

Unit 1: Building Strong Communities

WEEK 4 Day 4



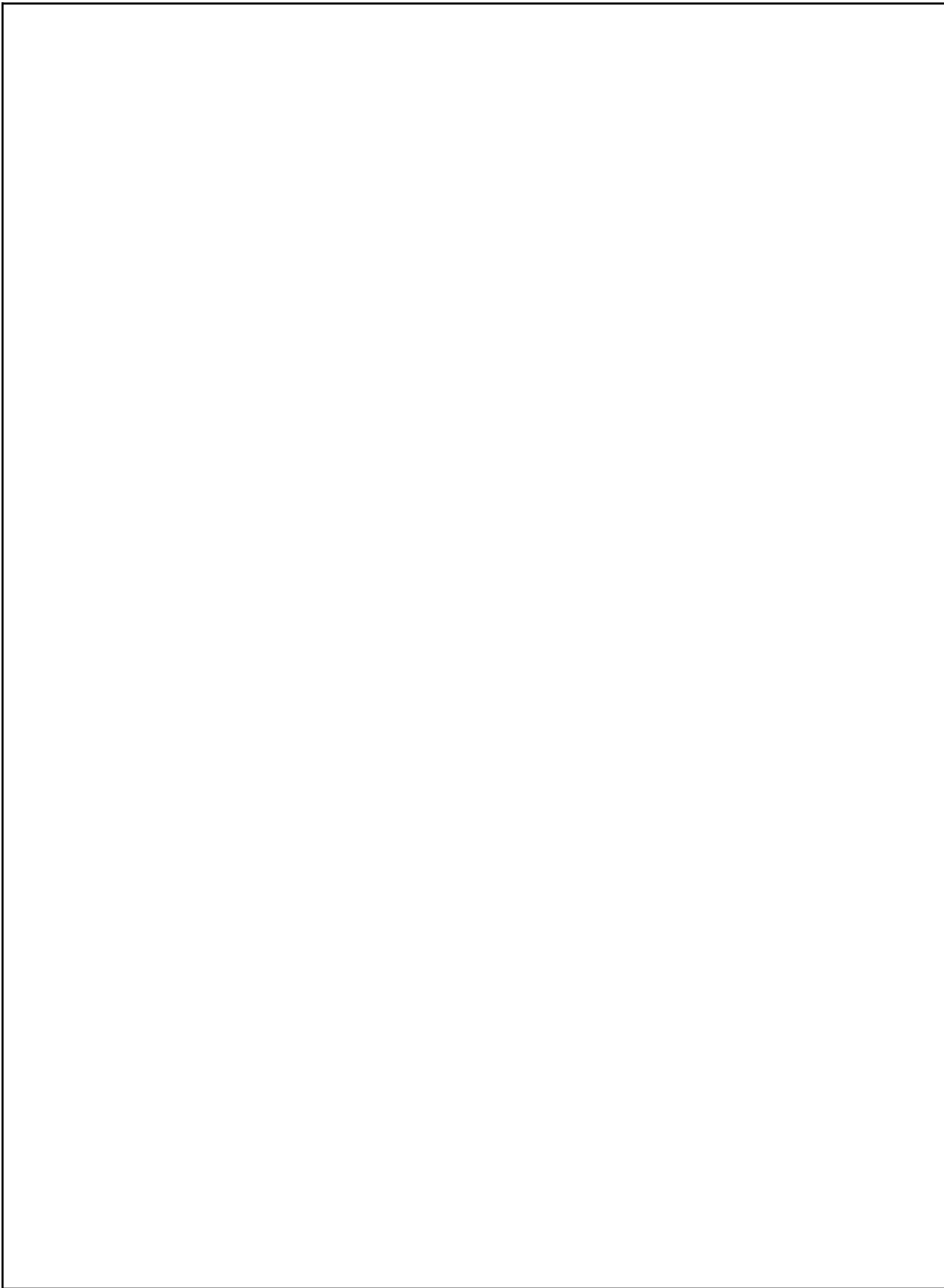
**Text Talk**  
**Voting Images (slides)**

<b>Big Ideas</b>	<p>People belong to communities. Everyone has a role.</p> <p>Leaders help guide and support their communities.</p>
<b>Weekly Question</b>	How do people become leaders?
<b>Content Objective</b>	I can explain what it means to have rights and responsibilities in my community. (Civics & Government 1, Civics & Government 2)
<b>Language Objective</b>	I can ask and answer questions about two images about voting. (SL.2.1.a)
<b>SEL Objectives (Boston)</b>	<p>I can identify personal, cultural, and linguistic assets of myself and others. (SA 4.1)</p> <p>I can recognize my own personal beliefs, judgments, and biases. (SA 4.2)</p>
<b>Vocabulary</b>	<p><b>image:</b> photograph or drawing</p> <p><b>historical:</b> factual and from the past</p> <p><b>amendment:</b> addition to a document</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● Voting Images slides</li> <li>● projector and screen</li> </ul> <p>On the whiteboard, write the prompts for the VTS routine.</p> <p>What’s going on in this picture?</p> <p>What do you see that makes you say that?</p> <p>What more can we find?</p>

	<p>Consider the history of voting rights in the United States. Share some of the following historical information about the photograph in Slide 2 as appropriate, after the VTS routine. The photograph was taken in November, 1964. African American men were given the right to vote in 1870 as part of the 15th amendment. Women were given the right to vote as part of the 19th amendment in 1920. Even though this now gave voting rights to African American women, discriminatory practices, including literacy tests, often disenfranchised black female voters. In 1965, the Voting Rights Act passed, outlawing the discriminatory voting practices adopted in many southern states after the Civil War, including literacy tests as a prerequisite to voting.</p>
<p><b>Opening</b> 1 minute</p>	<p><i>Today we will look at historical images about voting. This means we are looking at photographs of real people from the past.</i></p> <p>Set a purpose for reading.</p> <p><i>As we look at the images, we will use Visual Thinking Strategies, or VTS. During this routine, we will focus on what you see in the image and what it makes you think about.</i></p> <p><i>After we discuss each image today, we will then find out a little more about the photographs, deepening our understanding about the history of voting.</i></p>
<p><b>Text and Discussion</b> 23 minutes</p> <p>slide 1</p>	<p>Use the VTS routine to uncover children’s initial responses to and ideas about the first image. Read the content of the posters. Refer to the questions on the board.</p> <ul style="list-style-type: none"> <li>● What’s going on in this picture?</li> <li>● What do you see that makes you say that?</li> <li>● What more can we find?</li> </ul> <p>Give children several minutes to look at this image and offer impressions about it.</p> <p><i>This photo was taken around 1970. Let’s read the words on the posters. What more can we find?</i></p>
<p>slide 2</p>	<p>Use the VTS routine to uncover children’s initial responses to and ideas about the second image. Refer to the questions on the board.</p> <ul style="list-style-type: none"> <li>● What’s going on in this picture?</li> <li>● What do you see that makes you say that?</li> <li>● What more can we find?</li> </ul> <p>Give children several minutes to look at this image and offer impressions about it.</p> <p>Next, share historical information about the image, as appropriate to the group.</p>

	<i>Based on learning more historical information, what more can we find?</i>
<b>Closing</b> 1 minute	<i>Voting has the potential to give people in a democracy some say in how the government runs things.</i>
<b>Standards</b>	<p><b>SL.2.1.a</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>Civics &amp; Government 1:</b> Students understand key ideas and processes that characterize democratic government in the community and the United States by recognizing symbols, monuments, celebrations, and leaders of State government.</p> <p><b>Civics &amp; Government 2:</b> Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules and state laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict.</p> <p><b>(Boston) SEL SA 4.1.</b> Identify personal, cultural and linguistic assets.</p> <p><b>(Boston) SEL SA 4.2.</b> Recognize personal beliefs, judgments and biases.</p>
<b>Ongoing assessment</b>	<p>Notice how children are able to articulate the complicated nature of rights and responsibilities around voting. Notice how children listen and engage, responding directly to the images.</p> <p>How do children respond to the images without any background information?</p> <p>How do children shift their thinking when given more information about the photograph?</p> <p>Are children able to understand that voting is the responsibility of citizens and that it is also a right of all citizens?</p>

**Notes**



Text Talk U1 W4 D4