



Title: This is why we Vote: Art, Activism and the Right to Vote

Rationale: Historically the right to vote has been the way many citizens gain full access to democracy. In American history, sometimes the right to vote was not afforded to its citizens and this led to many historical movements such as the Civil Rights Movement, Harlem Renaissance, Women Suffrage movements. This unit will help students understand the history of voting in the US and ways in which citizens have lifted their voices to earn, retain or exercise their right to vote

Heart

- Is voting important to you?
- How can we keep the desire to vote alive?
- How does voting affect you and your community?
- If a group of people tries to prevent another group from voting, what does that tell you about the importance of the voice?
- Does your vote matter?

Mind

- Why is the right to vote important in a democracy?
- Why have citizens fought for the right to vote?
- How have artists fought for the right to vote?
- What are the benefits of voting?

Connections

- How is voting related to me?
- How does my vote make a difference?

Standards: [CCSS.ELA-LITERACY.CCRA.R.1](#)

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

[CCSS.ELA-LITERACY.CCRA.R.4](#)

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone

[CCSS.ELA-LITERACY.RI.8.3](#)



Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

CCSS.ELA-LITERACY.RI.8.6

Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

CCSS.ELA-LITERACY.RI.8.9

Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Objectives:

Students will be able to analyze a variety of primary sources related to the topic of voting

Students will compare sources and notice themes and connections among sources

Students will have critical discussions on the right to vote

Students will write performative narratives that shares and illustrates the history and importance voting rights

Process:

Source Activities

Start with this Ted ed animation about voting rights:

<https://www.youtube.com/watch?v=P9VdyPbbzll>

Choose 3-5 sources to

- Source discussions- Students have a discussion in person or digital platforms like Padlet. They can comment on each other's comments and ask questions about the text. (See padlet here)

- Source presentations- Student can choose a source set and give a presentation with classmates about their analysis, questions and findings
- Jamboard source annotation (See sample here)
- After each source activity: Ask students: why is voting important? Add ideas gleaned from source analysis to a place the class is using for big ideas and themes-(Low tech: Anchor chart, High tech Jamboard, Padlet, MS teams etc)

Quick Write activities: Using some of the questions from the heart, mind connection section allow students to reflect on voting and the right to vote daily. This will be great content to pull from when they are writing and performing their (play or monologue)

Narrative Writing Task:

Students will use 3 sources from the source study and create a (narrative) original short play or monologue that shares “why we vote”. Students should be prepared to perform the play and share it with their classmates. The performance can be shared in person, video or through an audio recording.

Writing Process (In class)

“Finding Gems”: review quick writes to find things they wrote that meant something to them. Underling great ideas and beautiful writing

Planning

Play or Monologue- Share models and student resources for both choices. Big ideas and themes from sources can support students with coming up with a focus for their play.

Storyboarding: Ask students map out their ideas

Drafting: Get the story out. Students could use the voice typing tool in google docs to speak their writing onto the page. This will help students who struggle with spelling and support getting the story onto the page.



Practice and preparing a performance- Give students several days in class to prepare and share their writing with classmates. Let them give feedback to each other. The feedback could help students make any necessary revisions.

Showtime-

Find an audience- in person or virtual

Create a program

Host- Invite a student or teacher to host the event

Invite parents and community members

Celebrate the student's work