

# Georgia on the Move: Redistricting and Representation

**Standards:** SSCG8, SSCG15, Map and Graph Interpretation

**Time:** 3–4 class periods

## Learning Objectives:

1. Analyze how population shifts affect districting
2. Explore Georgia's redistricting process
3. Understand principles of fair redistricting

## Procedures:

1. **Mini-Lecture:** What is redistricting? What is gerrymandering? Why does it matter?
2. **Historical Migration Review:**
  - Students chart city growth using the *Georgians on the Move* data.
  - Discuss rural-to-urban migration and economic shifts.
3. **Redistricting Simulation:**
  - In small groups, use simplified instructions from the *Georgia Redistricting Simulation* to divide the state into 2 to 4 fair districts.
  - Focus on population, contiguity, and simplicity.
4. **Explore Representable:**
  - Students view existing districts and proposed community maps.
  - Reflect: What communities seem split? What does a “community of interest” look like?

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## 5. Exit Task:

- Written or oral explanation of what factors they considered in drawing their districts

## Step-by-Step Teacher Guide:

### Day 1: Understanding the Concepts

1. Lecture/discussion: What is redistricting? What is gerrymandering?
2. Students review and chart historical population data by city.

### Day 2: Simulation Activity

1. Distribute simplified Georgia Redistricting Simulation instructions.
2. Students work in small groups to design 2- or 4-district maps using county maps.
3. Check for population balance and contiguity.

### Day 3: Exploring [Representable.org](https://representable.org) (Student Access Website)

1. Students explore their district and community maps online.
2. Reflect on what groups seem divided or whole.

### Day 4 (Optional): Present and Justify

1. Students explain their map redesign.
2. Focus on explaining how their map increases fairness.

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## Assessment Rubric (9–12 On-Level)

Criteria	4 - Exceeds	3 - Meets	2 - Approaches	1 - Beginning
Data Use	Accurately analyzes and applies census trends	Uses most data effectively	Limited data usage	Lacks data reference
District Design	The map shows fairness, contiguity, and balance	Mostly fair and balanced	Incomplete or basic map	Inaccurate or off-task map
Explanation	Clear, evidence-based justification	Some justification	Vague or unclear reasoning	No explanation or off-topic

### (Optional Add-Ons/Extensions!)

- **Representable Activity Extension:** Students submit a proposed community map and explain why it should remain whole in district design.
- **Math Integration:** Calculate population ratios, analyze proportionality and compactness measures.
- **Art/Civics Integration:** Create PSAs or infographics explaining redistricting to the public.

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