

Middle Childhood Education Lesson Plan Template v. 2

Teacher Candidate Name: Katie Jeter & Celena Otcasek

Lesson Title: Voting Restrictions in a “Democratic” United States

Grade Level: 8th Grade

Lesson Foundations

Content Standards	<p>ONLS 8.16: Cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole.</p> <p>CCSS 6-8.6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p>
Learning Objective(s)	<p>LO 1: Students will interpret a sample literacy test from the Reconstruction Era to determine prejudices of policymakers at that time.</p> <p>LO 2: Students will compare the disenfranchisement of marginalized citizens after the introduction of the 15th Constitutional Amendment to current voter registration policies.</p>
Prior Academic Knowledge and Skills	<p>Students:</p> <p>Have knowledge of events leading up to the 15th Amendment (Civil War, Reconstruction, etc.)</p> <p>Have knowledge of 15th Amendment</p>
Materials & Resources	<p>“Buying American Elections” by Leticia Wiggins and Patrick Potyondy http://origins.osu.edu/historytalk/buying-american-elections Sample literacy tests (1 per student) PowToon slideshow https://www.powtoon.com/online-presentation/cOJnSUPfb6x/ss-methods-micro-teach/ “Mrs. Guilford...” video https://www.youtube.com/watch?v=WBVjp_Z773Y Venn Diagram (1 per student) Exit tweet template (1 per student)</p>

Assessments

Description of assessment	Modifications and accommodation to the assessment so that all students can demonstrate their learning.	Evaluation Criteria - What evidence of student learning (identify learning objective(s) being assessed) does the assessment provide?
A1: Check for Understanding	Allow additional processing time for students when answering in front of whole class. Walk around and speak to small groups of students during think-pair-share so not every group has to share aloud.	LO #1 Students will discuss current voting restrictions and why they think they may be put into place (i.e. racial prejudices, policymakers own personal gain)
A2: Literacy Test	Read questions aloud to struggling readers and ESL students.	LO #1 As students complete the literacy test, they will identify phrases and other details that complicate the tasks, thus highlighting possible biases by the test creator.
A3: Venn Diagram	Model filling out the Venn diagram for struggling readers. Having an electronic version that students can type out for struggling writers and ESL students.	LO #1 Students will compare past and current voting restrictions (Policymakers in the Reconstruction Era used their influence to restrict African-Americans out of elections through "literacy tests," which is comparable to lobbyists and SuperPACs influencing elections today)
A4: Exit Tweet	Allow ESL students and struggling writers to type out or verbally give answer for exit tweet. Sentence starters for struggling students.	LO #1 For their exit tweet students will state something they learned about voting restrictions (i.e. voting restrictions are still being used today they have just taken on a new form, voting restrictions are inherently biased)

Instructional Procedures/Steps

	Teacher will...	Student will...
Opening 10 Minutes	<p>Include instructional practices, questions you will ask, checks for understanding, differentiation, evidence of culturally responsive teaching practices</p> <ol style="list-style-type: none"> 1) Review agenda for the day 2) Introduce LO's 3) Show video (A1)(LO1) https://www.youtube.com/watch?v=WBVjp_Z773Y Were you surprised by the video? What surprised you the most? Why do you think these restrictions are in place? Is this constitutional? Why is it happening? 	<p>What will students be doing? What evidence of learning will students demonstrate? Student-centered learning/Opportunities for Practice and Apply</p> <p>3) Following the video, students will do a Think-Pair-Share about their reaction. Discuss whether or not students were surprised, what surprised them. Bring up racial prejudices, policymakers with the power to forward personal agendas with influence (money).</p>

<p>Instruction 35 Minutes</p> <p>Procedures and steps to the lesson.</p>	<p>1) Distribute Literacy test (LO1) Mini-lecture of original purpose of literacy test: literacy tests were designed to force prospective voters to prove their literacy (ability to read). White illiterate voters however, were allowed to vote due to the “grandfather clause” which allowed illiterate men to vote if their ancestors had the right to vote prior to the Civil War. Therefore this test was primarily used to deter minority races from voting.</p> <p>2) Go over literacy test (A2)(LO1); <i>as we grade, we will reflect and discuss aspects of the test that may reveal biases. Are the tasks themselves difficult? What makes the test challenging? Why would policymakers require something like this in order to vote? Does this accurately test a person’s literacy? Why or why not? Should all voters be “smart” enough to pass this test? What does this test reveal about bias?</i></p> <p>3) Distribute Venn diagram (A3)(LO2). <i>What aspects of elections were unique to the Reconstruction Era? What aspects are unique to current elections? What are some similarities? What could be considered today’s “literacy tests?”</i></p> <p>4) Lead group discussion about Venn diagram, fill one out on projector/ELMO/board (LO2). <i>Ask students to share what they wrote down, mention some things that may have been brought up while students were working.</i></p>	<p>1) After listening to the lecture, students will have five minutes to attempt the test.</p> <p>2) Students will highlight/circle phrases that they found difficult to interpret, contribute to class discussion. Redundant phrasing, irrelevant tasks, note the length of the test vs. the time allotted. Does not accurately assess literacy. Designed to be difficult, prevent people from voting. Biased against non-white voters.</p> <p>3) Students will have ten minutes to work in partners to complete the Venn diagram, using notes from class and information from the podcast. Both sides attempt to control the outcomes of elections; Reconstruction required voters to be “literate,” Current lobbyists fund politicians with common personal and political agendas. Both sides restrict those who are allowed to vote according to the Constitution.</p> <p>4) Students will use the notes from their Venn diagram to contribute to class discussion. Reference Venn diagram, podcast, previous knowledge of Reconstruction era to highlight some similarities and differences between the past and present issues (i.e. voter identification).</p>
--	---	--

<p>Closure 5 Minutes</p>	<p>1) Debrief on day's lesson</p> <p>Do you think voting restrictions are fair or reflect democratic principals? Will there ever be a time where our country will not enforce them? What would have to be done to eliminate the inherent bias of voting restrictions?</p> <p>2) Exit tweet (A4)(LO2) What did you learn today about voting restrictions?</p>	<p>1) Students will discuss the future of voting restrictions.</p> <p>2) Students will share something they learned: (i.e. voting restrictions are still being used today they have just taken on a new form, voting restrictions are inherently biased)</p>
------------------------------	--	--

Materials:

The State of Louisiana

Literacy Test (This test is to be given to anyone who cannot prove a fifth grade education.)

Do what you are told to do in each statement, nothing more, nothing less. Be careful as one wrong answer denotes failure of the test. You have 10 minutes to complete the test.

1. Draw a line around the number or letter of this sentence.
2. Draw a line under the last word in this line.
3. Cross out the longest word in this line.
4. Draw a line around the shortest word in this line.
5. Circle the first, first letter of the alphabet in this line.
6. In the space below draw three circles, one inside (engulfed by) the other.

7. Above the letter X make a small cross.
8. Draw a line through the letter below that comes earliest in the alphabet.

Z V S B D M K I T P H C

9. Draw a line through the two letters below that come last in the alphabet.

Z V B D M K T P H S Y C

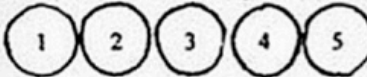
10. In the first circle below write the last letter of the first word beginning with "L".



11. Cross out the number necessary, when making the number below one million.

1000000000

12. Draw a line from circle 2 to circle 5 that will pass below circle 2 and above circle 4.



13. In the line below cross out each number that is more than 20 but less than 30.

31 16 48 29 53 47 22 37 98 26 20 25

14. Draw a line under the first letter after "h" and draw a line through the second letter after "j".

a b c d e f g h i j k l m n o p q

15. In the space below, write the word "noise" backwards and place a dot over what would be its second letter should it have been written forward.

16. Draw a triangle with a blackened circle that overlaps only its left corner.

17. Look at the line of numbers below, and place on the blank, the number that should come next.

2 4 8 16 ____

18. Look at the line of numbers below, and place on the blank, the number that should come next.

3 6 9 ____ 15

19. Draw in the space below, a square with a triangle in it, and within that same triangle draw a circle with a black dot in it.

20. Spell backwards, forwards.

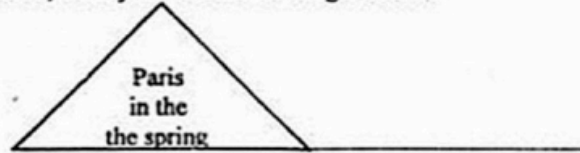
21. Print the word vote upside down, but in the correct order.

22. Place a cross over the tenth letter in this line, a line under the first space in this sentence, and circle around the last the in the second line of this sentence.

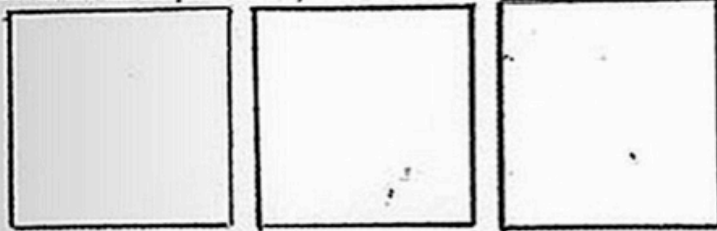
23. Draw a figure that is square in shape. Divide it in half by drawing a straight line from its northeast corner to its southwest corner, and then divide it once more by drawing a broken line from the middle of its western side to the middle of its eastern side.

24. Print a word that looks the same whether it is printed frontwards or backwards.

25. Write down on the line provided, what you read in the triangle below:



26. In the third square below, write the second letter of the fourth word.



27. Write right from the left to the right as you see it spelled here.

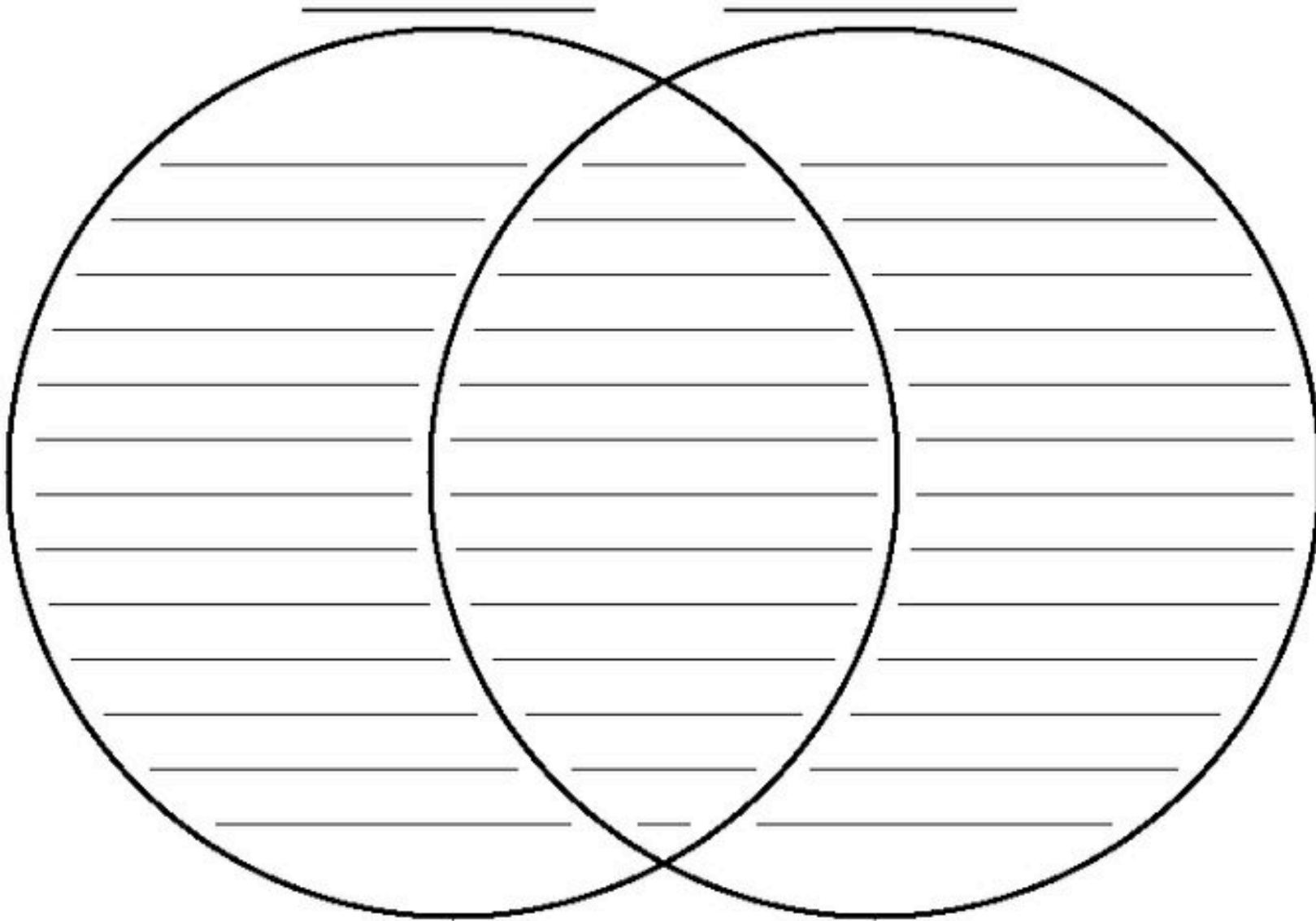
28. Divide a vertical line in two equal parts by bisecting it with a curved horizontal line that is only straight at its spot bisection of the vertical.


29. Write every other word in this first line and print every third word in same line, (original type smaller and first line ended at comma) but capitalize the fifth word that you write.

30. Draw five circles that one common inter-locking part.


Name : _____

Venn Diagram



 Today's Tweet

@ _____

 Today's Tweet

@ _____
