

Inquiry Design Model (IDM) Blueprint™

Compelling Question	Is the suffrage movement finished?		
Standards and Practices	<i>Ohio Social Studies Standards, HS Government (2018 edition)</i> Standard 10: Constitutional amendments have provided civil rights such as suffrage for disenfranchised groups.		
Staging the Question	Start with a silent gallery walk, having students examine the first five pictures while trying to find the connection between all pictures. After three minutes, have students sit with a partner and discuss the connections they saw. After a few minutes have students share observations and theories as to the connectedness. Reveal to students all the pictures deal with the prolonged fight for suffrage in the US. Finally, provide the last four pictures representing modern barriers to voting and groups left out of the voting process and ask students to try to determine how the images are related to the suffrage process.		
Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
How has the Constitution been amended to extend voting rights to more citizens?	How has government practice ensured the right to vote?	What barriers exist for enfranchised groups in voting today?	Who is still left out?
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
Fill in a chart that gives the events and groups for each suffrage amendment passed.	Create a timeline to show how the actions of the government has given disenfranchised groups access to voting and how government actions ensured the right to vote.	Analyze the listed barriers to voting and code [green, yellow, red] to score how surmountable each barrier is and explain your position.	Analyze the arguments for and against each of the groups barred from voting.
Featured Sources	Featured Sources	Featured Sources	Featured Sources
“Examples of Jim Crow Laws”, The Jackson Sun Thaddeus Stevens, Speech in favor of black suffrage, House of Representatives, Jan 3, 1867 “The Vietnam War”, Ken Burns, PBS, Episode 4 Video Clip	“The Voting Rights Act of 1965”, Jessica McBirney, CommonLit History of Federal Voting Rights Laws, United States Department of Justice Indian Citizenship Act	Voter Identification Requirements – Voter ID Laws, National Conference of State Legislatures Everything You Need to Know About Voter ID Laws, PBS, July 23, 2012 Oppose Voter ID Legislation – Fact Sheet, ACLU	“Should Non-Citizens in the U.S. Vote?”, Editorial Op-Ed, LA Times, Dec 21, 2014 “In Maryland, A Debate About Municipal Election Restrictions for Non-Citizens”, Weekend Edition Sunday, NPR, Aug 13, 2017 “It’s A No-Brainer: Only Citizens Should Vote, Period”, John Kass, Chicago Tribune, Jul 10, 2015



<p>Jail Door Pin, artifact, National Woman’s Party</p> <p>US Constitution: Amendments 15, 19, 23, 24, 26</p>		<p>Why Too Many Older Adults Face Voting Obstacles, Beth Baker, Forbes, Nov 3, 2016</p> <p>Accessible Voting Policy Position, Center for Disability Rights, Inc.</p>	<p>“Why Felons Shouldn’t Vote”, Roger Clegg, Letter to the Editor, NY Times Jul 19, 2012</p> <p>“Give Felons and Prisoners the Right To Vote”, Gideon Yaffe, Op-Ed, Washington Post, Jul 26, 2016</p>
<p>Summative Performance Task</p>	<p>Argument</p>	<p>Construct an argument with supporting evidence answering the compelling question: Is the suffrage movement complete?</p> <p>Note to teacher – Possible answers may include:</p> <ul style="list-style-type: none"> • The suffrage movement is not finished because of current problems that exist within our country such as felons losing the right to vote, voter ID laws, lack of transportation for people without the means, and non-citizens. • The suffrage movement is finished because the Constitution has been amended 5 times to extend voting rights to disenfranchised groups. 	
	<p>Extension</p>	<p>Create a public service announcement explaining the gains made in suffrage for women and minorities through policies and amendments and discuss the issues raised today. Highlight what the government should or should not do to address the concerns.</p>	
<p>Taking Informed Action</p>	<p>Pick one of your yellows or reds in your coding exercise and write a legislator to suggest how to fix it. If you have no red or yellows, write your legislator to convince them that all suffrage issues are good and no further action needs taken.</p>		