

Guiding Questions for Lesson Plan Development

1. *What are the important outcomes I want all students to learn as a result of this lesson?*
2. *What background knowledge/skills do students need to have to successfully master the lesson content?*
3. *What types of learning strategies, skills and modifications (reading, note taking, highlighting as you read, writing, listening, etc.) do students need to use to successfully participate in this lesson AND where in the lesson will the specific strategy be taught or reviewed?*
4. *What types of activities will I incorporate in my explicit direct teaching (modeling, small groups, brainstorming, activating prior knowledge, problem solving, etc.) to assure that ALL students' needs/interests/talents are met?*
5. *What are effective and appropriate ways (oral presentations, tests, reports, graphs, etc.) to evaluate how well students learned the objective?*

LESSON PLAN**Learning Objective:**

To define suffrage, disenfranchise

To explore the voting rights of citizens

To describe voting methods in the U.S.

To explain how voting methods have changed over time

Reference to Curriculum Goal(s) and Corresponding Learner Outcome (e.g., Goal I, L.O. I.2):

***Schema Activator** (activity designed to stimulate the student's interest and thinking about the learning topic; activates prior knowledge):

List as many ways you know of making decisions

Why is it important to vote?

How important is each person's vote?

****Explicit/Direct Teaching Strategies:**

Day 1: Brainstorm with students about the various methods they listed of making decisions. List on board.

Ask students to point out one advantage and one disadvantage of each.

Introduce voting powerpoint presentation. Distribute timeline. Discussion.

Discussion of next day's activity at: www.americanhistory.si.edu/vote/ [Depending on class level students will work in pairs or individually.]

DAY 2: Work in computer lab to complete assigned sections. If higher level group, each student works individually on assignment, otherwise, students work in pairs to complete worksheets and prepare presentation for next day

DAY 3: Students present individual sections of Interactive presentation.

****Practice Activity:**

Working as a group, students determine an advantage and a disadvantage for each voting method used thus far
Student handout w slides and note section
Students work w/partner to view assigned section for presentation
Worksheets for individual sections
Students complete slide note handouts. Discussion. Questions.

****Application/Assessment:**

-After working with interactive presentation at: students will present assigned sections. Notes will be included in note section of slide presentation.

-Final assessment: After reviewing the different types of voting methods, which do you find to be the most reliable? Include an advantage and disadvantage of each, clearly explain your choice and why, COPS.

-Alternate assessment: Read the article – “Tech Trouble in the Voting Booth” - write a persuasive letter explaining why you agree or disagree. Clearly explain your stand and explain why, include 2 facts from the article to back up your opinion, COPS.

COPS = capitalization, organization, punctuation, sentences

***Closure:**

Shotgun facts following each day's discussion, activity – each student gives one new fact learned that day

****Reflections based on student performance; necessary changes/modifications for future use:**

Depending on individual classes, this powerpoint can be utilized as an individual lesson, or as an introduction to a more interactive approach, using the Vote, The Workings of Democracy interactive website.

Also dependent upon the level of the class, students can work individually or with a partner.

***Required for each lesson**

**** Dependent upon learning sequence within the unit.**

VOTE
The Machinery of Democracy
americanhistory.si.edu/vote/
Worksheet / Report outline

You and your partner will be answering some questions regarding your individual assignment.

Each pair of students will be reviewing the introduction at the above website. In addition, you and your partner will be reviewing Section _____ and answering the questions for that section. You should also take some additional notes as you will be presenting your section to the class. Any additional notes for your section can be written below to assist you in your presentation.

Section 2

America's Voting Patchwork

- 1. Where does the term 'ballot' come from?**
- 2. During the mid 1800s who could vote?**
- 3. List 2 details from George Caleb Bingham's painting that you find interesting.**
- 4. From where do we derive the Electoral College? How is the number of electors from each state determined?**
- 5. In what year did the residents of the District of Columbia first vote for President?**

Section 3

Paper Ballots

- 1. How, and when, did African American males gain the right to vote?**
- 2. List 2 measures that were introduced to stop African American males from voting.**
- 3. Besides African Americans, who was affected by these measures?**
- 4. Explain your idea of what ‘spurious and deceptive’ tickets means.**
- 5. How did parties try to attract more voters?**

Section 4

Acme of Reform

1. From where did immigrants come during the following years:

Early 1800s:

Late 1800s:

1907 - :

2. Who was “Boss Tweed” and why was he important?

3. What does the ‘Tammany Bank’ tell you about politics during this time?

4. What was behind the new designs in ballot boxes?

5. Why did people want party symbols included on ballots?

Section 5

Gear & Lever Voting Machines

- 1. Why were women allowed to vote as early as 1869 in western territories, but not until 1920 in the U.S. in general?**
- 2. When introduced, what did the gear and lever voting machines symbolize?**
- 3. What were the ‘three steps to vote’?**
- 4. Under what circumstances are lever machines being phased out?**
- 5. How might the shape of JFK’s handbill appeal to voters?**

Section 6

Punch Card Democracy

- 1. What issue instigated the march from Selma to Montgomery, AL?**
- 2. What were the main points of the Voting Rights Act?**
- 3. How did the 26th Amendment impact the voting electorate?**
- 4. What new technologies were introduced during this time to assist voters?**

