

Teacher: Erin Rock	Date(s): TBD
Grade Level or Course: 8th grade Civics and Economics	Length of Lesson: 90 minutes
Unit or Topic: History of Voting Requirements and Rights	

STAGE 1: Desired Results for Student Learning

Standard of Learning -

- CE.5** The student will apply social science skills to understand the political process at the local, state, and national levels of government by
- describing the functions of political parties;
 - comparing and contrasting political parties;
 - analyzing campaigns for elective office, with emphasis on the role of the media;
 - evaluating and explaining the role of campaign contributions and costs;
 - examining the history of and requirements for voter registration, and participating in simulated local, state, and/or national elections; and
 - describing the role of the Electoral College in the election of the president and vice president.

Big Idea:

Women were not always allowed to vote in the United States. Many women demonstrated and took civic action to draw attention to the need to vote. By developing their own questions, students will deeply understand the process of civil action for voting rights and the difficulties of securing a right that has been denied through the lens of women's suffrage.

Essential Knowledge, Skills, Processes & Understandings -

STANDARD CE.5e

- The student will apply social science skills to understand the political process at the local, state, and national levels of government by**
- examining the history of and requirements for voter registration, and participating in simulated local, state, and/or national elections;**

Essential Understandings

Through legislation and constitutional amendments, different American citizens have been granted the right to vote at different times.
Voting is a basic responsibility of citizenship.
Voter registration is required before a citizen may vote.

Essential Knowledge

Legislation and constitutional amendments

- 15th Amendment
- 19th Amendment

- 23rd Amendment
- 24th amendment
- 26th Amendment
- Voting Rights Act of 1965

Only citizens who register may participate in primary and general elections.

Qualifications to register to vote in Virginia

- Citizen of the United States
- Resident of Virginia and precinct
- At least 18 years of age by day of general election

How to register to vote in Virginia

- In person at the registrar's office
- By mail (application obtained from the Department of Motor Vehicles, public libraries, state/local government offices, or other designated locations)
- Online

Voter registration is closed 22 days before elections.

Factors in predicting which citizens will vote

- Education
- Age
- Income

The percentage of voters who participate in presidential elections is usually greater than the percentage of voters who participate in state and local elections.

Student Objectives/Outcomes or “Learning Targets”-

I can examine the history of women's suffrage through questioning. (apply)

I can develop questions to ask to better understand a subject. (apply)

I can modify questions to make them open-ended or close-ended. (apply)

I can organize questions to determine what is most important to know. (apply)

I can assess my questions to determine how to discover the answers. (evaluate and apply)

Key Vocabulary –

suffrage / suffragist / suffragette

the right to vote in political elections / one who fights for the right to vote / woman who fights for the right to vote (archaic)

picket / picketing / picket line

a person or group standing outside a place protesting something or trying to persuade others to do something / standing outside a place protesting... / the line of people protesting...

Prior Knowledge -

Students will have already learned (and completed summative assessment for) CE 3a-e (citizenship responsibilities) before this lesson, so they can better understand the need for and impact of individual action by citizens. We will also have covered CE 5a-b (political parties) before this mini-unit.

This lesson will be part two of a unit that covers the history of Constitutional Amendments and other legislation regarding suffrage. Part one, directly before this lesson, will involve the civic action that led the passage of the 15th Amendment (some attention to the Civil War, but not as a primary focus). Part three, following this lesson, will cover later civil rights movements of the 20th century, with a focus on the Voting Rights Act of 1965.

Following those lessons will be CE 5 c-d (elections and campaigns) and the remainder of CE 5 e (voting requirements/factors and mock elections).

STAGE 2: Materials/Preparation

Required resources -

 **QFT Suffrage Picketing**

Paper and pens/markers or computer for each group to record questions

Document for teacher to record most important questions:  **Class Questions**

Exit Ticket:  **I used to think...Now I think**

Extended Learning:  **Question Formulation Technique: Finding Answers**

STAGE 3: Learning Plan

See Chart

STAGE 4: Differentiation, Extended Learning and Measuring Mastery

See Chart

Instructional Method	Time (in Minutes)	Description of Activities	Formative Assessment	Resources Needed
Warm Up (Grounding Activity)	5	TW display presentation before students come in, starting with warm up slide TW greet students at door SW begin warm up activity by answering the questions on the presentation, making notes on their own papers	-Threshold technique to enforce starting work right away -Walk the classroom to preview student answers	Google Slidedeck (see resource list above) Large paper or posters and markers/pens for each group
Direct Instruction/ Video	10	TW present the QFT method TW separate students into groups of 4-5 each SW designate one person in group to write questions TW present the prompt and reiterate how to use QFT		
Cooperative Questioning	10-15	SW ask questions and write them all down TW walk the classroom to make sure students are writing down all questions as asked, changing statements into questions, and not discussing or answering questions	-Walk the classroom to preview student answers -Help rephrase statements or reiterate prompt as needed	
Direct Instruction	5	TW ask students for descriptions of closed and open question close/open questions SW provide descriptions of closed and open questions TW share description of closed and open questions	Ask for hands or cold call for definitions of cold/open questions	
Group Work	5	SW identify closed questions on their list with a 'C' and open questions with an 'O' TW observe and help/prompt/correct as needed TW introduce next step: changing two questions (closed <—> open)	Check to ensure correct identification of questions and prompt for justifications as needed	
Group Work	5	SW select one open question and change it to a closed question SW select one closed question and change it to an open question		
Group Work	5-10	TW instruct student groups to select 3 top priority questions SW select 3 questions they feel are most important	TW walk the classroom to check students are	

		TW ask students to consider why they chose those questions and where they appeared on their initial question list	discussing priority choices and that all are able to express their thoughts Differentiation option: students can create their own individual priority list instead of as a group	
Group Work	10-15	TW instruct students to consider their action plan - what they need to learn and do to answer their questions SW make notes of their action plan (as a group or individuals)	TW check plans, answer questions, prompt, and guide	
Whole Group	20-25	TW bring group back together SW take turns as groups (or individuals if some did individual work) to share questions they changed, questions they chose, why they chose questions they did, action plan items	SW share priority questions and their thinking TW record priority questions on one document	Google Slidedeck Class Questions document (see resources list above)
Closure	10-15	TW highlight similarities and differences in questions (similar ideas, closed/open, action plan items) TW ask students for their insights from QFT SW share insights from QFT, thoughts about action plan items SW complete exit ticket		I used to think...Now I think... Exit Ticket
Differentiation: <ul style="list-style-type: none"> - Lists of questions can be typed instead of written based on student and class needs - Behavior needs: Part way through the group question developing, T can have S ask questions in round robin style to ensure equal and fair contribution based on student behavior - Special need considerations: some question groups can be partnerships instead of 4-5 groups - Suggest to students they write questions in their native language - may mean multiple question writers in one group which is fine. Or ELL can write their native language questions on a separate piece of paper - TW write questions for a group that needs it (writing/focusing difficulty) 				
Extended Learning: <ul style="list-style-type: none"> - Find the answer to one of the priority questions. Be sure to support your answer with evidence from at least once source. (See resources link above for document) 				