2012

Redistricting Congressional District Based on Census Data

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School and District Names not available

Grade Level (Req.): 11th-12th grade	Content Area (Req.): American Government	Unit (Opt.):

Connections to Other Disciplines (Opt.):

- Social Studies
- Current Events
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Time Frame (Req.): One to two days	Goal (Req.): In this lesson, students will design U.S. house districts based on population data from the U.S. Census. Students will incorporate rule from U.S. and state laws, Supreme Court decisions, and party identification factors.
	Objective (Req.): Students will demonstrate mastery of the U.S. Congressional redistricting process. Students will create a sample of redistricted map of a given state.

Materials Needed (Req.):	New Vocabulary (Opt.):
• Map of select states, with counties • Current Census data • Colored pencils • American Government textbook • • •	• • • • •

Anticipatory Set/Introduction [Inquiry Question is required] (Req.): How and why do states draw Congressional districts?

Instructional Sequence/Procedure (Req.):

1. Instruct the rules of congressional redistricting based on state and federal law and court decisions. (Students can use textbook.)
2. Demonstrate states have redistricted in the past. Compare gerrymandered and non-gerrymandered districts.
3. Present Census data and distribute blank maps to groups.
4. Students will create two maps. 1) Gerrymandered in a way of their choosing (e.g., Republican, Democrat, Race, Gender, Age) 2) “Fair Map” i.e., Efficient use of existing political boundaries, such as counties, city borders; Incorporating state and federal law.
5. Groups share maps analyze each other’s maps.
6. Discuss similarities and differences.
7. Compare students’ maps to actual Congressional maps.
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Formative Evaluation (Req.): Check for understanding the difference between gerrymandering and non-gerrymandering	Assessment (Req.): Maps will be evaluated based on "fairness" of districts by equal representation per district and respect for existing political boundaries. Gerrymandered maps will be evaluated based on the degree of accomplishing the goal of favoring one group.

Iowa Core Curriculum Standards Used (Req.):

- Geography, grade 9-12: Understand the use of geographic tools to locate and analyze information about people, places, and environments.
- Geography, grade 9-12: Understand how cultural factors influence the design of human communities.
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Common Core Curriculum Standards Used (Opt.):

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NGS Standards Used (Req.):

- How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
- How culture and experience influence people's perceptions of places and regions
- The characteristics, distribution, and complexity of Earth's cultural mosaics
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Five Themes of Geography Used (Req.): • Location • • •	School District Standards and Benchmarks (Opt.): • • •

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21st Century Universal Constructs (Opt.):	
Other Disciplinary Standards (Opt.): • • • • •	
Other Essential Information (Opt.):	
Other Resources (Opt.): • • • •	