

Delaware Recommended Curriculum

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

Unit Title:	Expansion of Freedom
Designed by:	Betsy Bare, Indian River School District Allison Gerni, Caesar Rodney School District
Content Area:	Social Studies
Grade Level:	7

Summary of Unit

Students should understand that democracy means rule by the people and that majority votes are just an arbitrary indicator of what the people want. Although that principle is central to the American political system, it is not absolute. People, including large numbers of them (i.e., majorities), sometimes act out of anger, prejudice, or ignorance and are not always well informed. By limiting the principle of majority rule, Americans have attempted to balance the interests of individuals with the common good.

Majority rule places a very important constraint on governmental authority, but it is completely insufficient to protect individual liberty. Every student destined to become an American citizen should understand that the majority can be as much of a tyrant as any dictator. They should understand that the addition of the Bill of Rights to the U.S. Constitution was motivated by the recognition that citizens need protection from abuse of governmental authority, even when the government is theoretically obedient to the will of the majority of the citizens.

There are many instances in American history where minority groups once did not receive the same protections as the majority. The benchmark is somewhat misleading in speaking of the "rights of minorities," because minorities are not *now* accorded any more or less rights than members of a majority. What we now call the rights of minorities is founded on individual rights. The Constitution does not specify group rights. So understanding this benchmark really comes down to understanding the meaning and purpose of the Bill of Rights with the expectation that students should also appreciate how these rights protect minorities from discrimination. There are many examples of how the rights of minorities were expanded by political documents and rulings that protected individuals from discrimination.

Stage 1 – Desired Results

What students will know, do, and understand

Delaware Content Standards

Civics Standard Two 6-8a: Students will understand that the concept of majority rule does not mean that the rights of minorities may be disregarded and will examine and apply the protections accorded those minorities in the American political system.

[CCSS.ELA-Literacy.RH.6-8.1](#)

Cite specific textual evidence to support analysis of primary and secondary sources.

[CCSS.ELA-Literacy.RH.6-8.2](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

[CCSS.ELA-Literacy.RH.6-8.3](#)

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Big Ideas

- Majority Rule
- Expansion of Freedom

Essential Questions

- How might the majority threaten individual and minority rights?
- Why are citizens protected by the Constitution?
- Should individual rights be limited?

Knowledge and Skills

Students will know...

- Why the principle of majority rule is limited by the U.S. Constitution.
- The interests of individuals are balanced with the common good
- How the Bill of Rights protects minorities from discrimination.

Students will be able to...

- Identify the protections awarded to minorities by the Constitution.
- Analyze the individual protections in the Bill of Rights.
- Construct support for the necessity of protecting individual rights.

Stage 2 – Assessment Evidence

Evidence that will be collected to determine whether or not Desired Results are achieved

This summative assessment is a transfer task that requires students to use knowledge and understandings to perform a task in a new setting and context.

The assessment and scoring guide should be reviewed with students prior to any instruction. Students should do the assessment after the lessons conclude.

Essential Questions Addressed by the Transfer Task

- Should individual rights be limited?

Prior Knowledge	Now that you have learned about the protections guaranteed in the Bill of Rights, you are ready to apply that knowledge in order to explain how the protections apply in everyday life.
Problem	A former inmate of a Delaware prison has filed an appeal with the United States Supreme Court. He believes that his right to vote, provided by the Constitution, has been unfairly denied.
Role/ Perspective	The former inmate has asked you to represent him in his case. You will assume the role of a lawyer who will present his argument.
Product/ Performance	Prepare a briefing outlining your client's argument. Your briefing will be presented to the United States Supreme Court who will determine if his rights have been unfairly denied.
Criteria for an Exemplary Response	Be sure to include: <ul style="list-style-type: none">• Outline the inmate's argument and support with details.• Refer to the Bill of Rights or previous court cases as evidence for your explanation and conclusion.• Vocabulary that describes how the concepts of majority rule and minority rights are involved in the case.

Rubric

Scoring Rubric Product reveals...	Score Point 3	Score Point 2	Score Point 1
development of the client's argument.	Thoroughly developed argument that is clear and well supported with details or examples.	Partially developed argument that is somewhat clear and adequately supported with details or examples.	Minimally developed argument that is not clear and poorly supported with details or examples.
knowledge of the Bill of Rights/court cases.	Cites specific and relevant rights embedded in the Bill of Rights or court cases.	Makes vague but appropriate references to rights embedded in the Bill of Rights or court cases.	Cites rights lacking connection to the Bill of Rights or court cases.
use of content-appropriate vocabulary.	Specific content-appropriate vocabulary that effectively communicates understanding of Civics content and concepts.	Vague or non-specific content-appropriate vocabulary that may communicate understanding of Civics content and concepts.	No content-appropriate vocabulary and does not communicate understanding of Civics content and concepts.

Above the Standard: 8–9 points

Meets the Standard: 6-7 points

Below the Standard: 3–5 points

Stage 3 – Learning Plan

Design learning activities to align with Stage 1 and Stage 2 expectations

Lesson One

Essential Question

How might the majority threaten individual and minority rights?

Instructional Strategies

Strategy 1: Gathering Information

Majority Pizza¹

Think-Pair-Share: Ask students to work in collaborative pairs to define the term “majority rule.” Have volunteers share their definitions. Continue the sharing until students agree on a common class definition then write the definition on the board.

Warm-Up: If a group has to make a decision but it has to choose from several alternatives, what is the best rule to use for determining which alternative will be adopted? Inform students that they are to play the roles of students of the month who have earned a reward. That reward will be one (and only one) pizza.

Small Group Work: Place students in small, odd-numbered groups (e.g., five). Distribute copies of [Handout 1, Pizza Order Form](#). Read the directions aloud while the class follows along silently. Let the students discuss, lobby, and choose the type of pizza they want. Emphasize that they are to use the principle of majority rule to determine their final choice.

After the students have selected and announced their choice, tell them that a student who is absent is severely allergic to one of the toppings they have selected. Ask them to discuss the following question: Should the group’s choice of pizza remain? Explain why or why not.

Whole Group Discussion: Is our class definition of majority rule one that should be used to make decisions in a democratic society?

Revision: Ask each group to revise the class definition of majority rule **and create a Frayer diagram**.

Debriefing Questions:

- Did the group ever consider the interests of the minority (vegetarians, those who cannot have milk products, those allergic to a choice, etc.)?

¹ Adapted from Delaware Social Studies Education Project and <http://learningtogive.org/lessons/unit47/lesson3.html>

- How might the needs of the minority be met? (For example: What if someone cannot eat cheese? How can they still get pizza?)
- Should the minority be represented? Explain your answer.

Check for Understanding

- How did you add to, modify, or delete from your original definition of majority rule? Explain why you made the change.

Rubric

2 – This response gives a valid addition, modification, or deletion with an accurate and relevant explanation.

1 – This response gives a valid addition, modification, or deletion with an inaccurate, irrelevant, or no explanation.

Strategy 2: Gathering Information Cooperative Learning Teams/Graphic Organizers

Students work in collaborative pairs to brainstorm minority groups in America. After sharing, the class creates a list. Examples could include women, people with disabilities, etc.

Paper-Pass Strategy: Participating in a paper pass allows students to actively activate prior knowledge and discuss misperceptions.

First, the teacher writes the name of the minority group and the questions below on separate sheets of oversized poster paper:

- What problems or issues did these minorities face?
- Have the problems/issues been solved? Yes/No and Why?

If yes, what actions, laws, etc., have taken place?

If no, what does your group propose be done?

- How does the government or other groups work to protect minorities?

Then, students are divided into cooperative learning teams of 3-4 students and one poster sheet is distributed to each group. The students are asked to brainstorm answers to the questions and write them below the question. Everyone in the group should have an opportunity to contribute.

After, a pre-established period of time (e.g., 4-5 minutes) the groups pass their sheet clockwise to the next group. Each group will then repeat the brainstorming process for each of the minority groups.

Once all groups have had the opportunity to comment on the questions, each group will present a poster to the class. Discuss the statements as a class and analyze if there are any contradictory statements, need for additional research to validate information, etc.

Check for Understanding²

- Have students write a social media post (e.g. such as a Twitter or Facebook post, around 140 characters) to the President explaining why your rights should be protected.

Role: A minority

Audience: President

Format: social media post

Topic: Why your rights should be protected.

Rubric

2 – This response gives a valid reason with an accurate and relevant explanation.

1 – This response gives a valid reason with an inaccurate, irrelevant, or no explanation.

Strategy 3: Extending & Refining Analyzing Perspectives

Prior to the activity, two signs should be posted on either side of the room. One will say “agree” and the other will say “disagree.”

Students will stand in a straight line in the classroom. As the teacher reads each [scenario](#) (see handout), the students will move to the “agree” or “disagree” side of the room based on their perspective. After each scenario is read, the class should discuss why some students agreed and others disagreed with the scenario.

Guiding discussion questions should include:

- Why did people agree/disagree with the scenario?
- How are people affected by the scenario?

Scenario 1: All athletes are allowed to miss three days of school a year to recover from their long and grueling sports seasons.

Scenario 2: Students who earn an “A” in their first marking-period class are not required to take a final exam.

Scenario 3: All band members are allowed to miss one class a day to practice their instrument.

Scenario 4: Student council homeroom representatives/alternates are given the power to cut the lunch line on a daily basis.

Scenario 5: The student council has decided the 7th grade dance will have a country music theme.

Debriefing Activity: Each student will select one of the scenarios and complete an

² Adapted from Doug Buehl “Classroom Strategies for Interactive Learning” Copyright 2014

[analyzing perspectives](#) graphic organizer (see below).³

Topic	
Your Perspective	
Supporting Details	
Opposite Perspective	
Supporting Details	
Conclusion Statement	

Check for Understanding

Why do people have different perspectives? Explain your answer.

Rubric

2 – This response gives a valid reason with an accurate and relevant explanation.

1 – This response gives a valid reason with an inaccurate, irrelevant, or no explanation.

Strategy 4: Application

Collaborative Teams – No Vehicles in the Park

Begin the class by informing the students that questions have arisen regarding how a new law should be interpreted, so they will also be judges today.

Pass each student a copy of [Handout 1](#).⁴ When discussing, stress that the goal is to determine what the *lawmakers* intended, not what he or she thinks the law should be. Judges can share with students the difficulties inherent in this duty.

Ask students to silently read the first two paragraphs of [Handout 1](#). Students will work individually to answer the following questions:

- What is the law we are to interpret?
- What exactly does it say?
- What is the law designed to do?
- What is the purpose of the law?
- Why would a community want a law about vehicles in the park?
- What is the purpose of the park and does the law protect that purpose?

³ Organizer adapted from the Learning Focused Strategies Notebook, Learning Focused Solutions, Inc. Copyright 2005

⁴ Retrieved from http://www.courts.wa.gov/education/lessons/?fa=education_lessons.display&displayid=Novehc

Once the students have read through the handout, they will get with a partner to consider the cases on [Handout 1](#). For each hypothetical situation, the pair will have to decide if the law has been violated or if they will interpret the law differently to allow an exception. Each pair will have to write down their responses to be ready for the class discussion. The pair will have 10 to 15 minutes to work.

Check for Understanding

- Students will read a [news article](#) about a Supreme Court decision involving the First Amendment.
- How does the text explain how laws and the court system help to protect the rights of individuals? Support your explanation with details from the text.

Rubric

2 – This response gives a valid explanation with an accurate and relevant example.

1 – This response gives a valid explanation with an inaccurate, irrelevant, or no example.

Lesson Two

Essential Questions

- Why are citizens protected by the Constitution?

Instructional Strategies

Strategy 1: Gathering Information⁵ Think-Pair-Square and Carousel Brainstorming

Before the class begins, the teacher should have the following rights listed individually on pieces of poster paper and posted around the room:

- Right to freedom of expression
- Right to freedom of religion
- Right to be treated equally
- Right to be treated fairly
- Right to vote

Think-Pair-Square: This activity helps students who are new to cooperative learning. First, pose the following question to the students:

- What rights does the United States Constitution give to its citizens?

Each student will take approximately one minute to **brainstorm and completes ABC graffiti on their own**. Then, the students pair up with another student, and they discuss their answers or solutions together. Finally, each partner group shares their responses.

The teacher should assign 5-6 students to each group (with no more than five groups). If you have a class with more than 30 students, consider making ten groups with fewer students.

Then, each group will circle the room (with a different color marker) and **describe what they think the right means, give real-life examples, and explain why it is important to protect this right**. Have these tasks written on the board so the students clearly understand what they should be writing on each poster. The students should read the information the previous groups have written before recording their comments.

After each group has had the opportunity to record their comment on the poster papers, assign one or two groups to present a poster to the class.

⁵ Adapted from <http://in.learningtogive.org/lessons/unit93/lesson2.html>

Check for Understanding

Students will complete a RAFT activity.

R: Teacher

A: Alien

F: Picture

T: Students will have to draw a picture to describe one of their rights to an alien that does not speak our language.

Strategy 2: Extending and Refining Categorizing/Constructing Support⁶

Before the activity, the teacher should cut up the [cards](#) so each group has a complete set of cards.

Working in cooperative learning teams, the students will be presented with the cards. Their task is to classify the amendments with the real-life scenarios. It is advised to model one of the amendments for them. A printout of the handout will serve as an answer key.

Once students have completed the task, have them select one of the amendments. They will complete **a concept map** which will outline their position on why the amendment is important and give two reasons or examples.

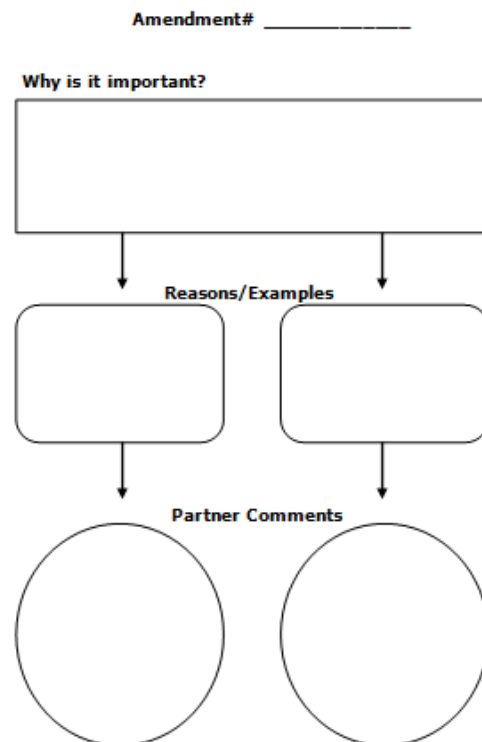
Have students pair up with a partner and trade papers. The students should then comment on their partner's reasons or examples. Do they agree or disagree it is important? Why?

A snapshot of the organizer is shown to the right.⁷ It is also available [here](#).

Check for Understanding

Students will read a brief description and the decision from the court case Texas v. Johnson.

Strategy 2: Extending and Refining
Categorizing/Constructing Support



⁶ Strategy adapted from:

http://learningtogive.org/lessons/unit166/lesson3_attachments/1.html

<http://icivics.org/teachers/lesson-plans/bill-rights-you-mean-ive-got-rights>

⁷ Organizer adapted from the Learning Focused Strategies Notebook, Learning Focused Solutions, Inc. Copyright 2005

- Should Johnson should have been arrested? Cite evidence from the text to justify your response.
- Which amendment do you think relates to this case?

From "Rights, Liberties, and Justice" by Lee Epstein and Thomas G. Walker. Copyright 2013.

Rubric

2 – This response gives a valid explanation and accurately describes the amendment in the Bill of Rights.

1 – This response gives a valid explanation with an inaccurate description of the amendment in the Bill of Rights.

Strategy 3: Extending and Refining Think/Pair/Square

Warm-up: Have students answer the following question in their journals: Should there be restrictions for voting? Explain your answer.

Explain to the students that in the past the United States has placed certain restrictions on who is eligible to vote. Conduct a Think/Pair/Square strategy: Have students brainstorm requirements that should be in place for people who vote in the United States. Have them share their ideas with a partner. Then, have the pair team up with another pair to share ideas. Each foursome should decide on the top three requirements and share as a class and discuss.

Inform the class they will be voting to decide where they will be going on their upcoming class trip. Choices could include an amusement or water park; Washington, D.C.; New York City; Delaware State Fair; etc.

Inform the students they will have to meet the requirements if they want their vote to count. Have all the students stand. If the students do not meet the requirements, they have to sit down.

The teacher may adapt these conditions if necessary:

1. The first requirement to vote is you must be wearing jeans.
2. The second requirement to vote is you must have brown hair.
3. The third requirement to vote is you must be a female.
4. The fourth requirement to vote is you must be wearing blue.

You may continue until there are only a few students (if any) standing. Have these students decide the location of the trip. Ask the class if a diminished pool of voters concerns them.

Discuss with the class how the students sitting must feel. Was the voting fair? Why or why not? What could be done to make it fair for all?

This class discussion serves as the check for understanding in this section.

Strategy 4: Extending and Refining Jigsaw

In this strategy, students will be analyzing situations where voting restrictions have been put in place to discriminate against certain minority groups. The students will follow the steps outlined below to complete the assignments.

Voting Right Scenarios

[Poll Tax](#)

[Religion Exclusion](#)

[Literacy Test](#)

[14th Amendment](#)

The jigsaw method of cooperative learning allows each student to be responsible for one aspect of a larger concept. Accountability is essential to this process because the other students in their group cannot learn all of the information without their input. Good classroom management is important to the success of this strategy.

Following are the steps to a successful jigsaw learning experience:

1. Place students in groups of 4 to 5 participants. (Teachers with larger class sizes may consider two students from every group become an expert in each area.)
2. Appoint one student as the group leader.
3. Hand out a [voting scenario](#) to each group. **Make sure to differentiate here because some of the texts are more difficult than others.**
4. Each group member will read the information **silently**, discuss, and become an "expert" in that subcategory.
5. Students should complete the first square of the organizer (based on their scenario) as a group.
6. Have students break away from the larger group and meet with other students who are analyzing other voting scenarios.
7. The "expert groups" will present to each other their observations, analysis, conclusions, etc.
8. Each "expert" will complete their organizer based on the explanations of the "experts."
9. Have students go back to their original groups. Discuss scenarios as a class. Why were their restrictions? Have they been solved? Are there still voting restrictions in the U.S. today?

Voting Restrictions

As you are briefed by the experts, record a summary of the restriction including:

- Who was discriminated against?
- Why?
- Where did it happen?
- When did this occur?
- Why was the restriction put in place?

Who:	Who:
What:	What:
Where:	Where:
When:	When:
Why:	Why:
Who:	Who:
What:	What:
Where:	Where:
When:	When:
Why:	Why:

Conduct a summarizing written conversation. Students will get a partner and a piece of paper. Tell students that there will be no talking during their written conversation. The following statement will be given to the groups to begin the written conversation:

Each person’s rights reach only to the boundary of someone else’s rights.

Students should be quickly jotting down what they are thinking about when the statement is posed. Tell the students that they must be writing the entire time that they are given.

Once the statement is posed, one student will begin writing their response, after about 1 minute the paper is swapped to the partner. The partner then has two minutes to read the entry and write a response. This will continue for three exchanges.

Have students end the conversation on an oral note: “What would you like to talk about now with your partner?” Finally, ask the partners if they would like to share some of their conversation with the class.

Check for Understanding

Students will choose one of the two questions below and answer in CSQT format.

- C: Claim (State your opinion)
- S: Set-up (Introduce your quote-from the reading, tell how it fits into the text)
- Q: Quote (Share a quote that illustrates your opinion)
- T: Tie-in (Tell your reader how your quote shows your opinion is right)

1. How have voting laws restricted the rights of minorities? Support your answer with historical evidence.
2. Is it, or when is it, appropriate to limit the rights individuals are guaranteed by the Constitution?

Rubric (First Question)

- 2 – This response gives a valid explanation with accurate and relevant historical evidence.
- 1 – This response gives a valid explanation with an inaccurate, irrelevant, or no historical evidence.

Strategy 5: Extending and Refining Online Simulation

Students are asked to work in cooperative groups to research historical [Supreme Court cases](#). In this strategy, the class will participate in an online, interactive simulation to give them background information on the role of the Supreme Court.

It is highly recommended the teacher preview the site prior to teaching the lesson. The students are responsible for analyzing the situation and discussions by the justices.

Strategy 6: Application
Case Studies – Moot Courts

In groups of 3-4, students will research and present a summary of the court cases below.

- [Gideon v. Wainwright \(1963\)](#)
- [New Jersey v. T.L.O. \(1985\)](#)
- [Texas v. Johnson \(1989\)](#)
- [Brown v. Board of Education \(1954\)](#)
- [Miranda v. Arizona \(1966\)](#)

Students can present using Microsoft PowerPoint, poster paper, etc. The class should discuss each individual court case as presentations are made. After everyone has had an opportunity to share, the group will discuss the similarities and differences of the court cases.

Each presentation should include the following:

- Background information
- Identification of majority/minority
- Summary of argument
- Relation to amendment/right
- Decision of Supreme Court
- Does the group agree with the result?

Students can conduct research from the following sites:

- <http://www.streetlaw.org/en/landmark.aspx>
- <http://library.thinkquest.org/2760/cases.htm>
- <http://www.infoplease.com/ipa/A0101289.html>
- http://www.gilderlehrman.org/historynow/04_2008/interactive.php

A recommended before, during, and after reading strategy is below:

Source: Neufeld, Paul. <i>Comprehension Instruction in Content Area Classes</i> . The Reading Teacher, Vol, 59, No. 4; December 2005/January 2006; pages 302-312.		
Getting Ready to Read	While I'm reading	When I'm done reading
A four-step process: 1. Establish the purpose of reading 2. Read the title and skim the text to get an understanding of the format, graphics, etc. 3. Activate prior knowledge 4. Begin making predictions	1. Pay attention to the text format 2. Summarize what is read	1. Check for understanding 2. Review text and/or research the topic using other sources

<p>Neufeld’s suggested questions:</p> <ol style="list-style-type: none"> 1. “Why am I reading this text? How should my purpose affect the way I read the text?” 2. “What does this text appear to be about? What are some of the major topics covered in the text? How is the text organized?” 3. “What do I already know or think I know about this topic?” 4. “I think this text is going to be about...” 	<p>Neufeld’s suggested questions:</p> <ol style="list-style-type: none"> 1. “Do I see keywords associated with specific text structures? How is the text organized, e.g. enumeration, time order, compare and contrast, cause and effect, problem/solution?” 2. Summaries can be oral, written, or visual. 	<p>Neufeld’s suggested questions:</p> <ol style="list-style-type: none"> 1. “Is what I just read clear to me? Do I ‘get it’? What about the text is still fuzzy or unclear? Can I answer who, what, when, where, and why questions about the text?” 2. “What strategies could I use to help me better understand what I’m reading?” Other suggestions: “Reread part or all the text, look ahead in the text, examine other resources on this topic, seek help from another person.”
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You may also choose to use the information provided in the attachment section. If the reading level in the text attached is too difficult, you may adapt the reading level of the text at the Streetlaw.com webpage.

After completing the reading on the assigned court case, students should participate in the online simulation [Argument Wars](#). This game allows the students to argue their selected case. This activity will reinforce the information they have learned and assist them when creating their presentations. This game could be played individually or with a partner.

Check for Understanding

- How are minorities protected by individual rights? Support your answer with historical evidence.
- Why are U.S. citizens provided certain rights by the U.S. Constitution? Support your answer with historical evidence.

Rubric (each question)

- 2 – This response gives a valid explanation with accurate and relevant historical evidence.
- 1 – This response gives a valid explanation with inaccurate, irrelevant, or no historical evidence.

Lesson Three

Essential Question

- Should individual rights be limited?

Instructional Strategies

Strategy 1: Gathering Information

Simulation "Majorities Rule!"⁸

Before the lesson, the teacher should prepare paper badges for the students to wear during the simulation. Approximately 75% of the students should wear a "Majs" and 25% should wear a "Mins."

Warm-up: Have students brainstorm reasons why people have been discriminated against. Are the reasons justified? Explain.

Divide the class into two groups—the "Majs" and the "Mins." Randomly assign 75% of the students in class to the "Majs" group and the remaining 25% to the "Mins" group. Give those assigned to the Majs one color paper badges (e.g., red) with the term "Majs" written on them and those assigned to the Mins group different colored paper badges (e.g., blue) with the term "Mins" written on them. Ask the students to tape the badges to their shirts.

Tell the students that they will be engaging in a debate today during which they will be asked to argue and vote for or against a series of proposals. Tell the students that they should argue and vote for those proposals that appear likely to benefit their group.

Present the students with [Proposal A](#). Have them debate and vote on the proposal. Be sure to explain to the student that the outcome of the voting will be based on the principle of majority rule. Repeat this procedure for [Proposal B](#).

Allow the students in the Majs group to create a proposal of their own that creates benefits for themselves. At the same time, let the Mins group piece together a proposal that creates a protection against the kinds of discriminatory acts that are embedded within [Proposals A and B](#).

Debriefing Questions (teacher leads class discussion/reflection)

- How did it feel to be part of each group?
- What was the difference between the Majs and the Mins? What might the terms be abbreviations for?
- What is the difference between majority and minority?
- What is the meaning of the term majority rule?
- Does the principle of majority rule as it is relates to the American political system imply that the will of the majority must always guide public policy? Should it?

⁸ Adapted from [Delaware Social Studies Education Project](#)

- Which, if any, of the proposals discussed today were fair? Which, if any, of the proposal were unfair or discriminatory? Explain why.
- What are some of the protections that minorities are accorded in the American political system to safeguard their rights and ensure equal justice (e.g.,. propose and lobby for passage of bills that protect the interests of minorities, sue in civil court, run for office, and recruit other members of their interest group to do the same, etc.)?

Check for Understanding

How can the majority threaten the rights of individuals? Support your answer with an example.

Rubric

- 2 – This response gives a valid explanation with an accurate and relevant example.
 1 – This response gives a valid explanation with an inaccurate, irrelevant, or no example.

Strategy 2: Extending and Refining Making Comparisons

Prior to the lesson, the teacher should create folders of information for the students. Each group will either have a Jim Crow or Women’s Suffrage folder. Each folder should contain the pictures and text document that relate to their topic. In addition, each folder should have enough copies of the [photo analysis worksheet](#) and compare/contrast graphic organizer for every student.

Picture Analysis: Each group should have copies of the pictures in the [attachment section](#). The following websites provide additional pictures:

- <http://www.history.com/topics/the-fight-for-womens-suffrage>
- <http://teacher.scholastic.com/activities/suffrage/history.htm>
- <http://www.ferris.edu/jimcrow/what.htm>
- <http://www.pbs.org/wnet/jimcrow/>

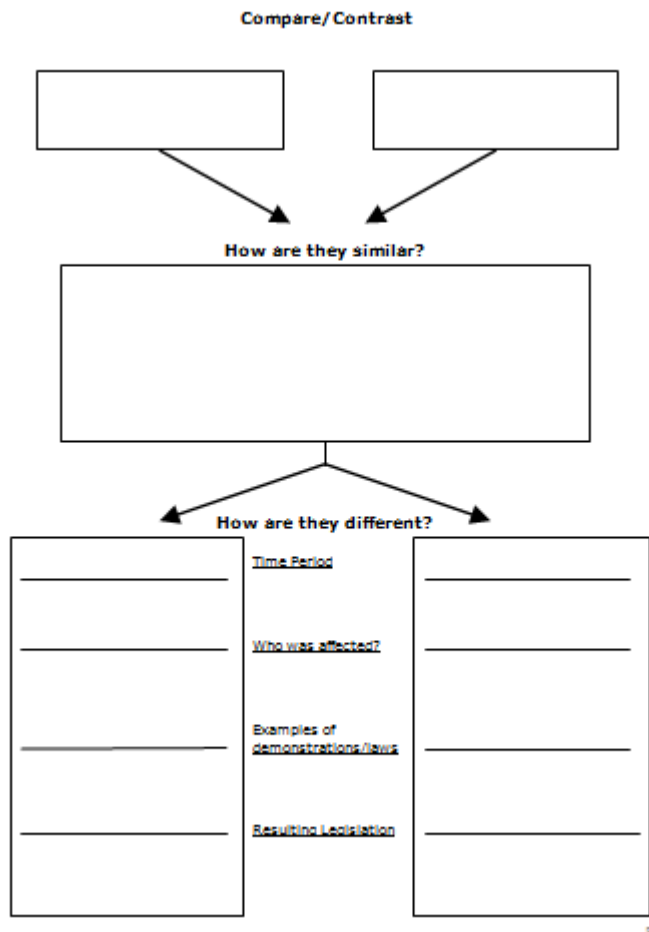
Have students analyze the pictures and record their observations on the organizer—[Photo Analysis Worksheet](#). Ask students:

- What predictions can you make about the laws and movement based on the pictures?

Have students work in collaborative pairs to read background information on [Jim Crow laws and the women’s suffrage movement](#) and compare the effects they had on minorities/ individuals. Assign half the groups the Jim Crow laws and the other half the women’s suffrage movement. Students should also complete their own research on the topics using the websites listed above. It is recommended to use the before, during, and after reading strategy listed in Lesson 2, Strategy 5 to assist students with the background information.

After completing half of the organizer, students will pair up with another group who completed the organizer for the other set of pictures and share results. Together the two groups should complete their organizer and write a summary paragraph outlining the similarities and differences.

Making Comparisons⁹



Check for Understanding

- ✓ Students will have to choose a photograph that they find interesting from the lesson. After the student has picked the picture that they wanted, then they will have to write down various details from the photo. They will be asked to write down what they notice from the setting of the picture and to focus on the individuals.

Next, students will focus closely on one person in the photo. They will have to write down what they were thinking while the event was happening, their feelings and emotions, what might happen later on in the day.

Then, students will have to answer a writing prompt about the picture they chose. The prompt is:

It is now many years later. You are showing this photograph of your family to a grandchild. What would you tell this child about your memories of that

⁹ Organizer adapted from the Learning Focused Strategies Notebook, Learning Focused Solutions, Inc. Copyright 2005

day? Why do you think (based on the photo) that the rights of individuals should be protected?

Rubric

- 2 – This response gives a valid reason with an accurate and relevant explanation.
- 1 – This response gives a valid reason with an inaccurate, irrelevant, or no explanation.

Strategy 3: Extending and Refining Constructing Support

Warm-Up Acrostic Activity: Divide the students into groups of two to three students. Assign each group the term “civil rights” or “voting rights” and have them write the term vertically down a piece of poster paper. Students then work to generate a word, phrase, picture, etc., that begins with each letter of the vertical word. Have the groups share their responses.

Have students select one of the following acts to analyze:

- [The Civil Rights Act of 1964](#)
- [The National Voting Rights Act of 1965](#)

Students read the information about their act and complete a [constructing support](#)

Constructing Support Organizer

Position: Why is this legislation important?

Reason/Examples: How does it protect minorities?

↓	↓
Fact	Fact

[organizer](#) to demonstrate the need for the legislation (how does it protect the rights of minorities?). It is recommended to use the before, during, and after reading strategy listed in Lesson 2, Strategy 5, to assist students with the background information.

Organizer adapted from the Learning Focused Strategies Notebook, Learning Focused Solutions, Inc. Copyright 2005

Check for Understanding

- ✓ Students will write a RAFT that describes how legislation protected minorities has changed over time.

R: A minority

A: Television Viewers

F: Talk Show

T: Legislation protecting minorities

- ✓ Why has legislation protecting minorities changed over time? Support your response with a specific example.

Rubric

2 – This response gives a valid explanation with an accurate and relevant example.

1 – This response gives a valid explanation with an inaccurate, irrelevant, or no example.