

Subject: Social Studies
Level: Middle School

CIVIC COMMUNITY LESSON PLAN

This lesson plan offers teachers resource links from the **Library of Congress** and **inquiry-based teaching strategies**, using elementary Social Studies content and primary source analysis to engage students in creating understanding and a sense of the responsibilities and rights of belonging to the community of our democratic nation.

Title: Does freedom require responsibility?		
ESSENTIAL QUESTION: What does it mean to use your voice?		
<p>Lesson Overview: Students will analyze primary sources to review their own understandings of voting rights in the United States, learn how voting rights have changed over time and gain a better understanding of how the right to vote has impacted equality.</p>	<p>Lesson Objectives Students will:</p> <ul style="list-style-type: none"> Analyze primary and secondary sources to deepen understanding of U.S. voting rights. Identify personal values and beliefs about the value of voting rights. Evaluate the expansion of voting rights to teens in the United States. 	
<p>Inquiry Standards <u>CCSS.ELA-LITERACY.RI.11-12.3</u> Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>		
Supporting Question 1 ENGAGING	Supporting Question 2 EVALUATING	Supporting Question 3 TAKING ACTION
When has listening to others mattered?	What would you do to stand up for your rights?	How can we unite our nation, our community, our school?
PERFORMANCE TASK 1	PERFORMANCE TASK 2	CULMINATING TASK
Ask students to name all the times in their lives when their opinion didn't matter. Distribute materials and ask students to use the Primary Source Tool to analyze materials. Engage in discussion with questions:	<ul style="list-style-type: none"> Using the lesson presentation, share the photo of President Johnson (slide 23) and then share his quote with students (slide 24). Ask students: Do you agree or disagree? Why? Note main points on the board or in a digital document. Ask again: Is it important to vote? (slide 25) 	Ask students to develop an information campaign for voting among teens in their community.

<p>Why might citizens strive for equal participation in a democracy? (If necessary, define democracy: a system of government with elected representatives chosen by citizens.)</p> <p>Ask students to share a few thoughts about the meaning of the focus question.</p> <p>Jot down a few key student ideas in the digital document, on the board, or on chart paper.</p>	<ul style="list-style-type: none"> ○ Tally votes ● Compare vote totals from before and after the activity. ● Ask students: Why is it important or not important to vote in government elections? Challenge students to use what they have learned in this lesson and to relate their opinions back to the focus question. <ul style="list-style-type: none"> ○ Note responses. ● Ask students (slide 26): Should we give more people the right to vote? Who? Why or why not? (You may prompt students by asking them if kids their age should be able to vote, then asking them to provide reasons for and against.) ● Ask students what they think they can do to advocate for expanding the right to vote. 	
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**LIBRARY OF CONGRESS RESOURCES
ADDITIONAL RESOURCES**

<ul style="list-style-type: none"> ● Lesson Presentation ● Student Materials Pack 1 copy per student: Primary Source Analysis Tool (digital version) 2 copies: Primary Source Image Set (Note: 1 image has a watermark so you will need to tell students to disregard it before their analysis digital access) 2 copies: Source Records (digital access) Background Reading 2 copies: The Founders and the Vote (digital access) 	<p>See slide materials in Lesson Presentation.</p>	<p>Library of Congress example of voter registration campaigns https://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/elections/persuading-voters.html</p>
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<p>2 copies: Voting Rights for African Americans (digital access)</p> <p>2 copies: Voting Rights for Women (digital access)</p> <p>2 copies: Voting Rights for Native Americans (digital access)</p> <p>2 copies: Voting Rights for Youth 18-20 (digital access)</p>		
TEACHING STRATEGIES		
<ul style="list-style-type: none"> • Academic discussions • Primary source analysis • Group interview process 	<ul style="list-style-type: none"> • Discussion • Pair share 	<ul style="list-style-type: none"> • Service-learning •

This lesson is part of a larger initiative, Citizen U, which aims to integrate civic learning across the curriculum for students in grades 2-12. For more lessons like it, in Language Arts, Math, Science, and Social Studies, or to learn more about related creative, community, and professional development opportunities, please visit our [Citizen U website](#)...