

ELA Answers: Week 7 (Rights)

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| <p>Day 1: Questions about</p> | <ol style="list-style-type: none"> 1. Why did the actions committed by the Nazis cause other nations to think of creating an international document about Human Rights? <i>The Nazis did not consider Jews and other groups to be Human so they justified that it was okay to exterminate them. To create a document of Human Rights would be to explicitly say that you can't do something like that to any human regardless of whether you like them or not.</i> 2. The United States' bombing of Hiroshima and Nagasaki effectively ended WWII. Why do you think that the author says that these bombings scared everyone, including the U.S.? <i>The bombings basically decimated the cities of Hiroshima and Nagasaki. killing hundreds of thousands of innocent people, flattening the cities, and also causing radiation poisoning for generations to come. The fact that a weapon of such complete destruction had been created and used was frightening because in doing this, the US had basically opened up the possibility for the destruction of the world.</i> 3. Eleanor Roosevelt stated that "we are "One World" and that which injures any one of us, injures all of us." What did she mean by this? <i>We all can experience the consequences of what we do and what others do. Innocent people might get hurt by the first attack or by a counterattack. Additionally, Roosevelt was stating that we are all humans, and when we do anything to harm others, or "dehumanize" them, then we lower the standard for how we treat each other.</i> 4. Why was it important to have representatives from different cultures and countries to create a universal document like the Universal Declaration of Human Rights (UDHR) ? <i>By having different cultures and countries represented you could make sure that the different values and beliefs of different cultures are being taken into account and agreed upon. Additionally, Additionally, the more countries involved, then the more countries that would agree to and follow the UDHR.</i> 5. Why did Eleanor Roosevelt feel that it was important to create educational programs about the UDHR? <i>Because she didn't want it just on paper, she wanted to make sure that people all over the world understood and lived by the ideas of the UDHR.</i> 6. Explain what Eleanor Roosevelt meant about the importance of Human Rights being honored in "small places" first, not just on the international level? <i>The belief in human rights has to be believed by everyday people not just governments because every day people are the ones who treat others according to what they believe.</i> |
| <p>Day 2 : Answers will vary.</p> | <p><i>Answers will vary</i></p> |
| <p>Writing for Day 2</p> | <p><i>Answers will vary.</i></p> |
| <p>Day 3: Answers to questions for Reading: Overview of Women's Suffrage in the United States Compiled by</p> | <ol style="list-style-type: none"> 1. List 3-4 of the limitations put on women during the 1800's. <i>Women did not have the right to own property, maintain their wages, or sign a contract, much less vote. In colonial America, most Black women were considered property. Women were expected to obey their husbands, not express opinions independent of, or counter to, their husbands'. It was considered improper for women to travel alone or to speak in public.</i> 2. What was the purpose of the Seneca Falls Convention? <i>It was a convention to "discuss the social, civil and religious rights of women."</i> |

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| <p>the Center for American Women and Politics</p> | <p>3. Why did the women's movement break apart into two different organizations? <i>The women's movement was fractured by the disagreement of different groups over the issue of slavery and the rights of Black Men. Most of the anti-slavery movement had the goal of not only freeing slaves but also granting voting rights to Black men, but not Black women.</i></p> <p>What was the position of each? <i>NWSA believed in universal suffrage and opposed the Fifteenth Amendment which was set up to give Black men the right to vote. The NWSA believed that it was all or nothing. If women were not included, then Black men should not get the right to vote either.</i></p> <p><i>AWSA believed in supporting the Fifteenth Amendment and had Black and white members.</i></p> <p>4. Why did President Wilson decide to support women's suffrage? In 1916, one of NAWSA's members, Alice Paul, believing the organization was too moderate in its approach and focus on state-level campaigns, founded the National Women's Party, which protested at the White House in support of a national amendment and resulted in the imprisonment of suffragists. In response to public outcry about the prison abuse of suffragists, President Woodrow Wilson reversed his position and publicly supported a suffrage amendment.</p> |
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| <p>Day 3: Answer Questions to Sojourner Truth's Speech</p> | <p>1. Even though she was speaking at a women's conference, who is Sojourner Truth talking to in her speech? <i>Her speech seems to be directed at White Lawmakers because in each paragraph, she talks about the importance of giving women at least a part of what men have.</i></p> <p>2. In paragraph 1, why does Sojourner Truth compare herself to men? What point is she trying to make?<i>Having been a slave, she has worked hard and in the fields. She is establishing the worthiness of women because they can do the same things that men can when it comes to work.</i></p> <p>3. In paragraph 2, Truth changes her tone when she states that men have a "quart" of intellect and women just a "little pint". Why would she say this? How might this help her persuade lawmakers to grant women the right to vote? <i>It is interesting because she is saying that men have more intelligence (at least in terms of their education)--men have a "quart" of intelligence--and she cannot read so men will still have more education than women. In a sense, she is telling men that giving women the right to vote should not frighten them that women will take over...after all, they are just giving women a "part" of what they have.</i></p> |
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4. In paragraph 4, Sojourner Truth asks men “where is your part?” in the story from the Bible. What is she claiming about the role of women? *In this reference, she talks about how Eve’s actions destroyed Eden, so women should be given the right to “correct” this wrong by being given the right to vote. She also asserts that women have done a lot in the world, by referring to the fact that Mary gave birth to Jesus and the role of women in the resurrection of Jesus--she basically says that men didn’t play much of a role in that--it was through the prayers and actions of women that Christ was resurrected.*

5. In paragraph 5, she acknowledges that white men are feeling pressure from different groups. Who are these groups and what does each want? *She acknowledges that white men might be feeling pressured to give up their power to Black men and to Women because both groups are wanting the right to vote.*

Day 4 :
Answers to
the questions
first photo:



1. What people do you observe? *Answers will vary but it is important to have students only list LITERAL observations, nothing that is not directly shown in the photograph. There is a large racially mixed group of Black and White people.*
2. What are their nonverbal expressions? Describe them carefully, but try not to infer what those expressions mean yet. Example: , “the man on the left is smiling” is an observation, but “the man of the left is happy” is an inference that you make because the person is smiling. *Answers will vary but it is important to have students only list LITERAL observations, nothing that is not directly shown in the photograph. There are African American and white people marching. They are carrying 2 American flags. Some are waving and talking or shouting (mouths are open). There is a plane flying overhead.*
3. What are the people doing in this image? Who or what are they looking at? *They are marching and seem to be facing towards the place they are going. Some are waving probably to people watching them.*
4. What, if any, objects do you observe? *There are two giant flags being held up.*
5. What are the people doing in this image? Who or what are they looking at? They are marching. Most seem to be looking forward with a few looking outwards and waving--maybe at observers/
6. What movement of people or objects is apparent (although it is a still photograph)?The movement of the people is that they are moving forward--moving towards something.

Image 2:

Now observe this photograph of the same event from a different perspective.



7. What people do you observe? A group of white men and women looking at something. *There are people of different ages--several older people.*
8. What are their nonverbal expressions? Describe them carefully, but try not to infer adjectives or what those expressions mean yet. For example, “the man on the left is smiling” is an observation, but “the man of the left is happy” is an inference that you make because the person is smiling. *Their faces do not show much expression, they are not smiling.*
9. What are the people doing in this image? Who or what are they looking at? *They seem to be looking at something going past. All of their faces are turned the same way.*
10. What, if any, objects do you observe? *There is a fence or railing that they are leaning on. There is a car parked in front of them and there is a large Confederate flag being displayed on the railing.*
12. What movement of people or objects is apparent (although it is a still photograph)?
There is not much movement. They seem to standing still watching something else move by.
 - Here it might be a good idea to have students to think about the symbolism in that...the first picture shows movement and in sense advancement--the people look young and they are moving forward. The second picture shows an older generation and they are standing still--almost as if they are stuck in the past and are seeing the “new way of doing things” pass them by.

13. Now think of both photographs: There is a flag featured in each of the photos. Think about why the photographer might have wanted to show these two pictures with the flags. *The two flags symbolize the two different sides of the Civil Rights Movement. There is the U.S. flag, and it symbolizes the ideals of equality and freedom while the Confederate flag symbolizes the Confederacy and the ideals of maintaining slavery and inequality.*

14. Which set of antonyms best suggests the theme of the flag photos?

A. History/Present

Explain your answer. The Confederacy and the flag represent maintaining the old way of life while the first photograph symbolizes progress.

15. If you could title these two images--what titles would you give to each photograph that would express the theme of the photo without directly saying what is happening (for example, you would **not** title the photograph as "White people watching the March").

Answers will vary.

A. _____

B. _____

Analyze the 3 images below:



New voter completing voter registration card.



Prospective voters standing in line to register.



Marchers in the rain.

15.. Which of the following quotes/adages best describes the set of photos? Draw a star next to it. *Answers will vary---ask students to explain.*

Day 5. :
Answers to
questions to
*All Together
Now*

1. How does Jordan summarize the history of race relations in the 1960's and the 1990's? *She summarizes the history by outlining the different laws that were established throughout the years but also talks about how in a large sense, feelings did not necessarily change with the laws.*
2. In your own words, describe what Jordan means by "compassion fatigue". *She mentions that when the laws were first created, and black people and white people seemed ready to live together in peace. but that is not what happened. By the 1990's the good feelings had diminished and people are still pretty separate in how they look at civil rights.*
3. Which value is necessary in order to create a "harmonious society"? *Tolerance*
4. Explain what Jordan means when she says that she has yet to find "a racist baby". *People are not inherently racist, it is a learned behavior.*
5. What does Jordan suggest that parents do in order to create a sense of community? *Parents can actively encourage their children to be in the company of people who are of other racial and ethnic backgrounds*
6. This speech was given in 1992, are there parts of it that still apply today? Why or why not? If yes, which ones? Explain your answer. *Answers will vary.*

Day 1: The Math of Voting: Independence thru the Civil War Math

What is this lesson about?: In this lesson we will focus primarily on the math of voting during Independence and early years of the United States.

Warm Up Problem-

If Manny gets 20 out of 25 correct on a math test, what grade does that come out to? What percent of the problems did he get correct?

Randy saved \$40 in March. In April he saved \$50. He saved \$10 more in April. But by what percentage did his savings go up by?

Activity #1: Voting and population around 1776

At the time of the American Revolution in 1776, voting was restricted to white male landowners of Protestant faith. Historians estimate that at the time of the Revolutionary War between 10-15% of the population was eligible to vote in the various colonies. Use the chart below to answer questions.

| | <u>Then</u> | |
|----------------|-------------|-----------------------|
| | Signers | Estimated Population* |
| Pennsylvania | 9 | 434,373 |
| Virginia | 7 | 747,610 |
| Massachusetts | 5 | 378,787 ✓ |
| New Jersey | 5 | 184,139 |
| Connecticut | 4 | 237,946 |
| Maryland | 4 | 319,728 |
| New York | 4 | 340,210 |
| South Carolina | 4 | 249,073 |
| Delaware | 3 | 59,094 |
| Georgia | 3 | 82,548 ✓ |
| New Hampshire | 3 | 141,885 |
| North Carolina | 3 | 393,751 |
| Rhode Island | 2 | 68,825 |

*The United States did not conduct its first official census until 1790—these estimates

All total, it is estimated that just over 2,500,000 people were living in the US in 1776. Assuming that 10% of them were eligible to vote, how many people was that? — 250,000 —

If that 10% figure held across the colonies, how many people would have been eligible to vote in Georgia in colonial elections, about the time of independence? — 8,250 —

How would that have compared to Massachusetts?

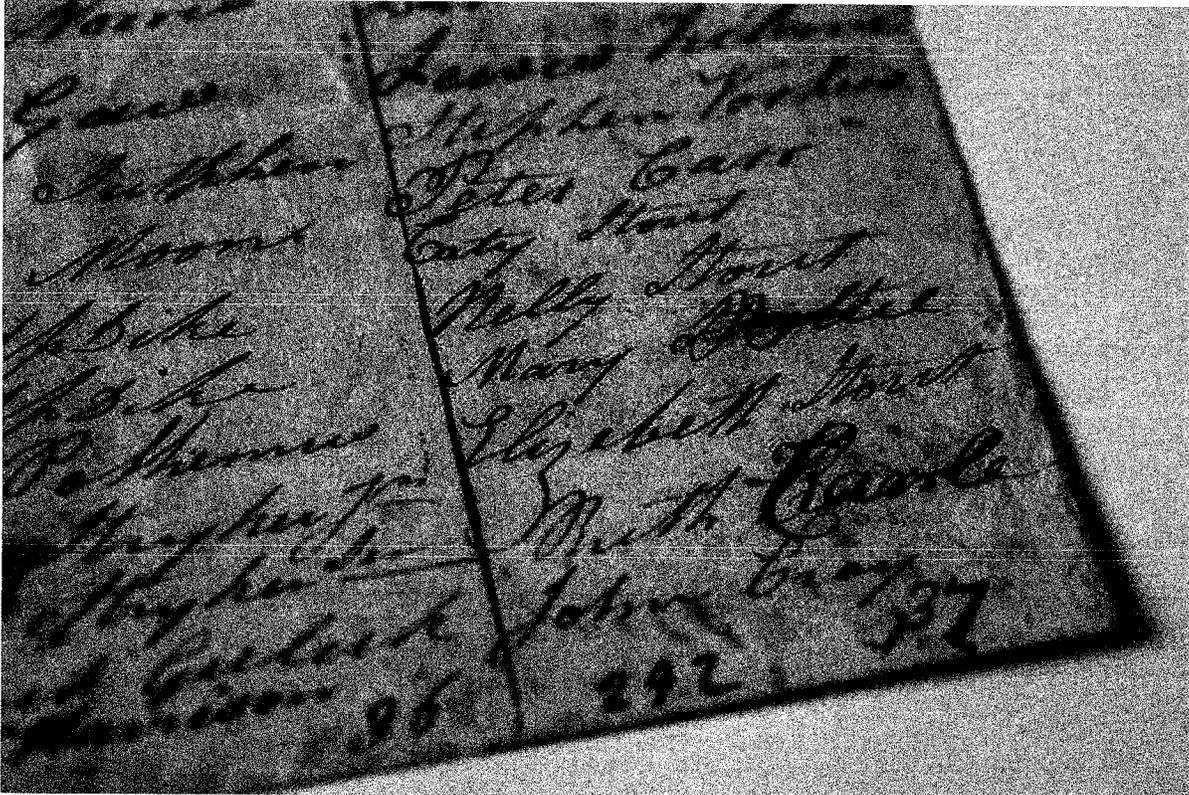
— 37,800 —

Activity #2: Women voters in New Jersey

In 1787, with the passage of the US Constitution and Bill of Rights, voting standards were left to each state in the union. All states except New Jersey continued to restrict voting to white male Protestant landowners, which allowed women of all races who owned property to vote as well.

The brief history of how women were granted the right to vote in New Jersey specifically is not widely known. But there are records of white women voting. To date, there is no record of African American women voting in this time period.

Based on 18 New Jersey poll lists from between 1797 and 1807, nine (9) included women's names.



But overall, researchers found that only about 7.7 percent of total votes recorded were cast by women in New Jersey.

- Assume there were approximately 200,000 people living in New Jersey in 1780.
 - If 10% of them voted, how many would that be?
- 20,000 -
 - And if only 8% of that number were women, about how many women voted, all total in New Jersey?
- 1,600 -

In the late 1790s, women's right to vote began to unravel in New Jersey, amid charges of voter fraud, which coincided with the rise of contested elections and sometimes vicious party politics. More than one election brought complaints of men rounding up carriage-loads of eligible women and bringing them to the polls, to help push their candidate over the top. In 1802, a candidate claimed that he lost a legislative race by a single vote only because a married woman and an enslaved woman had illegally cast ballots.

Finally, in 1806, came a bitterly fought election in Essex County, New Jersey, to decide where a new courthouse would be built. Nearly 14,000 votes were cast — more than the number of eligible voters. The finger was pointed at fraudulent voting by women (and African-Americans, for which there is no record of any voting). So, in 1807, the law was changed to explicitly limit the vote to white men, while also loosening the property requirement. Use the table below to answer a few questions about the voting results from the 1806 election in Essex County.

| | |
|----------------------------------|-------|
| Eligible Voters, approx # (1800) | 13620 |
| Votes Cast | 14400 |
| Women Voters | 2160 |
| Male Voters | 12240 |

How many more votes were cast than persons registered?

Approximately, what percentage of the voters were women?

Why do you think so many more men than women voted?

Why do you think, would women and African Americans be blamed for voter fraud?

Activity #3: The Three-Fifths Compromise

The most controversial of all compromises between the North and South, proposed in 1783 as a part of working toward a constitution, was the Three-Fifths Compromise, an agreement to count three-fifths of a state's slaves in apportioning representatives, presidential electors and direct taxes.

This meant that although slaves were NOT allowed to vote, they counted (at a 3/5s rate) when determining the number of representatives each state got to send to the US House of Representatives.

| Estimated Population 1780 | | | | | |
|---------------------------|----------------|--------------|------------|----------------|------------|
| State | Population | Black | Pct. Black | White | Pct. White |
| North | | | | | |
| New York | 210,701 | 21,054 | 10 | 189,647 | 90 |
| New Jersey | 139,627 | 10,460 | 8 | 129,167 | 93 |
| Pennsylvania | 327,805 | 7,855 | 2 | 319,950 | 98 |
| Connecticut | 206,701 | 5,885 | 3 | 200,816 | 97 |
| Rhode Island | 52,946 | 2,671 | 5 | 50,275 | 95 |
| New Hampshire | 87,802 | 541 | 1 | 87,261 | 99 |
| <u>Massachusetts</u> | <u>268,627</u> | <u>4,822</u> | <u>2</u> | <u>263,805</u> | <u>98</u> |
| Total | 1,294,209 | | | | |

Handwritten calculations and notes:

14,400
-13,620

780

780

2160/14400

.054 or 5.4%

UNCLEAR = TRADITION

UNCLEAR = PEOPLE LOOKING FOR A SCAPESGOAT

| South | | | | | |
|----------------|-----------|---------|----|---------|----|
| Virginia | 538,004 | 220,582 | 41 | 317,422 | 59 |
| South Carolina | 180,000 | 97,000 | 54 | 83,000 | 46 |
| Maryland | 245,474 | 80,515 | 33 | 164,959 | 67 |
| North Carolina | 270,138 | 91,000 | 34 | 179,138 | 66 |
| Georgia | 56,071 | 20,831 | 37 | 35,240 | 63 |
| Delaware | 45,385 | 2,996 | 7 | 42,389 | 93 |
| Total | 1,335,072 | 512,924 | | 822,148 | |

Based on this estimated population chart, above, for 1780, answer the following questions.

What southern state had more African American slaves than whites in 1780? South Carolina

- All total, about how many African American slaves lived in the 6 southern states in 1780? 512,924
- About how many whites lived in those same 6 southern states at that time? 822,148

Based on the three-fifths compromise, slaves in the southern states would 'count' when it came to deciding on Representatives to Congress even though they could not vote locally.

- Compare the white and black population of South Carolina to Connecticut.

Connecticut: Black Population 5000 White Population 200,816

South Carolina: Black Population 97,000 White Population 83,000

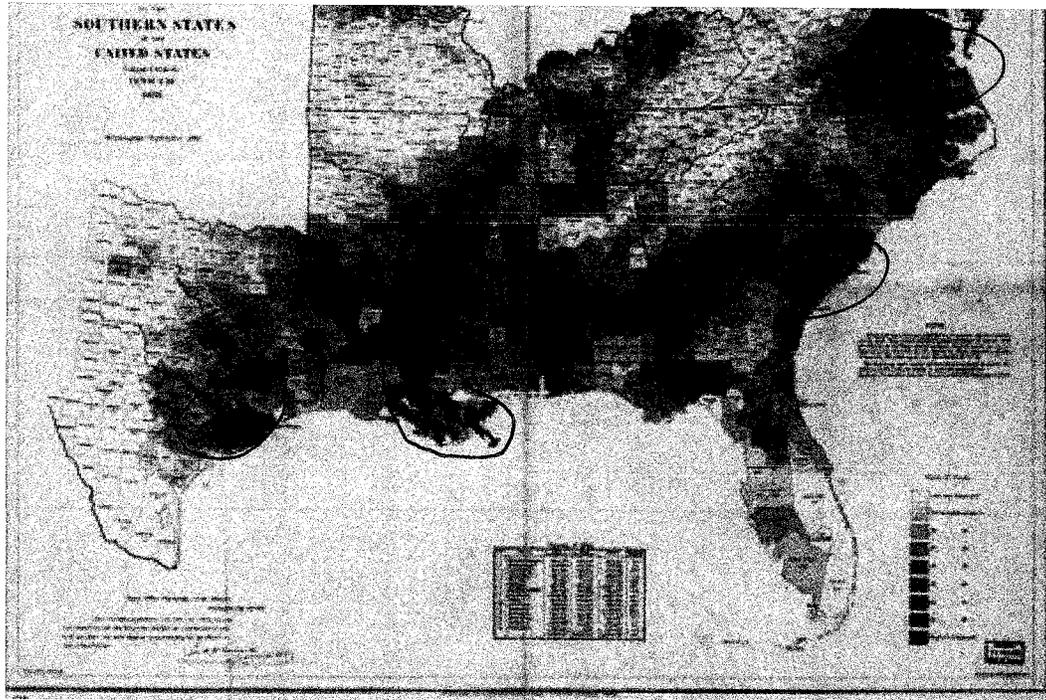
- Compare the overall population of those same states in 1780. SC = 180,000
- Which state would have more representatives in Congress. CT CT = 206,701
- Does this seem fair?
 - To residents of Connecticut? YES
 - To white representatives of South Carolina? YES
 - To African Americans from South Carolina who 'counted as 3/5 of human, but could not vote? NO

Activity #4: Expanding voting rights--to nearly all white men

By 1828, all of the states in the union had amended their state constitutions to remove the limits on any religious groups from voting. And by 1828, it is estimated that nearly 35% of US citizens were eligible to vote, up from 10-15% in 1776.

By 1856, just prior to the Civil War, all states (North Carolina being the last) had amended their constitutions, removing the property-holding requirement.

African Americans and women could still not vote, but all white men over 21 could. The map below shows the percentage of the population in the southern states in 1860, just before the start of the Civil War. Use the map to answer the questions below.



It is hard to see the details of this map, which is an original. But the dark shaded areas represent areas where up to 90% of the population was held as slaves. All together, there were almost 4 million slaves just before the start of the civil war.

- List 2-3 geographic areas where the population was 90% or more slaves?

→ Mississippi River Area, South Carolina, VA, Houston (TX)

- Remember back to last week when we studied how the prison population gave voting power to areas with prisoners who could not vote. How does slavery and the 3/5ths rule do the same thing concerning voting rights to those not imprisoned and not enslaved?

STATE w/ small # of Whites got same representation as STATE w/ large # of Whites

Student Feedback:

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| <p>Circle the emojis that best represents how this activity made you feel.</p> | |
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Day 2: Right to Vote: the Women's Suffrage Movement Math

What is this lesson about?: In this lesson we will look at the math of the Women's Suffrage Movement

Warm Up Problem

What is $\frac{3}{5}$ of 100? 60

What is 60% of 200? 120

Which is bigger -- 60% of 500 or 400? 60% of 500 = 300

Which is bigger -- 60% of 500 or 275? 60% of 500 = 300

Is $\frac{3}{5}$ more or less than $\frac{1}{2}$? More

Activity #1: The 19th Amendment

In 1920, the 19th Amendment, enfranchising women, was finally ratified by Congress. It was the single largest extension of democratic voting rights in our nation's history, and it was achieved peacefully, through democratic processes.

Remember, when the 15th Amendment passed, guaranteeing the right to vote to Americans regardless of their race, nonwhites made up approximately 20% of the population...so the percentage of eligible voters overall went up by approximately 20%.

But women made up approximately 50% of the eligible voters in 1920, so then they were granted the right to vote, the percentage of eligible voters almost doubled, immediately!

Activity #2: Voter participation in the Elections following suffrage

According to political scientists J. Kevin Corder and Christina Wolbrecht, few women turned out to vote in the first national elections after the Nineteenth Amendment gave them the right to do so.

1920 Elections-

| | |
|----------------------------|------------|
| Eligible Women Voters | 26,000,000 |
| Women Voters | 9,360,000 |
| % of Eligible Women Voting | <u>36%</u> |

$$\frac{9,360,000}{26,000,000}$$

- In 1920, approximately what percentage of women voted? 36%
- In 1920, approximately 68% of men voted. Why, do you think so fewer women might have voted than men in 1920?

Unclear = Roles, Training, Ability to Get off Work

More women than men have voted in each presidential election since 1960! The chart below shows voter participation rates over the last four elections, by gender. Use the chart to answer the questions below.

| | Women | Men |
|------|-------|-----|
| 2016 | 64% | 62% |
| 2012 | 60% | 58% |
| 2008 | 62% | 56% |
| 2004 | 58% | 58% |

- Over the last four elections, what is the average percentage of eligible women who have voted? 61.3%

- How does that compare to the average percentage of eligible men who have voted? 61% vs 59%

- Why do you think that a greater percentage of women are voting than men?

UNCLEAR = MAYBE WOMEN ARE NOW MORE CONCERNED

Activity #3: Women in congress and the US Senate ADD TABLES / GOVT

The chart below offers a detailed look at women in Congress, from 1920 to the present. D and R are short for Democrat and Republican. Use the chart to answer the questions below.

| Congress | Dates | Women in the Senate | Women in the House | Total Women |
|----------|-----------|---------------------|--------------------|----------------|
| 65th | 1917-1919 | 0 (0D, 0R) | 1 (0D, 1R) | 1 (0D, 1R) |
| 66th | 1919-1921 | 0 (0D, 0R) | 0 (0D, 0R) | 0 (0D, 0R) |
| 71st | 1929-1931 | 0 (0D, 0R) | 9 (5D, 4R) | 9 (5D, 4R) |
| 72nd | 1931-1933 | 1 (1D, 0R) | 7 (5D, 2R) | 8 (6D, 2R) |
| 73rd | 1933-1935 | 1 (1D, 0R) | 7 (4D, 3R) | 8 (5D, 3R) |
| 74th | 1935-1937 | 2 (2D, 0R) | 6 (4D, 2R) | 8 (6D, 2R) |
| 75th | 1937-1939 | 2 (1D, 1R)1 | 6 (5D, 1R) | 8 (6D, 2R) |
| 80th | 1947-1949 | 1 (0D, 1R) | 7 (3D, 4R) | 8 (3D, 5R) |
| 81st | 1949-1951 | 1 (0D, 1R) | 9 (5D, 4R) | 10 (5D, 5R) |
| 82nd | 1951-1953 | 1 (0D, 1R) | 10 (4D, 6R) | 11 (4D, 7R) |
| 86th | 1959-1961 | 2 (1D, 1R) | 17 (9D, 8R) | 19 (10D, 9R) |
| 87th | 1961-1963 | 2 (1D, 1R) | 18 (11D, 7R) | 20 (12D, 8R) |
| 92nd | 1971-1973 | 2 (1D, 1R) | 13 (10D, 3R) | 15 (11D, 4R) |
| 97th | 1981-1983 | 2 (0D, 2R) | 21 (11D, 10R) | 23 (11D, 12R) |
| 102nd | 1991-1993 | 4 (3D, 1R)3 | 28 (19D, 9R)4 | 32 (22D, 10R)4 |
| 103rd | 1993-1995 | 7 (5D, 2R)5 | 47 (35D, 12R)4 | 54 (40D, 14R)4 |
| 104th | 1995-1997 | 9 (5D, 4R)6 | 48 (31D, 17R)4 | 57 (36D, 21R)4 |

| | | | | | |
|-------|-----------|--------------|----------------|----|-----------------|
| 109th | 2005-2007 | 14 (9D, 5R) | 68 (43D, 25R) | 11 | 82 (52D, 30R) |
| 114th | 2015-2017 | 20 (14D, 6R) | 85 (63D, 22R) | | 105 (77D, 28R) |
| 115th | 2017-2019 | 23 (17D, 6R) | 87 (64D, 23R) | 16 | 110 (81D, 29R) |
| 116th | 2019-2021 | 26 (17D, 9R) | 101 (88D, 13R) | 19 | 127 (105D, 22R) |

- In general terms, what does this chart show about women in Congress from 1920 to the present? *Back in 1920s the # of women were nearly zero (0) →*
- Remember, there are 100 US Senators and 435 US Representatives. *TOTAL IT'S NEARLY 110 = 130*
- What percentage of US Senators are women right now? *24/100 = 24%*
- What percentage of US Senators were women in the year 2000? *1997 = 9/100 = 9%*
- Approximately what percentage of US Representatives (House) are women right now? *101/435 = 23%*
- Of the 127 women in congress right now, approximately what percentage are Democrats and what percentage are Republicans? *105/127 (D) = 82% 22/127 (R) = 17%*
- Look back to the 1980s. What percentage of women in congress were Democrats and Republicans during the 1980s? *NEARLY 50% R & D*
- Do you have any ideas on why this may have changed between the 1980s and the present?
- If you looked at these results on a line graph, the line would stay pretty flat from the 1920s until the 1950s. Then it stayed sort of flat again until the late 1980s.
 - How many more women are in congress today than in 1930? *127 vs 9*
 - How many more women are in congress now than in the 1980s? *127 vs 23*
 - Look closely at the chart between 1980 and 2000. When did the number of women in congress really take off, more than doubling over a couple elections?
 - Do you have any ideas on what happened in the 1990s to lead to this?

1991-95
 →
 32 = 54
 ↗ ↘
 — No Correct Answer —

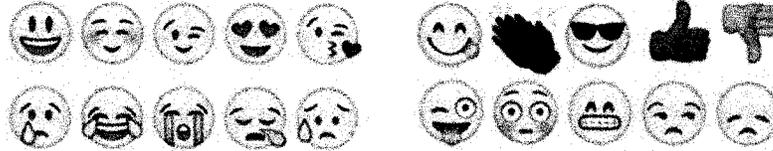
Step 4: Women in your City and State

Do you have any idea if the Mayor of your city is a man or woman?

- What about the judges down in the courthouse, or the local Sheriff?
- Do you know if you have a woman Governor? Or if you have a woman Senator or Congressperson?

Student Feedback:

Circle the emojis that best represents how this activity made you feel.



Day 3: Voting Rights-Florida and Beyond Math

What is this lesson about?: In this lesson we will look at the math of restoring voting rights to individuals once they return from prison. Over the last 25 years, many states have started to enable individuals who are released from prison to vote. In some cases this is immediately, or nearly immediately, upon release. In other cases, individuals remain eligible to vote so long as they are on parole or probation.

Warm Up Problem

Fifty years ago, 58% of college enrollees were men. Today, 56% of all college enrollees are women.

If there were ^{570,000}5,700,000 adults enrolled in college 50 years ago, how many would have been men? How many would have been women?

$$5.7 \times .58 = M \quad 5.7 \times .42 = W$$

Today there are approximately 1,400,000 people in college. How many are men? How many are women?

What has taken place over the last 50 years, do you think, that has led to more women than men going to college?

→ More & More Women Going to School

Activity #1: Louisiana

For years, Louisiana has refused to let individuals who have been convicted of felonies to vote once released from prison, even after completing the terms of their parole/probation. This restriction has led thousands unable to vote. Finally, in 2018, Louisiana passed a law that enables individuals who have been released and completed 5 years of parole/probation.

Researchers estimate that there are nearly 37,000 Louisianians who could have had their right to vote restored by this new law.

- In 2016, approximately 1,900,000 individuals voted statewide in Louisiana. Approximately what percentage of 1,900,000 is 37,000?

$$37,000 / 1,900,000 = .019 = \underline{\underline{2\%}}$$

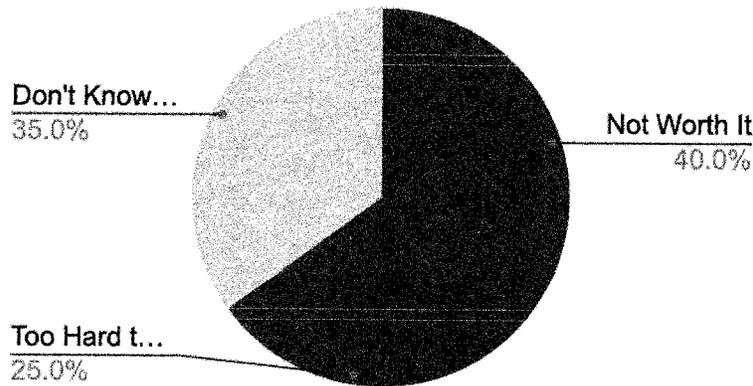
By January 2020, VOTE (voice of the experienced), estimated that out of the 37,000 people, only 12,000 had registered.

- What percentage of eligible new voters registered during this time?

$$12,000 / 37,000 = 32\%$$

Based on a survey of those who have NOT registered, the three main reasons the 25,000 individuals gave for not registering are summarized in the chart below.

Reasons Given for Not Registerin...



Of the 25,000 individual who didn't register, how many indicated they didn't because-

- It's Not Worth it? $25,000 \times 0.40 = 10,000$
- It's Too Hard to Register? $25,000 \times 0.25 = 6,250$
- They don't know how to get the 'cleared letter' from their Parole Officer? $25,000 \times 0.35 = 8,750$

If Louisiana got rid of the requirement to get a 'cleared letter' and the requirement that they go register in person, approximately how many of the 37,000 individuals would be registered? $27,000 + 6,250 + 8,750 = 42,000$

Discuss/Consider: Why didn't Louisiana do that?

UNCLEAR → POSSIBLY WANT TO LIMIT # of FORMERLY INCARCERATED TO VOTE -

Step 2: Nevada

In 2018, Nevada also amended its laws related to allowing former prisoners to vote. Before 2018, Nevada had restored voting rights, but not until after an individual was no longer on parole and probation. Further, with specific crimes, there was even a waiting period after that, and in some other circumstances, a former inmate would have to petition a court to get his or her voting rights restored.

Those restrictions limited the percentage of eligible voters who went on to register and vote.

But in 2018, with the passage of its latest law, restoration of voting rights is automatic once an individual leaves prison, making Nevada one of 16 states and the District of Columbia that does that. With the passage of this law, 77,000 formerly incarcerated individuals in Nevada will automatically be registered to vote!

In Nevada, based on estimates in late 2019, there were a total of 1,827,386 registered voters. What percentage, approximately is 77,000 of 1,827,386. If you are not using a calculator round off 77,000 to 80,000 and round off 1,827,386 to 1,800,000.

$$\frac{80,000}{1,800,000} = 0.044 \Rightarrow 4.4\%$$

| Office of Nevada Secretary of State Barbara K. Cegavske Voter Registration Statistics | | | |
|---|----------|------------|-----------|
| January 2020 | | | |
| Total Voters by County and Party | | | |
| County | Democrat | Republican | Total |
| Carson City | 10,813 | 15,674 | 36,370 |
| Churchill | 2,717 | 8,667 | 15,196 |
| Clark | 539,363 | 363,596 | 1,294,147 |
| Douglas | 9,179 | 21,449 | 40,587 |
| Elko | 4,579 | 15,244 | 27,992 |
| Esmeralda | 101 | 322 | 569 |
| Eureka | 93 | 756 | 1,076 |
| Humboldt | 1,742 | 5,134 | 9,596 |
| Lander | 520 | 1,824 | 3,096 |
| Lincoln | 579 | 1,785 | 2,968 |
| Lyon | 8,368 | 19,645 | 39,349 |
| Mineral | 899 | 1,263 | 2,898 |
| Nye | 8,166 | 15,815 | 33,289 |
| Pershing | 579 | 1,542 | 2,887 |
| Storey | 779 | 1,720 | 3,439 |
| Washoe | 108,363 | 110,026 | 308,573 |
| White Pine | 1,204 | 2,736 | 5,354 |
| Statewide | 698,044 | 587,198 | 1,827,386 |

The chart above lists the state counties and the number of registered voters in each county. Based on this chart, what 2 counties have a larger number of registered voters than the number of now eligible, former inmates? CLARK & WASHOE

What would happen if all of the returning citizens registered as Republican in Nevada? How close would the number of Democrats and Republicans be in the state?

587,198
 $664,198 \text{ vs } 698,044$
 $+ 77,000$ 664,198

Discuss: What would have led the residents of Nevada to vote for a law that would automatically restore voting rights to former inmates immediately (instead of imposing some wait time).

UNCLEAR

Separately, notice on the chart that more than 1.2 million voters live in Clark County. That is where the city of Las Vegas is. The number of people who voted in the whole state is just over 1.8 million.

- Approximately what percentage of the state's population lives in Clark County? 2/3 = 66%
- What does that do to voting power in the state?

→ VERY CONCENTRATED IN 1 CITY

Activity #4: Florida

In Florida, they passed a law in 2018 that “restores voting rights to felons after they complete all terms of their sentence, including parole and probation.” Even with the constraints of having to finish their parole and probation obligations, it was estimated that this law would restore voting rights to nearly 1.1 million people in Florida.



Later, the Florida Supreme Court ruled that the words “all terms of their sentence” would mean that nearly 775,000 of them would not be able to vote because of fines and penalties they owed related to court and other fees. There are estimates that 60% or more of the 775,000 owe more than \$1,000 in fines related to their cases.

The Florida court’s ruling was temporarily halted, with a Federal Court ruling that the fines were similar to a poll tax and were discriminatory and ran afoul of the US Constitution.

This case is now (April 2020) being reheard in Federal Courts, with the right to vote of nearly 775,000 people at stake.

The chart below shows you the number of registered voters in Florida in early 2020.

| | <i>Republican</i> | <i>Democratic</i> | <i>Minor Party</i> | <i>No Party</i> | <i>Total</i> |
|---------------|-------------------|-------------------|--------------------|-----------------|--------------|
| TOTALS | 4,832,285 | 5,115,768 | 152,175 | 3,630,535 | 13,730,763 |

About what percentage of total registered voters would 1,100,000 be (round off)?

$\frac{1,100,000}{13,730,763} \approx 8\%$

Researchers estimate that approximately 70% of former inmates would register Democrat and 30% would register Republican. If this were true, how many of the 1,100,000 would register Democrat? How many would register Republican?

$1,100,000 \times 0.7 = D - 770,000$
 $1,100,000 \times 0.3 = R - 330,000$

Would this make the overall number of Republicans and Democrats closer together or further apart?

FURTHER APART

Discuss/consider: Should released individuals have to pay off fines related to their crime before gaining the right to vote? Would it matter to you if the fines were big or small?

Student Feedback:

| | |
|---|--|
| Circle the emojis that best represents how this activity made you feel. | |
|---|--|

Day 4: Math of the Bill of Rights Math

What is this lesson about?: Today we are going to look at three provisions of the original Bill of Rights and look at some of the 'math' related to those provisions.

Warm Up Problem-

If Cheryl runs 4 miles per day, 7 days a week, how many miles will she run in a week? $4 \times 7 = 28 \text{M}$

If she increases that to 5 miles per day, how many more miles per week will she run? $35 - 28 = 7 \text{ more}$

This represents an increase of what percentage? $7/28 = 25\% \uparrow$

Activity #1: The 5th Amendment to the US Constitution

The 5th Amendment in the Bill of Rights, states:

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

In this activity we will look at some mathematical examples of the last clause: nor shall private property be taken for public use, without just compensation.

Let's consider some examples of this:

Suppose that in Milwaukee the City wants to build a new NBA arena for the Bucks, their basketball team. The 'best' place to build it is in a low income area of the city. The City wants to purchase the land to build the arena.

Company A owns all of the apartment complexes in that area of town. The City offers to buy all the land/buildings for \$1,000,000.

Discuss/Consider-

- Is \$1,000,000 'just compensation' for Company A?
- Is building a basketball arena 'public use?' *Not Sure*
- If Company A gets \$1,000,000 what do the people who live in the apartments but who will be forced to leave get? Anything at all?

How much are the apt's + land worth?

People Do Get Enjoyment - But Tickets Cost \$, Not Everyone Gets to Attend, etc

Should be paid \$ for new Apt?

You are hired to appraise the value of the land/apartments. Answer the questions below. Use your best judgement. There is no exact right or wrong answer-

- What information would you want to know to help you determine what 'just compensation' would be for the owner of Company A? *RENTS ALL TOTAL, How much other property was sold before*
- What, if anything, would you say the people who are renting apartments should get as just compensation? Are they entitled to any money? *⇒ See Price Answer ⇒ Maybe \$ for new apt. Maybe Tickets to Game, etc -*
- What argument would you use to say that building a new basketball arena is a 'public good.' *⇒ PEOPLE ENJOY, Lots of jobs, Can bring A CITY TOGETHER -*
- What argument would you use to say that building a new basketball arena is not a public good (and Company A cannot be forced to sell)? *⇒ PRIVATE ACTIVITY; Not Like A Road or Hospital or School ...*

Activities #2, 3 and 4: The 6th Amendment to the US Constitution

The 6th Amendment reads:

"In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defence."

In this activity we will look at some mathematical examples of three clauses of the 6th Amendment: 'right to a speedy and public trial,' 'by an impartial jury,' and 'to have the Assistance of Counsel for his defense.'

The math of a Right to a Speedy Trial: Most states set time limits for what a 'speedy trial' means. In California, for instance, the law dictates that a person charged with a felony shall be brought to trial within 60 days of the defendant's arraignment and within 30 days for a misdemeanor. Often defendants waive the right to a speedy trial, and prosecution requests delays (which may be granted by the judge).

In addition, most states set stricter time limits for juvenile cases. The chart below shows actual time between arrest/arraignment and trial start date. Use the chart to answer the questions.

Average number of days between arraignment and trial start date, in five cities (2018)

| | Misdemeanor or | Felony 1 | Felony 2 |
|----------------|-------------------|----------|----------|
| New Orleans | 45 | 170 | 440 |
| Washington, DC | 18 | 93 | 270 |
| Houston, TX | 32 | 80 | 320 |
| Albany, NY | 26 | 65 | 220 |
| Seattle, WA | 14 | 110 | 195 |

What is the average length of time (days) that it takes before a trial to start for a misdemeanor charge?

$$45 + 18 + 32 + 26 + 14 = \underline{27 \text{ DAYS}}$$

What is the average length of time (days) that it takes before a trial to start for a Felony 2 charge?

Reminder: How many days are in 1 year? *289 vs 365*

Why, do you think, it takes longer for trials on Felony charges to start than for misdemeanor charges?

⇒ Lots of WITNESSES, Lots of PREPARATION BY STATE ATTORNEY

What is one negative outcome of long delays before starting a trial?

Innocent People Held in Jail -

Is there any positive benefit for long delays before trials start?

⇒ Someone MIGHT MEAN MORE + Better INFO.

Consider--write your answers out below.

- What factors would you consider in determining if someone had a 'speedy...trial' or not?
- SEVERITY of CRIME, WHAT is NORM, IF INTENTIONAL DELAYS -
- Based on your definition of 'speedy' what would you do if you were a judge in New Orleans

and you wanted to ensure that all defendants had a 'speedy' trial?

⇒ ↑ \$ For Public Defenders, STRICT PENALTIES FOR DELAYS, etc

The math of an Impartial Jury of the State and district where the crime shall have been committed: Impartial means that the jury does not have any prejudice towards you as a defendant and will render a verdict based on the evidence in the case. After the civil war, during the Jim Crow era, many southern states excluded African Americans from serving on juries. In 1935, in *Norris v. Alabama* (1935), the Supreme Court ruled that African Americans could not be excluded systematically from jury service.

Over many years and many court cases, have determined how to ensure that racial prejudice does not overwhelm the jury selection process, with the courts settling mostly on the notion that a prosecutor may not strike a potential juror solely based on his/her race.

The photo below is an actual list of jurors with the prosecutor's notes scribbled on them, from a famous 2006 case.

| ROME | GA 30161 | CAVE SPRINGS | GA 30124 |
|-----------------------------------|--|---------------------------|--|
| 005. HACKETT MARY A | <i>Husb. V. Pres. Valley bond</i> | 019. HINES CORRIE LEE | <i>age 65 Retired owns his home</i> |
| ROME | GA 30161 | ROME | GA 30161 |
| 006. CECIL KIP ALAN WM | SILVER CREEK | 020. EVANS MYRTLE FRANCES | ARMUCHEE |
| SILVER CREEK | GA 30173 | ROME | GA 30161 |
| 007. BEYSTIEGEL MARY ELLEN | <i>Co. Dept. family & child services</i> | 021. BLACK DOROTHY M | ROME |
| ROME | GA 30161 | ROME | GA 30161 |
| 008. CAGLE RICKEY | <i>Firman City of Rome</i> | 022. HARDGE EVELYN | <i>age 64 Retired her own husb. own their home</i> |
| ROME | GA 30161 | ROME | GA 30161 |
| 009. HOOD EDDIE | <i>age 47 h/br. GA health</i> | 023. COULTAS ANNE E | <i>works for Security Berry College</i> |
| ROME | GA 30161 | ROME | GA 30161 |
| 010. NICHOLSON JOYCE M | <i>tehr. Elem. Sch.</i> | 024. HORGWOOD LOU ELLA | <i>husband is officer w/ GA State Bank</i> |
| ROME | GA 30161 | ROME | GA 30161 |

This snapshot shows 12 potential jurors. The prosecutor wrote the letter "B" next to three of their names. Each juror with a "B" next to their name was excluded from serving by the prosecutor, without cause.

The judge found that "B" stood for Black or African American, and based on further inquiry found that the sole reason the jurors were dismissed was because of their race.

Assume that the defendant in this case was Black. And that the city where the crime took place was 30% Black, 40% White, and 20% Latino and 10% other races. Consider and write down short answers. There is no exact right or wrong answer.

- What sort of jury make-up by race would be fair or impartial? *SOME Fair "Mix"*
- Does it matter what the race of each juror is or not? Does it matter what the overall make-up of the jury pool? *EACH Person, No Overall MAKEUP + General Fair COMPOSITION, YES -*

The Math of Assistance of Counsel for defense:

Some people argue that effective "assistance of counsel" means that public defender services must be funded on par with local prosecutors' offices. Others say it is a case-by-case matter. We will examine funding for public defense in New Orleans for this activity.

Funding for public defenders varies state-by-state and city-by-city. In New Orleans, the public defenders are funded each based on the city budget (and other taxes). The District Attorney (public prosecutor) is also funded locally.

For 2020, the budget for the District Attorney in New Orleans was slated to be \$6.6 million.

For 2020, the budget for the Public Defender in New Orleans was slated to be \$1.8 million.

How much larger is the DA's budget than the Public Defender's budget in New Orleans?

$$\begin{array}{r}
 6.6 \\
 - 1.8 \\
 \hline
 4.8
 \end{array}$$

4.8 million ↑

The chart below shows the average yearly caseload for a public defender in 5 cities.

| | Average Yearly Caseload |
|----------------|-------------------------|
| New Orleans | 240 |
| Washington, DC | 130 |
| Houston, TX | 210 |
| Albany, NY | 180 |
| Seattle, WA | 160 |

Based on these five cities, what is the average annual caseload of a public defender?

- 184 Avg Yrly Caseload -

How does this compare to the average caseload for a public defender in New Orleans?

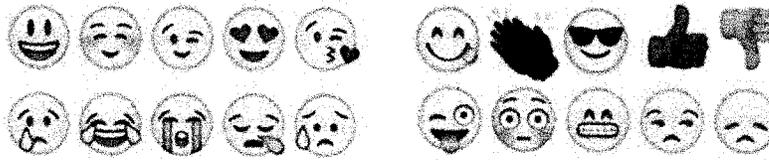
184 is LESS THAN 240 (NOLA)

To consider: What might be one negative ramification of public defenders have large case loads?

Not Enough \$ to Pay for Pub. Defenders

Student Feedback:

Circle the emojis that best represents how this activity made you feel.



Day 5: Right Angles and Related Math

What is this lesson about?: Today we will take a break from voting rights and related and focus on a bit of geometry, much of which is premised on right angles and related concepts.

Warm Up Problem

| | 1800 | 1850 | 1900 |
|------------------|--------|---------|-----------|
| New York, NY | 60,515 | 515,547 | 3,437,202 |
| Philadelphia, PA | 41,220 | 121,376 | 1,293,697 |

The chart above show the growth of the two largest cities on the East Coast, from 1800 to 1900.

- By approximately how much did New York grow from 1800 to 1850? *490,000 (wow)*
- How about from 1850 to 1900? *2,900,000 (wow)*
- What might have been a cause of this huge population increase in the late 1800s, do you think?

Lots of IMMIGRANTS COMING TO THE US; MIGRATION NORTH FROM SOUTHERN STATES

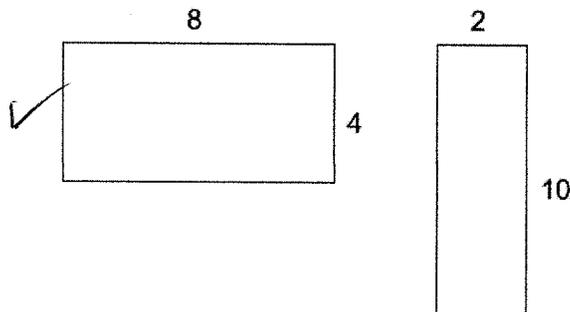
Step 1: Basic review

To make sure that everyone has the basic information necessary for today's activities, we will just review a few key concepts.

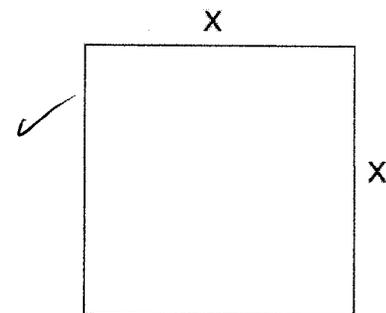
Rectangle: A rectangle is a 4 sided figure with all right angles (90°). The opposite sides are equal in length.

Square: A square is a special rectangle, where all 4 sides are the same length.

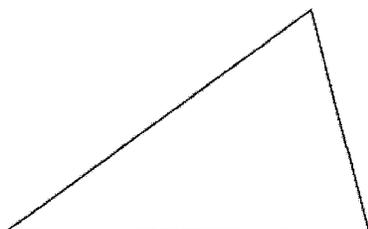
Example:



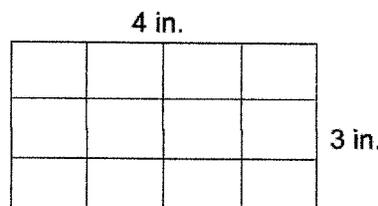
Example:



Triangle: A triangle is a three sided figure.



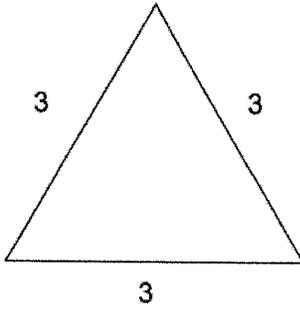
Area: The area of a figure is the amount of space inside. It is measured in units² (or square units). Example:



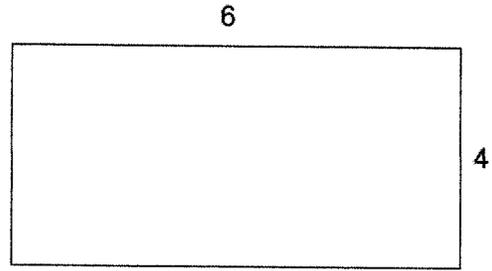
Area = 12 in. sq.
($4 \times 3 = 12$)

Perimeter: The perimeter is the distance around something. It is measured in units.

Examples:



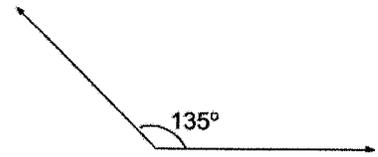
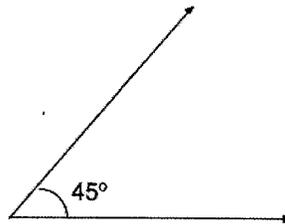
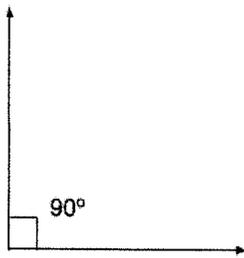
$$\text{Perimeter} = 3 + 3 + 3 = 12$$



$$\text{Perimeter} = 6 + 4 + 6 + 4 = 20$$

Measure of an Angle: The measure of an angle is the amount of 'twist' you move when you take two lines, connected at one point and move around a circle.

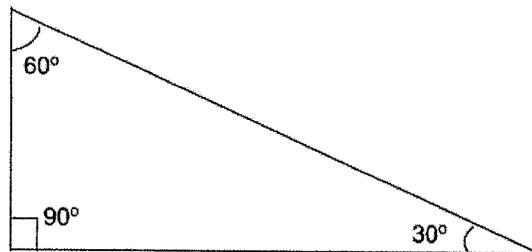
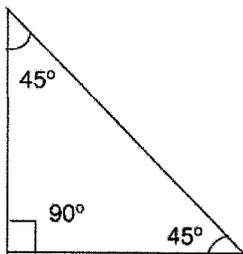
Examples:



Right Triangle:

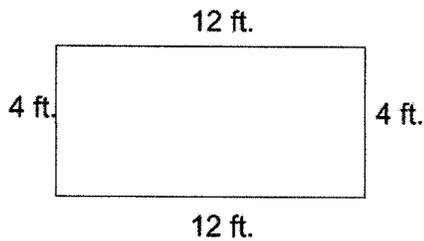
- A right triangle is a triangle where one of its angles is exactly 90° .
- Because the three angles in a triangle add up to 180, if one angle is 90° , the other two have to add to 90, as well.

Examples:



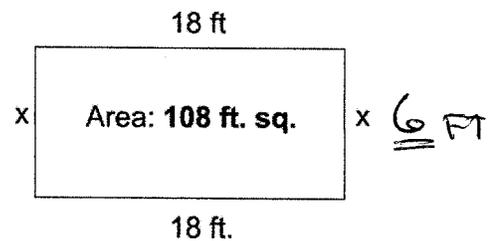
Step 2: Area and Perimeter Problems (Round 1)

Find the area, perimeter, or missing length or width of each of the objects below:



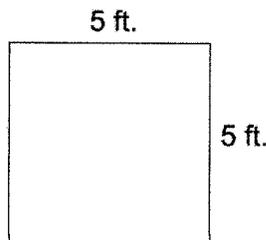
Perimeter: 32 FT

Area: 48 FT^2



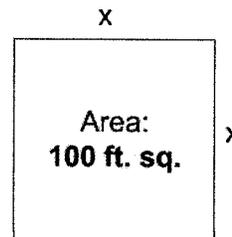
Width: 6 FT

Perimeter: 48 FT



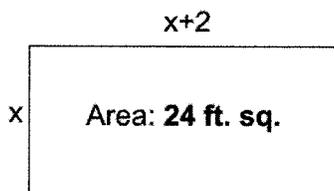
Perimeter: 20 FT

Area: 25 FT^2



Width: 10 FT Length: 10 FT

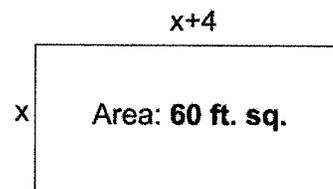
Perimeter: 40 FT



Length $(x+2) = 6\text{ FT}$

Width $(x) = 4\text{ FT}$

$$4 \times 6 = 24$$



Length $(x+4) = 10\text{ FT}$

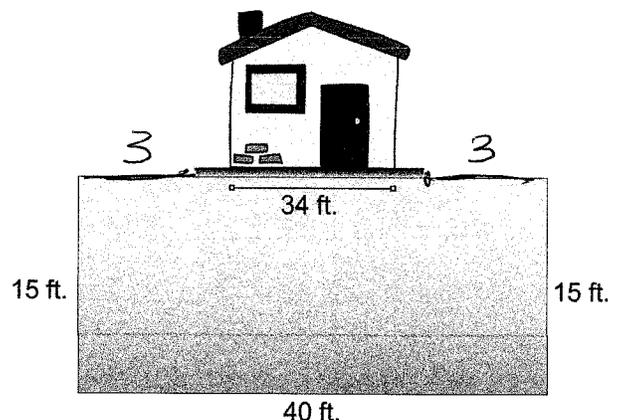
Width $(x) = 6\text{ FT}$

$$10 \times 6 = 60$$

Step 3: Area and Perimeter Problems (Round 2)

Word problems:

- Marcus wants to put up a small fence around his yard. His yard is 40 feet wide and 15 feet long. He needs to build a fence around 3 sides and have it run directly up to the side of the house on each side. The house is 34 feet side to side.... See the diagram to the right.



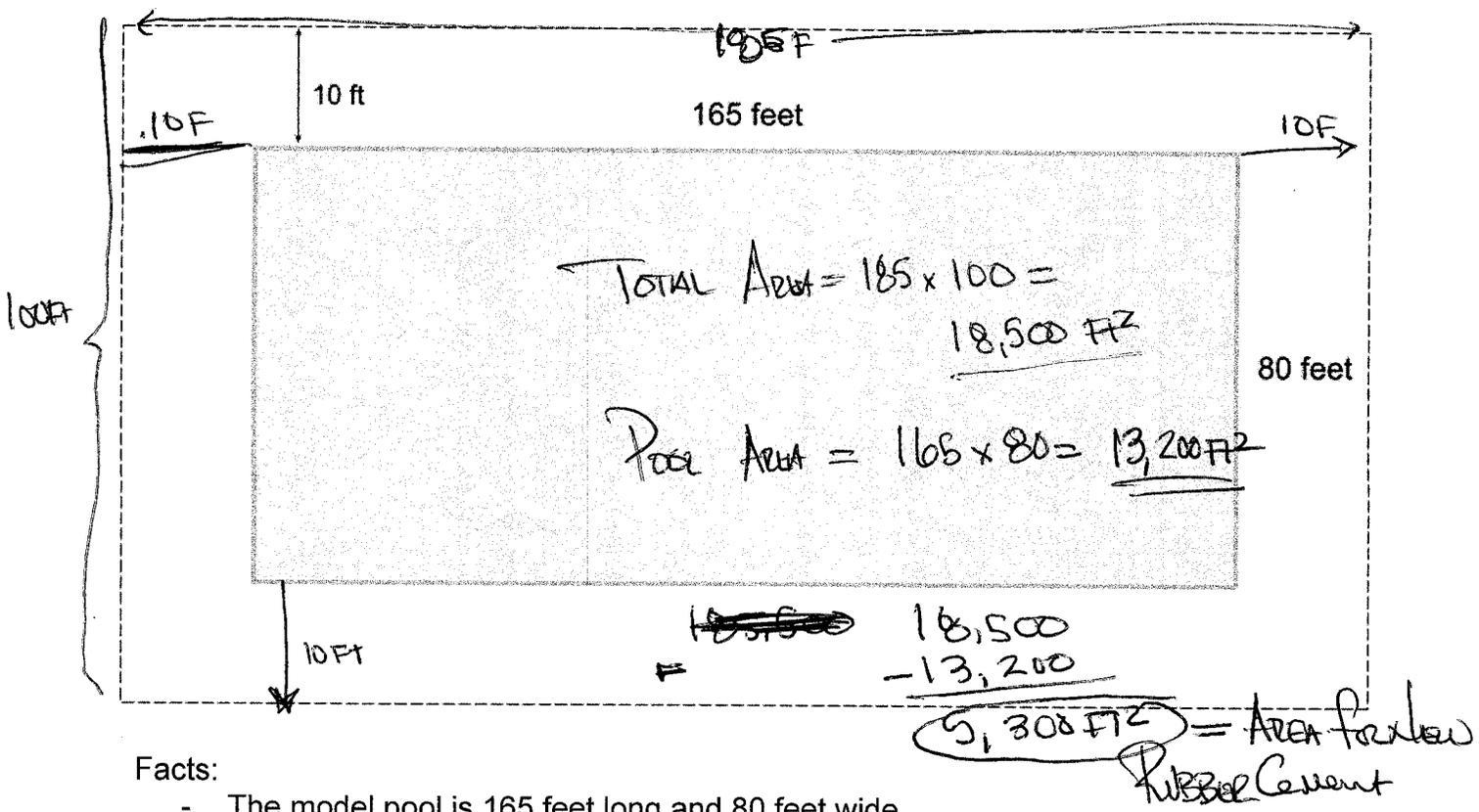
- How many feet of fencing does he need to purchase? $15 + 15 + 40 + 6 = 76\text{ FT}$

- If the fencing costs \$4.00 per foot, how much will it cost him to purchase the fence? $\$76^2 \times 4 = 304$
- For years Marcus has been battling weeds in his yard. He wants to start over and put in a rock garden. He can purchase large bags that have an assortment of rocks from Home Depot. Each bag will cover 20 ft². Each bag costs \$12.

- How many bags of rocks will he need to purchase? $600 \text{ FT}^2 = \text{AREA OF YARD}$
 $600 / 20 = 30 \rightarrow \text{Need to buy 30 BAGS}$

- How much will he have to spend?
 $\$30 \times \$12 = \$360$

2. The city of Cleveland is going to redo all of its swimming pools this summer. They want to fix them up and get rid of all of the cracked concrete and replace it with a newer, safer soft rubber. Using the diagram below, along with the hints--see if you can determine how much it will cost them to replace the old cracked concrete with new material at this one, model swimming pool.



Facts:

- The model pool is 165 feet long and 80 feet wide.
- The city wants to have 10 feet of the new 'rubber cement' around the edge of the pool.

Questions:

- How many square yards of the rubber cement does the city need to purchase to surround the pool?
 Hint: be careful...How many square yards is the pool and the rubber cement surrounding it? If you 'take away' the area of the pool, you will be left with the area needed for the rubber cement.

- If the rubber cement costs \$20 per ft², how much will it cost to purchase it?
 $5,300 \text{ FT}^2 \times \$20/\text{FT} = \$106,000$

Area for Rubber Cement

3. A rectangle has an area of 40in^2 . It is 10 inches long.

- How wide is it? 4in
- What is its perimeter? 28in

4. A rectangle is 8 inches long. It is 3 inches shorter in length.

- What is its area? 15 $(5 \times 3) = 15\text{in}^2$ } OR $8 \times 11 = 88\text{in}^2$
- What is its perimeter? 16in } OR 38in

5. A rectangle is 4 inches longer than it is wide. It has an area of 12 in^2 .

Be careful and check your work!

- How long is it? 6in
- How wide is it? 2in
- What is its perimeter? 16in

6. A rectangle is 6 inches longer than it is wide. It has a perimeter of 32 inches.

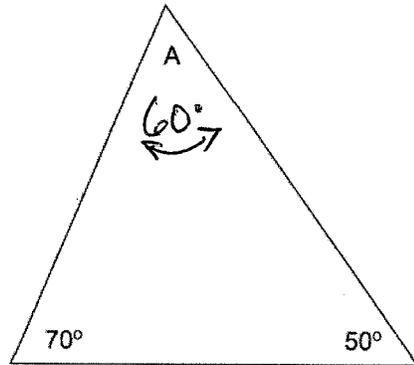
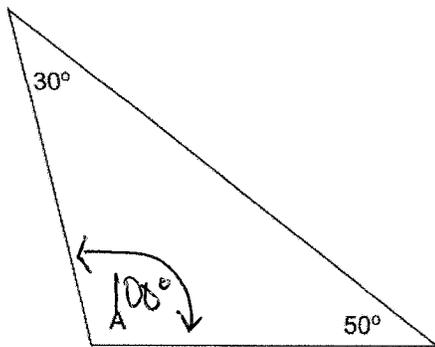
- How long is it? 11in
 - How wide is it? 5in
 - What is its area? 55in^2
- $11 + 11 + 5 + 5 = 32$

10×4
 11×5

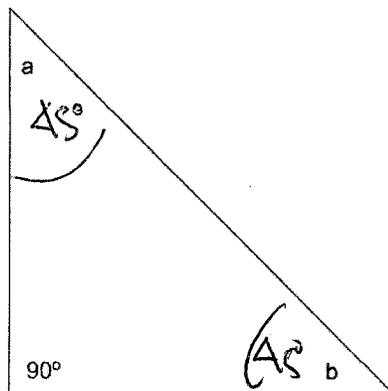
Step 4: Triangle Problems

Reminders: The three inside angles of a triangle add up to 180° .

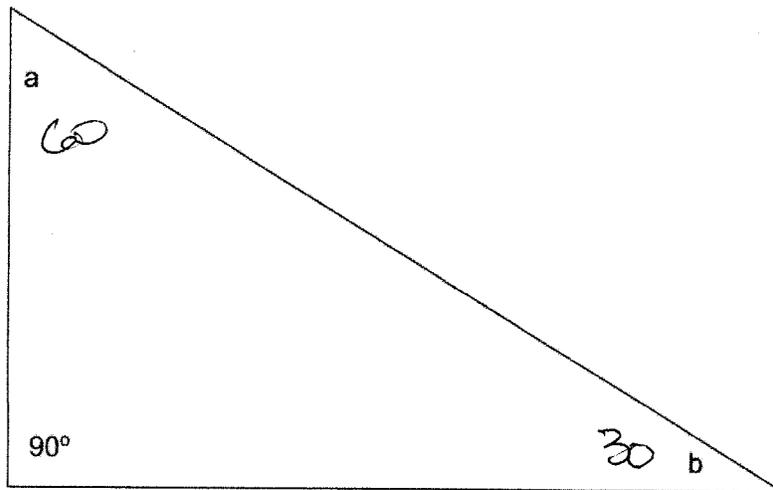
What is the measure of angle A in each of the triangles below?



What is the measure of angle a and angle b in the triangle below if angle a and angle b are the same?

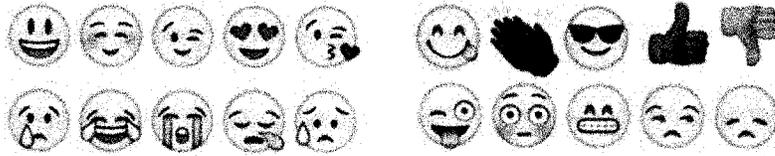


What is the measure of angle a and angle b in the triangle below if angle a is twice as large as angle b? (remember, angle a + angle b = 90°)



Student Feedback:

Circle the emojis that best represents how this activity made you feel.



Social Studies Week 7 Answers

| <p>Day 1</p> | <p>What is the Bill of Rights? <i>The Bill of Rights consists of the first 10 amendments to the U.S. Constitution and enumerates certain rights and liberties for Americans.</i></p> <p>Matching</p> <ol style="list-style-type: none"> 1. G 2. C 3. A 4. F 5. H 6. E 7. B 8. I 9. D 10. J <p>Bill of Rights Practice</p> <ol style="list-style-type: none"> 1. <i>Having to house soldiers in your private home; 3rd amendment.</i> 2. Right to bear arms; 2nd amendment 3. Right to an attorney at trial; 6th amendment 4. Cruel and unusual punishment; 8th amendment 5. Freedom of religion; first amendment 6. Freedom of speech; first amendment | | | | | | | | |
|--|--|----------------------------|--|--------------------|-------------------|----------------------------|--|------------|--|
| <p>Day 2</p> | <p>Current events”</p> <table border="1" data-bbox="240 1178 1513 1955"> <thead> <tr> <th data-bbox="240 1178 829 1283">Summary of article</th> <th data-bbox="829 1178 1130 1283">Related amendment</th> <th data-bbox="1130 1178 1513 1283">Your response to the issue</th> </tr> </thead> <tbody> <tr> <td data-bbox="240 1283 829 1955"> <p>The issue is around freedom of religion during COVID-19 social distancing rules. Churches have been told they are a non-essential business and therefore have been closed, however they are filing lawsuits claiming their freedom of religion is being violated. Additionally, their freedom of assembly from the first amendment may also be jeopardized because they are not being allowed to gather with people. Lawyers believe there are claims on both sides (gov't claiming they have the ability to close churches without violating the 1st amend. And churches claiming their rights are being violated by the forced closures).</p> </td> <td data-bbox="829 1283 1130 1955"> <p>1st</p> </td> <td data-bbox="1130 1283 1513 1955"></td> </tr> </tbody> </table> | | | Summary of article | Related amendment | Your response to the issue | <p>The issue is around freedom of religion during COVID-19 social distancing rules. Churches have been told they are a non-essential business and therefore have been closed, however they are filing lawsuits claiming their freedom of religion is being violated. Additionally, their freedom of assembly from the first amendment may also be jeopardized because they are not being allowed to gather with people. Lawyers believe there are claims on both sides (gov't claiming they have the ability to close churches without violating the 1st amend. And churches claiming their rights are being violated by the forced closures).</p> | <p>1st</p> | |
| Summary of article | Related amendment | Your response to the issue | | | | | | | |
| <p>The issue is around freedom of religion during COVID-19 social distancing rules. Churches have been told they are a non-essential business and therefore have been closed, however they are filing lawsuits claiming their freedom of religion is being violated. Additionally, their freedom of assembly from the first amendment may also be jeopardized because they are not being allowed to gather with people. Lawyers believe there are claims on both sides (gov't claiming they have the ability to close churches without violating the 1st amend. And churches claiming their rights are being violated by the forced closures).</p> | <p>1st</p> | | | | | | | | |

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| | <p>Gun dealers/stores are being forced to close due to coronavirus and the owners and gun rights activists are claiming it is a violation of their 2nd amendment right to bear arms. They are arguing as to whether the coronavirus is unique enough make these forced closures legal and constitutional.</p> | <p>2nd</p> | |
| <p>Day 3</p> | <p>Amending the constitution graphic organizer</p> <ul style="list-style-type: none"> ● Amendment process: congressional method <ul style="list-style-type: none"> ○ Who: houses of congress ○ How many: $\frac{2}{3}$ of each ● Amendment process: conventional method <ul style="list-style-type: none"> ○ Who: states ○ How Many: $\frac{2}{3}$ ● Ratification 1 <ul style="list-style-type: none"> ○ Who: state legislatures ○ How many: $\frac{3}{4}$ ● Ratification 2 <ul style="list-style-type: none"> ○ Who: state ratifying conventions ○ How many: $\frac{3}{4}$ <p>Explain why changing the Constitution is so difficult: <i>It is a difficult process because it requires a great majority for both the proposal and ratification process. It's not easy to get all the states to agree on something. The framers established this difficult process on purpose because they wanted to protect the Constitution and ensure that changes weren't made to it on the fly or without extreme consideration.</i></p> <p>What is the cartoonist saying? <i>The cartoon shows the high speed rail proposal to the constitution as an old train with a beard and glasses, implying that it takes a very long time for a constitutional amendment to be proposed and ratified. So long that people will grow old waiting.</i></p> | | |
| <p>Day 4</p> | <p>What rights did the 19th amendment establish? <i>Enfranchisement for women-- it established the right to vote for women citizens.</i></p> <p>Why was the amendment needed? <i>It was needed because more women were get involved in politics and wanted a say as to what their country was doind. It also happened after WWI, and during the war many women took on bigger roles in society-- they were more than housewives. Women were learning how to politically organize themselves and gaining more support.</i></p> | | |

Economic examples:

- *25% of women were in the workforce and more were joining*
- *Women were taking on roles previously only held by men*
- *WWI provided space for women to seek the right to vote because they were taking on new responsibilities during the war*

Political examples:

- *Women were active in the abolitionist movement and gained traction then, and women were active in the temperance movement to abolish drinking of alcohol. From this, women learned how to politically organize themselves*
- *Women held the Seneca Falls convention where they called for the right to vote*
- *Women held demonstrations, parades, and vigils to gain support*

What famous abolitionist supported women suffrage movement?

Fredrick Douglass supported the movement. Women played a large role in the abolitionist movement and he recognized the importance of women having a say in the politics of the country.

What was the relationship between the women's suffrage movement and temperance?

Many women were part of the Temperance Movement as well as the suffrage movement

How did the 18th amendment differ from every other amendment?

It was the only amendment that took away rights of citizens rather than establishing rights.

Why might people have changed their minds about prohibition?

They saw crime levels increase, people were drinking and manufacturing alcohol anyway, they saw that it hurt the economy.

What do the 18th and 21st Amendments teach us about the role of states in policy considerations?

They teach us that the states play an important role. States can organize among each other in order to push for constitutional changes and policy changes, as they did with the 18th and 21st amendments.

Day 5

Answers will vary.