

Lesson Plan

Course Title: Civil Rights Law/Voting Rights

Content	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
<p>Instructional Goal (what the student should know at the completion)</p>	<p>Introduce the importance of voting as a fundamental right, preservative of all other rights, granted by federal & state constitutions; and, review the history of voting by reading Medgar Evers bio.</p>	<p>Understand modern issues with the voting process, and introduce the Voting Rights Act, and review its contents.</p>	<p>Move into the basics and the constitutional issues of the VRA, particularly Section 5.</p>	<p>Continue discussion of the basics of the VRA, focusing on Section 2.</p>	<p>A working knowledge of the history of voting with specific knowledge of key figures that help develop the concept of voting in America. Students will learn important word definitions that are related to voting. Students will understand the relationship between the federal government and the state governments concerning voting.</p>	<p>Students will continue to learn about voting in a historical and procedural context. Students will also be introduced to procedures and histories of other countries.</p>

Content (what is to be taught)	Introduce history of voting rights, focusing on discrimination against African-Americans and women. Teach the difference between state and federal powers regarding voting, and discuss state's power compared to the protection afforded by the 15 th & 19 th amendments of the Federal Constitution.	Teach that the VRA was passed because states were ignoring the 15 th amd and doing everything they continue discrimination against African-Americans. (Referring to <i>MS & 15th Amd</i>). Discuss the contents of the VRA as set forth in <i>South Carolina v. Katzenbach</i> .	Under the VRA, a state, such as MS, that used measures to keep certain citizens from voting were "covered" by Section 5 of the VRA, meaning they must get pre-approval for new voting policies.	Section 2 of the VRA involves an effects test that is used to determine whether there has been invidious discrimination in a voting rights case.	Biographical information of Susan B. Anthony, Martin Luther King, Hiram Revels, Woodrow Wilson, etc. Definitions of Gerrymandering, Retrogression, Poll tax, Literacy test, etc. An explanation of the relationship between the federal government and state governments in the voting process will be given. Furthermore, an explanation of the extensive control each state has over voting, and examples of how states differ.	A comparison of the unique voting process of the United States to other countries throughout the world. Attention will be given to the recent election in Iraq. In addition, students will be informed of the voting processes of other democratic nations.

<p>Teaching Procedures (methods to be used)</p>	<p>Watch <i>MS and the 15th Amd.</i> Read the conclusion of <i>U.S. v. Anthony</i> and discuss history of voting & women's rights to vote, as well as the theory of <i>civil disobedience</i> (see discussion questions below).</p>	<p>Watch <i>Mississippi, America</i> to introduce the VRA. Read summary of <i>South Carolina v. Katzenbach</i> and discuss the reason for, and the contents of, the VRA.</p>	<p>Read <i>Georgia v. Ashcroft</i> and discuss reasons why Georgia had to get new districts pre-cleared.</p>	<p>Read <i>Thornburg v. Gingles</i> and discuss the importance of the Supreme Court choosing an effects test.</p>	<p>Read excerpts of biographies of the important figures in voting history. Show the students pictures of these figures in order to provide visual images. Looking up and writing definitions of words related to voting. Use charts to explain the relationship between states and federal govt.</p>	<p>Handouts copied from reliable internet sources on the voting processes of other countries will be distributed to every student. Students will be individually asked to read a portion of these handouts out loud to the class while the rest of the class reads along silently. News video clips of the recent elections in Iraq will be shown to the class & class discussion will be conducted</p>

						after the video.
Student Participation (how will the students participate)	Discussion of <i>U.S. v. Anthony</i> . After watching & assign a one-page/350-word opinion essay about the <i>MS & the 15th Amendment</i> . (see discussion questions below).	Discuss how states evasion of the 15 th amendment led to the VRA.	Focus on the four voting areas where changes have to be pre-cleared. Discuss why these are the selected areas and how abuse might occur in each area.	Discuss the ways discrimination might occur and how a plaintiff would meet the effects test.	Have a class trivia game using definitions and biography history of important figures. Assign the task of contacting the student's own voting officials in their districts. Instruct them to ask the officials to explain the type of voting machines that are used there.	Students will be called upon to give their thoughts on the handouts, and the videos. On this day students will have been instructed to dress up as their favorite historical figure in the history of voting. Each student will be required to stand before the class and tell who their character is, and a brief summary

						about their character. A prize will be given for the student with the best costume, and the student who shows the most knowledge about their character through their presentation.
Evaluation Procedures (how will whether the material has been learned be measured)	Classroom discussion, and homework essay.	Classroom discussion.	Handout “proposed” MS voting changes to be used as homework.	Classroom discussion.	Classroom discussion, homework, and definitions test.	Classroom discussion, and student presentations.
Materials and Aids (what is needed to teach the lesson)	Handout: <i>U.S. v. Anthony</i> Movie: <i>MS and the 15th Amendment</i> . Television and DVD or VHS player.	Handout: <i>South Carolina v. Katzenbach</i> Movie: <i>Mississippi and America</i> . Television and DVD or VHS player.	Handout: <i>Georgia v. Ashcroft</i> and “proposed” voting changes; copy of Section 5	Handout: Excerpts from <i>Thornburg v. Gingles</i> ; copy of Section 2	Visual Aids of govt. interaction, pictures of key figures, biographical info from books and internet, and dictionaries.	Internet handouts, and news videos.

Homework	1-page essay explaining opinions & feelings about <i>MS and 15th Amd</i> , and read <i>South Carolina v. Katzenbach</i> .	Read Medgar Evers Bio & prepare for day 2 discussion.	Read over proposed changes and decide which of the four categories each falls into	Read Section 2 of VRA and answer discussion Qs	Have student's talk to voting officials in their districts, and have them write essay on voting procedures. Study definitions, and other materials for test preparation and trivia.	Costume preparation, and memorizing character facts for presentations to the class.
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