

## Social Studies Performance Task 11-5

### Standard(s):

- **1c – Citizenship:** Trace the historical development of options that citizens may use to change government policies.

### The Task

Trace the evolution of franchise within the United States in order to discover whether the expansion of voting rights is the result of inevitable social development or specific historical events.

Students will complete ONE of the following to trace the evolution of franchise:

- Stage a debate between proponents and opponents of the 15<sup>th</sup>, 19<sup>th</sup> and 26<sup>th</sup> Amendments. Dress appropriately and create signs with actual slogans used to support/attack the amendment in question.
- Prepare an infomercial that addresses the attempt to increase franchise for one of the groups involved in the 15<sup>th</sup>, 19<sup>th</sup>, or 26<sup>th</sup> Amendments. Dress appropriately and create signs with actual slogans used to support/attack the amendment in question.
- Research and report on a significant historical event that surrounded the passage of the 15, 19, and/or 26 Amendments. Include or create editorial cartoons supporting or attacking the amendment. Note the roles that significant individuals, groups and the media had on the passage of these amendments.
- Prepare charts/graphs that show voter turnout of affected groups beginning with the first election in which they were eligible to vote. Explain any trends that emerge as a result of that research.
- Create a multimedia presentation that depicts the hypothetical government/society of the United States that you would envision had franchise not been limited to white, male property owners. Address such issues as distribution of wealth and power, protest movements, legal sanctions, education system.

### Circumstances of Performance:

The student work is produced under the following conditions:

alone

in a group

in class

as homework

with teacher feedback

with peer feedback

timed

extended project

no opportunity for revision

opportunity for revision

### Criteria for Success:

- Dresses appropriately as characters in the debate or commercials and use language that reflects the times and era.
- States clearly the consequences of passing or not passing the amendment.
- Uses, documents, and cites primary and secondary sources.
- Points out instances of contradiction and bias.

- Includes terms such as oligarchy, plutocracy, and democracy in the description of the government.
- Interviews members of groups who would be disenfranchised had the voting rights amendments not been passed.
- Includes a discussion of historical groups who have arisen in an attempt to disenfranchise a particular group.

**Related Standard(s):**

- **SS1a -Citizenship:** Assume the responsibilities of a democratic citizen.
- **SS1d – Citizenship:** Prepare examples of the impact of media on the formation of public opinion.
- **SS2a – Culture:** Evaluate how a society’s norms and mores greatly influence its laws.
- **SS2b – Culture:** Identify effects resulting from contact between two or more cultures.
- **SS2d – Culture:** Describe and interpret values and attitudes that pose obstacles to cross-cultural understanding.
- **SS3b – Time, continuity and change:** Trace perceptions of government as they change over time
- **SS5c – Individual development and identify:** Describe how an individual’s view of the world is affected by one’s gender, class, religion, education, race, and family.
- **SS6a – Individuals, groups, and institutions:** Describe the effects of government policies on minority and political groups.
- **SS6b – Individuals, groups, and institutions:** Identify and summarize the major reform leaders (to include protest groups) and their programs.
- **SS8e – Power, authority, and governance:** Outline the development of the protection of civil rights and civil liberties.