

Brazos Valley African American Museum



**Curriculum Learning Trunk
Lesson Plans for High School- 10th Grade**

**November Voting
10th Grade**

November Voting: High School 10th Grade Lesson Plan
BVAAM
Curriculum Learning Trunk - Lesson Plan

- OBJECTIVE:** By the end of the lesson, using the “I have a Right and a Responsibility to Vote” voting-game ,tenth-grade students will be able to answer the “Free Response Questions: Voting Rights” at a 90% success rate.
- TEKS:** **Knowledge and Skills**
SS US.9: History: The student understands the impact of the American civil rights movement. The student is expected to:
US.9A: Trace the historical development of the civil rights movement in the 19th, 20th, and 21st centuries, including the 13th, 14th, 15th, and 19th amendments.
- BACKGROUND INFO:** As the Constitution of the United States was written, not all rights were extended to every citizen that resided in the United States. Originally, only white males who owned property were allowed to vote. This excluded white males without property, African American males, women, and Native Americans. But through the civil rights movement, the right to vote was extended to these groups. The main focus for today’s lesson will be on the amendments that helped extend voting rights. The 13th Amendment forbids forced and involuntary slavery unless for a criminal offense. The 14th Amendment states that the states cannot take about the basic rights of citizens. The 15th Amendment states that all citizens have the right to vote regardless of their race, color, or previous servitude. The 19th amendment extended voting rights to women.
<http://totallyhistory.com/list-of-27-amendments-to-the-u-s-constitution/>
- TIME ESTIMATION:** 40 minutes
- MATERIALS NEEDED:** “I have a Right and a Responsibility to Vote” activity
“I have a Right and a Responsibility to Vote” activity cards
“Free Response Questions: Voting Rights.”
- ENGAGE:** Start the lesson by entering into a class-wide discussion. Ask:
Why do we vote?
Is voting fair? Why or why not?
End the engagement by completing the “I have a Right and a Responsibility to Vote” voting right activity.
- EXPLORE:** **Step 1:** *Engage:* Class-wide discussion and “I have a Right and a Responsibility to Vote” activity.
Step 2: *Focus:* Watch “The Fight for the Right to Vote in the United States- Nicki Beaman Griffin.”
Step 3: *Discuss:* Discuss the rights addressed in the video and activity.
Step 4: *Assess:* students complete the free response questions individually.

EXPLAIN:

Start the class period by having the students complete the “I have a Right and a Responsibility to Vote” activity, (instructions on the activity sheet). Watch “The Fight for the Right to Vote in the United States- Nicki Beaman Griffin.”

Discuss voting rights that were given through the 13th, 14th, 15th, and 19th amendments.

Finish the class with students individually completing the free response questions.

ELABORATE:

To dive deeper, the instructor can introduce civil right leaders. This can be done by assigning a group of students to a civil rights leader to research. The students can then present their research over their assigned civil rights leader.

EVALUATE:

After the students have completed the “I have a Right and Responsibility to Vote” activity, watched “The Fight for the Right to Vote in the United States- Nicki Beaman Griffin,” and have discussed, the students will assess their knowledge by answering the free response questions.

<https://www.youtube.com/watch?v=P9VdyPbbzII>

<https://www.aclu.org/issues/voting-rights/voting-rights-act/history-voting-rights-act>

<https://www.biography.com/people/groups/activists-civil-rights-activists>

<https://interactive.aljazeera.com/aje/2016/us-elections-2016-who-can-vote/index.html>

<https://study.com/academy/lesson/the-civil-rights-movement-successes-limitations.html>

ACCOMODATIONS:

For students who have behavioral issues, they can assist the teacher by passing out the activities to their classmates. For students who learn at a slower pace, students can be placed into groups for the “I have a Right and a Responsibility to Vote” activity. For students who are ESL, the video can include captions of their first learned language. For students with learning disabilities, technology can be implemented so they can be fully involved.

I have a Right and a Responsibility to Vote

A game of cards

(20 minutes)

Objective

Students will recognize the progressive empowerment of groups in the United States

Get Ready

Prepare an index card for every student, marking the backs of the cards with one of the following symbols. Make an equal number of cards with each symbol.

□ : white male with property

◇ : white male without property

△ : African American male

☆ : female

⇓ : Native American

X : immigrant non-citizen

: apathetic non-voting citizen

○ : citizen too young to vote

At this point, you do not indicate in any way what the symbols stand for.

Role Play the Vote

- Choose a ballot issue which students will actually decide, for example, a choice of guest speaker or a field trip site.
- Distribute at random the cards you have prepared; deflect attention away from what is on the backs of the cards, even if asked about it.
- Tell students to write their name on the front of the card. Below their name, write their vote (example "Legislature" or "Court" as possible field trip site.)
- Collect all the cards with the □ on them. Count the results and announce that the decision has been made. Report the outcome.
- Students whose cards were not collected may demand that their cards be counted as well.
- Think about this, then collect the ballots marked with ◇. Again, excluded students will complain; respond by collecting cards marked △.
- The final time, collect ballots marked ☆ and ⇓, but add this time that there will be no more votes included. Tally those you collected and announce the decision.
- Explain to the students what the symbols on their cards represent, and their ballots have been accepted in the order in which the vote was extended to each group in the United States.

Name:

Date:

Free Response Questions: Voting Rights

1. Why do you think so many groups were so determined to get the right to vote?

2. Why do you think it took so long to extend the right to vote to others?