



ESSENTIAL QUESTION:

Where Am I?

I HAVE:

Two Days

TYPES OF ACTIVITIES:

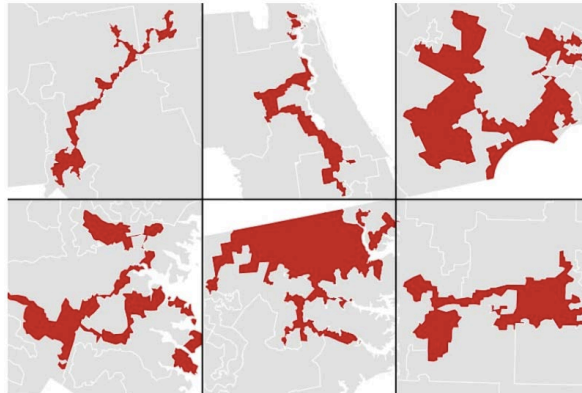
- Drawing
- Partner Work
- Class presentation

MATERIALS:

- Blank paper
- **Storyboard template**
- **District flashcards**
- Coloring supplies
- Projector for Journal
- Circle dot stickers

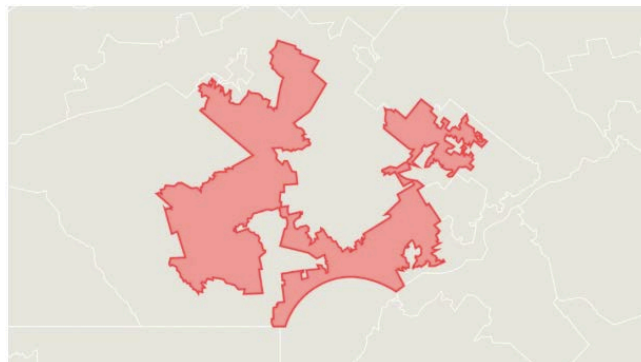
STEP-BY-STEP:

Day One: Journal prompt: Show the 6 images of different shaped Congressional districts but don't tell students what they are. Ask: *Pick ONE of the six shapes featured here and say something else it looks like:*



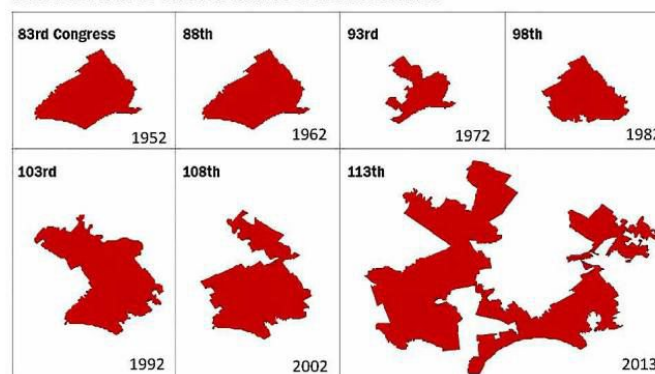
Graphic source: Ingram, Christopher. "America's Most Gerrymandered Districts." *Washington Post*, 2014 May 15.

Next, take a closer look at the third shape, and see if kids can tell why it's been nicknamed 'Goofy Kicking Donald'. Google that term for images to show the class if they are having trouble picturing it:



Explain that one of the effects of gerrymandering is very odd looking districts, that have gotten weirder looking after every census and redistricting, see below for how the 7th district in PA has changed over time:

THE EVOLUTION OF PENNSYLVANIA'S SEVENTH DISTRICT



SOURCE: Shapefiles maintained by Jeffrey B. Lewis, Brandon DeVine, Lincoln Pritcher and Kenneth C. Martis, UCLA.
Drawn to scale.
GRAPHIC: The Washington Post. Published May 20, 2014



KEEP IN MIND:

- You might need to show students examples of drawings if they are having a hard time coming up with something.
- You could take the voting time as an opportunity to explain ranked choice voting or let the students decide as a group the rules of the voting.
- Students may need more prep on how to complete a storyboard.
- Try to create pairings so at least one of the students is a strong visual artist or at least enjoys drawing.
- If class time is not sufficient, you may want to let the students finish for HW and present on Day THREE

Distribute the *Pictionary District Cards* and coloring supplies. Instruct the students to study the shape of the district they've been assigned and come up with something that it sort of looks like and then draw the image it either looks like or looks like it could be a part of.

When finished, students should tape their drawings up around the room in the order of the district.

Students should spread out around the room and walk around completely, looking at each district drawing.

Give out THREE dot stickers to every student and tell them they can cast each one as a vote for their favorite (they may not vote for their own), and they can place all three stickers on the same drawing or one dot on three different.

Time the Voting Round at FIVE minutes and then have all the students get back into their seats. Tell them you will tell them the winner tomorrow.

Prep for Day TWO--

Take a photo of the top three drawings from Day ONE. Create a large slide with the photos and have it projected when the kids walk in to Day TWO.

Take the drawings down and put them in logical pairings based on what the students drew.

Day TWO:

Have the winning student stay standing as the kids are walking in and see the projected winning drawings and explain what their drawings are of.

Tell the students we will now be taking the district illustrations we did yesterday and making them interact with each. Then announce the paired districts you've chosen and have the partnerships sit together and explain their drawings to each other.

Distribute the *Storyboard Template*. Explain to students that they will be creating a story for the two districts, and coming up with SIX scenes in the story and drawing them out in the Storyboard Template.

Once complete have the pairings present their stories to the class.

IT WENT WELL! EXTENSION ACTIVITIES:

Turning your storyboard into animation ---<https://www.youtube.com/watch?v=4xQC41RZFQ0>

Repeat the Voting Round for the created Storyboards on Day THREE after the partnerships have presented to the class.

With permission, send completed storyboards to Draw the Lines email and we will post to our twitter page and tag the students/class/teacher.

STORYBOARD TEMPLATE

c a s s









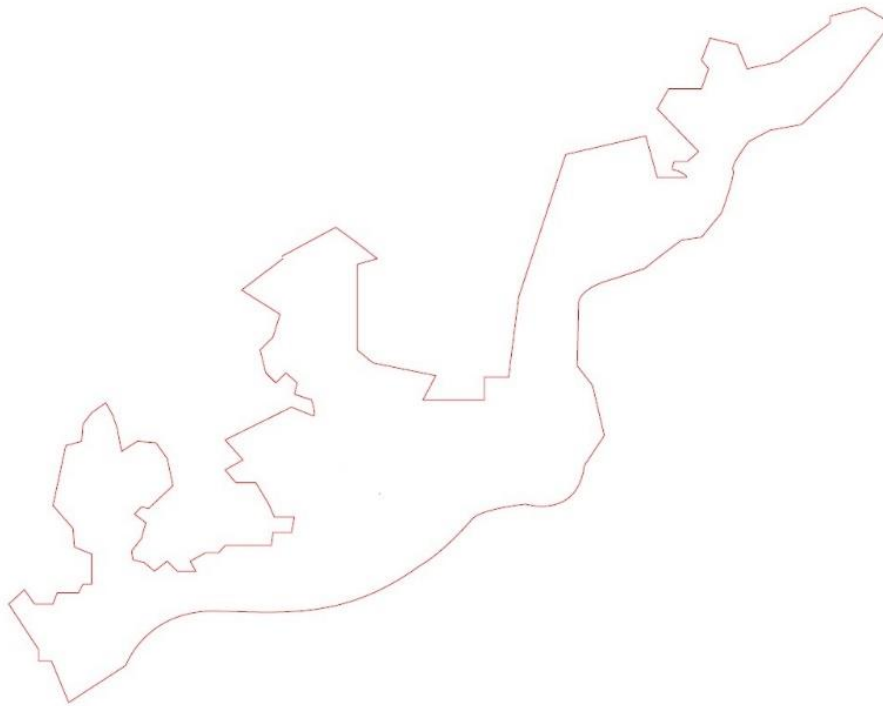






Draw the Lines

Old PA 1st Congressional District

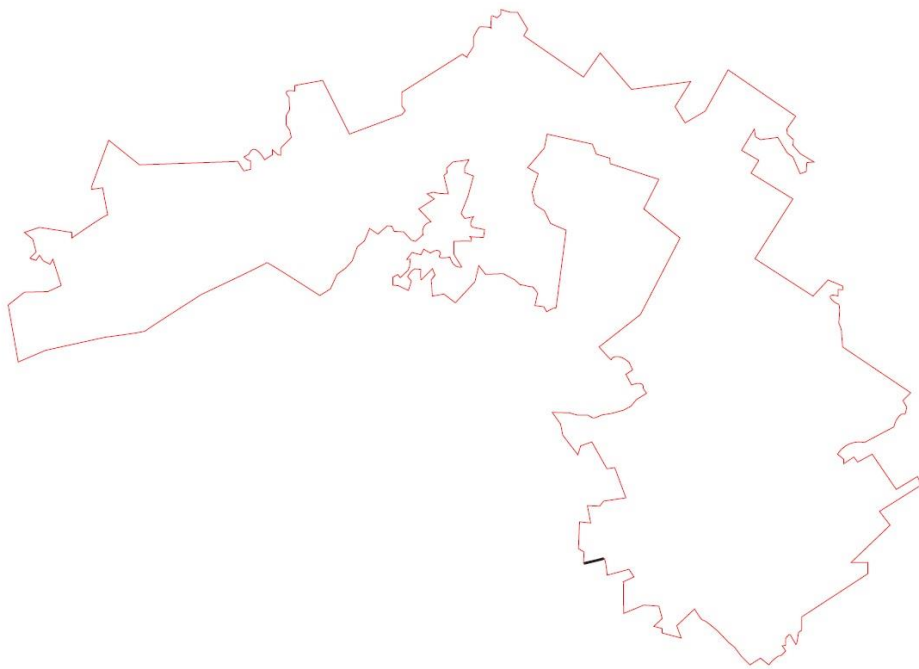


What do you see? Tag yours on social @drawthelinesPA



Draw the Lines

Old PA 6th Congressional District

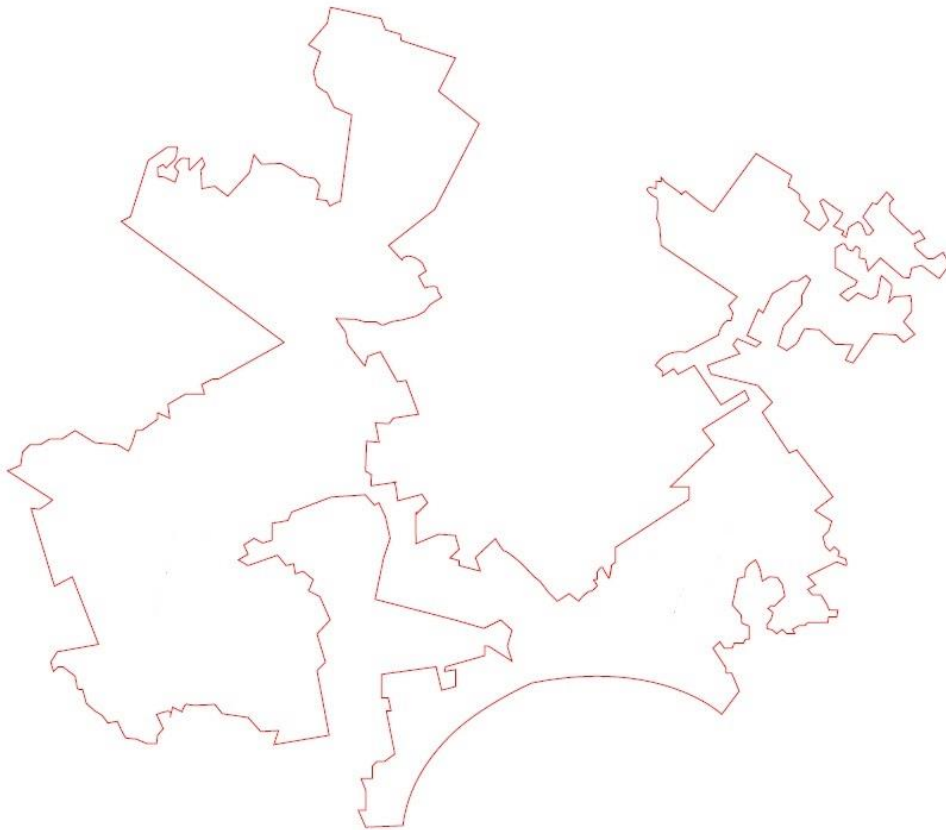


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Draw the Lines

Old PA 7th Congressional District

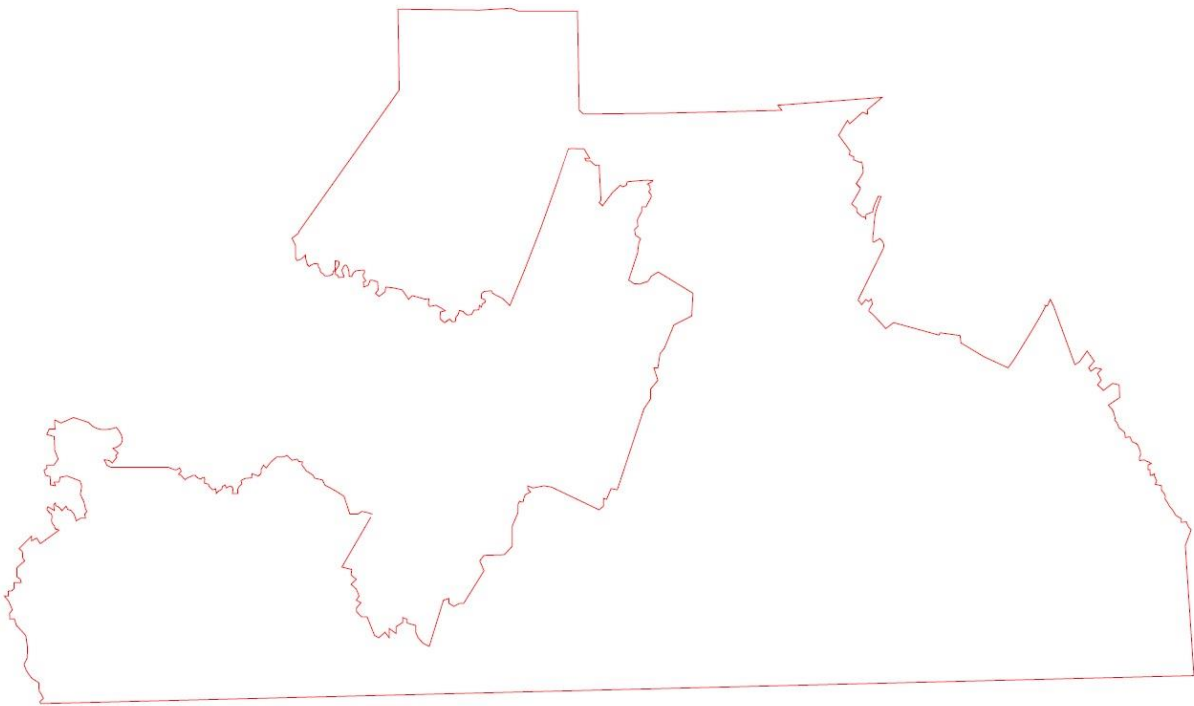


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Draw the Lines

Old PA 9th Congressional District



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Draw the Lines

Old PA 10th Congressional District

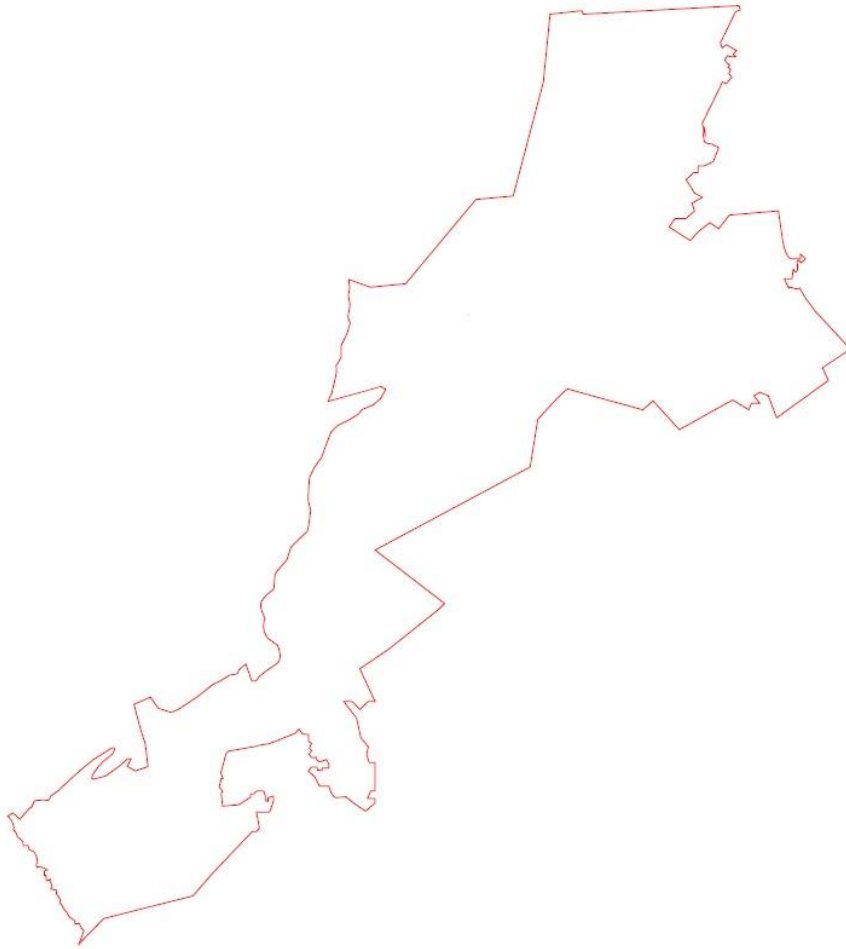


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Draw the Lines

Old PA 11th Congressional District

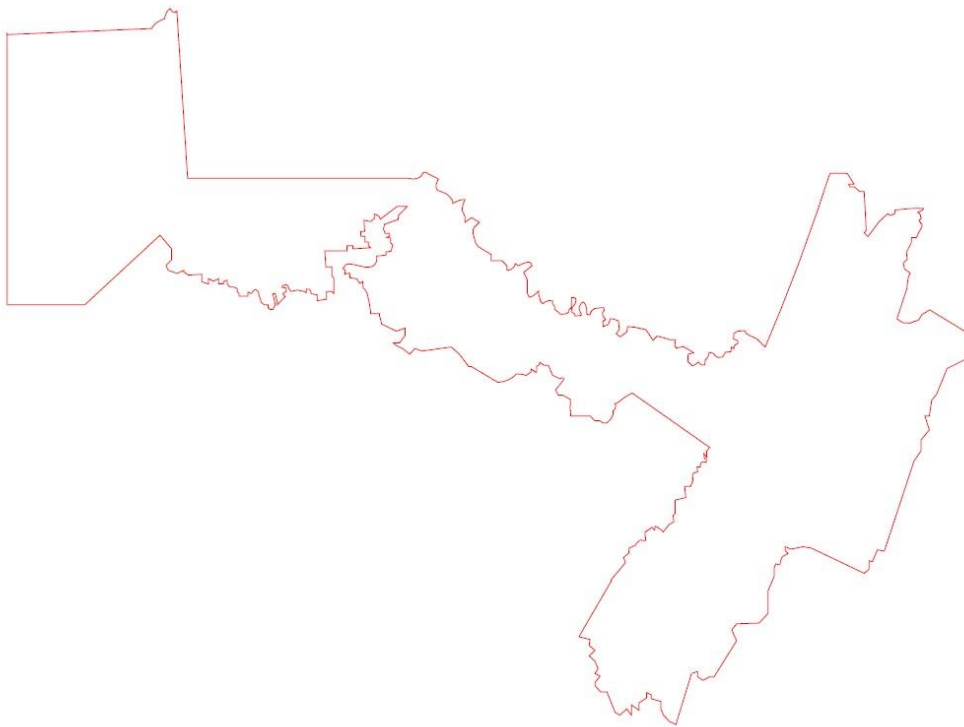


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Draw the Lines

Old PA 12th Congressional District

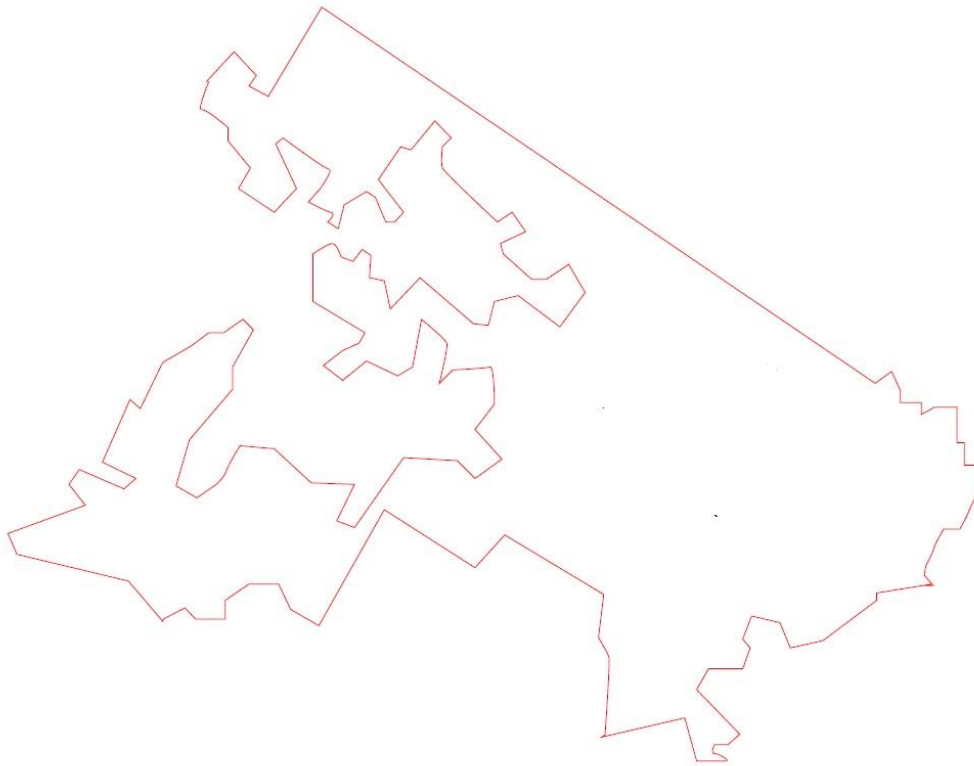


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Draw the Lines

Old PA 13th Congressional District



What do you see? Tag yours on social @drawthelinesPA



Draw the Lines

Old PA 16th Congressional District

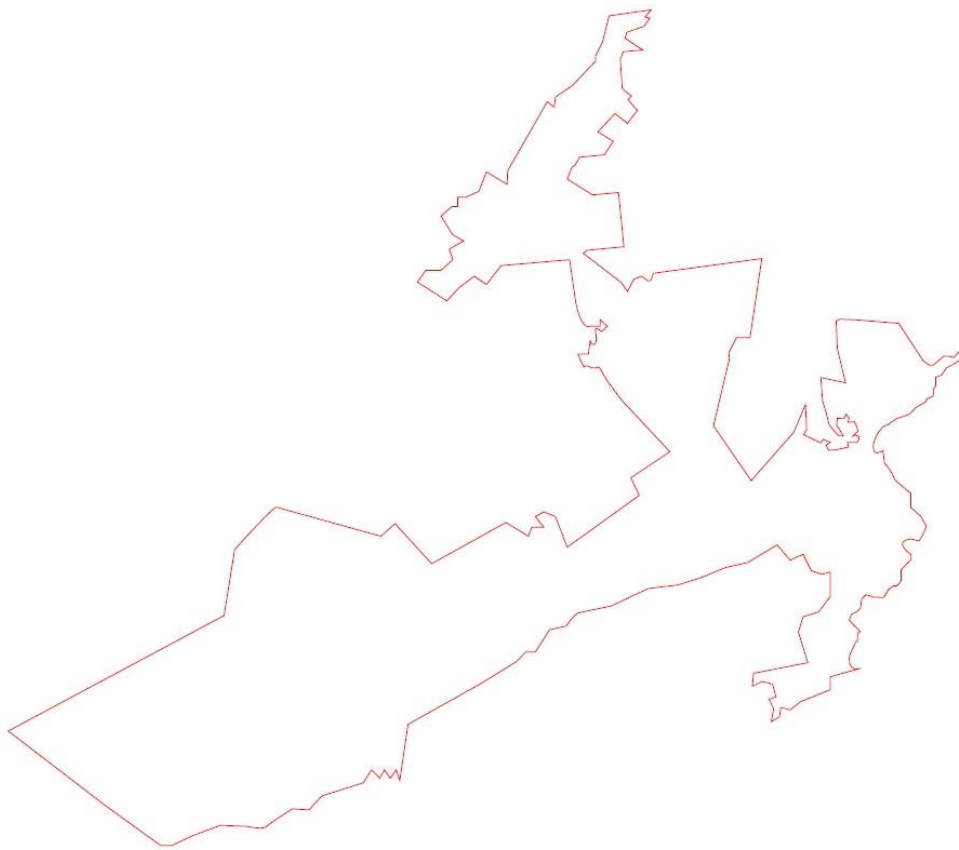


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Draw the Lines

Old PA 17th Congressional District

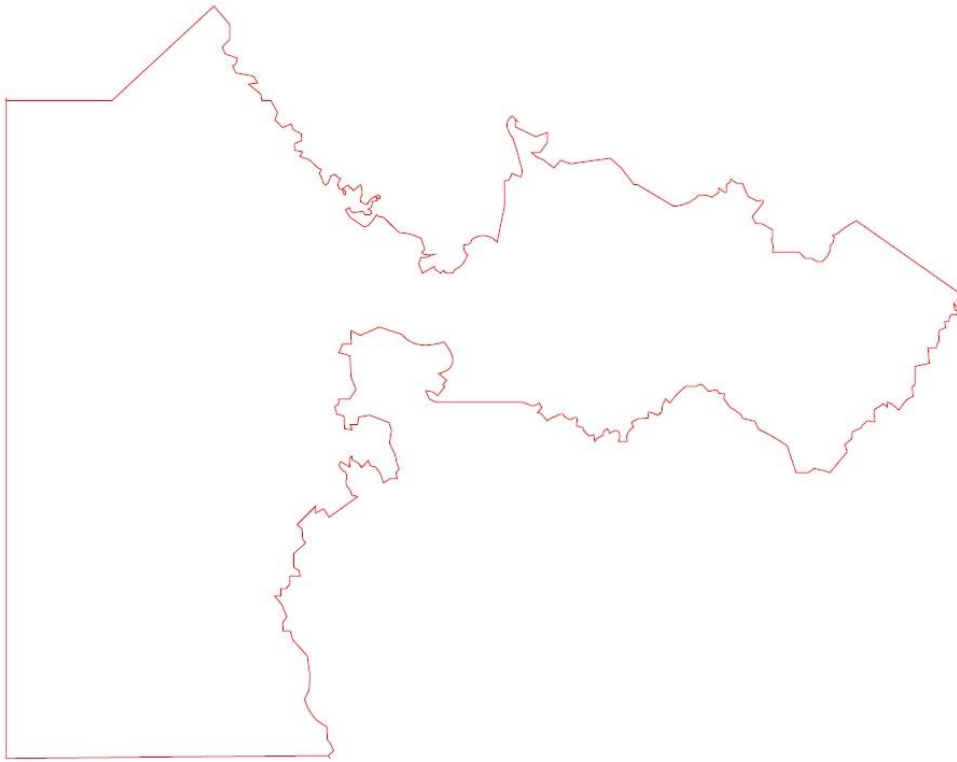


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Draw the Lines

Old PA 18th Congressional District



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