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Lesson Title: Racial Patterns in Felony Disenfranchisement

Grade Level: American Government

Essential Question: How has felony disenfranchisement disproportionately affected minority populations in the United States, specifically African Americans?

### Lesson Foundations

Content Standards	<b>ODE American Government Standard 17:</b> Historically, the United States has struggled with majority rule and the extension of minority rights. As a result of this struggle, the government has increasingly extended civil rights to marginalized groups and broadened opportunities for participation.		
Learning Objective(s)	<ol style="list-style-type: none"> <li>1) <b>SWBAT</b> examine the origins of felony disenfranchisement laws in the United States and the ways they were used to keep African Americans from practicing their right to vote.</li> <li>2) <b>SWBAT</b> analyze the consequences of felony disenfranchisement and the disproportionate effects on the African American community.</li> </ol>	Assessment(s)	<ol style="list-style-type: none"> <li>1) Think, Pair, Share</li> <li>2) Big Paper</li> <li>3) Exit Ticket</li> </ol>
Materials & Resources	<ul style="list-style-type: none"> <li>● PowerPoint</li> <li>● Think, Pair, Share Handout</li> <li>● Big Paper Sources                             <ul style="list-style-type: none"> <li>○ Source A: U.S. Felony Disenfranchisement Laws by State <a href="http://origins.osu.edu/sites/origins.osu.edu/files/Sentencing-Project.png">http://origins.osu.edu/sites/origins.osu.edu/files/Sentencing-Project.png</a></li> <li>○ Source B: Percent of Adult Males Incarcerated <a href="http://origins.osu.edu/sites/origins.osu.edu/files/usa_2009-_percent_of_adult_males_incarcerated_by_race_and_ethnicity-2.png">http://origins.osu.edu/sites/origins.osu.edu/files/usa_2009-_percent_of_adult_males_incarcerated_by_race_and_ethnicity-2.png</a></li> <li>○ Source C: Felony Disenfranchisement: A Primer <a href="https://www.sentencingproject.org/publications/felony-disenfranchisement-a-primer/">https://www.sentencingproject.org/publications/felony-disenfranchisement-a-primer/</a></li> <li>○ Source D: How Systemic Racism Keeps Millions of Black People From Voting <a href="https://www.vera.org/blog/how-systemic-racism-keeps-millions-of-black-people-from-voting">https://www.vera.org/blog/how-systemic-racism-keeps-millions-of-black-people-from-voting</a></li> <li>○ Source E: What Would Happen if Felons in the U.S. Could Vote? <a href="https://qz.com/784503/what-would-happen-if-felons-could-vote/">https://qz.com/784503/what-would-happen-if-felons-could-vote/</a></li> </ul> </li> </ul>		

## Instructional Procedures/Steps

<p><b>Opening</b> 15 Minutes</p>	<p><b>Bell Ringer</b></p> <ol style="list-style-type: none"> <li>1) The teacher will display the Bell Ringer on the PowerPoint as students walk into class. Students will have the opportunity to discuss the Bell Ringer amongst themselves before class starts:             <ol style="list-style-type: none"> <li>a) What is <i>disenfranchisement</i>?</li> </ol> </li> <li>2) To begin class, the teacher will ask students to share their definitions of <i>disenfranchisement</i>.             <ol style="list-style-type: none"> <li>a) Questions to drive discussion:                 <ol style="list-style-type: none"> <li>i) What have you learned in past classes about this word?</li> <li>ii) What might this word have to do with?</li> <li>iii) Why might this word be important to what we are studying in class?</li> </ol> </li> </ol> </li> <li>3) The teacher explain that <i>disenfranchisement</i> is depriving people of their right to vote.</li> <li>4) The teacher will move the discussion to focus around methods of disenfranchisement. At the end of this discussion, the teacher will explain to students that felony disenfranchisement is a very common way to deprive people of their right to vote, and this is what the rest of the lesson will be focusing on.             <ol style="list-style-type: none"> <li>a) Questions to drive discussion:                 <ol style="list-style-type: none"> <li>i) What are ways people have been deprived of their right to vote?</li> <li>ii) What have you learned in past classes about this?</li> <li>iii) Is this something that occurred in the past, or does this still occur today?</li> <li>iv) Why might this affect the outcomes of elections?</li> </ol> </li> </ol> <p><b>Intro of Learning Objectives and Compelling Question</b></p> <ol style="list-style-type: none"> <li>1) The teacher will introduce the Learning Objectives and the Essential Question. These will be viewed on the PowerPoint.</li> </ol> </li></ol>
<p><b>Instruction</b> 60 Minutes</p>	<p><b>Lecture on Background</b></p> <ol style="list-style-type: none"> <li>1) The teacher will give a brief lecture on how felony disenfranchisement functioned in American society throughout history, particularly during the years following the Civil War. This will focus on crimes that led to felony disenfranchisement were broadened, and how these policies were mainly implemented to keep African Americans from voting. It will also look at how mass incarceration has replaced slavery as an oppressive institution, and how mass incarceration disproportionately affects African Americans, leading to felony disenfranchisement laws disproportionately affected them as well.</li> </ol>



- a) Question to ask during lecture:
  - i) Are these numbers shocking? Why or why not? How do you think we got here?
  - ii) What is a felony? What are some present-day examples?
  - iii) Why might convictions for major crimes have been so low prior to the Civil War?
  - iv) What did the 13th amendment do? The 14th? The 15th?
  - v) What is larceny?
  - vi) What was the purpose of lowering the bar for felony?
  - vii) What are the implications of Mississippi's "Pig Law"?
  - viii) What do I mean when I say "mass incarceration replaced slavery as an oppressive institution?"
  - ix) How are mass incarceration and felony disenfranchisement related?

**Think, Pair, Share**

- 1) The teacher will pass out the Think, Pair, Share Handout.
- 2) The teacher will display the Think, Pair, Share prompt on the PowerPoint.
  - a) How has felony disenfranchisement evolved over the past few years?
- 3) The teacher will ask students to take a few minutes to write down their thoughts on the prompt in the "Think" box on the worksheet.
- 4) After students have had a few moments to write down their own thoughts, the teacher will ask students to take a few minutes to talk to peers near them about the prompt. The teacher will ask students to write down the things they discuss with their peers in the "Pair" box on the worksheet.
- 5) After students have had a few moments to talk amongst themselves, the teacher will pull the class together for a class discussion. The teacher will ask students to share their own thoughts or the thoughts of their peers. The teacher will ask students to write down the things discussed during the class discussion in the "Share" box on the worksheet.
  - a) Questions to drive discussion:
    - i) How did felony disenfranchisement function in society prior to the Civil War? How often was it used? How did this change as time went on?
    - ii) How has felony disenfranchisement been used to target specific populations in order to keep them from exercising their right to vote?
    - iii) How does felony disenfranchisement compare to other barriers that were used to keep people from voting, such as poll taxes and literacy tests?



**Introduction to Sources for Big Paper**

- 1) The teacher will pass out the sources to students.
- 2) The teacher will give students a few minutes to look through the sources, analyze them, and make notes.

**Big Paper Silent Discussion**

- 1) Prior to the beginning of class, the teacher will have set up the five sources around the room, each with their own big piece of paper.
- 2) The teacher will explain to students that for this activity they will be traveling around the room to the different sources. They will write a comment on the big piece of paper about the source. There will be prompts/questions on the PowerPoint while students are working in order to help drive their thinking and give them ideas on what they could write. Students will write their initials next to each comment they write.
- 3) The teacher will explain to students that they should also be responding to the comments of their peers on the paper. The teacher will explain that this is basically a class discussion about the sources, but in written format instead of spoken.
- 4) The teacher will remind students that even if they have written on the papers for all of the sources, they should continue to travel around and read the comments of their peers, and try to respond to them.
- 5) After explaining all of this to students, the teacher will release students to complete the activity, and walk around the room to answer questions and drive the students' thinking deeper.
- 6) Source 1: U.S. Felony Disenfranchisement Laws by State
  - a) Supporting Questions:
    - i) Which parts of the U.S. have stricter felony disenfranchisement laws?
    - ii) What patterns do you see in the map?
    - iii) What might be the reason for the patterns displayed by the map?
- 7) Source 2: Percent of U.S. Prison Population by Race
  - a) Supporting Questions:
    - i) What are some of the patterns you notice in the charts?
    - ii) How does this chart support the idea that felony disenfranchisement disproportionately affects African Americans?
    - iii) What other social issues are present in this chart?
- 8) Source 3: Felony Disenfranchisement: A Primer



	<ul style="list-style-type: none"> <li>a) Supporting Questions:             <ul style="list-style-type: none"> <li>i) What is the impact of felony disenfranchisement?</li> <li>ii) What is this reading claiming?</li> </ul> </li> <li>9) Source 4: How Systemic Racism Keeps Millions of Black People from Voting             <ul style="list-style-type: none"> <li>a) Supporting Questions:                 <ul style="list-style-type: none"> <li>i) What parts of this reading were mentioned in the lecture earlier in class?</li> <li>ii) What additional information did you learn?</li> <li>iii) What is the legacy of laws to keep black people from voting?</li> </ul> </li> </ul> </li> <li>10) Source 5: What Would Happen if Felons in the U.S. Could Vote?             <ul style="list-style-type: none"> <li>a) Supporting Questions:                 <ul style="list-style-type: none"> <li>i) What are some other consequences of felony disenfranchisement beside the final tally?</li> <li>ii) If someone is denied the right to vote because of felony disenfranchisement laws, how does this affect their friends, families, and relatives on voting day?</li> </ul> </li> </ul> </li> </ul> <p><b>Debrief of Big Paper in Groups</b></p> <ul style="list-style-type: none"> <li>1) The teacher will put students into groups, and assign each group to a source.</li> <li>2) The teacher will ask each group to look over the comments and discussions on the big paper. As a group, they will pick 1-2 comments from the paper that they found most interesting.</li> </ul> <p><b>Debrief of Big Paper as a Class</b></p> <ul style="list-style-type: none"> <li>1) The teacher will ask each group to share their 1-2 comments that they chose from the big paper they were assigned. The teacher will use these comments to generate a discussion of the sources:             <ul style="list-style-type: none"> <li>a) Questions to drive discussions:                 <ul style="list-style-type: none"> <li>i) What source did you find most powerful?</li> <li>ii) Did any of the sources change beliefs that you had prior to this lesson?</li> <li>iii) How did these sources deepen your knowledge of the content we discussed in the lecture?</li> <li>iv) How does each source demonstrate the consequences of felony disenfranchisement?</li> <li>v) How does each source demonstrate the disproportionate effects of felony disenfranchisement on the African American population?</li> </ul> </li> </ul> </li> </ul>
Closure	<b>Exit Ticket</b>

15 Minutes	<ol style="list-style-type: none"><li>1) The teacher will display the Exit Ticket prompt on the PowerPoint, and instruct students to answer the prompt on a sheet of paper. The teacher will be sure to remind students to reference the sources they analyzed during the lesson in order to back up their answer with evidence. Students will complete this individually.<ol style="list-style-type: none"><li>a) How has felony disenfranchisement disproportionately affected minority populations in the United States, specifically African Americans?</li></ol></li></ol>
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