

2012

Redistricting Congressional District Based on Census Data

Dan Flaherty

Bill Josund

Let us know how access to this document benefits you

Copyright ©[2012?] Dan Flaherty and Bill Josund



This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

Follow this and additional works at: <https://scholarworks.uni.edu/oermaterials>



Part of the [Geography Commons](#)

Recommended Citation

Flaherty, Dan and Josund, Bill, "Redistricting Congressional District Based on Census Data" (2012). *Open Educational Resources*. 192.

<https://scholarworks.uni.edu/oermaterials/192>

This Lesson Plans is brought to you for free and open access by the Open Educational Resources at UNI ScholarWorks. It has been accepted for inclusion in Open Educational Resources by an authorized administrator of UNI ScholarWorks. For more information, please contact scholarworks@uni.edu.

Offensive Materials Statement: Materials located in UNI ScholarWorks come from a broad range of sources and time periods. Some of these materials may contain offensive stereotypes, ideas, visuals, or language.

Redistricting Congressional District Based on Census Data

Created by: Dan Flaherty and Bill Josund
School and District Names not available

Grade Level (Req.): 11th-12th grade	Content Area (Req.): American Government	Unit (Opt.):
Connections to Other Disciplines (Opt.): <ul style="list-style-type: none"> • Social Studies • Current Events • 		
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.): <ul style="list-style-type: none"> • Map of select states, with counties • Current Census data • Colored pencils • American Government textbook • • • 	New Vocabulary (Opt.): <ul style="list-style-type: none"> • • • • • 	
Anticipatory Set/Introduction [Inquiry Question is required] (Req.): How and why do states draw Congressional districts?		
Instructional Sequence/Procedure (Req.): <ol style="list-style-type: none"> 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. 8. 9. 10. 11. 12. 13. 		

- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.

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.
-
-
-
-
-
-
-
-

Common Core Curriculum Standards Used (Opt.):

-
-
-
-
-

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
-
-
-
-
-
-
-

Five Themes of Geography Used (Req.):

- Location
-
-
-
-

School District Standards and Benchmarks (Opt.):

-
-
-

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