INDIANA UNIVERSITY CENTER ON Representative Government

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America 250

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.

Lesson Title

Voting and Unalienable Rights

Target Grade Level 12th grade	**Time of Lesson** 20-40 minutes

Indiana Academic Standards for Target Grade Level

USG 2.3 Analyze and interpret central ideas on government, individual rights, and the common good in founding documents of the United States.

USG 5.6 Explain how citizens in the United States participate in public elections as voters and supporters of candidates for public office.

Declaration of Independence Principle

Consent of the governed and unalienable rights

Engaging Congress Source

Unit: Voting Rights
Primary Sources: :Suffragists casting votes in New York City, Death at the Polls

Explain Engaging Congress Unit Connection

Voting and consent of the governed and inalienable rights are inherently interrelated. By engaging in the civic responsibility of voting for our elected leaders we are consenting to be governed. By voting, we have the opportunity to protect/ensure rights.

Activity Description

Present each primary source picture and ask students to do the following:
1. Describe what you see
2. Based on what you have described, what can you infer?
3. Take student answers and circle it back to the circumstances of when this picture and this political cartoon were published.
4. Ask students to review their prior knowledge about who is allowed to vote in the US and who is not.
5. Put students in small groups and have them discuss if they feel that voting is necessary to ensure the unalienable rights of "life, liberty and the pursuit of happiness" If a group of people is disenfranchised (African-Americans, Women, Immigrants, etc) do they not have the same opportunities to these unalienable rights? Explain your thinking.
6. Share out in groups.
7. Further application/enrichment: Tie discussion into the disenfranchisement of people currently living in DC using the primary source DC Vote. Tie discussion back to immigration and literacy tests using the Immigration Cartoon 1916. This discussion could be broadened into a larger discussion of if it is necessary to speak English in order to ensure your right to "life, liberty, and the pursuit of happiness" if you live in the United States.

Primary Source Link(s)

https://www.loc.gov/resource/cph.3c27750/ Death at the Polls, https://www.loc.gov/item/97510725/ Suffragists casting votes

Additional Source(s)

https://www.loc.gov/item/2010650571/ District of Columbia Voting Rights Visual

Expected Learning Outcomes

*Analyze primary source documents (photographs and political cartoons).
*Differentiate between the objective (I observe this) and the subjective inference (I think this means this).
*Analyze the relationship between suffrage and the protection of unalienable rights.
*Create an argument in regards to whether political representation is a prerequisite for the achievement of “life, liberty, and the pursuit of happiness.

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

This lesson is targeted for an EL class (shelter government with low EL levels) but could be used at any level. The use of pictures as the primary sources helps facilitate higher order level thinking even with limited English abilities.

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

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

Dry erase boards or butcher block paper to record thoughts during group discussion.

List all sources / links used (content and instructional)

https://www.loc.gov/resource/cph.3c27750/ Death at the Polls
https://www.loc.gov/item/97510725/ Suffragists casting votes
https://www.loc.gov/item/2010650571/ District of Columbia Voting Rights Visual
https://www.gilderlehrman.org/history-resources/spotlight-primary-source/immigration-cartoon-1916 ((This political cartoon appeared as the nation debated new restrictions on immigration. After 1917, immigrants entering the United States had to pass a literacy test. In the cartoon, the literacy test appears as an insurmountable barrier to a family of immigrants. Uncle Sam peers out over the barrier, a flag behind him ironically proclaiming "the land of the free." The law foreshadowed the 1924 National Origins Act, which ended the years of mass immigration.) Source: The Gilder Lehrman Institute of American History