

Dese a la Mujer de California

El Derecho de Votar

VOTOS PARA LA MUJER

POR QUE

PORQUE, la mujer debe obedecer la ley como el hombre,
Debe votar como el hombre.

PORQUE, la mujer paga contribuciones como el hombre, sosteniendo así el gobierno,
Debe votar como el hombre.

PORQUE, la mujer sufre por mal gobierno como el hombre,
Debe votar como el hombre.

PORQUE, las madres quieren mejorar las condiciones de sus hijos,
Debe votar como el hombre.

PORQUE, mas de 6,000,000 de mujeres en los Estados Unidos trabajan, y su salud así como la de nuestros futuros ciudadanos esta con frecuencia en peligro con motivo de las malas condiciones de los talleres, que solo pueden ser remediadas por medio de la legislatura,
Debe votar como el hombre.

PORQUE, la mujer acomodada que trata de ayuadar al bienestar del publico, podría sostener su opinión por medio de su voto,
Debe votar como el hombre.

TC TEACHING CIVICS
TH THROUGH HISTORY

TAKING A STAND FOR VOTING RIGHTS

Six States, Six Stories, One Goal

by Nathan McAlister



part of

THE RIGHT TO VOTE

THE ROLE OF STATES AND THE US CONSTITUTION

THE GILDER LEHRMAN
INSTITUTE of AMERICAN HISTORY



Dese a la Mujer de California El Derecho de Votar VOTOS PARA LA MUJER

POR QUE

PORQUE, la mujer debe obedecer la ley como el hombre.
Debe votar.

PORQUE, la mujer paga contribuciones como el hombre al gobierno.
Debe votar.

PORQUE, la mujer sufre por mal gobierno como el hombre.
Debe votar.

PORQUE, las madres quieren mejorar las condiciones de sus hijos.
Debe votar.

PORQUE, mas de 6,000,000 de mujeres en los Estados Unidos sufren su salud así como la de nuestros futuros hijos por la frecuencia en peligro con motivo de las malas condiciones de los talleres, que solo pueden ser remediadas por la legislación.
Debe votar.

PORQUE, la mujer acomodada que trata de ayudar al público, podría sostener su opinión por medio de su voto.
Debe votar.

PORQUE, la hacendosa ama de casa y la mujer de profesión que sirven al público y solo pueden servir al público por el método usado por los hombres de negocios, necesitan el voto.
Debe votar.

PORQUE, la mujer necesita ser educada á mayor altura para ser responsable en el sentido social y cívico y en el uso de su voto.
Debe votar.

PORQUE, la mujer es consumidora y los consumidores necesitan representación en política.
Debe votar.

PORQUE, las mujeres ciudadanas de un gobierno federalmente elegido POR el pueblo y PARA el pueblo.
Debe votar.

LA MUJER lo necesita.
EL HOMBRE lo necesita.
EL ESTADO lo necesita.

¿POR QUE?

PORQUE

La mujer del
El Hombre de
El Estado de

Political Equality League, *Dese a la Mujer de California El Derecho de Votar*, Political Equality League, Los Angeles, California, 1911, Women's Suffrage and Equal Rights Collection, Ella Strong Denison Library, Scripps College, Claremont, California

TAKING A STAND FOR VOTING RIGHTS

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by Nathan McAlister

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Unit Overview

This unit is one of the Gilder Lehrman Institute's Teaching Civics through History (TCTH) resources, designed to align with the Common Core State Standards. These units were developed to provide students with foundational knowledge of the historical roots of issues their communities and the nation are facing while building their literacy, research, and critical thinking skills.

Through incorporating and linking history and civics, this unit will

1. enable students to understand the historical foundations of current issues on the unit topic
2. encourage students to use their historical literacy, document analysis, and critical thinking skills to connect past and present
3. develop students who are informed and civically engaged

This TCTH unit focuses on how individuals in six different states attempted to expand access to the vote for different groups—African Americans, American Indians, and women. Through the analysis of documents written by and about individuals who challenged their state’s laws about access to the vote, students will learn how individuals have reshaped voting rights across the United States.

Over the course of the four lessons, students will learn and practice historical literacy skills that will help them understand the actions and perspectives of individuals and groups working to expand the vote. Lesson 1 provides a scholar’s essay about the evolution of voting rights and the roles of state and federal governments in US elections and access to the polls and primary sources that show how the US Constitution and federal legislation around voting rights changed. Lesson 2 is composed of six modules that can be used selectively depending on time and the needs of your students. Each module focuses on the actions of an individual or group in one of six states. Students will develop knowledgeable and well-reasoned points of view on the documents. With their newfound knowledge of the challenges men and women faced between 1859 and 1964, they will examine and assess current news articles on state- and federal-level voting rights topics. Finally, they will develop a civic engagement project that integrates their knowledge of history with current issues rooted in debate over voting rights.

Students will demonstrate their comprehension through their oral and written assessment of the primary sources and responses to the essential questions, and how they choose, plan, and implement the civic engagement project.

Grade Levels: 9–12

Class Time Required: 1–2 weeks based on the time available; the student project may require additional time outside of class.

- Suggested Unit Modifications
 - Two class periods: Provide a brief overview of the content and select two activities from the unit that most closely align with your student population or interest.
 - Three class periods: For days one and two, provide a brief overview of the content and select two activities from the unit that most closely align with your student population or interests. On the third day, curate a selection of AllSides articles for students to analyze that connect to the selected activities from days one and two.
 - Five class periods: Depending on the length of your class period, it may be possible to complete the entirety of the unit. If this is not the case the following modifications might be followed.
 - Day one, cut the Historical Background and provide a brief overview of the content. Select three of the unit activities that most closely align to your student population or interests and complete one of the activities.
 - Day two and three, complete the remaining selected activities.
 - Day four, complete the Culminating Connected Activity using selected activities. (This may be assigned as homework to free up a class period.)
 - Day five, curate a selection of AllSides articles for students to analyze that connect to the selected activities.

Unit Objectives

Students will be able to

- Understand a scholarly essay that puts the content of the unit into historical context
- Analyze primary source documents using close-reading strategies
- Draw logical inferences and summarize the essential message of a source
- Identify the significant points in a source
- Compare and contrast the arguments made by different writers
- Develop a viewpoint, present it, and write a response based on textual evidence
- Develop, execute, and evaluate a civic engagement project

Essential Questions

The following essential questions can be used throughout the unit. Additional questions are provided for each module in Lesson 2.

- What role has been played by state governments when it comes to voting rights?
- How did individuals and groups from different states take a stand for voting rights?
- How do actions taken at the state level impact voting rights nationally?

Common Core State Standards

CCSS.ELA-LITERACY.RH.9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.SL.9-10.1.C: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

CCSS.ELA-LITERACY.SL.9-10.1.D: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CCSS.ELA-LITERACY.SL.11-12.1.B: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.W.11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-LITERACY.W.11-12.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

LESSON 1: AN INTRODUCTION TO VOTING AND THE US CONSTITUTION

Overview

You may choose to use all or part of this lesson if students do not have a solid understanding of the foundations of voting rights in the United States and how those rights evolved. Students may read and select important phrases from a scholarly introduction to how voting was incorporated into the US Constitution and how access to the vote has changed. They may also examine related clauses in the US Constitution of 1787; the Fourteenth, Fifteenth, Nineteenth, and Twenty-Sixth Amendments; and the Voting Rights Act of 1965. They will restate the provisions in these documents in their own words to ensure comprehension of how control of access to the polls has changed over the past two centuries.

Objectives

Students will be able to

- Understand a scholarly essay that puts the content of the unit into historical context
- Interpret key sections of the US Constitution and federal legislation
- Compare key documents related to voting rights in the United States

Essential Questions

- What role has been played by state governments when it comes to voting rights?
- How did individuals and groups from different states take a stand for voting rights?
- How do actions taken at the state level impact voting rights nationally?

Procedure

1. Depending on the time available and your students' previous knowledge and abilities, you may choose to discuss the information in the Historical Background by Kermit Roosevelt with the students, assign it for homework, or "share read" it in class. This is done by having the students follow along silently while you begin reading aloud, modeling prosody, inflection, and punctuation. Then ask the class to join in with the reading after a paragraph or two. Continue to read along with the students, still serving as the model for the class. This technique will support struggling readers as well as English language learners (ELL).
2. If you have asked the students to read the Historical Background and complete the Important Phrases activity

Materials

- Historical Background and Important Phrases activity sheet
 - "The Origins and Evolution of Voting Rights in the United States" by Kermit Roosevelt, David Berger Professor for the Administration of Justice, University of Pennsylvania Carey Law School
- Foundational Voting Rights Documents activity sheet
 - US Constitution, Article 1, Section 4, Clause 1, National Archives, [archives.gov/founding-docs/constitution](https://www.archives.gov/founding-docs/constitution).
 - US Constitution, Fourteenth Amendment, Sections 1 and 2, National Archives, [archives.gov/founding-docs/constitution](https://www.archives.gov/founding-docs/constitution).
 - US Constitution, Fifteenth Amendment, Section 1, National Archives, [archives.gov/founding-docs/constitution](https://www.archives.gov/founding-docs/constitution).
 - US Constitution, Nineteenth Amendment, National Archives, [archives.gov/founding-docs/constitution](https://www.archives.gov/founding-docs/constitution).
 - US Constitution, Twenty-Sixth Amendment, Section 1, National Archives, [archives.gov/founding-docs/constitution](https://www.archives.gov/founding-docs/constitution).
 - Voting Rights Act of 1965, Section 2, National Archives, [archives.gov/milestone-documents](https://www.archives.gov/milestone-documents).

- sheet (as a class, in small groups, or individually), use the students' responses as a starting point for a class discussion. Ensure that the students understand how access to the vote has evolved in the United States and the interplay between state and federal governments.
3. Distribute the "Foundational Voting Rights Documents" activity sheet. You may choose to share read the texts with the students as described above. Students will read the excerpts from the key voting rights documents and restate those texts in their own words.
4. Have students share their restatements with the class. Conduct a class discussion about the changes in voting rights at the federal level in the United States to ensure all students have a working knowledge of this topic.

LESSON 2: TAKING A STAND

Overview

This lesson is composed of six modules. Each focuses on how individuals and groups took a stand to expand the right to vote in a specific state (Arizona, California, Kansas, New Jersey, Louisiana, and New York) among members of a particular group (African Americans, American Indians, and women) between 1859 and 1964. Students will read and assess primary source documents, from letters, flyers, and newspaper articles to press releases and court decisions. They will complete activity sheets to help them understand the actions taken by these individuals and groups. They will then use their critical thinking skills to evaluate how the actions of those individuals and groups could have impacted voting rights across the United States. You may decide to use all six modules or a selection of them based on the time available and the needs of your students.

Objectives

Students will be able to

- Analyze primary source documents using close-reading strategies
- Draw logical inferences and summarize the essential message of a source
- Identify the significant points in a source
- Compare and contrast the arguments made by different writers
- Develop a viewpoint, present it, and write a response based on textual evidence

Essential Questions

- To what extent do individual states determine who has the right to vote?
- How did individuals and groups from different states take a stand for voting rights?
- To what extent do you believe actions taken at the state level impact voting rights at the national level?

Procedure

1. Select the modules you want to use with your class based on the state, individuals involved, primary sources, and activity sheets of each module.

MODULE	STATE	YEAR(S)	GROUP	INDIVIDUALS	DOCUMENTS	ACTIVITY
A	Arizona	1928, 1943, 1948	American Indians	Pima, Navajo, and Yavapai men	Court decisions and a letter	Important Phrases
B	California	1911	Women	Latina	Flyers and a newspaper article	Keyword/Summary/Restatement
C	Kansas	1859	Women	White woman	A letter and a fundraising appeal	Keyword/Summary/Restatement
D	New Jersey	1915 and 1919	Women	White women	Poster, report on campaign activities, and a newspaper article	Critical Thinking
E	Louisiana	1963 and 1964	African Americans	African Americans from Louisiana and allies	Reports, newspaper articles, press releases, and organizational documents	Critical Thinking
F	New York	1914	Women	Asian American woman	Journal article	Keyword/Summary/Restatement

2. Directions for the different activities: You may choose to conduct any of the activities as a whole class, in small groups, or individually. You may choose to share read the texts or have the students read the texts silently to themselves. The three activities used in these modules are described here:
 - a. Keyword/Summary/Restatement
 - i. Have the students read through the text. (You may choose to share read the text as described in Lesson 1.) They will then go back and underline, circle, or highlight keywords from the text. Keywords are important to understanding the meaning of the text, usually nouns or verbs. The number of keywords depends on the length of the text. You may choose to discuss the keyword choice with the class and have them decide on the keywords together.
 - ii. Students will then use those keywords to create a summary of the text using those keywords.
 - iii. Students will then restate the summary in their own words.
 - b. Important Phrases: Have the students carefully read the text and select three phrases or sentences that are particularly important or powerful. They will then explain why they chose each of those phrases or sentences.
 - c. Critical Thinking: Students will carefully read the text and respond to Critical Thinking Questions. They must then support their responses with evidence from the text.
 3. Culminating Connected Activity: Podcast Interview: When you have completed your selected modules, you may choose to integrate the students' knowledge across the modules with the podcast activity.

MODULE A: AMERICAN INDIANS TAKING A STAND IN ARIZONA

Overview

In 1924 the United States Congress passed PL68-175.43, STAT 253, commonly known as the Indian Citizenship Act.¹ This act formally recognized and granted citizenship status to American Indians. While recognized as citizens, Native Americans were consistently denied certain rights, including the right to vote. Not long after the enactment of the Indian Citizenship Act of 1924, American Indians in Arizona challenged the local authorities who denied them access to the polls. This challenge failed. After World War II several American Indian veterans again challenged the Arizona laws that denied them their right to vote.

In this lesson, students will examine the actions of several Pima, Navajo, and Yavapai men taking a stand to secure the right to vote in Arizona. The students will analyze two court decisions and a letter to address the following questions:

- What actions were taken by these individuals to secure their right to vote in Arizona?
- How could these actions in Arizona impact voting rights across the United States?

Materials

- *Porter v. Hall* Court Case (1928) and Important Phrases activity sheet
 - Case Background (a secondary source): Matthew G. McCoy, “Hidden Citizens: The Courts and Native American Voting Rights in the Southwest,” *Journal of the Southwest* 58, no. 2 (Summer 2016): 295–296.
 - Majority Opinion (a primary source): *Porter v. Hall*, 34 Ariz. 308, 271 P. 411 (Ariz. 1928), Casetext, casetext.com/case/porter-v-hall.
- A Letter by Private Ralph Anderson (1943) and Important Phrases activity sheet: Ralph W. Anderson to J. M. Stewart, April 30, 1943, National Archives and Records Administration, Department of the Interior, Office of Indian Affairs, Navajo Service, 1935–1947, Record Group 75: Records of the Bureau of Indian Affairs.
- *Harrison v. Laveen* Court Case (1948) and Important Phrases activity sheet
 - Case Background: Kevin T. Guay, “The Landmark Decision of *Harrison v. Laveen*: Arizona Indians and the Right to Vote,” *Journal of the Southwest* 62, no. 3 (Autumn 2020): 586–587.
 - Majority Opinion: *Harrison v. Laveen*, 67 Ariz. 337, 196 P.2d 456 (Ariz. 1948), Casetext, casetext.com/case/harrison-v-laveen.

Procedure

1. **Lesson Preparation (5 minutes):** Remind students of the essential questions.
2. **Lesson Activity:**
 - a. Distribute the “*Porter v. Hall* Court Case (1928)” activity sheet.
 - b. Students should read the case background (a secondary source) to place the court case in context and then carefully read the excerpts from the Arizona Supreme Court’s decision in *Porter v. Hall* (1928). (You may choose to share read the excerpts first as described in Lesson 1, depending on the students’ familiarity with original texts from this period.)
You may need to define “ward of the state” for students: *ward of the state is a person under the state’s care through one or more government agencies.*
 - c. The students will identify three important or powerful phrases or sentences in the text and explain why they chose those phrases.
 - d. Next, have them use their understanding of the three phrases they selected to explain what action the plaintiffs, Porter and Johnson, took to secure their voting rights.
 - e. Finally, ask them to summarize the court’s decision and main arguments based on the important phrases they selected.
 - f. Repeat the same process for Ralph Anderson’s letter and *Harrison v. Laveen*.

¹ Act of June 2, 1924, Public Law 68-175, 43 STAT 253, which authorized the Secretary of the Interior to issue certificates of citizenship to Indians, 06/02/1924; Enrolled Acts and Resolutions of Congress, 1789 - 1996; General Records of the U.S. Government; Record Group 11; National Archives.

3. **Discussion (5–10 minutes):**

- a. Engage the class in a brief discussion of the actions taken by these individuals to secure the right to vote in Arizona. Be sure to emphasize and identify the stand taken by these individuals and the challenges they faced in their efforts to secure the right to vote.
- b. As a culminating topic for discussion, have students revisit the essential questions and make predictions about how the actions taken by American Indians in Arizona could have impacted voting rights across the United States, citing key evidence from the documents to support their claims.

MODULE B: A LATINA TAKING A STAND IN CALIFORNIA

Overview

In the early twentieth century, women across the country expanded and intensified their efforts to achieve equal suffrage across the United States. In California, Maria Guadalupe Evangelina de Lopez (1881–1977) became a leading voice in the California Equal Suffrage Movement. She was a bilingual educator and translator in Los Angeles and also taught at UCLA. Her story stands out as unique among the better known nationally coordinated efforts for women’s suffrage.

In this lesson, students will examine the actions of Maria Guadalupe Evangelina de Lopez in taking a stand to secure the right to vote for women. The students will analyze political action flyers and a newspaper article to address the following questions:

- What actions were taken by this individual to secure the right to vote in California?
- How could these actions in California impact voting rights across the United States?

Materials

- Women’s Suffrage Flyers with the Keyword/Summary/Restatement activity sheet
 - *Dese a la Mujer de California El Derecho de Votar*, Political Equality League, Los Angeles, California, 1911, Women’s Suffrage and Equal Rights Collection, Ella Strong Denison Library, Scripps College, Claremont, California, ccdl.claremont.edu/digital/collection/p15831coll5/id/439.
 - *Votes for Women! The Woman’s Reason*, Woman Suffrage Party of the City of New York, New York, ca. 1915, The Gilder Lehrman Institute of American History, GLC08963, gilderlehrman.org/collection/glc08963.
- Newspaper Article with Keyword/Summary/Restatement activity sheet:
 - Maria Guadalupe Evangelina de Lopez, “Equal Suffrage of the Most Vital Moment,” *Los Angeles Herald*, August 20, 1911, California Digital Newspaper Collection, UC Riverside, Center for Bibliographical Studies and Research, cdnc.ucr.edu/.

Procedure

1. **Lesson Preparation (5 minutes):** Remind students of the essential questions.
2. **Lesson Activity (Two Class Periods):**
 - a. Distribute the “Women’s Suffrage Flyers from the Los Angeles Political Equality League (1911) and the Woman Suffrage Association of the City of New York (ca. 1915)” with the Keyword/Summary/Restatement activity sheet. The flyer from Los Angeles is printed in Spanish. Describe the process for completing the activity. If the students have not yet completed the Keyword/Summary/Restatement activity for a different module, see the instructions in the Lesson 2 Overview on page 7. This flyer is about 291 words in length, with many repeated words. The students should select 7–9 keywords from the text.
 - b. Distribute the excerpt from Maria Guadalupe Evangelina de Lopez’s newspaper article “Equal Suffrage of Most Vital Moment” printed in the *Los Angeles Herald* on August 20, 1911, with the Keyword/Summary/Restatement activity sheet. The students will select 8–10 keywords from this text.
3. **Discussion (5-10 minutes):**
 - a. Engage the class in a brief discussion of the actions taken by Lopez to secure the right to vote in California. Be sure to emphasize and identify the stand she took and the challenges she faced in her efforts to secure the right to vote.
 - b. As a culminating topic for discussion, have students revisit the essential questions and make predictions about how the actions taken by Lopez in California could have impacted voting rights across the United States, citing key evidence from the documents to support their claims.

MODULE C: A WHITE WOMAN TAKING A STAND IN KANSAS

Overview

While attending the 1859 Kansas State Constitutional Convention in Wyandotte, Kansas Territory (Kansas would not be a state until January 1861), it is rumored that Clarina Irene Howard Nichols (1810–1885)—a teacher, newspaper editor, writer, and orator—promised, “I will leave the country if you give women their rights.” Nichols was the only woman allowed a seat on the convention floor. While the men debated during the day she listened. During breaks and in the evening, she lobbied and spoke for women’s rights to be codified in the Kansas State Constitution that was being drafted, going so far as to demand full equal rights. Through her efforts, women in Kansas gained the right to vote in school elections, own property independent of a man, and obtain custody of their children without the consent of a man.

In this lesson, students will examine the actions of Clarina Irene Howard Nichols in taking a stand for voting rights for women in Kansas. The students will analyze a letter and a fundraising appeal to address the following questions:

- What actions were taken by this individual to secure the right to vote in Kansas?
- How could these actions in Kansas impact voting rights across the United States?

Materials

- A Letter to Susan B. Anthony (1859) and the Keyword/Summary/Restatement activity sheet: Clarina Irene Howard Nichols to Susan B. Anthony, July 16, 1859, Clarina Irene Howard Nichols Papers, Letters from others to others, 1861-1904, MC 355, folder 7, Schlesinger Library, Radcliffe Institute, Harvard University, Cambridge, MA, [iif.lib.harvard.edu/manifests/view/drs:489911194\\$18i](http://iif.lib.harvard.edu/manifests/view/drs:489911194$18i).
- Fundraising Appeal: “Nichols Memorial” (1881): Mrs. John P. St. John, Mrs. J. K. Hudson, Mrs. John Francis, and Mrs. F. G. Adams, *Nichols Memorial: To the Women of Kansas*, May 10, 1881, *Kansas Memory*, Kansas State Historical Society, kansasmemory.org/item/225558.

Procedure

1. **Lesson Preparation (5 minutes):** Remind students of the essential questions.
2. **Lesson Activity (One Class Period):**
 - a. You may work on the two documents in this module as whole-class, small-group, or individual activities.
 - b. Distribute Clarina Nichols’s letter to Susan B. Anthony with the Keyword/Summary/Restatement activity sheet and describe the process for completing the activity. If the students have not yet completed the K/S/R activity for a different module, see the instructions in the Lesson 2 Overview on page 7. This letter is 398 words in length. The students should select 7–9 keywords from the text.
 - c. Distribute the excerpt from the fund-raising appeal from 1881, the “Nichols Memorial,” which provides a short description of Clarina Nichols’s role at the Wyandotte Constitutional Convention along with the Keyword/Summary/Restatement activity sheet. The students will identify 7–9 keywords for this excerpt.
3. **Discussion (5–10 minutes)**
 - a. Engage the class in a brief discussion of the actions taken by Nichols to secure the right to vote in Kansas. Be sure to emphasize and identify the stand she took and the challenges she faced in her efforts to secure the right to vote.
 - b. As a culminating topic for discussion, have students revisit the essential questions and make predictions about how the actions taken by Nichols in Kansas could have impacted voting rights across the United States, citing key evidence from the documents to support their claims.

MODULE D: WHITE WOMEN TAKING A STAND IN NEW JERSEY

Overview

Modern interpretations of the women’s suffrage efforts in the United States have most commonly been associated with demonstrations, parades, and protests in Washington, DC. However, the 1915 New Jersey Amendment Campaign stands apart for its complexity, its scope of involvement crossing both economic and ethnic lines, and its connections to the larger national movement.

In this lesson, students will examine the actions of the New Jersey Woman Suffrage Association taking a stand for voting rights for women in New Jersey. The students will analyze a political action flyer, a report on NJWSA campaign activities, and a newspaper article to address the following questions:

- What actions were taken by this group to secure the right to vote in New Jersey?
- How could these actions in New Jersey impact voting rights across the United States?

Materials

- “The Next President” Flyer: New Jersey Woman Suffrage Association, 1915, *On Account of Sex: The Struggle for Women’s Suffrage in Middlesex County*, Rutgers University Libraries, Special Collections and University Archives, womensuffrage.libraries.rutgers.edu/items/show/420.
- Report: “Campaign Activities,” *Campaign Statement of New Jersey Woman Suffrage Association: A Resume of Campaign Activities and an Analysis of the Vote on the Woman Suffrage Amendment in the State of New Jersey*, October 19, 1915, 1915, Ann Lewis Women’s Suffrage Collection, lewissuffragecollection.omeka.net/items/show/1259.
- Newspaper Article: “State Women Aiding Cause of Organized Suffragists,” *Perth Amboy (N.J.) Evening News*, July 11, 1919, p. 6, *Chronicling America: Historic American Newspapers*, Library of Congress, chroniclingamerica.loc.gov/lccn/sn85035720/1919-07-11/ed-2/.

Procedure

- 1. Lesson Preparation (5 minutes):** Remind students of the essential questions.
- 2. Lesson Activity (30–35 minutes)**
 - a. Students will carefully read the three documents provided in the “1915 Woman Suffrage Amendment Campaign Document Set.”
 - b. They will complete the “Critical Analysis” activity sheet. Questions require students to cite textual evidence from each document.
 - c. The “Final Task” on the activity sheet requires students to write a paragraph, citing evidence from the documents, to summarize how this group sought to secure the right to vote.
- 3. Lesson Activity Debrief (10 minutes):**
 - a. Place the students in groups of two or three to discuss their answers.
 - b. Were there discrepancies among group members’ interpretations of the documents? If so, revisit the documents for clarification.
- 4. Discussion (5–10 minutes)**
 - a. Engage the class in a brief discussion of the actions taken by the New Jersey Woman Suffrage Association to secure the vote in New Jersey. Be sure to emphasize and identify the stand they took and the challenges they faced in their efforts to secure the right to vote.
 - b. As a culminating topic for discussion, have students revisit the essential questions and make predictions about how the actions taken by the NJWSA in New Jersey could have impacted voting rights across the United States, citing key evidence from the documents to support their claims.

MODULE E: AFRICAN AMERICANS TAKING A STAND IN LOUISIANA

Overview

Voting rights and civil rights have often gone hand-in-hand throughout US history. This is true of the voting rights campaign of 1964 in Louisiana. The Louisiana campaign is merely one in a series of campaigns across the country to secure voting rights for African Americans. In partnership with the National Association for the Advancement of Colored People (NAACP), the Congress of Racial Equality (CORE) and local groups and individuals in Louisiana organized to register African Americans to vote.

In this lesson, students will examine the actions of African Americans in Louisiana in partnership with the NAACP and CORE in taking a stand for voting rights in Louisiana. The students will analyze reports, press releases, and other materials to address the following questions:

- What actions were taken by these groups and individuals to secure the right to vote in Louisiana?
- How could these actions in Louisiana impact voting rights across the United States?

Materials

- Department of Justice Report on Civil Rights in 1962: Robert F. Kennedy to John F. Kennedy, January 24, 1963, The Gilder Lehrman Institute of American History, GLC05630.
- West Feliciana Report: Excerpt from James Farmer, *Louisiana Story 1963* (New York: CORE, November 1963), p. 3, from Lynd, Staughton. Lynd--Printed Material, February 1963-October 1965 & Undated (Staughton and Alice Lynd Papers 1938-2008, Archives Main Stacks, Mss 395, Box 5, Folder 1), Wisconsin Historical Society, FSStaughtonB5F1006; 1963, content. wisconsinhistory.org/digital/collection/p15932coll2/id/4501/rec/1.
- Press Release, May 27, 1964: Congress of Racial Equality, Southern Regional Office, CORE Southern Regional Office--Press Releases, Periodicals, and Clippings, July 1961-October 1965 (Congress of Racial Equality. Southern Regional Office Records, 1954-1966; Archives Main Stacks, Mss 85, Box 1, Folder 6), Wisconsin Historical Society, May 27, 1964, content. wisconsinhistory.org/digital/collection/p15932coll2/id/56158/rec/1.
- Training Sessions for Freedom Summer, June 18, 1964: Congress of Racial Equality. Southern Regional Office. CORE Southern Regional Office--Press Releases, Periodicals, and Clippings, July 1961-October 1965 (Congress of Racial Equality. Southern Regional Office Records, 1954-1966; Archives Main Stacks, Mss 85, Box 1, Folder 6), Wisconsin Historical Society, FSCOREsroBox1186; June 18, 1964, content. wisconsinhistory.org/digital/collection/p15932coll2/id/56163/rec/1.
- Press Release, July 1, 1964: Congress of Racial Equality. Southern Regional Office, CORE Southern Regional Office--Press Releases, Periodicals, and Clippings, July 1961-October 1965 (Congress of Racial Equality. Southern Regional Office Records, 1954-1966; Archives Main Stacks, Mss 85, Box 1, Folder 6), Wisconsin Historical Society, WIHVC239T-A; SCOREsroBox1193; July 1, 1964, content. wisconsinhistory.org/digital/collection/p15932coll2/id/56170/rec/1.
- Record Month in Louisiana Voter Campaign, October 8, 1964: Congress of Racial Equality, Southern Regional Office, CORE Southern Regional Office--Press Releases, Periodicals, and Clippings, July 1961-October 1965 (Congress of Racial Equality, Southern Regional Office Records, 1954-1966; Archives Main Stacks, Mss 85, Box 1, Folder 6), Wisconsin Historical Society, WIHVC239T-A; FSCOREsroB1f6000; October 8, 1964, content. wisconsinhistory.org/digital/collection/p15932coll2/id/56183.
- New Registered Voters in 1963: National Association for the Advancement of Colored People, *In Freedom's Vanguard, Report for 1963*, July 1964, The Gilder Lehrman Institute of American History, GLC09640.157.02.

Procedure

1. **Lesson Preparation (5 minutes):** Remind students of the essential questions.
2. **1964 Louisiana Voter Campaign Activity (30–35 minutes)**
 - a. Distribute the “1964 Louisiana Voter Campaign Documents activity sheet with excerpts from seven reports, press releases, and other materials.
 - b. Students will carefully read the texts and complete the “Critical Analysis” activity sheet. Questions require students to cite textual evidence from each document.
 - c. The “Final Task” on the activity sheet requires students to write a paragraph, citing evidence from the documents, to summarize how these groups sought to secure the right to vote.
3. **Lesson Activity Debrief (10 minutes):**
 - a. Place the students in working groups of two or three to discuss their answers.
 - b. Were there discrepancies among group members’ interpretations of the documents? If so, revisit the documents for clarification.
4. **Discussion (5–10 minutes)**
 - a. Engage the class in a brief discussion of the actions taken by African Americans to secure the right to vote in Louisiana. Be sure to emphasize and identify the stand they took and the challenges they faced in their efforts to secure the right to vote.
 - b. As a culminating topic for discussion, have students revisit the essential questions and hypothesize about how the actions taken by African Americans in Louisiana could have impacted voting rights across the United States, citing key evidence from the documents to support their claims.

MODULE F: AN ASIAN AMERICAN WOMAN TAKING A STAND IN NEW YORK

Overview

While the national women's suffrage movement is associated with such names as Alice Paul, Susan B. Anthony, and Carrie Chapman Catt, the voices and efforts of women of color are often overlooked. This is true of Dr. Mabel Ping Hua Lee (1896–1966), who became a force in the New York campaign. While only a high school student, the future Dr. Lee led the now famous women's suffrage march in 1912 astride a white horse and wearing the latest suffrage fashion, as reported in the various newspapers of the time. More important were her unwavering, passionate, and logical speeches in support of women's suffrage.

In this lesson, students will examine the actions of Dr. Mabel Ping Hua Lee in taking a stand for voting rights in New York. The students will analyze an article written by Lee to address the following questions:

- What actions were taken by this individual to secure the right to vote in New York?
- How could these actions in New York impact voting rights across the United States?

Materials

- Mabel Lee, "The Meaning of Woman Suffrage," *Chinese Students' Monthly* 9, no. 7 (May 1914): 526–531. Available on the Internet Archive, archive.org/details/chinesestudentsm14bost.

Procedure

- Lesson Preparation (5 minutes):** Remind students of the essential and supporting questions.
- Lesson Activity (One Class Period):**
 - You may choose to complete this document analysis as a whole-class, small-group, or individual activity. Explain the procedure to the students if you have not already completed a module using this K/S/R activity. The full instructions can be found in the Lesson 2 Overview on page 7. The article is 333 words long, so the students should select 8–10 keywords.
- Discussion (5–10 minutes)**
 - After students have completed the activity, ask them to identify the main arguments made by Dr. Lee.
 - Engage the class in a brief discussion of the actions taken by Lee to secure the right to vote in New York. Be sure to emphasize and identify the stand she took and the challenges she faced in her efforts to secure the right to vote.
 - As a culminating topic for discussion, have students revisit the essential questions and make predictions about how the actions taken by Lee in New York could have impacted voting rights across the United States, citing key evidence from the documents to support their claims.

CULMINATING CONNECTED ACTIVITY: PODCAST INTERVIEW

Overview

In this culminating activity students will make connections between the work of individuals in different states using the knowledge they have gained through the readings, activities, and class discussions. They will write questions that address the actions taken by the individuals and organizations featured in Lesson 2 and then write answers that address the overarching reasons behind those actions and the impact they had on the states and the United States as a whole.

Objectives

Students will be able to

- Integrate what they have learned about the actions of individuals and groups in different contexts
- Write questions and answers that reflect the concerns and perspectives of a variety of individuals and groups in different states at different times

Materials

- Materials from all previous lessons
- Podcast activity sheet

Procedure

1. Voting Rights Podcast Activity

- This final culminating activity pulls together the content in all the modules you chose to share with your students. It requires students to evaluate the actions taken by the individuals from different states by preparing for a hypothetical podcast in which they will be interviewing the groups and individuals they have learned about concerning the stands they took to secure voting rights, the challenges they faced, and the impact of their efforts.
- Each student (or students working in groups) will consider the actions taken by these groups and individuals and develop at least three critical questions. The students should specify who each question is for.
- For each question, students should also provide the answer they believe the individual(s) or group(s) would give to their question. Additionally, students will need to identify who is answering. They should provide specific evidence from the primary sources to support their responses.

- Engage the class in a brief discussion of the actions taken by all the individuals they learned about to secure the right to vote. Be sure to emphasize and identify the stands they took, the challenges they faced, and the impact of their efforts to secure the right to vote.
2. **Extension Activity:** Some students may choose to create the actual podcast using their questions and answers. The selection and use of appropriate recording and other audio-visual equipment, used in this activity, is a decision of the classroom teacher and their administration.

LESSON 3: ALLSIDES: STATE- AND FEDERAL-LEVEL VOTING RIGHTS TODAY

Overview

In this lesson, students will read and assess current news articles on state and federal voting rights issues facing American society today, building on the historical knowledge, document analysis, and critical thinking skills they gained in the previous lessons. They will learn how to use the AllSides link on the Gilder Lehrman Institute’s Teaching Civics through History webpage, applying their newfound knowledge as informed and engaged citizens.

AllSides.com is a website that identifies articles written from right, center, and left viewpoints. Students will engage in group discussions that emphasize healthy civil discourse and distinguishing facts from opinions as members of an American democracy.

Objectives

Students will be able to

- Apply knowledge of history to current issues
- Use critical thinking skills to distinguish fact from opinion
- Employ civil discourse to discuss potentially divisive issues

Materials

- Articles from AllSides.com on the The Right to Vote project site, gilderlehrman.org/right-to-vote/lesson-plans.
- Analyzing a News Article activity sheet
- Optional: Teacher’s Resource: Civil Discourse Guidelines. The guidelines provided here are adapted from “Managing Difficult Classroom Discussions,” Center for Innovative Teaching and Learning, Indiana University Bloomington, citl.indiana.edu/teaching-resources.

Procedure

1. Introduce the scope and purpose of the lesson. A demonstration of the AllSides material will allow students to comfortably begin to research materials that reflect right, center, and left perspectives on the political spectrum.
2. To help maintain civil discourse throughout the discussion, you may ask the students to develop guidelines to follow as they discuss potentially divisive issues that affect them and their families or communities. We have provided examples of such Civil Discourse Guidelines in the handouts. Student input is important and helping them create the rules for civil discourse themselves will give them greater commitment to follow those rules.
3. The articles on AllSides will be different from day to day, so you may want to assign specific articles or topics for the students to work on. Additionally, given the changing nature of the articles linked on the AllSides website, you may want to download and save articles of interest.
4. You may assign three articles from AllSides representing different points on the political spectrum (right, center, left) or allow students to select their own three articles.
5. Students will then explore (either in groups or individually) some of the articles on topics that relate to voting rights, either viewing nationally via the widget or using the dropdown filter on the linked AllSides landing page to focus on an assigned state.
6. Students will read the three articles and complete the “Analyzing a News Article” activity sheet for each. If they are working in groups, circulate to ensure they are maintaining civil discourse.
7. Facilitate a class discussion among the students about their responses to the questions in the activity sheet.
8. As a summary activity, students will develop an oral or written response to the following question:

“How do the important issues presented in current news articles reflect, differ from, or compare with the historical development of voting rights in the United States?”

Make sure that the students cite key evidence from the articles and use their historical knowledge to support their viewpoints.

LESSON 4: CIVIC ENGAGEMENT PROJECT

Overview

The final component of this TCTH voting rights unit is the design, development, and evaluation of a student civic engagement project building on the historical knowledge, document and article analysis, and critical thinking skills they gained in the previous lessons. Students will select one voting rights–related issue of interest to investigate more deeply. The research conducted on AllSides.com from Lesson 3 may assist students in choosing a topic for the final project. The culminating civic engagement project requires each student or student group to develop a plan for addressing an issue, formulate steps for implementation, and present on the effectiveness of their projects. Because the students worked on a podcast in the culminating exercise for Lesson 2, you may choose to use that format for this civic engagement project.

Objectives

Students will be able to

- evaluate current issues related to voting rights
- develop, execute, and evaluate a civic engagement project

Materials

- Civic Engagement Project Proposal activity sheet

Essential Questions

- To what extent do individual states determine who has the right to vote?
- How did individuals and groups from different states take a stand for voting rights?
- To what extent do you believe actions taken at the state level impact voting rights at the national level?

Procedure: Civic Engagement Project Development

1. Based on knowledge and understanding of the historical roots of voting rights issues facing their communities and the nation; their literacy, research, and critical thinking skills; and their experience discussing, analyzing, and assessing current news articles written from different perspectives, the students will design and develop civic engagement projects with steps for implementation.
 2. Based on the time available and your students' experience, establish a schedule of due dates for preparation, implementation, and presentation of the projects. This project may require additional time outside of class.
 3. The students may work collaboratively or independently to plan, implement, and present civic engagement projects that relate to a current issue in regard to voting rights. You may work with the students to develop a list of podcast topics that have an impact in the school or community.
- For example,
- Increasing student participation in voter registration drives
 - Poll-watching and assistance at election sites
 - Lowering the voting age to sixteen
 - Establishing a more equitable redrawing of district boundaries to counter gerrymandering
 - Expanding voter accessibility
 - Permitting online voting
4. Distribute the “Civic Engagement Project Proposal” activity sheet to each student or student group. The student or group will complete the Project Proposal and submit it to you for evaluation and approval. You may return it to them with suggestions and request revisions before signing off.

5. Guidelines for student civic engagement projects:

- Identify issues related voting rights that are important to the students' lives or community.
- Select an issue to address.
- Research the chosen issue and discuss what specific actions would improve the situation.
- Plan an action that could effect change, keeping in mind what the specific goal is, who or what body has power to make the change, and how that person or body can be approached, developing action steps to accomplish the goal. If you choose to have all or some of the students develop podcasts, see the technical considerations in the sidebar.
- Carry out the action (create a podcast, write letters, convene meetings with community members or officials, create flyers/exhibitions/websites, etc.) depending on the specific goals of the project.
- Assess the effort when it is completed to understand student successes, challenges, and ways to continue learning in the future.

6. Discuss what the challenges were and how the students addressed those challenges; how successful their civic engagement projects were; and what they could do to be more effective in the future.

Technical Considerations for Podcasts

- Recording devices for creation of the podcast
- Podcasting apps for cellular phones and computers
 - i. There are many free podcasting applications. Choosing one that you and your students are comfortable with is an important consideration.
 - ii. The selection and use of appropriate recording and other audio-visual equipment used in this activity, is a decision of the classroom teacher and their administration.
- Wired and wireless microphones are not required but may be considered.
- Headphones or earbuds are not required but may be considered.
- Podcast script (for students to organize their podcast) and an activity solution (if recording is not possible).

HISTORICAL BACKGROUND

The Origins and Evolution of Voting Rights in the United States

by Kermit Roosevelt, University of Pennsylvania Carey Law School

Key terms in this essay:

- *disenfranchised*: having lost the right to vote
- *ratification*: formal addition of a change to the Constitution
- *suffrage*: the right to vote

We like to think of America as a nation committed to democracy. Democracy underpins our other fundamental values. Giving all people equal voice in the political process is one of the best ways to achieve equal justice under law. But the history of voting rights shows us a picture in which the ideal of democracy is more complicated and contested than we might imagine.

Start with the Constitution written in 1787. The federal government it creates is as democratic as the states want it to be. The 1787 Constitution gives the people a voice only in the election of US representatives. Furthermore, it defers to the states as to voting qualifications. The people entitled to vote for representatives under the Constitution are those entitled to vote for the most numerous branch of the state legislature under state law. That could mean only White property-owning men—and it often did. At the time of the Constitution's ratification, US senators were chosen by state legislatures in the manner of their choosing. That could mean a popular vote, but it need not. To this day, electors choose the president. Each state appoints its electors as the state legislature directs. Who gets to participate in the election of federal officials, and of state officials as well, is left up to the states under the original Constitution.

Change on this issue came from the conflict over slavery. After the Civil War, the idea that voting rights could be left up to the states lost much of its appeal. The Reconstruction Amendments began to regulate state voting laws with respect to both state and federal officials, largely in the hopes of preserving Republican political power. The Fourteenth Amendment provided that if a state denied the right to vote to any male inhabitants over the age of twenty-one, except for participation in crime or rebellion, the state would not be able to count the disenfranchised people in determining its number of US representatives. (Notably, this provision penalized race discrimination but allowed discrimination based on sex and age.) The Fifteenth Amendment went further and banned race discrimination with respect to the right to vote.

Later amendments largely followed the same path. The Nineteenth Amendment banned sex discrimination in

voting. The Twenty-Fourth Amendment banned poll taxes in federal elections. And the Twenty-Sixth Amendment banned age discrimination against those over eighteen. The Seventeenth Amendment made more of a structural change, again in a pro-democracy direction. It took the selection of US senators away from state legislatures and gave it directly to the people.

Behind these changes to the Constitution is the story of the Americans who fought for them—and the Americans who fought against them. The Fifteenth Amendment sought to create self-sustaining multiracial democracies in the former Confederate states. It briefly succeeded in doing so, but White supremacist terrorism overthrew those governments. States adopted restrictions on voter eligibility that did not explicitly mention race but worked to disqualify most Black voters. If those measures failed, they turned to intimidation or outright violence. For almost a hundred years, the promise of the Reconstruction Amendments was denied. It took a massive social movement for civil rights and federal laws enforced by federal authority to bring change. Most notably, the Voting Rights Act of 1965 outlawed the restrictions that had kept Black citizens from voting. Through the twentieth century, other marginalized groups argued for the right to vote. American Indians, Latina and Latino Americans, and Asian Americans and Pacific Islanders argued that suffrage was essential to their full inclusion in We the People.

The struggle continues today, as legislatures, courts, and activists argue over voting regulations. Recently, the US Supreme Court invalidated key parts of the Voting Rights Act. In response, states have enacted new restrictions. A meaningful right to vote comes, as it always has, from people fighting for it in the present, not from a constitution written in the past.

Kermit Roosevelt is David Berger Professor for the Administration of Justice at the University of Pennsylvania Carey Law School. He focuses on constitutional law and conflict of laws. He is the author of Conflict of Laws (Foundation Press, 2010), which offers an accessible analytical overview of conflicts, and The Myth of Judicial Activism: Making Sense of Supreme Court Decisions (Yale, 2006).

Analyzing an Essay: “The Origins and Evolution of Voting Rights”

IMPORTANT PHRASES

Which phrases or sentences related to the origins and evolution of voting rights in the essay are the most important or informative? Choose three and give your reason for each choice.

Phrase 1:

Why is this phrase
or sentence
important or
informative?

Phrase 2:

Why is this phrase
or sentence
important or
informative?

Phrase 3:

Why is this phrase
or sentence
important or
informative?

Foundational Voting Rights Documents

Background and Instructions

Article 1, Section 4, Clause 1 of the United States Constitution reads: “The Times, Places and Manner of holding Elections for Senators and Representatives, shall be prescribed in each State by the Legislature thereof.”

According to the Annenberg Foundation, this means that the US Constitution of 1787 “gives state legislatures the task of determining how congressional elections are to be held. For example, the state legislature determines

scheduling of an election, how voters may register and where they may cast their ballots.”²

Because the states run elections and not the federal government, the only way to change all state rules governing elections must happen at the federal level through constitutional amendments or legislation. What follows is a series of key voting rights amendments and legislation. Please read each text and explain in your own words how it changed voting rights in the United States.

Key Voting Rights Amendment or Law	Explain, in your own words, how this amendment or law changed voting rights in the United States.
<p>Fourteenth Amendment (1868)</p> <p>Section 1.</p> <p>All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.</p>	
<p>Section 2.</p> <p>Representatives shall be apportioned among the several States according to their respective numbers, counting the whole number of persons in each State, excluding Indians not taxed. But when the right to vote at any election for the choice of electors for President and Vice-President of the United States, Representatives in Congress, the Executive and Judicial officers of a State, or the members of the Legislature thereof, is denied to any of the male inhabitants of such State, being twenty-one years of age, and citizens of the United States, or in any way abridged, except for participation in rebellion, or other crime, the basis of representation therein shall be reduced in the proportion which the number of such male citizens shall bear to the whole number of male citizens twenty-one years of age in such State.</p>	

² *The Annenberg Guide to the United States Constitution*, Annenberg Classroom, annenbergclassroom.org/constitution/

Fifteenth Amendment (1870)

Section 1.

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude—

Nineteenth Amendment (1920)

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.

Twenty-Sixth Amendment (1971)

Section 1.

The right of citizens of the United States, who are eighteen years of age or older, to vote, shall not be denied or abridged by the United States or any State on account of age.

Voting Rights Act of 1965

Section 2.

No voting qualification or prerequisite to voting, or standard, practice, or procedure shall be imposed or applied by any State or political subdivision to deny or abridge the right of any citizen of the United States to vote on account of race or color.

Source: US Constitution and Voting Rights Act of 1965, National Archives and Records Administration, [archives.gov/founding-docs/constitution](https://www.archives.gov/founding-docs/constitution) and [archives.gov/milestone-documents](https://www.archives.gov/milestone-documents).

Porter v. Hall Court Case (1928)

Case Background

On June 2, 1924, all American Indians born within the limits of the United States were made citizens. “In 1928 two Pima Indians, Peter Porter and Rudolph Johnson, registered to vote in Pinal County, Arizona. A deputy registrar in the city of Casa Grande accepted the registrations, believing that the Indian Citizenship Act mandated such action. However, when Porter and Johnson presented themselves to vote in the primary election, they learned that the county recorder, Mattie M. Hall, had expunged their names from the roll. Pima Reservation

Superintendent B. P. Six assisted Porter and Johnson in bringing suit against Hall. . . . In its final decision, the Arizona Supreme Court considered two arguments from the state: First, that Native American reservations were not part of the state of Arizona and thus residents were not citizens of the state, and second, that even if Indians were residents, they were wards of the federal government and ineligible to vote under Section 7, Article 2, of the state constitution that prohibited any person under guardianship of another, *non compos mentis*, or insane from voting.”³

Majority Opinion of the Arizona Supreme Court

Plaintiffs have always resided on the Gila River Indian Reservation, and are subject to all the laws, rules, and regulations of the federal government, enacted by Congress and by the Department of Indian Affairs, regulating the Pima Indians living on said reservation, and subject to the jurisdiction of a special Court of Indian Offenses, created by the rules of the said department, except so far as the Voting Rights law confers jurisdiction of the federal district court. This court, of course, takes judicial notice of the federal statutes. These statutes provide that Indians of the class to which plaintiffs belong, in case they commit a crime while on such reservation, are subject, not to the laws of the state of Arizona, but to the laws of the United States, and their own customs. And this is based on the fact that they are wards of the United States. . . . We need go no further to determine that plaintiffs have not been emancipated from their guardianship. . . .

So long as the federal government insists that, notwithstanding their citizenship, their responsibility under our law differs from that of the ordinary citizen, and that they are, or may be, regulated by that government, by virtue of its guardianship, in any manner different from that which may be used in the regulation of white citizens, they are, within the meaning of our constitutional provision, “persons under guardianship,” and not entitled to vote.

Source: Opinion, *Porter v. Hall*, 34 Ariz. 308, 271 P. 411 (Ariz. 1928), Casetext, casetext.com/case/porter-v-hall.

³Matthew G. McCoy, “Hidden Citizens: The Courts and Native American Voting Rights in the Southwest,” *Journal of the Southwest* 58, no. 2 (Summer 2016): 295–296.

Porter v. Hall Court Case (1928)

IMPORTANT PHRASES

Which phrases or sentences in the court decision are the most important or powerful? Choose three and give your reason for each choice.

Phrase 1:

Why is this phrase
or sentence
important or
powerful?

Phrase 2:

Why is this phrase
or sentence
important or
powerful?

Phrase 3:

Why is this phrase
or sentence
important or
powerful?

A Letter by Private Ralph Anderson (1943)

Private Ralph W. Anderson
781st Tank Bn
Service Co.
Ft. Knox Ky
April 30, 1943

J. M. Steward &
Chairman of the
Navaho tribe
Window Rock Az

My Dear Superintendent and Chairman of the Tribe.

We shall make a statement to you as our Chairman and our Superintendent and all other leaders of the Navaho tribe, in regarding to our Navaho tribe demanding a right to vote as United States citizens.

We hope and pray you as our leaders of our tribe to use every power to push this through and make a resolution and present before the Congress for consideration in the near future.

We all know Congress granted the Indian Citizenship in 1924, but we still have no privileges to vote We do not understand what kind of citizenship you would call that. We feel that we should be recognize as a full citizen of United States of America.

Every Navaho that can read and write should have a privileges to vote in all elections.

That is the way it should be according to the Constitution of United States of America.

Hundreds of young Navaho boys beside us took the oath of Allegiance to the flag and the country whom they are now in the Armed Forces and scatter all over the world fighting for their country just like anybody else.

Therefore we are one hundred per cent with you on this demand.

We positive every Navaho will agree with us on our statement.

We hope our statement will be brought to some of our Navaho leaders in our reservation.

Very truly yours,
From the Navaho soldiers boys.
Written by –
Pvt. Ralph w. Anderson

Source: Ralph W. Anderson to J. M. Stewart, April 30, 1943, National Archives and Records Administration, Department of the Interior, Office of Indian Affairs, Navajo Service, 1935-1947, Record Group 75: Records of the Bureau of Indian Affairs.

A Letter by Private Ralph Anderson

IMPORTANT PHRASES

Which phrases or sentences in the letter are the most important or powerful? Choose three and give your reason for each choice.

Phrase 1:

Why is this phrase
or sentence
important or
powerful?

Phrase 2:

Why is this phrase
or sentence
important or
powerful?

Phrase 3:

Why is this phrase
or sentence
important or
powerful?

Harrison v. Laveen Court Case (1948)

Case Background

“On a clear Saturday afternoon in 1947, two Yavapai members of Arizona’s Fort McDowell Reservation walked into the Maricopa County registrar’s office fully intent on registering to vote as Democrats for the upcoming election. World War II veteran Frank Harrison and tribal chairman Harry Austin . . . looked to the ballot box not only as a chance to participate in the political process but also as an opportunity to influence meaningful change. . . . The county recorder, Roger G. Laveen, rejected their application citing section 2, article 7, of the Arizona State Constitution, which stipulated American Indians were clearly ‘persons under guardianship’ of the United States and therefore ineligible to vote.

“Unsatisfied, both men entered into a long legal battle in an effort to appeal such discriminatory legislation and rectify the disenfranchisement of American Indians in

Arizona. The lawsuit eventually reached the Arizona Supreme Court. . . . The case garnered national attention and support from myriad organizations. . . .

“Harrison and Austin’s lawsuit emerged almost a quarter century after the passage of the Indian Citizenship Act of 1924, which granted all Indigenous peoples across the continental United States full citizenship—including the right to vote. The act stated that ‘all non-citizen Indians born within the territorial limits of the United States’ were to be ‘citizens of the United States: provided, that the granting of such citizenship shall not in any manner impair or otherwise affect the right to tribal or other property.’ . . .

“Indigenous peoples’ experience with suffrage in Arizona represents a microcosm for the larger patterns of racialization and exclusion toward marginalized groups living in the United States during the twentieth century.”⁴

Majority Opinion

Basically the same question is presented here as was presented in the Porter case, and that is, are plaintiffs persons “under guardianship.” . . . If this primary question be answered in the affirmative, as it was in the Porter case, then we must determine whether such denial . . . violates the Fourteenth and Fifteenth Amendments. . . .

In a democracy suffrage is the most basic civil right, since its exercise is the chief means whereby other rights may be safeguarded. To deny the right to vote, where one is legally entitled to do so, is to do violence to the principles of freedom and equality. . . .

For the reasons heretofore stated we are of the opinion that the term “person under guardianship” as used in section 2, article 7 of the Constitution of Arizona was intended to mean a judicially established guardianship, for as stated by the late Chief Justice Ross in the Porter case “it is not a status that ‘resembles’ guardianship, but legal guardianship, authorized by law” that disqualifies one from voting. We hold that the term “persons under guardianship” has no application to the plaintiffs or to the Federal status of Indians in Arizona as a class. This conclusion makes it unnecessary to consider the Federal constitutional question heretofore stated. The majority opinion in the case of *Porter v. Hall*, supra, is expressly overruled in so far as it conflicts with our present holding.

Source: Opinion, *Harrison v. Laveen*, 67 Ariz. 337, 196 P.2d 456 (Ariz. 1948), Casetext, casetext.com/case/harrison-v-laveen.

⁴Kevin T. Guay, “The Landmark Decision of *Harrison v. Laveen*: Arizona Indians and the Right to Vote,” *Journal of the Southwest* 62, no. 3 (Autumn 2020): 586–587.

Harrison v. Laveen Court Case

IMPORTANT PHRASES

Which phrases or sentences in the court decision are the most important or powerful? Choose three and give your reason for each choice.

Phrase 1:

Why is this phrase
or sentence
important or
powerful?

Phrase 2:

Why is this phrase
or sentence
important or
powerful?

Phrase 3:

Why is this phrase
or sentence
important or
powerful?

Harrison v. Laveen Court Case

QUESTIONS FOR DISCUSSION

1. What actions did Frank Harrison and Harry Austin take to secure their right to vote in Arizona?

2. What was the court's decision?

3. What were the court's main arguments supporting that decision?

Harrison v. Laveen Court Case

LESSON SUMMARY

Use your responses to the questions you answered about the two Arizona court cases and the soldier's letter to answer the following questions.

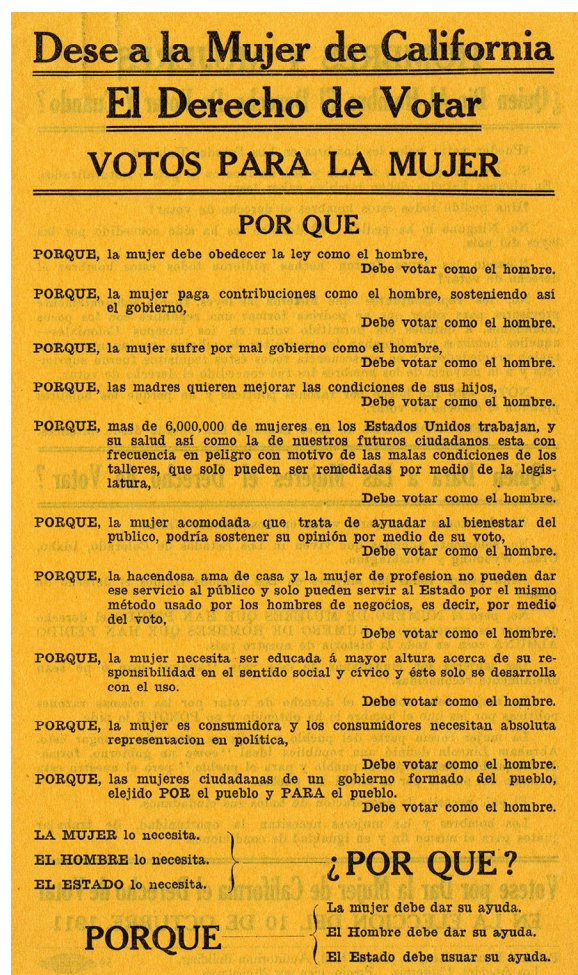
1. What actions did Peter Porter, Rudolph Johnson, Ralph Anderson, Frank Harrison, and Harry Austin take to secure their right to vote in Arizona?

2. How could these actions in Arizona have impacted voting rights across the United States?

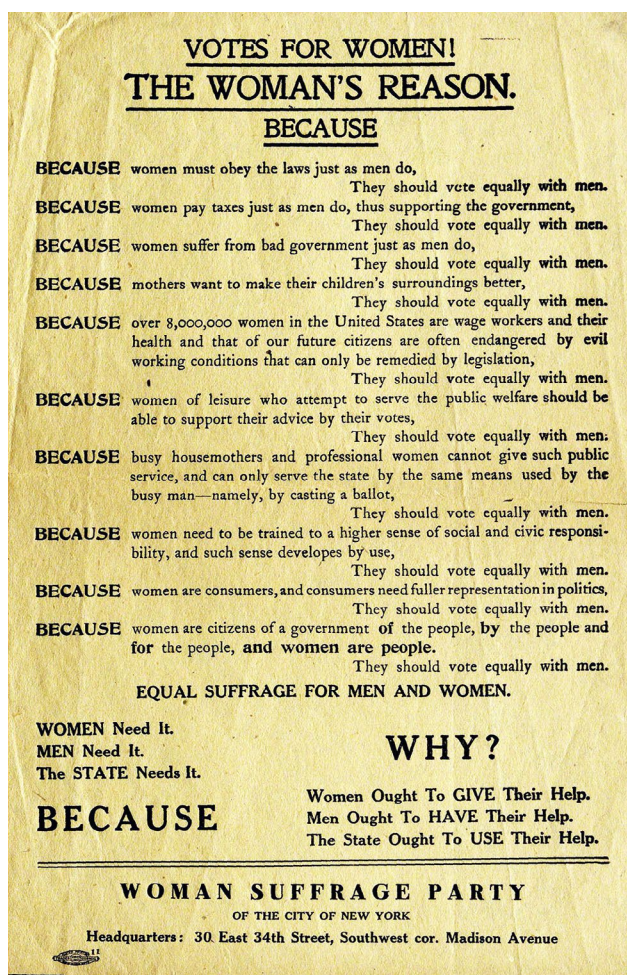
Women’s Suffrage Flyers from the Los Angeles Political Equality League (1911) and the Woman Suffrage Party of the City of New York (ca. 1915)

DIRECTIONS

1. Underline, circle, or highlight 5–7 keywords in the flyer. Do not select “connector” words (are, is, the, and, so, etc.).
2. Use the keywords you select to write a sentence that summarizes the meaning of the flyers.
3. Restate the summary sentence—but this time in your own words.



Political Equality League, Los Angeles, California, 1911, Women’s Suffrage and Equal Rights Collection, Ella Strong Denison Library, Scripps College, Claremont, California.



Woman Suffrage Party of the City of New York, New York, ca. 1915, The Gilder Lehrman Institute of American History, GLC08963, gilderlehrman.org/collection/glc08963.

Women's Suffrage Flyers from the Los Angeles Political Equality League (1911) and the Woman Suffrage Party of the City of New York (ca. 1915)

Keywords (5–7)

Keyword Summary Sentence

Restate the Summary Sentence in Your Own Words

QUESTION FOR DISCUSSION

What inferences can you make about the national reach of the women's suffrage movement based on the existence of these two flyers?

Newspaper Article on “Equal Suffrage” by Maria Guadalupe Evangelina de Lopez (1911)

DIRECTIONS

1. *Underline, circle, or highlight 8–10 keywords in this article by Maria Guadalupe Evangelina de Lopez. Do not select “connector” words (are, is, the, and, so, etc.).*
2. *Use the keywords you select to write a sentence that summarizes the meaning of the article.*
3. *Restate the summary sentence—but this time in your own words.*

“Equal Suffrage”

At this very moment throughout the entire state of California . . . the air is thoroughly permeated with . . . a most vital and stupendous question; vital because it concerns every live and free human being in our midst; stupendous because it involves half of our state, a powerful unit—that question is equal suffrage. . . .

It is just today that the other half, after generations of silent submission, has awakened with the one hope to gain permission to participate in the performance of a duty which is the true essence of that spirit for which our forefathers fought and bled—the spirit of America—a democracy. But can we as Californians and Americans live up to the aspirations and ambitions of Abraham Lincoln if a group of our people is deprived, by reason of discrimination of sex, of the right to cast the ballot?

Who constitute that isolated group? It is needless to say “women,” and let us ask, “What is it that has made woman come to the full realization that without the ballot she is failing to perform her greatest duty as a member of American society? [?]” . . .

What is a man? A man is a person. What is a person? A person is a human being—a person has a soul. Is woman a human being? Yes, woman is a human being. Has woman a soul? Yes, woman has a soul. Then since woman is a human being and has a soul she is a person—man is a person. Therefore man and woman both being persons are equal. Man and woman constitute the people. Can we have a democracy without man? No, because they are a very essential part of a democracy. Can we have a democracy without woman? No, because they are persons and are the remainder that complete that great institution, the people, hence the democracy. . . .

Grant the above and still ask one question further: Can woman show judgment and discretion in matters concerning the state[?] . . . Surely there is only one conclusion—it is that woman in doing her sacred duty through the ballot, thus aiding in the welfare of society, will fulfill her mission as a true feminine woman.

Source: Maria Guadalupe Evangelina de Lopez, “Equal Suffrage of the Most Vital Moment,” *Los Angeles Herald*, August 20, 1911, California Digital Newspaper Collection, UC Riverside, Center for Bibliographical Studies and Research, cdnc.ucr.edu/.

Newspaper Article on “Equal Suffrage” by Maria Guadalupe Evangelina de Lopez (1911)

Keywords (8–10)

Keyword Summary Sentence

Restate the Summary Sentence in Your Own Words

LESSON SUMMARY:

Use your responses to questions about the two documents to answer the lesson questions.

1. What actions were taken by Maria Guadalupe Evangelina de Lopez to secure the right to vote in California?
2. How could these actions in California have impacted voting rights across the United States?

A Letter to Susan B. Anthony (1859)

DIRECTIONS

1. *Underline, circle, or highlight 7–9 keywords in this letter Clarina I. H. Nichols wrote to Susan B. Anthony. Do not select “connector” words (are, is, the, and, so, etc.).*
2. *Use the keywords you select to write a sentence that summarizes the meaning of the letter.*
3. *Restate the summary sentence—but this time in your own words.*

Dear Susan

We are accomplishing something practical besides creating a public sentiment perfectly irresistible by politicians. When the Con[ventio]n came together our friends in the Con[ventio]n & out gave no hope of our getting any thing but large legal securities for person property & children So great had been the change of policy since [Horace] Greeley’s instruction to stick to precedents and insist white males of 21 y[ea]rs as qualifications for suffrage.

Well we have presented 560 petitioners names and some 200 have been unaccountably detain[ed] on the mail route.

I have spoken by invitation before the Con[ventio]n a crowded house tho’ all the democracy went in a body (some 16) to Kansas City to a Circus. I wrote out & got thro’ a resolution instructing the Com[mitte]e on Preamble & Bill of rights to report taxation & rep.[resentation] inseparable. They reported a section declarating “no Constitutional distinction on account of Sect or Sex” that is now coming up for consideration in Com[mitte]e of the Whole.

I have labored with leading men and parties & pledge[d] all them to sustain us contending for no Con[stitutional] dis[tinctio]n. In treatment of failure in that to fall back on tax[atio]n & rep[resentation]. inseparable & make a stand then: in event of defeat on these positions or on the first to get the question referred in the best possible shape to the people.

Tax[atio]n they will show is a low ground-making property of more account than humanity the moral & intellectual interests which involve the “virtue & intelligence of the people” gagged, while the dollar is respectfully heard and obeyed &c.

I wrote & got thru a resolution instructing the Leg[islativ]e Com[mitte]e to report that “the women of the State shall have an equal voice in the organization & conduct of the Common Schools of the State.” The Report has been [given] two readings & the provision passed by a majority which with the increased favor it has since secured, makes its adoption on a third reading morally certain.

I have spent 4 weeks in the field and am to attend this Con[ventio]n till our fate is decided. . . . Soon as it adjourns I am to set off and attend Con[ventio]ns. I shall go as long as by your aid and contributions I can keep going. I can get a little by the lecture to increase the fund for expenses. . . .

Affe[ctionatel]y

C. I. H. N.

Source: Clarina Irene Howard Nichols to Susan B. Anthony, July 16, 1859, Clarina Irene Howard Nichols Papers, Letters from others to others, 1861-1904, MC 355, folder 7, Schlesinger Library, Radcliffe Institute, Harvard University, Cambridge, MA, [iif.harvard.edu/manifests/view/drs:48991194\\$18i](http://iif.harvard.edu/manifests/view/drs:48991194$18i).

A Letter to Susan B. Anthony (1859)

Keywords (7–9)


Keyword Summary Sentence

Restate the Summary Sentence in Your Own Words

Fundraising Appeal: “Nichols Memorial” (1881)

DIRECTIONS

1. *Underline, circle, or highlight 7–9 keywords in this fundraising appeal to include a portrait of Clarina I. H. Nichols in a biography of leading suffragists. Do not select “connector” words (are, is, the, and, so, etc.).*
2. *Use the keywords you select to write a sentence that summarizes the meaning of the memorial.*
3. *Restate the summary sentence—but this time in your own words.*



To the Women of Kansas :

Those persons who attended the Wyandotte Constitutional Convention, in July, 1859, will not forget a table on the right of the president, behind which, day after day, sat an intelligent, pleasant-faced woman of middle age—Mrs. C. I. H. Nichols—sometimes knitting, but more often busy with pencil or pen, and with bright eyes always on the alert for the “business before the house.” She was there because she knew that legal rights when secured in a constitution are not so easily abrogated by amendment or repeal as when left to the power of the legislature; and, thus protected, that time would serve to test the worth of the measures for their security. The lapse of twenty years has established the wisdom and justice of the constitutional provisions which Mrs. Nichols was thus largely instrumental in securing. It was in her power only to suggest and initiate; the results had to be compassed through the hands of a few true and far-seeing men in the convention. Should this meet the eye of any of these, they will hold in their memories the vouchers for her share in the work. With no other women

to aid by their presence, her constant attention and timely words secured to the women of Kansas rights and privileges as to the holding of property, transacting business in their own name, and participation in the elections and offices under our school system. She asked for and secured:

1. Equal educational privileges in all the colleges and institutions of learning fostered and controlled by the state.
2. Equal right in the formation and conduct of the common schools.
3. An equal right for the mothers with the fathers to the custody and control of their mutual offspring.
4. The right of the wife to hold and accumulate property, and sue and be sued as if sole.

No other state has, so far as we can learn, the provision that it “is the right of the wife to sue in defence of the common property or community fund;” and for want of such provision wives have been, in other states, compelled to have guardians appointed over insane husbands to defend interests which they were competent to protect without such expenditure.

“Nichols Memorial” (1881): Mrs. John P. St. John, Mrs. J. K. Hudson, Mrs. John Francis, and Mrs. F. G. Adams, *Nichols Memorial: To the Women of Kansas*, May 10, 1881, *Kansas Memory*, Kansas State Historical Society, kansasmemory.org/item/225558

Fundraising Appeal: “Nichols Memorial” (1881)

Keywords (7–9)

Keyword Summary Sentence

Restate the Summary Sentence in your own words

LESSON SUMMARY:

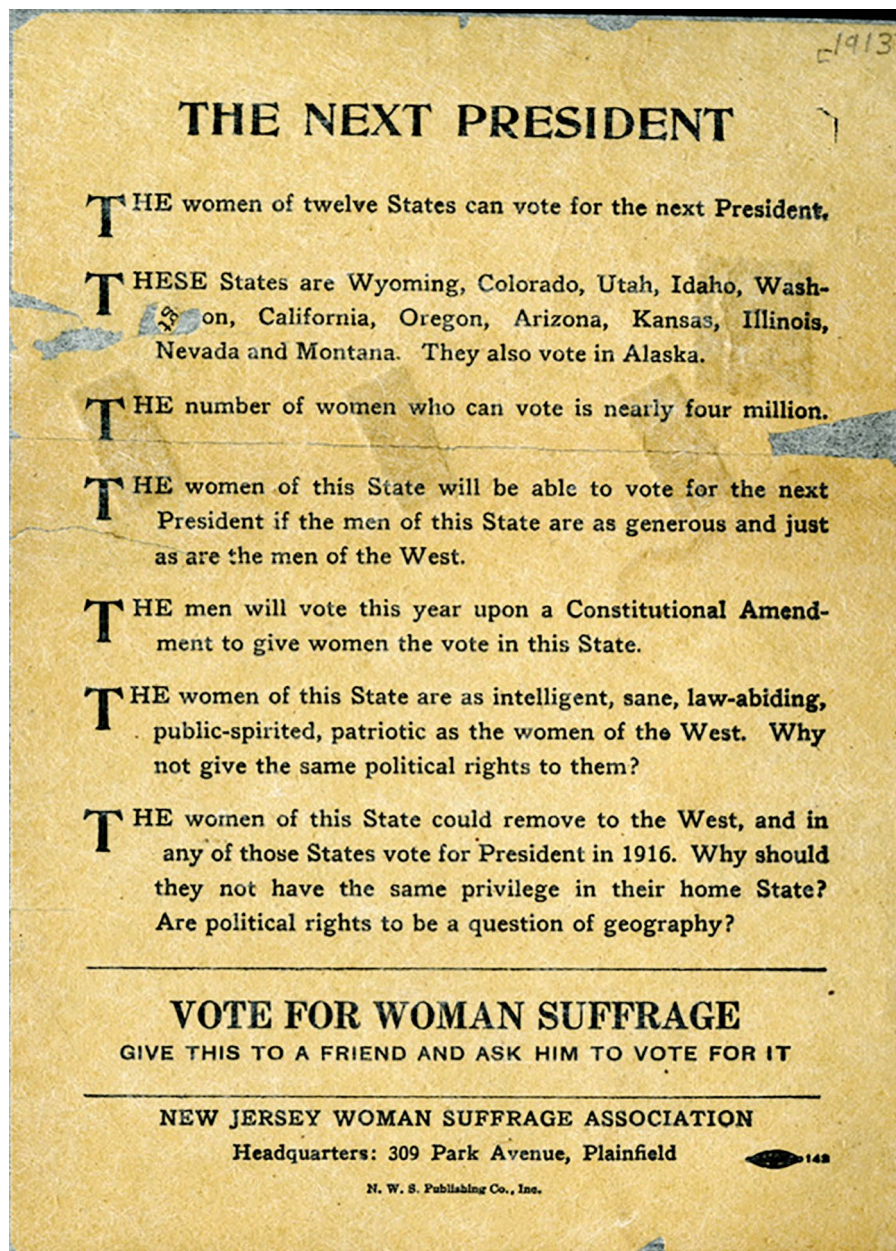
Use your responses to the questions about the two documents to answer the lesson questions.

1. What actions were taken by Clarina I. H. Nichols to secure the right to vote in Kansas?
2. How could these actions in Kansas have impacted voting rights across the United States?

“The Next President” Flyer (1915), “Campaign Activities” (1915), and “State Women Aiding Cause of Organized Suffragists” Article (1919)

DIRECTIONS

Read each of the documents carefully and answer the questions that follow. You must cite evidence from the text to support your response.



New Jersey Woman Suffrage Association, 1915, *On Account of Sex: The Struggle for Women's Suffrage in Middlesex County*, Rutgers University Libraries, Special Collections and University Archives, womensuffrage.libraries.rutgers.edu/items/show/420.

“The Next President” Flyer (1915), “Campaign Activities” (1915), and “State Women Aiding Cause of Organized Suffragists” Article (1919)

CAMPAIGN ACTIVITIES

During the eight months which elapsed between the final passage of the Woman Suffrage Amendment Resolution in the Legislature and the Election, the New Jersey Woman Suffrage Association and its Two Hundred Branches throughout the State

- Maintained a State Headquarters in Plainfield and local Headquarters in twenty-two cities;
- Distributed 1,550,000 pieces of Literature;
- Distributed 200,000 “Votes for Women” Buttons;
- Sent one column of New Jersey Suffrage news a week to 200 weekly and two columns a week to 25 daily newspapers;
- Paid salary and expenses of one Field Organizer and the expenses of thirty Organizers and Speakers who either gave their time or whose salaries were paid by other States;
- Held over 2,500 outdoor and 250 indoor meetings;
- Supplied speakers for over 500 meetings of men’s fraternal and labor organizations, church clubs, etc.;
- Brought to the State such well-known speakers as Doctor Anna Howard Shaw, Rabbi Stephen S. Wise, Lieutenant-Governor W. Y. Morgan of Kansas, Mrs. Philip Snowden, Mrs. Jenny C. Law Hardy of Michigan, Mrs. Mary C. C. Bradford of Colorado, Mrs. George Bass, and Mrs. Antoinette Funk of Chicago, Frank Stephens of Delaware, Miss Lou Rogers, the well-known cartoonist, and Miss Florence Wattles of Indiana;
- Celebrated the Birthday of the Founder of the Association, Lucy Stone, on August 13th, by a banquet (at which the speakers were Mrs. Carrie Chapman Catt, Doctor Anna Howard Shaw, Mrs. Henry Garrison Villard, Miss Mary Garret Hay, Miss Alice Stone Blackwell, Judge Thomas A. Davis, Mrs. Richard Y. Fitzgerald and Mr. and Mrs. Everett Colby), an automobile parade with over a hundred decorated cars from ten counties, and exercises at the former home of Lucy Stone, in Orange, during which a memorial tablet was unveiled and addresses were made by Miss Alice Stone Blackwell, Dr. Anna Howard Shaw, and the Honorable John Franklin Fort; Suffragists from eighteen counties took part in this celebration;
- Conducted booths at all the County and State Fairs, at which were distributed 100,000 “Vote Yes” match books, 50,000 “Votes for Women” hat bands, thousands of “Votes for Women” buttons and pieces of suffrage literature;
- Circularized all the clergymen in the State with special literature;
- Conducted eight State and fourteen County Conferences of Workers;
- Sent out a monthly bulletin of reports and suggestions to two hundred branch organizations and fifty special workers;
- Conducted twenty-nine Schools for Watchers and Workers at the Polls, to which was largely due the fact that 1,657 of the 1,891 election districts in the State had women watchers at the polls; these Schools were planned and conducted by Mrs. F. H. Colvin, First Vice-President of the Association;
- Conducted auto tours with speakers, stopping for meetings in the principal towns, in Burlington, Camden, Cape May, Gloucester, Middlesex, Salem and Somerset Counties;
- Held during the last week of the campaign automobile parades covering Burlington, Hudson, Morris, Passaic and Union Counties and the City of Camden;
- Handled the getting in and sending out of its own election returns, in co-operation with the Associated Press, commenting on which the manager of the Election Department of the Associated Press said that they had never handled a political campaign where the returns came in better and few where they came in as well. By midnight complete returns were in from seventy per cent. of the State. This result was entirely due to the splendid co-operation of the County Chairmen and local workers throughout the State, who only knew one day in advance that this work would be required of them.

Campaign Statement of New Jersey Woman Suffrage Association: A Resume of Campaign Activities and an Analysis of the Vote on the Woman Suffrage Amendment in the State of New Jersey, October 19, 1915, 1915, Ann Lewis Women’s Suffrage Collection, lewissuffragecollection.omeka.net/items/show/1259.

“The Next President” Flyer (1915), “Campaign Activities” (1915), and “State Women Aiding Cause of Organized Suffragists” Article (1919)

State Women Aiding Cause of Organized Suffragists

Active work for ratification of the Federal Woman Suffrage Amendment by the Legislature of New Jersey will not be confined to the organized suffragists. Many of the other prominent women's organizations of the State have decided to join forces with the New Jersey Woman Suffrage Association.

The first meeting of the new Committee will be held at 2 o'clock on the afternoon of Tuesday, July 15th, at The Washington, Broad street and Washington Park, Newark, and the following organizations are uniting in the call for this meeting: The State Federation of Women's Clubs, the N. J., Federation of Colored Women's Clubs, the W. C. T. U. and the New Jersey Woman Suffrage Association.

Mrs. Carrie Chapman Catt, President of the National Woman Suffrage Association will make the principal address at the Newark meeting. A representative of each of the cooperating organizations will also speak. The committee will organize and appoint its working sub-committee.

Among the prominent women who will be members of the committee are Mrs. John R. Schermerhorn, President of the Federation; the Rev. Mrs. Florence Randolph, President of the Colored Women's Federation; Miss Esther Elfreth, President of the W. C. T. U.; Mrs. E. F. Feickert, President of the Suffrage Association; Mrs. Beatrice Stern, Matawan; Mrs. Wm. H. Peters, Rutherford; Mrs. John J. White and Mrs. Gardner Pinkitt, Atlantic City; Mrs. Everett Colby and Mrs. Philip McKim Garrison, West Orange; Mrs. H. Otto Wittpenn, Mrs. Daniel Van Winkle, Mrs. Thomas G. Haight, and Miss Bessie Pope, Jersey City; Mrs. A. Haines Lippincott, Camden; Mrs. Charles S. Maddock, Jr., and Mrs. Charles A. Woodruff, Trenton; Mrs. George M. LaMonte, Bound Brook; Mrs. I. H. Demarest, Closter; Mrs. Van Curtis Keyport; Mrs. Ida

Perth Amboy (N.J.) Evening News, July 11, 1919, p. 6, *Chronicling America: Historic American Newspapers*
(Library of Congress, chroniclingamerica.loc.gov/lccn/sn85035720/1919-07-11/ed-2/)

The New Jersey Woman Suffrage Documents

CRITICAL THINKING

Use all three documents to respond to the following:

“The Next President” Flyer (1915)

What is the key argument for women’s suffrage in this document?

Cite textual evidence to support your answer.

“Campaign Activities” Report (1915)

Which of the listed “Campaign Activities” would have the greatest impact on accomplishing the suffragists’ goal?

Cite textual evidence to support your answer.

“State Women Aiding Cause of Organized Suffragists” Article (1919)

Who are the women of New Jersey fighting in support of women’s suffrage?

Cite textual evidence to support your answer.

Using all three New Jersey documents provided, write a paragraph that identifies and describes three key actions taken by the women of New Jersey to secure their right to vote. Cite evidence from the documents to support your response.

1964 Louisiana Voter Campaign Documents

DIRECTIONS

Read each of the documents carefully and answer the questions that follow. You must cite evidence from the text to support your response.

Department of Justice Report on Civil Rights in 1962

Dear Mr. President:

. . . The most significant civil rights problem is voting. Each citizen's right to vote is fundamental to all the other rights of citizenship and the Civil Rights Acts of 1957 and 1960 make it the responsibility of the Department of Justice to protect that right. . . .

In East Carroll Parish, Louisiana, the voting referee provisions of the 1960 Act were used for the first time in 1962, with the federal judge himself hearing registration applications. Although he approved the application of 26 Negroes, the State of Louisiana attempted to block their registration through a state court injunction. We acted to set aside the state injunction and obtained an order forbidding further interference. On July 23, five days later, Negroes voted in East Carroll Parish for the first time since Reconstruction. . . .

Source: Attorney General Robert F. Kennedy to President John F. Kennedy, January 24, 1963. (The Gilder Lehrman Institute of American History, GLC05630)

West Feliciana Report (1963)

West Feliciana is one of eight southeastern parishes in Louisiana's 6th Congressional district where CORE, since the fall of 1962, has been conducting a voter registration campaign. Leading the campaign is CORE Field Secretary Ronnie Moore, who in 1961 was expelled from Southern University and jailed on a "criminal anarchy" charge as a consequence of his leadership in mass demonstrations to desegregate lunch counters in Baton Rouge (A campaign which ended successfully on August 6, 1963). Over the summer his staff was augmented by a group of 50 CORE Task Force workers from all over the country as well as Rudy Lombard and Gordon Carey from national CORE. Over 450 Negroes were registered during the drive. In the same period over 200 discrimination complaints were filed with the Department of Justice.



Above: CORE task force worker Daniel Mitchell interviews a prospective registrant. Below: CORE Vice-chairman Rudy Lombard (at left) speaks to another potential voter.

Excerpt from James Farmer, *Louisiana Story 1963* (New York: CORE, November 1963), p. 3 (Wisconsin Historical Society)

Press Release, May 27, 1964

New Orleans, La., May 27, 1964: In Louisiana as in other southern states, Negroes have been denied the right to vote on the basis of race. Out of a voting potential of little over 500,000, we have less than 170,000 Negroes registered. . . . At present, neither Negroes nor whites are allowed to register in West and East Feliciana Parishes because registrars . . . have vowed to halt registration indefinitely rather than obey Federal court orders. . . . The Justice Department has filed numerous suits to end the Louisiana legal and political conspiracy to restrict Negro suffrage. . . .

Since these problems on voting exist in Louisiana and other southern states, CORE plans to initiate in early June a massive non-violent campaign aimed at focusing national attention on the denial of the right to vote to Negroes in Louisiana, Alabama, Mississippi, Georgia, northern Florida, and other southern states.

We plan to start the campaign in Louisiana on June 11, 1964 by training a staff of 60 workers in Iberville Parish at Plaquemine, which remains the headquarters for CORE's voter education program in Louisiana. . . .

The objective of the summer project will be to awake the nation to the fact that Negroes want to vote. . . .

The highlights of the Louisiana Summer Freedom Campaign will be as follows . . .

- (1) Negroes will make strong bids for public office. . . .
- (2) Negroes will protest disfranchisement through mock registration. . . .
- (3) Freedom Days – On certain days . . . we plan to hold non-violent direct action protests at the registrars' offices.
- (4) Actual Registration – On as many days as possible . . . we plan to flood the registrar's offices with applicants.
- (5) A challenge of the Louisiana delegation . . . to the National Democratic convention will be staged by a Freedom Delegation. . . .

Source: Congress of Racial Equality, Southern Regional Office, CORE Southern Regional Office--Press Releases, Periodicals, and Clippings, July 1961–October 1965. (Wisconsin Historical Society)

Training Sessions for Freedom Summer, June 18, 1964

Oxford, Ohio, June 18—Plaquemine, Louisiana and Quincy, Florida training sessions are underway in Oxford, Ohio for the CORE Freedom Summer program, a massive voter registration drive in the deep south. . . . In Plaquemine, Louisiana, CORE Organization Director, James McCain and CORE Field Secretary, Ronnie Moore, are instructing some 50 students who will concentrate on 19 parishes in the fifth and sixth congressional districts. "These parishes were chosen because of their Negro voting potential and because of strong established community backing for our organization," explained Moore. . . .

Source: Congress of Racial Equality. Southern Regional Office, CORE Southern Regional Office--Press Releases, Periodicals, and Clippings, July 1961–October 1965 (Wisconsin Historical Society)

Press Release, July 1, 1964

Due to the fact that over 400,000 Negroes have been disfranchised in Louisiana by the discriminatory application of rigid and unconstitutional voter registration laws, Negro leaders in several La. parishes have found it essential to demand equal representation through mock registration. . . . As a part of freedom registration, a petition in the form of a registered letter has been sent to Gov. John McKeithen.

Freedom registration consists of getting every unregistered Negro voter to fill out a simplified version of the state application form in the presence of a freedom registrar. . . .

Source: Congress of Racial Equality. Southern Regional Office. CORE Southern Regional Office--Press Releases, Periodicals, and Clippings, July 1961-October 1965 (Wisconsin Historical Society)

Record Month in Louisiana Voter Campaign, October 8, 1964

Baton Rouge, La., Oct. 8 [1964]— We registered a total of 1,032 persons in September—the highest number for any single month since CORE started its Louisiana voter registration campaign two years ago, report[ed] CORE Field Secretary Ronnie Moore, who has led the drive over the two-year period. . . .

Asserting that discrimination is just one of the problems, he states: “Negro voter applicants and civil rights workers constantly are harassed, arrested, prosecuted and subjected to economic, political and physical reprisals by private citizens, public officials and sometimes businesses.”

Source: CORE Southern Regional Office--Press releases, periodicals, and clippings, July 1961-October 1965 (Wisconsin Historical Society)

New Registered Voters in 1963

Following is a compilation by states of known new registrations:

STATE	NEW REGISTERED VOTERS - 1963	
Virginia	7,814	108,313 (poll tax payers)
North Carolina	17,531	
Louisiana	610	
Florida	13,382	
Georgia	6,403	
Mississippi	1,251	
South Carolina	5,714	
Tennessee	16,243	
Texas	13,785	(poll tax figures not available)
Total	82,733	

NAACP, *In Freedom's Vanguard, Report for 1963*, July 1964 (The Gilder Lehrman Institute of American History, GLC09640.157.02)

Louisiana Voter Campaign

CRITICAL THINKING

Use evidence from all seven documents to respond to the following:

List key challenges faced by African Americans in Louisiana seeking the right to vote.

Using the evidence from the text, what did these challenges have in common?

List three key actions taken by African Americans in Louisiana to secure the right to vote.

Using the evidence from the text, what do these actions have in common?

How could the Louisiana “Summer Project” have impacted voting rights nationally?

Cite textual evidence to support your answer.

Mabel Lee, “The Meaning of Woman Suffrage” (1914)

DIRECTIONS

1. *Underline, circle, or highlight 8-10 keywords from Mabel Lee’s “The Meaning of Woman Suffrage.” Do not select “connector” words (are, is, the, and, so, etc.).*
2. *Use the keywords you select to write a sentence that summarizes the meaning of the speech.*
3. *Restate the summary sentence—but this time in your own words.*

The Meaning of Woman Suffrage

. . . The idea that women should ever wish to have or be anything more than their primitive mothers appears at first thought to be indeed tragic enough to be comic; but if we sit down and really think it over, throwing aside all sentimentalism, we find that it is nothing more than a wider application of our ideas of justice and equality. We all believe in the idea of democracy; woman suffrage or the feminist movement . . . is the application of democracy to women. . . .

The fundamental principle of democracy is equality of opportunity, as distinguished from equality of compensation. . . . I conceive it as fourfold, i.e., having four stages in its development. . . .

The first or spiritual stage is represented by the early Christian movement. Christ himself makes the democratic statement that slaves had as much as princes in the sight of God. . . .

The second or legal stage is the fight for equality before the law, and is worked out principally in England . . . with the fight for the Magna Charta and, we might say, is still going on. . . .

The third or political stage is that for the equal right to choose the rulers for making laws, and is summed up in the statement of Thomas Jefferson, “Just government depends on the consent of the governed.” It is the fundamental idea of American democracy and is well expressed in the Declaration of Independence. . . .

The fourth or economic stage stands for economic equality or full reward of labor. . . .

The idea of feminism is to give unto woman what man has successively gained in the different stages. It is the application to her of the fourfold ideal of democracy. . . .

The third or political phase of feminism is the question of woman suffrage—the giving of political privileges to woman. Therefore, suffrage is only one fourth of the system of feminism. . . .

The writer wishes merely to present true feminism as it is . . . and to show that it is nothing more than the extension of democracy or social justice and equality of opportunities to women. . . .

Source: Mabel Lee, “The Meaning of Woman Suffrage,” *Chinese Students’ Monthly* 9, no. 7 (May 1914): 526–531.

Mabel Lee, “The Meaning of Woman Suffrage” (1914)

Keywords (8–10)

Keyword Summary Sentence

Restate the Summary Sentence in Your Own Words

Taking a Stand for Voting Rights Podcast

Use the table below to plan your interview using your analysis of all the individuals, states, and documents you explored in the previous lessons. Each question can be addressed to one group or individual in one state or to several groups or individuals in different states. Identify which state(s)/group(s)/individual(s) the question is for and who is answering.

Identify who (state[s]/group[s]/individual[s]) the question is for:	
Write your first question for the groups and individuals taking a stand for voting rights:	
Who is answering?	Cite evidence from the text to support your response.
How would they answer this question?	

Identify who (state[s]/group[s]/individual[s]) the question is for:	
Write your second question for the groups and individuals taking a stand for voting rights:	
Who is answering?	Cite evidence from the text to support your response.
How would they answer this question?	

Identify who (state[s]/group[s]/individual[s]) the question is for:

Write your third question for the groups and individuals taking a stand for voting rights:

Who is answering?

Cite evidence from the text to support your response.

How would they answer this question?

Identify who (state[s]/group[s]/individual[s]) the question is for:

Write your fourth question for the groups and individuals taking a stand for voting rights:

Who is answering?

Cite evidence from the text to support your response.

How would they answer this question?

Identify who (state[s]/group[s]/individual[s]) the question is for:

Write your fifth question for the groups and individuals taking a stand for voting rights:

Who is answering?

Cite evidence from the text to support your response.

How would they answer this question?

Identify who (state[s]/group[s]/individual[s]) the question is for:

Write your sixth question for the groups and individuals taking a stand for voting rights:

Who is answering?

Cite evidence from the text to support your response.

How would they answer this question?

NAME

DATE

PERIOD

Analyzing a News Article

Source (*newspaper/magazine/website*):

Date published:

Article title:

1. What did you already know about that topic?

2. Basic information presented:

Who?

What?

When?

Where?

Why?

NAME

DATE

PERIOD

How?

3. What role do states play in this issue? Does the author talk about voting rights or the role of state or federal government? If so, assess the author's arguments about who has more say in this issue.

4. Does your article have a right/center/left point of view? What evidence leads you to that conclusion?

5. What audience was this article written for? What evidence supports your conclusion?

6. Reliability of Sources

a. Is there an author's name? YES NO If so, who is the author?

b. What source or sources does the author quote or refer to in the article? Do you think these sources are reliable? Why or why not? What evidence supports your conclusion?

7. Personal Reaction: What do you think of this article? (*Include two points made in the text to support your answer.*)

Civil Discourse Guidelines *

Listen respectfully without interrupting.

Allow everyone the opportunity to speak.

Criticize ideas, not individuals or groups.

Avoid inflammatory language, including name-calling.

Ask questions when you don't understand; don't assume you know others' thinking or motivations.

Don't expect any individuals to speak on behalf of their gender, ethnic groups, class, status, etc. (or the groups we perceive them to be a part of).

Base your arguments on evidence, not assumptions.

* The guidelines provided here are adapted from "Managing Difficult Classroom Discussions," Center for Innovative Teaching and Learning, Indiana University Bloomington, citl.indiana.edu/teaching-resources/diversity-inclusion.

NAME

DATE

PERIOD

Civic Engagement Project Proposal

Project Title

Project
Participant(s)

Project Goal

Steps

TEACHER'S COMMENTS

Questions
to Consider

Revisions Needed

Approved