



FREE CITIZENS VOTE

Learning Objectives: Students will

1. Describe the provisions of the 13th, 14th, and 15th Amendments.
2. Analyze scenarios to determine the impact on the life in America.

TEKS: 8.16B—The students will describe the impact of 19th-century amendments, including the 13th, 14th, and 15th Amendments.

Vocabulary: amendment, ratify, segregation

Materials Needed: PowerPoint; 1 set of placards of the effects; 1 set of signs for the 13th, 14th, and 15th Amendments with plus (Positive) and minus (Negative) signs for each; a graphic organizer for each student (Handouts 1 and 2); scenario handout for each student (Handout 3).

Teaching Strategy:

1. Post the signs for the 13, 14, and 15 Amendments These signs should be posted in different areas of the room. Place a positive and negative sign under each amendment sign.
2. To begin the lesson, utilize the PowerPoint.
 - a. The first slide introduces four new hypothetical laws and asks the students to write in two to three sentences, how they would feel if these laws were enforced.
 - b. Ask for a couple of students to share their feelings. Tell the students that these were very close to the kinds of laws that governed slaves before the Civil War.
 - c. Explain that after the war, three amendments were added to the Constitution to address the slavery issue and its impact on everyone's life in the United States.
3. Handout the graphic organizer (Handouts 1 and 2) on the amendments to all students.
4. Read the 13th Amendment aloud to the students.
 - a. In anticipation of difficulty with vocabulary a second slide has been provided that highlights key vocabulary and allows the teacher to clarify those terms for the students.
 - b. Share the paraphrase of the Amendment on the PowerPoint slide and have the students copy this down in the space provided on their graphic organizer.
 - c. Have the students then answer the question: How will you remember this amendment? They should draw a quick illustration to personalize it in the space provided. Repeat this process for both Amendments 14 and 15.

5. Direct the students to the statements for each amendment that are on the back of the graphic (Handout 2). Explain these statements are either a positive or negative impact of this amendment on life in the United States. *(Note to teacher: you may want to emphasis using the perspective of the freedmen, as the perspective of a white southerner who was just defeated in the Civil War may have a different opinion as to positive or negative).* With a small group, have them read each statement and predict whether the statement is positive or negative for all three amendments. Have students circle the + for positive and – for negative. *(Note: The teacher may want to do one together as an example).*
6. Randomly pass out the placards that have one of the statements on it to each group. Students should determine under which amendment their placard falls and if it had a positive or negative impact. They should be prepared to defend their answer.
7. At the teacher’s direction, they are to post their placard under the correct amendment and sign of their choice.
8. The teacher should check the placement of the placards and have the students discuss the reasoning for any that are misplaced. Move any placards that are incorrectly placed. Students should then self-check and correct their answers.
9. Distribute scenario handout (Handout 3) to students and have the students put away their graphic organizer. The students will use the scenarios to assess their understanding of the impact of the amendments on life in the United States. With each they will determine which amendment applies and it is an example of a success or a failure. *(Note—if students are struggling have them refer to the placards on the wall and again the teacher may want to emphasis the freedman’s perspective).* Use the PowerPoint to go over the answers after the students finish.
10. Close the lesson by having each student complete an exit slip at the bottom of the scenario page.

Complete the following sentence: The 13th, 14th, and 15th Amendments changed life in America by.....

Extension – Have students research the Northerners and Southerners (non-freedmen) during the time and their points of view of how the 13th, 14th, and 15th Amendments changed life in America. Was it positive or negative in their minds?

**FREE CITIZENS VOTE
POSITIVE AND NEGATIVE STATEMENTS ABOUT EACH AMENDMENT**

13 Amendment-Positive

Slavery is abolished and slaves are freed.

Freedman's Bureau (1865)

Founding of institutions of higher education for African Americans

13th Amendment-Negative

Ku Klux Klan formed (1866)

Freedman's Bureau is unable to improve economic conditions of former slaves.

Economic system of the South is disrupted.

14th Amendment-Positive

Congress uses the 14th Amendment to prohibit discrimination in public places.

Former slaves receive American citizenship.

Prohibits states from denying citizens their rights.

14th Amendment-Negative

Failure to enforce the Fourteenth Amendment leads to segregation.

15th Amendment-Positive

African Americans can now vote.

Election of African Americans to political office.

The first attempt of Congress to prohibit the intimidation of voters.

The South was required to ratify the 15th Amendment to be readmitted into the Union.

15th Amendment Negative

Women still denied the right to vote.

Southern states still find ways to keep citizens from voting, such as poll taxes, grandfather clauses, and literacy tests.

The South was forced to ratify the 15th Amendment to be readmitted into the Union.

FREE CITIZENS VOTE ANSWER KEY

1. Frederick Jefferson, an African American male was elected to the U.S. Senate representing the state of Mississippi.
15-Success
2. Sally Washington, a former slave is not afraid of being sold away from her children.
13-Success
3. In Atlanta, Georgia, a law is passed that requires African Americans to be indoors after sundown.
14-Failure
4. Lamar Miller, an African American male, graduates from Howard University with a law degree.
13-Success
5. Sissy Jackson, a 12 year old African American girl, attends school with her sisters to learn to read and write.
13-Success
6. Although they are no longer slaves, the Jones family cannot find work other than farming on their former owner's land.
13-Failure
7. Bedford Jones, a former slave could not vote in Alabama's city election because he did not have enough money to pay the voting tax.
15-Failure
8. Tom and Mary Davidson, former slaves, are by law, citizens of the United States.
14-Success

13th Amendment

14th Amendment

15th Amendment

Section 1. Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

Section 2. Congress shall have power to enforce this article by appropriate legislation.

Section. 1. All persons born or naturalized in the United States and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside...nor deny to any person...the equal protection of the laws.

Section. 5. The Congress shall have power to enforce this article by appropriate legislation.

Section. 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.

Section. 2. The Congress shall have power to enforce this article by appropriate legislation.

Paraphrase

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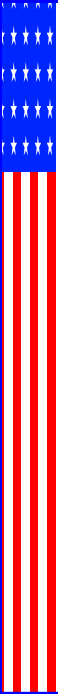
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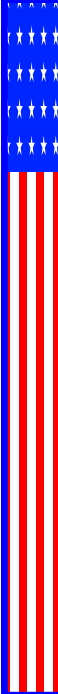
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13th Amendment	14th Amendment	15th Amendment
<p>Economic system of the South is disrupted.</p> <p align="center">+</p> <p align="center">-</p>	<p>Former slaves receive American citizenship</p>	<p>African American males can now vote.</p> <p align="center">+</p> <p align="center">-</p>
<p>Freedman's Bureau (1865)</p> <p align="center">+</p> <p align="center">-</p>	<p>Failure to enforce the Fourteenth Amendment leads to segregation.</p>	<p>Women still denied the right to vote.</p> <p align="center">+</p> <p align="center">-</p>
<p>Founding of institutions of higher education for African Americans</p> <p align="center">+</p> <p align="center">-</p>	<p>Congress uses the 14th Amendment to prohibit discrimination in public places.</p>	<p>The first attempt of Congress to prohibit the intimidation of voters.</p> <p align="center">+</p> <p align="center">-</p>
<p>Ku Klux Klan formed (1866)</p> <p align="center">+</p> <p align="center">-</p>	<p>Prohibits states from denying citizens their rights.</p>	<p>The South was required to ratify the 15th Amendment to be readmitted into the Union.</p> <p align="center">+</p> <p align="center">-</p>
<p>Freedman's Bureau is unable to improve economic conditions of former slaves.</p> <p align="center">+</p> <p align="center">-</p>		<p>Southern states still find ways to keep citizens from voting, such as poll taxes, grandfather clauses, and literacy tests.</p> <p align="center">+</p> <p align="center">-</p>
<p>Slavery is abolished and slaves are freed.</p> <p align="center">+</p> <p align="center">-</p>		<p>Election of African Americans to political office.</p> <p align="center">+</p> <p align="center">-</p>



Economic system of the South is disrupted.



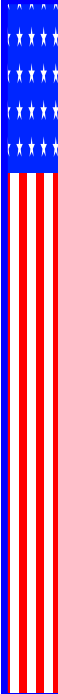
Freedman's Bureau (1865)



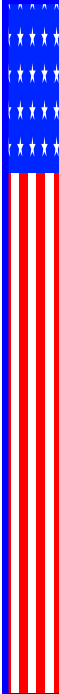
Founding of institutions of higher education for African Americans



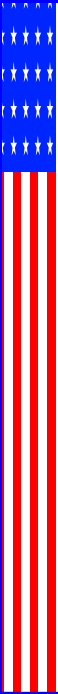
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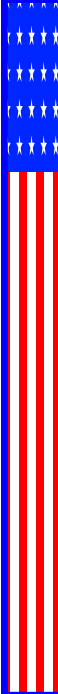
Freedman's Bureau is unable to improve economic conditions of former slaves.



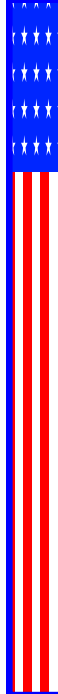
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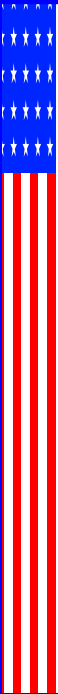
Former slaves receive American citizenship



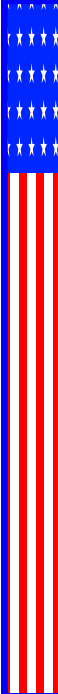
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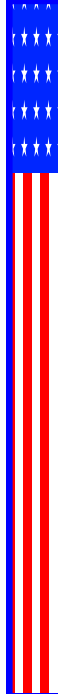
Congress uses the 14th Amendment to prohibit discrimination in public places.




Prohibits states from denying citizens their rights.



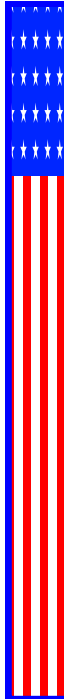
African American males can now vote.



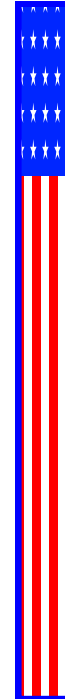
Women still denied the right to vote.



Election of African Americans to political office.

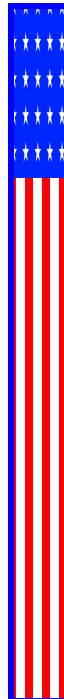


The first attempt of Congress to prohibit the intimidation of voters.

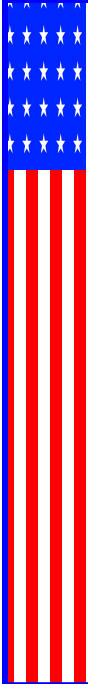


The South was required to ratify the 15th Amendment to be readmitted into the Union.

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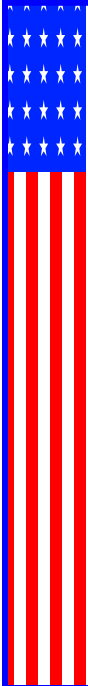


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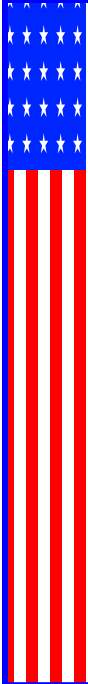


Economic system of the South is disrupted.

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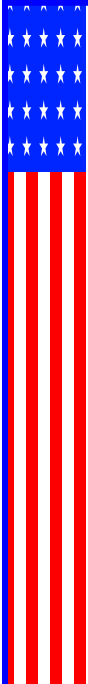


Freedman's Bureau (1865)

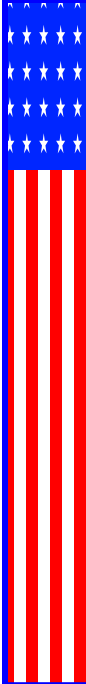


Founding of institutions of higher education for African Americans

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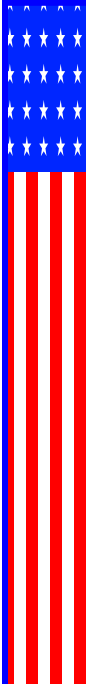


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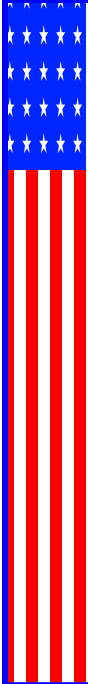


Freedman's Bureau is unable to improve economic conditions of former slaves.

12

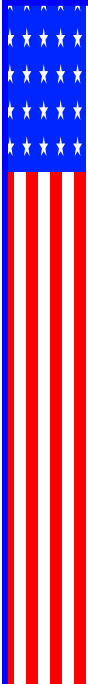


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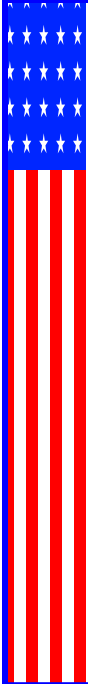


Former slaves receive American citizenship.

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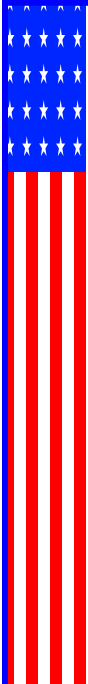


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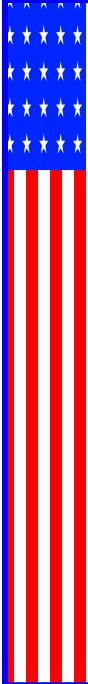


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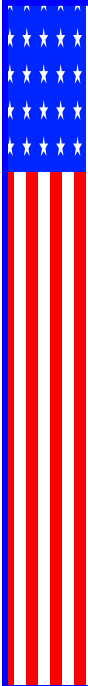


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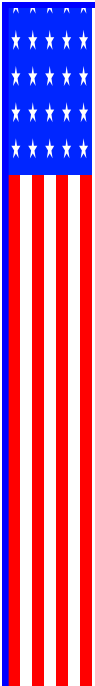


African American males can now vote.

15

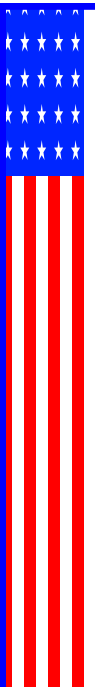


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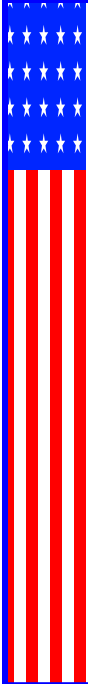


Election of African Americans to political office.

16

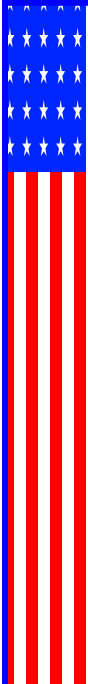


The first attempt of Congress to prohibit the intimidation of voters.



The South was required to ratify the 15th Amendment to be readmitted into the Union.

17



Southern states still find ways to keep citizens from voting, such as poll taxes, grandfather clauses, and literacy tests.

STUDENT ANSWER SHEET FOR SCENARIOS—Handout 3

Scenario	Amendment	Success or Failure Happy Face or Sad Face
1. Frederick Jefferson, an African American male, was elected to the U.S. Senate representing the state of Mississippi.	_____	<input type="radio"/>
2. Sally Washington, a former slave, decided to move North with his family to look for a better job.	_____	<input type="radio"/>
3. In Atlanta, Georgia, a law was passed that required African Americans to be indoors after sundown.	_____	<input type="radio"/>
4. Lamar Miller, an African American male, graduated from Howard University with a law degree.	_____	<input type="radio"/>
5. Sissy Jackson, a 12 year old African American girl, attended school with her sisters to learn to read and write.	_____	<input type="radio"/>
6. Although they were no longer slaves, the Jones family couldn't find work other than farming on their former owner's land.	_____	<input type="radio"/>
7. Bedford Jones, a former slave, could not vote in Alabama's city election because he did not have enough money to pay the voting tax.	_____	<input type="radio"/>
8. Tom and Mary Davidson, former slaves, are by law, citizens of the United States.	_____	<input type="radio"/>

Exit Slip: Complete the following sentence: The 13th, 14th, and 15th Amendments changed life in America by...

13th Amendment

Section 1. Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

Section 2. Congress shall have power to enforce this article by appropriate legislation.

14th Amendment

Section. 1. All persons born or naturalized in the United States and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside...nor deny to any person...the equal protection of the laws.

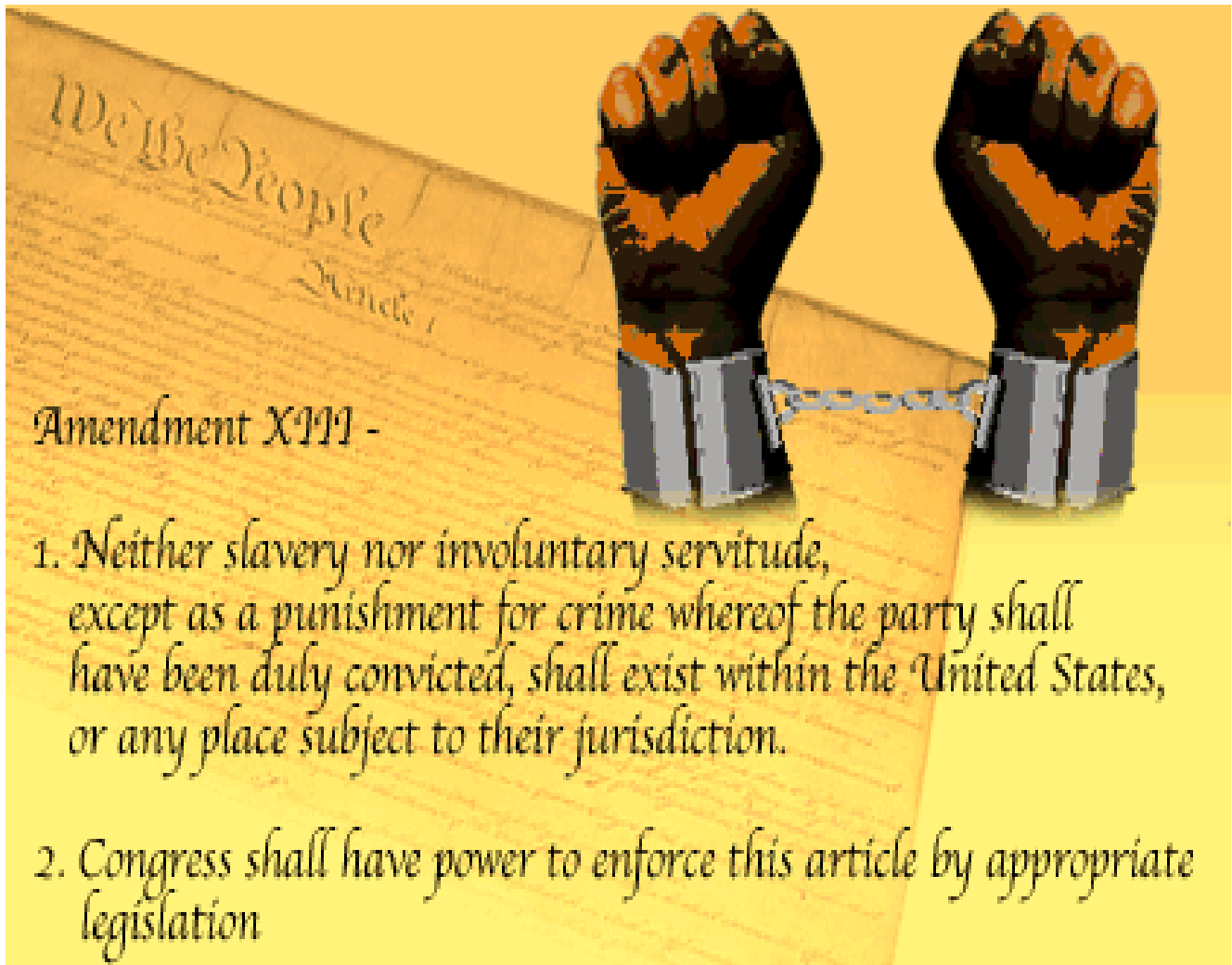
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15th Amendment

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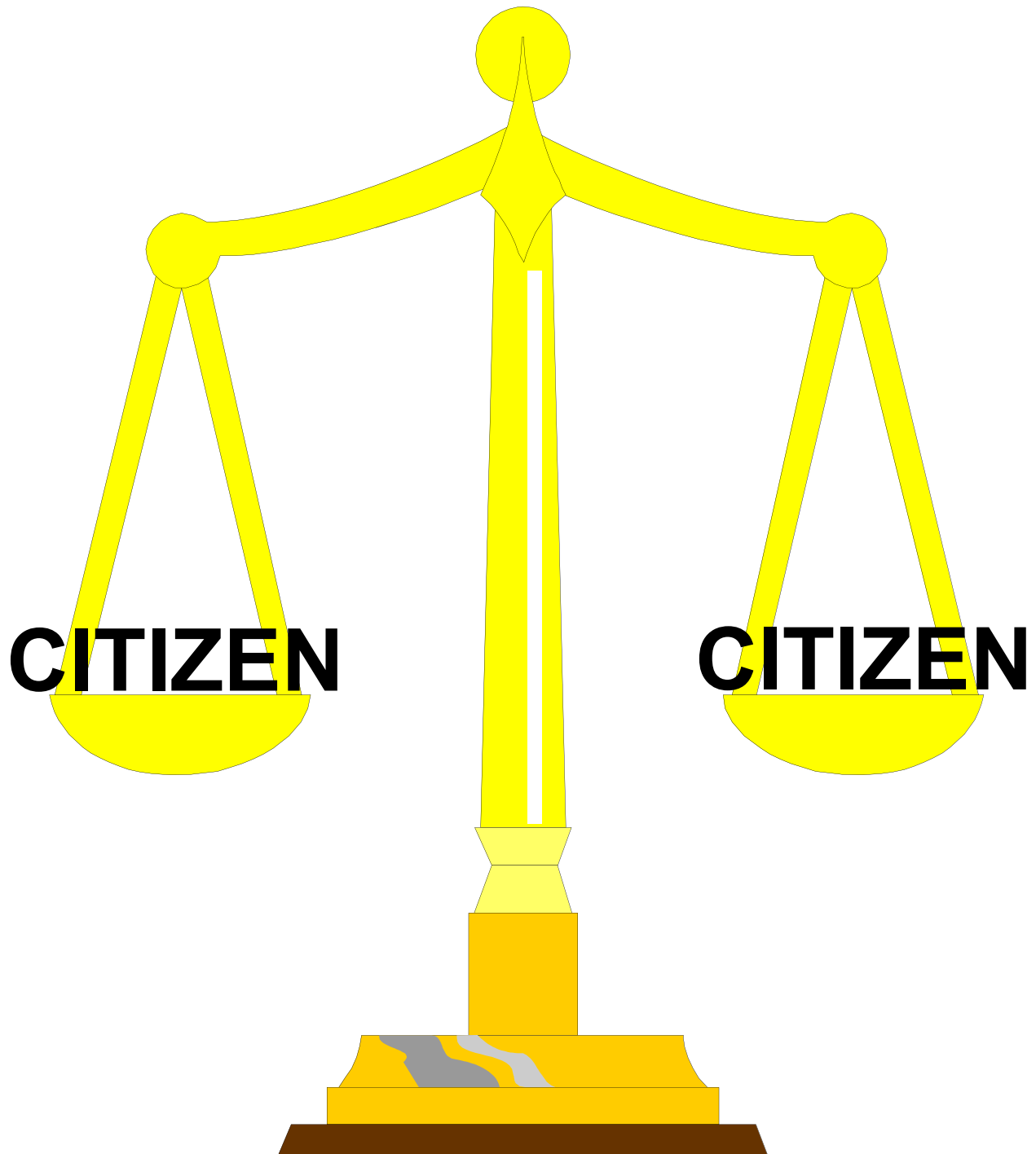
13th Amendment



Amendment XIII -

1. Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.
2. Congress shall have power to enforce this article by appropriate legislation

14th Amendment



15th Amendment





