

# Educator Update

## Census In Schools

May 2009

### 2010 Census

#### The Census in Schools Program – It's About Us



The U.S. Census Bureau has created a Census in Schools program called 2010 Census: It's About Us. The program will provide educators with resources to teach the nation's students about the importance of the census so children can help deliver this message to their families. The program will engage the nation's youth to help ensure every child and every household member is counted in 2010.

The Census in Schools program will reach educators and students in the 50 states, Washington, D.C., Puerto Rico, U.S. Virgin Islands, Guam, the Commonwealth of the Northern Mariana Islands, and American Samoa.

The Census in Schools program will offer:

- Age-specific educational materials for students in kindergarten through 12th grade. Materials include maps displaying population counts and other demographic information, and lesson plans grouped by grade and correlated to national standards for math, geography, and language arts.
- Kits for principals, containing maps, a Census in Schools program brochure, information about online lessons, mini-teaching guides and family take-home kits.
- Online resources for teachers, including lesson plans, family take-home kits, event ideas, and census data to teach students and their families about the census' role in U.S. history, current events, and more. The interactive, user-friendly Census in Schools Web site features memory games, word finds, state facts, coloring pages, research project ideas, and more.
- Opportunities to discuss and practice civic responsibility through five 15-minute lessons, available online, during a "Teach Census Week" sometime between January and March 2010 (at your school's discretion).

For more information about the program lessons and how you can use the Census in Schools materials as well as key program dates, go to [www.census.gov/schools](http://www.census.gov/schools), click on "2010 Census" and click on the Census in Schools fact sheet or go to < <http://www.census.gov/schools/pdf/CISFactSheet-Final-4-7-09.pdf>>

#### Mother's Day Facts and Student Activity

**82.8 million** - Estimated number of mothers in the United States in 2004.

**55%** - Percentage of 15- to 44-year-olds who were mothers in 2006.

**32.1** - Number of twin births per 1,000 total births in 2006.

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**2.1** - The total fertility rate (TFR) or number of births per woman in the U.S. in 2006 (based on current birth rates by age). This is the first time since 1971 that the nation's TFR was above replacement, which is the birth rate required for a given generation to replace itself.

**August** - The month with the highest number of births, with 387,798 taking place that month in 2006.

**Wednesday** - The most common day of the week to deliver, with an average of 13,482 births taking place on Wednesdays during 2006. This is the first time since at least 1990 that a day other than Tuesday had this distinction.

**57%** - Among mothers 15 to 50 with infants in 2006, the percentage in the labor force. A cluster of states in the Midwest and also Rhode Island, Maryland, Virginia, and Connecticut had rates higher than the national average.

**58% and 80%** - Percentages of children younger than 6 who ate breakfast and dinner, respectively, with their mother every day in 2006. The corresponding percentages who ate with their father were 53 percent and 71 percent. (The percentages of children who ate breakfast with their mother or father, respectively, were not significantly different from one another.)

**12,765** - Number of employees of the 132 greeting-card publishing establishments in 2006.

**20,227** - Number of florist establishments nationwide in 2006. The 98,373 employees in floral shops across our nation will be especially busy preparing, selling, and delivering floral arrangements for Mother's Day.

For more information, visit [www.census.gov](http://www.census.gov) and click on "Facts for Features."

### Mother's Day Facts Student Activity

Have students read these facts and answer the questions that follow. Teacher suggestions for classroom extensions and discussions appear at the end of this section.

After reading the Mother's Day facts, indicate whether the following statements are true, false, or if you can't tell from the information given.

1. In 2006, more than half of the mothers age 15-50 were in the labor force.
2. In 2006, a majority of the 15- to 44-year-old women were mothers.
3. If women continue to have births at the total fertility rate in 2006, the next generation will replace itself.
4. In 2006, two babies of every 1,000 born were twins.
5. In 2006, more babies were born on Tuesdays.
6. In 2006, more babies were born in August.
7. More than half of the children under the age of 6 ate breakfast and/or dinner with their mother or father.
8. In 200, an average of 10 employees work in 20,227 florist establishments in our country.
9. In 2006, there were less than an average of 100 employees in the 132 greeting-card publishing establishments.

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### Answers:

1. True.
2. True. - 55% is a majority.
3. True. - In 2006 the birth rate was 2.1, above replacement of the present generation.
4. True.
5. False. - From 1990 to 2006, the most common day of the week for births was Tuesday, but in 2006, Wednesday had the highest average number of births.
6. True.
7. True. - 58% ate breakfast, 80% ate dinner with mother; 53% ate breakfast, 71% ate dinner with father. All data are above 50%, more than half.
8. False. - 98,373 employees divided by 20, 227 florist establishments = an average of 4.86 persons per establishment.
9. True. - 132 greeting-card establishments divided by 20,227 employees = average of 96.7 employees per establishment.

### Teacher Notes:

- If students have difficulty locating the information by item, list the questions 1-10 on the board and place next to the number the item # listed above in the answer section.
- Take a class census to determine the month with the highest number of student births. How does the answer compare/contrast with the most common month in 2006?
- Suggest that students make their own Mother's Day card or letter. Also, student-created paper flowers can be a meaningful substitute for a florist arrangement.

- Ask students what challenges make it difficult for them to eat with their family. (work/school schedules, sports practices, television). Discuss possible ways to address/solve these problems.

### Everything Old Is New Again? Used Merchandise Store Sales Top \$9 Billion in 2007

Used merchandise stores employed more than 131,000 people with \$2.1 billion in annual payroll and nearly \$9.3 billion in sales in 2007, according to new economic census data released by the U.S. Census Bureau.

#### Other findings include:

- Women's, juniors' and misses' clothing product line sales accounted for more than 15 percent (\$1.4 billion) of total used merchandise store sales. Sales of antiques made up almost 13 percent (\$1.2 billion) of the total sales of the 17,779 used merchandise stores in the United States.
- Total sales from used merchandise stores increased \$1.5 billion (nearly 20 percent) since 2002, while the number of used merchandise stores decreased by 353 (nearly 2 percent) over the same period.
- Annual payroll per employee for used merchandise stores increased from \$14,898 in 2002 to \$16,382 in 2007, a 10 percent increase.

As part of the [2007 Economic Census Industry Series](#), these new figures for the retail trade sector provide data on the number of establishments, sales, payroll, number of employees, value of product line sales and other data items at the national level by industry.

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\* Industry Series data are available only on the Census Bureau's American FactFinder.

### Classroom Ideas

This information can provide the basis for classroom discussion about the economy and its impact both on purchasing power and on the value of used merchandise. Ask students:

- What factors caused the nearly 20% increase in used merchandise stores between 2002 and 2007? (During these years, loss of buying consumer power prompted some people to choose alternative merchandise. A slowing economy, rising unemployment, and other uncertainties made consumers wary.)
- What factors caused a decrease by nearly 2% in the number of used merchandise stores in the same period? (The economy slowed down, causing some businesses, particularly small businesses to close. Increased rental fees also negatively affected store ownership.)
- What factors caused annual payroll per employee in used merchandise stores to increase 10% from 2002 to 2007? (During this time period, labor unions and other groups worked to increase the minimum wage, and several states responded by raising this wage. Also, some part-time workers may have moved to full-time work, thus increasing the amount of their payroll.)
- Why do you think that women's clothing products account for more than 15% of total used merchandise stores? (The women's clothing industry has a combined annual revenue of about \$30 billion. To increase profit margins, cut increased losses and their lower taxes, companies are consolidating, sending work abroad, and using other means to stay competitive. Still the cost of products has

increasingly caused budget-conscious buyers to seek alternatives such as used clothing.)

### 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/dmd/www/teachers.html>.

To subscribe or get general information about this mailing list, visit:

< <http://lists.census.gov/mailman/listinfo/census-schools> >.