The Significance of the Census for American Indians in California

Education Curriculum Toolkit & Lesson Plans (6–12 Grade)
The National Indian Education Association, a leader in creating opportunities for communities to influence policy change, partnered with Native People Count California, to ensure that ALL American Indian/Alaska Native/Native Hawaiians in California are counted in the 2020 Census. An accurate and complete count not only connects our communities to vital federal funding and resources, but it empowers Native citizens to make effective decisions. NIEA believes in the power of youth voice and advocacy to influence community progress and shape future generations. Therefore “The Significance of the Census for American Indians in California” unit invests in middle and high school students to brings awareness of the impact of the census count on our communities and states to encourage student collaboration and action in their community.

During the development phase of this curriculum, educational leaders could not imagine our nation and schools would endure quarantines due to COVID-19 before the launch. As we come together during this unprecedented time, NIEA is dedicated to providing high-quality digitized educational resources for ALL students and ensuring that ALL American Indians/Alaska Native/Native Hawaiians are counted. It is an urgent matter of equity. NIEA encourages educators in California to utilize this curriculum and the digital links to create learning opportunities for students, families, and communities during this time. Together we will build stronger communities with access for ALL.

Sincerely,

**Diana Cournoyer** (Oglala Sioux Tribe)
Executive Director
National Indian Education Association
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The Native People Count California Campaign partnered with the National Indian Education Association (NIEA) to develop curriculum mini-unit "The Significance of the Census for American Indians in California." The curriculum was designed to answer the question "Why is the 2020 Census significant to American Indians in California?"

Through three days of lessons, students engage in digital and text-based resources to understand the purpose of the Census, the impact a count or miscount has on American Indians in California, and how the Native Complete Count is directly related to the representation in public office. The launch of this series is critical as 2020 brings two significant national events: the census and a presidential election. At the conceptualization of this project, this lesson series was intended to be used in face-to-face learning in the classroom. However, because of the unprecedented pandemic of COVID-19, this series becomes even more significant as it contains digital access to resources and ready-made materials for teachers and students to enhance remote learning.

With most schools currently utilizing online learning, these lessons will be immediately useful for all California educators and students. We encourage our educational stakeholders to use and adapt these materials to spread awareness of the importance of completing the census and ensuring our local American Indian communities are accurately counted and recognized.

About the Curriculum Framework
This lesson series follows an adaptation of the Inquiry Design Model (IDM), which uses the C3 Inquiry Arc and the C3 Framework Dimension Standards. This model takes a student-centered and inquiry-based approach to teaching and learning. Following instructional front runners like Native Knowledge 360 who also utilize this learning model, NIEA values teacher knowledge and uses this framework to ignite curiosity and problem solving through access to recommend sources and questions without over guiding pedagogy. Teachers are welcome to utilize this blueprint while also incorporating questions, tasks, and additional sources based on their student and community needs.
How to Use Lesson Plans & Tips for Virtual Learning

Materials Included in the Lessons
Lessons are guided by an essential question that is answered through three daily supporting question. The series aligns to multiple literacy and social studies standards and includes a final assessment task. The last page of the series offers additional resources and tasks for teachers to build knowledge and provide extended lessons. Instructional materials include:

- Source links (text and media)
- Formative Assessment task
- Vocabulary Support
- Step-by-step teacher actions and instructional notes
- Discussion points
- Homework suggestions
- Modifications and Accommodations
- Student Activity Packet

How to Use this Lesson Series
While this lesson series was developed to turnkey in the classroom, educators should consider the following recommendations to enhance instruction:

- Read/review all sources to prepare additional questions or support tailored to students
- Read through the series for teacher notes and additional resource suggestions
- Complete the Student Activity Packet to consider possible student answers or misconceptions
- If time allows, extend lessons with additional materials to provide more time for students to engage with the topic.
- Create scoring rubrics as needed for formative and summative tasks

Tips for Remote Learning
- Independent work: Provide source links to students along with the questions/tasks from the Student Activity Packet and formative assessment task. Sources and tasks can be reduced to smaller assignments.
- Create inquiry-based worksheets that provide students with the daily supporting questions and lesson/additional sources to answer the question. Students can complete their own research and answer the formative assessment task.
- Place the support questions, sources, and questions onto an online learning program such as Google classroom, Schoology, or other teacher websites.
- For students without computers, links and questions can be sent via text to be complete on a smartphone.
Helpful Tips for Virtual Learning

1. Establish and maintain communication: Before beginning any virtual learning activity, determine the best way to communicate with families and students.
   - Take an inventory of phone numbers and emails and list the ways that families can and will communicate.
   - If you are communicating with students directly through phone, email, or a learning platform, ensure you have permission from parents or caregivers to do so.
   - Social media can be useful for sharing videos and messages as long as you ensure that the groups are private and students have permission to post.
   - If possible, mail or deliver printed materials and notes for families who have limited access or communication.

2. Determine the best learning platform: Many online learning platforms are free during the OVID-19 pandemic, so choose which one best fits the needs and accessibility of your students. Consider that with a new platform there could be a huge learning curve; therefore, we recommend that you ensure that students without accessibility still have access to learning materials. The platforms listed here are always free for individual teachers. Consider a platform that works as an app on phones or tablets and can be more accessible for students without computer access.
   a. Google classroom (Free for individual teachers. User friendly but younger elementary would need supervision)
   b. Moodle (Open-source learning platform. Recommended for middle and high school)
   c. RCampus (Free for individual classroom set up. Recommended for high school and up)

2. continued...
   d. Khan Academy (Teachers and/or parents can assign online lessons, quizzes and tests for math, science, history, and reading and monitor progress)

3. Develop and share a consistent plan: As families are not only challenged with saying safe and healthy, they are also having to turn their home into a classroom. This can create frustration and stress. Keep your learning plan very simple and consistent with these suggestions:
   a. Use one platform for online learning and/or web conferencing such as Zoom, Google Hangouts, WebEx, Skype, etc
   b. Communicate with similar user-friendly styles and message across text, phone, email, and media so that families know it is school-based communication.
   c. Keep consistent online “office” hours and the same time for virtual check-ins. However, offer a variety of virtual check-in times so that families have options.
   d. Do not make attendance mandatory but instead offer multiple ways and times to communicate so that there is less pressure and more chance for engagement.
   e. Be very patient and encouraging for families who are struggling or may be resistant to this sudden change in lifestyles. Don’t give up on them!

4. Focus more on content engagement and lesson skill: Because teaching new skills online can be overwhelming for teachers as well as students, consider how to engage students with new content or topics without the demand of performing new skills.
Helpful Tips for Virtual Learning continued...

4. continued...

For example,
   a. Consider an inquiry-based approach in which you provide
      online sources for students to show what they learn about a
      new topic. You can offer students choices on how they
      demonstrate their learning. Click here for a list of resources
      for inquiry-based learning from Edutopia.
   b. This is a great opportunity to diversity and differentiate
      content for student interest and cultural relevance. Since
      most school districts have relaxed grading and assessment
      policies during this time, explore more creative and
      student-centered content.
   c. Recommend free online learning resources that students
      can access anytime rather than assigning specific lessons.
      Ask families or students to share images or explanations of
      what they learn on these sites (PBSKids, Kids National
      Geographic, Khan Academy, Arcademics, HippoCampus, etc.)

5. Simplify, simplify, simplify: Rather than assign chunks of the
   curriculum or multiple lessons at a time, deliver content or tasks
   in smaller sizes and/or with student-paced due dates. While there
   are many open-source lesson plans and curricula online, many of
   these are not designed for remote learning. Instead, you can
   utilize links, videos, questions, and digital portions of these open-
   source lessons to create smaller, concise tasks. For example,
   view this virtual learning task developed from the Census CA
   curriculum designed by Native People Count California and the
   National Indian Education Association. Consider these
   suggestions when preparing virtual activities:
      a. Provided open-ended assignments or questions for
         students to answer using resources you may provide or are
         readily available.
   b. Allow students to design their own research or problem
      solving activity and decide how they will show you that they
      are learning.
   c. Offer multiple pathways or choices for activities rather
      than all students doing the same tasks (paper packets vs. 
      online classroom work, video vs. written journals, focus on
      specific content areas rather than all subjects)
   d. Offer projects or activities that families can do together
      (cooking, family timelines, storytelling, gardening, science
      experiments, reading, movie reviews, etc.)

6. Tie in classroom routines, memories, and prior learning
   when possible:
      a. When video conferencing from home, create a background
         space with items that your personality and classroom.
         Make your space look warm and engaging.
      b. If students are used to certain songs, chants, call and
         response, routines, or daily messages, try to keep those a
         part of online learning or video conferencing sessions.
      c. If possible, find ways for students to communicate with
         each other during this time such as classroom buddies or
         small groups that work together or check on each other.
         Assign collaborative tasks or projects if you can.

7. Be as interactive and encouraging as possible:
      a. Send encouraging videos and messages to families. Share
         your silly side even it is can seem uncomfortable. Families
         need to laugh during this time. Read this article about
         student feedback on engagement during remote learning at
         Education Dive.
      b. Ask families to share pictures and videos of how they are
         learning at home together.
7. continued...

c. If applicable, ask families to journal (written or digital) their experiences during COVID-19 that they can share when the pandemic is over. Be willing to share your experiences as well.
d. Share activities that you do each day to stay optimistic (book reviews, recipes, crafting projects, woodworking, playing or creating music, movie recommendations, etc.)

8. Be flexible and understanding:
a. Recognize and validate the frustrations that families may feel at this time. Most educators feel this way too, so remind families that you are here for them.
b. This is a huge and overwhelming learning curve for all of us. Some families may not respond to the efforts you put in to working with their children. Keep trying.
c. If possible, keep checking on students even after the school year ends as life may look quite different and families will need support on how to prepare for the next school year.

References for Remote Learning Tips:


“60 Free Educational Websites that Parents Can Access While Schools are Closed” by Murphy Moroney at PopSugar https://www.popsugar.com/family/free-online-educational-resources-for-kids-47311368


Young Minds Inspire (Downloadable plans, activities, and parent resources for educators based on pop culture themes) http://ymiclassroom.com/


The Significance of the Census for American Indians in California Lesson Plans
Enduring Question

Why is the 2020 US Census significant to American Indians in California?

Establishing the Question

Many students may be aware of the impact of the upcoming 2020 election. However, because the US Census comes every ten years, the significance of the Census is a topic that may be very new to students, especially those in marginalized communities. To enhance the voice of our youth and ensure a more accurate count, this lesson series seeks to support teachers in developing student capacity to impact their own communities by helping others, particularly American Indians in California, to complete the US Census as well as register to vote. This lesson series will inform students of the importance of the Census on funding, legislation, resources, education, and other areas. Though it is focused on California, the information is applicable to all states and American Indians/Alaska Natives/Native Hawaiians.

State Standards*

CCRS Literacy Standards**

RI.6-8.2- Identifying central ideas/development across text
RI.6-8.3 (focus standard)- Analyzing connections in a text
RI.6-8.4- Determining contextual word meaning
RI.6-8.9- Synthesizing Ideas or information across texts
RI.6-8.7- Utilizing and evaluating types of media

California Social Studies Standards***

8.3.6- Citizen participation in the political process
8.11.5- 13th-15th Amendment to the Constitution
11.1.3- US Constitution and federal vs. state power
11.11.7- Federal, state and local impact of social change
12.66- Voting policies, laws, and statistics

*Lessons are developed around texts that fall in the grade 6-8 recommended Lexile band. However, resources are accessible for high school students and can be adapted to a range of grades 5-12.

**RI.6-8.1 & RI.6-8.10 are reflected in daily lessons to uphold the instructional expectation that texts are complex and lessons demand use of text-based instruction and tasks.

*** Due to the timing and uniqueness of this topic, these lessons are loosely connected to several of California’s Social Studies standards listed here. It is up to teacher discretion to make the standard connections.

Supporting Question 1

What is the US Census and why is it important for my community and me?

Supporting Question 2

How does the US Census impact American Indian tribes in California?

Supporting Question 3

How is the US Census connected to the American Indian vote?

Formative Task

Write a short script that you would say to someone who did not know about the census or its importance. Explain what the census is and why it is important to California. Include a statement that tells the person why you will be sure your family completes the census.

Formative Task

Imagine that your state government has provided you with funding to help tribes in hard-to-count regions complete the census. Write a letter requesting permission to work with a local tribal to help with census work. Be sure to explain why it is important that ALL members of their tribe complete the US Census. Include recommendations on how to support tribal members in completing the census and how the funding can support these recommendations. Be sure to include gerrymandering in your letter.

Formative Task

You overhear someone say, “American Indians make up only 3% of California’s population, so why is the state investing so much money in the census and what does it matter if they vote?” Use the Native Vote Counts infographic and the information learned over the past two days to answer that question. Be sure to use the word statistics and at least one other vocabulary word in your answer.
### Summative Performance Task

With a small group, students will create a flyer or brochure to distribute to a local tribal council that includes the following:

- an explanation of the US Census
- the importance of the census
- the impact on American Indians
- a guide to completing the Census
- the connection to Voter registration

This task may also require that students complete additional research on a local tribe. Additional sources are provided in the Teacher Resource page at the end of this planning guide. Students should also include information as well as specific quotes from at least TWO sources used during this lesson series. With teacher guidance, students should cite the sources you use in your finished document.

### Teacher Notes and Additional Resources

At the end of this document, there is a Teacher Resources and Information page that provides additional links and support for teaching this lesson series. It is important that as teachers navigate these lessons, they consider the sensitivity and importance of these topics for American Indian students. Before teaching these lessons, we recommend that teachers read Addressing Race and Trauma in the Classroom. What may be viewed as helpful information by the teacher and some students, some of the topics in this lesson relate to deep historical trauma that continues to negatively impact American Indians today. Teachers need to be sensitive to any American Indian students as well as understand how to approach these topics with sensitivity and respect.
Day 1

**Supporting Question:** What is the census and why is it important for my community and me?

### Texts

- **2020 Census: What is the Census?** (YouTube) (US Census Bureau)
- **Census Bureau 101 for Students (PDF)** (Census.gov)
- **What is Census? (PDF)** (nativepeoplecountca.org)
- **Sample Census 2020 form (English/Spanish)**
  *Additional text: History of the US Census* (Newsela.org)
  *free subscription required

### Links

- [https://www.youtube.com/watch?v=Eq-FMB4epyw](https://www.youtube.com/watch?v=Eq-FMB4epyw)
- [https://www2.census.gov/programs-surveys/sis/resources/census101.pdf](https://www2.census.gov/programs-surveys/sis/resources/census101.pdf)
- [https://secureservercdn.net/198.71.233.47/2z0.8ec.myftpupload.com/wp-content/uploads/2020/02/What-is-Census_Native-People-Count-CA-Flyer.pdf](https://secureservercdn.net/198.71.233.47/2z0.8ec.myftpupload.com/wp-content/uploads/2020/02/What-is-Census_Native-People-Count-CA-Flyer.pdf)
- [https://newsela.com/read/natgeo-the-census/id/2000003760/](https://newsela.com/read/natgeo-the-census/id/2000003760/)

### Academic Vocabulary

**Tier 2 (direct instruction)**
census, bureau, statistics

**Tier 3 (content-specific/provided)**
apportionment, redistricting

### Formative Assessment Task

Write a short script that you would say to someone who did not know about the Census or its importance. Explain what the census is and why it is important to California. Include a statement that tells the person why you will be sure your family completes the census.

### Preparation for Teaching

**Before the lesson teachers will need to:**
- Share/Post the essential question for the series: Why is the 2020 US Census significant to American Indians in California?
- Test the YouTube video **2020 Census: What is the Census?** to ensure that students will be able to see/hear it
- Print both texts and the student packet for students
- Read and notate the texts for additional vocab and questions (this includes answering the lesson handout)
*If applicable, determine how to distribute the extension/homework reading “Where Most Native Americans Live” by (US News & World Report). This can be given as a URL or copied and pasted into a Word document to be printed.*
Lesson Opener (5-7 min)
- Ensure students have the handout for the lesson
- Ask students what they know about the US Census and its purpose. Have students pair/share for one minute. Circulate the room and listen for a couple of responses to share aloud. It is not necessary to correct student thinking at this point.
- Show students the supporting question for the day. It is recommended to have this question on a chart paper/slide for display: “What is the census and why is it important for my community and me?”
- Tell students that they will be watching a video that provides background on the Census. Urge them to pay close attention to why the US Census could be important to them.
- Show video 2020 Census: What is the Census?
- Direct students to the Day 1 Video Reflection on the Student Packet. Give students about 1 minute to jot down their response to the following question “How might the US Census impact me as a student?”
- Have several students share responses. If available, chart some of the answers so that students can check their accuracy as they learn more during the lesson.
- Share the purpose of the lesson series with students and remind them that they will be learning how to answer the series essential question “Why is the 2020 Census significant to American Indians in California?”

Vocab (5 min)
- Direct attention back to the student packet to the Day 1 Vocabulary section. Remind students that they just learned what a census is. Ask one or two students what census means. Probe for an answer such as “a head count” or “counting a population” (answers may vary). Have students write an agreed upon definition for census on the handout.
- Have students utilize a dictionary to define the words bureau and statistics in pairs or small groups
- Tell students that they will return to add to their definition of census throughout the lesson
- The words apportionment and redistricting are provided. Prompt students to pay attention to all vocab words as they read today.

Text Engagement (30 min)
- Students will read two texts during this lesson. Direct students’ attention to the lesson handout and the first text for the day: “Census Bureau 101 for Students”
- Have students read aloud or in small groups based on teacher discretion. Students may stop and answer questions along the way or at the end.
- For text 1: “Census Bureau 101”:
  - Stop in paragraph 2. Draw attention to the definition of apportionment provided. Have a student re-read the sentence. Students can pair/share what they think this means in context. Explain that census impacts apportionment: determining how to divide the 435 seats in the House of Representatives between all 50 states based on population. The census determines the pop. of each state.
  - Draw attention to question 4 about the word allocate. Have students answer question 4 and then direct them to use a dictionary or digital resource if they are unable to determine meaning. Add this word to the vocab section of their handout.
  - After reading the entire text, have students connect apportionment to redistricting at the bottom of page 2. If needed, hold a brief conversation on how both are connected to voting.
-After students complete question #5 on the handout, return to the chart with the supporting question. Have students share additional response or make adjustments to the original answers.

**For Text 2: “What is Census?” (Independent Practice)**

- Have students independently read the one-pager and answer the questions on the lesson handout.
- After students read, ask them which handout was more user-friendly and why? (Answers may vary but most likely students will choose the more user-friendly “What is Census?”) Hold a quick conversation on how “What is Census?” could be useful in their home and community.
- Use question #3 on the lesson handout as a connection to tomorrow’s lesson. The one-pager is featured by NativePeopleCountCA.org. This organization assists in ensuring that ALL American Indians in California will complete the census as well as register to vote. The one-pager highlights that none of the 13 languages used for the census include American Indian/Native Alaskan languages. If applicable, ask students what they know about tribes and American Indians in California. Then ask students why this information on Native language is significant to mention and how it could impact how thorough the census data collection is. Tell students that in tomorrow’s lesson, they will look more closely at how the Census directly impacts tribes in California (and nationally).

**Extension Task: (5-10 min)**

- If time allows, provide digital access (or display as a whole class) to the Sample 2020 Census Questionnaire. Have students discuss how this may be confusing for some people in the community and how they can assist people such as elderly community members or those without digital resources. Hold a brief conversation on the types of questions asked such as how to report race/ethnicity.

**Formative Task/Ticket out the door (5-7 mins)**

- Have students complete the formative task as closure to the lesson. Before tomorrow’s lessons, assess student understanding for any misconceptions that need to be cleared up the next day.
- As students leave for the day, encourage students to share “What is Census?” with their parents and open a conversation about completing the census.

**Homework/Additional Reading**

*Where Most Native Americans Live*

This article is brief but opens conversation about the growing population of American Indians in California and the Southwest. This information will support learning for tomorrow’s lesson as well as prepare struggling students with background information. As noted above, teachers will need to decide how to format or adapt the article to best meet student needs. This can also be used as a teacher resource for talking points.

**Additional Resources or Supplemental Texts:**

*Newsela article: History of the US Census (1030L)*

*This article and quiz will require a free basic subscription to Newsela.org. For full access to all articles and teaching materials, a premium membership through your district is required.

**Accommodations and Modifications**

ELL support: Spanish version of US Census Bureau YouTube video “¿Qué es el Censo?” (What is the Census?)
## Day 2

**Supporting Question:** How does the US Census impact American Indian tribes in California?

<table>
<thead>
<tr>
<th>Texts</th>
<th>Links</th>
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<tbody>
<tr>
<td>Native People Count CA - Native Youth PSA (Nativepeoplecountca.org/You Tube)</td>
<td>• <a href="https://www.youtube.com/watch?v=yghXqcT7Zbs">https://www.youtube.com/watch?v=yghXqcT7Zbs</a></td>
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<tr>
<td>“We are Still Here”: Native Americans Fight to be Counted in US Census (Article/Newsela.org) (1080L) Recommended for grades 6-8</td>
<td>• <a href="https://newsela.com/watch?v=mDZfoaYGTVs">https://newsela.com/watch?v=mDZfoaYGTVs</a></td>
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<td>Census Tribal Impact Infographic</td>
<td>• <a href="https://secureservercdn.net/198.71.233.47/2z0.8ec.myftpupload.com/wp-content/uploads/2020/02/Census-Tribal-Impact_Native-People-Count-CA.pdf">https://secureservercdn.net/198.71.233.47/2z0.8ec.myftpupload.com/wp-content/uploads/2020/02/Census-Tribal-Impact_Native-People-Count-CA.pdf</a></td>
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<tr>
<td>Video (Infographic PDF &amp; YouTube Video/NativePeopleCountCA.org)</td>
<td>• <a href="https://www.censushardtocountmaps2020.us/">https://www.censushardtocountmaps2020.us/</a></td>
</tr>
<tr>
<td>Self-response Rate: Interactive Map (CA Census Map)</td>
<td>• <a href="https://cacensus2020.maps.arcgis.com/apps/webappviewer/index.html?id=48be59de0ba94a3dacff1c9116df8b37">https://cacensus2020.maps.arcgis.com/apps/webappviewer/index.html?id=48be59de0ba94a3dacff1c9116df8b37</a></td>
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| California Tribal Lands map (image in student Packet) Environmental Protection Agency | |}

### Supplemental/Recommended High School Text

Will You Count? American Indians and Alaska Natives in the 2020 Census (Pages 1-2) (The Leadership and Education Fund)


*To access this article teachers will need to register for a free Newsela.org account. For access to ALL additional content on the site, districts will need to purchase a Newsela PRO account.

### Academic Vocabulary

| Tier 2 (direct instruction) margin, indigenous | Tier 3 (content-specific/ provided) gerrymandering, reservations, disproportionately |

### Formative Assessment Task

Imagine that your state government has provided you with funding to help tribes in hard-to-count regions complete the census. Write a letter requesting permission to work with a local tribal to help with census work. Be sure to explain why it is important that ALL members of their tribe complete the US Census. Include recommendations on how to support tribal members in completing the census and how the funding can support these recommendations. Be sure to include gerrymandering in your letter.
Preparation for Teaching

**Before the lesson teachers will need to:**
- Test the YouTube video *Native People Count CA - Native Youth PSA* to ensure it is accessible to students
- Test the *Self-Response Rate: Interactive Map* to ensure that it can be digitally displayed or accessed by students. Practice toggling between 2010 and 2020.
- Register for a free teacher account at Newsela.org. Not all content is available on the free site, but the text “We are Still Here: Native Americans Fight to be Counted in the 2020 Census” is free. Teachers can determine whether to print the text directly or send it digitally. There is a five-question quiz that can accompany the reading. That is at the teacher’s discretion.
- Read and notate the texts for additional vocab and questions (this includes answering the student packet questions)
- STUDENTS WILL STILL NEED ACCESS TO YESTERDAY’S TEXTS

Teacher/Student Actions:

**Lesson Opener (5 min)**
- Ensure students have the student packet for the lesson
- Ask one student to share their takeaways from yesterday’s lesson on the Census. Ensure yesterday’s supporting question chart is displayed. Show students the new supporting question for the day. It is recommended to have this question on a chart paper/slide for display
- Ask students if they know the meaning of advocacy? Share with them that today they will focus on how the US Census impact American Indians in California and that many tribes live in hard-to-count areas so the census count tends to be inaccurate. Today, students will learn what that miscount impacts. Share with students that they can play an important role in helping others complete the census. They can become advocates like the students they will see in the video.
- Show PSA video *Native People Count CA - Native Youth PSA*
- Direct students to the student packet. Give students about 2 minutes to jot down their response to the video reflection questions in the Student Packet.
- Hold a brief discussion on how this video shows that they can be advocates for the US Census.

**Vocab (5 min)**
- Direct attention back to the student packet Day 2 Vocabulary section.
- Provide direct instruction for the word margin. Indicate that there are several meanings for the word depending on the content area. The usage today will be connected to statistics, the word they reviewed yesterday.
- Have students utilize a dictionary to define the indigenous.
- Have one student share their definition to indigenous and ensure others have something similar. Prompt students to pay attention to all vocab words as they read today.

**Text Engagement (30 min)**
- Students will read two texts during this lesson. Direct students’ attention to the student packet and the first text for the day: “We are Still Here: Native Americans Fight to be Counted in the 2020 Census”
- Have students read aloud or in small groups based on teacher discretion. Students may stop and answer questions along the way or at the end. The teacher may also determine to use the accompanying quiz
**For text 1: “We are Still Here”: (25 min)**

- Teachers may want to allow students to do an independent or small group first read and answer the questions. If so, then the recommendations that follow could accompany a first or second read.
- Stop in paragraph 3 to draw attention to the definition of reservation provided. (If there are any further questions about reservations, you can access this source from the Native American Rights Fund at a later time.)
- Have students take a closer look at paragraphs 3-5 in reference to gerrymandering. Allow students to pair/share how gerrymandering connects to their previous day learning about apportionment.
- After reading the section “Fighting for Political Representation” discuss the meaning of margin as it is used in the section. This is also a place to draw attention to the “estimated 1 in 7 Native Americans” on tribal lands that are not counted. Ask students to consider how much of an impact that could make if the same were true for their school and how the school would receive funding and resources.
- After students have read and answered all questions, draw attention to the section “Living in Hard-to-Count Areas.” Have students think about the impact of moving the majority of business online which is a current trend. Pair/share or hold a whole group discussion about how this can create further inequity. If time permits, allow students to discuss some possible solutions to lack of internet for rural/remote/marginalized communities.
- After students complete the reading and questions, turn to the daily supporting question chart. Have students share their initial responses to the question “How does the US Census impact American Indian tribes in California.” Chart some of these.

**For Text 2: “Census Tribal Impact” infographic (5 min)**

- Display or distribute the Census Tribal Impact handout. This is a brief infographic that allows students to visually follow the process from census data collection to tribal funding.
- Give students 2 minutes to discuss how this infographic supports what they read in the previous article “We are Still Here.” While they discuss listen for opportunities to expand or adjust student thinking.
- Then pose this question to the whole group, “If the census count at the top is incomplete for tribes such as we read in the article, what point in this chain will we begin to see a negative impact?” Students can respond whole group. The teacher should listen for “when the federal government builds the budget.”
- Point out to students that this infographic demonstrates that this issue is cyclical so that funding and resources are continually limited for tribes.

**Map Analyses: (5-10 mins)**

- This task may need to be done with a whole group or in small groups depending on access to technology. With time consideration, provide student access to the Self-Response Rate: Interactive Map and the digital map California Hard-to-Count areas. Direct students to page 5 of the student packet which also features a map of the tribal areas in California.
- Students should follow the guidance in the student packet to complete the questions.
- If time allows, ask students to share what they learned about hard-to-count areas close to their community. Teachers will need to engage in this task prior to teaching the lesson that they are able to relate it to their local community.
**Formative Task/Ticket out the door (5-7 min)**
- Have students complete the formative task as closure to the lesson. This is not included in the student packet and should be completed on a separate sheet of paper for teachers to collect. Before tomorrow's lessons, assess student understanding for any misconceptions that need to be cleared up the next day.

**Homework/Additional Reading**

**Where Most Native Americans Live (Newsela.org)**
At the teacher’s discretion for use, this is an additional article to support student learning. This article is brief but opens conversation about the growing population of American Indians in California and the Southwest. This information will support learning for tomorrow’s lesson as well as prepare struggling students with background information. As noted above, teachers will need to decide how to format the article to best meet student needs.

*If desired, teachers can supplement the article “Will You Count? American Indians and Alaska Natives in the 2020 Census.” This article is found on the [website for Leadership Conference on Civil and Human Rights](https://www.lcchr.org/). This page provides additional information and a link for the article.

**Additional Resources or Supplemental Texts: High School**

During this lesson, it is possible that students may ask questions about the rights of tribes or how they acquired reservation land. Students, especially American Indian students may discuss or have questions about tribal sovereignty. If teachers want more information or a definition of tribal sovereignty, which can help explain the tense relationship between tribes and the federal government, this video [BSE Explains: Tribal Sovereignty](https://www.youtube.com/watch?v=example_video_id) is a brief but clear explanation. NIEA recommends that teachers remain sensitive to American Indian students when discussing tribal sovereignty as it is directly related to historical trauma.

**Accommodations and Modifications**
- Send the article “We are Still Here” home the night before. This article can also be printed in a different Lexile level that ranges from grades 3-12. A free subscription to Newsela.org is required
- Provide additional vocabulary lists/access as needed
- Assign certain portions of the article to struggling readers and allow them to present the information in their section. This can allow for more time to engage with a smaller portion of reading.
- Provide a reading buddy to read the article aloud if others are reading independently.
- Share the Spanish version of US Census Bureau YouTube video “¿Qué es el Censo?” (What is the Census?)
**Day 3**

**Supporting Question: How is the Census connected to the American Indian vote?**

<table>
<thead>
<tr>
<th>Texts</th>
<th>Links</th>
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<tbody>
<tr>
<td><em>Every Native Vote Counts</em> <em>(National Congress of American Indians YouTube)</em></td>
<td>• <a href="https://www.youtube.com/watch?time_continue=68&amp;v=Li2pH_0LdeU&amp;feature=emb_logo">https://www.youtube.com/watch?time_continue=68&amp;v=Li2pH_0LdeU&amp;feature=emb_logo</a></td>
</tr>
<tr>
<td><em>Why You Vote: Native Americans Still Struggling for Voting Rights</em> <em>(Velshi &amp; Ruhle, MSNBC)</em></td>
<td>• <a href="https://www.youtube.com/watch?v=bSgrS72XZ1c">https://www.youtube.com/watch?v=bSgrS72XZ1c</a></td>
</tr>
<tr>
<td><em>NCAI: Native Vote Infographic (PDF)</em> <em>(Newsele.org) (1080L)</em> Recommended for grades 6-8</td>
<td>• <a href="http://www.ncai.org/initiatives/campaigns/NCAINativeVoteInfographic.pdf">http://www.ncai.org/initiatives/campaigns/NCAINativeVoteInfographic.pdf</a></td>
</tr>
<tr>
<td><em>CA Native Vote (PDF)</em> <em>(CANativeVote.org)</em></td>
<td>• <a href="https://canativevote.org/">https://canativevote.org/</a></td>
</tr>
</tbody>
</table>

**Academic Vocabulary**

- **Tier 2 (direct instruction)**
  - legislator
- **Tier 3 (content-specific/provided)**
  - ballot box, gaming

**Formative Assessment Task**

You overhear someone say, "American Indians make up only 3% of California's population, so why is the state investing so much money in the Census and what does it matter if they vote?" Use the Native Vote Counts infographic and the information learned over the past two days to answer that question with one to two solid paragraphs. Be sure to use the word statistics and at least one other vocabulary word in your answer.

**Preparation for Teaching**

- Test both YouTube videos *Every Native Vote Counts* and *Why You Vote* to ensure it is accessible to students
- Print the NCAI: Native Vote infographic or determine how students will access it
- Read and notate the infographic for additional vocab and questions (this includes answering the student packet questions)
- STUDENTS WILL STILL NEED ACCESS TO PRIOR TEXTS

**Teacher/Student Actions:**

- **Lesson Opener (5 mins)**
  - Ensure students have the student packet for the lesson
  - Ask students if they know people who are active voters in their family or community. Tell students that in the 2016 presidential election 61.4% of people who are voting age cast a vote *(census.gov)* but this number tends to be smaller for local elections. Ask students how the other 38.6% of voters could have impacted election outcomes. Use this to lead into the lesson on how American Indian/Alaska Natives are also the population with the highest percentage of unregistered voters in the US.
  - Direct students to the video reflection section of the student packet for Day 3. Show the first video *Every Native Vote Counts*
-After the video give students 2 minutes to jot a response to the following question: “How does “Every Native Vote Counts” connect American Indian beliefs/values about land with voting rights?”
-Share the daily supporting question chart “How is the US Census connected to the Native vote?” Tell students they will answer this after the lesson.

**Video Connections (10 min)**
-Tell students that they will watch a newscast from MSNBC that further explains the history of Native voting right. Direct them back to the student packet.
-Allow students to preview the video questions before starting *Why You Vote*.
-After the video, give students time to complete the questions. If necessary, play the video again. If time allows, hold a whole group discussion about the historical relationship between American Indians and the federal government and its impact on voting.

**Vocab (5 min)**
-Direct attention back to the student packet Day 3 Vocabulary section.
-Provide direct instruction for the word legislator. Ask students if they already know this word. If the teacher feels students will know the word, this part of the lesson can be skipped or provided for students.
-If students are not familiar, have students utilize a dictionary to define legislator. (This word appears repeatedly on the NativeVote.org infographic.)

**Small Group Text Engagement (25 min)**
-Place students in small groups. For this activity, mixed-ability grouping is recommended. Students will work in small groups to analyze the “NCAI: Native Vote Counts” infographic
-Before releasing small groups to answer the questions, explain the purpose of the NCAI: Native Vote Counts infographic. The teacher may want to explain aloud the purpose of each section of the graphic. If the teacher feels this task may be too challenging for students, this can become a whole class activity.
-Guide students through this process:
  1. Set a timer for 5 minutes of quiet reading/independent analyzing of the infographic
  2. Allow 5 additional minutes for each member of the group to share significant learning points from the infographic
  3. Give students 8 minutes to complete the questions on the student packet
  4. Have the groups share answers for questions 1-3
  5. Hold a whole group discussion for groups to share their answers to question number 4.

**Extended Thinking (10 mins)**
-As time allows or at teacher discretion, provide time for students to independently (or in pairs) answer the Extended Thinking questions in the Student Packet. These are intended to push student thinking to make inferences about the information gathered across all three days. These can be discussed as a whole group or students can submit them for teacher analysis.
-Point out to students that this infographic demonstrates that this issue is cyclical so that funding and resources are continually limited for tribes.
**Formative Task/Ticket out the door (10 mins)**
- Have students complete the formative task as closure to the lesson. Before tomorrow’s lessons, assess student understanding for any misconceptions that need to be cleared up the next day.

**Homework**

Teachers may want to assign the Summative Task for students to begin preparing their thoughts or gather materials.

**Additional Resources or Supplemental Texts:**

The article “Voting Rights for Native Americans” on the Library of Congress website provides more information on the American Indian struggle to obtain voting rights. This can be provided for additional information or in place of the lesson videos.

**Accommodations and Modifications**

*For students who may need additional support:*
- Provide additional vocabulary lists as needed
- The infographic may be challenging for some students. Teachers can create a quick guide to help students understand the purpose of sections on the graph.
- Teachers may want to assign smaller chunks of the infographic or less question as accommodations
- While small groups are working, teachers may pull a lower-ability group to analyze the graph and answer questions together as guidance
Day 4

Essential Question: Why is the 2020 US Census significant to American Indians in California and the rest of the United States?

Opening Task

As time allows, teachers should post the essential question on display (chart or screen). Students can utilize previous charts, texts, and the student packet to answer the essential question. Teachers can start with pair/share and move to a whole group discussion. It is recommended that teachers chart student answers as the discussion takes place. This discussion will prepare all students for the Summative Assessment Task. Task completion may take more than one instructional day. It could be assigned as a week-long project with some work done outside of school hours.

Summative Assessment Task

With a small group, students will create a flyer or brochure to distribute to a local tribal council that includes the following:
- an explanation of the US Census
- the importance of the census
- the impact on American Indians
- a guide to completing the Census
- the connection to Voter registration

This task may also require that students complete additional research on a local tribe. Additional sources are provided in the Teacher Resource page at the end of this planning guide. Students should also include information as well as specific quotes from at least TWO sources used during this lesson series. With teacher guidance, students should cite the sources you use in your finished document.
As you watch the video, jot down your response to this question: How might the US Census impact me as a student?

Vocabulary

<table>
<thead>
<tr>
<th>Tier 2</th>
<th>Tier 3</th>
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<tbody>
<tr>
<td>census:</td>
<td>apportionment: using a state’s population to determine or proportion how many members are sent to the House of Representatives. The higher the population of a state, the higher the number of members sent to represent that state.</td>
</tr>
<tr>
<td>bureau:</td>
<td>redistricting: drawing election boundaries within a state based on how many members the state can send to the House of Representatives. This does not impact the Senate which allows two members per state regardless of the population</td>
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<td>statistics:</td>
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</table>

Text 1: US Census Bureau 101

1. What is the purpose of the US Census Bureau?

2. What historical document led to the creation of the US Census Bureau?

3. Based on what you learned about apportionment, how can a miscount of the population in a state affect the state at the federal government level?
4. In addition to population data, what other types of data does the US Census Bureau collect?

5. Using context clues, determine the meaning of allocate in the statement “States and communities use census data to allocate funding” at the bottom of page 2. Use text evidence.

6. List 3 significant ways the US Census Data is utilized.

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**Text 2: What is Census?**

1. When was the first US Census?

2. What is different about how the data will be collected for the 2020 Census?

3. What is significant about the note provided after “13 languages will be supported”?

4. Compare the text “What is Census?” to the previous article “US Census Bureau 101.” What is different about how the information is formatted? Why do you think this difference is significant for people in the community?
### Video Reflection: Native People Count CA - Native Youth PSA

<table>
<thead>
<tr>
<th>How does video explain that missing even one American Indian/Alaska Native in the US Census has an impact?</th>
<th>How does this video demonstrate that young people can be a voice for their community? How can you be a voice for the Census?</th>
</tr>
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</table>

### Vocabulary

<table>
<thead>
<tr>
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<th>Tier 3</th>
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<tbody>
<tr>
<td>margin:</td>
<td>reservation: a legally designated area of land governed by a federally recognized Indian tribe under the U.S. Bureau of Indian Affairs and not the state in which the reservation exists.</td>
</tr>
<tr>
<td>indigenous:</td>
<td>gerrymandering: manipulating or dividing the boundaries of an election district to give favor to a politician or party based on a characteristic such as race or class</td>
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<tr>
<td>disproportionately: the extent that something is to large or small in relation to another thing</td>
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### Text 1: “We are Still Here: Native Americans Fight to be Counted in the 2020 Census”

1. How can gerrymandering lead to inequity?

2. Why was winning the Navajo Nation lawsuit significant for the tribe? How did census data help with the win?
3. Read this sentence from the section “Living in ‘Hard-to-Count’ areas”: “Native Americans are also disproportionately affected by other factors such as poverty, housing, insecurity, and even age.” Using the definition for disproportionately, explain how this statement supports the extreme need for an accurate census.

4. Read this sentence from the section “reduced Funding for Translation Services”: “Government funding for translation in Native American languages was also reduced this year.” How does this impact the hard-to-count factor of the Census?

5. Using what you have gathered from all texts so far, why would California invest so much money on census outreach?

6. After reading the entire article, return to the section “Living in ‘Hard-to-Count’ Areas.” Why do you think Rodrigues-Longbear says that “another big factor is lack of trust”? Use details from the article to support your answer.
Map Analysis Task: Use these three maps to complete the questions for this section:

- Self-Response Rate: Interactive Map
- California Hard-to-Count digital map
- California Tribal Lands map (to the left)

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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</thead>
<tbody>
<tr>
<td>1. Ensure that the 2010 setting is marked for the Self-Response Rate map. What was California’s overall response rate to the 2010 Census? How does that compare to other states?</td>
<td></td>
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<tr>
<td>2. How has California responded to the 2020 Census at this point? Make a prediction on how much the response rate will be in 2020.</td>
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<tr>
<td>3. Using both the California Hard-to-Count map and the California Tribal Lands, compare the hardest-to-count areas with the tribal lands. Is there a possible connection to the response rate?</td>
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<tr>
<td>4. Using the California Tribal Lands map, locate the tribes closest to your region. Are you in a hard-to-count area?</td>
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<tr>
<td>5. If you were a California legislator, what areas of California do you feel need the most support with the Census? Use all three maps to help you in your answer.</td>
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</table>
### Video Reflection: Native People Count CA - Native Youth PSA

How does “Every Native Vote Counts” connect American Indian beliefs/values about land with voting?

### Video 2: Why You Vote: Native Americans Still Struggling for Voting Rights

1. How does this video further explain the distrust of American Indians and the federal government?

2. How is the historical treatment of American Indians and African Americans similar? What major difference in their treatment does this video highlight?

3. While both videos address the same issue, which one do you find most compelling? Why? Use details from one or both videos to support your claim.

### Vocabulary

<table>
<thead>
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<tbody>
<tr>
<td>legislators:</td>
<td>ballot box: a sealed box used to collect votes</td>
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<td></td>
<td>gaming: the act of playing gambling games such as in a casino</td>
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</table>
### Text 1: Native Vote Infographic

*For this section, AI/AN stands for American Indian/Alaska Native

<table>
<thead>
<tr>
<th>Question</th>
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<tbody>
<tr>
<td>1. Look at the left side of Page 1. If the reported population increase trend continues for American Indian/Alaska Native populations, what could we predict for the 2020 Census?</td>
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<tr>
<td>2. Which state has the highest AI/AN total voting population?</td>
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<tr>
<td>3. Which state has the highest percentage of AI/AN voter population?</td>
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<tr>
<td>4. You overhear someone say, “American Indians make up only 3% of California’s population, so why is the state investing so much money in the Census and what does it matter if they vote?” Use the Native Vote Counts infographic and the information learned over the past two days to answer that question. Be sure to use the word statistics and at least one other vocabulary word in your answer.</td>
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### Extended Thinking:

<table>
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<tr>
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<tbody>
<tr>
<td>1. What is significant about New Mexico’s apportionment percentage AND their AI/AN voting population? What could this tell us about the state?</td>
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<tr>
<td>2. We have seen that it is very critical that ALL AI/AN adults register to vote. However, why is it just as important that these same voters complete the census as well?</td>
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<tr>
<td><strong>TEACHER RESOURCES &amp; INFORMATION</strong></td>
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<tr>
<td><strong>AMERICAN INDIAN EDUCATION RESOURCES</strong></td>
<td><strong>CENSUS INFORMATION</strong></td>
</tr>
<tr>
<td>National Indian Education Association (NIEA)</td>
<td>Niae.org</td>
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<tr>
<th><strong>CENSUS INFORMATION</strong></th>
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<tr>
<td>Native People Count: California</td>
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<tr>
<td>National Congress of the American Indian</td>
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<td>Census Bingo (NativePeopleCountCA.org)</td>
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<td>American School Counselor Association</td>
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