**Who counts? Activity number 1 - Introduction to the US Latino/a population**

[**This is an English translation of the activity that will be presented and completed in Spanish**]

Learning Outcomes – Students will research the current population statistics for the Latino/a or Hispanic[[1]](#footnote-2) community of the United States as homework. Students will make estimates regarding the countries of origin for US Latinos and make graphs (pie charts) of their findings.

Context – The US Latino/a population is a heterogeneous one and to better understand the community about which we will talking this semester it is necessary to analyze the breakdown of the countries from which the Hispanic population is comprised.

Mathematical Reasoning Assignment (MRA) – Students are first asked to comment on the terminology (Latino vs. Hispanic) used in gathering US Latino/a population statistics. Secondly, students research US Census statistics in order to find the home countries of today’s US Latino/a population. Lastly, students are asked to make pie charts to represent their findings.

Performance indicators and Assessment – This first activity is considered class participation and will not graded assessment. However, students will articulate and discuss percentages as well as graph these statistics.

1. Please note that in following with the current methodology of the US Census Bureau, the terms Hispanic and Latino will be used interchangeably. [↑](#footnote-ref-2)