Beyond the Ballot

Build a claim from historical sources

USH.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 each named source, and mark Q beside quoted evidence and S beside a summarized finding so you can see how the sources support the claim.

What a Voting Law Could Change

1 Imagine writing a museum caption for teenagers visiting an exhibit about voting rights. A caption needs more than a date: it needs a claim that evidence can test. Here is mine: The Nineteenth Amendment changed the law in 1920, but legal change did not give every woman equal access to the ballot. To check that claim, I compared the amendment's wording with records about other voting barriers. I chose documents from the National Archives because it preserves federal records, and a National Park Service history page because it examines how voting rules affected different communities.

2 The National Archives reproduces the Nineteenth Amendment, which says the right to vote shall not be denied "on account of sex." Those four words identify a legal barrier the amendment removed; they do not say that every other voting restriction disappeared. In a history article about Black women's suffrage, the National Park Service explains that many Black women, particularly in the South, still faced discriminatory voting barriers after 1920. This is a summary of that source's finding, not a quotation. Naming the source lets readers distinguish its research from my interpretation of the amendment.

3 A second National Archives document, the Indian Citizenship Act of 1924, helps refine the claim. It granted United States citizenship to Native Americans born within the country's borders, including women, but citizenship did not automatically remove state voting barriers. Some Native women already had citizenship before 1924, so the act should not be described as giving every Native woman her first chance to vote. For teen museum visitors, I would display the short amendment quotation beside a sentence summarizing the act. Together, these sources show why a legal milestone and people's actual access to voting deserve separate attention.

2 ANSWER WITH EVIDENCE

Use the passage

1. What claim does the writer make about the Nineteenth Amendment, and how does the National Park Service finding support it?

2. Why is the National Archives a credible and relevant source for checking what the Nineteenth Amendment says?

3. How can you tell which words come directly from the amendment and which finding is summarized from another source?

4. Why does the writer propose placing the amendment quotation beside a summary of the Indian Citizenship Act for teen visitors?

3 YOUR TURN

Your own words

Write a 75 to 95 word museum caption for teens arguing which deserves the exhibit's larger panel: the Nineteenth Amendment or the Indian Citizenship Act. Credit the amendment when you quote "on account of sex," summarize a different document named in the passage in your own words, and explain your choice.

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PART 1 · READ AND MARK

Underline the writer's claim, circle each named source, and mark Q beside quoted evidence and S beside a summarized finding so you can see how the sources support 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 how does the National Park Service finding support it?	**The writer claims that the amendment changed the law but did not give every woman equal access to voting. The National Park Service finding shows that many Black women still faced discriminatory barriers after 1920.**
2	Why is the National Archives a credible and relevant source for checking what the Nineteenth Amendment says?	**It preserves federal records and reproduces the amendment, so the writer can check the law's wording directly.**
3	How can you tell which words come directly from the amendment and which finding is summarized from another source?	**The words "on account of sex" appear in quotation marks and are credited to the amendment. The finding about barriers faced by Black women is written in the author's own words and credited to the National Park Service.**
4	Why does the writer propose placing the amendment quotation beside a summary of the Indian Citizenship Act for teen visitors?	**The pairing helps teen visitors see that the amendment addressed a barrier based on sex, while citizenship and state voting barriers also affected access to the ballot.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Give the Indian Citizenship Act the larger panel. The Nineteenth Amendment banned denial of voting rights "on account of sex" (National Archives, Nineteenth Amendment), a major change. But a panel on the 1924 act could show how citizenship shaped who could seek a ballot. The National Archives' Indian Citizenship Act record shows that the law granted citizenship to Native Americans born in the United States. State voting barriers could still remain. Teen visitors should see that different laws addressed different obstacles, and neither alone ended unequal access.

Accept either choice of larger panel if the claim is supported with an accurately credited quotation, a distinct source summary in the student's own words, and reasoning suited to teen visitors. Do not accept claims that the Indian Citizenship Act gave all Native women citizenship for the first time or ended state voting barriers.