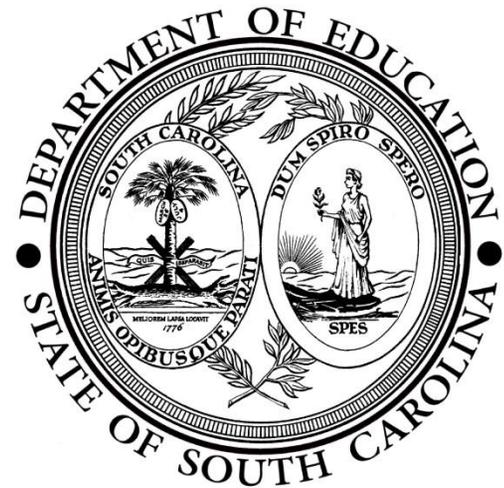


Grade 5

The Right to Vote: Past, Present, and Future

Instructional Resource for the
South Carolina Social Studies Academic Standards

South Carolina Department of Education
Office of Standards and Learning
June 2017



5th grade Social Studies: The Right to Vote: Past, Present, and Future

This mini-unit reviews the Civil War amendments to the U.S. Constitution and women's suffrage. It then addresses the Civil Rights Act, Voting Rights Act, and the Voter Education Project. Additionally, the unit provides practice in writing an argumentative essay and theater skills. Students will be required to think critically and creatively, problem solve, and work collaboratively which are all skills listed in the Profile of the South Carolina Graduate. The mini-unit is intended for 4-5 days of 50 minutes per day instruction.

Standard(s) and/or Indicator(s)

Targeted:

Standard 5-1: The student will demonstrate an understanding of Reconstruction and its impact on the United States.

5-1.2 Explain the effects of Reconstruction, including new rights under the thirteenth, fourteenth, and fifteenth amendments; the actions of the Freedmen's Bureau; and the move from a plantation system to sharecropping.

Standard 5-3: The student will demonstrate an understanding of major domestic and foreign developments that contributed to the United States becoming a world power.

5-3.2 Explain the practice of discrimination and the passage of discriminatory laws in the United States and their impact on the rights of African Americans, including the Jim Crow laws and the ruling in *Plessy v. Ferguson*.

Standard 5-4: The student will demonstrate an understanding of American economic challenges in the 1920s and 1930s and world conflict in the 1940s.

5-4.1 Summarize daily life in the post-World War I period of the 1920s, including improvements in the standard of living, transportation, and entertainment; the impact of the Nineteenth Amendment, the Great Migration, the Harlem Renaissance, and Prohibition; and racial and ethnic conflict.

Standard 5-5: The student will demonstrate an understanding of the social, economic and political events that influenced the United States during the Cold War era.

5-5.3 Explain the advancement of the modern Civil Rights Movement; including the desegregation of the armed forces, *Brown v. Board of Education*, the roles of Rosa Parks, Martin Luther King Jr., Malcolm X, the Civil Rights acts, and the Voting Rights Act.

ELA/Writing grade 5:

Standard 1: Write arguments to support claims with clear reasons and relevant evidence

1.1 Write paragraphs that:

a: introduce a topic or text clearly, state a claim, and create an organizational structure in which related ideas are grouped to support the writer's purpose;

- b. use information from multiple print and multimedia sources;
- c. provide logically ordered reasons supported by relevant facts and details;
- d. use transitional words, phrases, and clauses to connect claim and reasons;
- e. develop and strengthen writing as needed by planning, revising, editing, rewriting;
- f. use paraphrasing, summarizing, quotations, and original language to avoid plagiarism; and
- g. provide a concluding statement or section related to the claim presented.

Theater grade 5

Standard 1: The student will create improvised scenes and written scripts based on his or her own experiences and imagination as well as on literature, history and culture, and current events.

T5-1.2 Impvise characters, environments, dialogue, and actions in theatre activities.

“I Can” Statements

“I Can” statements are learning targets of what students need to know and be able to do as it relates to the standard/indicator(s).

- *Day 1: I can explain the Fifteenth and Nineteenth Amendments and create a timeline of important events and changes that have occurred in the United States voting process.(SS:5-1.2, 5-4.1)*
- *Day 2: I can explain the United States Voting Rights Act and the Voter Education Project. (SS:.5-5.3)*
- *Day 3: I can role play different United States citizens at voting polls over the years. (T 5-1.2)*
- *Day 4: I can write an argumentative piece to support my claims of the 2013 Supreme Court ruling on section 4(b) of the Voting Rights Act of 1965.(ELA/Writing 5.1).*

Essential Question(s)

Suggested essential questions that will help guide student inquiry.

- How has voting in the United States changed over the years?
- Why were the Voting Rights Act and the Voter Education Project important?
- How have current changes in legislation affected the right to vote?

Academic Vocabulary

Some students may need extra support with the following academic vocabulary in order to understand what they are being asked to do. Teaching these terms in an instructional context is recommended rather than teaching the words in isolation. An appropriate time to deliver explicit instruction for the terms is during the modeling process. Ultimately, the student should be able to use the academic vocabulary in conversation with peers and teachers.

- Fifteenth Amendment
- Nineteenth Amendment

- Voting Rights Act
- Voter Education Project
- Discrimination
- Jim Crow Laws
- Suffrage
- Voting Pre-clearance

Prior Knowledge

In fourth grade, students learned that the United States Constitution and the Bill of Rights placed importance on the active involvement of citizens in government and protected the rights of white male property owners but not those of the slaves, women, and Native Americans.(4-4.3)

Subsequent Knowledge

In eighth grade, students will be able to build on the information acquired in this unit when they study the movement for civil rights in South Carolina. (8-7.2)

Potential Instructional Strategies

Note: Ideally, this unit would be taught second semester after students begin studying the Civil Rights Movement.

Day 1: I can explain the Fifteenth and Nineteenth Amendments and create a timeline of important events and changes that have occurred in the United States voting process through the 1920s. (SS 5-1.2, 5-4.1)

Materials:

- Chart paper or sentence strips
- Markers
- Social Studies textbook or electronic device
- Optional picture book/video Lillian’s Right to Vote by: Jonah Winter (see resources)

Procedures:

- Use picture book of choice to read aloud or show short video of choice about voting. See resource list for suggestions.
- The teacher will review the 15th and 19th amendments with students.
- Students will work in pairs or small groups to research and create a timeline of events in the voting process from the

establishment of the United States through the 1920s.

Day 2: I can explain the United States Voting Rights Act and the Voter Education Project. (SS:.5-5.3)

- After studying the Voting Rights Act, refer to the *2018 South Carolina African American History Calendar* and the month of June and the biography of Jim Felder. Let students know that Jim Felder returned to South Carolina to direct the South Carolina Voter Education Project.
- Discuss the importance of the Voting Rights Act and the Voter Education Project and have students add both events to their timelines.

Day 3: I can role play different United States citizens at voting polls over the years. (T 5-1.2)

Materials:

- Large index cards
- Poster board or tag board
- Markers
- Mock polling place, tables, ballots, etc.

Procedures:

- The teacher will write years from the timeline(s) on tag board and the following different citizens on large index cards:
 - Wealthy Caucasian male
 - Poor Caucasian male
 - Caucasian female
 - African American male
 - African American female
 - Native American male
 - Native American female
- The teacher will assign students a citizen from above. The remaining students will be poll workers.
- The teacher will post a timeline year at the polling place.
- Each citizen will attempt to enter the polling place to vote.
- Poll workers will determine whether the citizen is allowed to vote in that particular year
- This process should be repeated several times for different pivotal dates from the voting timeline.

The teacher will lead a class discussion about the voting role play. Ask students how the role they played made them feel about the inequality in voting rights over the years. Ask the poll workers how it felt to allow some of the citizens to vote and to turn others away.

Day 4: I can write an argumentative piece to support my claims of the 2013 Supreme Court ruling on section 4(b) of the Voting Rights Act of 1965. (ELA/Writing 5.1).

Procedures:

- After studying the Supreme Court ruling of 2013 that Section 4(b) of the Voting Rights Act of 1965 is unconstitutional, have students use various print and electronic sources to do further inquiry. Then have a class discussion. Ask students if they agree or disagree with the ruling. Ask students if they think the Supreme Court made the right decision or if they think the ruling is step backwards for voting rights in the United States.
- Students will use multiple print and electronic sources to write an argumentative essay about the 2013 Supreme Court decision. Students will take a stance on their beliefs about the ruling, and cite evidence from multiple sources to support their ideas. See resources for a suggested article.
- Use South Carolina Department of Education argument writing rubric. (see resources)

Potential Assessment Task

Day 4: *Argument writing (5-1.1)*

Resources

Liptac, Adam (2013) *Supreme Court Invalidates Key Part of Voting Rights Act*. Retrieved from <http://www.nytimes.com/2013/06/26/us/supreme-court-ruling.html>

South Carolina Department of Education (2018). *South Carolina African American history calendar* [PDF document]. Retrieved from <http://scafricanamerican.com/download/>

South Carolina Department of Education. (2016). *Suggested elementary instructional units* [PDF document]. Retrieved from <https://ed.sc.gov/scdoe/assets/File/instruction/standards/ELA/Units/Elementary/Grade-5-Argument-Writing-Arguing-Two-Sides.pdf>

Winter, J. (2016, June 28). *Lillian's right to vote* [Video file]. Retrieved from <https://www.youtube.com/watch?v=hcHqt68RdHM>