

# Redistricting in Georgia: Historical Trends, Policy Decisions, and Civic Action

## Standards:

1. AP Human Geo: Unit 4
2. AP U.S. Gov: Units 1, 2, 5
3. APUSH: Periods 4–9

**Time:** 4–5 class periods (Flexible! You can mix as you need!)

## Learning Objectives:

- Evaluate how redistricting has been influenced by migration and policy
- Use GIS data and legal standards to redesign Georgia districts
- Engage in civic action and policy-based presentations

## Procedures:

### 1. Case Briefing:

- Assign students short readings on *Allen v. Milligan* (Alabama) and Georgia's 2023 court-ordered redraw.
- Discuss Section 2 of the [VRA](#) and “communities of interest” as referenced in the guidelines.

### 2. Historical Context Activity:

- Using *Georgians on the Move*, trace how shifts in race, economics, and settlement shaped representation.

### 3. Redistricting Simulation (2–3 days):

- Students follow the complete GIS simulation guide ([uploaded file](#)) to draw 2, 4, or 8 districts using county-level data.
- Analyze based on compactness, contiguity, and community integrity
- Compare their maps to the current maps and the proposed maps on Representable.

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## 4. Policy & Presentation:

- Students write or present a justification for their map using data
- Optional: Submit to Representable or present to local civics panels

## 5. Reflection Essay / FRQ:

- Question prompt: “Explain the impact of migration and redistricting on democratic representation in Georgia since 1850.”

## Step-by-Step Teacher Guide:

### Day 1: Legal Foundations and Migration Review

1. Assign case readings: Baker v. Carr, Shaw v. Reno, Allen v. Milligan.
2. Lecture/discussion: Voting Rights Act and Georgia’s redistricting rulings.
3. Analyze [Georgians on the Move](#) for historical context.

### Day 2–3: GIS Redistricting Simulation

1. Use the full Georgia Redistricting Simulation ([uploaded](#)).
2. Students create 2, 4, or 8 districts using ArcGIS or paper maps.
3. Track population balance, community integrity, and compactness.

### Day 4: Representable.org and Community of Interest Mapping

1. Students explore or submit their community boundaries.
2. Compare to official or proposed maps.

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## Day 5: Presentation and Argumentation

1. Students present a map, accompanied by either a written or oral defense.
2. Optional: Submit the map and reasoning to [FairDistrictsGA](#)

## Assessment Rubric (AP Level)

Criteria	4 - College Ready	3 - Proficient	2 - Developing	1 - Beginning
Legal Integration	Incorporates VRA and precedent cases fluently	Refers to laws and precedents	Basic or partial references	Lacks legal connection
Spatial Analysis	Effectively uses GIS or mapping tools	Functional use with some support	Limited or partial mapping	Poor use of spatial tools
Argumentation	Persuasive, evidence-based, clearly structured	Mostly clear, some evidence	Vague or weak reasoning	Disconnected or unsupported claims
Presentation	Polished, audience-aware, professional	Clear and coherent	Some disorganization	Unclear or unprepared

## (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.