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| **2022 South Carolina African American History Calendar Lesson**  **Thomas Ezekiel Miller - Gerrymandering** |
| **Lesson Overview** |
| This lesson looks at the idea and practice of gerrymandering. Thomas Ezekiel Miller served in District 7, or the shoestring district of South Carolina, from 1890-1892. Students will be tasked with learning about the definition and history of gerrymandering before playing a simulation game. At the end of this lesson, students will use the new knowledge to create their own Congressional Map at the Federal or State level that meets the needs of the citizens based on current census data. |
| **Overarching Inquiry Question** |
| How does the idea of gerrymandering affect election districts in South Carolina?  *All units support the* ***Profile of the South Carolina Graduate*** *with students using skills to uncover content exposed when exploring the Overarching Inquiry Question.* |
| **Theme** |
| *Civic Engagement***-** This lesson addresses civic engagement through a summative assignment where students look at census data and geography make-up of the state of South Carolina to create their own Congressional districts. Students will be asked to use their previous knowledge and new knowledge gained to determine the best way to set up Congressional districts whether at the federal, state senate, or state representative level. |
| **Skills Emphasis at a Glance** |
| *Informed Participation***-** Students will be able to show ways that they can support communities in equal and fair representation within South Carolina Congressional districts at the federal and state level. |
| **Standard(s)** |

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| United States Government Standard 3-Demonstrate an understanding of the political process in determining and shaping public policy and the political climate in the United States.  USG 3.IP- Explain how the electoral process works in federal elections and the effects those elections have on U.S. government. | |
| **I Can Statement(s)**  ***I can statements are designed to help guide student understanding through scaffolds of learning as they progress through an understanding of the Overarching Inquiry Question.***   1. I can identify the idea of gerrymandering. 2. I can compare and contrast census data and election district maps in South Carolina. 3. I can explain how the electoral process effects creating fair and equal election districts in South Carolina. | |
| **Lesson Sequence of Teacher Instructional Practices and Actions Students will Take to answer the Overarching Inquiry Question** | **Instructional Guidance and Resources**  *Instructional Guidance and resources listed below offer suggestions for educators to assist students in reaching the goals of the proposed sequence.* |
| **I can identify the idea of gerrymandering.** | |
| To start the lesson, have the word “gerrymander” written on a whiteboard or displayed on the projection screen.  Students should complete a Think, Pair, and Share with their classmates or table mates coming up with their own definition.  Students will then hear the actual definition of gerrymandering read aloud or displayed on the projection screen. Students should define gerrymandering in their own words in their notebooks to refer back to throughout the lesson. | Teachers may have students only come up with the definition of gerrymandering using previous knowledge or teachers may encourage students to use the internet to help inform their thinking during the think portion. During the share, teacher should write or type some of the definitions shared out by students.  The teacher could use their textbook or course alignment document to define gerrymander. The teacher may also use an internet resource to define gerrymander, finding the best definition for their students’ level of knowledge, comprehension, and understanding. |
| Students will watch the Crash Course: Government and Politics #37 Video and answer comprehension questions as the video plays. Students can then be directed to share | The appropriate Crash Course Video is linked [here.](https://www.youtube.com/watch?v=MnhFm5QVVTo) Teachers may find it helpful to slow the video speed down, add closed captions, and play the video a few times in order to help their students answer the |

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| their answers with the class after watching the video, having a quick discussion and check in of comprehension.  Then introduce students to the Gerrymander: Voting District Puzzle provided by Game Theory Test. Students should be given time to play the game and compete with each other to “win” the game.  Students will complete a reflection at the end of the time provided to play the game. | questions. Teachers may ask questions such as “What is Gerrymandering?”, “Who draws the districts?”, and “How does census data relate to election districts?”  The Gerrymander Game can be found [here](http://gametheorytest.com/gerry/). Teachers may find their students can jump right into playing the game on their own or teachers may provide modeling of how the game is played before having students play on their own. Teachers should play the game or at least look over it before introducing to students to determine their student’s ability to play.  The teacher may want to ask reflection questions such as  “What was the easiest part of the game?” What was the hardest part of the game?” “If you had to go back and work with a partner, what kind of difficulties might you run into?”  The teacher should look for mastery from students that they understand the definition of gerrymandering and how to apply it to real life examples. |
| *Formative Performance:* Students should complete a quick knowledge check in after playing the game.  Students could play a kahoot, quizlet, or quizizz to show mastery of knowledge of the I Can Statement. | Teachers may find the kahoot linked [here,](https://create.kahoot.it/share/gerrymandering/08e7a2ac-ad37-45ca-a2cf-6529b9b3c15b) meets the needs of their students. Teachers may also create their own review on their favorite website. |
| **I can compare and contrast census data and election district maps in South Carolina.** | |
| Students will then look at quick biography of Thomas Ezekiel Miller and brain dump everything they think that gerrymandering and other “unfair” election processes had on his career. Students should use information their brain dumped to discuss with a partner and possibly with the entire class. | The teacher might find it simple enough to use the biography provided in the 2022 African American History calendar. Teachers may also want to adapt information from the biography linked [here.](https://history.house.gov/People/Detail/18276) |

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| Students will then be given the Census Data from 1880, along with a district map from 1882. Students should compare and contrast the census data with the election district lines, looking for the “shoestring” district that Thomas Ezekiel Miller served. | Census Data from 1880 is linked [here.](https://www.census.gov/library/publications/1883/dec/vol-01-population.html) 1882 Election District Map is linked [here](https://www.loc.gov/resource/g3911f.ct004343/?r=-0.453%2C-0.042%2C1.905%2C0.839%2C0)  Teachers should also appropriate comprehension questions such as “What do you see/notice?”, “How does the data correlate to the map?”, “What would you change or keep the same about the map?”, “What, if any, districts look gerrymandered? Why?”  Teachers could then repeat the above step as many times as they would like with different years of data. Teachers may do one of their local area that may have students interested in comparing and contrasting census data to election district maps |
| *Formative Performance* Students will be asked comprehension questions based on how many different years of census data and map data they have been assigned. | Teachers should ask questions that appropriate for the students and have students compare and contrast the census data. Teachers may find it appropriate to ask questions that reflect the area in which the students live and the population or geographic make up of the area. |
| **I can explain how the electoral process effects creating fair and equal election districts in South Carolina.** | |
| **Summative Performance Sequence**  Students will then be introduced to their final summative performance task through the final I Can Statement.  Students will be tasked with creating their own Congressional District map using recent census data, current existing congressional district lines, and other knowledge learned.  Students will create the new map by drawing new Congressional district lines for the Federal House of Representatives districts, or the local areas State Senate or State House of Representatives seats. Student should use current census data to help them determine the | Teachers could use a blank South Carolina map with or without the borders of the counties, or they could use a more local map with or without labels for the local area. Teachers should assess their students’ map skills before providing them with a blank map.  Teachers could also use the following website linked [here](https://districtr.org/south-carolina) and have students create a digital map of the assigned congressional districts. Census data for South Carolina can be found at this link [here.](https://www.census.gov/library/stories/state-by-state/south-carolina-population-change-between-census-decade.html)  Teachers may find that modeling one district would help students in |

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| appropriate number of seats per area and how big to draw the areas. | understanding the completed task. Teachers may also find that having students work in pairs or groups would work for this assignment based on the needs of the students. |

# References

*Thomas Ezekiel Miller Biography* . (2021, December 09). Retrieved from History, Art, and Archives : https://history.house.gov/People/Detail/18276

**Bibliography**

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# Additional Resources

1880 Census Data- <https://www.census.gov/library/publications/1883/dec/vol-01-population.html>

1882 Election District Map of South Carolina- [https://www.loc.gov/resource/g3911f.ct004343/?r=-0.453,-0.042,1.905,0.839,0](https://www.loc.gov/resource/g3911f.ct004343/?r=-0.453%2C-0.042%2C1.905%2C0.839%2C0) 2020 Census Data- [https://www.census.gov/library/stories/state-by-state/south-carolina-population-change-between-census-](https://www.census.gov/library/stories/state-by-state/south-carolina-population-change-between-census-decade.html) [decade.html](https://www.census.gov/library/stories/state-by-state/south-carolina-population-change-between-census-decade.html)

Crash Course: Government and Politics #37- <https://www.youtube.com/watch?v=MnhFm5QVVTo> DistrictR- <https://districtr.org/south-carolina>

Game Theory Test “Gerry Mander: A Voting District Puzzle”- <http://gametheorytest.com/gerry/>

Kahoot: Gerrymandering- <https://create.kahoot.it/share/gerrymandering/08e7a2ac-ad37-45ca-a2cf-6529b9b3c15b>