

# History of Voting Rights in the U.S.

Program Name Canton City Schools ABLE

Staff Responsible for Lesson Patricia Dolezal

Date(s) Used	November 2, 2010
Civics Category	I. Rights and Responsibilities of Citizenship 8. Government and Law
Civics Objective	Identify the voting process including rights and responsibilities and the political process in the U.S.
Time Frame to Complete Lesson	1 1/2 hours
EFL(s)	Levels 5 & 6
Standard(s)	<u>Listen Actively</u> Attend to oral information. Monitor comprehension, adjusting listening strategies to overcome barriers to comprehension <u>Read with Understanding</u> Select reading strategies appropriate to the purpose.
Benchmark(s)	L5.1 Demonstrate some comprehension of less familiar topics and vocabulary ... L6.4 Has increasing ability to understand directions and questions without face to face contact. R5.2 and R6.2 Use strategies to understand text.
Materials	Computer, projector, internet access, cardstock or stiff paper  <a href="http://nelrc.org/changeagent/pdf/issue26/issue26.pdf">http://nelrc.org/changeagent/pdf/issue26/issue26.pdf</a> , “What if the Government Said You Couldn’t Vote?” p. 31.  <a href="http://www.nelrc.org/changeagent/pdf/issue26/extra%20pdfs/history%20of%20voting%20activity.pdf">http://www.nelrc.org/changeagent/pdf/issue26/extra%20pdfs/history%20of%20voting%20activity.pdf</a> , “History of Voting Rights Activity”, pp. 1-3.  Note: In order to access the above materials, you will be asked for a user name and password. For the user name, type in “change” and then “agent” for password. This magazine comes out quarterly and has wonderful activities available.

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<p>Activities</p>	<ol style="list-style-type: none"> <li>1. To demonstrate the importance of voting, go to: <a href="http://pbskids.org/democracy/vote/index.html">http://pbskids.org/democracy/vote/index.html</a>. Select as many dates as you feel appropriate to help convey the significance of just one vote. In the process give a brief historical context.</li> <li>2. As a second activity, give each student an identity card (see second website listed under materials) and explain that not everyone in the U.S. has always been allowed to vote and in some instances the right to vote by some groups has been taken away only to be restored later.</li> <li>3. Follow the directions given on the second website. Post two signs at opposite ends of the room: “Can Vote” and “Can’t Vote”. Have everyone stand under the “Can’t Vote” sign and as you read the history of voting (Script is found at second website) have the Ss with the appropriate card move to the “Can Vote” section. Ss will continue to move back and forth depending on their identity.</li> <li>4. Once you’ve completed the reading, discuss with Ss their reactions based on their identity.</li> <li>5. As a final reinforcement of the information, pass out “What if the Government Said You Couldn’t Vote?” and have Ss take turns reading each section. Answer any additional questions which may come up.</li> </ol>
<p>Assessment/ Evidence</p>	<p>Ss will know when to move because they’re listening actively and they will feel knowledgeable enough to be able to add to the discussion.</p>
<p>Reflection</p>	<p>Students love this activity because it visually helps them see how the history of voting has changed in our country.</p>