

APPENDIX V – 138

UNIT TITLE
Voter ID Laws: A Return to “Jim Crow” Politics
UNIT PURPOSE & OVERVIEW
<p>This unit focuses on the wide powers state governments have over even our most fundamental constitutional rights, like voting. Although the U.S. Constitution guarantees all citizens over 18 the right to vote, how that right is exercised is dictated in large part by state governments. In other words, there is no uniform administration of elections, voting procedures, ballot restrictions, etc. that is the same across the country; instead there is a patchwork of 50 different electoral systems, each with its own interpretation of what “who”, “when”, and “how” means when it comes to citizens actually casting the ballot.</p> <p>As a result of this constitutional arrangement, state governments in the United States have too often used their broad authority to discriminate against and flat out deny different groups-- such as African-Americans, Mexican-Americans, and the less-affluent--the right to vote. In this lesson, students discover that these abuses are not just found in the past but continue on today as state governments enact and defend laws designed to further suppress the vote. Among these are the restrictive voter ID laws that have found significant support in statehouses throughout the country. Although supporters claim these laws help reduce voter fraud, students analyze an abundance of evidence and court rulings that suggest otherwise. In fact, students find that these laws are designed to limit the voter participation of different marginalized groups and ensure that the party in power remains in power.</p> <p>Throughout this unit, students not only learn more about how state governments operate, but they also explore how the division of power--both between federal and state, and between different branches of government--works (and sometimes fails) to protect citizens against government abuse. In doing so, students utilize in lesson a different combination of primary source documents, present-day journalism, critical analysis, and multimedia resources to create their own interpretation of voting rights in the United States today.</p> <p>This unit is designed for students who have already been assessed for the following topics: elections, parties, and the three branches of federal government.</p> <p>The lessons will proceed as follows:</p> <ul style="list-style-type: none"> ● Lesson 1 details the voting experiences of different marginalized groups throughout American history. Beginning with the Treaty of Guadalupe Hidalgo in 1848 and ending with the 1975 amendments to the Voting Rights Act, students document the different, legal, and violent ways many marginalized groups were denied their right to suffrage. ● Lesson 2 focuses on how the Voting Rights Act of 1965, and its amendments in 1975, attempted to remedy these decades-long abuses, highlighting the oversight authority all three federal branches of government have over state governments. ● Lesson 3 outlines the recent Supreme Court decision, <i>Shelby County v. Holder</i>, to understand how the division of power does not always result in just outcomes. Students will find that as a result, state authority over voting expanded significantly, paving the way for voter discrimination not seen since the turbulent 1960s. ● Lesson 4 analyzes the specific authority state governments have over voting procedures, with students identifying the different ways states administer the same act of voting. In doing so, students begin to learn that laws are not imposed on politicians from above but rather are products of those same politicians seeking to remain in office. ● Lesson 5 delves deeper into state authority by examining voter ID laws specifically and how these laws work in practice. Students participate in a brief simulation to illustrate the real-world application of these laws and their impact on our everyday lives ● Lesson 6 helps answer the question of why these voter ID laws matter by having students analyze

the different arguments in favor of and against these laws.

- Lesson 7 again examines the effect the division of power has on promoting/inhibiting social justice. Unlike before with *Shelby County v. Holder*, however, students conclude that with the recent *Veasey v. Abbott* decision, courts can indeed be used to curb discrimination by our own state governments. In hypothesizing about the possible effects of this latest ruling, student draft their own proposals that seek out to preserve and extend voting rights protections of different marginalized groups.

ENDURING UNDERSTANDING(S)

- Government is used to simultaneously protect the interests of those in power and preserve the rights of those they govern.
- The quality of a country's democracy does not remain constant through the years, but changes as the country's society changes.
- The division of power can both promote and inhibit democratic representation in the United States.

ESSENTIAL QUESTION(S)

- How have different groups perceived the idea that "all men are created equal"; how have courts and legislatures interpreted the idea; and how have such interpretations impacted our rights and freedoms today?
- What effect has case law had on the rights of citizens and society?
- How does the structure of the U.S. government affect the rights of citizens?
- How are the citizenship rights and needs of African Americans and Mexican Americans the same as other groups in the United States? How are they different?

OVERVIEW OF UNIT LESSONS

# of Lessons	Lesson Title	Duration: # of Periods
Lesson 1	Voting: From the Treaty of Guadalupe to Jim Crow	1
Lesson 2	Outlining The Voting Rights Act of 1965	2
Lesson 3	Deconstructing <i>Shelby County v. Holder</i> (2013)	1
Lesson 4	The State's Right to Your Vote	1
Lesson 5	Identify Yourself: What Are Voter ID Laws?	1
Lesson 6	1,000,000,000 to 3 Odds: Why Voter ID Laws?	2
Lesson 7	<i>Veasey v. Abbott</i> (2017) and the Future of Voting	2

NOTES

LESSON 1	
You Do Not Count: Voting from the Treaty of Guadalupe to Jim Crow	
OBJECTIVES: STUDENTS WILL BE ABLE TO...	
	<ul style="list-style-type: none"> Explain why/how state governments denied many in marginalized groups full suffrage between 1848 and 1975 by outlining two different examples of institutional vote suppression.
STANDARDS	
<u>Academic</u>	
	<ul style="list-style-type: none"> SS3.C1.PO1. Examine the foundations of democratic representative government. SS3.C1.PO4. Examine the fundamental principles in the Declaration of Independence. SS3.C2.PO3. Examine the United States federal system of government. SS3.C2.PO8. Analyze the structure, power, and organization of Arizona's government as expressed in the Arizona Constitution. SS3.C3.PO2. Examine how the Constitution guarantees due process of law through constitutional mandates and amendments. SS3.C4.PO1. Analyze basic individual rights and freedoms guaranteed by amendments and laws.
<u>Anti-Bias</u>	
	<ul style="list-style-type: none"> JU.9-12.12. I can recognize, describe, and distinguish unfairness and injustice at different levels of society. JU.9-12.13. I can explain the short- and long-term impact of biased words and behaviors and unjust practices, laws, and institutions that limit the rights and freedoms of people based on their identity groups. JU.9-12.14. I am aware of the advantages and disadvantages I have in society because of my membership in different identity groups, and I know how this has affected my life. JU.9-12.15. I can identify figures, groups, events, and a variety of strategies and philosophies relevant to the history of social justice around the world. AC.9-12.16. I express empathy when people are excluded or mistreated because of their identities and concern when I personally experience bias.
LEARNING PROCESS	
<u>Anticipatory Set</u>	
	<ul style="list-style-type: none"> Students will study the picture and profile of five different people living in the United States. Using this information, students will attempt to identify who can and cannot legally vote. Students will share their efforts with the class, with common responses/themes highlighted by both the instructor and students.
<u>Purpose</u>	
	<ul style="list-style-type: none"> Students will explore how methods for suppressing votes since the Mexican-American War have both (1) taken on many forms--ranging from outright violence to small legal details; and (2) been government-sanctioned.
<u>Instructional Input</u>	
	<ul style="list-style-type: none"> Students will take notes on a brief lecture on the 14th, 15th, 19th, 24th, and 26th Amendments. The lecture is meant to last no more than 10-15 minutes, and is meant as an introduction highlighting the topics' most important points. Teachers are to create their own lecture presentations to accommodate the classroom's specific circumstances and student needs. Please refer to Resources/Materials for all necessary information.
<u>Check for Understanding</u>	
	<ul style="list-style-type: none"> Students will relate the lecture to what was discussed during the Anticipatory Set.
<u>Guided Practice</u>	
	<ul style="list-style-type: none"> Students will select two of the five listed resources and conduct a 5W-H analysis of one voter suppression method. The instructor may print off copies of the resources or have students access the resources electronically. Students will each share their analysis in a discussion with the class (or a small group, depending

<p>on time/class size).</p> <ul style="list-style-type: none"> Given these discussions, students will (1) make corrections to their own analysis, (2) take notes on the analysis of one other voter suppression method. <p><u>Closure</u></p> <ul style="list-style-type: none"> Students will submit their corrected analysis, 5W-H #1, at the end of class. <p><u>Independent Practice</u></p> <ul style="list-style-type: none"> Using their notes from the class discussions and all six resources, students will submit a second analysis, 5W-H #2, of a different voter suppression method than the one they originally analyzed.
RESOURCES/MATERIALS
<ol style="list-style-type: none"> "The Lost Promise of the Voting Rights Act". <i>The Atlantic</i>. 5 August 2015. "The Forgotten History of How Latinos Earned the Right to Vote." <i>Fusion</i>. 10 October 2016. "Mexican Americans and the Poll Tax." <i>NBC News</i>. 1 January 1965. "'Our First Poll Tax Drive': The American G.I. Forum Fights Disenfranchisement of Mexican Americans in Texas." <i>History Matters</i>. "Poll tax receipts provide peek into Texas' electoral history." <i>Houston Chronicle</i>. 3 November 2016 "What's the history behind the fight for voting rights." <i>Vox</i>. 24 February 2016.
ASSESSMENT
<p><u>Formative</u></p> <ul style="list-style-type: none"> 5W-H #1 (see Learning Process--Closure) <p><u>Summative</u></p> <ul style="list-style-type: none"> 5W-H #2 (see Learning Process--Independent Practice)
GRADING CRITERIA
<ul style="list-style-type: none"> Students will be evaluated on a range of 0 to 10 where 10 signifies the student's ability to clearly and knowledgeably communicate their understanding of the topic; 5 signifies a weak ability to communicate their understanding; and 0 signifies a student's complete inability to communicate their understanding.

LESSON 2	
OUTLINING THE VOTING RIGHTS ACT OF 1965	
OBJECTIVES: STUDENTS WILL BE ABLE TO...	
<ul style="list-style-type: none"> Explain how the three branches of federal government participate in enforcing the Voting Rights Act (VRA) by connecting a description of their constitutional powers with a discussion on real world examples of VRA enforcement. 	
STANDARDS	
<u>Academic</u>	
<ul style="list-style-type: none"> SS3.C1.PO1. Examine the foundations of democratic representative government. SS3.C2.PO3. Examine the United States federal system of government. SS3.C2.PO5. Analyze the structure, power, and organization of the legislative branch of the United States Government. SS3.C2.PO6. Analyze the structure, power, and organization of the executive branch of the United States Government. SS3.C2.PO7. Analyze the structure, powers, and roles of the judicial branch of the United States government, including landmark United States Supreme Court decisions. SS3.C4.PO1. Analyze basic individual rights and freedoms guaranteed by amendments and laws. 	
<u>Anti-Bias</u>	
<ul style="list-style-type: none"> JU.9-12.12. I can recognize, describe, and distinguish unfairness and injustice at different levels of society. JU.9-12.13. I can explain the short- and long-term impact of biased words and behaviors and unjust practices, laws, and institutions that limit the rights and freedoms of people based on their identity groups. JU.9-12.14. I am aware of the advantages and disadvantages I have in society because of my membership in different identity groups, and I know how this has affected my life. JU.9-12.15. I can identify figures, groups, events, and a variety of strategies and philosophies relevant to the history of social justice around the world. AC.9-12.16. I express empathy when people are excluded or mistreated because of their identities and concern when I personally experience bias. 	
LEARNING PROCESS	
<u>Anticipatory Set</u>	
<ul style="list-style-type: none"> Using both prior knowledge about the Constitution and this unit's Lesson 1, students will discuss as a class the following question: prior to 1965, who was more responsible for carrying out the 14th, 15th, 19th, and 24th amendments, state or federal government? 	
<u>Purpose</u>	
<ul style="list-style-type: none"> Students will gain a greater understanding of the federal government's efforts to protect voter rights between 1965 and 2013. 	
<u>Instructional Input</u>	
<ul style="list-style-type: none"> Students will take notes on a brief lecture on the Voting Rights Act of 1965 and its 1975 amendments, with a focus on Section 5 and preclearance. The lecture is meant to last no more than 10-15 minutes, and is meant as an introduction highlighting the topics' most important points. Teachers are to create their own lecture presentations to accommodate the classroom's specific circumstances and student needs. Please refer to Resources/Materials for all necessary information. 	
<u>Check for Understanding</u>	
<ul style="list-style-type: none"> Given what they found in Lesson 1, students will discuss in small groups and as a class the importance of the Voting Rights Act. 	
<u>Guided Practice</u>	
<ul style="list-style-type: none"> Using all seven of the resources below, students will work in groups to (1) identify how each branch of government has enforced the Voting Rights Act, and (2) find a constitutional basis for that 	

<p>branch's ability to do so. The instructor may print off copies of the resources or have students access the resources electronically.</p> <ul style="list-style-type: none"> Each group will share either an example of enforcement by at least one branch of government, that branch's constitutional basis for action, and/or its effect(s) on voting rights. <p><u>Closure</u></p> <ul style="list-style-type: none"> Students will submit a corrected summary, Enforcement #1, of their enforcement example, its constitutional basis, and their effects on voting rights. <p><u>Independent Practice</u></p> <ul style="list-style-type: none"> For a different branch of government, students will submit a summary, Enforcement #2, of at least one enforcement example, its constitutional basis, and its effect(s) on voting rights.
<p>RESOURCES/MATERIALS</p> <ol style="list-style-type: none"> "Interactive Constitution." National Constitution Center "The Voting Rights Act of 1965 and its Amendments." US Department of Justice. "About Section 5 of the Voting Rights Act." US Department of Justice. "Effect of the Voting Rights Act #1." US Department of Justice. "Effect of the Voting Rights Act #2." Time. 6 August 2015 "Effect of the Voting Rights Act #3." NBC News. 6 August 2015. "Effect of the Voting Rights Act #4." The Brennan Center. "Effect of the Voting Rights Act #5." The New York Times. 17 June 2013.
<p>ASSESSMENT</p> <p><u>Formative</u></p> <ul style="list-style-type: none"> Enforcement #1 (see Learning Process--Closure) <p><u>Summative</u></p> <ul style="list-style-type: none"> Enforcement #2 (see Learning Process--Independent Practice)
<p>GRADING CRITERIA</p> <ul style="list-style-type: none"> Students will be evaluated on a range of 0 to 10 where 10 signifies the student's ability to clearly and knowledgeably communicate their understanding of the topic; 5 signifies a weak ability to communicate their understanding; and 0 signifies a student's complete inability to communicate their understanding.

LESSON 3	
DECONSTRUCTING <i>SHELBY COUNTY V. HOLDER</i> (2013)	
OBJECTIVES: STUDENTS WILL BE ABLE TO...	
<ul style="list-style-type: none"> Interpret socioeconomic and voting data to explain why some Supreme Court justices opposed the repeal of Section 4(b) of the Voting Rights Act and why most did not. 	
STANDARDS	
<u>Academic</u>	
<ul style="list-style-type: none"> SS3.C2.PO3. Examine the United States federal system of government. SS3.C2.PO7. Analyze the structure, powers, and roles of the judicial branch of the United States government, including landmark United States Supreme Court decisions. SS3.C2.PO8. Analyze the structure, power, and organization of Arizona's government as expressed in the Arizona Constitution. SS3.C4.PO1. Analyze basic individual rights and freedoms guaranteed by amendments and laws. 	
<u>Anti-Bias</u>	
<ul style="list-style-type: none"> JU.9-12.12. I can recognize, describe, and distinguish unfairness and injustice at different levels of society. JU.9-12.13. I can explain the short- and long-term impact of biased words and behaviors and unjust practices, laws, and institutions that limit the rights and freedoms of people based on their identity groups. JU.9-12.14. I am aware of the advantages and disadvantages I have in society because of my membership in different identity groups, and I know how this has affected my life. JU.9-12.15. I can identify figures, groups, events, and a variety of strategies and philosophies relevant to the history of social justice around the world. AC.9-12.16. I express empathy when people are excluded or mistreated because of their identities and concern when I personally experience bias. 	
LEARNING PROCESS	
<u>Anticipatory Set</u>	
<ul style="list-style-type: none"> Students will use notes from Lessons 1 and 2, and use them--in conjunction with Resource #1--to answer, in small groups, the question: why should we care about the <i>Shelby County v. Holder</i> decision? Several groups will share out their discussions. 	
<u>Purpose</u>	
<ul style="list-style-type: none"> Students will gain a deeper insight into how the Voting Rights Act worked and how it now affects our country today. 	
<u>Instructional Input</u>	
<ul style="list-style-type: none"> Students will take notes on a brief lecture on Sections 4 and 5 of the Voting Rights Act, and the 2013 Supreme Court Case <i>Shelby County v. Holder</i>. The lecture is meant to last no more than 10-15 minutes, and is meant as an introduction highlighting the topics' most important points. Teachers are to create their own lecture presentations to accommodate the classroom's specific circumstances and student needs. Please refer to Resources/Materials for all necessary information. 	
<u>Check for Understanding</u>	
<ul style="list-style-type: none"> Students will revisit their discussions from the Anticipatory Set. 	
<u>Guided Practice</u>	
<ul style="list-style-type: none"> In small groups, students will evaluate the ruling decision of <i>Shelby County v. Holder</i> by using at least four of the resources below to find three pieces of evidence that support either the majority or dissenting opinions. The instructor may print off copies of the resources or have students access the resources electronically. Each group will share out its discussions with the rest of the class. Students will take notes on the examples each group provides. 	

<p><u>Closure</u></p> <ul style="list-style-type: none"> Using their lecture and discussion notes, students will submit a written statement, Statement #1, supported by at least five pieces of evidence, explaining why they support either the majority or dissenting opinion. <p><u>Independent Practice</u></p> <ul style="list-style-type: none"> Using their lecture and discussion notes, students will submit a written statement, Statement #2, predicting the future effects of <i>Shelby County v. Holder</i>.
<p>RESOURCES/MATERIALS</p>
<ol style="list-style-type: none"> An Interactive Guide to <i>Shelby County v. Holder</i> (2013) "What are the key sections of the Voting Rights Act?" <i>Vox</i>. 24 February 2016 Section 4 of the Voting Rights Act. US Department of Justice. "<i>Shelby County v. Holder</i>: One Year Later." The Brennan Center. "How has voting changed since <i>Shelby County v. Holder</i>?" <i>The Washington Post</i>. 7 July 2014. "Effect of the Voting Rights Act #1." US Department of Justice. "Effect of the Voting Rights Act #2." <i>Time</i>. 6 August 2015 "Effect of the Voting Rights Act #3." <i>NBC News</i>. 6 August 2015. "Effect of the Voting Rights Act #4." The Brennan Center. "Effect of the Voting Rights Act #5." <i>The New York Times</i>. 17 June 2013 "New State Rules Raising Hurdles at the Voting Booth." <i>The New York Times</i>. 2 October 2011. "Census Data." US Census Bureau. Ballotpedia
<p>ASSESSMENT</p>
<p><u>Formative</u></p> <ul style="list-style-type: none"> Statement #1 (see Learning Process--Closure) <p><u>Summative</u></p> <ul style="list-style-type: none"> Statement #2 (see Learning Process--Independent Practice)
<p>GRADING CRITERIA</p>
<ul style="list-style-type: none"> Students will be evaluated on a range of 0 to 10 where 10 signifies the student's ability to clearly and knowledgeably communicate their understanding of the topic; 5 signifies a weak ability to communicate their understanding; and 0 signifies a student's complete inability to communicate their understanding.

LESSON 4 THE STATE'S RIGHT TO YOUR VOTE
OBJECTIVES: STUDENTS WILL BE ABLE TO...
<ul style="list-style-type: none"> Analyze voter access in the US by using a continuous spectrum to visually compare voting regulations in Arizona with those in other states.
STANDARDS
<p><u>Academic</u></p> <ul style="list-style-type: none"> SS3.C2.PO3. Examine the United States federal system of government. SS3.C2.PO8. Analyze the structure, power, and organization of Arizona's government as expressed in the Arizona Constitution. SS3.C4.PO1. Analyze basic individual rights and freedoms guaranteed by amendments and laws <p><u>Anti-Bias</u></p> <ul style="list-style-type: none"> JU.9-12.12. I can recognize, describe, and distinguish unfairness and injustice at different levels of society. JU.9-12.13. I can explain the short- and long-term impact of biased words and behaviors and unjust practices, laws, and institutions that limit the rights and freedoms of people based on their identity groups. JU.9-12.14. I am aware of the advantages and disadvantages I have in society because of my membership in different identity groups, and I know how this has affected my life. JU.9-12.15. I can identify figures, groups, events, and a variety of strategies and philosophies relevant to the history of social justice around the world. AC.9-12.16. I express empathy when people are excluded or mistreated because of their identities and concern when I personally experience bias.
LEARNING PROCESS
<p><u>Anticipatory Set</u></p> <ul style="list-style-type: none"> Using their own background knowledge and notes/predictions from Lesson 3, students will brainstorm, in groups, voting regulations that either restrict or promote voter access/turnout. Groups will share out and discuss their responses. <p><u>Purpose</u></p> <ul style="list-style-type: none"> Students will better understand the wide authority state governments have over a voter's ability to cast a ballot, with an emphasis on oft-overlooked procedural details. <p><u>Instructional Input</u></p> <ul style="list-style-type: none"> Students will take notes on a brief lecture on three different areas of voting regulations--voter registration, early voting, mail-in voting--and their impact on voter access/turnout. The lecture is meant to last no more than 10-15 minutes, and is meant as an introduction highlighting the topics' most important points. Teachers are to create their own lecture presentations to accommodate the classroom's specific circumstances and student needs. Please refer to Resources/Materials for all necessary information. <p><u>Check for Understanding</u></p> <ul style="list-style-type: none"> Students will revisit their discussions from the Anticipatory Set. <p><u>Guided Practice</u></p> <ul style="list-style-type: none"> Using their notes and three of the four resources below, students, in small groups, will compare Arizona's voting regulations with at least two other states. They will organize their comparisons along a spectrum, from greatest voter access to least. The instructor may print off copies of the resources or have students access the resources electronically. The small groups will come together and create--by either writing on the board, labeling positions in the room, etc.--a visual spectrum comparing the voting regulations of the states they chose (including Arizona's), organized from greatest voter access to least. Students are encouraged to discuss any differences the groups have with where a specific state is placed on the spectrum.

<ul style="list-style-type: none"> Students will take notes on each state's location and the reasons why it was placed there.
<p><u>Closure</u></p> <ul style="list-style-type: none"> Students will use their notes and discussions to submit a diagram, Spectrum #1, indicating the positions of at least four states on this spectrum.
<p><u>Independent Practice</u></p> <ul style="list-style-type: none"> Students will use their notes and discussions to submit an explanation, Spectrum #2, of the positions indicated in Spectrum #1. That is, students will answer the question: what about a state's voting regulations compel you to position it there on the spectrum?
<p>RESOURCES/MATERIALS</p>
<ol style="list-style-type: none"> "Voter Suppression: How Bad? (Pretty Bad)." <i>The American Prospect</i>. 1 October 2014. "New State Rules Raising Hurdles at the Voting Booth." <i>The New York Times</i>. 2 October 2011. "Voting policies in the United States." <i>Ballotpedia</i>. "New Voting Restrictions in America." <i>The Brennan Center</i>.
<p>ASSESSMENT</p>
<p><u>Formative</u></p> <ul style="list-style-type: none"> Spectrum #1 (see Learning Process--Closure)
<p><u>Summative</u></p> <ul style="list-style-type: none"> Spectrum #2 (see Learning Process--Independent Practice)
<p>GRADING CRITERIA</p>
<ul style="list-style-type: none"> Students will be evaluated on a range of 0 to 10 where 10 signifies the student's ability to clearly and knowledgeably communicate their understanding of the topic; 5 signifies a weak ability to communicate their understanding; and 0 signifies a student's complete inability to communicate their understanding.

LESSON 5
IDENTIFY YOURSELF: WHAT ARE VOTER ID LAWS?
OBJECTIVES: STUDENTS WILL BE ABLE TO...
<ul style="list-style-type: none"> Examine voter identification laws in ten different states by visually organizing these laws into three categories (strict, semi-strict, and non-strict) along a continuous spectrum.
STANDARDS
<p><u>Academic</u></p> <ul style="list-style-type: none"> SS3.C2.PO3. Examine the United States federal system of government. SS3.C2.PO8. Analyze the structure, power, and organization of Arizona's government as expressed in the Arizona Constitution. SS3.C4.PO1. Analyze basic individual rights and freedoms guaranteed by amendments and laws. <p><u>Anti-Bias</u></p> <ul style="list-style-type: none"> JU.9-12.12. I can recognize, describe, and distinguish unfairness and injustice at different levels of society. JU.9-12.13. I can explain the short- and long-term impact of biased words and behaviors and unjust practices, laws, and institutions that limit the rights and freedoms of people based on their identity groups. JU.9-12.14. I am aware of the advantages and disadvantages I have in society because of my membership in different identity groups, and I know how this has affected my life. JU.9-12.15. I can identify figures, groups, events, and a variety of strategies and philosophies relevant to the history of social justice around the world. AC.9-12.16. I express empathy when people are excluded or mistreated because of their identities and concern when I personally experience bias.
LEARNING PROCESS
<p><u>Anticipatory Set</u></p> <ul style="list-style-type: none"> Students will answer in their notes: should you need an ID to vote? Students will share their answers with the rest of the class. <p><u>Purpose</u></p> <ul style="list-style-type: none"> Students will better understand the newest wave of voter regulations involving voter identification laws. <p><u>Instructional Input</u></p> <ul style="list-style-type: none"> Students will take notes on a brief lecture on the three categories of voter identification laws: strict, semi-strict, and non-strict. The lecture is meant to last no more than 10-15 minutes, and is meant as an introduction highlighting the topics' most important points. Teachers are to create their own lecture presentations to accommodate the classroom's specific circumstances and student needs. Please refer to Resources/Materials for all necessary information. <p><u>Check for Understanding</u></p> <ul style="list-style-type: none"> Given what they know about the constitutional right to vote, and the notes they took on the three categories of voter identification laws, students will revisit their answers from the anticipatory set. <p><u>Guided Practice</u></p> <ul style="list-style-type: none"> In small groups, students will use the two resources below to organize the voter identification laws of at least five states (including Arizona's) into the three categories of strict, semi-strict, and non-strict. The instructor may print off copies of the resources or have students access the resources electronically. The small groups will come together and create--by either writing on the board, labeling positions in the room, etc.--a visual spectrum comparing the voting identification laws of the states they examined, organized from most restrictive to least.. Students are encouraged to discuss any differences the groups have with where a specific state is placed on the spectrum. Students will take notes on each state's location and the reasons why it was placed there.

<p><u>Closure</u></p> <ul style="list-style-type: none"> Students will use their notes and discussions to submit a diagram, Spectrum #1, indicating the positions of at least eight states on this spectrum. <p><u>Independent Practice</u></p> <ul style="list-style-type: none"> Students will use their notes and discussions to submit an explanation, Spectrum #2, of the positions indicated in Spectrum #1. That is, students will answer the question: what about a state's voting identification laws compel you to position it there on the spectrum?
<p>RESOURCES/MATERIALS</p>
<ol style="list-style-type: none"> "Voter ID Laws." National Council of State Legislatures. "Voter identification laws by state." Ballotpedia.
<p>ASSESSMENT</p>
<p><u>Formative</u></p> <ul style="list-style-type: none"> Spectrum #1 (see Learning Process--Closure) <p><u>Summative</u></p> <ul style="list-style-type: none"> Spectrum #2 (see Learning Process--Independent Practice)
<p>GRADING CRITERIA</p> <ul style="list-style-type: none"> Students will be evaluated on a range of 0 to 10 where 10 signifies the student's ability to clearly and knowledgeably communicate their understanding of the topic; 5 signifies a weak ability to communicate their understanding; and 0 signifies a student's complete inability to communicate their understanding.

LESSON 6	
1,000,000,000 TO 3 ODDS: WHY VOTER ID LAWS?	
OBJECTIVES: STUDENTS WILL BE ABLE TO...	
	<ul style="list-style-type: none"> Use a combination of socioeconomic and voting data to defend--on social media--either the arguments favoring voter identification laws or those opposing them.
STANDARDS	
<u>Academic</u>	
	<ul style="list-style-type: none"> SS3.C2.PO3. Examine the United States federal system of government. SS3.C2.PO8. Analyze the structure, power, and organization of Arizona's government as expressed in the Arizona Constitution. SS3.C4.PO1. Analyze basic individual rights and freedoms guaranteed by amendments and laws. SS3.C4.PO5. Describe the role and influence of political parties, interest groups, and mass media.
<u>Anti-Bias</u>	
	<ul style="list-style-type: none"> JU.9-12.12. I can recognize, describe, and distinguish unfairness and injustice at different levels of society. JU.9-12.13. I can explain the short- and long-term impact of biased words and behaviors and unjust practices, laws, and institutions that limit the rights and freedoms of people based on their identity groups. JU.9-12.14. I am aware of the advantages and disadvantages I have in society because of my membership in different identity groups, and I know how this has affected my life. JU.9-12.15. I can identify figures, groups, events, and a variety of strategies and philosophies relevant to the history of social justice around the world. AC.9-12.16. I express empathy when people are excluded or mistreated because of their identities and concern when I personally experience bias.
LEARNING PROCESS	
<u>Anticipatory Set</u>	
	<ul style="list-style-type: none"> In partners, students will discuss what it takes for them to get an identification. Students will focus in the costs, the time spent, the paperwork, etc. As a class, students will discuss the question: is it easy for <u>you</u> to get an ID?
<u>Purpose</u>	
	<ul style="list-style-type: none"> Students will explore the reasons why voter identification laws are seen as either necessary or discriminatory.
<u>Instructional Input</u>	
	<ul style="list-style-type: none"> Students will take notes on a brief lecture on the two sides of the voter ID law debate: "these laws reduce voter fraud" vs. "these laws prevent marginalized groups from voting". The lecture is meant to last no more than 10-15 minutes, and is meant as an introduction highlighting the topics' most important points. Teachers are to create their own lecture presentations to accommodate the classroom's specific circumstances and student needs. Please refer to Resources/Materials for all necessary information.
<u>Check for Understanding</u>	
	<ul style="list-style-type: none"> Given what they know about the debate on voter ID laws, students will revisit their answers from the anticipatory set.
<u>Guided Practice</u>	
	<ul style="list-style-type: none"> In small groups, students will read three of the five written resources, and five of the ten video resources. They will use these resources to outline the two sides of the voter ID debate in greater detail. The instructor may print off copies of the resources or have students access the resources electronically. Groups will select two social media platforms and will draft a post for each that explains either the group's support for voter ID laws or its opposition.
<u>Closure</u>	

<ul style="list-style-type: none"> Each student will submit in writing a description of at least one post, Draft #1. <p><u>Independent Practice</u></p> <ul style="list-style-type: none"> Each student will take a screenshot/photo of their unsubmitted post (or draw a picture of what their post would look like), Draft #2. Extra credit will be awarded to those who actually post their explanation on social media. Special accommodations can be made for those students who do not have social media accounts.
RESOURCES/MATERIALS
<p>Written</p> <ol style="list-style-type: none"> "Everything You've Ever Wanted to Know About Voter ID Laws". ProPublica. 9 March 2016. "Voting Rights Fight Explained: Cards #9 to #12." Vox. 14 February 2016. "Why Voter ID Laws Aren't Really about Fraud." PBS Frontline. 20 October 2014. "How Voter ID Laws Discriminate." The Atlantic. 18 February 2017. "Do voter identification laws suppress minority voting? Yes. We did the research." The Washington Post. 15 February 2017. <p>Video--At least six laptops are necessary; otherwise, students are encouraged to use/share their smartphones</p> <ol style="list-style-type: none"> PBS Frontline NBC Today CNN Fox News #1 Fox News #2 USA Today MSNBC #1 MSNBC #2 Vox NowThis
ASSESSMENT
<p><u>Formative</u></p> <ul style="list-style-type: none"> Draft #1 (see Learning Process--Closure) <p><u>Summative</u></p> <ul style="list-style-type: none"> Draft #2 (see Learning Process--Independent Practice)
GRADING CRITERIA
<ul style="list-style-type: none"> Students will be evaluated on a range of 0 to 10 where 10 signifies the student's ability to clearly and knowledgeably communicate their understanding of the topic; 5 signifies a weak ability to communicate their understanding; and 0 signifies a student's complete inability to communicate their understanding.

LESSON 7	
VEASEY V. ABBOTT (2017) AND THE FUTURE OF VOTING	
OBJECTIVES: STUDENTS WILL BE ABLE TO...	
<ul style="list-style-type: none"> Design a system of voting identification requirements that maximizes voter access while minimizing the potential for voter fraud. 	
STANDARDS	
<u>Academic</u>	
<ul style="list-style-type: none"> SS3.C2.PO3. Examine the United States federal system of government. SS3.C2.PO7. Analyze the structure, powers, and roles of the judicial branch of the United States government, including landmark United States Supreme Court decisions SS3.C2.PO8. Analyze the structure, power, and organization of Arizona's government as expressed in the Arizona Constitution. SS3.C4.PO1. Analyze basic individual rights and freedoms guaranteed by amendments and laws. SS3.C4.PO8. Demonstrate the skills and knowledge needed to accomplish public purposes. SS3.C4.PO5. Describe the role and influence of political parties, interest groups, and mass media. 	
<u>Anti-Bias</u>	
<ul style="list-style-type: none"> JJU.9-12.12. I can recognize, describe, and distinguish unfairness and injustice at different levels of society. JU.9-12.13. I can explain the short- and long-term impact of biased words and behaviors and unjust practices, laws, and institutions that limit the rights and freedoms of people based on their identity groups. JU.9-12.14. I am aware of the advantages and disadvantages I have in society because of my membership in different identity groups, and I know how this has affected my life. JU.9-12.15. I can identify figures, groups, events, and a variety of strategies and philosophies relevant to the history of social justice around the world. AC.9-12.16. I express empathy when people are excluded or mistreated because of their identities and concern when I personally experience bias. AC.9-12.17. I take responsibility for standing up to exclusion, prejudice, and injustice. AC.9-12.18. I have the courage to speak up to people when their words, actions, or views are biased and hurtful, and I will communicate with respect even when we disagree. AC.9-12.19. I stand up to exclusion, prejudice, and discrimination, even when it's not popular or easy or when no one else does. AC.9-12.20. I will join with diverse people to plan and carry out collective action against exclusion, prejudice, and discrimination, and will be thoughtful and creative in our actions in order to achieve our goals. 	
LEARNING PROCESS	
<u>Anticipatory Test</u>	
<ul style="list-style-type: none"> Students will use what they have learned from Lesson 3 onward to discuss the question: what is more important, preventing fraud or increasing voter access? 	
<u>Purpose</u>	
<ul style="list-style-type: none"> Students will engage the content by using what they have learned to design and improve on existing voter identification laws. 	
<u>Instructional Input</u>	
<ul style="list-style-type: none"> Students will take brief notes on a lecture on the recent court decisions on the Texas voter identification law. The lecture is meant to last no more than 10-15 minutes, and is meant as an introduction highlighting the topics' most important points. Teachers are to create their own lecture presentations to accommodate the classroom's specific circumstances and student needs. Please refer to Resources/Materials for all necessary information. 	
<u>Check for Understanding</u>	
<ul style="list-style-type: none"> Given what they have learned in the rest of the unit, students will revisit their answers from the 	

<p>anticipatory set.</p> <p><u>Guided Practice</u></p> <ul style="list-style-type: none"> • In small groups, students will use their unit notes, assessments, and the resources below to design a new voter identification law (or laws) for Arizona that addresses the discussions from the anticipatory set. • Groups will present their proposed laws to the class, which will in turn discuss each proposal's strengths and weaknesses. <p><u>Closure</u></p> <ul style="list-style-type: none"> • Taking into account the class discussion, students will submit a final draft of their proposal, Proposal #1. <p><u>Independent Practice</u></p> <ul style="list-style-type: none"> • Students will mail/email their proposal, Proposal #2, to their state representative.
RESOURCES/MATERIALS
<ol style="list-style-type: none"> 1. "Veasey v. Abbott." The Brennan Center. 2. "Voter ID Laws." National Council of State Legislatures. 3. "Voter identification laws by state." Ballotpedia. 4. "Voting policies in the United States." Ballotpedia. 5. "New Voting Restrictions in America." The Brennan Center.
ASSESSMENT
<p><u>Formative</u></p> <ul style="list-style-type: none"> • Proposal #1 (see Learning Process--Closure) <p><u>Summative</u></p> <ul style="list-style-type: none"> • Proposal #2 (see Learning Process--Independent Practice)
GRADING CRITERIA
<ul style="list-style-type: none"> • Students will be evaluated on a range of 0 to 10 where 10 signifies the student's ability to clearly and knowledgeably communicate their understanding of the topic; 5 signifies a weak ability to communicate their understanding; and 0 signifies a student's complete inability to communicate their understanding.