

LAW DAY
2020



YOUR VOTE • YOUR VOICE
OUR DEMOCRACY
THE 19TH AMENDMENT AT 100

Law Day Teachers' Guide

Created to prompt discussion about the importance of voting
and the ongoing fight to ensure voting rights through
people's voice and action

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About this guide

This guide was created to accompany and complement the New York News Publishers Association’s Law Day 2020 News Media Literacy/Newspaper In Education series of features. The features highlight public figures from the 1800s through today and their quotes about the importance of voting. The guide includes supplementary content and graphic organizers to make the materials easier to incorporate into the classroom. The 15 features are available in English and Spanish. Audio podcasts in English are also available online at nynpa.com/nie/lawday.html.

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Background Resource Links:

Frederick Douglass

(1818-1895) He was born into slavery as Frederick Augustus Washington Bailey on the Eastern Shore of Maryland. He escaped from slavery and declared his freedom in 1838. He became a leading spokesperson for the abolition of slavery and for racial equality and was an early supporter of women's suffrage. For more about Douglass, go to

<https://www.nps.gov/frdo/learn/historyculture/frederickdouglass.htm>. To read the full text of the 1848 Rights of Women editorial, go to <http://utc.iath.virginia.edu/abolitn/abwm03dt.html>.

Sojourner Truth

(Circa 1797-1883) She was an African-American abolitionist, women's rights activist and advocate for universal suffrage. Truth was born into slavery in Ulster County, New York with the name Isabella Baumfree. The quote in this feature comes from a speech given on May 10, 1867. The entire speech can be found at

<https://www.thirteen.org/wnet/slavery/experience/gender/docs3.html>

Susan B. Anthony

(1820-1906) She was born into a Quaker family committed to social equality. Anthony fought for causes including, anti-slavery, temperance and women's rights. This quote is part of a speech given after her arrest for casting an illegal vote in the presidential election of 1872. She was tried and then fined \$100 but refused to pay. To read the complete address, go to

http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtid=3&psid=3604

Cady Elizabeth Stanton

(1815-1902) Elizabeth Cady Stanton was an early leader of the woman's rights movement, writing the Declaration of Sentiments as a call to arms for female equality. The quote is an excerpt from a statement before the U.S. Senate Committee on Women's Suffrage. To read the complete address, go to <https://awpc.cattcenter.iastate.edu/2019/08/15/statement-before-the-u-s-senate-committee-on-woman-suffrage-april-2-1888-2/>

Louis D. Brandeis

(1856-1941) Louis Dembitz Brandeis was born in Louisville, Kentucky to Jewish immigrant parents. He was an attorney and served as an associate justice on the U.S. Supreme court from 1916-1939. To read the full text of the speech on suffrage given by Brandeis at the Tremont Temple, go to <https://louisville.edu/law/library/special-collections/the-louis-d.-brandeis-collection/speech-on-suffrage-by-louis-d.-brandeis>

Alice Paul

(1885-1977) Born in 1885 to Quaker parents in Mt. Laurel, New Jersey, Alice Paul dedicated her life to the single cause of securing equal rights for all women. This quote is taken from a protest banner accompanied by Alice Paul and others during a demonstration at in Washington in 1917. It is referenced in the book, "Gibson Girls and Suffragists: Perceptions of Women from 1900 to 1918" by Catherine Gourley. To view the portion of the book where this quote is referenced go online to <http://bit.ly/1qiT39x>. Additionally, here is a link to a slide show of quotes by famous women throughout U.S. History created by the League of Women Voters http://www.lwvaa.org/images/meetings/lwvaa_mtg_2012-03-17/WIJ%20slide%20show%20corrected.ppsx

Jeannette Rankin

(1880-1973) Rankin was the oldest of six children, born near [Missoula, Montana](#) to a schoolteacher mother and rancher father. She was an American politician and women's rights advocate. Rankin was the first female elected to the U.S. Congress. She served in the U.S. House of Representatives as a Republican from Montana in 1917-1919, and again in 1941-1943. She helped pass the 19th Amendment, giving women the right to vote, and was a committed pacifist. For more information about Jeannette Rankin and her work, go to [https://history.house.gov/People/Listing/R/RANKIN,-Jeannette-\(R000055\)](https://history.house.gov/People/Listing/R/RANKIN,-Jeannette-(R000055)). To read the text of her address go to <https://tinyurl.com/jrankin1918>.

Carrie Chapman Catt

(1859-1947) Catt was born Carrie Clinton Lane, in Wisconsin but spent most of her childhood in Iowa. She was president of the National American Woman Suffrage Association and founder of the League of Women Voters. To read the text of Carrie Chapman Catt's speech at the Astor Hotel in New York City following the ratification of the 19th Amendment go to, <https://books.google.com/books?id=wuSPApv5V0wC&pg> (see Document 4, beginning on page 25). To watch a short video clip of Catt speaking about the passage of the 19th Amendment, go to <https://catalog.archives.gov/id/89133>. For more information about the League of Women Voters, visit their website at, <https://www.lwv.org>.

Franklin Delano Roosevelt

(1882-1945) Often referred to as FDR, Roosevelt was born in Hyde Park, New York and held many political positions on the state and national level including serving as Governor of New York from 1929-1933 and as the 32rd President of the United States from 1933 to 1945. He is cousin to President Theodore Roosevelt. He is the only president to be elected to office four times. The quote from this feature was taken from a radio address by Franklin Delano Roosevelt, President of the United States and Democratic Nominee for Reelection. Broadcast from White House, October 5, 1944

Here's a link to a transcript of the complete speech - <http://www.ibiblio.org/pha/policy/1944/1944-10-05a.html>

Dwight D. Eisenhower

(1890-1969) He was born and raised as part of a large family in Abilene, Kansas. Eisenhower rose the rank of five star general in the U.S. Army and served as the 34th President of the United States from 1953-1961. For more information about Eisenhower, go to <https://www.eisenhowerlibrary.gov/>.

Robert Kennedy

(1925-1968) He was an American politician and lawyer who served as the 64th United States Attorney General (1961-1964) and also served as a U.S. Senator from New York. He was assassinated in June 1968. This quote is from his report on civil rights in January 1963. For more about the report including a link to the full transcript, go to <https://www.gilderlehrman.org/history-now/spotlight-primary-source/robert-kennedy-civil-rights-1963>

Septima Poinette Clark

(1898-1897) Clark was born in Charleston, South Carolina at a time was strictly segregated and harshly divided by class. The daughter of a laundrywoman and a former slave she become a school teacher who was fired because she refused to discontinue her work with the National Association for the Advancement of Colored People (NAACP). Clark developed the literacy and citizenship workshops that played an important role in the drive for voting rights and civil rights for African Americans during the Civil Rights Movement. For more details about Septima Poinette Clark go to, <https://kinginstitute.stanford.edu/encyclopedia/clark-septima-poinette>

Hillary Rodham Clinton

(1947-) Hillary Diane Rodham Clinton grew up in a middle class home in a suburb of Chicago and served as First Lady of the United States from 1993 to 2001, as a U.S. senator from New York from 2001 to 2009, and as the 67th U.S. Secretary of State from 2009 until 2013. This quote was included in U.S. Senator Barbara Boxer's press release on February 18, 2005 in reference to the Count Every Vote Act election reform bill. To listen to a short audio clip from North Country Public Radio about the act go to, <https://www.northcountrypublicradio.org/news/story/5312/20050218/clinton-introduces-count-every-vote-act>. To read the text of the Senate bill introduced go to, <https://www.congress.gov/bill/109th-congress/senate-bill/450/text?format=txt>

Benjamin Todd Jealous

(1973-) Benjamin Todd Jealous was born in California and served as president and CEO of the National Association for the Advancement of Colored People (NAACP) from 2008 to 2013. For more about the NAACP go to their website at <https://www.naacp.org/>. Here's a link to an article in the *Los Angeles Times* reporting on Jealous' address at the 2011 NAACP National Convention, <https://www.latimes.com/local/la-xpm-2011-jul-26-la-me-naacp-20110726-story.html> and this link to an article in Politico published in December 2011 - <https://www.politico.com/story/2011/12/naacp-dont-block-the-vote-069794>

Constitutional Amendments

(that relate to voting rights)

United States Constitution –

- **Amendment XV** - Passed by Congress Feb. 26, 1869. Ratified Feb. 3, 1870.
Section. 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.
- **Amendment XIX** - Passed by Congress June 4, 1919. Ratified August 18, 1920. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.
- **Amendment XXIV** - Passed by Congress Aug. 27, 1962. Ratified Jan. 23, 1964. The right of citizens of the United States to vote in any primary or other election for President or Vice President, for electors for President or Vice President, or for Senator or Representative in Congress, shall not be denied or abridged by the United States or any State by reason of failure to pay poll tax or other tax.
- **Amendment XXVI** - Passed by Congress March 23, 1971. Ratified July 1, 1971.
The right of citizens of the United States, who are eighteen years of age or older, to vote shall not be denied or abridged by the United States or by any State on account of age.

Who Said It?

OVERVIEW:

Before the class begins reading/studying the series, this lesson will determine how much your students already know or can predict using contextual clues.

OBJECTIVES:

Students will:

- Demonstrate the ability to read a nonfiction passage or text
- Understand and articulate what the text directly as well as indirectly states in order to make an assumption about the text

STANDARDS:

NYS Social Studies - nysed.gov/curriculum-instruction/k-12-social-studies-framework and ELA Standards - nysed.gov/curriculum-instruction/new-york-state-next-generation-english-language-arts-learning-standards

Outside NYS: Common Core Standards for ELA - corestandards.org/ELA-Literacy/
National Curriculum Standards for Social Studies - socialstudies.org/standards/strands

MATERIALS:

- Graphic organizer – Who Said It?

PROCEDURES:

- Identify the individuals pictured on the left side of the graphic organizer.
- Read the quotes on the right hand side of the graphic organizer.
- Match the quotes with the individual who said it.
- Students should be prepared to defend why they paired an individual to a particular quote.

Closure:

As a class, briefly discuss the Who Said It? activity

Evaluation:

Students will be informally assessed on their ability to obtain the facts from the newspaper and inferences about future actions based on those facts and by the completion of the student assessment:

- **What one new thing did you learn from this activity?**

Adaptations:

- Working in pairs or small groups will help ELL students and those with special learning needs to complete the desired tasks.

Name _____

Who Said It?

First, identify the individuals on the left hand side of the page. Then pair each person up with a quote from the right hand side of the page. Consider the time, purpose and possible audience of each quote to help determine who might have said it.

Individuals pictured are: **Hillary Clinton, Septima Poinsette Clark, Alice Paul, Dwight D. Eisenhower, Susan B. Anthony, Carrie Chapman Catt and Franklin Roosevelt.**



"Our American heritage is threatened as much by our own indifference as it is by the most unscrupulous office or by the most powerful foreign threat. The future of this republic is in the hands of the American voter." (1949)



"We women of America tell you that America is not a democracy. Twenty million women are denied the right to vote." (1917)



"The full and free exercise of our sacred right and duty to vote is more important in the long run than the personal hopes or ambitions of any candidate for any office in the land." (1944)



"Women have suffered agony of soul which you can never comprehend, that you and your daughters might inherit political freedom. That vote has been costly. Prize it!" (1920)



"Voting is the most precious right of every citizen, and we have a moral obligation to ensure the integrity of our voting process." (2005)



"I just thought that you couldn't get people to register and vote until you teach them to read and write." (1986)



"It was we, the people; not we, the white male citizens; nor yet we, the male citizens; but we, the whole people, who formed the Union. And we formed it, not to give the blessings of liberty, but to secure them; not to the half of ourselves and the half of our posterity, but to the whole people - women as well as men." (1872)

Assessment: What one thing did you learn from this activity?

Reading Between the Lines

OVERVIEW:

Using the same historic quotes in the “Who Said It?” lesson, students will specify the inferences (reading between the lines) they used to help identify who was associated with each quote. Students will also practice this skill using current articles from the newspaper (print or electronic). This lesson can be done before or while reading/using the series.

OBJECTIVES:

Students will:

- Demonstrate the ability to read a nonfiction passage or text
- Draw inferences from nonfiction text
- Identify, extract, and cite text to thoroughly support their responses

STANDARDS:

NYS Social Studies - [nysed.gov/curriculum-instruction/k-12-social-studies-framework](https://www.nysed.gov/curriculum-instruction/k-12-social-studies-framework) and ELA Standards - [nysed.gov/curriculum-instruction/new-york-state-next-generation-english-language-arts-learning-standards](https://www.nysed.gov/curriculum-instruction/new-york-state-next-generation-english-language-arts-learning-standards)

Outside NYS: Common Core Standards for ELA - [corestandards.org/ELA-Literacy/](https://www.corestandards.org/ELA-Literacy/) National Curriculum Standards for Social Studies - [socialstudies.org/standards/strands](https://www.socialstudies.org/standards/strands)

MATERIALS:

- Newspapers (in print or electronic)
- Internet access (for electronic editions of the newspaper or additional resources)
- Graphic organizers – Who Said It? and Reading Between the Lines

PROCEDURES:

- Read the historic quotes individually or as a class
- Individually or in small groups, have students infer information not explicitly stated in both the historic quotes and current news article
- Record inferences on graphic organizer – Reading Between the Lines

Closure:

Lead a discussion about inference and how past knowledge effects our understanding of new information and current events.

Evaluation:

Students will be informally assessed on their ability to obtain the facts of the selected case from the newspaper and other sources and by the completion of the student assessment:

- **Complete this statement: I still have a question about...**

Adaptations:

- By working in small groups, ELL students and those with special learning needs should be able to complete the graphic organizer.

Name _____

Reading Between the Lines

An inference is a reasonable guess based on available information. Making an inference is sometimes called “reading between the lines,” because the inference is not stated directly in the information you have. The information leads you to an inference. After reading the historic quotes about voting from the series or the “Who Said It?” sheet and a current newspaper article about voting issues, use the chart below to record inferences you made while reading.

What I Know From Quote + What I Know From My Brain = My Inference

What I Know From News Article + What I Know From My Brain = My Inference

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Assessment: Complete this statement: I still have a question about...

Voting: Point of View

OVERVIEW:

This lesson will give students a basic understanding of how to identify an author or speaker's point of view, including the details of evidence (facts, examples, reasoning) he/she uses to support their opinions.

OBJECTIVES:

Students will:

- Demonstrate the ability to read a nonfiction passage or text
- Demonstrate a basic understanding of the historic importance of voting
- Distinguish the difference between facts and opinions

STANDARDS:

NYS Social Studies - [nysed.gov/curriculum-instruction/k-12-social-studies-framework](https://www.nysed.gov/curriculum-instruction/k-12-social-studies-framework)
and ELA Standards - [nysed.gov/curriculum-instruction/new-york-state-next-generation-english-language-arts-learning-standards](https://www.nysed.gov/curriculum-instruction/new-york-state-next-generation-english-language-arts-learning-standards)

Outside NYS: Common Core Standards for ELA - [corestandards.org/ELA-Literacy/](https://www.corestandards.org/ELA-Literacy/)
National Curriculum Standards for Social Studies - [socialstudies.org/standards/strands](https://www.socialstudies.org/standards/strands)

MATERIALS:

- Copies of the NIE features for Law Day 2020 with historic quotes
- Newspapers (in print or electronic)
- Internet access (for electronic editions of the newspaper or additional resources)
- Graphic organizer – Voting: Point of View

PROCEDURES:

- Read the historic quotes individually or as a class
- Individually or in small groups, have students look for current examples of issues that affect voter rights today using newspapers (print or electronic) and other resources
- Each student or small group will select one current example and any three historical quotes from the features and complete the graphic organizer – Voting: Point of View

Closure:

Lead a discussion about facts versus opinions and how historic context shapes opinions.

Evaluation:

Students will be informally assessed on their ability to distinguish between facts and opinions, by participation in class discussion and by the completion of the student assessment:

- **Do you feel differently about voting now that you've learned more? Explain why or why not.**

Adaptations:

- Working in pairs or small groups will help ELL students and those with special learning needs to complete the desired tasks.

Name _____

Voting: Point of View

Look through the newspaper (print or online) for examples of current voting rights issues. Select one and any three historic quotes and fill in the graph below.

Who: Author/Speaker:	Who: Author/Speaker:
What: Audience	What: Audience
When and Where: Time and Place	When and Where: Time and Place
Why: Reason or Purpose	Why: Reason or Purpose
Tone or Mood:	Tone or Mood:
IMPORTANCE OF VOTING	
Who: Author/Speaker:	Who: Author/Speaker:
What: Audience	What: Audience
When and Where: Time and Place	When and Where: Time and Place
Why: Reason or Purpose	Why: Reason or Purpose
Tone or Mood:	Tone or Mood:

Assessment: Do you feel differently about voting now that you've learned more? Explain why or why not.

Voting: Then & Now

OVERVIEW:

These historic quotes all reflect the importance of a citizen's right to vote. This lesson will have students compare and contrast these historic references with voting rights issues that still exist in America today.

OBJECTIVES:

Students will:

- Demonstrate the ability to read a nonfiction passage or text
- Identify current and historic U.S. challenges to the voting rights
- Identify, extract, and cite text to thoroughly support their responses

STANDARDS:

NYS Social Studies - [nysed.gov/curriculum-instruction/k-12-social-studies-framework](https://www.nysed.gov/curriculum-instruction/k-12-social-studies-framework) and ELA Standards - [nysed.gov/curriculum-instruction/new-york-state-next-generation-english-language-arts-learning-standards](https://www.nysed.gov/curriculum-instruction/new-york-state-next-generation-english-language-arts-learning-standards)

Outside NYS: Common Core Standards for ELA - [corestandards.org/ELA-Literacy/](https://www.corestandards.org/ELA-Literacy/)

National Curriculum Standards for Social Studies - [socialstudies.org/standards/strands](https://www.socialstudies.org/standards/strands)

MATERIALS:

- Copies of the NIE features for Law Day 2020 with historic quotes
- Newspapers (in print or electronic)
- Internet access (for electronic editions of the newspaper or additional resources)
- Graphic organizer – Voting: Then & Now

PROCEDURES:

- Read the historic quotes individually or as a class
- In small groups, have students look for current examples of issues that affect voter rights today using newspapers (print or electronic) and other resources and complete the graphic organizer – Voting: Then & Now

Closure:

Each group take turns sharing with the class what they found for one of the quotes.

Evaluation:

Students will be informally assessed on their ability to obtain the facts of the selected case from the newspaper and other sources and by the completion of the student assessment:

- **Complete this statement: I was surprised to learn...**

Adaptations:

- By working in small groups, ELL students and those with special learning needs should be able to complete the graphic organizer.

Name _____

Voting: Then & Now

After reading the historic quotes about voting, look through the newspaper and other resources for news about voting rights today. Use the chart below to organize what you find.

Voting Issues/Concerns of the Past	Current Voting Issues/Concerns
Susan B. Anthony	
Alice Paul	
Franklin D. Roosevelt	
Frederick Douglass	
Elizabeth Cady Stanton	
Robert Kennedy	
Septima Clark	

Based on the available evidence, write a brief summary of current voting issues facing the United States public. Be sure to back up your opinion with facts.

Assessment: Complete this statement: I was surprised to learn...

Voting: An Acrostic Poem

OVERVIEW:

Students will apply what they have learned about the importance of voting by creating an acrostic poem.

OBJECTIVES:

Students will:

- Understand and explain what an acrostic poem is
- Students will be able to use knowledge of antonyms and synonyms to determine meanings of words
- Demonstrate knowledge of the importance of voting through the acrostic poem each creates

STANDARDS:

NYS Social Studies - nysed.gov/curriculum-instruction/k-12-social-studies-framework and ELA Standards - nysed.gov/curriculum-instruction/new-york-state-next-generation-english-language-arts-learning-standards

Outside NYS: Common Core Standards for ELA - corestandards.org/ELA-Literacy/

National Curriculum Standards for Social Studies - socialstudies.org/standards/strands

MATERIALS:

- Copies of the NIE features for Law Day 2020 with historic quotes
- Newspapers (in print or electronic)
- Internet access (for electronic editions of the newspaper or additional resources)
- Graphic organizer – Voting Champions

PROCEDURES:

- Review or introduce Acrostic Poems depending on the background knowledge of your students including modeling an example of creating an acrostic poem.
- Independently, or in small groups, have students use the newspaper (print or electronic) to help find and brainstorm vocabulary words appropriate to the task.
- Write, share with a partner and revise if necessary based on feedback

Closure:

Re-cap different aspects of the importance of voting. Display the final acrostic poems on a class bulletin board or via an electronic slide presentation.

Evaluation:

Students will be informally assessed on their ability to obtain the facts of the selected case from the newspaper and other sources and by the completion of the student assessment:

- **What new vocabulary words did you learn doing this activity?**

Adaptations:

- Teacher may need to model more than one example or use a word wall to assist students in identifying appropriate words for the task.
- By working in small groups, ELL students and those with special learning needs should be able to complete the graphic organizer.

Name _____

Voting: An Acrostic Poem

Now that you know more importance of voting, why not write a poem about it? Acrostics are a fun poetic form that anyone can write. To complete the acrostic, from newspapers, select words that describe a leader and include the letters in the word, "VOTING." Note that the letters in the words you choose may appear at the beginning, middle or end of the words.

V
O
T
I
N
G

Follow-up: Explain your choice of words to another student. Respond to any questions. Then, in your own words, write a paragraph or two about the importance of voting and why every eligible voter should have equal access to the polls.

Assessment: What new vocabulary words did you learn doing this activity?

Sample News Articles about Voting:

Older people account for large shares of poll workers and voters in U.S. general elections – Pew Research Center, April 6, 2020 - <https://www.pewresearch.org/fact-tank/2020/04/06/older-people-account-for-large-shares-of-poll-workers-and-voters-in-u-s-general-elections/>

Get-out-the-vote effort goes digital for COVID-19 pandemic – Southern Poverty Law Center, April 11, 2020 - <https://www.splcenter.org/news/2020/04/11/get-out-vote-effort-goes-digital-covid-19-pandemic>

How a Supreme Court Decision Curtailed the Right to Vote in Wisconsin – The New York Times, April 13, 2020 - <https://www.nytimes.com/2020/04/13/us/wisconsin-election-voting-rights.html>

Michelle Obama calls for expanded voting rights as the coronavirus forces people to stay home, says vote-by-mail is 'long overdue' – Business Insider – April 13, 2020 - <https://www.businessinsider.com/expand-voting-rights-vote-by-mail-long-overdue-michelle-obama-2020-4>

Vote and Die: Covering Voter Suppression during the Coronavirus Pandemic
Journalists must cut through rampant disinformation around the pandemic to robustly report on efforts to suppress voting and delegitimize election results – Nieman Reports, April 14, 2020 - <https://niemanreports.org/articles/vote-and-die-covering-voter-suppression-during-the-coronavirus-pandemic/>

'Do-or-die moment' to boost vote-by-mail for November election. But the politics is getting harder – USA Today, April 14, 2020 - <https://www.usatoday.com/story/news/politics/elections/2020/04/10/coronavirus-do-die-moment-boost-vote-mail-before-november/5102651002/>

The 'Voter Suppression' Strategy - Democrats win big in Wisconsin by promoting false ballot fears. Opinion piece published in The Wall Street Journal, April 14, 2020 - <https://www.wsj.com/articles/the-voter-suppression-strategy-11586907137>

What is Ballot Harvesting? Trump claims voting method is 'Rampant with fraud' - Newsweek, April 14, 2020 – <https://www.newsweek.com/what-ballot-harvesting-trump-claims-voting-method-rampant-fraud-1497822>

Record numbers of Nebraskans voting, thanks to vote by mail option – NTV ABC News, April 15, 2020 - <https://nebraska.tv/news/2020-elections/record-numbers-of-nebraskans-voting-thanks-to-vote-by-mail-option>

The Pandemic Primary: How Will We Vote In The Age Of Coronavirus? – NPR, April 16, 2020 - <https://www.wvik.org/post/pandemic-primary-how-will-we-vote-age-coronavirus#stream/>

Web resources in alphabetical order:

Bill of Rights Institute – has lesson plans specific to voting called “Voting Rights in America.” The mission of the Bill of Rights Institute is to educate young people about the words and ideas of America’s Founders, the liberties guaranteed in our Founding documents, and how our Founding principles continue to affect and shape a free society. It is the goal of the Institute to help the next generation understand the freedom and opportunity the Constitution offers.

<https://billofrightsinstitute.org/educate/educator-resources/lessons-plans/current-events/voting-rights-in-america/>

Civics 101: A Podcast – audio, activities, resources, and civic lessons to help engage students. These two links specifically address the 19th Amendment.

<https://www.civics101podcast.org/civics-101-episodes/19thamendment>

<https://www.civics101podcast.org/civics-101-episodes/episodename-b7jbd>

iCivics – Explore the evolution of voting rights in the United States through an interactive PowerPoint presentation highlighting landmark changes. <https://www.icivics.org/teachers/lesson-plans/voting-rights>

League of Women Voters – Voting is a fundamental right and all eligible voters should have the equal opportunity to exercise that right. We are dedicated to ensuring that our elections remain free, fair and accessible. <https://www.lwv.org/voting-rights>

Library of Congress – a teaching guide and graphic organizers with links to primary documents associated with the Women’s Suffrage Movement.

<https://www.loc.gov/teachers/classroommaterials/primarysourcesets/womens-suffrage/>

Writing and Speaking about the Importance of Voting: Why Vote? – A complete Common Core ELA module from EngageNY.org - This unit connects students’ study of the Women’s Suffrage Movement, voting in the present day, specifically the issue of low voter turnout among young adults.

<https://www.engageny.org/sites/default/files/resource/attachments/4m4.3.pdf>

National Constitutional Center – A map with dates illustrating women’s suffrage by state/territory leading up to passage and ratification of the 19th Amendment.

https://constitutioncenter.org/timeline/html/cw08_12159.html

National Archives – Using facsimiles of historical records from the files of the U.S. House of Representative Judiciary Committee, students will evaluate evidence and consider the constitutional issues that the committee encountered as it deliberated the Voting Rights Act of 1965. Students will examine the concept of federalism and weigh the proper balance of powers between Federal and state governments when protecting the right to vote.

<https://www.archives.gov/legislative/resources/education/voting-rights>

National Park Service – Teaching the 19th Amendment – Explore educational resources associated with the 19th Amendment and women’s suffrage. These free, online lesson plans feature American women and the places where they made history.

<https://www.nps.gov/subjects/womenshistory/teach-19th-amendment.htm>

ReadWriteThink – Voting What’s It All About? – This set of lessons explores what students already know or think they know about voting, has students researching current elections and determining facts from opinions. <http://www.readwritethink.org/classroom-resources/lesson-plans/voting-what-about-396.html>

Scholastic – Voting and the Constitution – Students will learn about the Constitution’s many provisions for voting. Students will participate in an informal discussion of the election process, including the Electoral College, the evolution of voting rights, and how the Constitution has been amended to keep up with the times. <http://www.scholastic.com/browse/lessonplan.jsp?id=1124>

Teaching Tolerance – Expanding Voting Rights – For several decades, voting in most states was limited to white male landowners, called freeholders. Gradually, the franchise, or right to vote, expanded to include non-landowners, then African-American men, then women, and eventually people as young as 18. The process had its twists and turns; it was far from a straight line of ever-expanding voting rights. And it involved the federal government taking a larger role in defining the people who could vote. This series of five lessons traces that complicated process. The fourth lesson in this series specifically addresses Women’s Suffrage. <https://www.tolerance.org/classroom-resources/tolerance-lessons/expanding-voting-rights>

Votes for Women: Celebrating New York’s Suffrage Centennial aligns with the New York State Next Generation English Language Arts and Mathematics Learning Standards for K–12 education and the Social Studies Framework, addressing Grades 4 and 8 curricula directly. Educators using this guide will know that students depart with a basic understanding of how suffragists and advocates fought for women’s rights in New York, and how these efforts and techniques impacted national women’s rights movements. http://www.nysm.nysed.gov/common/nysm/files/votes-for-women-educator-guide_0.pdf