

- 1) ***Obstacles to Voting***
- 2) Essential Question: What current factors could create potential barriers for voters of color?
- 3) Learning Objectives and Assessments:
 - a. Students will be able to...

Learning Objectives	Assessments
<i>Identify</i> the obstacles in place that adversely impact voters.	Graphic Organizer Closing Activity
<i>Consider</i> the political motivations for furthering these obstacles.	Graphic Organizer Opening Activity
<i>Analyze</i> the ways in which these obstacles could hinder the ability to for certain citizens to vote.	Graphic Organizer Closing Activity
<i>Create</i> a visual representation of how these barriers could cause a difficulty for voters to exercise their rights.	Closing Activity

- 4) Materials:
 - a. Station Binders
 - i. Materials: Images; Data/Graphs; Newspaper Articles; Secondary Articles
 - b. Technology Graphic Organizer Worksheets
 - c. Opening Worksheet
 - i. *Give Us the Ballot* Transcript and Questions
- 5) Pre-lesson assignments and/or prior knowledge:
 - a. Students will have some preexisting knowledge about Civil Liberties and Civil Rights. They will understand that voter rates in the United States, overall, are the lowest of any western democracy. They will also understand the background of the Civil Rights movement and Civil Rights amendments, Civil Rights Act of 1964 and Voting Rights Act of 1965.
- 6) Do Now/Motivation (0:00-0:10):
 - a. Teacher will then pass a transcript of a portion of Martin Luther King Jr's *Give Us the Ballot* speech. Teacher will also play an audio this portion of the speech for the students. After listening to the speech, students will complete the worksheet accompanying the Do Now activity and the class will discuss their answers.
 - b. Teacher will then ask the students a review question:
 - i. Americans traditionally have lower voter turnout than any other Western democracy. What are some factors they claim lead to low voter turnout?

Transition: While voter turnout, in general, is low for all American citizens, this is especially true for those who make up minority populations. There are claims throughout publications on the topic that certain barriers to voting, such as Voter ID Laws and Poll Closures, have an adverse impact on citizens of color. Today, we will focus specifically on the population of citizens who identify themselves as black and/or African American. We are focusing on citizens of this demographic in order to obtain a stronger understanding of how these policies could potentially have an impact on this portion of the populations' access to voting.

7) Instructional Plan (0:10-00:40):

- a. Students will then be divided into four groups and their desks will then be moved into four different clusters. On each set of desks will be placed a binder containing information about one of multiple potential barriers to voting, particularly citizens that are of minority demographic groups: poll closures, voter identification laws, gerrymandering, and mass incarceration. These binders will contain various images, newspaper articles, and secondary source excerpts for students to reference. For clarity, these sources will focus predominantly on black citizens. This will allow students to pinpoint the factors in a meaningful way to understand the potential impact of these policies on voters. Students will be required to fill out the section of the graphic organizer dedicated to the factor that is depicted in their designated binder.
- b. Next, the students will be reorganized into new groups of four students. The group will contain at least one student who has analyzed each of the factors discussed in class. Each of these students will now act as the “expert” on their topic in their new group. They will explain their conclusions about the sources provided and help students complete the rest of their graphic organizer for the remaining categories.

8) Closure (00:40-00:50)

- a. Students will be instructed to make an “idea map” of the topics presented during the lesson. This map will place the “barriers to voting” in the center with the four factors connected to it by a line. Students will draw lines from each of these factors to connect them to either a cause or effect of the specific factor(s) it is being connected to.
- b. Teacher will bring the students back into the large group for a discussion. On the board, the teacher will have drawn the beginning of an idea map with “low voter turnout” in the center, and the four factors branching off of it.
- c. Students will be instructed to offer one thing they learned about how each of these factors could potentially have an adverse impact on the voter turnout for citizens of color. Once finished, the class will now have a completed idea map they can use to answer the essential question.
 - i. Once the idea map is created, students will be asked to identify methods used to overcome these barriers regularly.

Sample Idea Map:

