

## Chapter 6

### Section 3: Suffrage and Civil Rights

**Guiding Question:** How did the United States fulfill the promise of the 15th Amendment?

#### GET STARTED

##### Lesson Goals:

- ❑ Students will identify historical barriers that faced African American voters despite the passage of the 15th Amendment.
- ❑ Students will describe civil rights legislation.

**Bellringer** Display Transparency 6C, Voting Rights, a political cartoon that shows some past challenges to African Americans' voting rights. On the board, write: **Examine the cartoon and answer the questions in your notebook.**

**Vocabulary** Have students look up this section's vocabulary words in a dictionary and then write a paragraph using all three words. Ask selected students to share their paragraphs with the class.

#### TEACH

Tell students that in the period between 1950 and 1965, Americans struggled with civil rights, especially suffrage for minority groups. Read the first paragraph to the class. Have students read the red subsection headings and ask: **What do you expect to learn from this section?** (*Possible answer: I will learn about the 15th Amendment, the struggle for minority rights, and the legislation that now guarantees equal voting rights.*) Have volunteers read each subsection. Then review student answers to the Bellringer and discuss the cartoon in relation to what students learned in the section.

##### Ask:

- What did Congress do to ensure that the southern states would hold constitutional conventions? (*used military force*)
- What were "white primaries"? (*when political parties called themselves "private associations" and only allowed party members to vote in the primaries, usually excluding African Americans from the process*)

##### Learning Styles: Body/Kinesthetic

Select four students to portray "politicians." Give each pair of politicians a ball of yarn. Ask them to use their yarn to divide the class into three approximately equal "voting districts." Ask a randomly selected one-third of the class to stand up. Now have politicians lay their district lines to make sure the standing voters will not be in the majority in any district. Explain that this represents the practice called gerrymandering.

##### Other Strategies

ELL/ESL Strategy

Learning Styles: Logical/Mathematical

Learning Styles: Auditory/Verbal

Learning Styles: Visual/Spatial

#### ASSESS AND REMEDIATE

- Assign the Section Assessment questions; grade student responses.

##### Chapter Resources

**Essential Questions Journal**

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

##### Other Resources

**Reading Comprehension Worksheet**

(All-in-One, p. 87)

**Section Quiz B** (All-in-One, p. 92)

**Audio support is available for this section.**

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