

LESSON 2: TAKING A STAND

Overview

This lesson is composed of six modules. Each focuses on how individuals and groups took a stand to expand the right to vote in a specific state (Arizona, California, Kansas, New Jersey, Louisiana, and New York) among members of a particular group (African Americans, American Indians, and women) between 1859 and 1964. Students will read and assess primary source documents, from letters, flyers, and newspaper articles to press releases and court decisions. They will complete activity sheets to help them understand the actions taken by these individuals and groups. They will then use their critical thinking skills to evaluate how the actions of those individuals and groups could have impacted voting rights across the United States. You may decide to use all six modules or a selection of them based on the time available and the needs of your students.

Objectives

Students will be able to

- Analyze primary source documents using close-reading strategies
- Draw logical inferences and summarize the essential message of a source
- Identify the significant points in a source
- Compare and contrast the arguments made by different writers
- Develop a viewpoint, present it, and write a response based on textual evidence

Essential Questions

- To what extent do individual states determine who has the right to vote?
- How did individuals and groups from different states take a stand for voting rights?
- To what extent do you believe actions taken at the state level impact voting rights at the national level?

Procedure

1. Select the modules you want to use with your class based on the state, individuals involved, primary sources, and activity sheets of each module.

MODULE	STATE	YEAR(S)	GROUP	INDIVIDUALS	DOCUMENTS	ACTIVITY
A	Arizona	1928, 1943, 1948	American Indians	Pima, Navajo, and Yavapai men	Court decisions and a letter	Important Phrases
B	California	1911	Women	Latina	Flyers and a newspaper article	Keyword/Summary/Restatement
C	Kansas	1859	Women	White woman	A letter and a fundraising appeal	Keyword/Summary/Restatement
D	New Jersey	1915 and 1919	Women	White women	Poster, report on campaign activities, and a newspaper article	Critical Thinking
E	Louisiana	1963 and 1964	African Americans	African Americans from Louisiana and allies	Reports, newspaper articles, press releases, and organizational documents	Critical Thinking
F	New York	1914	Women	Asian American woman	Journal article	Keyword/Summary/Restatement

2. Directions for the different activities: You may choose to conduct any of the activities as a whole class, in small groups, or individually. You may choose to share read the texts or have the students read the texts silently to themselves. The three activities used in these modules are described here:
 - a. Keyword/Summary/Restatement
 - i. Have the students read through the text. (You may choose to share read the text as described in Lesson 1.) They will then go back and underline, circle, or highlight keywords from the text. Keywords are important to understanding the meaning of the text, usually nouns or verbs. The number of keywords depends on the length of the text. You may choose to discuss the keyword choice with the class and have them decide on the keywords together.
 - ii. Students will then use those keywords to create a summary of the text using those keywords.
 - iii. Students will then restate the summary in their own words.
 - b. Important Phrases: Have the students carefully read the text and select three phrases or sentences that are particularly important or powerful. They will then explain why they chose each of those phrases or sentences.
 - c. Critical Thinking: Students will carefully read the text and respond to Critical Thinking Questions. They must then support their responses with evidence from the text.
 3. Culminating Connected Activity: Podcast Interview: When you have completed your selected modules, you may choose to integrate the students' knowledge across the modules with the podcast activity.