

It's about us

2010 CENSUS IN SCHOOLS

Style Guide

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United States[®]
Census
2010

It's In Our Hands

2010 Census in Schools Style Guide

Color Palette (cmyk* values)

GRADES K-4



c0 m10 y100 k0



c58 m34 y0 k0



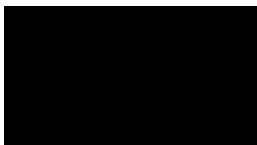
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c50 m0 y100 k0



c0 m100 y0 k0



c0 m0 y0 k100



c0 m100 y90 k0



c0 m91 y56 k34

GRADES 5-8



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c15 m0 y64 k0



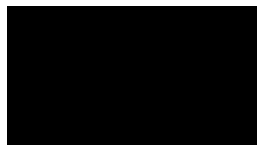
c100 m68 y5 k10



c100 m50 y72 k25



c0 m10 y100 k0



c0 m0 y0 k100



c0 m100 y90 k0



c0 m91 y56 k34

GRADES 9-12



c40 m0 y65 k0



c60 m0 y40 k0



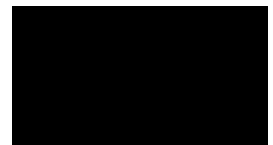
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c0 m15 y70 k0



c0 m68 y83 k0



c0 m0 y0 k100



c0 m100 y90 k0



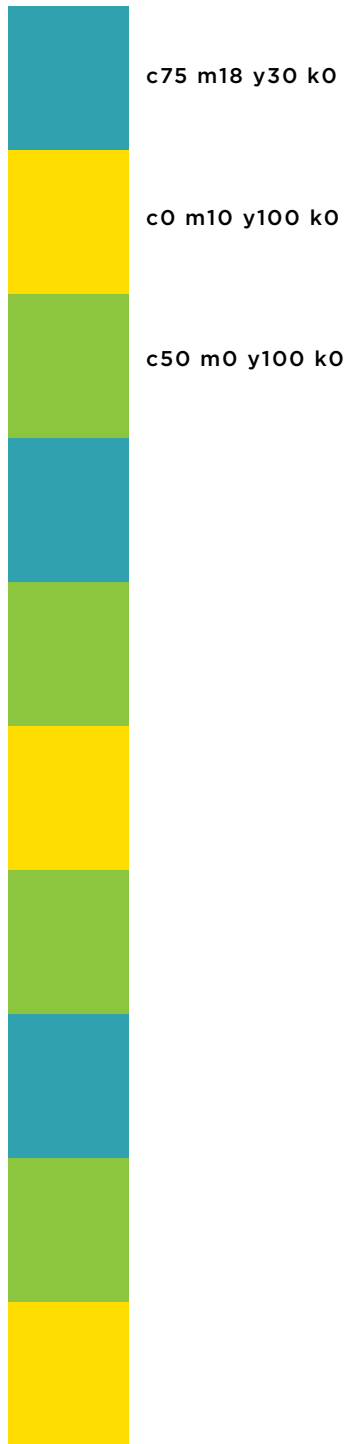
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*cmyk = cyan, magenta, yellow, black

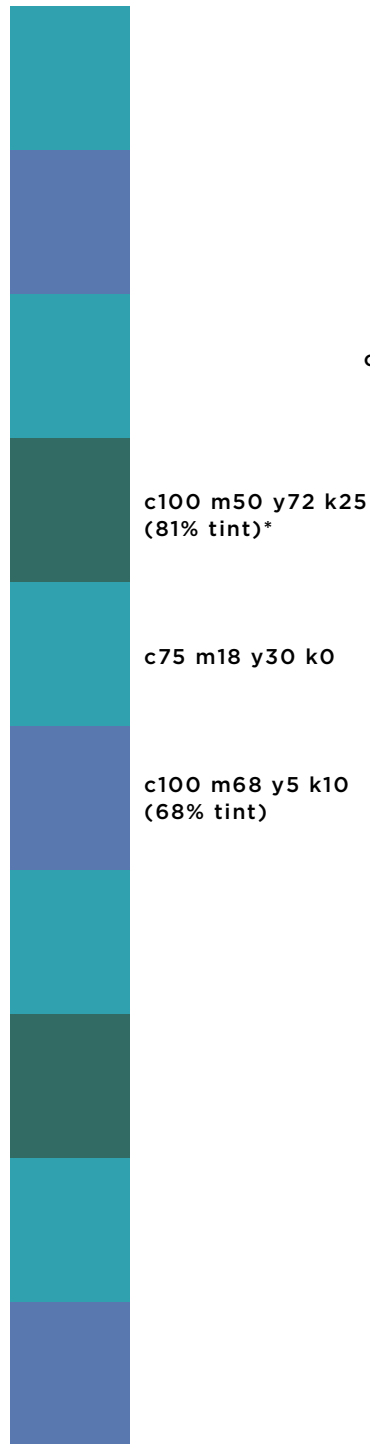
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Color Band Sequences

GRADES K-4



GRADES 5-8



GRADES 9-12



*Unless otherwise indicated, all tints are 100%.

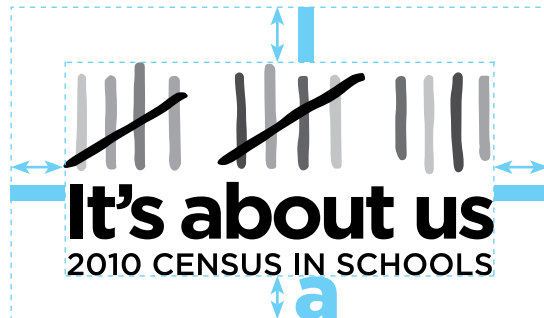
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Logos

Logos may be resized, but must maintain their proportions. Do not condense, stretch, skew, or otherwise alter the original.

These CIS logos must be used in conjunction with the 2010 Census logo. Please see the examples on the next page.

GRADES K-8 English



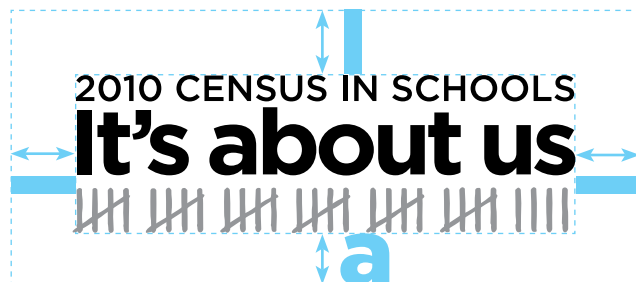
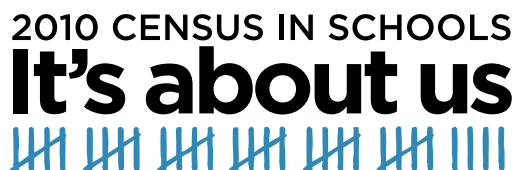
logo clearances
(based on "It's about us")
top and sides: cap height of letter
bottom: lowercase height of letter

GRADES K-8 Spanish



logo clearances
(based on "contamos")
top and sides: cap height of letter
bottom: lowercase height of letter

GRADES 9-12 English



logo clearances
(based on "It's about us")
top and sides: cap height of letter
bottom: lowercase height of letter

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Logos (continued)

Here are examples of each CIS logo in context. Please note the use of the 2010 Census logo.

To download the 2010 Census Style Guide for correct usage of the 2010 Census logos, go to <http://2010.census.gov/partners/census-logos/> and click on the **2010 Census Integrated Communications Campaign Graphic Standards and Brand Identity** link.



2010 Census in Schools Style Guide

Fonts

GRADES K-4 Student pages

Title: **Gotham Black**

Body: Gotham Book / *Book Italic*

Body (for emphasis): Gotham Bold

Subheads: Gotham Black

- Bullets: Wingdings (n)

GRADES 5-8 Student pages

Title: Gotham Condensed Book

Body: Gotham Book / *Book Italic*

Body (for emphasis): Gotham Bold

Subheads: Gotham Black

- Bullets: Wingdings (n)

GRADES 9-12 Student pages

Title: Gotham Condensed Book/**Bold**

Body: Gotham Book / *Book Italic*

Body (for emphasis): Gotham Bold

Subheads: Gotham Black

- Bullets: Wingdings (n)

GRADES K-4 Teacher pages

Title: **Gotham Black**

Subtitle: Gotham Narrow Bold / Book

Body: Gotham Narrow Book / *Narrow Book Italic*

Body (for emphasis): Gotham Narrow Bold

Lesson names: Gotham Narrow Medium Italic

Subheads: Gotham Black

- Bullets: Wingdings (n)

Words to know: Felt Tip Roman

GRADES 5-8 Teacher pages

Title: Gotham Condensed Book

Subtitle: Gotham Condensed Medium / Book

Body: Gotham Narrow Book / *Narrow Book Italic*

Body (for emphasis): Gotham Narrow Bold

Lesson names: Gotham Narrow Medium Italic

Subheads: Gotham Black

- Bullets: Wingdings (n)

Words to know: Felt Tip Roman

GRADES 9-12 Teacher pages

Title: Gotham Condensed Book

Subtitle: Gotham Condensed Medium / Book

Body: Gotham Narrow Book / *Narrow Book Italic*

Body (for emphasis): Gotham Narrow Bold

Lesson names: Gotham Narrow Medium Italic

Subheads: Gotham Black

- Bullets: Wingdings (n)

Words to know: Felt Tip Roman

2010 Census in Schools Style Guide

Text Styling Cases*

*For Teacher pages—modified versions of these specs are applied to Student pages.

These are not final pages. They are for application of style only.

Within "Words to Know" box, terms will be in alphabetic order

clearance from color band to text at least .375"

GRADES 5-6
TEACHER
Lesson
1

Map Data and the Census

Strand: Map Literacy

Skills and Objectives

- Understand how the United States Constitution grants and distributes power
- Know the ways in which the spatial organization of society changes over time
- Use thematic maps

ICON

Before class, copy the **Student Worksheets** and hang the wall map available at www.census.gov/schools. You can also download the **Teacher Resource** page to refresh your understanding of the U.S. census.

Materials: *History of the Census* Student Worksheet 1a and *What's It Like?* Student Worksheet 1b, *United States Demographics* wall map, dictionary, computer with access to the Internet, poster board, index cards

Time Required: Two 40-minute sessions

Getting Started

- Invite students to stand in a circle and count off. Ask a volunteer to be the recorder and write the number of students present on the board. Next have students share their birth months; the recorder should list this information as well. **Ask: Which month has the most birthdays? Which has the least?**
- Explain that every 10 years, the U.S. Census Bureau conducts a similar survey on a grander scale: They count every person living in the country and collect data about age, gender, and race.

Using the Student Worksheets

- Distribute copies of *History of the Census* Student Worksheet 1a, which explains the history of the census and why it is taken.
- Ask a volunteer to read from Article 1, Section 2 of the Constitution, as printed on Worksheet 1a. Circle any unfamiliar vocabulary and look it up in the dictionary.
- Answer the questions in pairs or as a group. Discuss why it was important to the Framers to have a representative government. Draw students' attention to the "three-fifths" clause, and talk about why the slave population was not counted in its entirety. Explain that this was a compromise between northern and southern states at the time of the Constitutional Convention.

Using the Wall Map

- Provide class time for students to research local changes. Use data from <http://factfinder.census.gov> to find the

WORDS TO KNOW

Apportionment: Allocation of representatives based on population

Compromise: When agreement is reached by making concessions

population of your county, town, or city in 1800, 1900, and 2000.

- Compare your local data to your state and national data on the wall map.

Wrap-up

- Encourage students to collect personal anecdotes about past censuses. Distribute *What's It Like?* Student Worksheet 1b. Have students complete the worksheet as homework.
- Invite students to share what they learned from family members about census participation, as well as anything students taught their families about the census.

Action Extension

Now that students understand what the census is, challenge them to attend a town or school meeting to encourage participation in the 2010 Census. Invite them to design special posters, bumper stickers, or buttons, as well as present the local information they researched. There already may be an informational meeting in your area sponsored by the U.S. Census Bureau. Go to www.census.gov to find a local **Complete Count Committee**.

Answers

Student Worksheet 1a: 1) It's important to get a regular count, but it would be difficult to hold a census every year. **2)** The framers thought it was important to have a representative government with one person, one vote. **3)** In order for our voices to count and our communities to receive what they need, the government needs to have an accurate count. **4)** Students' responses may vary; however, "other Persons" refers to slaves.

- When referring to a title of a page within the Teacher Guide
 - i) By title, as in "Teacher Resource" or "Who Counts" will be (medium ital.) without quotes.
 - ii) By name of what that page is, as in "Student Worksheet 1a" will be (normal) weight and only referred to right after the title of the page.
- When the worksheet is referred to without the title it is simply called "the worksheet"
- When Worksheet numbering includes a numeral followed by a letter style as follows:
 - 1a
 - 2b

- Questions—this can be a question by itself, or one preceded by "Ask:"
- When "Ask:" precedes a question for the teacher to ask, it will be (ital.) and the question will be (bold)

Subheads in Teacher Lessons do not use colons

member to collect the cards for his or her class and guide students as they:

- Find the **mean** number of pets in each class. Add the numbers on the cards and divide by the number of cards.
- Find the **median** age for losing a first tooth. Arrange the cards in order from youngest to oldest. From each end until only one number is left, find the mean of the numbers left.
- Find the **range** of lightbulbs. Place the cards in order from least to greatest. Subtract the least number from the greatest number. This is the range in number of lightbulbs.
- Find the favorite color **mode**. Arrange the color cards into stacks by color. The stack with the most cards is the mode. There can be more than one mode.

4. Invite groups to compare their answers. Together, find the class **mean, median, range, and mode.**

WORDS TO KNOW

Mean: The average

Median: The middle

Range: The difference between the highest and lowest point in a series

- Words that are called out within a sentence will be (bold ital.)
- i) Words that are "Words to Know"
- ii) General vocabulary

2010 Census in Schools Style Guide

Text Sizes by Grade Band

Grades K-2 Body: 14/17.5 pt Gotham Book

Every 10 years, the government reports the number of people who live in the United States by conducting a count called the census. This count is required by the U.S. Constitution.

Grades 3-4 Body: 12/15 pt Gotham Book

Every 10 years, the government reports the number of people who live in the United States by conducting a count called the census. This count is required by the U.S. Constitution.

Grades 5-6 Body: 11.5/14 pt Gotham Book

Every 10 years, the government reports the number of people who live in the United States by conducting a count called the census. This count is required by the U.S. Constitution.

Grades 7-8 Body: 10.5/14 pt Gotham Book

Every 10 years, the government reports the number of people who live in the United States by conducting a count called the census. This count is required by the U.S. Constitution.

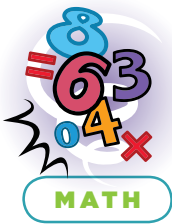
Grades 9-12 Body: 10/13.5 pt Gotham Book

Every 10 years, the government reports the number of people who live in the United States by conducting a count called the census. This count is required by the U.S. Constitution.

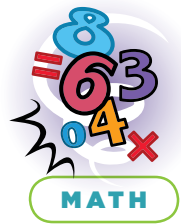
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Lesson Icons

GRADES K-4



GRADES 5-8



GRADES 9-12

