



# Draw the Lines

## Lesson Title: Make Your Voice Heard

### ESSENTIAL QUESTIONS:

- Can you make your voice heard in a democracy?
- How will you share your map?

### I HAVE:

One Hour

### LEARNING OBJECTIVES:

Students will be able to:

1. Reflect on their participation in DTL and the ladder of engagement.
2. Create an action plan for more ways to participate in our democracy.

In order to...

Broaden student engagement on the redistricting issue by setting an action goal that is SMART (Specific, Measurable, Attainable, Realistic, and Timebound).

### TYPE OF ACTIVITIES:

1. Ladder of Engagement
2. Student reflection

### MATERIALS:

- Ladder of Engagement handout
- What's Next handout

### STEP-BY-STEP:

Students have drawn their maps... now what? This sets out what we call the "Ladder of Engagement" for them to further their engagement on this issue. Most importantly, this ladder is useful for any issue, not just sharing their congressional map.

See the two handouts for different ways to present the ladder. First, as a progressive list, and second, as a choice board, where students can try to connect three in a row.

For further extension, give students the choice of doing one of the following items below as part of their capstone for this project.

Activity options:

- Post to social media that you redrew Pennsylvania's congressional map, and encourage others to draw one themselves.
- Invite a local expert on the issue. A political science professor from an institution for higher education near your community, perhaps.
  - [Fair Districts PA](#), a nonpartisan advocacy organization working for fair, transparently drawn voting maps, also has working groups across the state and would be happy to provide a volunteer to come in and help students analyze their maps in comparison to the 2011 map that was overturned by the state Supreme Court, or the 2018 map that they put in its place. Visit <https://fairdistrictspa.com/local-groups> to see what they offer in your community.
- Invite the local elected official that represents your area to the classroom to accept the students' submissions.
  - Use the school's address to look up your legislator here: <http://www.legis.state.pa.us/cfdocs/legis/home/findyoure legislator/index.cfm>.
  - Representatives in Congress don't have a say in drawing the map, so students should focus on their state legislators (PA House and PA Senate).
  - Also invite your local media to attend. See the [DTL Participate page](#) for details.
- If they won't come to you, go to them! Arrange for a class field trip to their office.
  - Use the [Participate Toolkit](#) to alert the media, and make abundant use of social media.



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## STEP-BY-STEP (cont.):

- Students can talk about the issue with their family. They can educate the adults in their lives about redistricting.
- [Letter to the editor](#) - Have students write a short statement about why they think their map should be chosen. Students should keep their essay to around 250 words.
  - Contact the editor yourself, and explain the assignment. Perhaps they would be willing to devote a full page or two to student map submissions and essays.
- Develop a community survey to find out what people are thinking on this issue, either in school or the community. What are values/metrics that people have when doing a map? Invite students to use [Flashes of Insight](#) to organize the survey questions. Have a discussion about what other questions to consider.
- It will be difficult for students to map parts of the state of which they aren't familiar. Draw the Lines is happy to help set up Skype sessions between classrooms in different communities, so they can share info about their communities and how they are mapping their districts, so that each group can learn from each other. It is recommended the teachers speak beforehand to organize the session. Draw the Lines is happy to help organize this.
- Set up a class blog to talk about how students participated in each of these activities. Use Medium, Blogspot, or Wordpress, and assign different students each day the chance to post their map and explain their process and outcome.
  - Let us know, and Draw the Lines will promote these blogs through our channels as well.

After completing at least two activities, have students reflect on what they learned and if/how the actions they took led to any substantive result.

The unit's final takeaway is "What's next?" Encourage students to think about what they will do next with their participation in democracy, thinking about an issue that they are passionate about or they feel needs to be addressed. Help them set up a plan to make that change possible, using the attached handout.



## Draw the Lines

### Draw the Lines Ladder of Engagement

1. Learn about redistricting in class.
2. Draw your home district.
3. Complete your own redistricting map.
4. Discuss your map with others, especially your parents/guardians. What values did they consider?
5. Post about Draw the Lines on social media.
6. Encourage your friends and family to do a map.
7. Share your map with your representative and local media.
8. Schedule a visit to your local rep's office to share your map.
9. Organize a community mapping event, where students can teach other community members how to use the software to draw their own maps. They can have a dialogue with community members about the virtues of each map and approach.
10. Arrange a class field trip to Harrisburg to engage representatives on redistricting reform.
11. Choose to get involved in this issue long-term, following it until 2021 when the real redistricting process occurs.

\*Judges of the competition will favor students who climb higher on the Ladder of Engagement.



## Ladder of Engagement Choice Board

Try to get three in a row!

Organize a community mapping event. Teach others how to draw their own maps. Lead a dialogue with others about the different ways to map PA.	Schedule a visit to your local rep's office to share your map.	Learn about redistricting in class.
Share your map with your representative and/or local media.	Complete your own redistricting map.	Post about Draw the Lines or redistricting on social media.
Discuss your map with others, what values did other groups consider?	Encourage your friends and family to do a map.	Arrange a class field trip to Harrisburg to engage representatives on redistricting reform.



### What's Next?

#### Creating an action plan to make a difference on an issue you care about

What is an issue that impacts you and your community?

Think about the issue. What is the problem statement you are trying to address?

How can the problem be solved, improved, or changed?

Who are the people you need to connect with to help make this change?

What are your goals to put this change into place?

What is your plan of action to accomplish these goals? How will you implement this plan?