

4: Voting for Change

Based on the Wyoming quarter reverse



OBJECTIVES

Students will identify important events in the history of voting rights. Students will identify the importance of amendments to the Constitution.



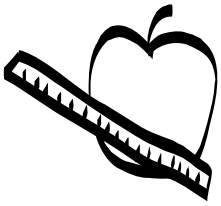
MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the “Wyoming Quarter Reverse” page
- “Voting Rights Timeline” worksheet
- “Voting Rights Timeline—Key”
- “Voting Rights Timeline—Rubric”
- 1 class map of the United States
- 1 copy of a text that gives information about the U.S. Constitution, such as:
 - *A More Perfect Union: The Story of Our Constitution* by Betsy and Giulio Maestro
 - *Creating the Constitution: 1787* by Christopher Collier and James Lincoln Collier
 - *Shh! We’re Writing the Constitution* by Jean Fritz
- 1 copy of a text that gives information about Esther Morris or the suffrage movement in the West, such as:
 - *The Story of the Nineteenth Amendment* by R. Conrad Stein
 - *When Esther Morris Headed West: Women, Wyoming, and the Right to Vote* by Connie Nordhielm Wooldridge
 - *I Could Do That: Esther Morris Gets Women the Vote* by Linda Arms White
- Computers with Internet access
- Journal
- Colored index cards (4 colors: red, white, blue, green)
- Chart paper



PREPARATIONS

- Make an overhead transparency (or photocopy) of the “Wyoming Quarter Reverse” page.
- Make copies of the following:
 - “Voting Rights Timeline—Rubric” (1 per student)
 - “Voting Rights Timeline” worksheet (1 per student)
- Locate a text that gives information about the U.S. Constitution (see examples under “Materials”).



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- Locate a text that gives information about Esther Morris or the suffrage movement in the West (see examples under “Materials”).
- Arrange to use the school computer lab for one session.
- Bookmark Internet sites that contain information about the suffrage movement and the history of the right to vote.



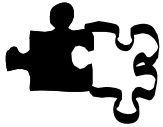
GROUPINGS

- Whole group
- Individual work



CLASS TIME

Four 45- to 60-minute sessions



CONNECTIONS

- Social Studies
- Language Arts
- Art



TERMS AND CONCEPTS

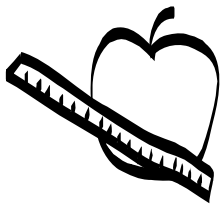
- Quarter
- Obverse (front)
- Reverse (back)
- Suffrage
- Amendment



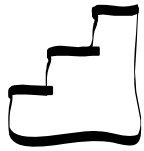
BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- Voting process
- United States Constitution
- Venn diagram
- Timeline



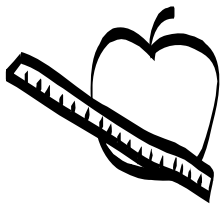
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STEPS

Session 1

1. Mix up the index cards so they are not arranged by color. Give one of the colored cards to each student. Ask the students to place the cards to the side on their desk.
2. Explain to the students that they will be voting on a class favorite book they have read. Have the students offer suggestions of books to be included in the voting. Record suggestions on chart paper.
3. Explain to the students that there is a rule for voting. Write the rule on the board: “Only those students with red and blue cards are allowed to vote.” Explain to them that you just don’t feel that the students with the white and green cards know enough information about the suggested books to be able to vote effectively.
4. Allow the students with red and blue cards to vote. Record the results of the voting and circle the book with the most votes.
5. Allow students time to discuss their reaction to the voting that occurred. Focus on whether they thought it was fair and what they feel should be done about it.
6. Have the students with the white and green cards get together as a group and discuss their claims to the right to vote. Have the students with the red and blue cards get together and discuss their feelings in being the only ones to vote. Have the students with the white and green cards present their claims to the other group. Have the other group listen to their reasons and give feedback, then present their own reasons for keeping the voting system the way it is. Then allow the first group to give their feedback.
7. Have the students record their concerns in a journal and come up with some suggestions of how to make the voting more fair. Debrief the students. Let them know this was just a fabricated scenario and that no such rule exists. Assure the students that the voting activity was completely made up.
8. Make a K-W-L chart on the Constitution. Ask students what they already know about the Constitution. Complete the appropriate parts of the chart.
9. Introduce the students to the selected text about the Constitution and Amendments. As a group, preview the text. Read the text aloud to the students. Attend to unfamiliar vocabulary and concepts.
10. After reading the selected text, have the students identify the purpose of the Constitution and the purpose of an Amendment. Record responses on the K-W-L chart.
11. Discuss the purpose for Amendments. Focus on the fact that the Constitution was written in 1787, which is more than 200 years ago. Complete a Venn Diagram on chart paper comparing the two time periods of 1787 and the current year. Ask the students if some things have changed since that time. Discuss how these changes may have affected the Constitution and how amendments may be made periodically as times change. These changes keep the Constitution a living and growing document.



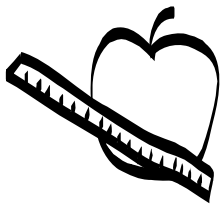
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Session 2

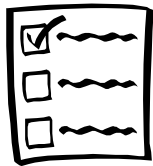
1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Then display the transparency or photocopy of the “Wyoming Quarter Reverse” page. Tell the students that the back of the coin is called the reverse, and “obverse” is another name for the front of a coin. Locate Wyoming on a classroom map. Note its position in relation to your school’s location.
2. With the students, examine the design on this coin’s reverse. Have the students identify the images and writing in this coin design, including the words “The Equality State.” Ask the students for reasons why this motto might appear on the coin.
3. Introduce the students to the selected text about the suffrage movement in the West and, in particular, Esther Morris. Discuss the term “suffrage” (the right to vote). As a group, preview the text. Read the text aloud to the students. Attend to unfamiliar vocabulary and concepts.
4. After reading the selected text, have the students identify important events from the text. Write these events on chart paper. Distribute the “Voting Rights Timeline” worksheet and have the students complete a timeline using the events from the chart paper.
5. Collect the timelines.
6. Refer back to the discussion on the reason for the motto. Ask the students why the motto is “The Equality State.”

Sessions 3 and 4

1. Review the timeline from the previous session. Tell the students that they will be completing some research on important events related to the right to vote in the United States. After completing the research, the students will be designing an illustrated expanded timeline of voting rights in the United States. The expanded timeline will include additional events in the history of voting and not just the events from the text. Tell the students that they are to have at least ten events on their timeline, not including those they already had from the previous session’s text.
2. Take the students to the computer lab and allow them time to research.
3. Distribute the “Voting Rights Timeline—Rubric” and review it with the students. Allow the students time to complete their timelines and illustrate them.
4. Have the students do a self-evaluation using the rubric.
5. Display the timelines.
6. Display the transparency or photocopy of the “Wyoming Quarter Reverse” page. Review the reasons from the previously read text why Wyoming’s motto is “The Equality State.” Emphasize that the Western states were the first ones to allow women to vote.



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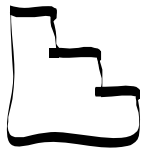
ASSESSMENT

Use the “Voting Rights Timeline—Rubric” and the “History of Voting Rights—Teacher Resource Page” to evaluate whether the students have met the lesson objectives.



ENRICHMENT/EXTENSIONS

- Have students create a multimedia timeline using presentation software.
- Have students research voting rights in other countries and compare these to the United States.
- Have students compare and contrast the motto “The Equality State” and “E. Pluribus Unum.”



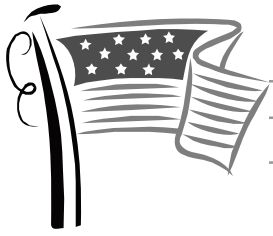
DIFFERENTIATED LEARNING OPTIONS

- Allow students to work in pairs.
- Have students use texts at various reading levels for their research materials.



CONNECTION TO WWW.USMINT.GOV/KIDS

- Have students learn more about voting by visiting the Bicentennial quarter lesson plan at www.usmint.gov/kids/components/50sqLessonPlans/pdf/200623-6.pdf.
- Have students learn more about voting and women’s rights by visiting the Women’s Suffrage era of the Time Machine at www.usmint.gov/kids/timemachine/E8/erastory.html.
- Have students learn more about voting and women’s rights by visiting the August 2000 Coin of the Month, the Susan B. Anthony dollar, at <http://www.usmint.gov/kids/index.cfm?FileContents=/kids/coinnews/cotm/2000/08.cfm>.



Name _____

Voting Rights Timeline

Directions: Write the important dates and events from the text on the timeline.

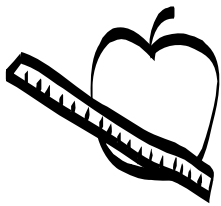
1776

19th Century

20th Century

1976





Voting Rights Timeline

Key

Directions: Write the important dates and events from the text on the timeline.

1776

1776: New Jersey gave the vote to women who were worth more than 50 pounds. Later the state reconsidered and women were no longer allowed to vote.

19th Century

1820–1830: Eligible voters were mostly white males who own property. A small number of free black men were allowed to vote, but no women of either race.

1837: Kentucky gave some women suffrage in school elections.

1861: Kansas entered the Union, giving its women the vote in local school elections.

1866: The 14th Amendment to the Constitution was passed by Congress. It stated that male (not female) US residents age 21 and over had the right to vote.

1869: The Wyoming Territory Constitution granted women the right to vote and to hold public office.

1869: Congress passed the 15th Amendment to the Constitution, granting all men (not women) the right to vote regardless of race, color, or status as former slaves.

1870: Utah Territory gave full suffrage to women.

1890: Many states began to use secret ballots so that voters could not be bullied into voting for candidates they did not support.

20th Century

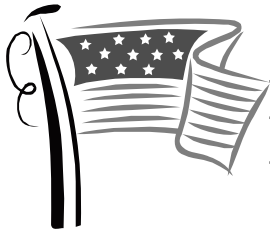
1920: On August 26, 19th Amendment grants women the right to vote.

1964: On January 23, Congress passed the 24th Amendment to the Constitution, outlawing poll taxes. Poll taxes (voting fees) had been used to discourage poor people from voting.

1965: The Voting Rights Act of 1965 made it easier for Southern blacks to register to vote.

1971: The United States lowered the voting age for both men and women to eighteen.

1976



Name _____

Voting Rights Timeline Rubric

CATEGORY	4	3	2	1	SELF	TEACHER
SPELLING AND CAPITALIZATION	Were checked by another student and are correct throughout.	Were checked by another student and were mostly correct.	Were mostly correct, but were not checked by another student.	There were many spelling and capitalization errors.		
ACCURACY	Information was accurate for all events reported on the timeline.	Information was accurate for almost all events reported on the timeline.	Information was accurate for most of the events reported on the timeline.	Information was seldom accurate for events reported on the timeline.		
GRAPHICS	All were effective and balanced with amount of text.	Most were effective and number balanced with text.	Some were effective, but there appeared to be too few or too many.	Graphics were lacking in number and effectiveness.		
READABILITY	The overall appearance of the timeline is very pleasing and easy to read.	The overall appearance of the timeline is mostly pleasing and easy to read.	The timeline is relatively readable.	The timeline is somewhat difficult to read.		
DATES	An accurate, complete date was included for each event.	An accurate, complete date was included for most events.	A date was included for many events.	Dates were inaccurate and/or missing for several events.		
TIME USE	Class time was always used on the project. Conversations were quiet and focused on the work.	Class time was mostly used on the project. Conversations were quiet and focused on the work.	Class time was mostly used on the project, but conversations often were disruptive or distracted.	Class time was seldom used on the project and/or conversation was often disruptive.		
COMPLETENESS	The timeline contained at least 10 events related to the topic being studied.	The timeline contained at least 9 events related to the topic being studied.	The timeline contained at least 8 events related to the topic being studied.	The timeline contained fewer than 8 related events.		

TOTALS

TEACHER COMMENTS



Wyoming Quarter Reverse

