

Chapter 6

Section 1: The Right to Vote

Guiding Question: How have voting rights changed over the course of U.S. history?

GET STARTED

Lesson Goals:

- ❑ Students will examine the history of voting rights.
- ❑ Students will understand the restrictions placed on the states as they set voter qualifications.

Bellringer Display Transparency 6A, Women’s Suffrage. Write on the board:

- **A suffragette is a woman who supports women’s voting rights.**
- **At the time of the photograph, women were not allowed to vote in the United States.**
- **The amendment referred to was a proposed amendment in the state of Ohio.**

In your notebook, write your answers to the questions that appear below the picture.

Vocabulary Ask students to look up the vocabulary words *franchise*, *enfranchise*, *disenfranchise*, and *suffrage* in a dictionary. Have volunteers write the definitions and their origins on the board. Discuss the differences among the first three terms and compare them to the word *suffrage*.

TEACH

First discuss students’ answers to the Bellringer questions. Tell students that today they will learn about the history of voting rights in the United States, including those of women. Explain that this history has followed a clear trend: the steady expansion of those eligible to vote. Have volunteers read the introductory paragraphs. Ask students what they heard that surprised them. As students read the list of changes in voting requirements, have them refer to the corresponding part of the figure titled, “The Five Stages of Expanding Suffrage.”

Ask:

- In 1789, what level of government set suffrage qualifications? (*the states*)

ELL/ESL Strategy

Language Objective: *To help students differentiate between suffer and suffrage*
Students learning English may misunderstand the meaning of *suffrage* because they are familiar with the verb *to suffer*. Write both words for all to see, underlining the *e* in *suffer*. Explain that this word has nothing to do with the meaning of *suffrage*, which is a noun and means “the right to vote.” Cross out *suffer*. Next, have students repeat the following example: **Carrie marched in a demonstration to gain support for women’s suffrage.** Ask volunteers to offer new sentences using the word. Have the class repeat the best ones.

ASSESS AND REMEDIATE

- Assign the Section Assessment questions; grade student responses.

Chapter Resources

Essential Questions Journal

Prereading and Vocabulary Worksheet
(All-in-One, p. 57)

Chapter 6 Outline (All-in-One, pp. 58–60)

Other Resources

Reading Comprehension Worksheet
(All-in-One, p. 62)

Skill Activity (All-in-One, p. 68)

Section Quiz B (All-in-One, p. 70)

Audio support is available for this section.

Additional features for Differentiated Instruction can be found throughout the Teacher’s Edition.