



University of North Alabama Lesson Plan Template

Step 1 – Identify Desired Results

Lesson Title:	Equality for All	Grade: 5th
		Date: November 16th, 2021
CCRS Standard(s): Summarize successes and failures of the Reconstruction Era		
Big Idea: Equal Rights		
Essential Question(s): Why is it important for every person to get equal opportunities?		

Lesson Objective(s)/ Learning Targets

Objectives are measurable and align with the big idea, essential question, and standard.

1. Students will be able to compare and contrast voting opportunities in the past and now.
2. Students will be able to analyze primary and secondary sources.

Step 3 – Plan Learning Activities & Experiences

Introduction to Lesson/ Activating Thinking

@10 minutes of the lesson.

We will introduce ourselves to the class and ask the students to raise their hand if they can tell us why it is important for every person to have equal opportunities.

Building Background Knowledge

- We will start by telling the students about how our country has not always given equal rights to everyone living here. There was a time before any of us were born that people were not given good treatment just because the color of their skin was different. We will talk about how this issue was not ok at all and needed to be resolved. Next, we will talk about a couple of amendments that were put in place to start making a difference in our nation. Then, we will talk about voting rights and how those were changed throughout history to make a difference.
- Interactive Read Aloud! <https://www.youtube.com/watch?v=6SBt4uOfPO4>
-Here are a few discussion questions that will be asked throughout the read aloud:
 1. Why are voting rights important?
 2. What does equality mean?
 3. Why is it important for every person to have equal opportunities?
 4. Why did it take so long for voting to be fair?

Body of Lesson

@20-30 minutes of the lesson.

Primary Source Analysis Activity #1

- Primary source #1 is a photo of the 15th Amendment.
 - The first DBQ, which is interpretive, is, “How is the 15th Amendment important to the history of America?”
The 15th Amendment was one of the first amendments in America that started to advocate for equal rights. In this amendment it says, “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.” This was really the first move our country made to address that there were people being treated badly because of their skin color. The next DBQ, which is literal, would be, “What stands out to you in this photo of the 15th Amendment?” We will talk about how even though this amendment was put into place, there was still a lot of work that had to be done for America. “It would take the passage of the Voting Rights Act of 1965 before the majority of African Americans in the South were registered to vote.”
For the evaluative DBQ, Students will be asked, “Why is equality important?”, and “How do you think this amendment helped change America for the better?”
- We will make a venn diagram and add to it throughout the lesson. We will pause after each main point and ask the students to raise their hands if they have something to add to the diagram.

Primary Source Analysis #2

- The second primary source is a local newspaper article from the Colbert County Reporter.
 - Students will be asked to look at the entire article at first and the teacher will ask the literal level DBQ, “What stands out just by looking at the newspaper?” Some answers may be the year (1965) or the location (Tuscumbia, AL) or titles of certain sections. We will then discuss that the article was written during the Civil Rights Movement.
 - The students will then be asked to read the section called “Qualifications for the Right to Vote ” and the teacher will define any words that are unknown to the students (veritable, panacea, beleaguered, etc.) Students will then be asked the interpretive DBQs which is “What are some of the topics talked about in this section? Why are they talked about?”
 - Some answers may be the “Civil Rights Act of 1964 because the article talks about equal rights for all which includes the right to vote”
 - “the denial to register or vote, because even though the 15th amendment is already in place, African Americans still do not have the right to vote.” This in turns takes on a conversation on why African Americans would fighting for the right to vote if the 15th amendment states that people of color would have the right to vote without discrimination. The teacher will then explain that regardless of the 15th amendment being in place, African Americans were still denied the right to register and vote through literacy tests, poll taxes, and intimidating groups such as the KKK.
 - Students will be asked the evaluative DBQ which is “Why is this source important?”

	<ul style="list-style-type: none"> ▪ Some answers may be “It is important to help people see that although it said that people were equal on paper, society did not make it seem that way.” ▪ “It is important to see how much progress has been made on voting rights.” ▪ “It helps us see why certain laws are in place today.” <p>Students will write down their ideas and answers to some of the questions on the primary sources on the Looking Locally graphic organizer in their Google Classroom.</p> <p>The students will then be asked to look at a voting line today and share what they see. Some answers may be “There are men and women voting.” “Different races are voting.” Answers should surround the idea of equal voting rights.</p>
<p>Closure/ Summarizing</p> <p>@5 minutes of the lesson.</p>	<p>We will start to close by summing up our lesson and asking the students to raise their hand and tell us a main point that stood out to them. Then, we will tell the student’s that they will be doing a voki to show us what they learned!</p>
<p>Materials/ Technology</p>	<p>Computers in order to get to Google classroom, graphic organizers, and for assessment</p> <p>Possible Read Aloud: https://www.youtube.com/watch?v=6SBt4uOfPO4</p> <p>Local Newspaper Article: https://civilrightsshoals.com/wp-content/uploads/2020/09/3-25-1965-Colbert-County-Reporter-Editorial-Grist-Qualifications-For-The-Right-to-Vote.pdf</p> <p>15th amendment source:</p> <p>Voting Lines Today</p> <p>Graphic Organizers: Looking Locally</p>

[Voting Then and Now](#)

Step 2 – Determine Acceptable Evidence

Assessment/ Evaluation

Formative Assessment Task(s):

- Throughout the lesson, students will be evaluated through discussion and their commentary as well as filling out their graphic organizer with the correct information. Students should share ideas around the subject of equal rights in voting in their discussion but also their graphic organizers.
- The two learning targets are
 - Students will be able to compare and contrast voting opportunities in the past and now which will be formally assessed through a graphic organizer called Voting: Then and Now. Students should be able to identify certain details that differentiate voting now and during the Civil Rights Movement and Reconstruction. Such would include poll taxes, literacy tests, etc. Similarities can include parts of the process, political parties, etc.
 - Students will be able to analyze primary and secondary sources. Students will be formally assessed through discussion and a graphic organizer that includes DBQ based primary sources.
 - Voki Assessment: Students will share one reason why everyone should have equal opportunities.