Voting Rights Sources

Compare a historic law with an account written later

4.P.2 "Use interdisciplinary tools to acquire, apply, and evaluate content understanding of the four strands of social studies. Demonstrate an understanding of the principles of government, the benefits of democratic systems..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline words that show when each source was written. Circle clues about who was meant to read or use each source.

A Law and a Museum Guide

1. In 1920, the Nineteenth Amendment became part of the U.S. Constitution. It says a citizen's right to vote cannot be denied by the United States or a state "on account of sex." People had worked for many years to win this change. The amendment is a government document from 1920, written to set a rule for the whole country.

2. A sample museum guide written today says, "In 1920, the Nineteenth Amendment barred voting rules based on sex. Many women still faced unfair barriers to voting, including racist laws and practices." The guide tells visitors about an event from long ago. It was written after the event, using information from the past. Museum visitors can read it beside a display about voting rights.

3. In the South, many Black women still faced unfair reading tests and other barriers after 1920. Such tests could stop people from voting even when a law protected their right. A student looking into this history finds the amendment in a collection of government documents. The student sees the museum guide beside a display meant for families visiting the museum.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which source is a primary source? What detail shows that it came from the time of the change?

2. Who was meant to use the amendment's rule, and who was meant to read the museum guide? Give a clue for each answer.

3. How is the amendment's purpose different from the museum guide's purpose?

4. If you wanted to know whether the amendment ended every voting barrier in 1920, why would you read both sources?

3 YOUR TURN

Your own words

Imagine your class votes on a new recess game. Write three sentences: name a primary source a future historian could collect, describe a secondary source someone could write later, and give one question to ask about that writer's purpose.

ANSWER KEY

Voting Rights Sources

GRADE 4 · 4.P.2

PART 1 · READ AND MARK

Underline words that show when each source was written. Circle clues about who was meant to read or use each source. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which source is a primary source? What detail shows that it came from the time of the change?	**The Nineteenth Amendment is a primary source. It became part of the Constitution in 1920, when the voting rule changed.**
2	Who was meant to use the amendment's rule, and who was meant to read the museum guide? Give a clue for each answer.	**The United States and state governments were meant to follow the amendment's rule. The guide is for museum visitors, including families viewing the display.**
3	How is the amendment's purpose different from the museum guide's purpose?	**The amendment sets a voting rule. The museum guide explains the amendment and later voting barriers to visitors.**
4	If you wanted to know whether the amendment ended every voting barrier in 1920, why would you read both sources?	**The amendment shows what the law protected. The guide explains that unfair barriers remained, and the passage gives unfair reading tests as an example.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I would save a ballot used on voting day as a primary source. A student could write a summary of the vote next month as a secondary source. I would ask whether the student wrote the summary to explain the results or to persuade classmates to change a rule.

Accept other supported audiences or purposes, such as lawmakers using the amendment's rule. For Part 3, the primary source must come from the vote, while the secondary source must be created afterward to describe or explain it.