



VOTING RIGHTS EVOLUTION (9-12)

OBJECTIVE: Students will be able to trace the enfranchisement and disenfranchisement of groups throughout US history. Students will make connections to voting rights in the past and SPB Voting.

STANDARDS:

- **HS.C1.4** Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.
- **HS.SP1.3** Evaluate the significance of past events as they relate to their own lives and the world.
- **HS.H4.1** Examine how historically marginalized groups have affected change on political and social institutions.

CIVICS EXAM QUESTIONS:

- There are four amendments to the Constitution about who can vote. Which of the following is true? A: Only citizens 18 and older can vote.

TIMELINE: This lesson fits well prior to designing and implementing the SPB Vote Day. This lesson will help your steering committee think about the voters, who should vote, and how to increase voter turnout.

APPROXIMATE LESSON LENGTH: 50-60 minutes

SUPPORTING MATERIALS:

- [Voting Rights Evolution \(High School\)](#)
- [The History of Voting Rights in America | Your Democracy \(Video\)](#)
- [The History of Voting Rights \(Online Interactive Timeline, WGBH\)](#)

VOCABULARY: Voting, Enfranchisement, Disenfranchisement, Right

INSTRUCTIONS:

1. Engage

- As a class, formulate a list of all stakeholders involved in the school community (students, teachers, administrators, etc.).

- After creating this list, give each small group one stakeholder to create a list of reasons for and against allowing that group to vote for the final SPB project.
- Have each group share their reasons.
- Show the following clip: *The History of Voting Rights in America*

2. Explore

- Explain to students that they will be analyzing critical moments in voting rights history. Even though rights are afforded at one point in time, it did not always mean that those rights were protected. Students will be developing an ebb and flow timeline after they explore.
- Have students explore critical moments in voting rights history, using *The History of Voting Rights (Online Interactive Timeline, WGBH)*.

3. Explain

- Have each student create their own timeline. Timelines may be different from each other due to the fact that while some legislation expanded the rights of some groups, it may have restricted access for others.

4. Elaborate

- Have students share their timeline with other students or another group. Students should be able to justify their placement of events on the timeline.

FORMATIVE ASSESSMENT OR ARTIFACT:

- **Artifact:** Students will create an ebb and flow timeline and answer 6 follow up questions Voting Rights Evolution (High School)
- **Assessment:** Follow up question #3 directly corresponds to the Arizona Civics Exam

EXTENSION ACTIVITIES:

- Analyze a current issue related to voting rights in the U.S. and propose a solution to address it effectively.
- Create a campaign to raise awareness about the importance of protecting and expanding voting rights in a diverse society.