



Draw the Lines

Lesson Title: In Gov We Trust

ESSENTIAL QUESTION:

Do I Count?

I HAVE:

One hour

TYPES OF ACTIVITIES:

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

MATERIALS:

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

STEP-BY-STEP:

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 Explain why knowing this would this 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 in 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.



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KEEP IN MIND:

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 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.

IT WENT WELL! EXTENSION ACTIVITIES:

Great lessons from the census resources--

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-leagueof/309084/>

<https://www.theatlantic.com/politics/archive/2017/10/gerryman-deringtechnology-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.



Draw the Lines

The Census and Me student handout - part 1

Name: _____

Date: _____

**WHAT SHOULD THE
GOVERNMENT DO FOR
THE CITIZENS OF THE
UNITED STATES?**

**WHAT WOULD THE
GOVERNMENT NEED TO KNOW
IN ORDER TO DO THAT BEST?**

**WOULD YOU FEEL
COMFORTABLE SHARING
THAT INFORMATION WITH
THE GOVERNMENT?**



Draw the Lines

List if you think the following groups of people are **MORE** likely to vote Democrat or Republican, or if the following piece of information about that person would provide no indication on their political preferences:

<i>Lives in a big city:</i>	<i>Democrat</i>	_____	<i>Republican</i>	_____	_____	<i>No difference</i>
<i>Lives in the South:</i>	<i>Democrat</i>	_____	<i>Republican</i>	_____	_____	<i>No difference</i>
<i>Does not own a car:</i>	<i>Democrat</i>	_____	<i>Republican</i>	_____	_____	<i>No difference</i>
<i>Graduated college:</i>	<i>Democrat</i>	_____	<i>Republican</i>	_____	_____	<i>No difference</i>
<i>Divorced:</i>	<i>Democrat</i>	_____	<i>Republican</i>	_____	_____	<i>No difference</i>
<i>African American:</i>	<i>Democrat</i>	_____	<i>Republican</i>	_____	_____	<i>No difference</i>
<i>Vegetarian:</i>	<i>Democrat</i>	_____	<i>Republican</i>	_____	_____	<i>No difference</i>
<i>Does not have children:</i>	<i>Democrat</i>	_____	<i>Republican</i>	_____	_____	<i>No difference</i>
<i>Male over 60 years old:</i>	<i>Democrat</i>	_____	<i>Republican</i>	_____	_____	<i>No difference</i>
<i>Own more than 10 homes:</i>	<i>Democrat</i>	_____	<i>Republican</i>	_____	_____	<i>No difference</i>

Come up with **TWO** more pieces of information would be true of someone likely to vote Democrat:

- 1.

- 2.

And **TWO** more pieces of information would be true of someone likely to vote Republican:

- 1.

- 2.

(see <http://www.people-press.org/> Pew Research Center for more info on how different Americans think and vote)