Beyond the Ballot

Trace how a research claim uses and credits evidence

OKH.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 claim, circle the quoted words, and number the two named sources. Use your marks to trace how the evidence supports the claim.

What Changed in 1920?

1. An exhibit for eighth-grade visitors could open with a familiar date: August 18, 1920, when Tennessee ratified the Nineteenth Amendment, completing the number of state approvals then required. But a date alone can hide a harder question: Did the amendment give every woman an equal chance to vote? My claim is that the amendment removed a national barrier based on sex, while discriminatory practices still kept many women from the polls. An effective exhibit should show both the legal change and its limits. Otherwise, visitors might mistake a major victory for the end of the struggle.

2. Two sources help test that claim. The National Archives publishes the amendment's text, a primary source for what the law says. It states that voting rights cannot be denied or abridged "on account of sex." That short quotation supports the point about a legal barrier, not a claim that every eligible woman could vote in practice. A National Park Service history of women's suffrage explains that, after ratification, many Black women still faced racist voting restrictions, especially in the South. This secondary source helps explain the difference between the wording of a law and people's access to the ballot.

3. For the exhibit, I would put the amendment's words beside an account of the barriers that remained. A caption could credit the National Archives for the quoted wording and the National Park Service for its summary of later restrictions. Naming each source lets visitors check the evidence and keeps the researcher's borrowed language separate from the researcher's reasoning. The exhibit should not suggest that the amendment was unimportant. Instead, the two sources together support a more precise conclusion: changing a law can expand rights without immediately ending the unequal treatment that prevents people from using them.

2 ANSWER WITH EVIDENCE

Use the passage

1. What claim does the writer make about the Nineteenth Amendment and access to voting?

2. Why is the National Archives text a useful source for one part of the claim?

3. What does the quotation “on account of sex” support, and what does it not prove?

4. How would naming both sources in the exhibit caption help its visitors?

3 YOUR TURN

Your own words

Write a 70 to 100 word opening caption for middle school visitors. Argue whether the exhibit should show the amendment text or the barriers that remained first, using a brief quotation from the amendment, a summary of the National Park Service finding, and the name of each source. Make a claim about the exhibit order, not a copy of the passage’s claim.

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PART 1 · READ AND MARK

Underline the writer's claim, circle the quoted words, and number the two named sources. Use your marks to trace how the evidence supports the claim. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What claim does the writer make about the Nineteenth Amendment and access to voting?	**The amendment removed a national voting barrier based on sex, but discriminatory practices still kept many women from voting.**
2	Why is the National Archives text a useful source for one part of the claim?	**It provides the amendment's actual wording, which establishes the legal change.**
3	What does the quotation "on account of sex" support, and what does it not prove?	**It supports the claim that the amendment barred voting restrictions based on sex. It does not prove that every eligible woman could vote in practice.**
4	How would naming both sources in the exhibit caption help its visitors?	**Visitors could check the evidence and distinguish the amendment's quoted wording from the National Park Service's account of later barriers.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Start with a display about women who still faced barriers after 1920. Middle school visitors may assume a new law solved the problem for everyone, so this display would challenge that assumption before they read the amendment. The National Park Service explains that many Black women faced racist voting restrictions even after ratification. Next, show the National Archives text, which bars voting restrictions "on account of sex." Together, these sources reveal why a legal victory and access to the ballot were not the same thing.

Accept either exhibit order if the caption argues for it and uses both sources accurately. The quotation must match the amendment, and the National Park Service finding must be summarized in the student's own words.