2020 CENSUS TEACHER'S GUIDE

Diversity: Languages Spoken in the United States

Topic(s):
Diversity, languages, data collection, census

Grade Level:
5-6

Approx. Time Required:
45 minutes

Learning Objectives:
Students will be able to:

- Calculate percentages based on data provided.
- Reason abstractly and quantitatively based on data.
- Draw conclusions based on information shared in a discussion.
- Understand and explain the term "diversity."
- Understand the importance of the decennial census and how it tells them important information about people in their state.

Introduction

The 2020 Census Statistics in Schools (SIS) program is designed to educate students about the decennial census and to teach them educational concepts and skills, such as data literacy, through use of census data in the classroom. Responding to the census helps your community get its fair share of funding. Census data guides how more than $675 billion in federal funding is distributed to states and communities each year. These funds support vital community programs that help children, such as schools, hospitals, housing, and food assistance. By educating students about the 2020 Census, you can help encourage a complete count.

The 2020 Census SIS program can be used with educational standards across the United States. You can use the topics and learning objectives above to determine which subject and unit plan or theme this activity will best fit into.

About the 2020 Census

In addition to the information that is built into instructions for this activity, the following points provide an easy, grade-appropriate way to explain the census to your students.

- The decennial census is a count of every person living in the United States that occurs every 10 years.
- Responses to the census determine how $675 billion is given to states and communities to support things like schools, hospitals, housing, and parks.
- It is important that every person be counted so that the government knows where resources are most needed.
- You can do your part by making sure an adult in your home counts you—and every person living in your home—in the 2020 Census.

Materials Required

- Printed student worksheets
- Calculators for each student
- A board or chart paper to record student answers
- A computer and projector (optional)

Worksheet Description

Students will learn how communities thrive with a broad diversity of residents. The worksheet focuses on simple data points that show the distribution of people who speak only English at home and people who speak a language other than English at home throughout their state and country. Students will learn how demographic information and trends affect their local community.

Before the Activity—10 Minutes

1. Begin by telling students that today the class will be learning about diversity in the United States. Share with students that diversity means being composed of different elements. Essentially, it's another word for "difference." Hand out student worksheets, one per student. Ask students to raise their hands and share ideas about how their class is diverse (race, ethnicity, religion, family size, hair color, boys vs. girls, etc.). Record these ideas on the front board.

2. Then ask, "Why is it good for our class that we are diverse? How does diversity make us stronger?" Lead a discussion on these questions. After this classroom discussion, ask students to record their answer to Question #1 on their student worksheet.

During the Activity—30 Minutes

1. Explain to the class that today they will also learn about the census, which counts every person living in the United States every 10 years. The data the census collects tells us the number of people that live in our communities and can be used to identify different types of diversity throughout the country.

2. Students will now analyze data over time that represents the number of people in the United States who speak English at home compared with the number of people who speak a language other than English at home. Explain to students that language is one way in which our country is diverse. Tell students that they will be looking at language data for the whole country in 2010 and 2017, then their state and two other states in 2017.

3. Instruct students to complete the first table in their student worksheet. If students need assistance with calculating percentages, demonstrate on the front board how to calculate a percentage ("speak a language other than English at home" population / total population, then move the decimal two spots to the right). As an alternative to calculating percentages, the teacher can provide them with the calculations from the table below.

Area and year	Total population 5 years and older	Speak only English at home (number of people)	Speak a language other than English at home (number of people)	Speak only English at home (% of population)	Speak a language other than English at home (% of population)
U.S., 2010	289,215,746	229,673,150	59,542,596	**79.4%**	**20.6%**
U.S., 2017	305,924,019	239,331,713	66,592,306	**78.2%**	**21.8%**

Source: U.S. Census Bureau, 2010 American Community Survey 1-Year Estimates and 2017 American Community Survey 1-Year Estimates

2010: https://data.census.gov/cedsci/table?q=B16001&hidePreview=false&tid=ACSDT1Y2010.B16001&vintage=2018

2017: https://data.census.gov/cedsci/table?q=B16001&hidePreview=false&tid=ACSDT1Y2017.B16001&vintage=2018

4. Next, direct students to write in your state in the second data table and, as a class, select two other states in different parts of the country to use for this activity. Ask students to predict the percentage of people who speak a language other than English at home for your state and for the two other states. Have them write this information in the first column of the second data table.

5. Using **Activity Item: Language Spoken at Home by State**, students will search for each state's data and complete the second data table. If you prefer to have students search for the data online, access it through data.census.gov (*https://data.census.gov/cedsci/table?q=B16001&g=0100000US.04000.001&tid=ACSDT5Y2017.B16001&hidePreview=true*).

Area and year	Prediction: Speak a language other than English at home	Speak a language other than English at home (number of people)	Speak a language other than English at home (% of population)
My State, 2017 _____			
State 1: _____			
State 2: _____			

6. Tell students to answer Questions #5 through #7 individually.

After the Activity—5 Minutes

Facilitate a classroom discussion by reviewing Questions #5 through #7 on the student worksheet.

Question #5: How close were your predictions to each state's true percentage of people who speak a language other than English at home? Were you surprised by any of them?

Answers will vary, but students may be surprised at the large percentage of people who speak another language other than English at home in Illinois because it's not a border state or typically known for immigration.

Question #6: Which states across the country do you think would have the highest percentage of people who speak a language other than English at home? Why?

Answers will vary, but students may think that states along the southern border have a higher percentage of people who speak a language other than English at home, such as Florida, Texas, or California.

Question #7: Why is it important that the U.S. Census Bureau collect this type of data? How could knowing more about the percentage of our population that speaks a language other than English at home affect decisions made by our national and local governments?

Answers will vary but should include something about the country's growing diversity. Answers may also speak about how governments and organizations likely need to start producing materials in multiple languages to make information accessible to all people.

Home Extension

Teachers, please read the instructions for the students' homework assignment out loud to the class:

Take your student worksheet home and share it with an adult in your home. Ask them if they can guess the percentage of people who speak a language other than English at home in your state. Verify their answer with the data you learned in class.

Activity Item: Language Spoken at Home by State

Geography	Estimate Language Spoken at Home - Population 5 years and over - English only	Percent Language Spoken at Home - Population 5 years and over - English only	Estimate Language Spoken at Home - Population 5 years and over - Language other than English	Percent Language Spoken at Home - Population 5 years and over - Language other than English
Alabama	4,324,223	94.9	234,385	5.1
Alaska	574,744	84	109,554	16
Arizona	4,654,602	73	1,720,587	27
Arkansas	258,5911	92.8	201,889	7.2
California	20,418,288	56	16,071,014	44
Colorado	4,237,632	83.1	864,637	16.9
Connecticut	2,656,081	77.9	752,209	22.1
Delaware	774,288	87.2	114,162	12.8
District of Columbia	518,706	82.5	110,078	17.5
Florida	13,669,654	71.3	5,503,431	28.7
Georgia	8,220,677	86.1	1,323,530	13.9
Hawaii	986,478	74.2	343,763	25.8
Idaho	1,377,849	89.3	165,414	10.7
Illinois	9,312,735	77.2	2,756,231	22.8
Indiana	5,672,618	91.6	523,471	8.4
Iowa	2,698,198	92.4	223,419	7.6
Kansas	2,396,123	88.5	310,871	11.5
Kentucky	3,929,849	94.7	220,387	5.3
Louisiana	3,991,873	91.7	361,157	8.3
Maine	1,186,749	93.8	79,015	6.2
Maryland	4,613,252	82	1,016,077	18
Massachusetts	4,940,967	76.9	1,485,497	23.1
Michigan	8,476,289	90.6	877,280	9.4
Minnesota	4,557,386	88.7	583,378	11.3
Mississippi	2,686,128	96.1	109,237	3.9
Missouri	5,358,633	94	343,526	6
Montana	930,797	96.1	37,847	3.9
Nebraska	1,566,040	88.8	197,054	11.2

Activity Item: Language Spoken at Home by State (Cont.)

Geography	Estimate Language Spoken at Home - Population 5 years and over - English only	Percent Language Spoken at Home - Population 5 years and over - English only	Estimate Language Spoken at Home - Population 5 years and over - Language other than English	Percent Language Spoken at Home - Population 5 years and over - Language other than English
Nevada	1,881,829	69.5	824,689	30.5
New Hampshire	1,168,119	92.2	99,496	7.8
New Jersey	5,821,459	69	2,611,986	31
New Mexico	1,269,225	65	684,541	35
New York	12,924,635	69.4	5,696,716	30.6
North Carolina	8,369,406	88.6	1,079,175	11.4
North Dakota	654,693	94.4	39,016	5.6
Ohio	10,163,386	93.1	750,666	6.9
Oklahoma	3,264,424	89.9	366,714	10.1
Oregon	3,214,945	84.8	578,328	15.2
Pennsylvania	10,750,803	89	1,328,055	11
Rhode Island	780,740	78	220,827	22
South Carolina	4,283,646	93.1	319,834	6.9
South Dakota	744,104	93.6	51,128	6.4
Tennessee	5,762,777	93	432,026	7
Texas	16,455,855	64.7	8,981,907	35.3
Utah	2,334,994	85.2	404,933	14.8
Vermont	561,646	94.4	33,161	5.6
Virginia	6,613,662	84.2	1,242,368	15.8
Washington	5,438,146	80.9	1,283,676	19.1
West Virginia	1,693,131	97.5	42,667	2.5
Wisconsin	4,955,244	91.3	470,501	8.7
Wyoming	506,060	92.7	39,683	7.3

Source: U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates

https://data.census.gov/cedsci/table?q=B16001&g=0100000US.04000.001&tid=ACSDT5Y2017.B16001&hidePreview=true