

Redistricting and Beyond Activity Guide- Grades 3-5

Activity:	Redistricting and Beyond- Fairly Drawing District Lines
Purpose:	Redistricting methods and gerrymandering has been a topic of debate across the US since 1812. This inquiry lesson allows students to investigate why redistricting occurs and how it can be done in a way that effectively represents the populations within a state. This virtual lesson uses primary source documents from the W. R. Poage Legislative Library.
Resources:	<p>W. R. Poage Legislative Library Primary Resources:</p> <ul style="list-style-type: none"> ● District Population Breakdown ● Letters between R. R. Pyle and John Dowdy ● The Problem ● Talking Points from the Redistricting Committee Hearing <p>Additional</p> <ul style="list-style-type: none"> ● Project Zero’s Reporter’s Notebook Page ● Texas Redistricting Maps
Activity’s Steps:	<p>Ask the Essential Question: What is redistricting and what can happen if it’s not done properly?</p> <ul style="list-style-type: none"> ● Allow student(s) to respond with initial thoughts, making guesses at what “redistricting” could mean. Remind them of other words like retie, rebuild, or redo, to understand the connection with the prefix “re-”. Ask if the students know what a district is or what they think that work could mean. ● Define “redistricting” for the student(s). <p>Watch the video: Congressional District Lines from Take Part (Recommended to watch twice)</p> <ul style="list-style-type: none"> ● Ask the student(s) how they would feel if the person that represented them and their friends was selected because the redistricted lines were drawn unfairly. ● Aware the student(s) that this same procedure has taken place in Texas, and they will get to read people’s opinions on redistricting all the way from 1965 to 2003. ● Go to the Poage Library’s resource page: ● Allow the students to explore all the resources, (https://sites.baylor.edu/poagek12resources/2020/07/24/resources-redistricting-and-beyond-fairly-drawing-district-lines/) and use the Reporter’s Notebook page (from Harvard Graduate School’s Project Zero Collection) to document the facts, events, and feelings from the letters, articles, and memos. ● Allow the students time to work together, if needed/wanted by students ● Review what the student(s) wrote down as a group. Allow them time

	<p>to discuss in small groups or partners to collect their ideas before sharing with the whole class.</p> <ul style="list-style-type: none"> ● Ask the student(s) their best judgement of the situation from what they found (the fourth element in Project Zero’s Reporter’s Notebook Activity) ● Ask the students: Why is it important to fairly redistrict states? ● Allow them time to respond and remind them how the district lines can be drawn to favor certain groups to keep them in office, limiting the chance for other groups to take office. <p>Redistrict your community fairly</p> <ul style="list-style-type: none"> ● Tell the students it is their chance to redistrict Texas in a fair way ● Show the students the Texas map with the “population” (at the bottom of the lesson plan- there are multiple to choose from with varying populations. Choose the one that will work best with your group.) ● Allow the students to work in a group, with partners, or independently. The students will split Texas into 5 districts, and remind them that the divisions have to be equal in population. ● Once the groups have finished redistricting, have them explain why their districts are fair and their thought process while creating the new districts.
<p>Terms:</p>	<p>Terms and concepts for the facilitator/teacher to be familiar with:</p> <ul style="list-style-type: none"> ● <u>Primary Source</u>: first-hand accounts that were documented later, such as autobiographies, memoirs, and oral histories ● <u>Secondary Source</u>: created <i>later</i> by someone who <i>did not</i> experience first-hand or participate in the events or conditions ● <u>Citizen</u>: Person who lives in and is part of a community ● <u>Citizenship</u>: position or status of being a citizen of a particular community ● <u>Right</u>: a moral (or legal) entitlement to have, obtain something, or act in a certain way ● <u>Responsibility</u>: The state or fact of having a duty to deal with something; a moral obligation to behave correctly toward or in respect of ● <u>Community</u>: a group of people living in the same place or having a particular characteristic in common ● <u>Redistrict</u>: divide or organize (an area) into new political or school districts ● <u>Gerrymander</u>: manipulate the boundaries of (an electoral constituency) so as to favor one party or class ● <u>Census</u>: an official count or survey of a population
<p>Guiding Questions and Facilitation Tips:</p>	<p><u>Essential Question:</u></p> <ul style="list-style-type: none"> ● What is redistricting and what can happen if it’s not done properly? <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> ● How do citizens let their voice be heard within government decisions?

	<ul style="list-style-type: none"> • What is redistricting? What are the parts of the word? • Where do you think gerrymandering takes place? • Do you think gerrymandering is fair? • How would poorly drawn district lines affect people? Who would these affect? • What would be a better way for states to redistrict every 10 years? • Why is it important to fairly redistrict states, and how can we ensure it is fair? <p>Facilitation Tips:</p> <ul style="list-style-type: none"> • Print or plan how to distribute the Texas Redistricting Maps beforehand • Review the vocabulary sheet • Allow students to work in pairs or groups to allow them to discuss their thoughts <p>Facilitation for School Groups (virtually):</p> <ul style="list-style-type: none"> • Utilize the Breakout room feature to allow students to discuss their findings together • Share this link with students to access all materials independently: https://sites.baylor.edu/poagek12resources/2020/07/24/resources-redistricting-and-beyond-fairly-drawing-district-lines/
Dig Deeper:	<p>Ideas for encouraging participants to dig deeper:</p> <ul style="list-style-type: none"> • Play the Gerrymander a Voting District Puzzle Game to help students understand how people can manipulate the districts in their favor
Helpful Links and Resources:	<p>Congressional District Lines: https://www.youtube.com/watch?v=a1UeiHsK6ns</p> <p>“Everything you Need to Know about Redistricting” (Stacker): http://content.newsbound.com/public/redistrict/redistrict_us/</p> <p>Gerrymander a Voting District Puzzle Game http://gametheorytest.com/gerry/game/</p> <p>“Gerrymandering: How drawing jagged lines can impact an election - Christina Greer” (TED-Ed): https://ed.ted.com/lessons/gerrymandering-how-drawing-jagged-lines-can-impact-an-election-christina-greer#digdeeper</p> <p>The Reporter’s Notebook thinking routine was developed by Project Zero, a research center at the Harvard Graduate School of Education.</p>
Learning Objectives:	<p>TEKS</p> <p>(1) Students study their relationship to the classroom, school, and community to establish the foundation for responsible citizenship in society. Students develop concepts of time and chronology by distinguishing among past, present, and future events. Students identify anthems and mottos of the United States and</p>

	<p>Texas. Students create simple maps to identify the location of places in the classroom, school, and community. Students explore the concepts of goods and services and the value of work. Students identify individuals who exhibit good citizenship. Students describe the importance of family customs and traditions and identify how technology has changed family life. Students sequence and categorize information. Students practice problem-solving, decision-making, and independent-thinking skills.</p> <p>(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich material is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.</p> <p>(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>
<p>Things to Observe:</p>	<ul style="list-style-type: none"> ● Student engagement ● Level of difficulty/elements students found difficult ● Are they hitting the learning goals? ● What else are the students learning from this? ● Quotes from students- specific feedback/realizations/struggles heard from learners

Resources Below:

A THINKING ROUTINE FROM PROJECT ZERO, HARVARD GRADUATE SCHOOL OF EDUCATION

Reporter's Notebook

A routine for separating fact and feeling.

1. Identify a situation, story, or dilemma for discussion.
2. Ask students to identify the Facts and Events of the situation. As students name them, ask if these are clear facts, or if they need more information about them.
3. Ask students to then name the Thoughts & Feelings of the characters/participants involved in the story. As students name them, ask if these are clear facts or if they need more information about them.
4. After a discussion, ask to make their best judgment of the situation based on the information at hand.

Purpose: What kind of thinking does this routine encourage?

This routine is about distinguishing facts from thoughts and judgments. It helps organize ideas and feelings in order to consider a situation where fairness may be at stake. It promotes the fine discernment of information and perspective taking in order to clarify and make a tentative judgment.

Application: When and where can I use it?

Students can use the reporter's notebook in any number of situations. These could include when discussing imagined or real moral dilemmas or topics from history, literature, or science; after reading a chapter, or watching a video or performance; or when thinking about actual events from their own life, etc. This routine is most useful "mid-investigation," after some information about a given situation has already been put on the table. Maybe things are getting convoluted or there are disagreements. Perhaps opinions are taken as facts or things are getting "messy." Use the routine to go deeper into an issue to clarify thoughts about it OR to even clarify what the issue is.

Launch: What are some tips for starting and using this routine?

This routine is best introduced with the whole class. Later students can work independently or in small groups using the recording sheet on the following page. Students are asked to imagine they are a newspaper reporter in order to differentiate the facts of a given event or topic from involved characters' thoughts and feelings. The stance of a reporter helps students clarify issues and points of agreement and disagreement by getting distance from their own perspective or initial understanding of a given situation. Draw a 4x4 grid. Along the top write "Clear" and "Need to Check." Down the side write "Facts & Events" and "Thoughts & Feelings." List responses in the appropriate portion of the grid. Make sure kids talk about the characters, not their own thoughts or feelings. Once the notebook is completed, the routine asks the students to make an informed judgment.

Share your experience with this thinking routine on social media using the hashtags #PZThinkingRoutines and #ReportersNotebook.



This thinking routine was developed as part of the Visible Thinking project at Project Zero, Harvard Graduate School of Education.

Explore more Thinking Routines at pz.harvard.edu/thinking-routines

Reporter's Notebook, cont'd

REPORTER'S NOTEBOOK

	CLEAR	NEED TO CHECK
Facts & Events (What happened?)		
Thoughts & Feelings (How did characters think or feel about it?)		

My Best Judgment:

Share your experience with this thinking routine on social media using the hashtags [#PZThinkingRoutines](#) and [#ReportersNotebook](#).

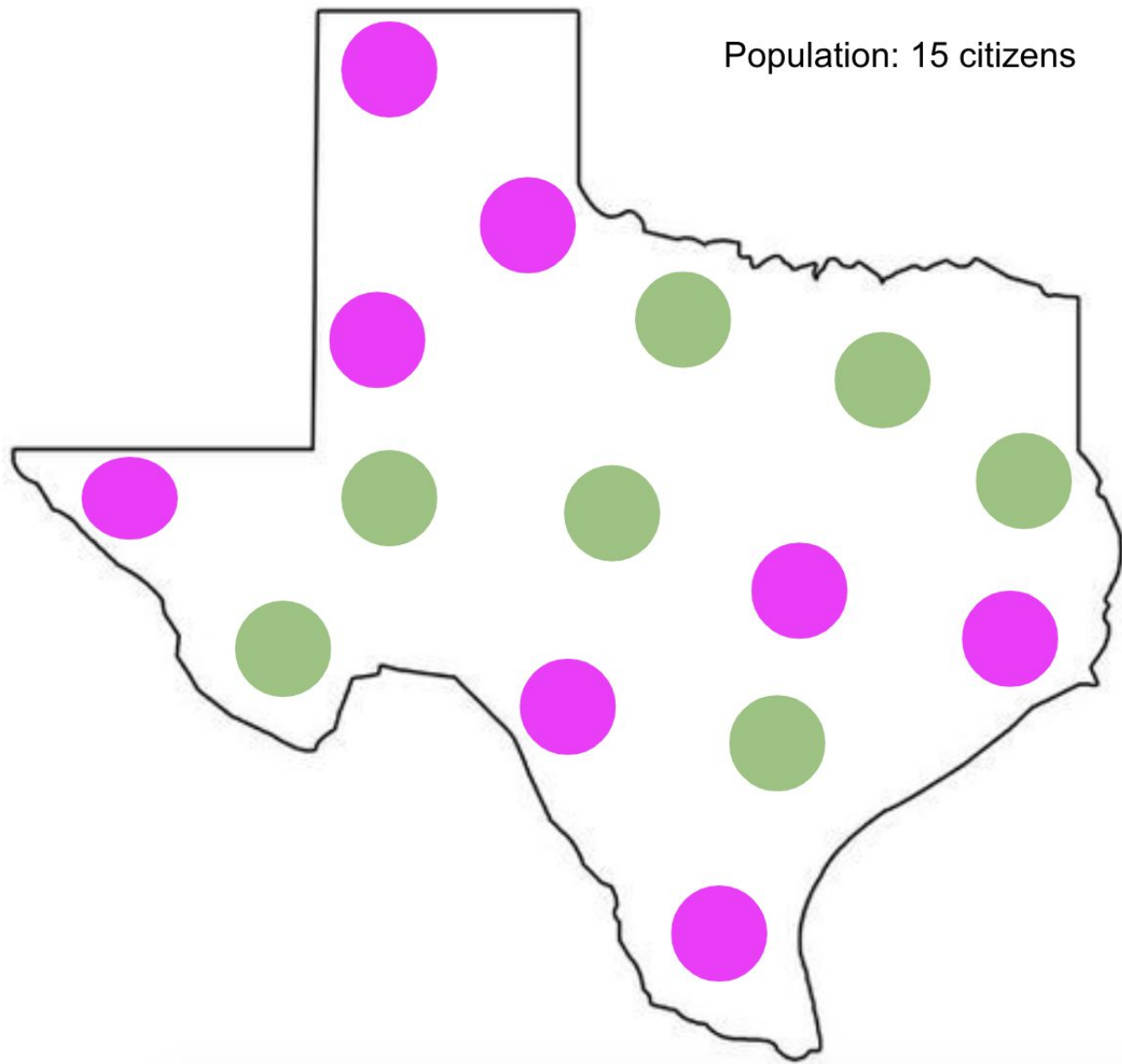


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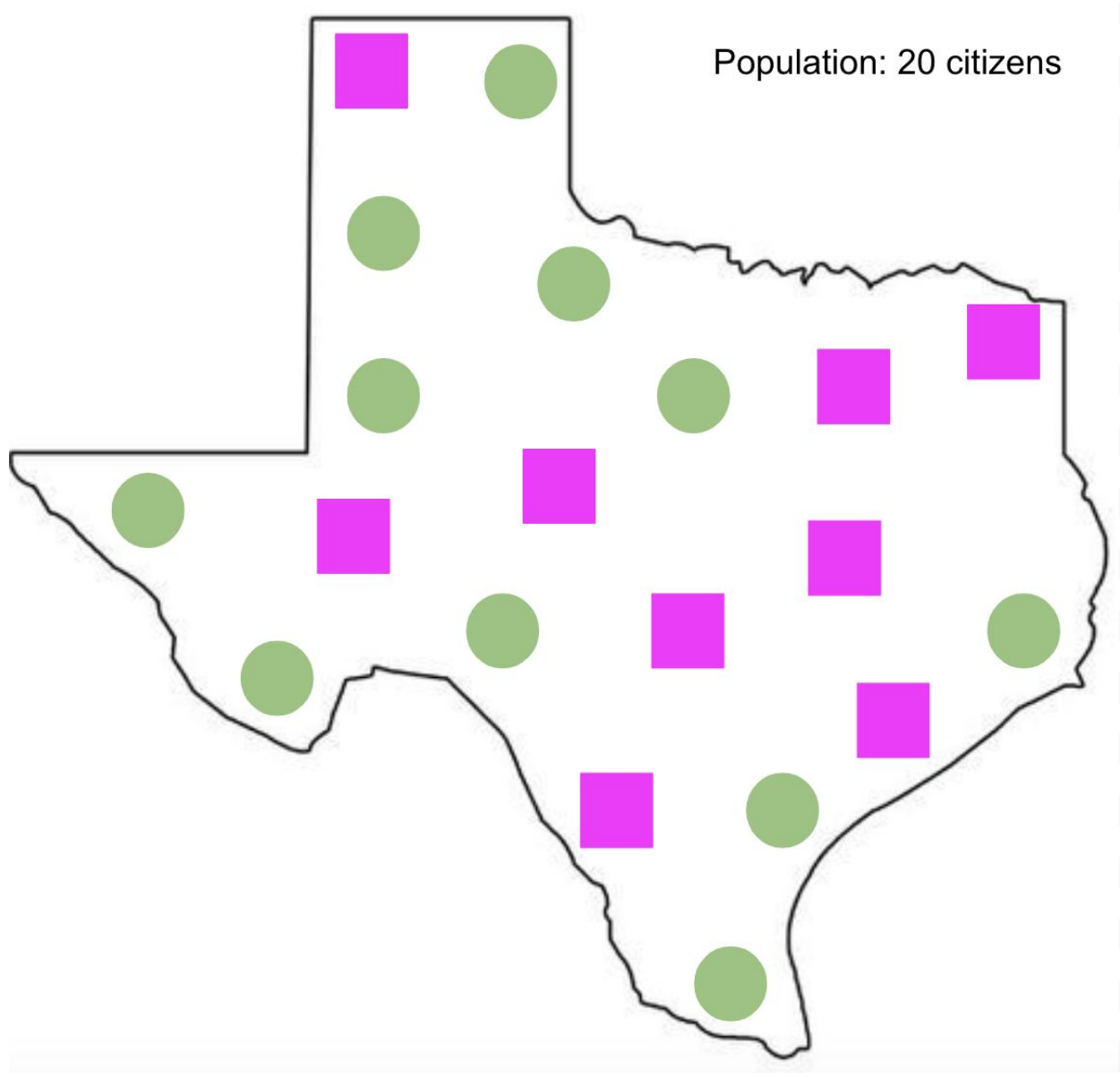
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Texas Redistricting Maps



Texas Redistricting Maps



Texas Redistricting Maps

Population: 30 Citizens

