire <https://www.census.gov/programs-surveys/decennial-census/technical-documentation/questionnaires/2020.html>
2. Everyone Counts in Montgomery County https://www.montgomerycountymd.gov/census/Resources/Files/everyone-counts-in-mc/EVERYONE-COUNTS-In-MCMD-Flyer_English.pdf
3. Vocabulary List and Activities from CACE (contains many, but not all words listed above) <https://nelrc.org/wp-content/uploads/2020/01/Low-Intermed.Census-Form-Vocab.pdf>
4. Case Study adapted from CACE: <https://nelrc.org/wp-content/uploads/2020/01/Multi-level.Household-examples.pdf>
5. The Change Agent: Adult Education Magazine for Social Justice – Census Packet <https://changeagent.nelrc.org/wp-content/uploads/2020/01/Census-Packet.pdf>