**U.S. History**

**Research Essay**

\***THIS THE FINAL EXAM AND IS WORTH 20 PERCENT OF YOUR FINAL GRADE. WITH THIS IN MIND, PLEASE BE SURE TO COMPLETE NIGHTLY ASSIGNMENTS AND SHARE DRAFTS WITH THE TEACHER. THIS SHOULD BE DONE VIA GOOGLE DOCS (MSTUASHS@U61.NET). THE ESSAY IS DUE ON TUESDAY, JUNE 10, 2014 AT 8:22. NO LATE WORK WILL BE ACCEPTED\***

**PAPER TOPIC**

Voting is an act many Americans hold dear and consider an essential right. The belief is that VOTING allows people to have a say in the government. The U.S. government is proclaims to be based around this idea. We have a REPRESENTATIVE DEMOCRACY, where people in government are supposed to represent the views and wishes of those people they represent from their states and voting districts.

The original U.S. Constitution did not set any conditions on who could vote. Voting rules were reserved to the states to determine. In the first federal elections, in most states, only free white men who owned property could vote. The states would drop the property requirement on their own by the 1820s, and constitutional amendments would require that race (1870), sex (1920), and age (18 or older, 1971) could not be used to deny citizens the right to vote. Another amendment in 1964 required that a poll tax could not be collected as a requirement to vote.

In many cases, particularly regarding race, states simply ignored the constitution or found legal loopholes through which to deny certain groups the right to vote. In 1965, Congress passed the Voting Rights Act which closed many of these loopholes and led to great increases in the number of minority voters. In a recent decision, *Shelby County v. Holder*, 2013, the U.S. Supreme Court ruled that, because great gains had been made in recent years in the registration of minority voters, one of the provisions of the Voting Rights Act could no longer be applied. The federal government could no longer require states with a history of discrimination to receive pre-approval from the justice department before changing their voter registration rules.

The paper will focus on the right to vote for AFRICAN AMERICANS, WOMEN, and/or NATIVE AMERICANS:

**How has the right to vote been violated and/or protected in the United States from 1830 to the present, and what is its status today?**

Length:

Minimum 3 pages (not including title page)

Resources:

A Brief History of Voting Rights:<http://www.gilderlehrman.org/history-by-era/government-and-civics/essays/winning-vote-history-voting-rights>

Brief Scholastic Article:<http://www.scholastic.com/teachers/article/history-right-vote>

Voting Rights readings African American, American Indians, Hispanic and Asian -<http://www.crmvet.org/info/nps_voting_rights.pdf>

Lecture Video (38 minutes) overview: http://vimeo.com/42379317

Short Video (4 minutes, no spoken word): http://www.youtube.com/watch?v=2k57ARG7Kxg

**Step 1:**

1. Choose if you will focus on all 3 groups or just 1 group.

**Step 2: TIMELINE**

1. Read over Timeline

a. Timeline of Voting Rights for Different Groups -<http://www.crmvet.org/info/votehist.htm>

b. Timeline up to 2002:<http://www.kqed.org/assets/pdf/education/digitalmedia/us-voting-rights-timeline.pdf>

c. Timeline:<http://www.annenbergclassroom.org/Files/Documents/Timelines/VotingRights.pdf>

d. Take note of each time that your group is discussed

e. Read over all sections related to your group

f. Take note of 7+ events and how it impacted the voting rights of your group

**Step 3: Shelby v. Holder**

1. Read overview of case with excerpts (New York Times:<http://www.nytimes.com/interactive/2013/06/25/us/annotated-supreme-court-decision-on-voting-rights-act.html?_r=0>)

2. Explain the relevance of Shelby v. Holder decision on your group

a. Write a Type 2 paragraph that answers the questions

**What relevance does the Supreme Court’s *Shelby v. Holder* decision have on your specific group?**

**Step 4: Research**

1. Develop a timeline (IN YOUR OWN WORDS) of 12-15 major events that are the most influential in shaping the groups voting rights (5 major events for each group) - The timeline must cover from the 1800s to the 1960s

a. Provide as accurate a date as possible

b. Explain the event

c. Explain why it is important

2. In 1830 were these groups able to vote? Explain their situation. Provide specific details.

a. Provide 1 primary source for each group that explains any restrictions on the particular group (The primary source should be between 1830-1860)

b. Be sure to cite each source

c. In 1830 was the right to vote being protected in the United States? Explain why with reference to evidence.

3. What are 4/5 of the most significant changes that took place regarding voting rights for these groups from the 1800s to the Present? FOR EACH OF THESE SIGNIFICANT CHANGES ADDRESS THE FOLLOWING.

a. When did it happen?

b. What was the change? Be specific

c. Did the change further protect that groups right to vote? Explain.

i. Provide 2-3 primary sources that help prove your statement. (Example: laws,

first hand testimony, lawmakers discussing the topic)

4. What are the current circumstances/issues surrounding voting rights for your assigned group?

a. Are there any restrictions placed on the voting rights of this group?

b. Are there any obstacles for this group to vote?

c. What percentage of this group vote? Examine data from 2000-2014?

i. Why does a larger percentage of this group not vote?

ii. How has/will *Shelby vs. Holder* impact the voting of this group?

iii. Do voter id laws impact this groups voting numbers? Explain

**STEP 5: SYNTHESIZING RESEARCH**

1. Write a Type 2 paragraph answering: **Has the right to vote been adequately protected in the United States, and what is its status today?**

**STEP 6: ORGANIZING**

1. Develop outline or fill in graphic organizer of your paper

2. <http://images.epals.com/elections/Argument%20writing%20graphic%20organizer%20for%20grades%207-8.pdf>

**STEP 7: ROUGH DRAFT**

1. Review writing expectations

2. Review common problems and tips:<http://www.mrmichaelstuart.com/reading-writing-and-other-skills.html>

3. Writing Format:<http://www.vonsteuben.org/ourpages/auto/2011/5/23/41465939/Research%20Paper%20Graphic%20Organizer.pdf>

**STEP 8: FINAL PIECE**

1. The final piece must include the following in this order:

a. Title page (Title, Name, Course, Date)

b. The Essay (number pages)

i. Your name should NOT be included on every page

ii. It MUST be in 12 point, Times New Roman or Ariel font

iii. It MUST be double spaced (WITHOUT extra spaces between

paragraphs)

2. You MUST have a minimum of 5 pieces of evidence

c. Endnotes in MLA format

i. Utilize Easybib.com

d. Rubric

3. ALL PARTS (a.-d.) MUST BE STAPLED AND PRESENTED IN A NEAT, ORGANIZED INCREDIBLY PERFECT MANNER

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| --- | --- | --- | --- | --- |
|  | **Exemplary (9-10)** | **Proficient (7.5-8.9)** | **Developing (6-7.4)** | **Beginning (0-5.9)** |
| **Thesis or Claim** | a. Proficiently introduces precise claims, distinguishes the claims from alternate or opposing claims, and establishes clear relationships among claims, counterclaims, reasons, and evidence. | a. Introduces precise claims, distinguishes the claims from alternate or opposing claims, and establishes clear  relationships among claims, counterclaims, reasons, and evidence. | a. Introduces precise claims, but may not distinguish the claims from opposing claims. Thesis is unclear or is not sustained throughout. | a. No thesis or thesis is off-topic. |
| **Supporting Evidence** | b. Efficiently develops claims and counterclaims fairly, supplying evidence for each  while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. | b. Develops claims and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. | b. Develops claims and counterclaims, supplying limited evidence for both, or evidence for one side of the argument only. Some information may be general or imprecise in nature. | b. Provides little to no evidence. Erroneous, or off-topic evidence. |
| **Organization and Language** | c. Skillfully uses words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims. | c. Uses words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims. | c. Language mainly provides information with little transition between sections. Weak connection among ideas. Language may be simplistic or inappropriate for audience or purpose. | c. Problems with language interfere with understanding of the essay. May contain off-topics ideas and information. Few or no transitional strategies, little or no organizational structure. |
| **Style** | d. Effectively establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline. | d. Establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline. | d. Includes informal and/or inaccurate language.  Inconsistent use of capitalization, punctuation, or spelling. May include a mix of precise and more general language. | d. Informal tone with serious errors in grammar, usage, and mechanics. |
| **Conclusion** | e. Effectively provides a concluding statement or section that follows from and supports the argument. | e. Provides a concluding statement or section that follows from and supports  the argument presented. | e. Conclusion is loosely connected to essay, and may simply restate main points of the essay. | e. Off topic or no conclusion. |