

CULMINATING CONNECTED ACTIVITY: PODCAST INTERVIEW

Overview

In this culminating activity students will make connections between the work of individuals in different states using the knowledge they have gained through the readings, activities, and class discussions. They will write questions that address the actions taken by the individuals and organizations featured in Lesson 2 and then write answers that address the overarching reasons behind those actions and the impact they had on the states and the United States as a whole.

Objectives

Students will be able to

- Integrate what they have learned about the actions of individuals and groups in different contexts
- Write questions and answers that reflect the concerns and perspectives of a variety of individuals and groups in different states at different times

Materials

- Materials from all previous lessons
- Podcast activity sheet

Procedure

1. Voting Rights Podcast Activity

- a. This final culminating activity pulls together the content in all the modules you chose to share with your students. It requires students to evaluate the actions taken by the individuals from different states by preparing for a hypothetical podcast in which they will be interviewing the groups and individuals they have learned about concerning the stands they took to secure voting rights, the challenges they faced, and the impact of their efforts.
- b. Each student (or students working in groups) will consider the actions taken by these groups and individuals and develop at least three critical questions. The students should specify who each question is for.
- c. For each question, students should also provide the answer they believe the individual(s) or group(s) would give to their question. Additionally, students will need to identify who is answering. They should provide specific evidence from the primary sources to support their responses.

- d. Engage the class in a brief discussion of the actions taken by all the individuals they learned about to secure the right to vote. Be sure to emphasize and identify the stands they took, the challenges they faced, and the impact of their efforts to secure the right to vote.

2. **Extension Activity:** Some students may choose to create the actual podcast using their questions and answers. The selection and use of appropriate recording and other audio-visual equipment, used in this activity, is a decision of the classroom teacher and their administration.

Taking a Stand for Voting Rights Podcast

Use the table below to plan your interview using your analysis of all the individuals, states, and documents you explored in the previous lessons. Each question can be addressed to one group or individual in one state or to several groups or individuals in different states. Identify which state(s)/group(s)/individual(s) the question is for and who is answering.

Identify who (state[s]/group[s]/individual[s]) the question is for:	
Write your first question for the groups and individuals taking a stand for voting rights:	
Who is answering?	Cite evidence from the text to support your response.
How would they answer this question?	

Identify who (state[s]/group[s]/individual[s]) the question is for:	
Write your second question for the groups and individuals taking a stand for voting rights:	
Who is answering?	Cite evidence from the text to support your response.
How would they answer this question?	

Identify who (state[s]/group[s]/individual[s]) the question is for:

Write your third question for the groups and individuals taking a stand for voting rights:

Who is answering?

Cite evidence from the text to support your response.

How would they answer this question?

Identify who (state[s]/group[s]/individual[s]) the question is for:

Write your fourth question for the groups and individuals taking a stand for voting rights:

Who is answering?

Cite evidence from the text to support your response.

How would they answer this question?

Identify who (state[s]/group[s]/individual[s]) the question is for:

Write your fifth question for the groups and individuals taking a stand for voting rights:

Who is answering?

Cite evidence from the text to support your response.

How would they answer this question?

Identify who (state[s]/group[s]/individual[s]) the question is for:

Write your sixth question for the groups and individuals taking a stand for voting rights:

Who is answering?

Cite evidence from the text to support your response.

How would they answer this question?