

# American Farmers Count! Census 2020

## Grades 3-5

Social Studies, Math, ELA



### Objectives

Students will complete a family tree and write each family members name, and they state they lived in as an adult. They will identify who in their family is/was involved in agriculture. They will then transfer this information to a map of the United States. Students will choose a relative and compare census data from their state with Oklahoma. Students will read about the process of counting American farmers, as well as all Americans. They will discover the difference between the Census of Agriculture and the decennial census. They will find the main idea of a reading passage.

### Vocabulary

**agribusiness**— the business or industry of farming or agriculture

**census**— official process of counting the number of people in a country, city, or town and collecting information about them

**colonist**— a person who helps to create a colony

**equipment**— supplies or tools needed for a special purpose

**population**— the number of people who live in a place

**rural**— of or relating to the country and the people who live there instead of the city

### Background

In order to survive, we must eat! In early America, most people were farmers. They grew their own food. The first **colonists** in the New World tried to farm the land like they had in Europe. It didn't work and they nearly starved. They had to learn to farm like the natives and grow the crops that would grow well here.

Today, fewer than 2 percent of the people in this country live on a farm or ranch. Most people do not grow their own food. One American farmer today can feed about 165 people. Twenty-four million Americans have jobs involved in agriculture. These jobs are called **agribusiness**. Agribusiness includes people who grow, process, deliver and sell food. It also includes people who teach agriculture in colleges. It includes scientists who study insects and diseases that affect our food. It includes bankers who loan money to farmers and ranchers so they can buy the **equipment** they need, such as tractors. It includes the people who build and sell that equipment. It even includes the truckers who haul the cattle to market, the florist who sells a dozen red roses and the check-out clerk at the grocery store. How do we know these numbers? The Census of Agriculture, which counts only farmers, is used to find out how many farmers there are in the United States. It also finds out what crops and animals are grown in the United States.

The Census of Agriculture is not the first **census** used in the United States. The first census, which counts everyone in the nation, is called the decennial census. This census was first taken in 1790 and is still used today. It is a count of every person living in the United States. The Constitution mandates that the country counts its **population**, or people, once every 10 years. Filling out the census is the law, not just our civic duty. The census serves as the basis for fair political representation. The 2020 Census will mark the 24th time that the United States has counted its people since 1790. Census Day is April 1, 2020.

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The census tells us how many people live in the United States. It is important that every person who lives in the U.S. be counted. This helps make sure the government can provide money to each community. The census is used to help decide funding for schools, parks, roads, members of congress, and more. In 1790, 95% of Americans lived in **rural** areas. This means they lived in the country. Today only 19% of Americans live in rural areas.

## Additional Reading

- Atkin, S. Beth, *Voices from the Fields: Children of Migrant Farmworkers Tell Their Stories*, Little Brown, 2000.
- DeFelice, Cynthia, *Under the Same Sky*, Farrar, Straus and Giroux, 2005.
- Marsico, Katie, *Working on a Farm (Junior 21st Century Library)*, Cherry Lake, 2008.
- Owen, Ruth, *Growing and Eating Green: Careers in Farming, Marketing and Producing Food*, Crabtree, 2009.
- Peterson, Cris, *Century Farm: One Hundred Years on a Family Farm*, Boyd's Mills, 2009.
- Rylant, Cynthia, and Nikki McClure, *All in a Day*, Abrams, 2009.
- Silverman, Buffy, *Follow That Food: Distribution of Resources*, Heinemann-Raintree, 2007.
- Somervill, Barbara A., *Food Scientist (Cool Science Careers)*, Cherry Lake, 2009.
- Trumbauer, Lisa, *Living in a Rural Area*, Pebble, 2005.
- Wilson, Natashya, *The Census and America's People: Analyzing Data Using Line Graphs and Tables (Powermath)*, Powerkids PR, 2004.

## Websites

- <https://okletscount.org/>
- <https://www.census.gov/schools/facts/>
- <https://www.census.gov/programs-surveys/sis/activities/overview.html>
- [https://www.usconstitution.net/consttop\\_cens.html](https://www.usconstitution.net/consttop_cens.html)

# American Farmers Count! Census 2020

## Activity 1: Family History, (SS, Math) 1-2 50 minute class periods

Students will complete a family tree and write each family members name, and they state they lived in as an adult. They will put a star next to the people who live or lived on a farm or ranch. Circle the people who work or worked in agribusiness. They will then transfer this information to a map of the United States. After completing the family tree, students will choose a relative and compare census data from their state with Oklahoma.

### Oklahoma Academic Standards

#### Activity 1: Family History (SS, Math)

- 3.1.4 Describe relationships between people and events of the past, including those commemorated on national, state, and community holidays.
- 3.2.1af Examine Oklahoma's political and physical features. Identify the state of Oklahoma using relative location, absolute location (latitude and longitude), direction, scale, size, and shape using physical and political maps. Identify the six states bordering Oklahoma on a map.
- 4.2.5 Identify and locate on a political map the fifty states and the United States capital.
- 3.N.1.4 Use place value to compare and order whole numbers up to 100,000, using comparative language, numbers, and symbols.
- 4.D.1.2 Use tables, bar graphs, timelines, and Venn diagrams to display data sets.
- 5.A.1.1 Use tables and rules of up to two operations to describe patterns of change and make predictions and generalizations about real-world and mathematical problems.

### Materials

- Activity 1 Worksheet 1 "Family Tree"
- Activity 1 Worksheet 2 "Family Map"
- Activity 1 Worksheet 3 "Family Data Comparison"
- Census data can be found at: [www.census.gov/schools/facts](http://www.census.gov/schools/facts)

# American Farmers Count! Census 2020

## Procedures

1. Discuss the term “genealogy” with students. Explain that it is the history of a particular family showing how the different members of the family are related to each other.
  - Explain how to develop a family tree.
  - Lead a discussion in which you ask students “What would be the purpose of learning your family’s history?”
2. Pass out the “**Family Tree**” and “**Family Map**” worksheets. Students will take worksheets home to complete, with the help of a family member.
  - Explain to students that once they complete the family tree, they need to transfer the information to the family map.
  - Students will draw stars next to the names of family members who live(d) on a farm.
  - They will circle the name of those who work(ed) in agribusiness. Use the background information to explain what agribusiness means.
  - Students will share their findings with the class. Make a chart to show how many family members live in states surrounding Oklahoma.
3. Students will use the “**Family Tree**” to complete the “**Family Data Comparison.**”
  - They will choose one of their relatives and compare census data from their state with Oklahoma.
  - If all relatives lived in Oklahoma, then students will pick a state that interests them for the comparison.
  - Students will use their age to compare the data and complete the table. (If the student is 9, they will use the data for 9 year olds. The age of their family member does not matter.)
  - Census data can be found at: [www.census.gov/schools/facts](http://www.census.gov/schools/facts)
4. When the tables are complete, ask students to share their findings.
  - As a class, predict the data for the 2020 Census:
    - Do students think the population will increase or decrease in 2020? Why?
    - Do they think there will be more or less students their age?
    - Based on the states researched by the class, which state do they think will have the largest population? The smallest?
    - Which state researched has been a state the longest amount of time? Create a timeline to compare statehood dates.
    - Discuss how the population and the number of people per square mile are related.
    - Predict if the number of ice cream stores will increase or decrease.
    - Allow students to write and share a question they wish the census would ask.

## Extension

- If students have family members involved in agriculture-related work, invite them to visit the class to answer students’ questions about their work.
- Students can ask the speaker(s) questions about daily chores.
  - Students can produce written or tape-recorded interviews of family members who have lived on a farm/ranch operation or who work in agribusiness.
  - Students can write reports or produce Power Point presentations based on the interviews and share them with classmates or another class.

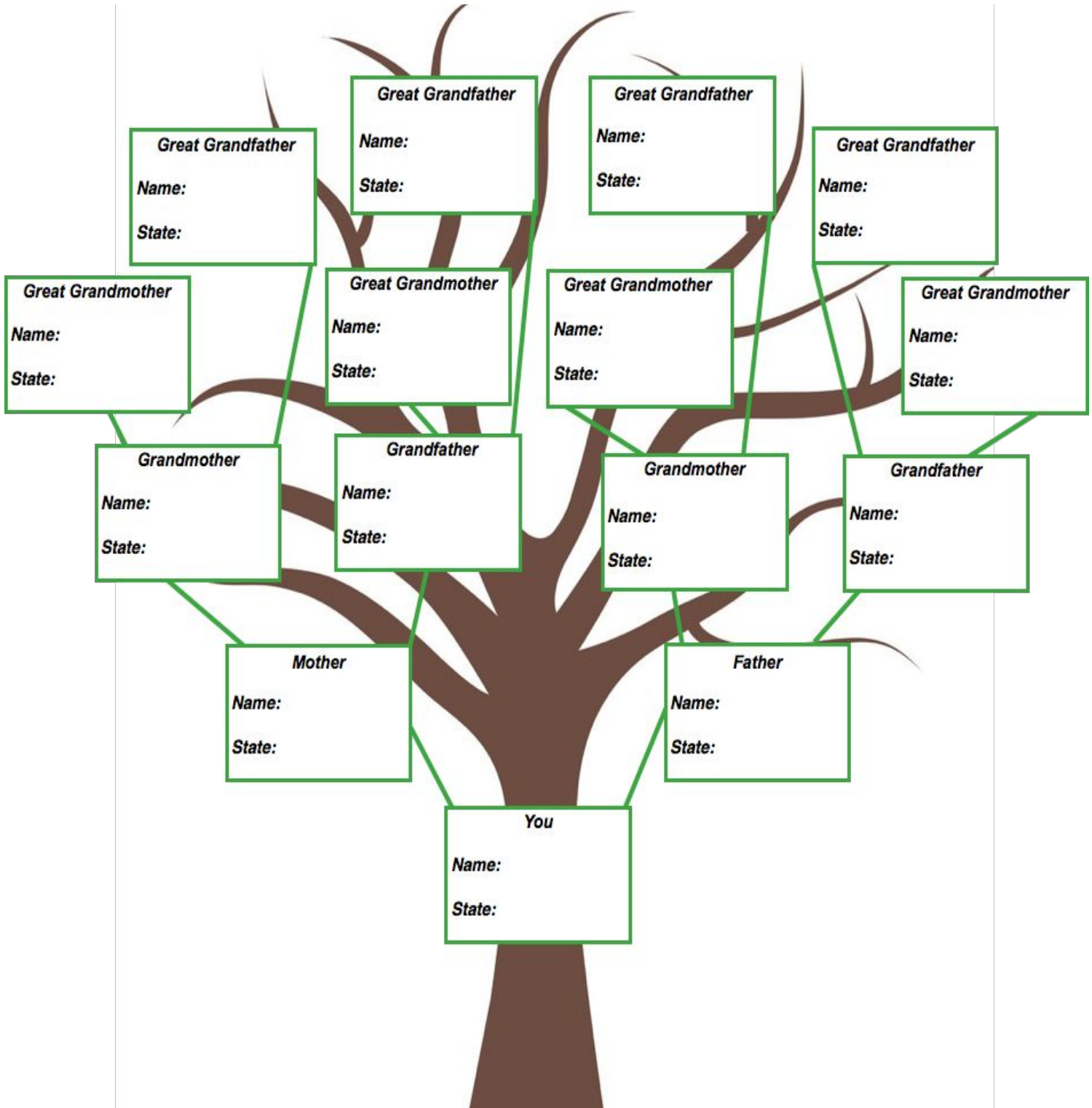
# American Farmers Count! Census 2020

## Activity 1 Worksheet 1: Family Tree



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Fill in the blanks to complete your family tree as completely as possible. Get an adult family member to help. Write each family members name, and the state they lived in as an adult. Put a star next to the people who live(d) on a farm or ranch. Circle the people who work(ed) in agribusiness.





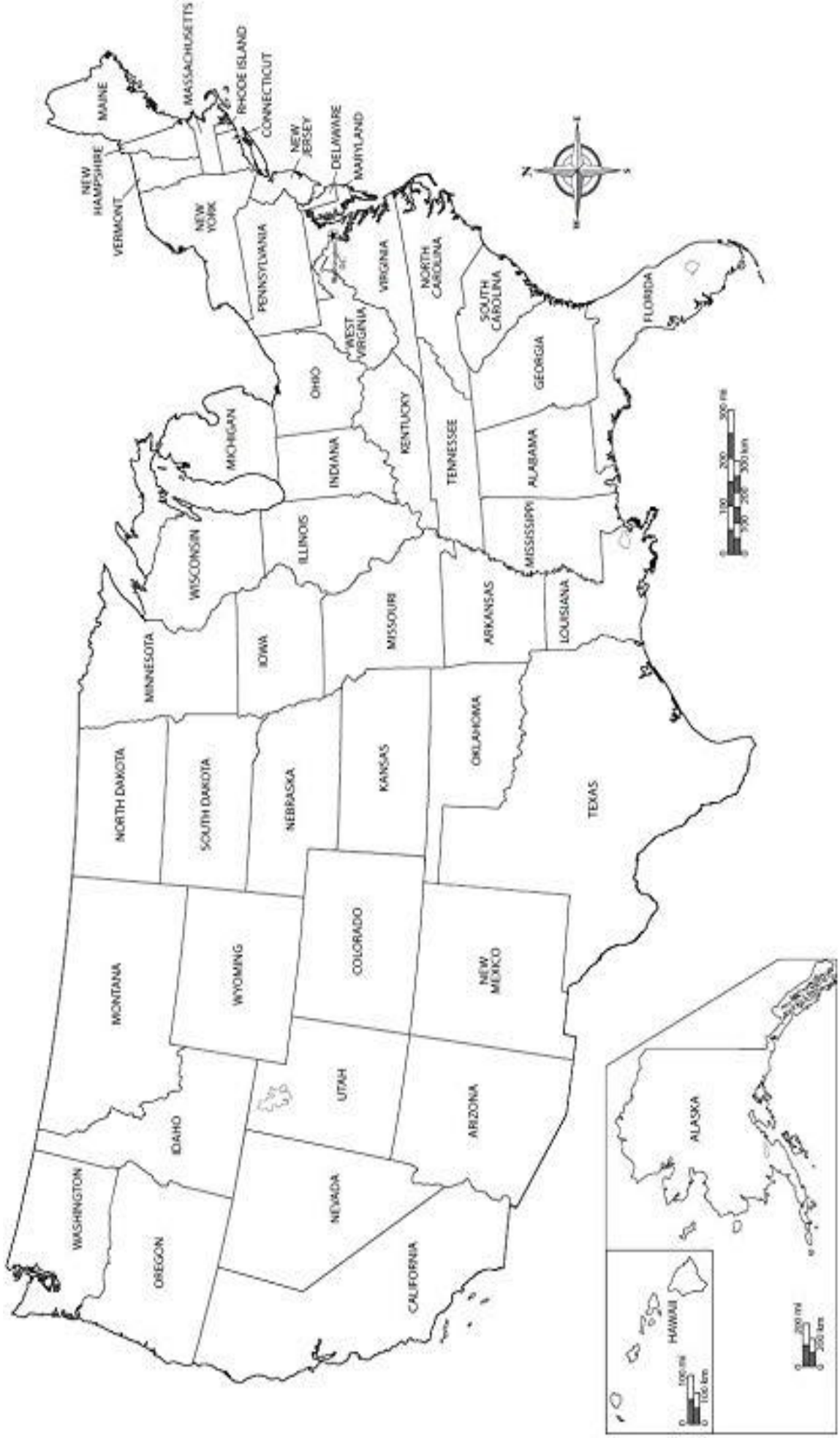
# American Farmers Count! Census 2020

## Activity 1 Worksheet 2: Family Map



Name: \_\_\_\_\_ Date: \_\_\_\_\_

After completing your family tree, write each family members name on the state they lived in as an adult. Put a star next to the people who live(d) on a farm or ranch. Circle the people who work(ed) in agribusiness.



# American Farmers Count! Census 2020

## Activity 1 Worksheet 3: Family Data Comparison



Name: \_\_\_\_\_ Date: \_\_\_\_\_

After completing your family tree, choose one of your relatives and compare census data from their state with Oklahoma. If all of your family members lived in Oklahoma, then pick a state that interests you. Pretend your relative is your age. Use your age to compare the data and complete the table below. Census data can be found at:

[www.census.gov/schools/facts](http://www.census.gov/schools/facts)

My state is \_\_\_\_\_

My family member lived in \_\_\_\_\_

I am \_\_\_\_\_ years old.

	My State _____	Compare the States Data using < > or =	My Relatives State _____
Date of Statehood			
1920 Population			
1950 Population			
2000 Population			
2010 Population			
Total # of People My Age in 2010			
People Per Square Mile in 2010			
Ice Cream/Frozen Dessert Makers in 2010			

# American Farmers Count! Census 2020

## Activity 2: American Farmers Count! (ELA) 1 50 minute class period

Students will read about the process of counting American farmers, as well as all Americans. They will discover the difference between the Census of Agriculture and the decennial census. They will find the main idea of a reading passage.

### Oklahoma Academic Standards

#### Activity 2: American Farmers Count! (ELA)

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|--------------------|---|
| 3.2.R.1            | Students will locate the main idea and key supporting details of a text or section of text. |
| 4.2.R.4<br>5.2.R.3 | Students will begin to paraphrase main ideas with supporting details in a text.             |
| 3.3.R.7<br>4.3.R.7 | Students will ask and answer inferential questions using the text to support answers.       |
| 5.5.3              | Describe the responsibilities of United States citizens including obedience to laws.        |

### Materials

- Activity 2 Reading Page 1 “**American Farmers Count!**”
- Activity 2 Worksheet 1 “**American Farmers Count Comprehension**”

### Procedures

1. Use the “**American Farmers Count!**” reading page and comprehension page, to discuss the Census of Agriculture and the decennial census.
2. Discuss how the two census’ are alike and different.
3. Discuss the importance of each one.
4. Discuss why it is the law, and not just our duty, to take the census.



## Vocabulary

**agribusiness**— the business or industry of farming or agriculture

**census**— official process of counting the number of people in a country, city, or town and collecting information about them

**colonist**— a person who helps to create a colony

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# American Farmers Count! Census 2020

## Activity 2 Worksheet 1: American Farmers Count! Comprehension



Name: \_\_\_\_\_ Date: \_\_\_\_\_

1) What is the main idea of the “American Farmers Count” reading page?

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2) What details support the main idea?

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3) What facts did you find the most interesting?

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4) Explain in your own words, what the Census of Agriculture does.

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5) Explain in your own words, what the decennial census does.

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6) Why do you think it is the law to complete the decennial census?

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