Lesson Title
Changing Demographics means Changing Political Power

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Concept/Main Idea/Big Idea of Lesson
The Hispanic population has been growing steadily in Florida for a number of years. In this lesson, students will consider how the U.S. government differentiates between “race” and “ethnicity” and will learn which countries of origin are represented most in Florida’s Latin American immigrants.

Conference Theme
Latin America and Florida Today and Tomorrow

Intended Grade Levels
6th - 8th grades

Infusion/Subject Areas
U.S./American History
Florida History
Human Geography

Curriculum Standards
NCSS Themes:
Global Connections
People, Places, and Environments
Civil Ideals and Practices
Power, Authority, and Governance

Florida Next Generation Sunshine State Standards:
SS.8.G.1.1: Use maps to explain physical and cultural attributes of major regions throughout American history.
SS.8.G.4.1: Interpret population growth and other demographic data for any given place in the United States throughout its history.
SS.8.G.4.2: Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.
SS.8.A.1.2: Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.

**Instructional Objective**
The student will:
- analyze the report of the 2010 U.S. Census for the changing demographics of Hispanics in the United States and Florida;
- predict how these demographics will impact the political scene in future elections.

**Learning Activities Sequence**

Learning Activities: Pass out copies or project the introduction to the 2010 Census Brief: Hispanic Population 2010. Read the introduction together so students know why that question is asked on the census. Partner students and assign them one of the sections to read and take notes on. They will be sharing the main ideas of their section. If time permits, have students create a poster with the main ideas.

- Group 1: Understanding Hispanic Origin Data from the 2010 Census
- Group 2: Hispanic Population
- Group 3: Other Hispanic origins...
- Group 4: About three-quarters of...
- Group 5: Geographic Distribution
- Group 6: Over half of the Hispanic...
- Group 7: Salvadoran were the largest...
- Group 8: The Commonwealth of....
- Group 9: More than 4 million....
- Group 10: Additional finding...
- Group 11: Use Table 2 to graph the populations in 2000 and 2010 for Florida and other states of your choosing. Students should include the percent changed on the poster.
- Group 12: Use Table 4 to graph the origin Groups information. Ask students to draw special attention to the ones which contain Florida. Once all groups have had time to read and draw their conclusion, they should share out their findings with the class. The class should take notes. Discuss what this changing population means for local business, schools, and politics.

**Closure:** Display this picture and ask the class what it means for American politics.
Evaluation

The posters will serve as the evaluation of students learning about the change in the demographics. Students should come up with one way candidates for the 2012 election can or have tried to attract the Hispanic vote. They should turn this in the next day or it can be assigned as bellwork.

Materials and Resources

Handout 1 (HO1): Hispanic Population 2010, U.S. Census
Poster paper and markers
Optional: Report on Hispanic and other minorities

Internet Sources

2010 Census Data. A plethora of resources and data that can be used in the classroom in a number of ways. http://2010.census.gov/2010census/data The Census also maintains a web site specifically for teachers with a number of helpful features: http://www.census.gov/schools/for_teachers.


References


