Beyond the Amendment

Trace a research claim from sources to an exhibit label

E.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 writer's main claim, circle the names of the sources, and number the direct quotation 1 and each attributed summary 2. Use your marks to trace how the writer supports the claim without presenting a source's words as their own.

Did Every Woman Gain the Vote in 1920?

(1) Imagine a museum exhibit asking visitors, "Did every woman gain the vote in 1920?" A careful answer is no. My claim is that the Nineteenth Amendment changed federal voting law, but other laws and discriminatory practices still blocked many women from voting. To test this claim, I used the amendment's text at the National Archives, the Archives' account of the Indian Citizenship Act, and the U.S. Department of Justice's history of the Voting Rights Act. These sources address different parts of the same question, making them useful for a short exhibit label written for high school visitors.

(2) The amendment says voting rights cannot be denied "on account of sex." Those four words come from the Nineteenth Amendment itself, not from my own writing. The amendment barred a particular reason for denying the vote; it did not erase other restrictions. The National Archives explains that the Indian Citizenship Act of 1924 granted U.S. citizenship to Native Americans born in the United States. Some states still kept Native Americans from voting after 1924. This source matters because citizenship rules affected whether many Native women could vote, even after the amendment took effect.

(3) The Justice Department's history explains that Black voters in the South faced literacy tests and other barriers long after 1920. The Voting Rights Act of 1965 targeted literacy tests and gave the federal government tools to challenge discriminatory voting practices. This later law helps explain why the 1920 amendment alone could not guarantee equal access to the ballot. For a museum audience, I would keep the quotation short, name each source beside its finding, and explain how the evidence supports the claim. That approach credits the sources while allowing visitors to follow the argument.

2 ANSWER WITH EVIDENCE

Use the passage

1. What is the writer's main claim, and why does it answer the exhibit's opening question with “no”?

2. Why is the Nineteenth Amendment an appropriate source for the quoted words “on account of sex”? How does the writer show that the words are borrowed?

3. How does the National Archives finding about the 1924 law support the writer's claim rather than repeat it?

4. What does the Justice Department's history add to the argument that the amendment alone did not guarantee voting access?

3 YOUR TURN

Your own words

Write a four-sentence exhibit label for middle school visitors. Make a narrower claim about what changed in 1924 or 1965, support it with an attributed summary from a source named in the passage and a short, attributed quote from the Nineteenth Amendment, then explain how the evidence supports your claim.

Beyond the Amendment

PART 1 · READ AND MARK

Underline the writer's main claim, circle the names of the sources, and number the direct quotation 1 and each attributed summary 2. Use your marks to trace how the writer supports the claim without presenting a source's words as their own. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What is the writer's main claim, and why does it answer the exhibit's opening question with "no"?	**The Nineteenth Amendment barred sex-based voting restrictions, but other laws and discriminatory practices still kept many women from voting.**
2	Why is the Nineteenth Amendment an appropriate source for the quoted words "on account of sex"? How does the writer show that the words are borrowed?	**The amendment is the original text of the law being discussed. The writer uses quotation marks and identifies the amendment as the source.**
3	How does the National Archives finding about the 1924 law support the writer's claim rather than repeat it?	**It gives a specific example: Native Americans born in the United States gained citizenship in 1924, yet some states still kept Native Americans from voting.**
4	What does the Justice Department's history add to the argument that the amendment alone did not guarantee voting access?	**It identifies later barriers faced by Black voters in the South and shows that a 1965 law was needed to address discriminatory voting practices.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

The 1924 Indian Citizenship Act addressed a barrier that the Nineteenth Amendment did not remove. The Nineteenth Amendment barred denying voting rights "on account of sex," but it did not grant citizenship. According to the National Archives, the 1924 law granted citizenship to Native Americans born in the United States, although some states continued to block their votes. Together, these facts show that ending a sex-based restriction did not give everyone equal access to the ballot.

Accept a narrower, historically accurate claim about either law. The label should attribute both the quotation and the summary, and explain their connection rather than simply list facts.