

# THE PORTAL TO TEXAS HISTORY

*Embark on a Voyage of Discovery*

<http://texashistory.unt.edu>

## Teacher Guide Civil Rights :: The Right to Vote

### Activity Ideas ...

#### Beginning

- Have students compare two related items.

#### Intermediate

- Have students expand or alter textbook explanations of history based on the primary sources they study.

#### Advanced

- Ask students to consider how a series of primary sources support or challenge information and understanding on a particular topic.
- Have students refine or revise conclusions based on their study of each subsequent primary source.



The first vote - 1867

<http://www.loc.gov/rr/program/bib/ourdocs/15thamendment.html>

### Discussion Starters: Right to Vote

- The 15<sup>th</sup> Amendment
- The first vote
  
- Poll tax
- Literacy test
- Grandfather clause
  
- Enfranchisement of the citizen
- The 21<sup>st</sup> century

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## Teacher Answer Sheet:

### Beginners' sheet:

The activity is so students learn how to find information on a map while becoming familiar with how different states supported the issue of slavery and why this was important. Also, students may learn about the economic values that shaped this time. The legends on the map contain all the information needed to answer each question.

### Intermediate Sheet:

1. Through education citizenship and values are developed which support democracy
2. Both images are of the school for white and African American students respectively. Differences are in the number of students, more teachers, students are dressed differently, better resources and more experience in teaching among others
3. a.) Education of freed children and adults  
b.) White teacher was teaching 20 black students  
Churches conducting Sunday school {Methodist, Baptist & Presbyterian}  
A few freedmen were given the authority to collect money to build a church and school house

### Literacy Test:

Across: 1.) poll tax, 3.) to vote, 5.) Suffrage, 7.) Enfranchisement

Down: 2.) Separate, 4.) Equal, 6.) Education

**Right to Vote:** Photograph of Freedmen's first vote security provided by soldiers on horseback

## Analyzing Primary Sources - Teacher's Guide

### OBSERVE

**Have students identify and note details.**

What do you notice first?

Find something small but interesting.

What do you notice that you didn't expect?

What do you notice that can't explain?

What do you notice now that you didn't earlier?

### QUESTION

**Have students ask questions to lead to more observations and reflections.**

What do you wonder about ...

Who?

What?

When?

Where?

Why?

How?

### REFLECT

**Encourage students to generate and test hypotheses about the source.**

What do you think was happening when this occurred?

What was used to create this?

Why do you think this is important?

If this took place today, what would be different?

## Further Investigation

Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.

What more do you want to know, and can you find out?