**Measurable Goal:** Students will compare and contrast the voting process from mid-19th century with the present day election process. They will conduct research in the LMC (using print and electronic resources) and use evidence from their research using a variety of sources to support their point of view. They will be instructed in the structure of a URL and website evaluation.

**Question:** Why was the Voting Rights Act of 1965 such an important document? Was the Civil Rights Act of 1965 an important piece of legislation? Students should defend their answer with evidence.

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Identify Learning Need</th>
</tr>
</thead>
</table>
| **Ohio ELA Standards:** Reading Process-Research, page 241  
2. Identify appropriate sources and gather relevant information from multiple sources.  
4. Compile and organize important information and select appropriate sources to support central ideas, concepts and themes. |
| **Ohio ELA Standards:** Writing Processes-Research  
**Benchmark:** B- Evaluate the usefulness and credibility of data and sources.  
**Benchmark:** C-Organize information from various resources and select appropriate sources to support central ideas, concepts and themes. |
| **Ohio Social Studies Standards:** Citizenship Rights & Responsibilities  
**Benchmark:** A-Analyze ways people achieve governmental change, including political action, social protest and revolution.  
B. Explain how individual rights are relative, not absolute, and describe the balance between individual rights, the rights of others, and the common good. |
| **Ohio Social Studies Standards:** Skills and Methods  
**Benchmark:** A. Evaluate the reliability and credibility of sources. |
| **Ohio Social Studies Standards:** History  
**Benchmark:** F-Identify historical patterns in the domestic affairs of the United States during the 20th century and explain their significance. |
| **Ohio Social Studies Standards:** People in Societies  
**Benchmark:** B-Analyze the consequences of oppression, discrimination and conflict between cultures. |
| **Ohio Library guidelines: Library based technology K-12**  
A. Provide, integrate and utilize OPACs to locate and circulate library materials.  
B. Provide networked computers for staff & student use.  
C. Demonstrate effective usage of library-based technologies for teaching and learning. |
### Information literacy 9-12

B. Determine and apply an evaluative process to all information sources chosen for a project.

### Technology literacy 9-12

A. Formulate advanced search strategies, demonstrating an understanding of the strengths and limitations of the Internet, and evaluate the quality and appropriate use of Internet resources.

B. Evaluate choices of electronic resources and determine their strengths and limitations.

C. Utilize the Internet for research, classroom assignments and appropriate personal interests.

<table>
<thead>
<tr>
<th>Step 2</th>
<th>How will this understanding apply to students 10 years from now? (Essential Understanding)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify Learning Objectives</td>
<td>Research and library skills are lifelong learning skills that can be recalled and accessed throughout life in recreation and occupational settings. Gain the understanding of the importance of exercising the right to vote, one of our fundamental rights as citizens of the U.S.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Questions that prompt students to think and understand what it is they are to know. (Essential Question)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Why didn’t our founding fathers define voting rights in the Constitution?</td>
</tr>
<tr>
<td>2. Trace the history of African-Americans and the fight for suffrage from the 15th Amendment to the Voting Rights Act of 1965.</td>
</tr>
<tr>
<td>3. How has the process evolved from 1965 to today? Are the requirements different?</td>
</tr>
<tr>
<td>4. Why was the Voting Rights Act Of 1965 passed?</td>
</tr>
<tr>
<td>5. Who benefited from the Voting Rights Act Of 1965? What challenges to voting had this population experienced prior to the passing and implementation of the Voting Rights Act?</td>
</tr>
<tr>
<td>6. What other changes to voting rights have there been since 1965?</td>
</tr>
</tbody>
</table>

### Steps 3 & 4

Develop and Apply
Day 1

**Purpose:** Students will learn to evaluate websites and how website addresses are structured.

Discuss primary vs. secondary sources. http://historicalthinkingmatters.org/

**Vocabulary:** primary vs. secondary sources, poll tax, palm cards, suffrage.

**Questions:** How do I find answers to my questions? Where do I look for the resources? What can I use as a clue when I look at a URL to determine whether the source will be a reliable source? What are the questions I need to ask when I evaluate a website?

**Lesson (warm up, body of the lesson, accommodations, closure):**


Instruct students in the anatomy of a URL and what they need to look at when evaluating websites. (see attached PowerPoint)

**Closure:** Students should use a variety of reliable resources when completing research.

**Formative Assessment:**

Teacher’s choice: students will write a 3-6 page reflective essay or create a 6-12 slide PowerPoint presentation.

**Reflections/Observation:**
### Purpose:
Students will continue looking for information to support their topic.

Students will use evidence from their readings and research to complete a 3-6 page paper comparing and contrasting the election process portrayed in the painting with our current electoral process.

### Vocabulary:

### Questions:

### Lesson (warm up, body of the lesson, accommodations, closure):

### Formative Assessment:

**Reflections/Observation:** Divide the class into two groups and have one group summarize the arguments for the Voting Rights act and the other side summarize the arguments against the act.

### Summative/Benchmark Assessment:
Students will participate in KidsVoting ([http://www.kidsvotingoh.org/](http://www.kidsvotingoh.org/)) activities: Youth at the Booth and mock elections in May and November.

### Teacher Resources:
- Election Law @ Moritz [http://moritzlaw.osu.edu/electionlaw/](http://moritzlaw.osu.edu/electionlaw/)
- Elections the American Way [http://lcweb2.loc.gov/ammem/ndlpedu/features/election/home.html](http://lcweb2.loc.gov/ammem/ndlpedu/features/election/home.html)
- Ohio Secretary of State [http://www.sos.state.oh.us/](http://www.sos.state.oh.us/)
- Selma to Montgomery Voting Rights March: Shaking the Conscience [http://www.nps.gov/history/nr/twhp/wwwlps/lessons/133SEMO/133selma.htm](http://www.nps.gov/history/nr/twhp/wwwlps/lessons/133SEMO/133selma.htm)
Humanities and Social Sciences Division, _General Collections_. (9-20)

African American Odyssey, part 2
http://lcweb2.loc.gov/ammem/aaohtml/exhibit/aopart9b.html
Civil Rights Websites


African American Odyssey, part 2 http://lcweb2.loc.gov/ammem/aaohtml/exhibit/aopart9b.html

Alabama Dept. of Archives and History: voting rights http://www.archives.state.al.us/teacher/rights/rights5.html


Civil Rights Movement Veterans http://www.crmvet.org/

KidsVoting Central Ohio http://www.kidsvotingoh.org/lessons.html

LBJ for Kids!: voting rights http://www.lbjlib.utexas.edu/johnson/lbforkids/civil_voting_timeline.shtml

Lest We Forget http://digital.nypl.org/lwf/english/site/flash.html

National Civil Rights Museum http://lv.mcsk12.net/lv/loginDone.forward

NYPL Digital Gallery: Negro Disfranchised http://digitalgallery.nypl.org/nypldigital/dgkeysearchdetail.cfm?trg=1&strucID=210793&imageID=1232551&total=1&num=0&word=voting&s=1&notword=&d=&c=147&f=&k=0&lWord=&lField=&sScope=Collection%20Guide&sLevel=&sLabel=Africana%2520%2526amp%253B%2520Black%2520History&imgs=20&pos=1&e=w

Rock the Vote http://www.rockthevote.org/


Vote: the machinery of democracy http://americanhistory.si.edu/VOTE/

Evaluating the Internet

Mrs. Eschelbach
Anatomy of a URL

- How are web addresses put together?

  http://www.sailor.lib.md.us

- http  
  type of Internet resource: Hypertext transfer protocol

- www.  
  World wide web is the beginning of the name of the host computer (domain)
- **sailor**: source of the internet site, also part of the domain
- **.lib**: department where the content was created
- **.md**: created in Maryland
- **.us**: created in the United States (country code)
URL endings

- ac: college or university
- edu: education and research
- com: commercial
- k12: schools
- net: network support centers
- gov: U.S. government agencies
- org: non-profit organization
- mil: military
FIVE CRITERIA FOR EVALUATING WEB PAGES

1. How accurate is the Web Page?
2. How do we determine the authority of the Web Page?
3. How objective is the Web Page?
4. How current is the Web Page?
5. How is the content of the information presented?
ACCURACY

• Who is responsible for the accuracy and the content of the material?
• Does the information in the document seem accurate based on your knowledge base?
• Is the information free of grammatical, spelling, and typographical errors?
AUTHORITY

• Is the publisher the same as the author?

• Does the publisher list his/her qualifications?

• Where was this page published (domain)?

• Who is the author and can you contact him/her (other than only through e-mail)?

• Is the site copyright protected and the copyright holder provided?
OBJECTIVITY

• Is the purpose of the document clear?

• What are the goals of the Web Page and are they met?

• Is the information presented opinions of the author?

• Is the advertising on the page clearly differentiated from the informational content?
CURRENCY

• When was this produced?
• When was it updated?
• Are the links current?
CONTENT

• Is the page complete and up-to-date?

• Does the information seem to be through?

• Do the links complement the Web Page?

• Is the information properly cited?

• Is the content useful for your research?
Evaluate a site

- **Very Best Kids**
- **Me and My Travels by Derek**
- **Visit Exciting Fredericton**
- **Mike the Headless Chicken**
Evaluate 2 sites

<table>
<thead>
<tr>
<th>Title of Site:</th>
<th>Date Accessed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>URL:</td>
<td>Research Topic:</td>
</tr>
</tbody>
</table>

**How ACCURATE is the Web Page?**

<table>
<thead>
<tr>
<th>1. It is clear who is responsible for the accuracy and content of the material.</th>
<th>N/A</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. The information is free of grammatical, spelling, and typographical errors.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. The information presented seems accurate based on your knowledge of the subject.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

**Determine the AUTHORITY for the Web page?**

<table>
<thead>
<tr>
<th>1. The source’s domain is a reputable site (e.g., .edu, .gov, .org, or other well-known organization/company).</th>
<th>N/A</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. There is a link to a page describing the purpose of the sponsoring organization.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. The author can be determined and be contacted through a method other than e-mail.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4. The author’s qualifications for writing on this topic are clearly stated.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5. If the material is protected by copyright, the name of the copyright holder is provided.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

**How OBJECTIVE is the Web page?**

<table>
<thead>
<tr>
<th>1. The purpose of the document is clear and it seems to be non-biased information; or if biased, it is information</th>
<th>N/A</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
</table>

---
Use the CARS method
Use these basic evaluation guidelines (or others from the resources below) when surfing the Internet:

### CARS Checklist (from Evaluating Internet Research Sources by Robert Harris)

(CARS = Credibility, Accuracy, Reasonableness, Support)

<table>
<thead>
<tr>
<th>Credibility</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Is an author listed? What are the author's credentials? Can the author be reached for questions or comments?</td>
<td></td>
</tr>
<tr>
<td>- Is there evidence of positive peer evaluation?</td>
<td></td>
</tr>
<tr>
<td>- Has the author taken care to check for misspelling, poor grammar, etc.?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Accuracy</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Is the date of the site current?</td>
<td></td>
</tr>
<tr>
<td>- Is the information complete and not too vague?</td>
<td></td>
</tr>
<tr>
<td>- Does the author acknowledge all views?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reasonableness</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Is the author fair and objective?</td>
<td></td>
</tr>
<tr>
<td>- Is the author concerned with the truth?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Does the author provide support for the information?</td>
<td></td>
</tr>
<tr>
<td>- Are the sources listed?</td>
<td></td>
</tr>
<tr>
<td>- Are there other resources with similar information?</td>
<td></td>
</tr>
</tbody>
</table>

The following may also be considered when evaluating websites:

<table>
<thead>
<tr>
<th>Design &amp; Technology</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Are the pictures relevant and clear?</td>
<td></td>
</tr>
<tr>
<td>- Are the pages easy to maneuver?</td>
<td></td>
</tr>
<tr>
<td>- Have the colors been chosen well?</td>
<td></td>
</tr>
<tr>
<td>- Do the links work?</td>
<td></td>
</tr>
<tr>
<td>- Does the page load relatively quickly?</td>
<td></td>
</tr>
</tbody>
</table>