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 Huntsman Seminar, Summer 2017  
 Lesson Plan: 8th Grade US History

Stage 1 Desired Results			
<p><b>ESTABLISHED GOALS</b>            Students will understand how voting rights have evolved in the United States.</p> <p><b>STANDARD</b>            6.4 Analyze the rights, liberties, and responsibilities of citizens.</p>	<i>Transfer</i>		
	<p><i>Students will be able to independently use their learning to...</i>            Analyze graphs and primary sources to make observations and opinions.</p>		
	<i>Meaning</i>		
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Stage 2 - Evidence			
Evaluative Criteria	Assessment Evidence		
<p>Students gathered one or more lines of evidence from graphs and primary sources to support an opinion.            Students used their opinions, supported by evidence, to make a prediction.</p>	<p><b>PERFORMANCE TASK(S):</b>            -Analyze graphs            -Create an opinion            -Form a prediction</p>		

## Stage 3 - Learning Plan

### *Summary of Key Learning Events and Instruction*

#### DAY 1

Bell Ringer- *If the majority of Americans think something is good, are they always going to be right?*

Share responses in groups.

Report responses to class.

Vocabulary- Students are introduced to vocabulary list. Create three columns to sort words into- I know, I think I know, I don't know. Students attempt to match vocab words with definition Students are presented with the list which they sort into the 3 labeled columns in order to study more efficiently.

Activity- Create "identity cards" for all of the students in the class. On index cards or slips of paper, write one of the following identities. Make sure to have a variety of identities in the class, with at least one of each type of person in the mix:

- White man with property
- White man without property
- Enslaved woman
- Free African-American man
- White woman

**Step 1:** Pass out identity cards to each student in the class. Then tell students that in a moment, they will be asked to decide whether they could exercise various rights in the 1770s and 1780s. (The teacher may want to "paint the scene" a little by asking students to share their prior knowledge about the period.)

**Step 2:** Designate different areas of the room with ALWAYS, SOMETIMES or NEVER. The teacher may want to create signs for each area of the room so students don't forget. Before starting the activity, point to each area of the room and repeat whether it is ALWAYS, SOMETIMES or NEVER. Tell students that you are going to read a right, and then they have to decide whether they would have ALWAYS had that right, they would have SOMETIMES had that right, or they would have NEVER had that right in Revolutionary America.

It may be helpful to display these directions for students to refer to during the activity:

- Imagine you are the identity on the card, living in America in the late 1770s.
- Listen to each statement. For each, decide whether you would have had that right ALWAYS, SOMETIMES, or NEVER.
- Move to the correct spot in the room.

**Step 3:** Go through the rights in the following order: VOTE, SERVE ON JURY, OWN PROPERTY. After reading each right, allow students to move around the room. When students are in place, call out each group ("Free white men? Enslaved women?") to see where students have placed themselves. Ask the group whether they think people have chosen correctly. Then, using the "Snapshot of Rights in Early America" chart, tell students whether they have chosen correctly or not. Have students move to the correct part of the room.

**NOTE:** Students who don't move a lot--white men with property and enslaved women--might get bored or lose focus. Check in with them as students are moving about how they feel about their rights.

**Step 4:** After going through all of the rights, debrief with students:

- Who had the most rights?
- Who had the fewest rights?
- Whose rights were in flux?

Note with students that free black men and white women's rights were most in flux, because society wasn't quite sure what to do with them yet. Societal leaders weren't sure whether race determined rights, or status as free. They weren't sure whether gender determined rights, or status as free.

Analysis- Students will be given first look at 1790 voting/census chart. Students will highlight all vocab words. Annotate unknown words. Finally students will interpret the data.  
[https://herb.ashp.cuny.edu/files/original/votingchart\\_f68ea95b6e.pdf](https://herb.ashp.cuny.edu/files/original/votingchart_f68ea95b6e.pdf)

Exit ticket- In your opinion, do you think that voting rights were fair during the early years of the United States? USE evidence from the activity and chart to support your ideas.

#### DAY 2

Bell Ringer- *How should we decide who can and cannot vote? (Who should do this?)*

Share responses in groups.

Report responses to class.

I-Civics voting rights lesson

<https://www.icivics.org/teachers/lesson-plans/voting-rights>

Vocabulary review- Kahoot

#### DAY 3

Bell Ringer- Using what you learned last class- make a list of all the requirements someone must meet to be allowed to vote.

Share responses in groups.

Report responses to class. (Create list on the board)

Frontline Videos about voting-

Show each clip individually. Students will find one thing that interested them or was new knowledge, pair share between clips, come together at the end of all three clips to discuss as a class.

<https://www.pbslearningmedia.org/resource/fl32-soc-voterid/wgbh-frontline-whats-the-deal-with-voters-rights/#.WYDMVdPyuRs>

Frontline Voting Laws-

In pairs, students will be given 2-4 states and will track the changes in voting laws from 2010-2014. Students will report back to class how laws have or have not changed.

[http://apps.frontline.org/votingrights/compare.html#Early\\_Voting/2010](http://apps.frontline.org/votingrights/compare.html#Early_Voting/2010)

Individual writing time- Students will use previous days work to answer the following questions- (complete sentences, using evidence to support opinions)

What are some of the big changes in voting rights that have occurred since the birth of our nation?

In your opinion, what is the most important change?

Should there be people who are not allowed to vote?

Make a prediction about how voting laws may change in the future and the impact it may have on elections. HINT:

Do you think it will be easier or harder for people to vote?