Rights on Paper

Use evidence to make a precise historical claim.

AWH.P.4.2 "Engage in authentic research to acquire, refine, and share knowledge through written presentations and products. Develop self-generated theses or claims related to independent research and investigations using credible and relevant..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the revised claim, circle the words quoted from the amendment, and number the two sources as they first appear. Use your marks to track how the writer supports the claim.

A Museum Label in Progress

1. At a community museum, a student prepares a short label for visitors studying the Nineteenth Amendment. The first draft claims, "In 1920, all American women gained equal access to the ballot." That line is easy to remember, but it makes a promise the evidence cannot support. The student revises the claim: Ratification of the Nineteenth Amendment barred denying the vote on the basis of sex, but other barriers kept many women from voting. A label for visitors who may know little about the amendment needs both the legal change and its limits.

2. To check the legal change, the student reads the amendment's text on the National Archives website, a reliable place to find a federal document. The label quotes its final words, "on account of sex," and names the National Archives as the source. This short quotation shows exactly what kind of discrimination the amendment forbade. It does not, by itself, prove that everyone could vote. The student therefore also consults National Park Service writing about Black women's voting rights. That historical account discusses poll taxes, literacy tests, and intimidation that blocked many Black women, particularly in the South.

3. The finished label explains that the amendment changed the Constitution while many Black women still faced barriers at the polls. Beside the quoted phrase, it summarizes the National Park Service account in the student's own words and credits that source. The student cuts a long list of dates so museum visitors can grasp the main point quickly. A final sentence asks visitors to consider this question: When a law protects a right, what else determines whether people can exercise it? The question connects the evidence to a larger issue without pretending that two sources tell every woman's story.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why is the first draft's claim too broad? Name one barrier from the passage that challenges it.

2. Which source would you use to verify the amendment's exact wording, and why is it suitable?

3. How does the label use the amendment differently from the National Park Service account, and how does it credit each source?

4. Why does the writer cut a long list of dates and end with a question for museum visitors?

3 YOUR TURN

Your own words

Write a 70 to 95 word pitch for a school podcast episode about the gap between legal voting rights and access to the polls. State your own focused claim, use the passage's quotation from the amendment and its summary of the National Park Service account with credit to each source, and end with a question for listeners.

ANSWER KEY

Rights on Paper

HIGH SCHOOL · AWH.P.4.2

PART 1 · READ AND MARK

Underline the revised claim, circle the words quoted from the amendment, and number the two sources as they first appear. Use your marks to track how the writer supports the claim. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why is the first draft's claim too broad? Name one barrier from the passage that challenges it.	**It says all women gained equal access, but poll taxes, literacy tests, or intimidation still blocked many Black women.**
2	Which source would you use to verify the amendment's exact wording, and why is it suitable?	**The National Archives website provides the text of the federal amendment.**
3	How does the label use the amendment differently from the National Park Service account, and how does it credit each source?	**It quotes "on account of sex" from the amendment and names the National Archives. It summarizes the barriers described by the National Park Service in the student's own words and credits that source.**
4	Why does the writer cut a long list of dates and end with a question for museum visitors?	**The shorter label helps visitors grasp the main point quickly, while the question invites them to think about the gap between a legal right and access to it.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Picture a law that changes the rules but not every trip to the polls. Our school podcast will argue that protecting a right in the Constitution is only one step toward making it usable. The Nineteenth Amendment prohibited voting restrictions "on account of sex," according to the National Archives. Yet a National Park Service account describes poll taxes, literacy tests, and intimidation that still blocked many Black women, especially in the South. What would it take to make a legal promise real for everyone?

Accept accurate explanations in students' own words. For the podcast pitch, check for a focused claim, an accurate quotation and summary, credit to both sources, and a question suited to listeners.