Author’s Name: Cameron Snyder

Lesson Title: A History of Stolen Citizenship

Grade Level: 11th Grade

# Essential Question: Why do some votes count less than others?

## Lesson Foundations:

### Content Standards

American Government 11: *Constitutional amendments have provided for civil rights such as suffrage for disenfranchised groups.*

### Learning Objectives

1. Students will be able to describe key events in the history of disenfranchisement of African-American voters in the U.S.
2. Students will be able to connect primary source images to important events or laws from the history of African-American disenfranchisement.

### Assessments

1. 3-2-1 Handout
2. Big Paper Silent Discussion
3. Whole Class Debrief
4. Exit Ticket

### Materials & Resources

* PowerPoint
* [Voting Crime and Race History](http://origins.osu.edu/article/voting-crime-and-race-history-stolen-citizenship-disenfranchisement-felony) Article
  + (http://origins.osu.edu/article/voting-crime-and-race-history-stolen-citizenship-disenfranchisement-felony)
* [Sentence Starters](https://www.grammarly.com/blog/sentence-starters/) Site (https://www.grammarly.com/blog/sentence-starters/)
* 3-2-1 Handout
* Big Paper Poster sheets
* Exit Ticket
* **Primary Source Images:** 
  + “[Everything Points to a Democratic Victory](http://origins.osu.edu/sites/origins.osu.edu/files/3c27754v.jpg)” (http://origins.osu.edu/sites/origins.osu.edu/files/3c27754v.jpg)
  + “March on Washington”
  + “Shall St. Louis Be the Slave Master?”
  + “Ex-Felon Voting”
  + “Felony Disenfranchisement by State”

## Instructional Procedures/Steps:

### Opening: 5 Minutes

#### Prior Knowledge Review

1. Teacher will have students pull out their homework reading from the previous night (A History of Stolen Citizenship– Origins).
2. Teacher will go over major points from the article and ask students to share their thoughts.
3. Teacher will ask students to summarize the events they read about in the handout:

* What were some of the ways white southerners worked around the 13th and 14th amendments to block African-Americans from voting?
* What events caught your attention?
* How do these events reveal that the institutional racism that was established following the Civil War?

1. Teacher will introduce the lesson’s compelling question: *How do some votes count less than others?*

#### Introduction of Learning Objectives

1. Teacher will ask students to examine the “I Can” statements for the day’s lesson.

* “I Can” describe key events in the history of disenfranchisement of African-American voters in the U.S.
* “I Can” connect primary source images to important events or laws from the history of African-American disenfranchisement.

1. Teacher will ask students:

* How can we build off of the reading to begin to understand how disenfranchisement has been a part of American history?

### Instruction: 35 Minutes

#### Mini-Lecture

1. Teacher will lead students through the brief PowerPoint slide show covering disenfranchisement and the history of African-American voter suppression.
2. Teacher will give students the 3-2-1 handout to complete during the PowerPoint.
3. Teacher will pause after slides to have students respond to questions over content.
4. During the Mini-Lecture, teacher will ask students the following questions:

* Look at the quote at the bottom of the slide (Slide 8): Why do these laws and policies of suppressing votes continue even today?
* What does the use of public whippings and other forms of punishment have to do with voting? What did the article tell us about these methods?
* How did these petty theft laws gain traction in the southern states during the 1870s?
* The use of poll taxes has been celebrated by some and lamented by others. How are these taxes fair or unfair? How would you defend their use?
* Can we think of any examples of a modern day “Pig Law” similar to the ones enacted in Mississippi?
* How is mass incarceration used in political campaigns? Can you think of any modern examples?
* What is ironic about the United States having the highest prison population in the world?
* Why are photo IDs and voter purges included in the modern day methods of disenfranchisement?
* How has your understanding of voter suppression changed through reading about these methods?

1. Teacher will ask students if they need any clarification on PowerPoint content.

#### 3-2-1 Partner Activity and Handout

1. During the PowerPoint presentation, the teacher will ask students to refer to the 3-2-1 Handout on their desks.
2. Teacher will ask students to consider:

* 3 key disenfranchisement laws from history. Define them.
* 2 modern forms of disenfranchisement. Briefly define them.
* 1 summary of disenfranchisement throughout American history. Use one law as support.

1. The teacher will ask students to expand upon their answers:

* What issues did you consider most important to understanding the history of disenfranchisement?
* What is one law that we continue to see today? How has it evolved or changed?

#### Big Paper Silent Discussion

1. Following the Mini-Lecture and 3-2-1 handout, the teacher will introduce the Silent Discussion Activity.
2. The rules of the activity are:

* It must be silent – only communication is through writing thoughts on the papers.
* Students are to attempt to get to all of the questions.
* They are to make at least one original response per paper. And they must respond to at least one classmate per paper.
* Students will place their names under their responses.
* After they have completed their responses, they are to return to their seats.

1. The questions students will respond to are:

* Document A shows an 1880’s depiction of an African-American citizen being intimidated into not casting a vote in the election. In what ways were African-American voters mitigated from voting in the late 1800’s?
* This image shows protestors calling for “voting rights” and for “an end to police brutality.” From our readings and from our mini-lecture, how are these two calls-to-action linked?
* Document C shows a representation of the 1916 Election in St. Louis. How do the people in this picture give us an understanding of how disenfranchisement was popularly understood during the early 1900’s?
* In modern times, disenfranchisement has been shaped around the concept of criminal voting rights. Examine the sign these protestors are holding. What connections to history does their sign point to?
* Examine the map. How do states disenfranchise voters during and after their incarceration? Using your own understanding, how do these laws unequally target African-Americans?

1. As students silently discuss, the teacher will walk around the room to examine responses and help students who may need guidance with questions.

* Think back to the reading or the PowerPoint, how does this question address one of the laws we talked about today?
* How can you expand upon this answer?
* Are there any other considerations you can make to make your answer more thorough?

1. Teacher will call out when students should transition to the next discussion question and encourage them to respond to answers from their classmates.
2. Teacher will ask students to find their seats after students have commented on all of the discussion questions.

#### Whole-Class Debrief

1. Following the Silent Discussion activity, the teacher will engage students in a discussion around the responses to the prompts.
2. The teacher will ask the following questions:

* What major tactics were used in the early 1880’s to mitigate voting?
* How do these tactics help us understand early disenfranchisement?
* How did you connect the police brutality protestor to the protestor calling for voting rights?
* What events in our history have linked these two calls for change?
* Looking back at the Felony Disenfranchisement map, what connections did you make to history? How is this the same or different than historical voter suppression laws?

1. Teacher will ask extension questions:

* Why is it important to discuss these things, especially in a modern context?
* How have these laws change your understanding of the right to vote in America?

### Closure: 5 Minutes

#### Exit Ticket (A4, LO1, LO2)

1. As the Whole-Class Debrief ends, the teacher will ask students to respond to the Exit Ticket question on their handout.

* Reflect on one of the images you examined during the Silent Discussion activity. How can you connect a historical disenfranchisement law and a modern form of voter suppression?

### Accommodations/Enrichment

* Sentence Starters (ELL Students, IEP Students, 504 Students, Struggling Writers)
* Visual Supports (ELL Students, IEP Students, 504 Students, Struggling Writers)
* Extension Questions (Gifted Learners)