

ANALYZING CORRELATIONS OF EDUCATION AND INCOME

Activity Items

The following items are part of this activity and appear at the end of this student version.

- Item 1: Completed High School, 1950 Map
- Item 2: Completed High School, 2000 Map
- Item 3: Completed College, 1950 Map
- Item 4: Completed College, 2000 Map
- Item 5: Median Household Income, 1969 Map
- Item 6: Median Household Income, 1999 Map
- Item 7: Completed College, Largest Metropolitan Areas, 2000 Map
- Item 8: Median Household Income, Largest Metropolitan Areas, 1999 Map

Student Learning Objectives

- I will be able to read maps to understand census data.
- I will be able to analyze data over time, making comparisons to identify trends and correlations in the data.
- I will be able to propose policies to address issues of income and education.

You will look at a series of choropleth maps that show U.S. Census Bureau data on education levels and median household incomes. Choropleth maps use various color tones to represent the average values of particular variables.

NAME: _____ DATE: _____

Part 1 – Read Choropleth Maps of the Nation

1. Examine **Item 1: Completed High School, 1950 Map** and **Item 2: Completed High School, 2000 Map** and record your observations. In 1950, where were the percentages of high school completion highest and lowest? What regions of the country seemed to have the most and least educated residents? What about in 2000? Also, what changed from 1950 to 2000?

2. Now look at **Item 3: Completed College, 1950 Map** and **Item 4: Completed College, 2000 Map**. Note your observations about college completion, identifying any changes that happened between 1950 and 2000.

3. Reviewing **Items 1-4**, do you see any region where a concentration of high or low rates of college or high school completion changed, or where the concentration intensified?

Part 2 - Read Choropleth Maps of Metropolitan Areas

Working as a group of four, refer to **Item 7: Completed College, Largest Metropolitan Areas, 2000 Map** and **Item 8: Median Household Income, Largest Metropolitan Areas, 1999 Map** to complete the table below. Two people in your group should look at **Item 7** (each looking at about half of the metropolitan areas), while the other two should look at **Item 8** (each looking at about half of the metropolitan areas). Write your observations — being sure to note the most interesting concentrations and correlations — in the appropriate cells and, if you have time, share what you observed with the other members of your group.

	Completed College, Largest Metropolitan Areas, 2000	Median Household Income, Largest Metropolitan Areas, 1999
San Francisco-Oakland-San Jose, CA		
Los Angeles-Riverside-Orange County, CA		
Houston-Galveston-Brazoria, TX		
Chicago-Gary-Kenosha, IL-IN-WI		

	Completed College, Largest Metropolitan Areas, 2000	Median Household Income, Largest Metropolitan Areas, 1999
Detroit-Ann Arbor-Flint, MI		
Boston-Worcester-Lawrence-Lowell-Brockton, MA-NH		
Dallas-Fort Worth, TX		
New York-Northern New Jersey-Long Island, NY-NJ-CT-PA		
Philadelphia-Wilmington-Atlantic City, PA-NJ-DE-MD		

	Completed College, Largest Metropolitan Areas, 2000	Median Household Income, Largest Metropolitan Areas, 1999
Atlanta, GA		
Washington-Baltimore, DC-MD-VA-WV		

Determine with your group which metropolitan area has the most variability or diversity. How could those data be used by the government (at various levels) to propose programs to improve people's quality of life? What types of goals and priorities do you think people living in that area might have? (Keep in mind that different communities might face different challenges such as a community in Florida needing to focus more on weather-related challenges compared with a community in Tennessee.)

Part 3 – Propose Policies

Come up with three specific policies that you would propose if you were the mayor of the metropolitan area that your group selected at the end of part 2. Support each policy with a one-paragraph explanation of why it is needed and how it would address the educational and economic situations that exist in that area.

Policy 1:

Paragraph Support:

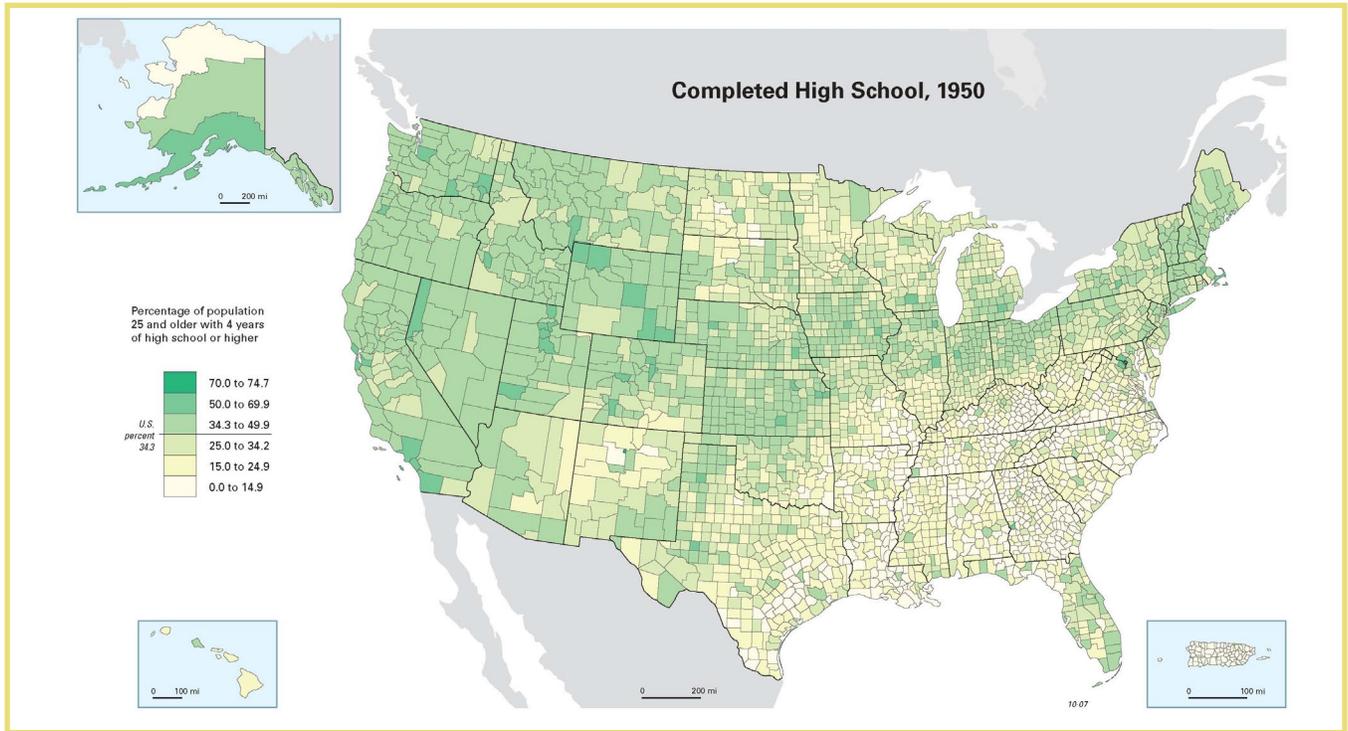
Policy 2:

Paragraph Support:

Policy 3:

Paragraph Support:

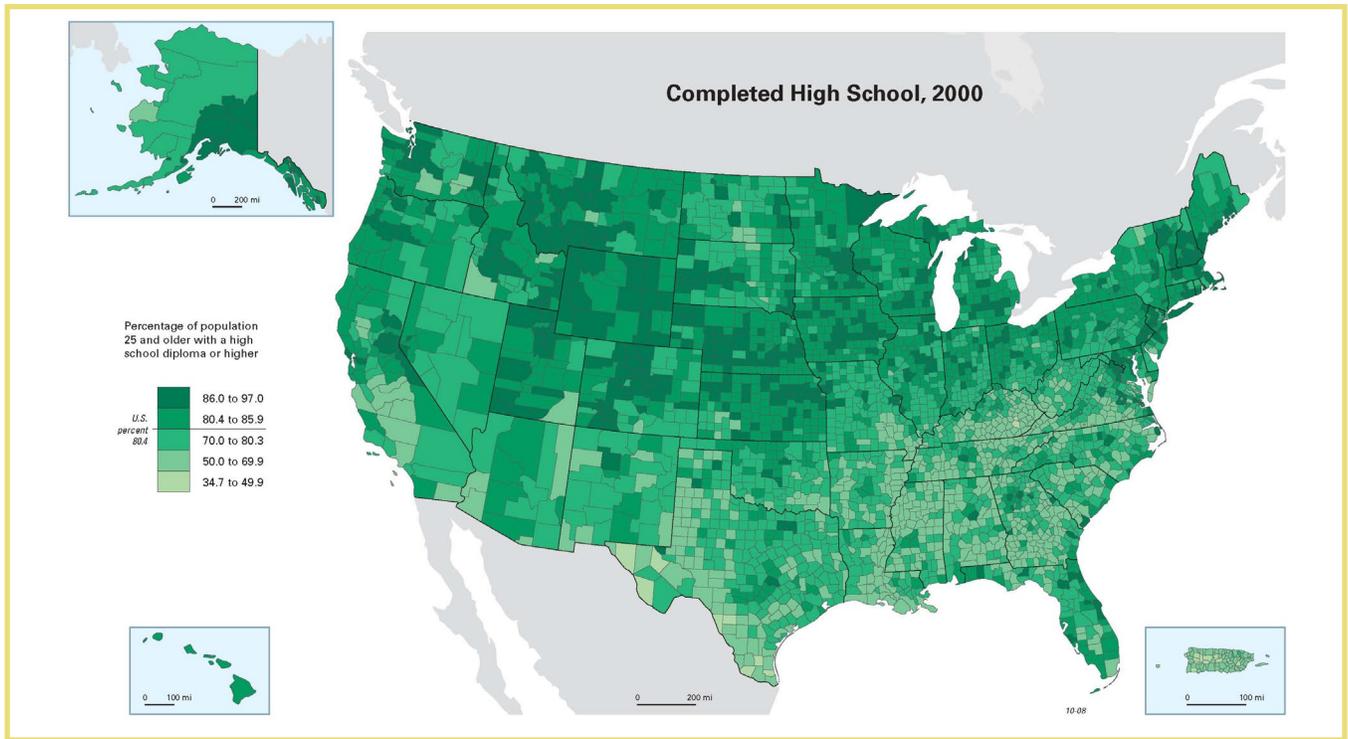
Item 1: Completed High School, 1950 Map



www.census.gov/population/www/cen2000/censusatlas

Click on the link above, then click on the Education PDF. This map appears on page 162 of the original document.

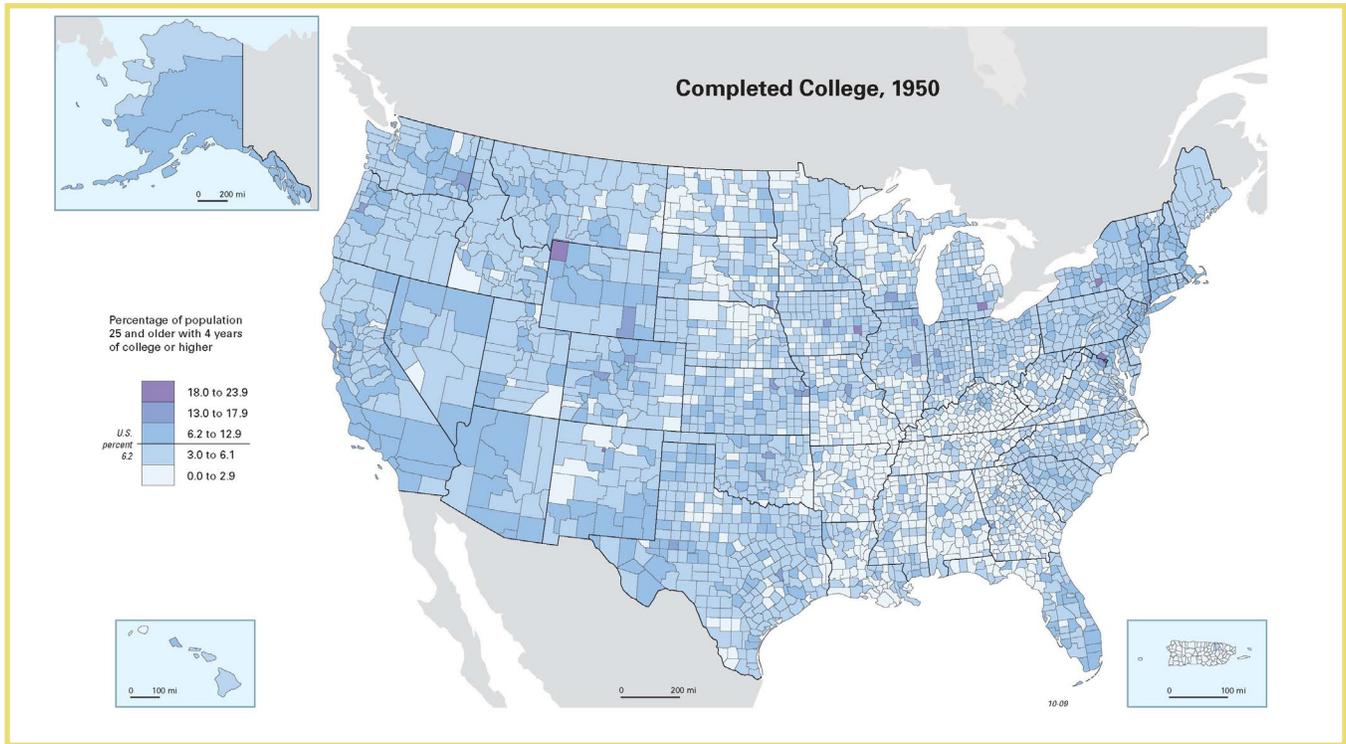
Item 2: Completed High School, 2000 Map



www.census.gov/population/www/cen2000/censusatlas

Click on the link above, then click on the Education PDF. This map appears on page 162 of the original document.

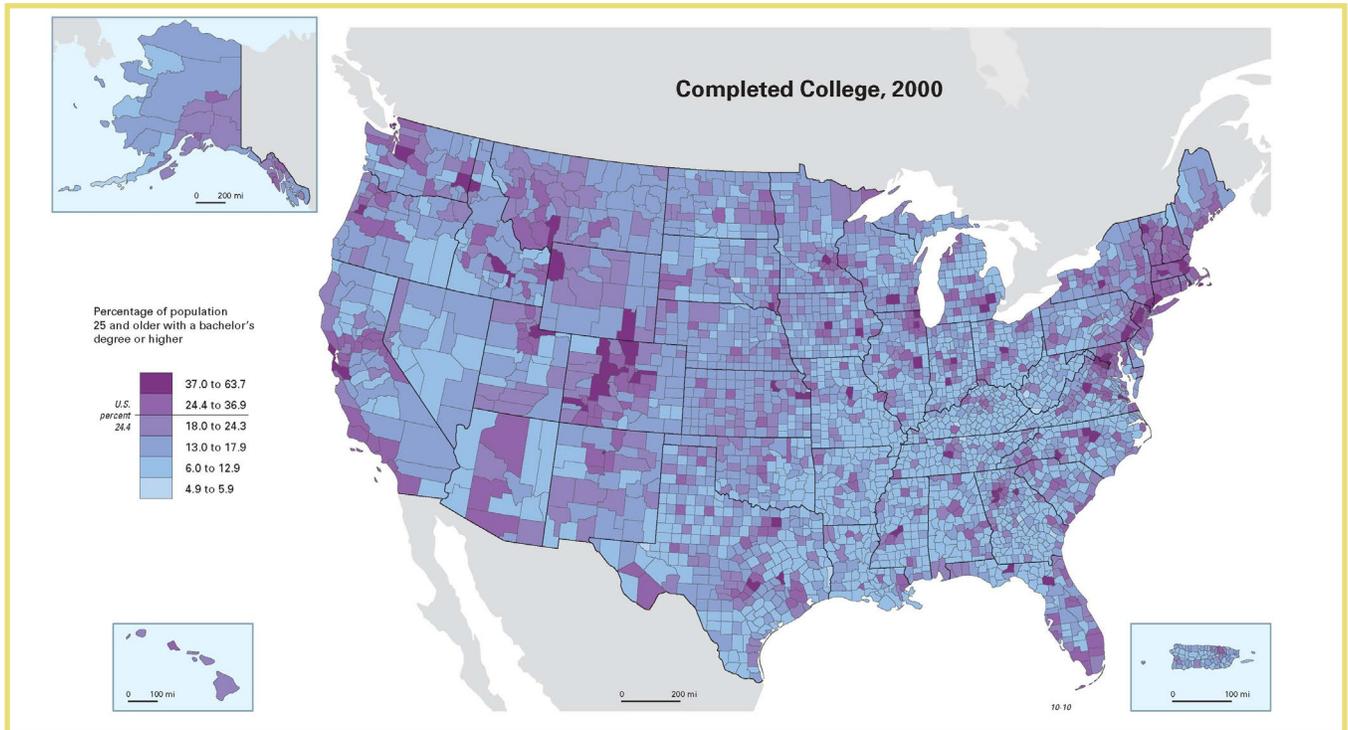
Item 3: Completed College, 1950 Map



www.census.gov/population/www/cen2000/censusatlas

Click on the link above, then click on the Education PDF. This map appears on page 163 of the original document.

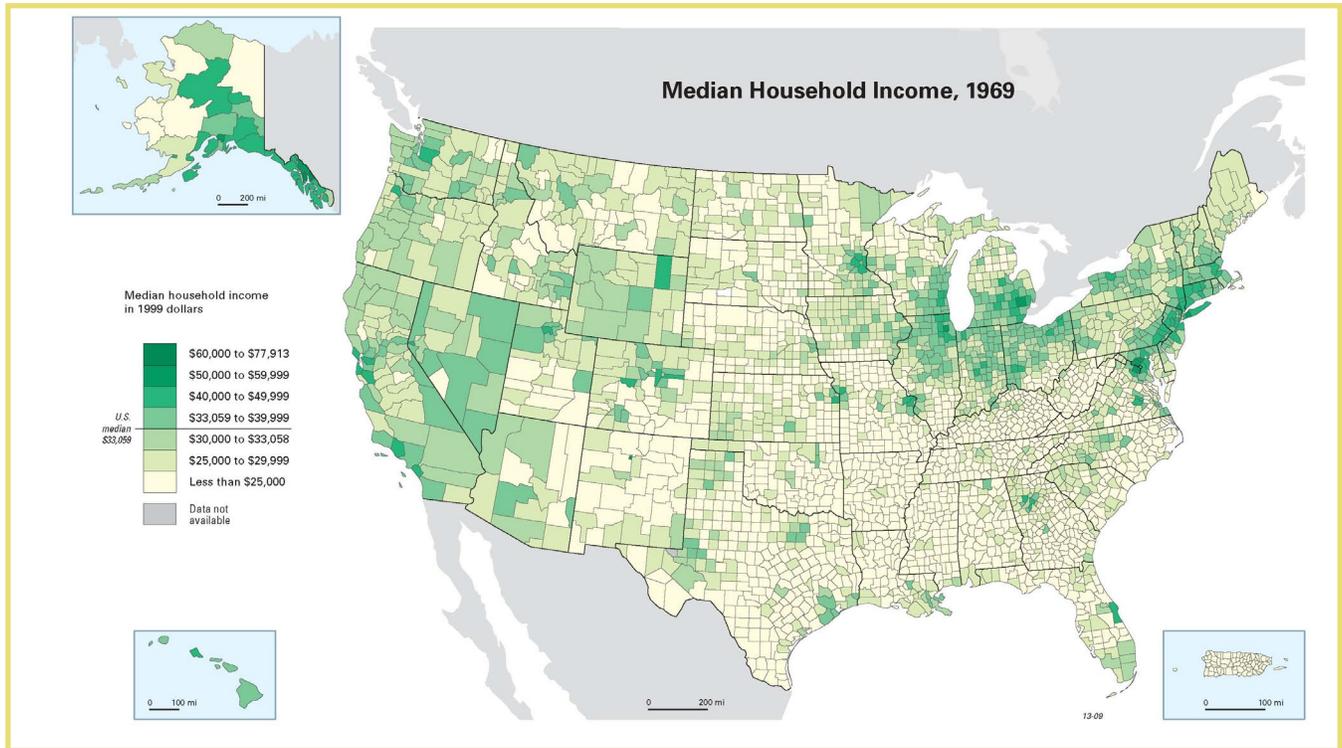
Item 4: Completed College, 2000 Map



www.census.gov/population/www/cen2000/censusatlas

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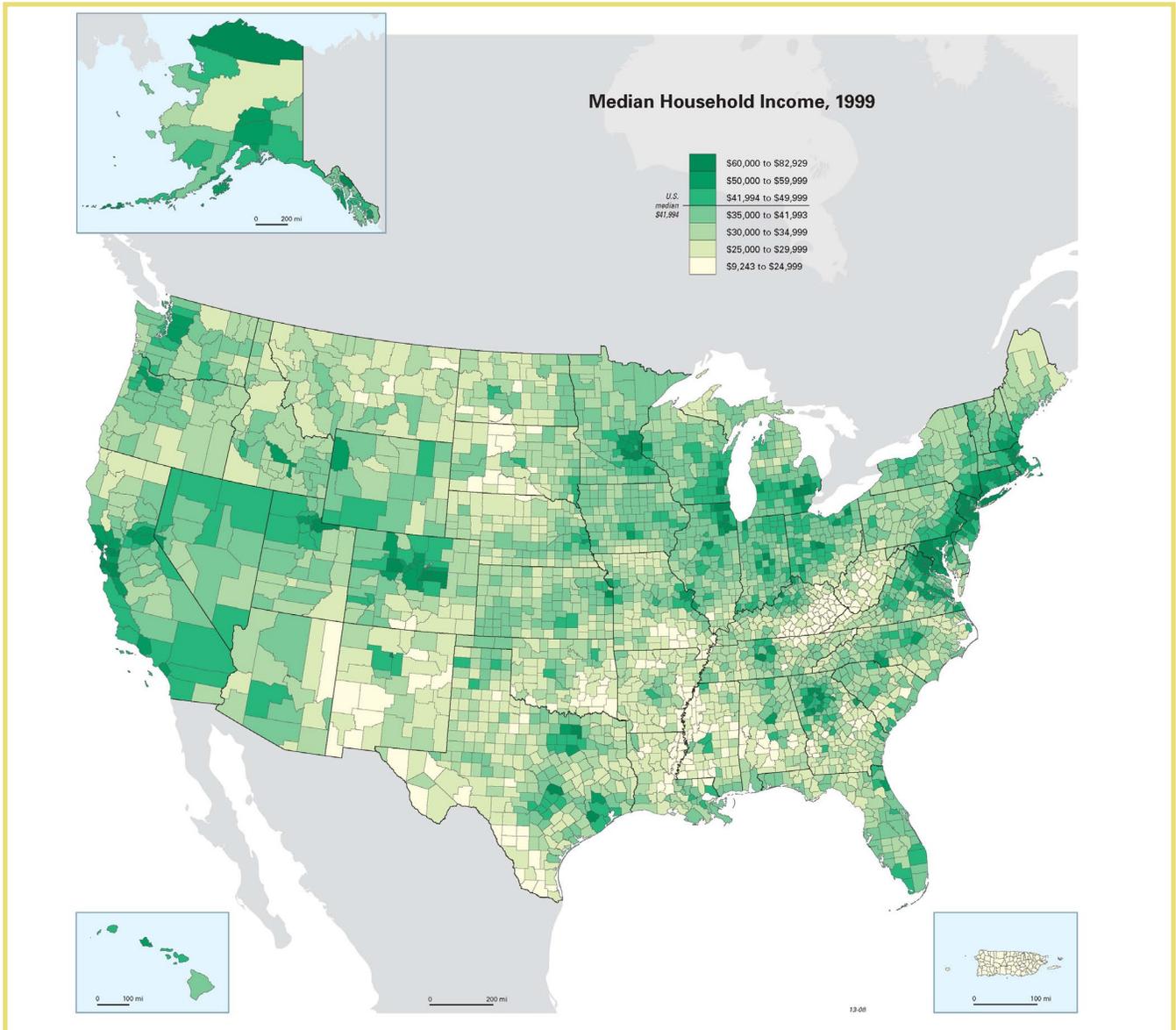
Item 5: Median Household Income, 1969 Map



www.census.gov/population/www/cen2000/censusatlas

Click on the link above, then click on the Income and Poverty PDF. This map appears on page 216 of the original document.

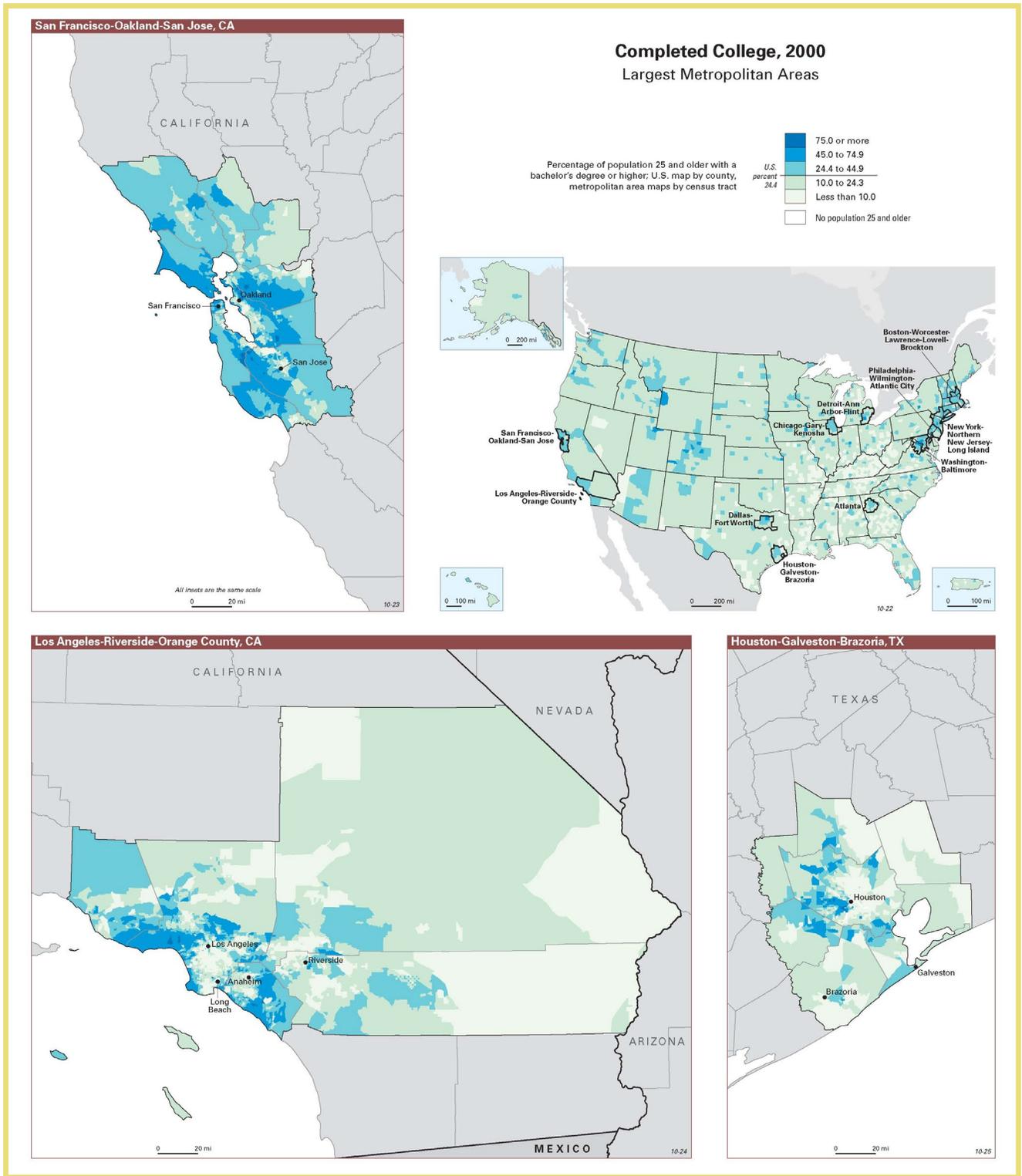
Item 6: Median Household Income, 1999 Map



www.census.gov/population/www/cen2000/censusatlas

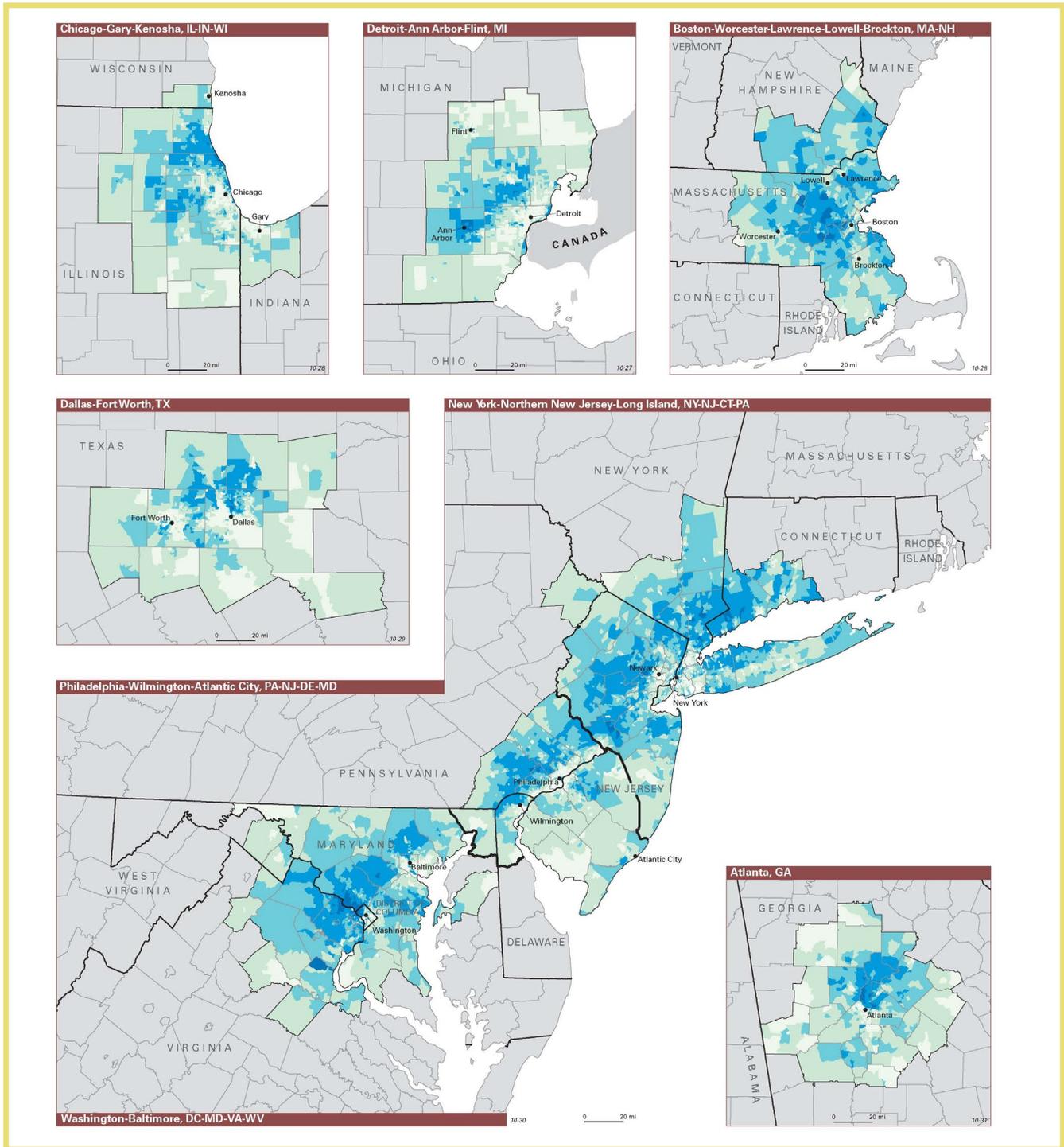
Click on the link above, then click on the *Income and Poverty PDF*. This map appears on page 215 of the original document.

Item 7: Completed College, Largest Metropolitan Areas, 2000 Map



(Item 7 continues onto the next page.)

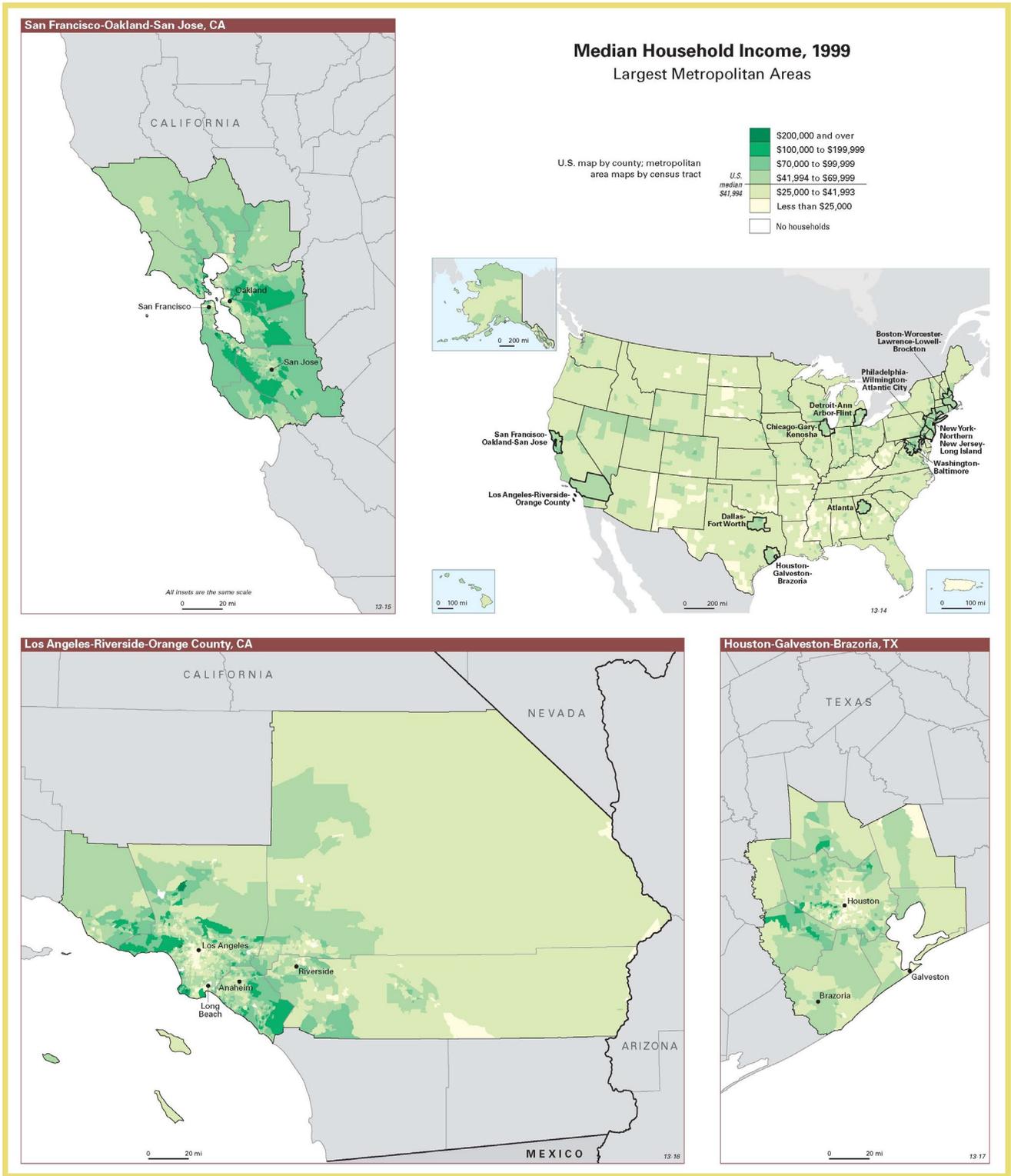
Item 7: Completed College, Largest Metropolitan Areas, 2000 Map (Continued)



www.census.gov/population/www/cen2000/censusatlas

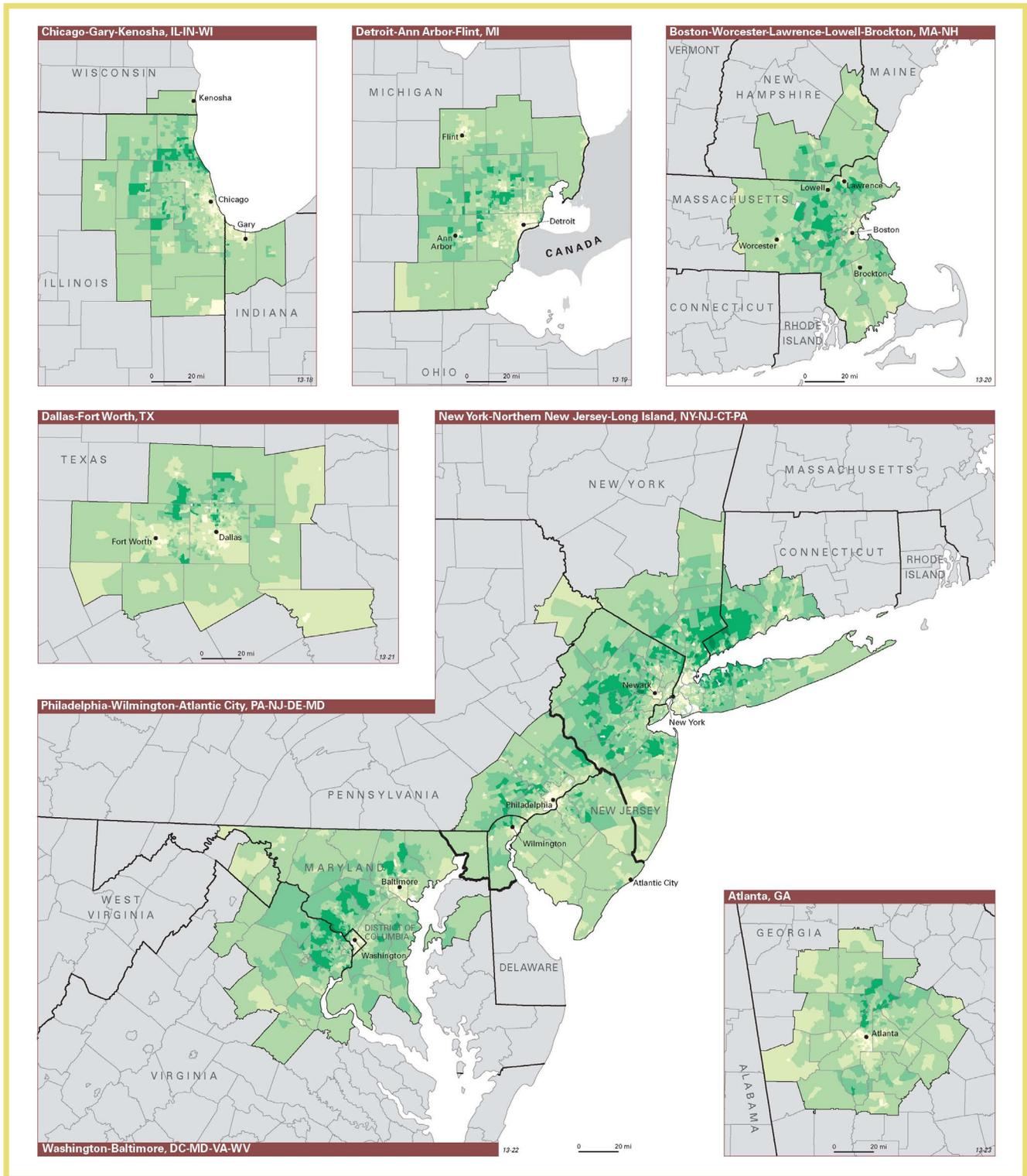
Click on the link above, then click on the Education PDF. This map appears on pages 168-169 of the original document.

Item 8: Median Household Income, Largest Metropolitan Areas, 1999 Map



(Item 8 continues onto the next page.)

Item 8: Median Household Income, Largest Metropolitan Areas, 1999 Map (Continued)



www.census.gov/population/www/cen2000/censusatlas

Click on the link above, then click on the *Income and Poverty* PDF. This map appears on pages 218–219 of the original document.