INDIANA UNIVERSITY CENTER ON Representative Government

Heather Campbell • Franklin Central High School • Indianapolis, IN

BRINGING THE DECLARATION of INDEPENDENCE TO LIFE

Using **Engaging Congress** from the **IU Center on Representative Government**

Purpose: Participants will collaborate to connect founding principles to current curriculum standards and use CORG's Engaging Congress digital tool to design engaging, classroom ready lesson activities.

Created by: Heather Campbell, Franklin Central High School

Lesson Title: Is the U.S. Run on Consent of the Governed?

Target Grade Level 11th US History	**Time of Lesson** 30 -45 minutes

Indiana Academic Standards for Target Grade Level

USH 1.1 Read key documents from the Founding Era and analyze major ideas about government, individual rights, and the general welfare embedded in these documents
USH 2.5 Explain the historical significance of the denial of African American rights in the South and the effects of these policies in future years
USH 7.1: Explain the efforts of groups of African Americans, Native Americans, Hispanic Americans, and women to assert their social and civic rights in the years following World War II.

Declaration of Independence Principle

Consent of the Governed: "Governments...deriving their just power from the consent of the governed

Engaging Congress Source

Unit: Voting Rights
Primary Sources: First Vote illustration, Death at the Polls political cartoon, Voting Rights Act of 1965

Explain Engaging Congress Unit Connection

The principle of Consent of the Governed manifests through political participation of citizens in the United States, but not all citizens were granted political participation. The Voting Rights unit explores different minorities in the United States and their paths to political participation.

Activity Description

Using the interactive learning tool Engaging Congress, (https://engagingcongress.org/index.html) students will analyze six primary sources that trace voting rights for African Americans from the passage of the 15th Amendment to the Voting Rights Act.

1. Begin by asking students if they believe the United States is run by a "government...deriving their just power from the consent of the governed". After a few moments invite discussions on who can vote, where, how, etc. Has the United States always upheld this principle?

2. Students will analyze six primary sources that trace voting rights for African Americans from the passage of the 15th Amendment to the Voting Rights Act, utilizing the "Choose a Story" tool in Engaging Congress 'Play' tab, focused on the Voting Rights primary source documents. https://engagingcongress.org/play/index.html (Choose a Story-->Voting Rights and Primary Sources-->Voting RIghts)

Upon completion, ask students again to discuss if they believe the United States is run by a "government..deriving their just power from the consent of the governed"

Primary Source Link(s)

https://constitution.congress.gov/constitution/amendment-15/ (15th Amendment) https://www.loc.gov/pictures/resource/ppmsca.37947

Additional Source(s)

https://www.loc.gov/programs/teachers/getting-started-with-primary-sources/guides/ (Primary Source Analysis Guide; Library of Congr

Expected Learning Outcomes

Students will understand that ideals celebrated and cited in the Declaration of Independence did not form the basis of the United States government. Ideals held by founders were not extended to all citizens or individuals until one hundred plus years later.

Modifications / Differentiation

1. Differentiation Strategy (Target: Grade Level / ELL / IEP)

The worksheet provided helps students who are unfamiliar with photo and primary source analysis learn how to analyze a source. Teachers are encouraged to go through an example together to demonstrate to students how to pick items out of images.

2. Differentiation Strategy (Target: Grade Level / ELL / IEP)

List any required materials and/or attach worksheets / graphic organizer / classroom materials

https://www.loc.gov/programs/teachers/getting-started-with-primary-sources/guides/ (Primary Source Analysis Guide; Library of Congress)

List all sources / links used (content and instructional)

https://constitution.congress.gov/constitution/amendment 15/ (15th Amendment)
https://www.loc.gov/pictures/resource/ppmsca.37947/ (The First Vote)
https://www.loc.gov/resource/cph.3c27750/ ("Death at the Polls") < TEACHERS: CAREFULLY REVIEW THIS IMAGE FOR LANGUAGE THAT MIGHT BE POTENTIALLY OFFENSIVE TO STUDENTS
https://www.loc.gov/item/mss859430323/ (Rosa Parks Poll Tax Receipt)
https://www.crmvet.org/info/la littest2.pdf (Louisiana 1964 Literacy Test with Instructions)
https://engagingcongress.org/play/index.html (Voting Rights >Voting Rights Act)