**Lesson Plan Template**

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Lesson Title: From Republicans to Democrats: The Changing Political Allegiance of Black Voters

Grade Level: 9-12th

Compelling Question:

1. Why did Black voters vote in greater numbers for Republicans in the first 70 years after the Civil War?
2. Why did the African American vote shift to the Democratic Party by 1968?

**Lesson Foundations**

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| Content Standards | If the Republican Party was at the forefront of the movement to abolish slavery and to protect Black rights during Reconstruction, then why, for the past 50 years, have African Americans consistently voted at an 80% or higher rate for a Democratic president?  This lesson asks us to evaluate how the Republican Party went from outlawing slavery in the United States to its present struggle to appeal to black voters.  NCSS C3 Standard D4.7.9-12. *Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.* |
| Learning Objective(s) | 1. Comprehend two articles (one Origins article and one Thomas Sowell article) on the topic of the Republican Party and race. 2. Create a living Venn diagram that compares and contrasts the ideas in the Origins and Thomas Sowell articles. 3. Write a letter to the editor of a local news outlet or to a local or state Republican legislator in which you both demonstrate a grasp of the history of the Republican Party on race relations and advocate for at least three ways that the local or state political party (Republican, Democrat, etc.) organization could better appeal to Black voters. |
| Assessment(s)  Include LO being addressed | (LO1) Active reading assessment  (LO2) Venn Diagrams and class discussion  (LO3) Write a letter to a legislature or other political representative. |
| Materials & Resources | **PPT:**  **Sources:**  <http://origins.osu.edu/history-news/republican-party-and-african-americans-real-history>  <https://www.creators.com/read/thomas-sowell/03/14/republicans-and-blacks-5ed5e>  <https://www.cnbc.com/2020/06/23/robert-johnson-urges-black-lives-matter-to-form-a-political-party.html> |

**Instructional Procedures/Steps**

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| Opening  \_\_\_\_\_\_\_\_\_\_ Minutes | 10 minutes—Show the video from the following website: <https://www.cnbc.com/2020/06/23/robert-johnson-urges-black-lives-matter-to-form-a-political-party.html>  Allow students to discuss topics that interest them in this video, like reparations.  However, steer the conversation toward whether the Democratic Party or the Republican Party has represented African Americans well throughout US history. |
| Instruction  \_\_\_\_\_\_\_\_\_\_ Minutes | 1. 10 minutes: Introductory Set from above. 2. 10-15 minutes: Students read the Origins and Thomas Sowell articles. Students are strongly encouraged not just to read but follow their note-taking strategies as well. 3. 20-25 minutes: students create a living Venn diagram.  A living Venn diagram consists of students acting as the “bullet points” inside the diagram.  Divide the class into groups. Each group quickly discusses the similarities and differences between the two articles.  Give each group LARGE note cards. Students are to write the bullet points they came up with in LARGE letters. Each student is given at least one bullet point card.  Designate one side of the room to the region where students with bullet-pointed cards describing the Origins article will stand.  The opposite side of the room should be designated for students with Sowell article bullet points.  The middle of the room should be the similarities. Then, have the students stand in the part of the room that corresponds to the information on their card.  The students should take turns reading from their information (note, they don’t have to AGREE with the information on their card…they describe the content on the card). If you wish, the teacher can have students tape their cards to the wall inside a makeshift Venn diagram for the visual learners.  After the first group has presented, allow the second group to present and post their cards in a different spot.    * + - 1. Modification—if this class is conducted via Zoom, have students either write out their own Venn diagram or complete an electronic Venn diagram on a shared Google Doc. 4. 5 minutes—end the class by noting the similar and different points made by each group. 5. 5-7 minutes: On the second day of class, start out class with the following Kahoot.  This Kahoot reviews the Origins article students read the day before.    1. <https://create.kahoot.it/share/ead17f98-69a5-494b-b542-0d92a416fc9d> 6. Be sure to finish up any presentations that were not finished. Be willing to add an extra day for this lesson if needed. 7. 5-15 minutes: Review with students the timeline of the Republican Party’s race record. Also, remind students of the similarities and differences brought up yesterday between the two articles.  Then, ask students to voice their opinion: to what extent has the Republican Party abandoned its original reputation of being a champion of Black rights? 8. 20-25 minutes—students are given a rubric for a letter to the editor/legislator. The teacher explains the assignment.  Students are given a chance to begin work in class. The teacher establishes the due date. |
| Closure  \_\_\_\_\_\_\_\_\_\_ Minutes | **Synthesis:** Utilize the material covered in class to write a letter to a representative about how their party could better serve and appeal to Black voters. |
| Accommodations/ Enrichment/ Extension | This article gives an overview of how Black voters have been discriminated against even in the years after the Civil Rights Era: <http://origins.osu.edu/history-news/race-and-voting-past-and-present>  This podcast provides some historical context for sports protests involving African American rights: <http://origins.osu.edu/sites/origins.osu.edu/files/history-talk/mp3/History_Talk_NFL_kneeling_natl_anthem_Nov13_2017-DRAFT%203.mp3>  This Origins article addresses not only the record of the Lyndon Johnson administration in addressing crime in Black neighborhoods but also makes a connection to more recent events, especially the 2014 demonstrations in Ferguson, Missouri: <http://origins.osu.edu/article/harlem-ferguson-lbjs-war-crime-and-americas-prison-crisis> |