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Delaware Recommended Curriculum

Teaching Civics with Primary Sources Grant Project

This lesson has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model lesson has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

Lesson Title: Who Gets the Vote?

Designed by: Christina Gallo

Content Area: Social Studies

Grade Level: 9-12

Summary of Lesson

Students will refer to the U.S. Constitution to identify what it originally states about the right to vote and then examine primary source documents to understand how the right to vote has been interpreted and expanded over time. Specific areas of focus will be the expansion of the electorate with the addition of the Fifteenth, Nineteenth, and Twenty-Fourth Amendments, however there is opportunity to address the Fourteenth Amendment regarding citizenship and equal justice under the law and the Twenty-Fourth Amendment regarding poll taxes. Students are asked to consider why these changes were necessary and if there are currently other groups that are being excluded from the right to vote.

Estimated Time to Complete

Two 90-Minute Blocks

Resources Needed

- Student Handout #1 – Anticipation Guide
- Student Handout #2 – Station Graphic Organizer
- Exhibit Materials for the Three Stations Focusing on African American, Women, and Youth Right to Vote
- Argumentation/Opinion Text-Based Writing Rubric, Grades 11-12

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Stage 1 – Desired Results

What students will know, do, and understand.

Delaware Content Standards

Civics Standard 2b – Students will understand that the functioning of the government is a dynamic process that combines the formal balances of power incorporated in the U.S. Constitution with traditions, precedents, and interpretations that have evolved over the past 200 years. (Essential for Grades 9 and 11.)

Big Ideas

- Suffrage
- Amendment
- Ratification
- Expansion of the Electorate

Lesson Enduring Understandings

- Until the addition of the suffrage amendments, the original U.S. Constitution did not specifically address the right to vote—who was eligible, requirements for voting, etc. As a result, the right to vote was determined at the state level, which caused differences in voting eligibility across the nation.
- Over the next 200+ years, various groups have fought to not only gain the right to vote, but for the protection of that right at the federal level.

Lesson Essential Questions

- How has the addition of voting (suffrage) amendments to the U.S. Constitution expanded the electorate and the rights of Americans?
- How have these additions met the needs and demands of an ever-changing American society?
- What problems would arise if a government failed to adapt to changing needs and desires of the people?

Knowledge and Skills

Students will know…

- Requirements and qualifications for voting.
- Requirements to add an amendment to the U.S. Constitution.
- Reasons and methods used to exclude various groups from voting.
- No government is so perfectly structured that it cannot be improved and better adapted to changing circumstances.

Students will be able to…

- Explain the amendment process, written in Article V of the U.S. Constitution.
- Identify the three groups in American society that fought for the right to vote, discuss the struggles and challenges of those groups in their fight, and identify the suffrage amendments that were added to the U.S. Constitution as a result.
- Understand that the demands and needs of American society are constantly changing and consider if there are other groups that are currently being excluded from the right to vote.

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Stage 2 – Assessment Evidence

Evidence that will be collected to determine whether or not Desired Results are achieved.

Transfer Task

Essential Question Addressed by the Transfer Task:

- Are there other groups in American society that are being excluded from the right to vote that need to be addressed?
- What problems would arise if a government failed to adapt to changing needs and desires of the people?

Prior Knowledge: Now that you have learned about the various groups in our nation's history that have fought for, and been given, the right to vote through constitutional amendments, you are ready to consider the nation's current needs.

Problem: There is current debate over voting rights that center on three issues: prohibiting convicted felons from voting, requiring voter identification cards in order to vote, and lowering the legal voting age to 16 years of age. You wish to have your views heard on the one of these issues.

Role/Perspective: You are a concerned American citizen.

Product: Write a letter to your U.S. Congressman in which you argue in support or opposition to one of the three voting proposal raised under "Problem" above. Your arguments must be based on thorough research using credible sources and must include the following:

- Brief overview of voting rights in American history.
- Analysis of the arguments in favor of the voting rights proposal.
- Analysis of the arguments against the voting rights proposal.
- Explanation of why you do or do not support the proposal.
- Valid and credible evidence to support your conclusions.

Rubric

Argumentation/Opinion Text-Based Writing Rubric, Grades 11-12 – Found on the Delaware Department of Education website or through the following link:

http://www.doe.k12.de.us/Page/508.

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Stage 3 – Learning Plan

Design learning activities to align with Stage 1 and Stage 2 expectations

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Lesson One

Expansion of Voting Rights

Essential Question

- How has the addition of voting (suffrage) amendments to the U.S. Constitution expanded the electorate and the rights of Americans?
- How have these additions met the needs and demands of an ever-changing American society?

Instructional Strategies

Phase I: Gathering Information

As a warm-up, pose the following question to students at the beginning of class: "Is it important for the citizens of a country to have voting rights? Why or why not?" Explain to students that they need to be prepared to share and defend their responses.

Activity I: Anticipation Guide – The Right to Vote (Student Handout #1)

This strategy requires students to access prior knowledge at the beginning of the lesson and learned knowledge at the end of the lesson. To get students to share their responses and give you a visual indication of their understanding, ask them to complete the "Choose a Side" activity (described below). If you prefer not to have or are unable to have the student movement described in the activity, you can have students discuss their responses with a partner and report out.

Activity II: Choose a Side

Prior to this activity, create a "DISAGREE" sign and an "AGREE" sign and hang them on opposite sides of the room.

Distribute **Resource #1: Anticipation Guide** and have students read the five statements regarding voting. Ask them to indicate on their papers whether they agree or disagree with each statement. Then, ask the students to stand with their Anticipation Guides. As you read each statement aloud, have them "Choose a Side" and move to either the "AGREE" or "DISAGREE" side of the room based on their responses on Resource #1. After each statement, allow opportunity for students to share the reason(s) for their choices. At this time, do not correct any responses if they are wrong, but explain to students that they will be referring back to this guide at the end of the lesson and will be clarifying or correcting responses in the notes column.

Activity III: Document Analysis – The Amendment Process

Explain to students that the U.S. Constitution did not specifically address anything about voting qualifications at the time it was adopted. As a result, the qualifications to vote were determined by individual states. This led to variances across the country. The Constitution did, however, provide a format for making changes and additions to the document that is explained in **Article V**. This process became extremely important in the years after the Constitution was ratified as various groups of Americans fought, and continue to fight, for the expansion of voting rights at the federal level.

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Distribute copies of **Resource #2: Article V** of the U.S. Constitution, which can also be found on the Library of Congress website at http://lcweb2.loc.gov/ammem/amlaw/ac001/lawpres.html.

Think-Square-Share: Instruct students to use the text (Article V) to answer the following four questions found at the bottom of Resource #2:

1. What are the two methods for amending the U.S. Constitution? Diagram your responses.
2. What portion of the states is required for an amendment to be ratified?
3. Are there any limitations on the amendment process?
4. Does amending the U.S. Constitution seem like a difficult process or an easy process? Is this good or bad?

Then, have students form squares (groups of four) to compare and discuss their responses. Following group discussion, have students report out their responses. For the first two questions, you may want to have the class diagram their responses, with both options ending with the three-fourths requirement.

For question #4, guide students in the discussion of the difficulty of amending the U.S. Constitution—is this a good thing or a bad thing, why is it necessary, etc. This discussion will set the stage for the next activity that will require students to analyze the historic struggle for women's suffrage.

Check For Understanding

✔ $2 Summary: With each word worth ten cents, write a $2 summary on the two ways that the U.S. Constitution can be changed. The words "amendment" and "ratify" must be included in your response.

Rubric:

2 – This response gives a valid explanation of the two methods that can be used to amend the U.S. Constitution.

1 – This response gives a valid explanation of one of the methods that can be used to amend the U.S. Constitution.

Phase II: Extending and Refining

Station Rotation/Gallery Walk

Prior to class, set up three stations (or multiples of three (e.g., 6, 9, depending upon the size of your class) and prepare document folders that include all or some of the documents linked below.

Place students in small groups and assignment them to Stations #1, #2, or #3. Distribute copies of **Resource #3: The Right to Vote – A History of Struggle**. Tell them that their task is to analyze the documents at their stations and use the questions found on Resource #3 to record notes. Give students sufficient time to complete their task then have them rotate to the next stations.

You will need to print out some of the following materials for each of the stations for students to view and collect information from. (Tip: Use page protectors or laminate to protect resources.)

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The description of procedures continues below:

Station #1 – African American Suffrage

- This is a good resource to access additional resource sites; print out the Background Information as a document for students to read at this station.
  - http://www.loc.gov/teachers/classroommaterials/primarysourcesets/civil-rights/pdf/teacher_guide.pdf

- A Century of Lawmaking for a New Nation: U.S. Congressional Documents and Debates, 1774–1875, Statutes at Large, 40th Congress, 3rd Session.
- Copy of the proposed Fifteenth Amendment.
  - http://lcweb2.loc.gov/service/pnp/ppmsca/34800/34808v.jpg
  - http://memory.loc.gov/cgi-bin/ampage?collId=llsl&fileName=015/llsl015.db&recNum=379

- "What a Colored Man Should Do to Vote," pamphlet printed for distribution "to the colored men of voting age in the southern states."
  - http://memory.loc.gov/cgi-bin/ampage?collId=rbaapc&fileName=33200//rbaapc33200.db&recNum=0&itemLink=r?ammem/rbaapcbib:@field(NUMBER+@od1(rbaapc+33200))&linkText=0&presId=rbaapcbib

- A review of southern history and a plea for the political independence of the South: speech of Hon. Malcolm R. Patterson, of Tennessee, in the House of Representatives, Monday, March 14, 1904.
- Only use text marked as "Begin page no. 6" through "Begin page no. 8."
  - http://memory.loc.gov/cgi-bin/query/r?ammem/murray:@field(DOCID+@lit(lcrbmrpt2007div1))

- Quote from "Mr. Trout" to Mr. Pike, interviewer.
  - http://www.americaslibrary.gov/jb/modern/jb_modern_polltax_2.html

- Ivey, Jim, artist. "Here's another one for you," ca.1964. Prints and Photographs Division, Library of Congress. Call Number CD 1 - Ivey, no. 6 (A size).
- Political cartoon on the Twenty-Fourth Amendment.
  - http://www.americaslibrary.gov/jb/modern/jb_modern_polltax_1_e.html

- If possible, have an iPad or laptop available for students to click through the presentation, otherwise print out pages for students to view.
  - http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/elections/voters2.html

- Photograph – View of some 27,000 persons from 36 states who attended May 17 Prayer Pilgrimage for Freedom in Washington, D.C.
  - http://www.loc.gov/pictures/item/00652795/resource/
- Two-minute (news) audio with photograph of African Americans voting in South Carolina.
  - http://www.history.com/topics/womens-history/19th-amendment/speeches/speeches-african-americans-vote-in-south-carolina?m=52af5724c3c2e&s=undefined&f=2&free=false

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- NAACP photographs of voter registration activities and voting rights infringement cases.
- Select photographs that you feel best illustrate the struggle and fight experienced by African Americans.
  - http://www.loc.gov/pictures/collection/coll/item/95516630/

Station #2 – Women's Suffrage

- This is a good resource to access additional resource sites; print out the Background Information as a document for students to read at this station.
  - http://www.loc.gov/teachers/classroommaterials/primarysourcesets/womens-suffrage/pdf/teacher_guide.pdf

- Abigail Adam's "Remember the ladies…" letter to her husband John Adams.
  - http://teachingamericanhistory.org/library/document/letter-to-john-adams/

- "One Hundred Years Toward Suffrage: An Overview," Timeline.
  - http://memory.loc.gov/ammem/naw/nawstime.html

- The Nineteenth Amendment to the U.S. Constitution.
  - http://www.ourdocuments.gov/doc_large_image.php?doc=63

- Declaration of Sentiments.
  - http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/expref/crusader/seneca.html

- "Daughters of Freedom" Song Sheet.
  - http://www.loc.gov/resource/sm1871.02334#seq-1

- "Daughters of Freedom" Audio.
  - http://www.loc.gov/item/sm1871.7102334

- Political Cartoon "Women's Sphere."
  - http://www.loc.gov/pictures/resource/cph.3b49099/

- "Election Day!" Political Cartoon.
  - http://www.loc.gov/pictures/resource/cph.3a51845/

- Photograph of National Anti-Suffrage Association Headquarters.
  - http://www.loc.gov/pictures/resource/cph.3a26270/

- Photograph of women's suffrage headquarters in Ohio.
  - http://www.creativepro.com/files/story_images/20081031SAWG_fg18a.jpg

- "Youngest parader in New York City suffragist parade"; Suffrage parade, New York City, May 4, 1912.
  - http://www.loc.gov/pictures/resource/cph.3g05585/

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- Votes for Women: Selections from the National American Woman Suffrage Association Collection, 1848–1921; "Important Legislation in the United States Affecting Women and Children."
  - http://memory.loc.gov/cgi-bin/ampage?collId=rbnawsa&fileName=n7111//rbnawsan7111.db&recNum=2

- Tactics and Techniques of the National Woman's Party Suffrage Campaign Summary.
  - http://www.loc.gov/collections/static/women-of-protest/images/tactics.pdf

- "41 Suffragists Found Guilty," Evening Public Ledger (Philadelphia [Pa.]), November 12, 1917, Sports Extra page 2, image 2, column 3.
  - http://chroniclingamerica.loc.gov/lccn/sn83045211/1917-11-12/ed-1/seq-2/#words=forty-one+arrested

- "The first picket line – College day in the picket line," 1917. Prints and Photographs Division, Library of Congress. Reproduction Number LC-USZ62-31799.
  - http://www.americaslibrary.gov/jb/jazz/jb_jazz_sufarrst_1_e.html

- Map showing the order of ratification of the Nineteenth Amendment.
  - http://law2.umkc.edu/faculty/projects/ftrials/anthony/ratifmap.html

Station #3 – 18-Year-Old Voting Age Established

- The Twenty-Sixth Amendment.
  - http://www.archives.gov/global-pages/larger-image.html?i=/historical-docs/doc-content/images/26th-amendment-18-vote-l.jpg&c=/historical-docs/doc-content/images/26th-amendment-18-vote.caption.html

- Background information.
  - http://www.history.com/topics/the-26th-amendment

- Poster – "Somebody paid the price for your right register/vote."
  - http://loc.gov/pictures/item/yan1996000738/PP/

- Voting Age to 18 Testimony Before the Senate Subcommittee on Constitutional Amendments, March 9, 1970, Ted Kennedy.
- Only use the first half or portions of it.
  - http://tedkennedy.org/ownwords/event/voting_age

- March for the right for 18-year-olds to vote, Seattle 1969.
  - http://historyforfree.files.wordpress.com/2013/07/student_march_full.jpg

- Photograph of a Marine Landing at Danang, Vietnam, 08/03/1965.
  - http://usnatarchives.tumblr.com/post/66871861816/cast-your-vote-for-the-26th-amendment-to-be

- Cover of Newsweek from October 1971.

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  - http://www.creativepro.com/files/story_images/20081031SAWG_fg33a.jpg

- Background summary.
  - http://blog.legalsolutions.thomsonreuters.com/legal-research/today-in-1971-26th-amendment-gives-18-year-olds-the-right-to-vote/

- House Joint Resolution 354, 10/21/1942; National Archives.
  - http://www.digitalvaults.org/#/detail/705/?record=705

- Old Enough to Vote?, 10/19/1942, Senate Joint Resolution 166; National Archives.
  - http://www.digitalvaults.org/#/detail/775/?record=775

- Urging Speedy Ratification, 2/25/1971; National Archives (letter).
  - http://www.digitalvaults.org/#/detail/696/?record=696

- University of Montana Exhibit.
  - http://exhibits.lib.umt.edu/mansfield/essays/voting-age?destination=node/11

Students should visit each station and view documents, completing **Resource #3**. Encourage students to think of the stations as museum exhibits, and they should consider the documents and resources that most appeal to them when learning more about the fight for the right to vote for each of the specific groups.

After all of the students have had the opportunity to visit each of the stations, allow students the opportunity to report out on their responses to the questions posed on **Resource #3** and facilitate a class discussion. A good method to start this activity would be "Give One, Get One." Have students write six ideas—two for each group—about expanding the right to vote, then have them pass their papers to the person on their right, who must then write two more statements for each of the groups. Have students pass their papers one more time to the right, and that person must add one more statement for each of the groups.

**Instead of the "Give One, Get One" activity, students could do a Carousel Jigsaw. Break students into groups of 4–5, and give each group its own marker color to record their responses. Post large sheets of paper around the classroom and label them African Americans, Women, and 18-year-olds. Groups will begin by writing three facts pertaining to the group labeled on the posted paper with which they are starting. On the second and third times around the room, students will travel to the next posted paper and must add an additional two statements. For the last rotation, groups will return to their original starting point and must correct or clarify the statements that have been recorded.

Focus attention on the following questions as students report out on what they have learned:

- Why was it necessary to add amendments to the U.S. Constitution to address voting rights?
  - Possible responses: The U.S. Constitution didn't specifically address voting qualifications, the end of slavery, changing roles in society, limited representation in government.

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- If the Fourteenth Amendment stated that no state should deprive any person of life, liberty, or property, why were additional amendments needed?
    - Possible responses: Discrimination was still prevalent, state and local governments were still able to pass laws to exclude certain groups.

- Which group seems to have had the most difficulty in attaining the right to vote?
    - Student responses will vary, but encourage them to support their response with specific evidence from the activity.

- Were the needs of American society truly met with the addition of these amendments?
    - Student responses will vary, but encourage students to provide specific examples or details to support their answers.

- What might have happened if the U.S. Constitution had not been amended to expand voting rights?
    - Possible responses: Loss of support for, and confidence in, the government; escalating unrest.

Check for Understanding

✔ Revisit Anticipation Guide – Ask students to go back to the Anticipation Guide from the beginning of the lesson and revise their answers, justifying any changes.
✔ Then have students complete the following:



Four things that "square" with my thinking on voting rights.



Three different "angles" that I could consider about voting rights –or– three different "angles" that I disagree with in regards to voting rights.



One question "circling" in my head.

Rubric:

2 This response gives a valid reason with an accurate and relevant explanation.
1- This response gives a valid reason with an inaccurate, irrelevant, or no explanation.

Phase III: Application
Student evaluation of the significance of the events studied in the station activity.

Students will:

- Complete the organizer, *Making Connections With Your Learning.*
- Write a concluding paragraph that explains the relationship of these events to one another and how they are an illustration of the U.S. government being dynamic.

Ask students to share their responses with the class. What personal connections have students made to life experiences today?

Check for Understanding

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Reflect on your previous work and respond to the essential questions for this lesson. Explain your answers with historical evidence.

- ✔ How have these additions met the needs and demands of an ever-changing American society?
- ✔ What problems would arise if a government failed to adapt to changing needs and desires of the people?

Rubric:
2 – This response gives a valid explanation with accurate and relevant historical evidence.
1 – This response gives a valid explanation with inaccurate, irrelevant, or no historical evidence.

Common Core State Standards

CCSS.ELA-Literacy.RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-Literacy.RH.11-12.3

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CCSS.ELA-Literacy.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-Literacy.RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

CCSS.WHST.11-12.1

Write arguments focused on discipline-specific content.

CCSS.WHST.11-12.7

Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.WHST.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.WHST.11-12.9

Draw evidence from informational texts to support analysis, reflection, and research.

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APPENDIX

Other Resources for Stations:

African American Suffrage

- http://www.loc.gov/exhibits/odyssey/archive/05/0521001r.jpg
  - Political cartoon: "The First Vote." From *Harper's Weekly*, November 16, 1867.
- http://memory.loc.gov/cgi-bin/query/r?ammem/murray:@field(DOCID+@lit(lcrbmrpt0e05div1))
  - "The White Man's Failure in Government," by Rev. Harvey Johnson.
  - Johnson questions the ability of the white race to rule itself justly or democratically, citing the absurdities and shortcomings he sees on the U.S. political and economic scene in the late nineteenth century. His speech addresses arguments about the inferiority of the black race. (Only use text up to "Begin no. 6" indicator.)
- http://dbs.ohiohistory.org/africanam/page1.cfm?ItemID=865
  - From the Union Newspaper, 9/20/1919.
- http://hdl.loc.gov/loc.pnp/ppmsca.19870
  - NAACP. *At the Ballot Box, Everybody is Equal, Register and Vote: Join the NAACP*, between 1970–1979. Poster. Gary Yanker Collection, Prints and Photographs Division, Library of Congress (130.00.00) Courtesy of the NAACP; Digital ID # ppmsca-19870.
- http://mlk-kpp01.stanford.edu/index.php/encyclopedia/documentsentry/doc_give_us_the_ballot_address_at_the_prayer_pilgrimage_for_freedom
  - 17 May 1957 "Give Us the Ballot," Address at the Prayer Pilgrimage for Freedom; Washington, D.C.; Martin Luther King, Jr. (Only use sections 3–11 of the speech.)
- http://www.loc.gov/pictures/item/2004679121/
  - Political cartoon: "Congress – 14th Amendment 2nd section," Kemble, Edward Windsor, 1902.
- http://memory.loc.gov/cgi-bin/query/r?ammem/murray:@field(DOCID+@lit(lcrbmrpt1917div1))
  - Suffrage limitations at the South, by Francis G. Caffey.
- http://www.loc.gov/exhibits/naacp/world-war-ii-and-the-post-war-years.html#obj5
  - "Saving the Race," Thurgood Marshall to the NAACP legal staff concerning voting rights cases in Texas, in *Smith v. Allwright,* November 17, 1941. Memorandum. NAACP Records, Manuscript Division, Library of Congress (089.00.00) Courtesy of the NAACP; Digital ID # na0089p1.
  - Enables students to realize the continuing fight even after the passage of the Fifteenth Amendment.
- http://www.loc.gov/pictures/item/95517739/resource/
  - Photograph: Caged monkey on platform with sign reading "Congressman Poll Tax" displayed by the NAACP Detroit branch during their "Parade for Victory" march.

Women's Suffrage

- http://memory.loc.gov/ammem/awhhtml/awlaw3/suffrage.html
  - Text on state suffrage laws.
- http://www.loc.gov/pictures/resource/ppmsca.12512/

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    - Official program – Woman suffrage procession, Washington, D.C. March 3, 1913.
- http://www.loc.gov/resource/mnwp.159004/
    - Poster: "The Home Loving Women Do Not Want the Ballot. Vote No to Amendment 8 Fourth Place on Ballot."
- http://lcweb2.loc.gov/service/pnp/cph/3b40000/3b49000/3b49100/3b49106v.jpg
    - "The Awakening," Henry Mayer.
- http://womenshistory.about.com/od/essentials/ig/Wordless-Wednesday-2008-2009/The-Awakening--1915-.htm
    - Text of the poem "The Awakening," written by Alice Duer Miller.
- http://law2.umkc.edu/faculty/projects/ftrials/anthony/nytimes.html
    - *New York Times* articles on ratification.
- http://www.americaslibrary.gov/jb/jazz/jb_jazz_19tham_2_e.html
    - Photograph: Kentucky governor Edwin P. Morrow signing the Nineteenth Amendment.
- http://www.loc.gov/pictures/resource/ggbain.23605/
    - Photograph: "Suffragettes at White House."
- http://www.loc.gov/resource/mnwp.159016
    - Photograph: Part of the Vast Billboard Campaign of the Woman's Party. Putting up billboard in Denver-- 1916.
- http://chroniclingamerica.loc.gov/lccn/sn83045211/1917-09-04/ed-1/seq-3/#words=SUFFRAGE+BANNER
    - "Suffrage Banner Bearers Nabbed: Ten Women Arrested in Demonstration in Front of White House," Evening public ledger. (Philadelphia [Pa.]), 04 Sept. 1917. Chronicling America: Historic American Newspapers. Lib. of Congress.
- http://memory.loc.gov/cgi-bin/displayPhoto.pl?path=/pnp/ppmsca/03000/&topImages=03000r.jpg&topLinks=03000v.jpg,03000u.tif&title=An%20Act%20to%20Grant%20to%20the%20Women%20of%20Wyoming%20Territory%20the%20Right%20of%20Suffrage%20and%20to%20Hold%20Office&displayProfile=0&dir=ammem&itemLink=r?ammem/awhbib:@field(DOCID+@lit(03000))
    - An Act to Grant to the Women of Wyoming Territory the Right of Suffrage and to Hold Office.
- http://chroniclingamerica.loc.gov/lccn/sn89066315/1920-08-26/ed-1/seq-1/#words=WOMENS+RIGHT+VOTE
    - "Women's Right to Vote Now Part of the Constitution," Evening Missourian (Columbia, MO), August 26, 1920, Evening page 1, image 1, column 6.
- http://memory.loc.gov/cgi-bin/ampage?collId=rbnawsa&fileName=n7468//rbnawsan7468.db&recNum=2
    - Map image.

Development of this lesson is sponsored in part by the Library of Congress Teaching with Primary Sources Eastern Regional Program, coordinated by Waynesburg University.

MAKE A COPY OF THIS DOCUMENT TO USE IT

Name: Date: Class:

Resource #1: The Right to Vote
ANTICIPATION GUIDE

Read the following statements and indicate whether you agree or disagree by placing a check in the appropriate column.

STATEMENT	AGREE	DISAGREE	NOTES
1. You must be a natural born citizen of the United States to vote.			
2. You must be at least 21 years old to vote.			
3. You must register your name and party affiliation in order to vote.			
4. The Constitution specifically states voting qualifications.			
5. If you have ever been convicted of a felony, you are not eligible to vote.			

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Resource #2: Document Analysis

Name _____

Directions: Read Article V of the United States Constitution, and then answer the four questions that appear below.

ARTICLE V
United States Constitution

The Congress, whenever two-thirds of both Houses shall deem it necessary, shall propose amendments to this constitution; or, on the application of the Legislatures of two-thirds of the several States, shall call a convention for proposing amendments, which, in either case, shall be valid to all intents and purposes as part of this constitution, when ratified by the Legislatures of three-fourths of the several States, or by conventions in three-fourths thereof, as the one or the other mode of ratification may be proposed by the Congress: *Provided*, That no amendment which may be made prior to the year one thousand eight hundred and eight, shall in any manner affect the first and fourth clauses in the ninth section of the first article; and that no State, without its consent, shall be deprived of its equal suffrage in the Senate.

Source: http://lcweb2.loc.gov/ammem/amlaw/ac001/lawpres.html

1. Diagram the two methods for amending the U.S. Constitution (feel free to use the back of this paper).

2. What portion of the states is required for an amendment to be ratified?

3. Are there any limitations on the amendment process? If so, please describe.

4. Does amending the U.S. Constitution seem like a difficult process or an easy process? Is this good or bad?

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Resource 3

Name: Date: Class:

THE RIGHT TO VOTE: A HISTORY OF STRUGGLE

In this activity, you will be visiting stations and viewing three "exhibits" on events and factors that contributed to gaining the right to vote for African Americans, women, and 18-year-olds. As you visit each exhibit, read through and view the provided materials that explain each issue, recording the main ideas and key statements in the notes section of this organizer. Be thorough with your work—you will need the notes that you take for part of the assessment on this information!

GROUP	NOTES
AFRICAN AMERICANS **Points to consider:** ● **How many years had passed between the ratification of the Fifteenth Amendment and the Twenty-Fourth Amendment?** ● **If the Fifteenth Amendment granted racial equality in voting, why was the Twenty-Fourth Amendment necessary?**	What was the most compelling document or piece of evidence? Explain your choice.

Resource 3

WOMEN **Points to consider:** ● **How many years did the fight for women's suffrage last?** ● **Why do you think the Fourteenth Amendment regarding citizenship and equal justice under the law did not apply to women in their fight for the right to vote?**	What was the most compelling document or piece of evidence? Explain your choice.

Resource 3

YOUTH: 18-YEAR-OLDS **Points to consider:** ● **Why do you think an amendment lowering the voting age did not get ratified until 1971?** ● **Why do you think it is so important that the right to vote was expanded for this group?**	What was the most compelling document or piece of evidence? Explain your choice.

Questions that I have:

Resource 4

Name: Date: Block:

Resource #4: MAKING CONNECTIONS WITH YOUR LEARNING

Complete the following chart based on your understanding of the material you have viewed and discussed on African Americans, women, and 18-year-olds earning the right to vote.

Kind of Information	Draw It	Connections I Made….
The new information I connected to was		I made this connection because
The photo or illustration I connected to was of		I made this connection because
The map/chart/graph that I connected to was of		I made this connection because

Adapted from *40 Graphic Organizers That Build Comprehension During Independent Reading* by Anina Robb.

Summarize:
On the back of this paper, write a concluding paragraph that explains the relationship of these events to one another and how they are an illustration of the U.S. government being dynamic.

Resource #5: TIMED-WRITING ASSESSMENT

Essential Questions:

- Are there other groups in American society that are being excluded from the right to vote that need to be addressed?
- What problems would arise if a government failed to adapt to changing needs and desires of the people?

Now that you have learned about the various groups in our nation's history that have fought for, and been given, the right to vote with the addition of constitutional amendments, you are ready to consider the needs of today's American society.

Problem: There currently is debate about the following voting rights issues: prohibiting convicted felons from voting, requiring voter identification cards in order to vote, and lowering the legal voting age to 16 years of age. You wish to have your views heard on the voting rights of one of these issues.

Role/Perspective: You are a concerned American citizen.

Product: Write a letter to your U.S. Congressman that explains your views supporting or opposing the expansion of voting rights for one of the above mentioned groups. Your argument must be based on thorough research using valid sources and include the following:

- Overview of voting rights in American history.
- Evaluation of the impact of allowing the right to vote for the group you selected.
- Evaluation of the impact of not allowing the right to vote for the group you have selected.
- Explanation of why you do or do not support the expansion of voting rights for the group you have selected.
- Valid and reliable evidence to support your conclusions.

NOTES/BRAINSTORMING:

Delaware Department of Education

Argumentation/Opinion Text-Based Writing Rubric
Grades 9–10

	Score of 4	Score of 3	Score of 2	Score of 1
Reading/Research 2 × ___ = ___	The writing – ▪ makes effective use of available resources ▪ skillfully/effectively supports an opinion with relevant and sufficient facts and details from resources with accuracy ▪ uses credible sources*	The writing – ▪ makes adequate use of available resources ▪ supports an opinion with relevant and sufficient facts and details from resources with accuracy ▪ uses credible sources*	The writing – ▪ makes limited use of available resources ▪ inconsistently supports an opinion with relevant and sufficient facts and details from resources with accuracy ▪ inconsistently uses credible sources*	The writing – ▪ makes inadequate use of available resources ▪ fails to support an opinion with relevant and sufficient facts and details from resources with accuracy ▪ attempts to use credible sources*
Development 3 × ___ = ___ **2 × ___ = ___**	The writing – ▪ addresses all aspects of the writing task with a tightly focused response ▪ skillfully develops the claim(s) and counterclaims fairly, supplying sufficient and relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns	The writing – ▪ addresses the writing task with a focused response ▪ develops the claim(s) and counterclaims fairly, supplying sufficient and relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns	The writing – ▪ addresses the writing task with an inconsistent focus ▪ inconsistently develops the claim(s) and counterclaims fairly, supplying sufficient and relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns	The writing – ▪ attempts to address the writing task but lacks focus ▪ attempts to establish a claim or proposal ▪ supports claim(s) using evidence that is insufficient and/or irrelevant

	The writing – ▪ effectively introduces precise claim(s); distinguishes the claim(s) from alternate or opposing claims ▪ effectively creates an organization that establishes clear relationships among claim(s), counterclaim(s), reasons, and evidence ▪ skillfully uses words, phrases, and/or clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims ▪ provides an effective concluding statement or section that follows from and skillfully supports the argument presented	The writing – ▪ introduces precise claim(s); distinguishes the claim(s) from alternate or opposing claims ▪ creates an organization that establishes clear relationships among claim(s), counterclaim(s), reasons, and evidence ▪ uses words, phrases, and/or clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims ▪ provides a concluding statement or section that follows from and supports the argument presented	The writing – ▪ introduces the claim(s); however, may fail to distinguish the claim(s) from alternate or opposing claim(s) ▪ has a progression of ideas that may lack cohesion (ideas may be rambling and/or repetitive) ▪ inconsistently uses words, phrases, and/or clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims ▪ provides a sense of closure	The writing – ▪ identifies the claim(s) ▪ has little or no evidence of purposeful organization

	Score of 4	Score of 3	Score of 2	Score of 1
Language/Conventions	The writing – ▪ demonstrates an exemplary command of standard English conventions ▪ skillfully employs language and tone appropriate to audience and purpose ▪ has sentences that are skillfully constructed with appropriate variety in length and structure ▪ follows standard format for citation with few errors*	The writing – ▪ demonstrates a command of standard English conventions; errors do not interfere with understanding ▪ employs language and tone appropriate to audience and purpose ▪ has sentences that are generally complete with sufficient variety in length and structure ▪ follows standard format for citation with few errors*	The writing – ▪ demonstrates a limited and/or inconsistent command of standard English conventions; errors may interfere with understanding ▪ inconsistently employs language and tone appropriate to audience and purpose ▪ has some sentence formation errors and/or a lack of sentence variety ▪ follows standard format for citation with several errors*	The writing – ▪ demonstrates a weak comma standard English conventions interfere with understanding ▪ employs language and tone th inappropriate to audience and purpose ▪ has frequent and severe sente formation errors and/or a lack sentence variety ▪ follows standard format for cit with significant errors*

* If applicable