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| **Lesson Title**: Civil Rights: Voting Rights**Created by: Amy Elston** | **NRS Level of Lesson: 2, 3****(120 minutes)** |
| **Intended Modality:** (check all that apply)X In-person **X** Virtual **X** Hybrid  |
| **Content Area(s)** | **Targeted** [**IL ABE/ASE Content Standards**](http://www.excellenceinadulted.com/resources/abease-curriculum-project/) |
| **Reading** | **2.R.VA.1** Determine or clarify the meaning of unknown and multiple meaning words and phrases based on level appropriate content, choosing flexibly from an array of strategies. **a.** Use sentence-level context as a clue to the meaning of a word or phrase. |
|  | **2.R.CI.12** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). |
|  | **3.R.CI.6** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |
| **Writing** | **2.W.TT.1** Write opinion pieces on topics or texts, supporting a point of view with reasons. **a.** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. **b.** Provide reasons that support the opinion. **c.** Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. **d.** Provide a concluding statement or section. |
| **Speaking & Listening** | **3.S.PK.3** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. |
| **Integrated** [**Essential Employability Skills**](https://www.illinoisworknet.com/DownloadPrint/ILEssentialEmployabilitySkills-Handout.pdf) |
| □ Personal Ethic *(Integrity, Respect, Perseverance, Positive Attitude)* | X Teamwork *(Critical Thinking, Effective & Cooperative Work)* |
| □ Work Ethic *(Dependability, Professionalism)* | **X** Communication *(Active Listening, Clear Communication)* |
| **Lesson Objectives *(Students will be able to)****:* * Use context clues to identify complex or unfamiliar vocabulary words
* Describe the connection between the voting rights amendments and acts
* Identify the reasons and evidence an author uses to support their claim
* Make a claim and clearly support it with evidence from texts
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| **Engagement is not “one size fits all.” How are you providing multiple ways to engage all learners? Click on** [**Multiple Means of Engagement**](https://udlguidelines.cast.org/engagement) **to learn more about providing options for learners and explain how you are including this below:****Lesson Activity 1b)** Students can determine method by which they want to learn about context clues strategies**Lesson Activity** **1c)** Students can use closed captioning or adjust speed on videos**Lesson Activity** **2a)** Students can select the method by which to learn about text structures independently through EdPuzzle or through direct instruction**Lesson Activity 1d, 3b)** Students can listen to Readworks text or read independently**Lesson Activity** **4a)** Students choose videos or Readworks of interest to gain knowledge about history of voting |
| **Key Vocabulary**: movement amendment eligible protect capable requirementsuffrage |
| **Instructional Materials*** Google Slide show[**“Determine Word Meaning”**](https://docs.google.com/presentation/d/14HFV4utFKxXKBm941o7P7gzbapAvw7mekSIUh4_EoLM/edit?usp=sharing)

<https://docs.google.com/presentation/d/14HFV4utFKxXKBm941o7P7gzbapAvw7mekSIUh4_EoLM/edit?usp=sharing>* Google Doc [**Video: The Fight for the Right to Vote… Guiding Questions**](https://docs.google.com/document/d/1B0o-RYCJh-q9uDm_0IKgNYP7sIQsctB03QRfqVqrPDI/edit?usp=sharing)

<https://docs.google.com/document/d/1B0o-RYCJh-q9uDm_0IKgNYP7sIQsctB03QRfqVqrPDI/edit?usp=sharing>* Google Doc **“**[**Author’s use of evidence or reasoning**](https://docs.google.com/document/d/1mBSIKWdU7R1CTz95wlLiCCDfBXzzgmXKXHDefrPaFCw/edit?usp=sharing)

<https://docs.google.com/document/d/1mBSIKWdU7R1CTz95wlLiCCDfBXzzgmXKXHDefrPaFCw/edit?usp=sharing>* Google Slide show shell (students add content) [**Voting Rights**](https://docs.google.com/presentation/d/1rzjRicw0mu7_85hx_UEB8ctKvXlUhhskHVy_ohIMWe8/edit?usp=sharing)

<https://docs.google.com/presentation/d/1rzjRicw0mu7_85hx_UEB8ctKvXlUhhskHVy_ohIMWe8/edit?usp=sharing>* Google Doc Prompt Claim[**Graphic Organizer**](https://docs.google.com/document/d/1bv8a1vw4ovYVwjbkRCyKe4LDMXKC7n1qe4R4Oz84zQU/edit?usp=sharing)

<https://docs.google.com/document/d/1bv8a1vw4ovYVwjbkRCyKe4LDMXKC7n1qe4R4Oz84zQU/edit?usp=sharing>* Google Slide [**Google Slide Your Vote Counts**](https://docs.google.com/presentation/d/1yF45_zG5sCdxgQQQJn-SJ9WM-2R3OZZI1umSjGywbaw/edit?usp=sharing)

<https://docs.google.com/presentation/d/1yF45_zG5sCdxgQQQJn-SJ9WM-2R3OZZI1umSjGywbaw/edit?usp=sharing>**Videos*** [**The Fight for the Right to Vote…by Nicki Beaman Griffin**](https://www.youtube.com/watch?v=P9VdyPbbzlI)

<https://www.youtube.com/watch?v=P9VdyPbbzlI>Textbooks or online curriculum: **Websites** * [Readworks.org](https://www.readworks.org/) (create a free account)

 Readworks [**“The History and Process of Voting”**](https://drive.google.com/file/d/1zSpiWSqnUihBEJXpB4AohsXmv6rJvh6f/view?usp=sharing)<https://drive.google.com/file/d/1zSpiWSqnUihBEJXpB4AohsXmv6rJvh6f/view?usp=sharing>Readworks[**“American Government – Get Out the Vote”**](https://drive.google.com/file/d/1weq4D4w0n58NZ--7WAfBA9RUCl2Po29a/view?usp=sharing)<https://drive.google.com/file/d/1weq4D4w0n58NZ--7WAfBA9RUCl2Po29a/view?usp=sharing>Readworks[**“Mostly Only White Men Could Vote Before 1870”**](https://drive.google.com/file/d/1WyBzXks7Pav5HBJfa8L1_lkDf_cA2Kso/view?usp=sharing)<https://drive.google.com/file/d/1WyBzXks7Pav5HBJfa8L1_lkDf_cA2Kso/view?usp=sharing>* [**Flipgrid**](https://info.flipgrid.com/)(create a free account) used for students to record video

<https://info.flipgrid.com/>* **NewsELA** (create a free account: https://newsela.com/)
* [**Text Structure EdPuzzle**](https://edpuzzle.com/media/62538cf1f9a33a42e7bc7e9f)<https://edpuzzle.com/media/62538cf1f9a33a42e7bc7e9f>
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| **Lesson Activities:** 1. **Vocabulary exploration:**
2. **Students share strategies for identifying meanings of unknown words in context**
3. **Share Google Slide show** [**“Determine Word Meaning”**](https://docs.google.com/presentation/d/14HFV4utFKxXKBm941o7P7gzbapAvw7mekSIUh4_EoLM/edit?usp=sharing) **or allow students to work through slides on their own to explore context clues strategies**
4. **Introduce Voting Rights to Students through video** [**The Fight for the Right to Vote…by Nicki Beaman Griffin**](https://www.youtube.com/watch?v=P9VdyPbbzlI)(remember to show students how to turn on closed captioning and control video speed) **Use** Google Doc [**Video: The Fight for the Right to Vote… Guiding Questions**](https://docs.google.com/document/d/1B0o-RYCJh-q9uDm_0IKgNYP7sIQsctB03QRfqVqrPDI/edit?usp=sharing) **as needed** (note 1 Below)
5. **Students (independently or in small groups) identify challenging words and share the strategy they used to find the meanings of those words when reading Readworks text** [**“The History and Process of Voting”**](https://drive.google.com/file/d/1zSpiWSqnUihBEJXpB4AohsXmv6rJvh6f/view?usp=sharing)
6. **Word Meanings can be displayed on Jamboard. They can give word meanings, use the word in a sentence, or post a picture to represent the word.**
* **In place of Jamboard students can place sticky-notes with word meanings, use the word in a sentence, or post a picture to represent the word on posters on classroom walls** (Posters do not allow for students to reference the meanings as easily in the future, but do give a great opportunity for classroom movement)
* **Review word meanings as a class**
1. **Text Structure**

**a) Introduce through** [**Text Structure EdPuzzle**](https://edpuzzle.com/media/62538cf1f9a33a42e7bc7e9f)**: Students have the option to work at their own pace on the EdPuzzle or Teacher can lead the whole class through EdPuzzle****b) Have students identify text structure of video and Readworks text used in Vocab Lesson Activity 1d above.**1. **Author’s use of evidence and reasoning to support a specific point in a text**
2. **Students read or listen in small groups or independently to Readworks** [**“American Government – Get Out the Vote”**](https://drive.google.com/file/d/1weq4D4w0n58NZ--7WAfBA9RUCl2Po29a/view?usp=sharing) **and complete Readworks questions provided oral (small group) or written response (independent) – student choice**
3. **Discuss an Author’s use of evidence or reasoning to support a specific point in a text use Google doc “**[**Author’s use of evidence or reasoning**](https://docs.google.com/document/d/1mBSIKWdU7R1CTz95wlLiCCDfBXzzgmXKXHDefrPaFCw/edit?usp=sharing)**” to guide further whole class discussion of Readworks text** [**“American Government – Get Out the Vote”**](https://drive.google.com/file/d/1weq4D4w0n58NZ--7WAfBA9RUCl2Po29a/view?usp=sharing) **and** [**“The History and Process of Voting”**](https://drive.google.com/file/d/1zSpiWSqnUihBEJXpB4AohsXmv6rJvh6f/view?usp=sharing)
4. **Voting amendments and Voting Rights Act**
5. **Students choose between Readworks articles or various videos to attain knowledge of history of Voting privileges**

**-take notes, or complete graphic organizer** [**Google Doc Voting Rights**](https://docs.google.com/document/d/1uVmvIm0WcKJyUj0BgWMoVb5gpSfMOsUrLcEDho4M5KI/edit?usp=sharing) **to assist in recalling information**1. **Students add to at least three slides on Google Slides** [**Voting Rights**](https://docs.google.com/presentation/d/1rzjRicw0mu7_85hx_UEB8ctKvXlUhhskHVy_ohIMWe8/edit?usp=sharing)**: pictures, explanations, facts, notes** (a brief lesson about how to add content to a Google slide may be necessary)
2. **Students create a** [**Google Slide Your Vote Counts**](https://docs.google.com/presentation/d/1yF45_zG5sCdxgQQQJn-SJ9WM-2R3OZZI1umSjGywbaw/edit?usp=sharing) **to be presented to class:**
3. **Students answer prompt: Why is it important for citizens to vote? Make a claim and support it with reasons and evidence from the texts and videos. Use relevant evidence from videos and texts to support your response. Use Prompt Claim** [**Graphic Organizer**](https://docs.google.com/document/d/1bv8a1vw4ovYVwjbkRCyKe4LDMXKC7n1qe4R4Oz84zQU/edit?usp=sharing) **to help organize written response.** (Show student how to use Voice to Text as an option to assist in writing)
4. **Students add pictures and text to Slides fitting to content**
5. **Students present their** [**Google Slide Your Vote Counts**](https://docs.google.com/presentation/d/1yF45_zG5sCdxgQQQJn-SJ9WM-2R3OZZI1umSjGywbaw/edit?usp=sharing) **to the class orally or through a flipgrid presentation. Students may read paragraph while sharing Google slide or present Google slide to enhance free response to prompt to class.**
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| **Learners vary in the way that they react to and grasp information that is presented to them. Click on** [**Multiple Means of Representation**](https://udlguidelines.cast.org/representation) **to explore ways that you can provide options for representing content and explain how you are including this below:** **Lesson Activity** **1c)** Students can use closed captioning or adjust speed on videos**Lesson Activity** **1c)** Students watch video to be introduce to Voting Rights struggle to build background knowledge assist with reading comprehension on same topic.**Lesson Activity 1d, 3b)** Students can listen to Readworks text or read independently |
| **Performance Tasks:*** Identify challenging vocabulary and use context clues to give meanings on Jamboard
* Use notes to Contribute to a [**Google Doc Voting Rights**](https://docs.google.com/document/d/1uVmvIm0WcKJyUj0BgWMoVb5gpSfMOsUrLcEDho4M5KI/edit?usp=sharing) slide presentation
* Create a [**Google Slide Your Vote Counts**](https://docs.google.com/presentation/d/1yF45_zG5sCdxgQQQJn-SJ9WM-2R3OZZI1umSjGywbaw/edit?usp=sharing) persuading people to vote based on evidence from texts.

 (see rubric for guidelines within the slides)* Present [**Google Slide Your Vote Counts**](https://docs.google.com/presentation/d/1yF45_zG5sCdxgQQQJn-SJ9WM-2R3OZZI1umSjGywbaw/edit?usp=sharing)
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| **Learners best express what they know in different ways. Click on** [**Multiple Means of Action & Expression**](https://udlguidelines.cast.org/action-expression) **to explore ways to offer options for learners and explain how you are doing this below:** **Lesson Activity** **1d)** Students give display word meanings on Jamboard by using sticky notes with definitions or using the word in a sentence or by posting a picture to illustrate the word meaning.**Lesson Activity 1,2,3)** Students choose to work independently or in small group**Lesson Activity 6)** Students can present live or via flipgrid |
| **Notes:**1. Lesson Activity 1c is placed here to introduce students to the voting rights history in the United States prior to reading the text they will use for ***determining word meaning*** that discusses voting rights in greater detail.
2. In person classes: When answering guiding questions for videos, I often have students write their answers on separate sticky notes and place them on the board or posters with corresponding questions. This allows movement in the class and also is a nonthreatening way for students to give answers without worrying about being wrong or singled out.
3. This is an introduction to text structure. Additional lessons should expand on specific text structures.

Extra Videos: [**John Lewis: Selma to Montgomery Marches**](https://www.youtube.com/watch?v=DRwnXUbJdfg) |