



Voting as Heritage

Component	Description
<p>Title of Lesson</p> <p>Content/Subject Area</p>	<p>Voting as Heritage</p> <p>African American History, U.S History</p>
<p>Context</p> <p>Duration</p>	<p>When researching African-American suffrage, most sources speak to the Southern experience. We miss out on the experiences and impact of the electorate in the North after the passing of the 15th Amendment. This lesson seeks to leverage our students as oral historians and their day off on Election Day to capture the experiences and evolution of voting in Philadelphia in the past 100 years. Especially as one of the largest African-American communities in the US that also received emigration from the South, Philadelphia is rich with stories that can highlight how people experienced democracy.</p> <p>3-4 class periods with additional time outside of class for students to conduct interviews</p>
<p>Objective</p>	<p>SWBAT conduct interviews IOT generate oral histories about voting experiences in Philadelphia.</p> <p>SWBAT identify key themes and evaluate perspective IOT write an analysis about voting experiences.</p>
<p>Standards</p>	<p><u>CCSS.ELA-Literacy.RH.9-10.1</u> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p><u>CCSS.ELA-Literacy.RH.9-10.2</u> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p><u>CCSS.ELA-Literacy.RH.9-10.6</u> Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>8.1.U.A. Evaluate patterns of continuity and change over time, applying context of events.</p>

	<p>8.1.U.C. Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)</p> <p>8.2.U.A. Evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the U.S.</p>
Anticipatory Set	<p>I. Warm-up: What feelings does voting generate for people? Do “feelings” around voting matter?</p> <p>II. Explain to students that they will be engaging in an oral history project to explore the landscape of voting in Philadelphia</p>
Instruction	<p>III. Tell students that we want to find out about the voting experience in Philadelphia. What are some questions that we can use to open up the conversation or follow-up questions to our interviewee’s responses.</p> <p>A. Ask a students what they envision a successful interview will sound like.</p> <p>B. Generate list of questions together, students write them down.</p> <p>C. Generate a list of do’s and don’ts for a successful interview.</p>
Instruction	<p>IV. Ask for a student volunteer to interview the teacher about their voting experience</p> <p>A. <u>Teacher note</u>: This is a teaching moment. Consider what the interview experience will be like for students and present similar challenges.</p> <p>V. Critique the interview as a class. What went well and what could be done better?</p> <p>VI. Ask for another student volunteer to interview teacher again.</p> <p>VII. Critique the interview as a class. What went well and what could be done better?</p> <p>VIII. Go back and add to list of questions, and do’s and don’ts list.</p> <p>A. <u>Teacher note</u>: have students write these down OR type this up and provide them with copies.</p>
Independent Practice	<p>IX. Students prepare for their interviews:</p> <p>A. Students identify two people to interview about their voting experiences and prepare personalized questions that will open up the conversation.</p> <p>B. Students identify a recording device (smartphones) and test it out for quality sound (and digital space).</p> <p>1. <u>Teacher note</u>: have alternative plans for students</p>

	<p style="text-align: center;">that do not have access to recording devices.</p> <ul style="list-style-type: none">X. Students conduct and record interviews for homework.<ul style="list-style-type: none">A. <u>Teacher Note</u>: Make sure to give students ample time!XI. If students have access to computers, students transcribe their interviews. Provide students with formatting examples.XII. Students write an analysis of their interviews. Questions to guide analysis. (source: http://historymatters.gmu.edu/mse/oral/summary.html)<ul style="list-style-type: none">A. Who is the interviewee?<ul style="list-style-type: none">1. What is the interviewee's relationship to the events under discussion?2. What effect might the interviewee's social identity and position have on the interview?3. What influences--personal, cultural, social--might shape the way the narrator expresses himself or herself?4. Consider especially how the events under discussion are generally regarded and how popular culture might shape the narrator's account.B. Evaluate yourself as an interviewer.<ul style="list-style-type: none">1. What background and interests does the interviewer bring to the topic of the interview?2. How might this affect the interview?3. How do the interviewer's questions shape the story told?4. How adept is the interviewer in getting the narrator to tell his/her story in his/her own way?5. What effect might the interviewer's social identity and position have on the interviewee, and hence the interview?6. How might the dynamic between narrator and interviewer affect what is said in the interview?7. Does the interviewer have a prior relationship with the interviewee? How might this affect the interview?C. What has been said in the interview?<ul style="list-style-type: none">1. How has the narrator structured the interview?2. What's the plot of the story?3. What does this tell us about the way the narrator thinks about his/her experience?4. What motifs, images, anecdotes does the narrator use to encapsulate experience?5. What can this tell us about how the narrator thinks about his/her experience?6. What does the narrator avoid or sidestep?7. What topics does the narrator especially warm to, or speak about with interest, enthusiasm, or
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	<p>conviction?</p> <p>8. What might this tell us?</p> <p>9. Are there times when the narrator doesn't seem to answer the question posed?</p> <p>10. What might be the reason for this?</p> <p>D. Compare and contrast your two interviews</p> <p>E. Personal reflection</p> <ol style="list-style-type: none"> 1. Do you think that your views about voting have been influenced by those around you? Why or why not? 2. What have you learned about voting and democracy through this process?
Closure	<p>XIII. On plain printer paper, students write a quote from their interviews that they think demonstrates something important or profound. Use markers to others can easily see and use the entire paper.</p> <p>XIV. Students will tape their quotes onto the wall for a gallery walk.</p> <p>XV. Students walk around silently reading the quotes.</p> <p>XVI. After 3 to 5 minutes, ask students to stand next to the quote that they connected with the most.</p> <p>XVII. Ask a few students to explain why they are standing where they are.</p>
Assessment	<ul style="list-style-type: none"> ● Recorded interviews ● Transcribed interviews ● Analysis of interviews and reflection ● Class discussions
Key Terms	<ul style="list-style-type: none"> ● Interviewer ● Interviewee ● Oral History ● Ballot ● Poll ● Suffrage
Resources and Materials	<p>Students will need access recording devices if they cannot use a smartphone.</p> <p>Resource for background knowledge:</p> <ul style="list-style-type: none"> ● Oral History Tips: http://www.genealogy.com/articles/research/95_carmack.html