

Redistricting and Beyond Activity Guide- Grades 6-12

<p>Activity:</p>	<p>Redistricting and Beyond- How Gerrymandering affects Minorities</p>
<p>Purpose:</p>	<p>Redistricting methods and gerrymandering has been a topic of debate across the US since 1812. This inquiry lesson allows students to investigate how redistricting can affect minority groups and understand how to fairly district their community. This virtual lesson uses primary source documents from the W. R. Poage Legislative Library.</p>
<p>Resources:</p>	<p>W. R. Poage Legislative Library Primary Resources:</p> <ul style="list-style-type: none"> ● The Problem ● Garnet F. Coleman Memorandum ● Memorandum: Tom DeLay’s TX Re-redistricting Plan ● Letter from the Texas Legislative Black Caucus ● The Flawed Texas House Redistricting Process <p>Additional</p> <ul style="list-style-type: none"> ● Project Zero’s 3-2-1 Bridge Activity Guide ● Project Zero’s What Can Be Activity Guide ● Texas Counties Redistricting Map
<p>Activity’s Steps:</p>	<p>Ask the Essential Questions: How can redistricting affect minority groups if done improperly? How can we fairly redistrict our counties?</p> <ul style="list-style-type: none"> ● First discuss the word “redistricting” itself; allow the student(s) to try to define it themselves. Then, help narrow their definition. ● Allow the student(s) to give their initial thoughts about how improper/unfair redistricting can affect minorities <p>Watch the video: The Strange Geometry of Gerrymandering (from KQED)</p> <ul style="list-style-type: none"> ● While watching the video, have the students complete the first part of Project Zero’s 3-2-1 Bridge Activity (from Harvard’s Graduate School of Education), where they will write three thoughts or ideas, two questions they have, and one metaphor or simile. ● Discuss what the student(s) wrote ● Ask the student(s) what were their major take-aways from the video ● Ask the student(s) if they think gerrymandering is fair ● Aware the student(s) that redistricting has been a topic of debate in Texas, and they will investigate primary sources to better understand how citizens were affected by gerrymandering and how legislators fought for or against it ● Go to the Poage Library’s resource page: https://sites.baylor.edu/poagek12resources/2020/07/25/resources-redistricting-and-beyond-how-gerrymandering-affects-minorities/

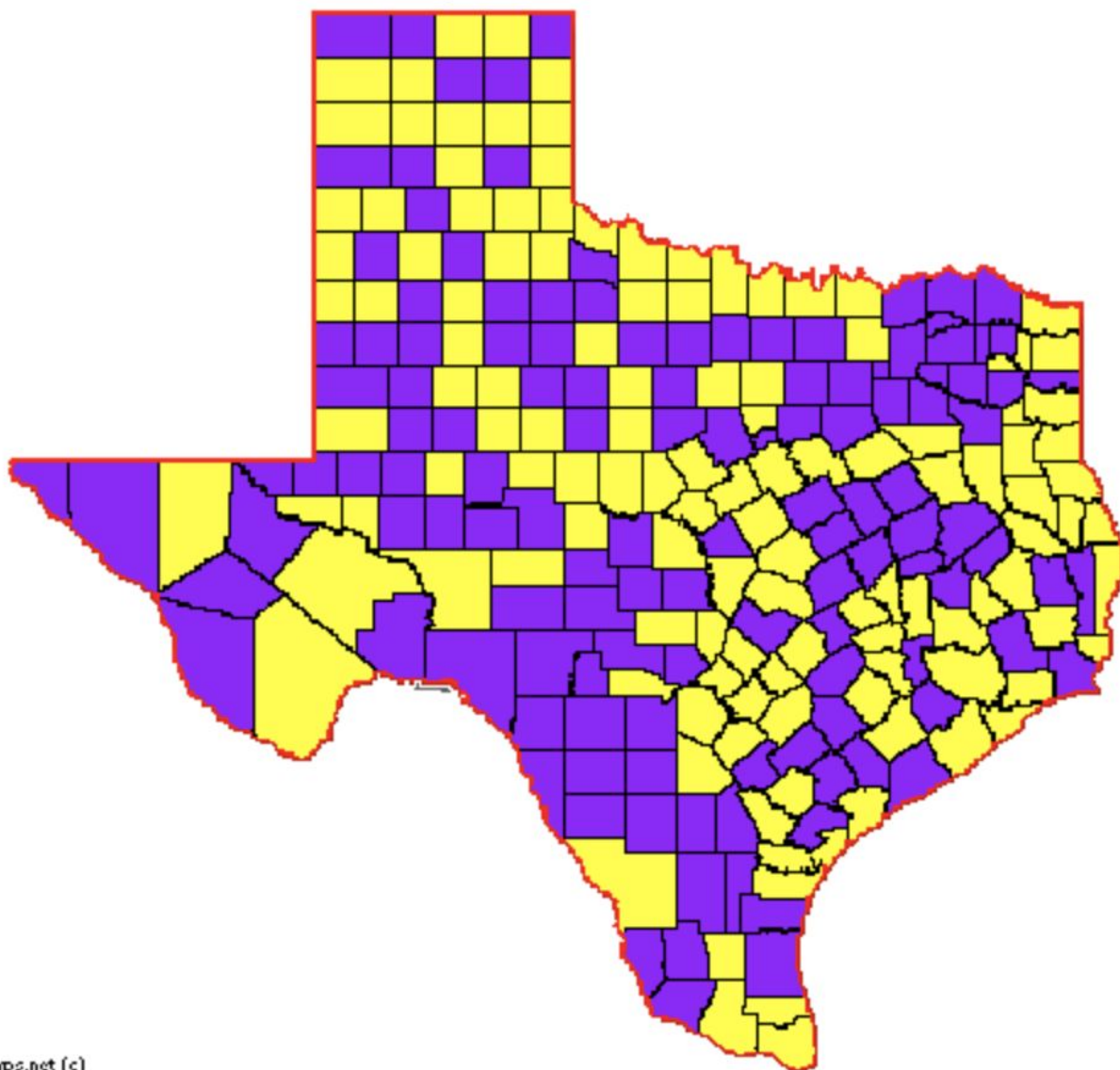
	<ul style="list-style-type: none"> ● Allow the students to explore all the resources and have them complete Project Zero’s 3-2-1 Bridge again. Remind them the focus of the lesson- understanding how minority groups can be affected by improper redistricting/gerrymandering ● Allow the students time to work together, if needed/wanted by students ● Once they are finished with the 3-2-1, review what the student(s) wrote down as a group. How did their ideas change from the first time? Were any of their questions answered? ● Allow them time to discuss in small groups or partners to collect their ideas before sharing with the whole class. ● Then have the students brainstorm how their initial ideas and the concepts from the video connect with the primary sources they investigated, creating the “bridge” ● Ask the students: Why is it important to fairly redistrict states and how can we ensure it is fair? ● 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 where the 254 counties have been assigned to be either purple or yellow (With 129 purple and 125 yellow) ● Allow the students to work in a group, with partners, or independently. The students will divide Texas into districts (the teacher will decide how many), and remind them that the divisions have to be roughly equal in amount. ● Once the groups have finished redistricting, have them explain why their districts are fair and their thought process while creating the new districts. Who will win each district? Who would win overall?
<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

	<ul style="list-style-type: none"> ● <u>Census</u>: an official count or survey of a population
<p>Guiding Questions and Facilitation Tips:</p>	<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> ● How can redistricting affect minority groups if done improperly? How can we fairly redistrict our counties? <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> ● How do citizens let their voice be heard within government decisions? ● What is redistricting? What are the parts of the word? ● Why is “cracking” and “packing” negative when redistricting? ● 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><u>Facilitation Tips:</u></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><u>Facilitation for School Groups (virtually):</u></p> <ul style="list-style-type: none"> ● Utilize the Breakout room feature to allow students to discuss their viewpoints together ● Share this link with students to access all materials independently: https://sites.baylor.edu/poagek12resources/2020/07/25/resources-redistricting-and-beyond-how-gerrymandering-affects-minorities/
<p>Dig Deeper:</p>	<p><u>Ideas for encouraging participants to dig deeper:</u></p> <ul style="list-style-type: none"> ● Complete Project Zero’s What Can Be activity for the students to develop ideas of how gerrymandering can affect people in the future ● Play the Gerrymander a Voting District Puzzle Game to help students understand how people can manipulate the districts in their favor
<p>Helpful Links and Resources:</p>	<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):</p>

	<p>https://ed.ted.com/lessons/gerrymandering-how-drawing-jagged-lines-can-impact-an-election-christina-greer#digdeeper</p> <p>The 3-2-1 Bridge thinking routine was developed by Project Zero, a research center at the Harvard Graduate School of Education.</p> <p>The Strange Geometry of Gerrymandering: https://www.kqed.org/lowdown/26074/redistricting-how-the-maps-of-power-are-drawn-with-lesson-plan</p> <p>The What Can Be thinking routine was developed by Project Zero, a research center at the Harvard Graduate School of Education.</p>
<p>Learning Objectives:</p>	<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 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

Supplies Below:

Texas Counties Redistricting Map (Colors Randomized)



naps.net (c)

3-2-1 Bridge

A routine for organizing one's understanding of a topic through concept mapping.

Your initial responses to the topic	Your new responses to the topic
3 Thoughts / Ideas	3 Thoughts / Ideas
2 Questions	2 Questions
1 Metaphor / Simile	1 Metaphor / Simile
Bridge: Explain how your new responses connect to your initial response?	

Purpose: What kind of thinking does this routine encourage?

This routine asks students to uncover their initial thoughts, ideas, questions and understandings about a topic and then to connect these to new thinking about the topic after they have received some instruction.

Application: When and where can I use it?

This routine can be used when students are developing understanding of a concept over time. It may be a concept that they know a lot about in one context but instruction will focus their learning in a new direction, or it may be a concept about which students have only informal knowledge. Whenever new information is gained, bridges can be built between new ideas and prior understanding. The focus is on understanding and connecting one's thinking, rather than pushing it toward a specific outcome.

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

This routine can be introduced by having students do an initially 3, 2, 1 individually on paper. For instance, if the topic is "democracy," then students would write down 3 thoughts, 2 questions, and 1 metaphor. Students might then read an article, watch a video, or engage in an activity having to do with democracy. Provocative experiences that push students thinking in new directions are best. After the experience, students complete another 3,2,1. Students then share their initially and new thinking, explaining to their partners how and why their thinking shifted. Make it clear to students that their initial thinking is not right or wrong, it is just a starting point. New experiences take our thinking in new directions.

Share your experience with this thinking routine on social media using the hashtags [#PZThinkingRoutines](#) and [#321Bridge](#).



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

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

What Can Be

A routine for considering how complexities unfold.

Choose something (there are endless possibilities, from objects to systems, human-made or natural, ideas or issues, people and societies or narratives) that affect us and has changed in many ways.

Review	How did it get to be the way it is now? Who/what might have caused or influenced these changes?
Predict	How else might this change in the future?
Imagine and Create	Change always comes with challenges. If you could turn the challenges of these predicted changes into opportunities, what do you imagine could be? What could be created?

Consider how things that have been the same or similar for a long time are changing rapidly in our complex world and despite the unknown, how might we plan to positively shape changes ahead?

Purpose: What kind of thinking does this routine encourage?

The only constant in our complex world is change. Change can elicit uncertainty and fear, yet change can also provide new opportunities. This routine is designed to encourage exploration of possibilities and to build agency in imagining and creating how things could change and what can be.

Application: When and where can I use it?

Objects and situations can be accepted as is, status quo. But how else could they be? The "What Can Be" routine is designed to encourage the freedom to imagine possibilities. The creative process can involve solving a problem, creating an alternative, making something new or an exploration of options. These learning opportunities can include using found or available materials that could be discarded, and/or specifically selected materials, and time given for imagining how else they could be, to dream, plan and design. New or adapted objects and/or systems can be created individually, in groups or as whole class activities.

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

- The Review step (seeking to identify how today's objects, ideas, systems and narratives came about in the first place, and what caused changes along the way) can help develop understanding of why beliefs that have been held and objects created have changed. This in turn reveals how they might be developed further or new creations built on what has been learned from past experiences. Why are schools in so many ways the same as when our grandparents were at school? What changes could be made in schools for a better fit for growing up in our changing world?
- Students may need to be encouraged to take risks with this thinking routine experience. History provides many examples of people trying something differently and persevering when things went awry. A fun and engaging way to encourage students to think about what can be could be to look at accidental discoveries
- *How can predictions be made when so much is unknown?* The word "predictions" encourages safe risk taking. It is not expressing certainty of what will be, rather forecasts, likelihoods and projections, and therefore worth exploring what could happen with the aim of providing positive options ahead, or, if predictions are not so positive, giving time to seek alternative ways ahead.

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



This thinking routine was developed by Project Zero at the Harvard Graduate School of Education as part of the PZ Connect project with generous support from Independent Schools Victoria (AU).

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