

Fannie Lou Hamer and the Right to Vote

The Voting Rights Act of 1965

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Grade Level	11th – 12th Grade	**Time Frame**	80 minutes
Subject	Social Studies	**Duration**	2 periods
Course	AP US History, U.S. History		

Essential Question

How has the right to vote changed over time?

Summary

In this lesson, students examine the impact that women have had on the advancement of civil rights in the United States. In particular, they will learn the inspiring story of Fannie Lou Hamer, who endured harassment, physical abuse, and imprisonment as she fought for Black Americans' right to vote. Students will study an infographic and analyze excerpts from the Voting Rights Act of 1965 in order to acquire an understanding of the struggle for the right to vote in the United States. They also examine the ways in which the right to vote has evolved over two centuries.

Snapshot

Engage

Students rate their level of agreement on quotes about voting using the Four Corners strategy.

Explore

Students analyze an infographic about the history of voting rights.

Explain

Students examine excerpts from the Voting Rights Act of 1965 using the HIPP strategy.

Extend

Students use the Partner Speaks strategy to reflect on the struggles Fannie Lou Hamer faced to exercise her right to vote.

Evaluate

Students demonstrate their understanding of the history of voting in the US by using the Mirror, Microscope, Binoculars strategy.

Standards

Oklahoma Academic Standards (Social Studies: United States History (9th through 12th grade))

USH.7.1B: Evaluate the events arising from separate but equal, policies, such as poll taxes and literacy tests, violent responses such as the Birmingham church bombing and the assassination of Dr. Martin Luther King, Jr., and conflicts over segregation including:
USH.7.1B8: passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965.

Attachments

- Four Corners Posters - Fannie Lou Hamer and the Right to Vote.pdf
- HIPP Graphic Organizer - Fannie Lou Hamer and the Right to Vote.docx
- HIPP Graphic Organizer - Fannie Lou Hamer and the Right to Vote.pdf
- Lesson Slides - Fannie Lou Hamer and the Right to Vote.pptx
- Voting Rights Act Excerpts - Fannie Lou Hamer and the Right to Vote.docx
- Voting Rights Act Excerpts - Fannie Lou Hamer and the Right to Vote.pdf
- Voting Rights Infographic - Fannie Lou Hamer and the Right to Vote.pdf

Materials

- Lesson Slides (attached)
- Four Corners Posters (attached)
- Voting Rights Act Excerpts handout (one per pair of students; attached)
- HIPP Graphic Organizer handout (one per pair of students; attached)
- Voting Rights Infographic (one per pair of students; attached)
- Sticky Notes
- Notebook Paper
- Pens or pencils
- Student computers or tablets with Internet access

10 minutes

Engage

Teacher's Note: Lesson Prep

Prior to teaching the lesson, print the attached **Four Corners Posters** and hang them on each wall of the classroom.

Use the attached **Lesson Slides** to guide the lesson. Display **slide 3** and introduce the Four Corners strategy to students. Tell students that as they read each quote, they should move to the Four Corners poster that most closely aligns with their level of agreement. Move to **slide 4** and read the quote to students. Have students choose a Four Corners poster based on their agreement and talk to one another about why they agree or disagree with the statement. Ask for a volunteer to share for each level of agreement. Repeat this process with **slides 5** and **6**. Have students return to their seats.

Display **slides 7** and **8**, which provide the essential question and lesson objectives. Review these with students to the extent necessary.

20 minutes

Explore

Place students into pairs. Move to **slide 9** and pass out the attached **Voting Rights Infographic** to each pair of students. Alternatively, provide the link http://k20.ou.edu/votingrights to students for a digital version of the infographic. Have students read through the infographic and then create a Point of Most Significance (POMS) about the content on a sticky note. Have students place their sticky notes on the whiteboard and read several student responses. Ask for students to elaborate on why they picked the point of most significance from the infographic.

Optional Tech Integration

Instead of sticky notes, consider creating a Padlet for students to share their POMS digitally as a class.

25 minutes

Explain

Tell students they are going to learn more about a specific law that expanded the right to vote significantly. Pass out the attached **Voting Rights Excerpts** handout and **HIPP Graphic Organizer** handout to each pair of students. Display **slide 10** and introduce the HIPP strategy to students. Allow time for students to read through the Voting Rights Act Excerpts in pairs and add their notes to the HIPP Graphic Organizer.

As a class, review each part of the HIPP Graphic Organizer and clarify any misconceptions students might have about the Voting Rights Act of 1965. Move to **slide 11** and have students Think, Pair, Share the reflection questions on the slide:

1. *Why was the Voting Rights Act needed?*
2. *What issues did the Voting Rights Act address?*

After students have finished reflecting, ask them to share their thoughts as a class.

15 minutes

Extend

Display **slide 12** and play the video, which details how Fannie Lou Hamer fought for the right to vote.

Embedded video
https://youtube.com/watch?v=J99ldHD6qeQ

After the video, move to **slide 13** and allow time for students to talk about the reflection questions in pairs by using the strategy Partner Speaks. The questions are as follows:

1. *What struggles did Fannie Lou Hamer face?*
2. *How did she bring attention to voting barriers?*

10 minutes

Evaluate

Display **slide 14** and introduce the Mirror, Microscope, Binoculars strategy to students. Ask students to respond to the three questions on **slide 14** on a piece of notebook paper and turn in their responses before leaving the class. Review students' responses to assess understanding of the lesson.

Resources

- K20 Center. (n.d.). Four corners. Strategies. https://learn.k20center.ou.edu/strategy/138
- K20 Center. (n.d.). HIPP. Strategies. https://learn.k20center.ou.edu/strategy/1618
- K20 Center. (n.d.). Mirror, microscope, binoculars. Strategies. https://learn.k20center.ou.edu/strategy/3020
- K20 Center. (n.d.). Padlet. Tech tools. https://learn.k20center.ou.edu/tech-tool/1077
- K20 Center. (n.d.). Partner Speaks. Strategies. https://learn.k20center.ou.edu/strategy/62
- K20 Center. (n.d.). POMS: Point of most significance. Strategies. https://learn.k20center.ou.edu/strategy/101
- K20 Center. (n.d.). Think, pair, share. Strategies. https://learn.k20center.ou.edu/strategy/139
- K20 Center. (n.d.). Voting Rights Act of 1965 [Infographic]. http://k20.ou.edu/votingrights
- Mattern, J., & Lowin, R. (2022, June 8). 30 best voting quotes that will inspire you to get to the polls on election day. 100 Quotes for every Occasion. https://www.countryliving.com/life/g24446791/voting-quotes/
- Smithsonian Channel. (2020, August 18). Fannie Lou Hamer risked her life for the right to vote. [Video]. YouTube. https://www.youtube.com/watch?v=J99ldHD6qeQ