

## Right and Responsibility to Vote

Grade Level: 5-12

Time: 30 min.

### Objective:

- Recognize the development of the right to vote and how it is connected to empowerment

### Curricular Connections: Civics

**Materials:** Each student will get an index card. On the back of the cards, place a different sticker or symbol, representing each group (you should make an equal number of each group):

- White man who owns property
- White man who does not own property
- African American man
- Woman
- Native American
- Non-citizen
- Non-voting citizen (by choice)
- Minor 17 or younger
- Imprisoned felon

### Procedure:

- 1) Students will be asked to vote on an issue—class treat, amount of time to complete essay, etc. They should write their vote on the blank side of their card.
- 2) Collect only the cards from those who have the symbol representing the white man who owns property. Tally those votes.
- 3) You can then collect the votes from those with the cards for white man who does not own property. Tally those votes.
- 4) Collect those of the African American men, the women, and the Native Americans, tallying each one by one.
- 5) Explain to the students what the symbols represent and that their ballots were accepted in the same order as these groups got the right to vote in the US.

### Reflection:

- Why did these groups want the right to vote?
- Did getting the right to vote impact their way of life?
- Did those who chose not to vote regret that decision?
- Do you think voting rights will expand further?
- Why do voting rights matter?

**Assessment:** Students can journal about this experience.