A Tour of the Online 2010 Census in Schools USVI Program
www.census.gov/schools

This quick-start teaching guide is just the beginning of the teaching resources available to you for the upcoming 2010 Census USVI. A special educational Web site, at www.census.gov/schools, delivers much more.

FOR TEACHERS
- Grade-specific lesson plans—including printable sheets—on the purpose and history of the census, the importance of community participation, map literacy, and data management skills.
- Additional teaching ideas for using and connecting historical census data to today’s issues.
- Facts for Features, collections of population facts that add to your thematic teaching of special topics and events.

FOR STUDENTS
- Census for Kids, including puzzles and coloring sheets tied to the purpose and importance of the census.
- Census for Teens, with quizzes and fun facts using census data.

Map ideas
Use these fun activities to explore the 2010 Census USVI wall map!
Ask students to:
- Create icons for coral reef areas, Crown Mountain, and other unique geographic features.
- Plan a west-to-east travel route that goes through at least three subdistricts.
- Plan a north-to-south travel route that goes through the fewest number of subdistricts.
- Plan a two-island excursion using three types of transportation.
- Plan a travel route passing through all of one island’s subdistricts without backtracking.
- Compare and contrast the geographic or demographic features of each island.
- Choose one subdistrict on your island and write two or three sentences describing its geographic or demographic characteristics in comparison to the other subdistricts on the island.

2010 Census: It’s About Us

In April 2010, the decennial census will be conducted in the United States Virgin Islands. The activities in this quick-start teaching guide will help you introduce the census into your classroom and get students and families ready for the count. Turn the page for a few 15- to 20-minute introductory activities that you can do in your classroom right away! These standards-based activities will help your students build skills in writing, research, map reading, and social studies. So let’s get started—take a look inside to learn about the 2010 Census USVI: It’s About Us program and how you can use it in your classroom today! Visit www.census.gov/schools to find out more about how you and your students can be counted. The 2010 Census USVI is counting on YOU!
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Scope and Sequence
grades K–8

[Image of a map and text]

The It’s About Us program focuses on four major strands. The following is an overview of the grade-specific lessons within these strands. Review the complete standards matrix and download the FREE lessons online at www.census.gov/schools.

Lesson | Strand | Connections | Skills
--- | --- | --- | ---
K–4 | Graph It! | Managing Data | Reading, Listening, Writing | Graph creation and comprehension
| Take a Count | About the Census | Reading, Listening, Writing | Participate in a small-scale classroom census to understand benefits of the census
| Our Class Counts | Community Participation | Reading, Listening, Writing | Utilize group work to understand how census data are used
| Where Is Everyone? | Map Literacy | Reading, Writing, Geography, Civics | Create a map to understand how the census gathers information about demographics and population; graph comprehension

For Teachers
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- Facts for Features: collections of population facts that add to your thematic teaching of special topics and events.
- Quick Facts to develop your own community-specific lessons.

For Students
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Map Ideas
Use these fun activities to explore the USVI USVI wall map!

Ask students to:
- Create icons for coral reef areas, Crown Mountain, and other unique geographic features.
- Plan a west-to-east travel route that goes through at least three subdistricts.
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- Plan a travel route passing through all of one island’s subdistricts without backtracking.
- Compare and contrast the geographic or demographic features of each island.
- Choose one subdistrict on your island and write two or three sentences describing its geographic or demographic characteristics in comparison to the other subdistricts on the island.

H ave You Heard?
The Census in Schools program 2010 Census USVI: It’s About Us is ready for your classroom! Visit www.census.gov/schools today!

2010 Census: It’s About Us

It’s About US 2010 CENSUS IN SCHOOLS

In April 2010, the decennial census will be conducted in the United States Virgin Islands. The activities in this quick-start teaching guide will help you introduce the census into your classroom and get students and families ready for the count. Turn the page for a few TEA C H I N G IDEAS to incorporate introductory activities that you can do in your classroom right away! These standards-based activities will help your students build skills in writing, research, map reading, and social studies. So let’s get started—take a look inside to learn about the 2010 Census USVI: It’s About Us program and how you can use it in your classroom today! Visit www.census.gov/schools to find out more about how you and your students can be counted.

The 2010 Census USVI is counting on YOU!
It’s About Us Mini-lessons

The census happens only once every 10 years. Governments at all levels rely on the data collected to make decisions that affect your students, and their families. What does the 2010 Census USVI mean for you and your students?

A full and accurate census response is crucial for making sure you and your students get the services you depend on, including Title I, college loan programs, and improvements to schools, public roads, and transportation. In March/April 2010, the Census Bureau will deliver a questionnaire to each home. You can help your students and their households understand why it’s important to participate. Whether you teach social studies, language arts, or math, you can incorporate information about the upcoming Census USVI right away! 

**Mini-lessons**

**Introduce the 2010 Census USVI with these hands-on activities.**

**Activity 1: GRAPH IT!**

**GOAL:** To help students organize information using charts or graphs.

**GRADES K–4 Directions:**
2. Record the results in a table on the board or a computer. Assign a symbol to represent each category.
3. In groups or as a class, have students represent the information in a pictograph using the symbols. Ask: How many books of each type are in the room?

**GRADES 5–8 Directions:**
1. Ask students to take an inventory of classroom textbooks, broken down by subject area. Have them convert their findings into percentages.
2. Collect all of the pieces of paper and, for each question, mix up the answers in a bag.
3. Repeat the above activity with different groups. Can the students sort answers into similar or different answers? Explain that a census is one way you can ask what is most needed in different communities.

**Activity 2: TAKING A COUNT**

**GOAL:** To help students understand the importance of a census as a community to reach a goal.

**GRADES K–4 Directions:**
1. Divide the class into five groups. Explain that the class is going to plan a group activity. Ask: What is one way your group would like to improve your classroom? Examples may include: growing an indoor garden, building a book collection, or designing a bulletin board.
2. Give student groups 10 minutes to brainstorm ways to participate. At the end of this time, have one student from each group share their ideas with the class. Record each idea on the board.
3. Ask the class to vote on the best idea from each group.

**GRADES 5–8 Directions:**
1. Divide the class into five groups. Explain that the class is going to plan a group activity. Ask: What is one way your group would like to improve your classroom? Examples may include: growing an indoor garden, building a book collection, or designing a bulletin board.
2. Divide the groups into five groups. Explain that the class is going to plan a group activity. Ask: What is one way your group would like to improve your classroom? Examples may include: growing an indoor garden, building a book collection, or designing a bulletin board.
3. Ask students to imagine the following situation. You and your friends are helping your teacher lead a group of students. How can you encourage the students to participate in the census?
4. Have students write similar or different answers? Explain that a census is one way you can ask what is most needed in different communities.

**Activity 3: OUR CLASS COUNTS**

**GOAL:** To help students understand the importance of participating in a census.

**GRADES K–4 Directions:**
1. Divide the class into five groups. Explain that the class is going to plan a group activity. Ask: What is one way your group would like to improve your classroom? Examples may include: growing an indoor garden, building a book collection, or designing a bulletin board.
2. Divide the groups into five groups. Explain that the class is going to plan a group activity. Ask: What is one way your group would like to improve your classroom? Examples may include: growing an indoor garden, building a book collection, or designing a bulletin board.
3. Ask students to imagine the following situation. You and your friends are helping your teacher lead a group of students. How can you encourage the students to participate in the census?
4. Have students write similar or different answers? Explain that a census is one way you can ask what is most needed in different communities.

**Activity 4: WHERE IS EVERYONE?**

**GOAL:** To help students understand the importance of participating in a census.

**GRADES K–4 Directions:**
1. Ask students to create a map of their walk or ride to school and be sure it shows four regions that represent buildings and other landmarks. Have students choose a different region to the area where they see the most people on their trip, then draw an icon on the map to represent that region.
2. Give students groups 10 minutes to brainstorm ways to participate. At the end of this time, have one student from each group share their ideas with the class. Record each idea on the board.
3. Ask the class to vote on the best idea from each group.

**GRADES 5–8 Directions:**
1. Divide the class into five groups. Explain that the class is going to plan a group activity. Ask: What is one way your group would like to improve your classroom? Examples may include: growing an indoor garden, building a book collection, or designing a bulletin board.
2. Divide the groups into five groups. Explain that the class is going to plan a group activity. Ask: What is one way your group would like to improve your classroom? Examples may include: growing an indoor garden, building a book collection, or designing a bulletin board.
3. Ask students to imagine the following situation. You and your friends are helping your teacher lead a group of students. How can you encourage the students to participate in the census?
4. Have students write similar or different answers? Explain that a census is one way you can ask what is most needed in different communities.

**Activity 5: MAP IDEAS**

See the back cover for ways to get the most out of your USVI wall map.
Mini-lessons

1. Display the 2010 Census USVI wall map in your classroom. This will give students a visual reminder of the importance of the census to their individual communities.

2. Try the activities included in this guide to introduce the concept, purpose, and history of the census. They are designed for grades K-4 and 5-8.

3. Review the scope and sequence of the activities to make standards-based cross-curriculum connections.

4. Download the grade-specific lesson plans and printable sheets available online at www.census.gov/schools. Features of the site are described on the back cover of this guide.

5. Create a Census Countdown Planner that provides students with a different activity each month leading up to the April 2010 Census USVI.

Explore graphing concepts further by downloading the K-4 and 5-8 lessons about Managing Data at www.census.gov/schools.

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Count on These U.S. Census Bureau Resources!

The 2010 Census USVI
In Your School

It’s About Us Mini-lessons
Introduce the 2010 Census USVI with these hands-on activities.

Here are some quick first steps
1. Display the 2010 Census USVI wall map in your classroom. This will give students a visual reminder of the importance of the census to their individual communities.
2. Try the activities included in this guide to introduce the concept, purpose, and history of the census. They are designed for grades K-4 and 5-8.
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It’s About Us Mini-lessons
Introduce the 2010 Census USVI with these hands-on activities.

Activity 1: Graph It!

**Goal:** To help students organize information using charts or graphs.

**K-4 Directions:**
1. Guide students in a classroom book inventory. Categories might include fiction, nonfiction, biographies, and reference. Record the results in a table on the board or a computer. Assign a symbol to represent each category.
2. In groups or as a class, have students represent the information in a pictograph using the symbols. Ask: How many books of each type are in the room?

**K-5 Directions:**
1. Ask students to take an inventory of classroom textbooks, broken down by subject. Have them convert their findings into percentages.
2. For example, with 30 students:
   - 9 out of 30 have language arts books (9/30 or 0.3 or 30 ÷ 100 = 30%)
   - 2 out of 30 have science books (2/30 or 0.07 or 20 ÷ 100 = 7%)
   - 10 out of 30 have math books (10/30 or 0.33 or 10 ÷ 100 = 33%)

**Goal:** To introduce the idea of what it means to take a census and why it is important to respond.

**K-4 Directions:**
1. Explain that a census is one way you can ask the same question of all the people living in your community. Examples may include: growing an indoor garden, building a book collection, or designing a bulletin board.
2. Give students 10 minutes to brainstorm some possible ideas. At the end of this time, have one student from each group share their ideas with the class. Record each idea on the board.
3. Ask the class to vote on the best idea from each group.

**K-5 Directions:**
1. Divide the class into five groups. Explain that the class is going to pick a group to be responsible for a planning activity. Ask: What is one way your group would like to improve your classroom? Examples may include: growing an indoor garden, building a book collection, or designing a bulletin board.
2. Have students brainstorm as many fund-raising ideas as possible that will help them meet their goals. Give students 10 minutes to think of as many ideas as possible. At the end of this time, have one student from each group share their ideas with the class. Record each idea on the board.
3. Ask the class to vote on the best idea from each group.

Learn more about how the census is used to get a complete count of residents living in the U.S. Virgin Islands by downloading the K-4 and 5-8 lessons about Community Participation at the Census at www.census.gov/schools.

Activity 3: Our Class Counts

**Goal:** To help students understand the importance of a community to reach a goal.

**K-4 Directions:**
1. Divide the class into five groups. Explain that the class is going to pick a group to be responsible for a planning activity. Ask: What is one way your group would like to improve your classroom? Examples may include: growing an indoor garden, building a book collection, or designing a bulletin board.
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3. Ask the class to vote on the best idea from each group.

Learn more about how census information is used to help your local community at www.census.gov/schools.

Activity 4: Where is Everyone?

**Goal:** To help students understand the concept of population density.

**K-4 Directions:**
1. Ask students to create a map of their walk or neighborhood and plot features of interest such as buildings and other landmarks. Have them pay close attention to the areas where they see the people on their trip, then draw an icon on the map to represent that particular area.
2. Explain that, at that particular time of day there were more people in that area.
3. Have students reflect on why that might be.
4. Have each student exchange maps with a classmate. Ask each student to write a few sentences about one thing they have learned from looking at their classmate’s map.

**K-5 Directions:**
1. Ask students to create a map of their school. Living icons and a key have shown which areas of the school are more densely populated at different times of the day (i.e., homeroom, lunch/recess, change of class, assembly, or dismissal).
2. Explain that, in certain areas of the school are more populated, so are certain communities in the U.S. Virgin Islands. The census helps to determine where these areas are and provides information to the government about the residents’ needs.
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See the back cover for ways to get more out of your USVI wall map.
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- Plan a week-to-week travel route that goes through the fewest number of subdistricts.
- Plan a two-island excursion using three types of transportation.
- Map what transportation is used.
- Compare and contrast the geographic or demographic features of each island.
- Choose one subdistrict on your island and write two or three sentences describing its geographic or demographic characteristics in comparison to the other subdistricts on the island.

FOR STUDENTS
- Census for Kids
  - including puzzles and coloring sheets tied to the purpose and importance of the census
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For Teachers
Lesson Strand
K–4

K–8

1 Graph It!
Managing
Data
Reading,
Listening,
Writing
Graph creation and comprehension.

2 Take a Count
About the
Census
Reading,
Listening,
Writing
Participate in a small-scale classroom census to understand benefits of the census.

3 Our Class
Counts
Community
Participation
Reading,
Listening,
Writing
Utilize group work to understand how census data are used.

4 Where Is
Everyone?
Map Literacy
Reading,
Writing,
Geography,
Graphics
Create a map to understand how the census gathers information about demographics and population; graph comprehension.

5–8

1 Graph It!
Managing
Data
Mathematics,
Reading,
Charts,
Graphs
Conduct a mock census via classroom inventory; analyze data on pie charts to understand the benefits of the census.

2 Take a Count
About the
Census
Mathematics,
Charts,
Graphs
Use mock census-type data to plan for an event.

3 Our Class
Counts
Community
Participation
Charts,
Graphs
Utilize group work to understand how census data are used.

4 Where Is
Everyone?
Map Skills,
Charts,
Graphs
Use mapmaking to understand how census data provide information to the government about residents’ needs; graph comprehension.

H ave Y ou H e a rd? 
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