

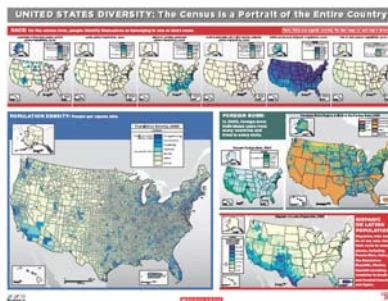
# Educator Update

## Census In Schools



March 2010

### 2010 Census in Schools – New Materials on the Internet



**Lessons for English Language Learners in K-8** — A skills-based teaching guide and activity worksheets created especially for English Language Learners in grades K–2, 3–4, 5–6, and 7–8 centered around the purpose and process of the 2010 Census.

< [http://www.census.gov/schools/materials\\_for\\_schools/ell\\_esl.html](http://www.census.gov/schools/materials_for_schools/ell_esl.html) >

**Lessons for Adults Learning English as a Second Language** —

Unique materials for the ESL classroom including a teaching guide centered around five skills-based lessons on the purpose and process of the 2010 Census. There are student-directed, printable worksheets that provide opportunities for speaking, reading, and writing practice.

< [http://www.census.gov/schools/materials\\_for\\_schools/ell\\_esl.html](http://www.census.gov/schools/materials_for_schools/ell_esl.html) >

**Diversity Lesson and Map** — Lessons addressing the diversity of Americans for grades 5-8.

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

**Lessons that Don't Use Maps** — Adaptation of the K-12 lessons that do not require the use of a map.

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

**Census Activity Sheets** — English and Spanish activity sheets for older and younger kids with word finds, coloring, counting, mazes, crossword puzzles, and more.

< [http://www.census.gov/schools/materials\\_for\\_schools/activity\\_sheets.html](http://www.census.gov/schools/materials_for_schools/activity_sheets.html) >

**Census Song** — Sheet music and the audio file of “You Count,” a census song for kids.

< [http://www.census.gov/schools/census\\_for\\_kids/](http://www.census.gov/schools/census_for_kids/) >

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### **2010 Census —Key Events in March**

**Census Takers Begin Hand Delivering 2010 Census Questionnaires to 12 Million Addresses**

— On March 1, about 56,000 census workers began hand delivering 2010 Census questionnaires to roughly 12 million addresses across the nation, mostly in rural areas where people do not receive mail at the same location as their residence. Most of the nation's 120 million households, about 90 percent of the U.S. population, should look for their 10-question forms to arrive by mail mid-March.

### **Delivery of 2010 Census Advance Letters Begins**

— On March 8, letters went out telling residents that they will soon receive a 2010 Census questionnaire in the mail. Years of research have shown that higher percentages of people receiving the mailed census questionnaire return a completed form after they receive the advance letter compared with those who receive merely the census form with a simultaneous request to return it.

**Mailing of 2010 Census Forms Begins** — More than 120 million households across the nation will receive 2010 Census questionnaires as mailing begins March 15. Residents are encouraged to promptly fill out the forms and mail them back in postage-paid envelopes.

### **Census Bureau Launches “Children Count Too” Awareness Campaign Featuring Nickelodeon’s Dora the Explorer**

On March 9, 2010, the U.S. Census Bureau launched a “Children Count Too” public awareness campaign reminding parents to include babies and young children on their 2010 Census forms. Most of the nation’s 120 million households will begin receiving census

questionnaires by mail between March 15 and March 17.

“A complete and accurate count of our nation’s youngest is critical to their health and education, and the future strength of our communities and labor force,” said Census Bureau Director Robert Groves at a news conference at Mary’s Center, a nonprofit maternal and child care center serving immigrant communities in Washington.

The campaign features Dora the Explorer — the popular children’s character on Nickelodeon’s award-winning animated preschool series — addressing the importance of counting kids in the 2010 Census. In partnership with the Census Bureau, Nickelodeon has produced television and radio public service announcements, Web buttons and fact sheets in which Dora and her friends remind families that “everybody counts on the census form, especially little kids.” All materials are available in English and Spanish.

For more information, visit

<[http://www.census.gov/Press-Release/www/releases/archives/2010\\_census/014613.html](http://www.census.gov/Press-Release/www/releases/archives/2010_census/014613.html)>

### **Women’s History Month: March 2010**

National Women’s History Month’s roots go back to March 8, 1857, when women from New York City factories staged a protest over working conditions. International Women’s Day was first observed in 1909, but it wasn’t until 1981 that Congress established National Women’s History Week to be commemorated the second week of March. In 1987, Congress expanded the week to a month. Every year since, Congress has passed a resolution for Women’s History Month, and the President has issued a proclamation. For more information, visit [www.census.gov](http://www.census.gov) and click on “Facts for Features.”

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### Teaching Ideas:

**Elementary School Teachers:** The following items contain data that can be used by elementary teachers who are looking for student high interest information to teach various kinds of graphs, the concepts of comparison and contrast, and research skills. Teachers and students can locate additional data by consulting the full Facts for Features at <[http://www.census.gov/Press-Release/www/releases/archives/facts\\_for\\_features\\_special\\_editions/](http://www.census.gov/Press-Release/www/releases/archives/facts_for_features_special_editions/)>.

**Middle and High School Teachers:** Teachers and students should consider in-depth research and application activities focusing on issues related to the subtopics below. The tables cited in the Activities' sections are in *The Statistical Abstract of the United States: 2010*, available on the Census Bureau homepage under "Special Topics," and offer extensive data. Suggested teaching activities are below.

### 155.8 million

The number of females in the United States as of Oct. 1, 2009. The number of males was 151.8 million.

### Sports

#### 3.1 million

Number of girls who participated in high school athletic programs in the 2007-08 school year. In the 1979-80 school year, only 1.75 million girls were members of a high school athletic team.

#### 178,084

Number of women who participated in a National Collegiate Athletic Association sport in 2007-08.

### Activities:

**Table 1211, Participation in High School Athletic Programs by Sex, 1979-2008.**

- Consult the table's data and ask students what observations they can make about the increase in the number of participating students. {The number of males has steadily increased, but the number of females almost doubled.}
- Observe the data about the most popular sports, 2007- 2008. Have students calculate the average number of participating female and male students per school for the ten most popular sports. {Divide the number of participants in each sport by the number of schools.}
- Determine the difference in the numbers of male and female participants in each sport.
- Have students locate a sport in which they participate or in which they are interested. Ask students to determine the difference in the number of male and female participants. In which age category is there most/least participation in this sport? {Answers will vary.}

### Table 1212, Participation in Selected Sports Activities, 2007.

- Consult the table's data and have students determine the top ten sports in which girls participated. { exercise walking, swimming, camping, exercising with equipment, hiking, running, bowling, aerobic exercise, bicycling, boating (power), working out at club }
- What were the three least popular sports in which 12- to 17- year-olds participated? {cross country skiing, muzzle loading, yoga }

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- What general statement can you make about the relationship of household income, in general, to participation in sports? {Household incomes correlate to the number of participants in most sports.}

### Table 1214, Consumer Purchases of Sporting Goods by Consumer Characteristics: 2007.

Consult the table's data and ask students these questions:

- What age group experienced the greatest purchase of soccer balls? {under age 14}
- What type of footwear was most commonly purchased by people under 14 years old {gym shoes/sneakers} and by people age 14-17? {trail running shoes}
- Does this data agree with information you have observed? {Answers will vary.}
- In the 14-17 age group, what was the most frequently purchased equipment {soccer balls} and the least-commonly purchased equipment? {multi-purpose home gyms}

### Education

**55%**

Percentage of college students in fall 2008 who were women.

**29.4 million**

Number of women 25 and older with a bachelor's degree or more education in 2008, higher than the corresponding number for men (28.4 million). Women had a larger share of high school diplomas, as well as associate, bachelor's, and master's degrees. More men than women had a

professional or doctoral degree.

**29%**

Percent of women 25 and older who had obtained a bachelor's degree or more as of 2008.

### Jobs

**59%**

In 2008, the percentage of females 16 and older who participated in the labor force, representing about 72 million women.

**38%**

Percent of females 16 or older who worked in management, professional, and related occupations, compared with 32 percent of males.

**23.8 million**

Number of female workers in educational services, health care, and social assistance industries. More women worked in this industry group than in any other. Within this industry group, 11.9 million worked in the health care industry, 9.1 million in educational services, and 2.7 million worked in the social assistance industry.

### Activities:

#### Table 246, Public Elementary and Secondary School Teachers- Selected Characteristics 2004 to 2005.

Consult the table's data and have students note the data indicating male and female teachers. Ask students these questions:

- In the academic year 2004-05, how many more female than male teachers were there? {1,597,000}
- In the highest degree held category, what degree had the higher percent

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held by women teachers? {education specialist}

- During which years of experience category did women have a greater percent of experience than men? {less than 3 years; 10-20 years}
- Women teachers earned how much less than men teachers? {\$14,495,000}

### Earnings

#### \$35,745

The median annual earnings of women 15 or older who worked year-round, full time, in 2008, down from \$36,451 in 2007 (after adjusting for inflation). Women earned 77 cents for every \$1 earned by men.

#### Activity:

Ask students to make statements based on information from the data collection in all these entries that would support the argument, "Women should be paid the same earnings as men."

### Voting

66%

Percentage of female citizens 18 and older who reported voting in the 2008 Presidential election. Sixty-two percent of their male counterparts cast a ballot. Additionally, 73 percent of female citizens reported being registered to vote.

#### Activities:

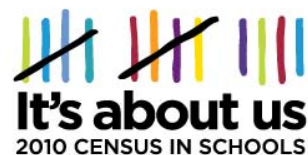
**Table 406 Voting Age Population-Reported Registration and Voting by Selected Characteristics : 1996-2008.**

Consult the table's data and ask the following questions:

- Make a statement about the changes in the 18-24 age category from 1996 to 2008. {There has been a steady increase in the number of people in the 18-24 age category from 1996 to 2008.}
- In what years, 1996-2008, did the number of females exceed the number of males in the voting age population? {all indicated years.}
- Make a statement about the changes in the percent of women reporting that they registered in Presidential election years, 1996-2008. {The percent dropped in 2000, increased in 2004 and dropped in 2008. This was also true for the male population.}
- Make a statement about the changes in the percent of women reporting that they registered in the Congressional election years, 1998-2006. {The percent of women registered to vote decreased each election year.}
- Did the percent of females who reported that they voted in the Presidential election years 1996-2008 increase or decrease? {The percent increased each election year.}
- Did the percent of females who reported that they voted in the Congressional election years, 1998-2006 increase or decrease? {The percent increased each election year.}
- Make a statement about the percent of females who register and vote in Presidential and Congressional elections compared to the percent of males. {A

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higher percent of females register and vote in both Presidential and Congressional elections. }

### **Military**

**197,900**

Total number of active duty women in the military, as of Sept. 30, 2008. Of that total, 34,300 women were officers, and 163,600 were enlisted.

**14%**

Proportion of members of the armed forces who were women, as of Sept. 30, 2008.

### **Activity:**

If your school has a JROTC program, invite an instructor and/or a student in the program to talk with your class. Have students compile news articles about women in the military from newspapers, magazines, and Internet resources.

### **Contact Census in Schools**

If you would like to share any thoughts or ideas about ways to introduce the 2010 Census to your students, please call 1-800-396-1167 or e-mail us at: < [Census.in.Schools@census.gov](mailto:Census.in.Schools@census.gov) >.

Additional information about Census in Schools can be found at our Web site:  
< <http://www.census.gov/schools> >.

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