



Lesson Title: Sharing My Info

ESSENTIAL QUESTION:
Do I Count?

I HAVE:
Two Days

TYPES OF ACTIVITIES:

- ✓ Reflective writing
- ✓ Group work
- ✓ Peer-to-peer sharing
- ✓ Out of our seats
- ✓ Survey homework
- ✓ Video and vocabulary analysis

MATERIALS:

- Handouts 1 and 2
- Video (projector or smartboard and laptop)
- Masking tape

Day ONE--

Journal prompt on board: What are three things about you that if I knew would help me teach you better? (you do not need to share your answer aloud to the class)

Give students a few moments to think and write their answers, then ask them to: Pick ONE of their responses and answer: Explain why knowing this would help me to teach you better?

Ask if any students would like to share aloud and make sure to keep conversation loose but brief and thank students for sharing personal information.

Then ask students to fill in the first column of Handout 1 alone, and then share with two neighbors and highlight anything that appeared on more than one student's sheet. Groups of two or three students can help brainstorm answers for the second column.

Allow small groups of students to brainstorm together and then share out to the class what they all thought the government should do for citizens and what information they would need was common across all answers.

Homework: Students should fill out Part 2 answers as best they can.

Day TWO—

Journal prompt on board: What are examples of information about yourself that is “private” vs “public”. Don't share the specific information just the category of information.

Go over homework in small groups, and perhaps rearrange the groups from yesterday according to the level of trust certain students have in the government.

Explain some of the ways information about what you watch, read, listen to can be used to predict how you might vote.

Prompt students:

Rate your level of agreement to the following statement: When drawing district boundaries, state legislators SHOULD try to group people of the same race together as much as possible. Write down the factors you are considering in your thought process.

STRONGLY AGREE

DISAGREE STRONGLY

AGREE

DISAGREE



KEEP IN MIND:

These lessons would be best as a closing activity after going over the basics of redistricting.

You may need to demonstrate how to generate some of these ideas, for example if students think the government should keep citizens safe from foreign attack, then they should know how many people live along the coast since those areas might be most vulnerable to attack. Or, if they think the government should provide healthcare for every citizen they'll need to know peoples' ages since older people need more medical services.

At the close of Day 1's class you may want to ask students, if they are comfortable, to submit their journal answers for your own sake as their educator. It would be a good way to get to know kids you are just meeting.

Some discussion questions to get conversation going for Day 2's Journal-- Should what we say in this class be public or private? Does posting to a "private" facebook page make their info public? How do they feel about information about themselves being private?

Have on your classroom floor a long piece of colored tape stretched across an available area, with four pieces of tape crossing over at even intervals (you might want to additionally label these hash marks). Explain each bit of tape stands for one of the levels of agreement, and have the class stand on their answer. (see below)



Once the class is assembled, tell them that you are going to ask for student volunteers their position and they are allowed to try and argue specifically with other students rationale, and if, at any point during the debate, any student feels persuaded by what another student has said, they may move on the tape to their new position of agreement.

If a student does move, you may want to pause debate and ask them specifically what was said that persuaded them.

As students are answering, be sure to continually ask them to articulate their thought process, and ask them critical questions to assess if they are understanding some of the major considerations in redistricting.

At the close of the activity, have the students watch the following video and define:

https://www.youtube.com/watch?time_continue=3&v=uD7tcCT8d3l

- Voting Rights Act of 1965
- Cooper vs Harris
- Gill vs Whitford

Homework: Do your best to explain how legislators can use personal info to gerrymander when creating their state's districts.

IT WENT WELL! EXTENSION ACTIVITIES:

http://www.scholastic.com/census/pdfs/lessons/united-states/9-12/HS_L4_Worksheet.pdf

http://www.scholastic.com/census/pdfs/lessons/united-states/9-12/HS_L3_Worksheet.pdf

Good primary source on this topic for students:

<https://www.cnn.com/2013/03/11/tech/social-media/facebook-likes-study/index.html>

And how information is used to create districts that crack or pack certain groups of "likely" voters:

<https://www.theatlantic.com/magazine/archive/2012/10/the-league-of/309084/>

<https://www.theatlantic.com/politics/archive/2017/10/gerrymandering-technology-redmap-2020/543888/>

Extension Activity:

Class could collect all data and create pie charts or bar graphs to present data and come up with a "Class Census" form to ask people at home. If adults at home are uncomfortable answering certain questions, have students ask why and tabulate what the most common reasons for refusal to answer are.