

Political Science and GIS: Mapping Across Disciplines

LESSON PLAN

Title of Lesson	U.S. Congress, the 2020 Census, and Ohio Redistricting
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Time Required	75 minutes
Materials	Giant Ohio Map Compass rose Map legend Cones Chains Appendix A: List of most populous cities in Ohio for years 1810, 1910, and 2010 Appendix B: Ohio Redistricting Maps

Objectives

Students will learn how to pose spatial questions on the topic of Ohio's population and basic concepts of redistricting:

- Identifying the location and population of major Ohio cities over time
- Considering the basic problem of drawing a congressional map based on equal population
- Consider the redrawing of redistricting maps over time.

Essential Questions

- How can we use the maps to visualize where the populations live relative to commerce?
- How can we use maps to understand the critical process of reapportionment and redistricting?
- How can maps be used to question and understand policies?

Standards

- How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information.
- The characteristics, distribution, and migration of human populations on Earth's surface.

Instructional Process

1. Introduce/review concepts including U.S. Congress, the 2020 Census, and Ohio Redistricting.
 - A. Profile of the 116th Congress, 1st session, members, legislative agenda, and prospects for passage of bipartisan gun control and immigration reform legislation and influence of the 2020 Congressional and presidential elections
 - B. Congress: An Overview
 - C. Functions: lawmaking and representative assembly
 - D. Structure of U.S. Congress: bicameral legislature
 1. U.S. House of Representatives—directly elected by the people for a two-year term—membership based on the size of the population of each state (proportional representation)
 2. U.S. Senate—two U.S. Senators chosen by state legislature (17th Amendment provides for direct election by the people in 1913) to serve a six-year term—1/3 stand for election every two years
 3. The Connecticut Compromise—The Great Compromise)
 4. What makes up the population in a state in determining number of members of the U.S. House?
 - a. Article I, sec. 2 states the population will include only free persons, indentured servants, and 3/5 of all other persons (slaves). Excludes Indians not taxed. Amended by the 14th Amendments, sec. 2 to include all persons in a state except Indians not taxed.
 - b. Population count taken every ten years, Article I, sec. 2
 - c. Congress determines the process and develops the census and delegates broad authority to the Executive Branch
 - d. Census Bureau under Department of Commerce has authority over preparing census materials and determining population count and allocating the number of Congressional districts per state with Congressional approval.
 - e. Census data includes all residents of each state and the District of Columbia. Apportioned residents for determining number of House seats per state is based only on the number of persons in each state plus military and civilian employees and their dependents overseas.
 - f. The States are responsible for redistricting—drawing the Congressional district lines—Ohio has 16 U.S. House members (12 Republican, 4 Democrat)—Article 1, sec. 4—time, places, manner of holding elections for Senators and Representatives shall be prescribed in each state by the Legislature...Congress may at any time by law make or alter such Regulations....
 - g. One man, one vote; no Congressional drawn districts based on race
 - h. May 2018 Ohio passage of proposed Constitutional Amendment (Issue I) by voters that reforms redistricting process for 2020—more minority party voice in process
 - i. June 27, 2019 U.S. Supreme Court decisions on the 2020 census citizenship question (Department of Commerce v. New York) and partisan gerrymandering (Rucho v. Common Cause)
 - j.
2. Review rules of learning with the Giant Map (no shoes, writing utensils, or sliding on the map), and introduce students to the map. Ask how we know which direction is north and add the compass rose to the map. Ask what the colors and lines indicate on the map and add the legend to the map. Discuss how the alpha-numeric grid might be used to describe a location.
3. Using the list of cities and colored cones, students will locate the fifteen most populous cities in Ohio for the years 1810, 1910, and 2010 (see Appendix A). They will then look for trends based on the east/west axis and

north/south axis, speculating about the factors that contributed to populations among the various regions of the state. On the map:

- a. Provide students with an overview about exploring the top fifteen populated places in Ohio in 1810, 1910, and 2010 using U.S. Census data as a source of information.
 - b. Ask students about the kinds of jobs they imagine people were doing in Ohio in 1810. Ask them to predict where people might be living.
 - c. Take 15 of the round markers. Pass them out to 15 of the students (usually just ask them to take one and pass the remainder along).
 - d. Read the 15 largest cities one at a time, going down the row of students and asking the students to place the marker on the dot identifying the town (star in the case of Columbus).
 - e. Remind the students that they can provide assistance to their classmates about the location of a city based on cardinal directions or the grid. They should avoid shouting “over there”, “this way”, etc.
 - f. After the flat, round markers are all on the map, ask the students to interpret the new information that has been added to the map.
 - g. Move on to the 1910 census and ask students what jobs people were doing then. Ask them to predict where people might be living.
 - h. Pass out the 15 larger cones. Assign individuals students to place their cones on the 15 cities. For cities in the top 15 in 1810 and 1910, have students pick up the red marker and place it on top of the cone.
 - i. After the larger cones are all on the map, repeat Item 6 above, asking them to think about what has changed and why.
 - j. Repeat process with 2010 census data and smaller or flexible orange cones. Have students put the orange cone on top of the flat, round marker creating a pyramid, or on top of the large cone if the city was in the top 15 only in 1910.
 - k. Discuss where most of the people live and why. This is also an opportunity to review the concentration of people in the state in terms of electoral districts.
4. Ask students why populations have shifted over time. Discuss commerce patterns.
 5. Discuss how congressional districts are determined based on population. Using the ‘chains’ ask students to divide Ohio in two congressional districts using their knowledge of population of the larger cities. Continue the exercise using another set of chains to divide Ohio into four districts. For a more mind-bending example use a third chain.

Further Discussion

Now consider how Ohio’s decline in population has affected both the number of congressional seats and the remapping of the districts. Appendix B has two maps which can be useful in leading a discussion of the redrawing of the lines.

Debriefing discussion

Following the map activity exercise, the instructor will lead a discussion with students that allows students to report out their reactions to the exercise by asking general questions, such as:

- a. After reviewing how you answered the opening questionnaire, how accurate were your responses?
- b. What stood out to you the most about the map activity?
- c. What, if anything were you most surprised about the map activity?
- d. What, if anything were you least surprised about the map activity?

Additional Sources for Instructors (all sources referenced are available on Scholar.google.com)

Kang, M. S. (2006). De-Rigging Elections: Direct Democracy and the Future of Redistricting Reform. *Wash. UL Rev.*, 84, 667.

Litton, N. (2012). The Road to Better Redistricting: Empirical Analysis and State-Based Reforms to Counter Partisan Gerrymandering. *Ohio St. LJ*, 73, 839.

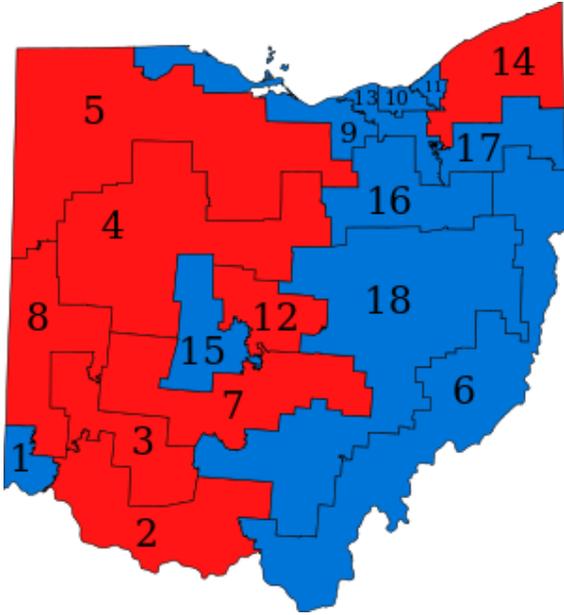
Tolbert, C. J., Smith, D. A., & Green, J. C. (2009). Strategic voting and legislative redistricting reform: District and statewide representational winners and losers. *Political Research Quarterly*, 62(1), 92-109.

Appendix A: List of most populous cities in Ohio for years 1810, 1910, and 2010

	City	1810	1820	1830	Other	City	1910	City	2010
	State					State		State	11,536,504
1	Cincinnati	2540	9642	24831		Cleveland	560663	Columbus	837038
2	Zanesville		2952			Cincinnati	363591	Cleveland	389165
3	Steubenville		2539			Columbus	181511	Cincinnati	298011
4	Columbus			2435		Toledo	168497	Toledo	280854
5	Springfield		1868			Dayton	116577	Akron	198508
6	Canton			1257		Youngstown	79066	Dayton	141143
7	Dayton	383	1000	2950		Akron	69067	Parma	80088
8	Hamilton		660			Canton	50217	Canton	72163
9	Cleveland		606	1076		Springfield	46921	Youngstown	65161
10	Portsmouth		527			Lima	41326	Lorain	63714
11	Akron (1850)				3266	Hamilton	35279	Hamilton	62259
12	Lima				757	Zanesville	28026	Springfield	59761
13	Mansfield			840		Newark	25404	Kettering	55720
14	Marion			287		Portsmouth	23481	Elyria	53928
15	Newark			999		Steubenville	22391	Lakewood	50866

Appendix B: Comparison of Congressional Districts

2008 US House of Representatives (18 Districts)



Ohio Congressional District Map - 2012-2020

