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Lesson Plan: Hewit Summer Institute

Title: Gerrymandering & the Importance of Your Vote

Unit duration: 2-3 class periods, depending on time

Grade level: 5th Grade

Objectives:

- SWBAT listen to a read-aloud and produce a written, verbal, or pictorial response to **6 out of 7** discussion questions with or without the use of sentence stems.
- SWBAT research the origins of gerrymandering by filling in **80% (4 out of 5 sections)** of a graphic organizer
- SWBAT complete the “learn” section of a KWL chart with at least **3 pieces** of new learning.

Essential Questions:

1. What is the most important right of a citizen?
2. What is the most important responsibility of a citizen?
3. How does the government meet its responsibility to citizens?

Colorado State Standards Addressed:

Social Studies 5th Grade, Standard 4. Civics

Prepared Graduates:

7. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.

Grade Level Expectation:

1. Construct an understanding of the foundations of citizenship in the United States.

Evidence Outcomes:

Students Can:

- a. Describe and provide sources and examples of individual rights.
- b. Give examples of group and individual actions that illustrate civic ideals in the founding of the United States. For example: freedom, rule of law, equality, civility, cooperation, respect, responsibility, and civic participation.

Prepared Graduates:

8. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.

Grade Level Expectation:

2. The origins, structures, and functions of the United States government.

Evidence Outcomes:*Students Can:*

d. Describe how the decisions of the national government affect local and state government.

Lesson content and procedures:******This lesson is intended to be taught in person or remotely*

Day/time/duration	Title/content	Step by step instructions	Materials needed/notes
Day 1/30 minutes	Assess Background Knowledge	<ol style="list-style-type: none"> 1. Instruct students to copy the attached KWL chart into 2. Using the KWL chart, ask students: <ul style="list-style-type: none"> ● What do you know about voting in Colorado? What about voting in America? ● What do you wonder about voting? ● Instruct students to leave the learn portion of their KWL blank for future learning. 3. Split students into small groups and ask them to discuss the first two sections of their charts: <ul style="list-style-type: none"> ● What are common peices of background knowledge? ● What are the differences? ● What did you learn from your classmates ● Are there any items in the know section that are inaccurate? How could you find out? 4. Instruct students to leave the learn portion of their KWL blank for future learning. 	KWL Chart
Day 2/60 minutes	<i>Vote For Our Future</i> Read-Aloud	<ol style="list-style-type: none"> 1. Before the read aloud, display guiding questions on the board/slides. Ask students to think about the following as they listen: <ul style="list-style-type: none"> ● Who can vote? ● Why can't kids vote? ● Do you think that kids should be allowed to vote? Why or why not? ● Why should people vote? ● How does voting help people? ● What is important to you and your future? ● What do you wish more adults cared about? 	In-person: Whiteboard, dry erase markers, sticky notes, 1 copy of <i>Vote For Our Future</i> or Youtube access for pre-recorded read-aloud, Question Table, Sentence Stems Remote: Internet access,

		<ol style="list-style-type: none"> 2. After the read aloud, use the attached table and sentence stems on the board or a Jamboard. Ask students to fill out a sticky note (physically/ virtually) and post them to each section of the table. Once all students have posted, begin a discussion of the sticky notes. Organize sticky notes to see how many students have similar responses and concerns. 3. Respond to any additional questions about the book or save questions that you can not answer immediately for the beginning of the next lesson. 4. Allow time for students to add new learning to their KWL chart. 	<p>Zoom access, Jamboard, 1 copy of <i>Vote For Our Future</i> or Youtube access for pre-recorded read-aloud, Question Table, Sentence Stems</p>
Day 3/60 minutes	Gerrymandering Research & Discussion/Presentation	<ol style="list-style-type: none"> 1. Begin the day by answering any questions that could not be answered the previous day. 2. Remind the class that they have been learning about the importance of voting. Ask the class if anyone has heard of the term “Gerrymandering”. Depending on response, the conversation might include correcting misinformation. If students have never heard of the term, tell them that they will be researching the term in small groups. 3. Each group will be responsible for filling out 1 graphic organizer, with each group member taking responsibility for at least 1 section. 4. Circulate, checking in on groups, answering questions, or provide guidance for research. 5. After all sections of the graphic organizer are complete, have each group share their findings, drawings, recent examples of gerrymandering. 6. Ask student to share their final questions they still have about gerrymandering. 7. Finally, ask students why they think you asked them to research gerrymandering. Ask them why fair elections important? Pose the question about whether they think there are other barriers to fair 	<p>In-Person: Internet access, Gerrymandering Graphic Organizer, access to County Clerk & Recorder website, crayons, markers, colored pencils</p> <p>Remote: Internet access, Gerrymandering Graphic Organizer, access to County Clerk & Recorder website, digital drawing/coloring tools</p>

		<p>election in our country. Allow time for discussion of lesson purpose.</p> <p>8. Allow time for students to complete the learn section of their KWL chart.</p>	
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Vote for our Future Discussion Sticky Note Table

Who can vote?	Why can't kids vote?	Do you think that kids should get to vote? Why or why not?	Why should people vote?	How does voting help people?	What is important to you and your future?	Additional questions about the story or voting in general?

Vote for our Future Discussion Sentence Stems

People who are _____ can vote.

Kids can not vote because _____.

I think kids should be allowed to vote because _____.

I do not think kids should be allowed to vote because _____.

People should vote because _____.

Voting help people because _____.

_____ is important to my futire because _____.

I wish more adults cared about _____ because _____.

KWL About Voting

Know	Wonder	Learn

What is Gerrymandering?

Fill in the table. Be sure to cite where you find your information.

<p>What is gerrymandering Write the definition in your own words.</p>	
<p>Where did the name gerrymandering come from?</p>	
<p>Visit the website for your county's Clerk & Recorder office.</p> <p>Find the Election Department.</p> <p>Copy and paste a picture of your county's precinct map into this table.</p>	

Based on what you've learned, draw an example of gerrymandering on a map of your county.

Find 1 recent example of gerrymandering in the U.S and briefly describe it here. Be specific about the details.

What is one question you still have about gerrymandering?

Works Cited

2020 Colorado Academic Standards Online. (n.d.). Colorado State Standards. Retrieved November 15, 2020, from <https://www.cde.state.co.us/apps/standards/8,7,40>

Jamboard. (n.d.). Retrieved November 15, 2020, from <https://edu.google.com/products/jamboard/>

McNamara, M., & Player, M. (2020). *Vote for Our Future*. Schwartz & Wade.

Weld County Election Maps. Retrieved November 15, 2020, from

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