Rights in Practice

Use quotations and research summaries to explain voting rights

AWH.P.4.2.B "Integrate quotes and summaries of research findings into written products while avoiding plagiarism."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline both direct quotations, circle the source named for each quotation and research summary, and number the three summarized research findings. These marks will help you see how a writer gives credit for borrowed words and ideas.

A Right on Paper and at the Polls

1 A constitutional promise can change the law without changing every voter's experience. In 1919, Congress approved the proposed Nineteenth Amendment, and the states ratified it in 1920, according to the National Archives' account of the amendment. The amendment declares that voting rights cannot be denied or restricted "on account of sex" (U.S. Constitution, Amendment XIX). That short quotation identifies the legal barrier the amendment targeted. It does not claim that every woman gained equal access to the ballot at once. By naming the National Archives for the dates and the Constitution for the quoted words, this account lets readers check both claims.

2 Who could actually vote after 1920? Research from the National Park Service on African American women and the Nineteenth Amendment explains that racial discrimination still kept many Black women from the polls, especially in the South. Local officials used tactics such as literacy tests and poll taxes to limit voting. These details complicate the legal promise in the first paragraph: a ban on discrimination based on sex did not end discrimination based on race. The description of those barriers is a summary of the Park Service's research, not a quotation from its page. Naming the source makes the borrowed finding visible without repeating its wording.

3 The gap between a legal right and a usable right also shaped later federal action. The Voting Rights Act of 1965 barred states from denying the vote "on account of race or color" (Voting Rights Act of 1965, Section 2). The U.S. Department of Justice explains that the act also provided federal tools to challenge discriminatory voting practices, including literacy tests in places covered by the law. The law's words are quoted because their exact wording matters; the department's explanation is summarized and credited because its findings matter. Together, these sources show why a constitutional amendment and later enforcement measures belong in the same history.

2 ANSWER WITH EVIDENCE

Use the passage

1. Copy the brief quotation from the Nineteenth Amendment and give its source in parentheses, as the passage does.

2. In your own words, summarize the National Park Service finding in paragraph 2 and name the source.

3. A student writes, “Congress approved the amendment in 1919, and the states ratified it in 1920.” Which source should the student credit for this summary, and why?

4. Write one sentence that combines the quoted words from the Voting Rights Act in paragraph 3 with a paraphrase of the Justice Department's finding. Credit both sources.

3 YOUR TURN

Your own words

Write a paragraph explaining how a legal right to vote can differ from access to the polls. Use one brief quotation from either law in the passage, summarize findings from both the National Park Service and the U.S. Department of Justice in your own words, and credit all three sources.

ANSWER KEY

Rights in Practice

HIGH SCHOOL · AWH.P.4.2.B

PART 1 · READ AND MARK

Underline both direct quotations, circle the source named for each quotation and research summary, and number the three summarized research findings. These marks will help you see how a writer gives credit for borrowed words and ideas. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Copy the brief quotation from the Nineteenth Amendment and give its source in parentheses, as the passage does.	**"on account of sex" (U.S. Constitution, Amendment XIX).**
2	In your own words, summarize the National Park Service finding in paragraph 2 and name the source.	**The National Park Service reports that racial barriers, including literacy tests and poll taxes, still prevented many Black women from voting after 1920.**
3	A student writes, "Congress approved the amendment in 1919, and the states ratified it in 1920." Which source should the student credit for this summary, and why?	**The student should credit the National Archives because the dates and events come from its account, even though the student did not quote its words.**
4	Write one sentence that combines the quoted words from the Voting Rights Act in paragraph 3 with a paraphrase of the Justice Department's finding. Credit both sources.	**The Voting Rights Act barred denying the vote "on account of race or color" (Voting Rights Act of 1965, Section 2), and the U.S. Department of Justice explains that the law gave federal officials tools to challenge discriminatory voting practices.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

The Nineteenth Amendment barred denying voting rights "on account of sex" (U.S. Constitution, Amendment XIX), but a legal rule did not guarantee easy access to the polls. The National Park Service reports that racial discrimination still blocked many Black women from voting after 1920. According to the U.S. Department of Justice, the Voting Rights Act of 1965 gave the federal government ways to confront discriminatory practices, including literacy tests in covered areas. The later law addressed barriers that the earlier amendment had not removed.

Accept accurate paraphrases that identify the source of each borrowed finding. In the open response, look for an original explanation that connects the quotation and both credited summaries, rather than a string of copied passage sentences.