

## MappingtheNation.net

### ACTIVITY 2: Demographics in Our Community

*This activity introduces students to using maps to conduct research to better understand their community. Students should already be comfortable with understanding types, uses, and vocabulary of maps and ideally have used interactive maps before. If they are not familiar with these concepts, please use Activity 1 prior to conducting this activity.*

Time Required: One session to introduce maps; Two – three sessions for research and discussion

1. Divide students evenly into 3 teams or into pairs depending on the amount of computers available.
2. Assign each team/pair an area:
  - Ancestry
  - Total Population that is Foreign Born
  - Languages Spoken at Home
3. Define terms and discuss concepts of demographics and what students expect to find in their school and neighborhoods (see glossary for definitions):
  - What does demographics mean?
  - What does ancestry mean?
    - a) Do you know where your ancestors came from? Does anyone want to share?
    - b) Do you think some or most of the other students in your school share the same or have a different ancestry? Why?
    - c) What about in your neighborhood – what ancestries are represented? (List these on the board)
    - d) Your ancestry can represent many countries, not just one. For instance, your parents could be from England and Brazil, your mom's mom could have been from England and Belgium and her dad could have been from Argentina and Brazil. And so on. You could therefore have an ancestry of all of these countries and more. When people fill out their Census forms and list their ancestry, they can list multiple countries/regions. For this reason, the sum of the numbers in each ancestry category in the Census data and on MappingtheNation.net will *not* be equal to the total population, and the percentages for each category will *not* equal 100 percent.
  - What is a foreign-born population?
    - a) Were you born in another country?
    - b) Were your parents?

- c) Do you know anyone born in another country? Where were they born? Locate these countries on a map together.
  - d) Where do you think most of the people in your neighborhood were born? (List these on the board)
- What does it mean to speak a language other than English at home?
    - a. Do you or anyone you know speak a language other than English at home?
    - b. Which languages do you think people speak in your neighborhood (or school)? Which languages are the most commonly spoken? Why? (List these on the board).
  - Identity and Stereotypes
    - a. Why do you not like comparisons between groups?
    - b. For instance, if you are Puerto Rican, why do you not like being compared to Dominicans?
    - c. Why do you not want to be mistaken as someone from the Dominican Republic? Or if you are Brazilian, why would you not like being mistaken for someone from Mexico?
  - If students don't know their ancestry or if they or their parents were foreign-born ask them to find out and volunteer to report back tomorrow.

4. Now hand out the student worksheets and ask the student teams/pairs to visit [MappingtheNation.net](http://MappingtheNation.net) and look under the Demographics tab. (If you don't have access to computers, hand out the county summaries and state page print-outs). Students should look under their assigned area (ancestry, foreign-born population, or languages spoken at home). On the student worksheet, students are asked to do the following:

1. What are the top five populations, regions, or countries represented in the data for your **state**?

- List the number and percentage for each

FOR EXAMPLE: A team researching ancestry data for Kent County, Delaware will find for the state of Delaware:

1. European: Total Number: 678876; Percentage: 76.2%
2. Hispanic/Latino: Total Number: 70,196; Percentage: 7.9%
3. Other, Total Number: 57607; Percentage: 6.5%
4. Asian, Total Number: 32916; Percentage: 3.7%
5. Sub-Saharan Africa, Total Number 9408; Percentage: 1.1%

2. What are the top five populations, regions, or countries represented in your **county**?

- List the number and percentage for each

FOR EXAMPLE: A team researching ancestry data for Kent County, Delaware will find:

1. European, Total Number: 110952; Percentage: 69.4%
2. Other, Total Number: 14183; Percentage: 8.9%

3. Hispanic or Latino, Total Number: 8975; Percentage: 5.6%
4. Asian, Total Number: 4881; Percentage: 3.1%
5. Sub-Saharan Africa, Total Number 1600; Percentage: 1.0%

3. Are the top five the same for the state and county? If not, how are they different? Look at the maps, why do you think they are different or the same?

4. If time allows, you could have students research another state or a neighboring county and compare data between the two. Students could examine local migration patterns: e.g. Why are people moving to the west side of Cleveland versus to the east side?

5. Bring students back to the large group. Have each group present their findings.

6. Discuss as a class:

- Look at what was written on the board during the preliminary discussion. Does the data they found in the map match what they thought they would find?
- Is the ancestry data similar to the foreign-born population data? If not, why do they think it is different? (Think about recent migration versus past migration).
- Is the foreign-born population data similar to the languages spoken at home data? If not, why could it be different?
- Does Ancestry match up to the current Foreign-Born Population and Languages Spoken at Home data? If not, why not? How is it different?
- Did anyone find an “other” category in their top 5? What might be included in there?
- You could also consider discussing:
  - i. Reasons for immigration: Why are certain populations moving to the United States? What are services they might receive here that they don’t in other places?
  - ii. What connections do students have to the data – ie Why do we need to learn Chinese or Spanish? How does this data relate to international trade and the local economy? (This will also be explored in Activity 3).

7. **Take Action Extension:** Have students interview a relative or member of their community who was born in another country. Students can find out: What country they moved from and when. Why did they decide to move here? Do they speak another language at home? When and how did they learn English? Has speaking another language helped them in their jobs or in their daily lives? Etc. Students could also look at old local maps and photos and compare with those of today (paper maps versus Google maps)

8. **Social Studies Extension activity:** Compare how other countries gather census data and how it is used for policy, education, and political decisions.
9. **Science Extension Activity:** Gather data on health issues for different age groups. For instance, students could research vaccination rates or communicable and non-communicable diseases among teens or for certain age groups and compare. What are the leading causes of death among different ethnicities and age groups? Why might they be different?

**Reflection:** Students should reflect on the discussion either in pairs or through journaling or an exit slip. What surprised students about his or her state? Does the demographic and economic landscape compel students to think differently about their own education and future?

**Activity 2 & 3:  
Student Team Worksheet**

<b>Summary</b>	Your team will use the Mapping the Nation resource ( <a href="http://mappingthenation.net">mappingthenation.net</a> ) to examine the current <b>demographics</b> in your state and how this could link to international trade opportunities.
<b>Team Member Names</b>	
<b>Circle your Area of Study :</b>	<ul style="list-style-type: none"> <li>- Ancestry</li> <li>- Total Population that is Foreign Born</li> <li>- Languages spoken at home</li> <li>- Trade</li> </ul>
<b>Links/Resources needed</b>	<ul style="list-style-type: none"> <li>- <a href="http://mappingthenation.net">http://mappingthenation.net</a></li> <li>- <a href="http://businessroundtable.org/resources/state-data#map=Benefits_of_International_Trade">http://businessroundtable.org/resources/state-data#map=Benefits_of_International_Trade</a></li> </ul>
<b>Activity</b>	<p>1. What are the top five populations, regions, or countries represented in the data for your <b>state</b>?</p> <ul style="list-style-type: none"> <li>- List the number and percentage for each</li> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ul> <p>2. What are the top five populations, regions, or countries represented in your <b>county</b>?</p> <ul style="list-style-type: none"> <li>- List the number and percentage for each</li> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ul> <p>3. Are the top five the same for the state and county? If not, how are they different? Look at the maps, why do you think they are different?</p>
<b>Trade Statistics</b>	<p>List the top sectors tied to trade jobs in your state:</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>

**Activity 2 & 3:  
Student Team Worksheet (continued)**

<p>The alignment between demographics and the trade data:</p>	<ul style="list-style-type: none"> <li>i. Are the top trading countries represented by the top five ancestry data points?</li> <li>ii. What about the foreign-born population – do they come from countries we are trading with?</li> <li>iii. What about the languages being spoken at home – do they match to the top trade partners?</li> </ul>
<p>What does this lack of alignment mean?</p>	<ul style="list-style-type: none"> <li>i. Does it make sense to trade products internationally? How is it good for your community and your state? <a href="http://www.tradesupportsjobs.com">http://www.tradesupportsjobs.com</a> and <a href="http://www.ustr.gov/about-us/benefits-trade">http://www.ustr.gov/about-us/benefits-trade</a> review the benefits of trade.</li> <li>ii. Does it make sense for states and communities to try and expand trade with other countries? What benefits could it bring? What challenges could there be? What problems do you think there might be?</li> <li>iii. Does it make sense for businesses to try and expand trade to countries where the local foreign-born population originates? What about languages spoken at home in your local community – how could those be beneficial for international trade?</li> </ul>
<p>Education for a global world:</p>	<ul style="list-style-type: none"> <li>i. Does your school teach foreign language? Which ones? Do those languages make sense given local demographics and economics?</li> <li>ii. What additional languages should be taught?</li> <li>iii. Look online together at local colleges or universities to see what languages they offer. Do those align with the top trading countries?</li> <li>iv. What about the top trade sectors that are tied to jobs – why do you think those are top in our state? Will they continue to be or are there other areas you think might expand?</li> <li>v. Which classes offered at your school are preparing you for jobs in these sectors? What about at local universities?</li> <li>vi. Do you think you are learning about the world in your classes or afterschool programs in general? What additional information should we be teaching you about the world? Are you learning about the world at home? What types of information are you learning?</li> </ul>

