

## Voting Rights: A Brief History



<https://www.loc.gov/exhibits/civil-rights-act/multimedia/johnson-signing-remarks.html>

### Overview/Prior Knowledge

The WebQuest will trace Voting Rights from the 15th Amendment. The goal of this Quest is to illustrate the importance of voting to today's students. They will understand how others fought for the right to vote. However, one article in the WebQuest reveals that only 29% of the eligible voters in Mississippi voted in the 2014 mid-term election.

### Objectives

- The students will review ideals presented in The Emancipation Proclamation (from day 1).
- The students will also review important events leading to desegregation (from day 2).
- The students will evaluate the concept of "Equality."
- The students will discuss the importance of voting.
- Students will complete "Voting Rights: A Brief History" WebQuest (<http://zunal.com/process.php?w=340562>).

### Time Required

One 94-Minute Lesson

### Recommended Grade Range

11-12

### Subject/Sub-Subject

English Language Arts/U.S. History

## Standards

### *Social Studies*

#### *US HISTORY: 1877 TO PRESENT*

US.12 Culture of the 60s and 70s: Identify social and cultural conditions in the United States during the 1960s and 1970s.

1. Trace the federal government’s involvement in the modern Civil Rights Movement, including the abolition of the poll tax, the nationalization of state militias, Brown versus Board of Education in 1954, the Civil Rights Acts of 1957 and 1964, and the Voting Rights Act of 1965.

US.18 Demonstrate an understanding of the impact of the Civil Rights Movement on social and political change in the United States.

21. Analyze the origins, goals, and key events of the Civil Rights movement, examples: Robert Kennedy, Martin Luther King, Jr., Thurgood Marshall, Rosa Parks, Malcolm X, the National Association for the Advancement of Colored People (NAACP), Brown v. Board of Education (1954), the 1955–1956 Montgomery Bus Boycott, the 1957–1958 Little Rock School Crisis, the sit-ins and freedom rides of the early 1960s, the 1963 civil rights protest in Birmingham, the 1963 March on Washington, the 1965 civil rights protest in Selma, the 1968 assassination of Martin Luther King, Jr., Reverend Martin Luther King’s, “I Have A Dream” speech and his Letter from Birmingham City Jail (1963), President Lyndon Johnson, speech to Congress on voting rights (March 15, 1965)

22. Describe the accomplishments of the civil rights movement: the 1964 Civil Rights Act and the 1965 Voting Rights Act, the growth of the African American middle class, increased political power, and declining rates of African American poverty.

### *Problems in American Democracy*

PAD.6 Analyze the effectiveness of Reconstruction policies in the United States following the Civil War.

2. Identify and describe the significance of the 13th, 14th, and 15th amendments to the U.S. Constitution

### *English Language Arts*

#### CCSS ELA WRITING STANDARDS

W.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.

W. 12.9 Draw evidence from literary or informational text to support analysis, reflection, and research.

## CCSS ELA READING STANDARDS

RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the texts.

RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of a text.

RI.11-12.4 Determine the meaning of words and phrases as they are used in a text.

RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument.

RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective.

RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats.

RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. text.

RI.11-12.9 Analyze seventeenth-, eighteenth-, nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.

## Library of Congress – Teaching with Primary Sources Skills:

- Analyze primary sources to formulate questions that connect to the topic of study
- Identify who created the primary source, when, and for what purpose
- Use previous knowledge to place primary sources into historical context
- Examine primary sources closely to form conjectures about their meaning and intent
- Investigate issues of cause and effect, causality, context, and continuity and change
- Corroborate information using additional primary and/or secondary sources to form and test hypotheses
- Draw conclusions about questions and hypotheses

## Highlighted Strategies:

- Webquest

## Credits

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## Materials

- Primary Sources – See Resource Guide at the end of this document.
- “Voting Rights: A Brief History” WebQuest (<http://zunal.com/process.php?w=340562>)

## Introduction

- The class will review ideals presented in Emancipation Proclamation (from day 1) and from our discussion of desegregation (from day 2) .
- The class will review the timeline from yesterday (student generated using this link <https://www.archives.gov/education/lessons/brown-v-board/timeline.html> from Library of Congress website).
- The class will review the concept of “Equality.”
- The class will then answer the following question: What does it mean to be separate but equal?
- The class will then review the rhetoric and diction used in the Emancipation Proclamation and discuss why there still was not true “equality” between the races even after this document and the ruling of Brown vs. The Board of Education.
- The teacher will then begin a discussion by asking “Is it important to vote?” and “Who is eligible to vote”?
- The class will review important dates from days 1 and 2.
- The teacher will then distribute the correlating handout for the WebQuest Voting Rights: A Brief Overview.

## During

- The teacher will then distribute the handout/answer sheet for the WebQuest “Voting Rights: A Brief Overview.”
- The students will work through the WebQuest (a way to bring reading and technology together in the classroom) and complete the answer sheet.

## Assessment

**Formative:** Student responses to review and discussion questions.

**Summative:** Students’ will be evaluated based on their WebQuest answer sheet responses. In addition, students will also be evaluated on their assignment reflection.

## Differentiation

- The Webquest assignment will be modified for below grade level readers, specifically Part IV:1, Part VI, and Part VII at the discretion of the teacher.
- Accelerated learners will write an essay length response to the assignment reflection.

## Supplementary Materials

- Chart Illustrating the Number of Registered African-American voters in Mississippi from 1876-1900 (attachment)

- Rendition of “We Shall Overcome” from Morehouse College (YouTube)  
<https://www.youtube.com/watch?v=Aor6-DkzBJ0>
- Lyndon B. Johnson Hands Pen to Martin Luther King, Jr. upon Signing the Voting Rights Act of 1964 [http://zunal.com/zunal\\_uploads/files/20161225071411Wyqyn.jpg](http://zunal.com/zunal_uploads/files/20161225071411Wyqyn.jpg)
- “The Worst Voter Turnout in 72 Years” from *The New York Times*  
[https://www.nytimes.com/2014/11/12/opinion/the-worst-voter-turnout-in-72-years.html?\\_r=1](https://www.nytimes.com/2014/11/12/opinion/the-worst-voter-turnout-in-72-years.html?_r=1)

## Teaching with Primary Sources Resource Guide

### Title: Voting Rights: A Brief History

**Historical Background:** The following will expand to fit the space you need. Include an overview/historical background to your topic, as well as links to that content.

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#### Primary Source 1:

Title: Article XV

Link: <https://memory.loc.gov/cgi-bin/ampage?collId=llsl&fileName=015/llsl015.db&recNum=379>

Purpose: This amendment ensures that US citizens shall have the right to vote regardless of race, color, or previous condition of servitude (i.e., slavery)

#### Primary Source 2:

Title: From Slavery to Freedom: The African-American Pamphlet Collection 1824-1909

Link: <http://memory.loc.gov/cgi-bin/ampage?collId=rbaapc&fileName=33200//rbaapc33200.db&recNum=5>

Purpose: This pamphlet illustrates the requirements that were placed on African-American voters—many of which could not be met—during this time period.

#### Primary Source 3:

Title: Application for Voter Registration

Link: <http://www.crmvet.org/info/la-littest2.pdf>

Purpose: This Voter Registration document for the state of Louisiana shows that voters still had to complete many steps such as taking a test before they could vote.

#### Primary Source 4:

Title: The Civil Rights Act of 1964: A Long Struggle for Freedom

Link: <https://www.loc.gov/exhibits/civil-rights-act/multimedia/johnson-signing-remarks.html>

Purpose: The purpose of this audio recording is to include President Johnson's thoughts upon signing this historically significant document.

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