**GREEN - Census Questionnaires**

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| --- | --- | --- | --- |
| Year | Describe the questionnaire (length, format, directions,etc.) | List the types of questions that were asked, paying special attention to those that show change over time. | How would the data from these questions be of interest to a sociologist (what variables are being measured?) |
| **1940**(Green Folder A) |  |  |  |
| **1960**(Green Folder B) |  |  |  |
| **2010**(Green Folder C) |  |  |  |

1. What historical events or trends explain why the census questionnaire changed in 1960 and 2010?
2. Summarize the changes in American society that are evident in these census questionnaires. Support with specific evidence from the documents.

**YELLOW - Measuring Income and Poverty**

**How the U.S. Census Bureau Measures Poverty** (Yellow Folder D)

1. Describe changes in the poverty rate from 1959 to 2016. Why was the rate so high prior to the 1960s?
2. Why has the census changed the way it measures poverty? Why does this data matter?
3. What are the advantages of using the Supplemental Poverty Measure (SPM) over the official poverty measure? Support with specific examples.

**The Supplemental Poverty Measure** (Yellow Folder E)

|  |  |  |
| --- | --- | --- |
| Figure | Question | Propose a hypothesis to explain the data. |
| 1 | Which age group has the highest level of poverty? |  |
| 2 | Which group had the biggest change from 2015-2016? |  |
| 3 | Which groups have the largest and smallest differences between the Official and SPM percentages? |  |
| A-2 | Which characteristics are most strongly related to poverty? |  |

**Income and Poverty in the United States** (Yellow Folder F)

1. Why does the census use a) Median Income instead of Mean Income and b) Poverty Rates instead of Number in Poverty?
2. Compare the data for Income and Earnings with the data for People in Poverty. Are the same groups with the highest income also the groups with the lowest poverty? Explain your answer and support it with data from the tables.
3. How has the poverty rate changed for people aged 65 and older between 1959 and 2016? How has it changed for people under age 18? What trend could explain this change over time?

**ORANGE - Education and Workforce Data**

**Changes in Demographic Data** (Orange Folder G)

Draw a line from each of the variables in column B to one of the variables in Column A that could be related
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|  |  |  |
| --- | --- | --- |
| A | B | How so? Refer to the specific date provided. |
| Education | Most Populated States |  |
| Earnings | Racial and Ethnic Diversity |  |
| Top Industries | Housing |  |
|  | Marital Status |  |

1. How does the way Race and Ethnicity is categorized in 2010 illustrate the difference between race and ethnicity? Why is Hispanic and Latino origin treated differently than another group like American Indian or Native Hawaiian?
2. Identify something in each of these infographics that a) reflects change over time and b) something that reflects a similarity between 1940s and 2010. Ex. Education: The difference between Males and Females who get a college degree has gotten significantly smaller (from 31% to 2%), but the overall percent of the population with a college degree is still lower than thirty percent.
	1. Earnings
	2. Top Industries

**Women in the Workforce** (Orange Folder H)

Describe the Gender Pay gap using specific data from at least 2 of the graphs provided.

Find 5 variables in the data that could contribute to the this gap and briefly explain.

Compare and contrast what is happening to men and women in the workplace during Recessions.Which sex appears to be more “recession proof”? Use data to support your answer and propose a hypothesis to explain it.