



Lesson Plan: Why do lines matter? Gerrymandering and the 14th Amendment

<p>Time Frame: 2- 4 class periods</p>	<p>Author: Mary Ellen Daneels, Lead Teacher Mentor, Robert R. McCormick Foundation, mdaneels@illinoiscivics.org</p>
<p>Proven Practices of Civic Education</p> <ul style="list-style-type: none"> ✓ Instruction on government institutions ✓ Use of current & controversial issues ✓ Simulations of democratic practices ✓ Service Learning 	
<p>IL Social Studies Standards</p> <p>SS.IS.1.9-12. Explain how a question reflects an enduring issue in the field</p> <p>SS.IS.4.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p>SS.IS.5.9-12. Identify evidence that draws information from multiple sources to revise and strengthen claims.</p> <p>SS.IS.6.9-12. Construct and evaluate arguments to a targeted audience in diverse settings.</p> <p>SS.CV.4.9-12. Explain how the US Constitution established a system of government that has powers, responsibilities, and limits that have changed over time and are still contested while promoting the common good and protecting rights.</p> <p>SS.CV.7.9-12: Describe the concepts and principles that are inherent to American Constitutional Democracy.</p> <p>SS.CV.9.9-12: Evaluate public policies in terms of intended and unintended outcomes and related consequences</p>	<p>CCSS/ELA History/Social Studies Standards</p> <p><u>CCSS.ELA-LITERACY.RH.11-12.7</u> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p><u>CCSS.ELA-LITERACY.RH.11-12.2</u> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><u>CCSS.ELA-LITERACY.RH.11-12.9</u> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>



Essential Question: Does my vote count?

Supporting Questions

- How and why are districts reapportioned?
- How are state and congressional district lines redistricted?
- What is gerrymandering?
- How do people differ over the question, “When does gerrymandering violate the Equal Protection clause of the Fourteenth Amendment?”
- What is the significance of *Gill v. Whitford*?

Resources Required with Citations

Editorial Board. “The Supreme Court Should Strike Down Wisconsin’s Gerrymandering.” The Washington Post. September 12, 2017. Available online at https://www.washingtonpost.com/opinions/the-supreme-court-should-strike-down-wisconsin-gerrymandering/2017/09/12/62a6b562-972c-11e7-87fc-c3f7ee4035c9_story.html?tid=ainl&utm_term=.9895d363febc

Lane, Charles. “Do we really want the Supreme Court to decide how partisan is too partisan?” The Washington Post. June 21, 2017. Available online at https://www.washingtonpost.com/opinions/do-we-really-want-the-supreme-court-to-decide-how-partisan-is-too-partisan/2017/06/21/7b5fd7e0-569b-11e7-a204-ad706461fa4f_story.html

Statement Sort by Mary Ellen Daneels, Lead Teacher Mentor, Robert R. McCormick Foundation. Available at <http://tinyurl.com/ABA14ths-sort>

Powerpoint by Mary Ellen Daneels, Lead Teacher Mentor, Robert R. McCormick Foundation. Available at <https://tinyurl.com/pptgerrymanderDaneels>

The Redistricting Game by the University of Southern California Annenberg Center. Lead Designer and Project Lead, Chris Swain. Available online at <http://redistrictinggame.org/game.php>

Conducting Your Own Moot Court by Street Law. Downloaded 10/4/2017. Available online at <http://streetlaw.org/document/58>

Socratic Seminar Guide. Created by Candace Fikis, West Chicago Community High School and adapted by Mary Ellen Daneels, Lead Teacher Mentor, Robert R. McCormick Foundation. Available online at <http://tinyurl.com/ABASocSemDaneels>

Krulwich, Robert *Explaining the Efficiency Gap*. WNYC. Available at <https://www.youtube.com/watch?v=IKtbfVmKM3w>

Gill vs. Whitford Explained. The Chicago Tribune. October 5, 2017. Available online at <http://www.chicagotribune.com/93887500-132.html>

Gerrymandering. Civics 101 Podcast, Episode 16. Aired March 17, 2017. Available at <https://www.civics101podcast.org/civics-101-episodes/ep16>



Gerrymandering is on Trial. [538 Podcast](https://fivethirtyeight.com/features/gerrymandering-is-on-trial/). Aired September 28th, 2017. Available at <https://fivethirtyeight.com/features/gerrymandering-is-on-trial/>

Pappas, Peter *Gerrymander Exercise*. Available at <https://www.edteck.com/lessons/gerrymander.pdf>

Recommended Procedures

1. Provide introductory information about redistricting to the class. May use/revise ppt for introduction. An alternative source of information is the 5388 Podcast (35 minutes) or Civics 101 Podcast (15:22).
2. Engage class in redistricting simulation using the online Redistricting Game and or Gerrymandering Exercise Worksheet.
3. Put students into pairs.
4. Give each student an envelope of the statements cut up. Have students take statements out and infer the topic for deliberation related to redistricting.
5. Watch brief overview videos explaining the U.S. Supreme Court case Gill v. Whitford from the *Chicago Tribune*.
6. Watch brief video about the Efficiency Gap provided by WNYC.
7. Have students sort statements into two categories, four statements each describing arguments for the US Supreme Court overturning partisan gerrymandering and arguments against Supreme Court intervention.
8. Give each student in the pair one of the primary source readings. Instruct students to closely read their source and identify the four statements from statement sort that are paraphrases of their reading.
9. Have students go through reading a second time and "*" any additional claims the author makes.
10. To check understanding, have students with same reading gather in a corner of the room, bringing annotated reading with them.
11. Have students pair up with individual in corner that had same reading and write a brief paragraph summarizing claims from assigned reading.
12. Have students return to their original pairs and share paragraphs with one another, listeners, should paraphrase back what they heard.
13. Have students pick statement that best reflects their perspective on the issue or write their own unique statement.
14. Have students discuss their selections.
15. Next, have students rank the statements as if they were justices on the U.S. Supreme Court preparing to examine Gill v. Whitford. Which statements would you give the most weight to in considering the case?
16. Have students share their choices. Where they any different than their first set of rankings? Why or why not?
17. Have students write a paragraph summarizing their position on the issue, addressing claims and counterclaims. Teachers could use tools such as google classroom & blackboard.com to promote on-line deliberation.
18. Alternative to steps 14-17, conduct a Socratic Seminar using the guide provided.
19. If time allows, students can engage in a moot court using the process detailed by Street Law.



<p>Possible Service Learning Extensions</p> <ul style="list-style-type: none">○ Students research reform efforts and can write an elected official advocating their position on the issue.○ Students can write letters to the editor or craft an editorial cartoon on issue.	<p>Differentiation</p> <ul style="list-style-type: none">○ Advanced students may not use statement sort and curate further sources on the issue.○ For classes that need more literacy support, the teacher can model step 6 with one of the readings to the whole class, have class practice with the remaining reading and check understanding○ Deliberation can occur without the primary source analysis; using only the simplified statements.
<p>Possible Assessments</p> <ul style="list-style-type: none">● in class deliberation● Pair share● Blog● Socratic Seminar● Letter to elected official● Letter to the editor or political cartoon w/ explanation.	<p>Other Considerations</p> <p>If norms for classroom deliberations have not been established, here are some resources teachers can use to scaffold civil discourse.</p> <ul style="list-style-type: none">○ Conducting a Civil Conversation in the Classroom by CRFC○ Contracting by Facing History and Ourselves