READ IOWA HISTORY

EDUCATOR MATERIALS



Right to Vote: African-American Suffrage

LESSON PLAN FOR SUPPORTING QUESTION

How did African Americans obtain the right to vote?

5TH GRADE

STATE HISTORICAL SOCIETY OF IOWA
IOWA DEPARTMENT OF CULTURAL AFFAIRS

LIBRARY OF CONGRESS
TEACHING WITH PRIMARY SOURCES

Introduction to Read Iowa History

About Read Iowa History

Through the Library of Congress Teaching with Primary Sources grant, the State Historical Society of Iowa developed Read Iowa History — free, downloadable K-5 lesson plans to build and develop reading and critical thinking skills with primary sources in the classroom.

Primary sources (from the digital **Primary Source Sets collection**) are used to help students learn from multiple perspectives, develop primary source-based claims and evidence, and to interpret documents and images of the past. These lessons were developed with the Iowa Core Social Studies and Literacy Standards. Each unit includes ready-to-use source material, worksheets, educator lesson plans and assessment tools and activities. You, the eductor, are encouraged to explore the unit, and use materials as you see fit for your students. You are welcome to alter lesson plans, worksheets and assessments to best align with their curriculum.

Please check out the **Primary Source Sets toolkit** to learn more about using primary sources in the classroom.

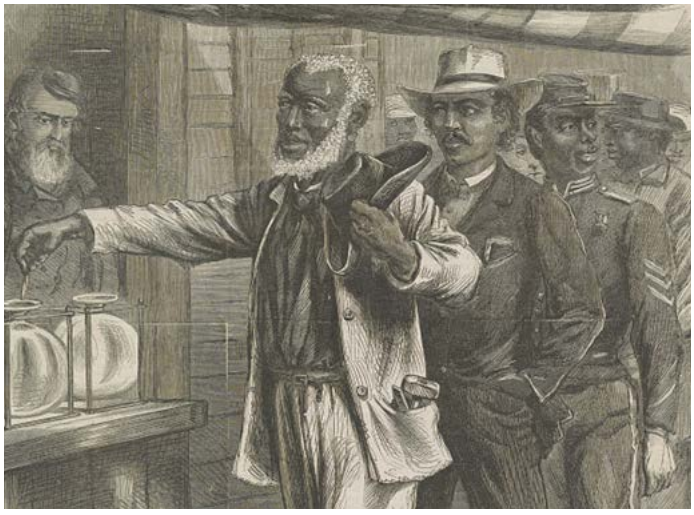
What's Included

Educator Materials

Sources are accompanied by an educator lesson plan. This plan includes: the unit compelling question, unit supporting question, objectives, background information, vocabulary list or cards, a materials list and instructions. There also is a "formative assessment" to wrap up each part of the unit and to check for comprehension. You are welcome to use the activities that are suggested or create their own with the primary sources.

Student Materials

Many of the unit instructions are accompanied by a worksheet that can be copied and distributed to students as they analyze the primary source(s) to assist in their application and comprehension. These worksheets are optional but may provide a structure for students to think critically about the primary sources they are analyzing. These reproduceable student worksheets are available in the **student materials PDF** (on website, below "Educator Materials) for this topic.



Courtesy of Library of Congress, Waud, Alfred R., "The first vote," Harper's Weekly, 16 November 1867

Formative Assessments, Lesson Summative Assessment and Scoring Options

The formative assessments, lesson summative assessment and possible scoring options allow you to evaluate how students comprehend and apply the knowledge they learned from the individual primary source activities. Assessment instructions, example worksheet(s) and possible scoring options are located at the end of this Read Iowa History section. Reproduceable assessment worksheet(s) also are available in this topic's **Student Materials PDF**.

Right to Vote: Suffrage for African Americans

5th Grade

Overview

Voting is a fundamental process of democracy, but up until the Civil War, in most places, the right to vote in the United States was restricted to white males 21 years and older. Over the years, U.S. citizens' have been denied voting rights based on race, gender, land ownership status, age, tribal membership and criminal convictions. Students will learn about the African-American suffrage movement, racist practices to keep them from the ballot box and the continued struggle over the authority of the federal government versus states rights. While African Americans were granted the right to vote nationally in 1870, many did not see that reality until 1965. In Iowa, African-American males were granted the right to vote in 1868, but not social equality.

Unit Compelling Question

What opportunities does the right to vote provide?

Unit Supporting Question

How did African Americans obtain the right to vote?

Table of Contents

Compelling and Supporting Questions 4
Standards and Objectives 5
Background Essay 6
Pre-Lesson Activity: Introducing Voting Rights in America 7
- Document, Equality at the Ballot Box 9
- Worksheet, Build Context, Ask Questions 10

Part 1: African-American Suffrage in Iowa 11
- Image, Portrait of Governor William M. Stone 13
- Document, Alexander Clark's Speech at the "Colored Convention" in Des Moines, Iowa 14
- Worksheet, Analyze a Primary Source 18

Part 2: African-American Suffrage in the United States 20
- Image, "The First Vote" Illustration 21
- Image, "The Fifteenth Amendment," 22
- Worksheet, Be an Image Detective! 23
- Worksheet, Analyze a Primary Source 24

Part 3: African-American Suffrage in the United States 25
- Map, Distribution of the Colored Population of the United States in 1890 27
- Document, Voter Registration Literacy Test in Alabama 28
- Image, African-American Demonstrators Outside the White House 31
- Video, Oral History Interview with African-American Activist Charles Siler about Life in Louisiana 32
- Worksheet, Analyze a Primary Source 33

Part 4: Evaluating Primary Sources and Recording Evidence 36
- Worksheet, Gathering Evidence 38

Lesson Summative Assessment 39
- Worksheet, Lesson Summative Assessment 40

Vocabulary List 42
Additional Resources 43

Compelling and Supporting Questions

5th Grade

How to Apply Read Iowa History Lessons to Other Primary Sources

The origin of Read Iowa History lessons stem from the **Primary Source Sets**, which are a collection of primary sources that focus on a topic and are structured under a compelling question and multiple supporting questions (typically three). Five or six primary sources are used to address and help students answer a single supporting question. Read Iowa History takes one supporting question, the primary sources addressing that question and instructions (divided into parts) to integrate these primary sources in the classroom through different activities.

These lessons, instructions, worksheets, tools and assessment suggestions can be applied to all of the K-5 **Primary Source Sets**.

Unit Compelling Question

The compelling question drives students to discuss, inquire and investigate the topic of a unit of understanding.

What opportunities does the right to vote provide?

Unit Supporting Questions

Supporting questions scaffold instruction to help students answer the compelling question. Their aim is to stimulate thought, to provoke inquiry and spark more questions. The supporting question that is highlighted above is the question that was used in this Read Iowa History. The **bolded** question below is the supporting question for this Read Iowa History unit.

1) How did African Americans obtain the right to vote?
2) How did women obtain the right to vote?
3) How did American Indians obtain the right to vote?

Read Iowa History: Right to Vote

This Read Iowa History lesson addresses “What opportunities does the right to vote provide?” and “How did African Americans obtain the right to vote?” and includes lesson plans, worksheets, suggested assessments and other tools.

Standards and Objectives

Iowa Core Social Studies Standards	
No.	**Standard**
SS.5.8.	Analyze how rights and laws influence interactions between groups in society.
SS.5.10.	Describe how the Declaration of Independence and the Constitution impact the decisions of government, society, and/or communities.
SS.5.12.	Describe how laws, rules and processes have changed over time in order to restrict, protect, or extend rights.
SS.5.21.	Describe the connections between historical developments that occurred within the same time period.
SS.5.23.	Using information from within a primary source, infer the intended audience, purpose, and how the creator's intended audience shaped the source.
SS.5.26.	Analyze Iowa's role in civil rights history.

Iowa Core Literacy Standards	
No.	**Standard**
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
SL.5.1	Engage effectively in a range of collaborative discussions (one–on–one, in groups, and teacher–led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Objectives

- I can analyze sources: images, maps, video, and texts.
- I can identify and organize evidence that is relevant to the big question.
- I can form a thesis statement as a response to the big question.
- I can orally defend and negotiate my thesis statement and supporting evidence.
- I can write my thesis statement and supporting evidence with accuracy, clarity, and relevant details.

Background Essay

Utilize this background essay, in whole or in parts, with students to provide further context and understanding the African-American suffrage movement. You can read it aloud to students, utilize excerpts and introduce the vocabulary words. The essay is also referenced in parts of this Read Iowa History to assist students in their interpretation and analysis of primary sources.

Up until the **Civil War**, in most places, the right to vote in the United State was restricted to white males 21 years and older. Each state, not the federal government, established its own voter qualifications, but by far, adult white males accounted for almost all of the ballots cast. In the Dred Scott decision in 1857, the U.S. Supreme Court ruled that enslaved people were the property of their owners, were not **citizens** and had no legal rights at all. A decade later, African Americans were not only free, but they were free **citizens**, and in Iowa, the path had been set to grant them the right to vote.

The first two **constitutions** adopted by the people of Iowa limited the **suffrage** (right to vote) to white males 21 years and older. While enslavement might have been illegal in Iowa, many state laws discriminated against African-American residents. The **"black codes"** that required African Americans to post financial bonds to live here and denied them the right to serve on juries were designed to discourage them from migrating to Iowa. A strong majority in the state opposed intermarriage between whites and African Americans and held that African Americans were not as intelligent as whites.

The **Civil War** began to reshape white attitudes toward African Americans. Iowa soldiers fighting in the South saw first-hand the evils of enslavement. Freeing enslaved people where the Union Army took control weakened the strength of the Confederate Army. Furthermore, after the southern surrender, the Republican Party was eager to grant African Americans the right to vote because they anticipated their votes would be strongly Republican, the party of Abraham Lincoln and the opponents of their former masters.

At the behest of Alexander Clark, an African American and Iowan who fought in the **Civil War**, Iowa voters (entirely white males) went to the polls and approved a **constitutional amendment** striking the word "white" from voting requirements in 1868. A man, African American or white, could vote in Iowa if he was 21 years old and a resident. At the same time, the **15th Amendment** to the **U.S. Constitution** forbade any state from denying the vote to anyone on the basis of race, color or previous condition of servitude (slavery). Until the Great Depression in the 1930s, African Americans tended to adhere to the Republicans who had fought to end slavery and grant them their freedom. New Deal programs that provided direct relief to the desperately poor, which included both whites and African Americans, won over many African-American voters to the Democrats.

Vocabulary Words

- Suffrage
- Civil War
- Citizen
- Iowa Constitution
- U.S. Constitution
- Amendment
- Ratified
- Black Codes & Jim Crow Laws
- U.S. Congress
- Iowa Legislature

Introducing Voting Rights in America

Unit Compelling Question

What opportunities does the right to vote provide?

Unit Supporting Question

How did African Americans obtain the right to vote?

Overview

Students will be introduced to the unit compelling question through analysis of a modern topic, "Should a person who lost their right to vote because of a felony conviction in Iowa have their voting rights restored?" This pre-lesson activity will also provide context for students about the suffrage movements of African Americans, women and American Indians in the United States.

Instructions

1. Distribute a copy of **"Equality at the Ballot Box" background essay** and **Close Read of "Equality at the Ballot Box" worksheet** to each student. This essay introduces all three suffrage movements for women, African Americans and Native Americans as covered in the **primary source set**. Depending on the time available, focusing on the introduction, African-American section and the conclusion will be enough for the content in this lesson.

2. Do a close reading of the passage.
   - First reading: You will read the article aloud to your class without stopping.
   - Second reading: Students will read and mark text by underlining important keywords, drawing a question mark next to parts that need clarification and drawing a box around parts that help us answer the unit supporting question.
   - Third reading: Students will re-read a third time as needed while answering the questions from the student worksheet.

3. **Optional Literacy Connections:** Often, introductory phrases and transition words are used to signal to the reader that an important idea is coming next. A mini-lesson on introductory phrases and/or a mini-lesson on signal words may be important to integrate into this lesson. Question #1 from the **student worksheet** asks students to paraphrase the main ideas that come right after the underlined introductory phrases. Note that not all of the introductory phrases were underlined in the text, only the major ones.

4. Pique student curiosity and introduce the lesson topic. Tell students: "Our democratic government places decision-making power into the hands of voters. But who should be able to cast a vote? Over time, the rules about who can vote have changed many times. Should Iowans convicted of a felony have their voting rights restored?"

Materials

- "Equality at the Ballot Box" background essay
- Close Read of "Equality at the Ballot Box" worksheet

Instructions continued on next page

Introducing Voting Rights in America

Instructions continued

5. To assist students in this discussion, share with them information about the issue. Below are some recommended resources:
   - **Video: KCCI - "Why Restoring Voting Rights for Felons is Harder in Iowa," 2016 (2 min.)**
   - **Video: Iowa PBS Recording of the Condition of the State, 2019 (3 min. - start at 39:50, end at 42:25)**
   - **Text: Terry Sallis of Newton, Iowa, shares what having his right to vote restored meant to him.**

6. After reviewing resources, discuss with students: "Should a person who lost their right to vote because of a felony conviction in Iowa have their voting rights restored?"

7. In order to build context, students will do a close reading of **the secondary source** in order to gain background information and essential vocabulary about the topic.

8. At the end of this lesson, students will write an essay answering the question, "How have laws changed over time in order to restrict, protect, or extend African American suffrage?" Using what they learned in the article as a starting point, students will ask and then categorize questions about African Americans voting in Iowa. Students will independently, then with a partner, brainstorm questions. They will then share questions with the class. Be looking for common patterns of the kinds, or topics, of the questions. Record these as possible categories that students will use to categorize information, and thus be the topics of paragraphs, in their final essay.

9. **Formative Assessment:** As students generate questions, listen for the misconceptions that often emerge as students negotiate wording of the questions. Offer information to correct misconceptions that will not be addressed in the remainder of the lesson.

Equality at the Ballot Box

Up until the Civil War, in most places, the right to vote in the United States was restricted to white males 21 years and older. At that time, each state, not the federal government, set rules about who could vote.

African-American Suffrage

In 1857, the U.S. Supreme Court ruled that enslaved people were property of their owners, not citizens, and had no legal rights at all. Ten years and a Civil War later, African Americans were not only free, but they were free citizens. In Iowa, the path had been set to grant them the right to vote.

The first two Iowa constitutions adopted in 1846 and 1857 limited suffrage (the right to vote) to white males 21 years and older. While enslavement might have been illegal in Iowa, many state laws still discriminated against African Americans. The "Black Codes" that required African Americans to post financial bonds to live here and denied them the right to serve on juries were designed to discourage African Americans from moving to Iowa. A strong majority in the state opposed interracial marriage and dehumanized and discriminated against African Americans.



"The First Vote," 1867. This illustration shows African-American men in outfits indicative of their professions standing in a line waiting for their turn to vote. Courtesy of Library of Congress

The Civil War began to reshape white attitudes toward African Americans. Iowa soldiers fighting in the South saw the evils of enslavement first-hand. After the southern surrender, the Republican Party was eager to grant African Americans the right to vote because they anticipated their votes would be strongly Republican, the political party of Abraham Lincoln and the opponents of their former masters.

In 1868, white male Iowans (the only Iowans who could vote) approved a constitutional amendment striking the word "white" from voting requirements - partly due to the organizing work of notable civil rights activist Alexander Clark. As a result, a man of any race could vote in Iowa if he was 21 years old and a resident. At the same time, the 15th Amendment to the U.S. Constitution outlawed denying the right to vote to anyone on the basis of race, color or previous enslavement status.

Women's Suffrage

While African-American males were winning the right to vote, advocates for women's suffrage saw an opportunity to advance their cause. Carrie Lane Chapman Catt, who was raised in Iowa, rose to the head of a national association promoting women's suffrage. Early victories in several western states led women's advocates to believe that they could soon gain the right to vote across the nation, but it remained a tough battle.



This billboard urged Iowans to "vote yes" to a women's suffrage amendment to the Iowa Constitution on June 5, 1916. Courtesy of State Historical Society of Iowa

Around the turn of the century, women were allowed to vote on referendums like bond issues, but not in "elections" where there are candidates. This was known as the partial suffrage.

In 1916, Iowa votes (still all male) narrowly defeated a women's suffrage amendment that would have struck the word "male" from the state's voting requirements. Nevertheless, when Congress submitted the 19th amendment to the U.S. Constitution to the states for ratification, the Iowa legislature approved it. In the 1920 elections, women across the United States went to the polls. Later in the decade, Iowa women won the right to serve on juries and be elected to public office.

American-Indian Suffrage

American Indians had a long and complex legal status within the United States. The tribes were considered separate nations, and the U.S. government signed treaties with them just as if they were other countries. In most cases, American Indians could not vote unless they left their tribes. Partly in recognition of their military service in WWI, Congress passed the Snyder Act in 1924 granting full citizenship to Native Americans whether they remained on tribal lands or moved into mainstream society. This included the right to vote. The 26th Amendment to the U.S. Constitution was ratified in 1971. It expanded the right to vote in federal elections to citizens 18 years and older, lowering the legal voting age from 21. Each state had to approve it.

Over time, laws in the United States have both restricted and extended the right to vote. The number of legal voters has expanded widely since the U.S. Constitution was adopted. Voting is the most basic right of each citizen, and who gets the right to cast a ballot for elected leaders has been a widely debated issue. Today, there is a debate over whether those who have committed a felony should have the vote, even after they have served their time. Other issues may still surface.

Close Read of "Equality at the Ballot Box"

This is an example worksheet that corresponds with the instructions in the pre-lesson activity to analyze the photo of the children at the train station. This version of the worksheet is for you, the educator, to fill out, add notes and utilize. A version of this worksheet is available for reproduction to students in this topic's Student Materials PDF.

Close Read of "Equality at the Ballot Box"

- **1st Reading**: *Teacher reads aloud.*
- **2nd Reading**: *Students read aloud and mark text. During the reading, underline vocabulary words and put a question mark (?) next to parts that need clarification. After reading, circle parts that help answer the lesson supporting question.*
- **3rd Reading**: *Students re-read as needed in order to find answers these questions that help answer the lesson supporting question.*

1. Authors often signal readers that important ideas are coming up by starting sentences with transition words and introductory phrases. Look for the underlined transition words and introductory phrases in the "African American Suffrage" section. In your own words, list the main ideas that come after them.

2. Write a two or three sentence summary of the "African American Suffrage" section.

3. Add events from the article to the timeline.



Ask Questions

At the end of this lesson, answer the question: How have suffrage laws changed over time for African Americans?

4. What questions will you need to know the answers to in order to address the question above?

Possible Categories

5. What patterns do you notice in the topics of the questions?

African-American Suffrage in Iowa

Unit Compelling Question

What opportunities does the right to vote provide?

Unit Supporting Question

How did African Americans obtain the right to vote?

Overview

Students will use primary sources to learn about the history of African-American suffrage in Iowa. The lesson will focus on why 1868 was a pivotal year for African Americans in Iowa and about the advocacy efforts of Alexander Clark and the governor of Iowa at the time, William M. Stone.

Source Background

In 1866, the Iowa legislature began amending the state's constitution to remove the word "white" from the suffrage article, as well as articles about census taking, districting of representatives to the legislature and the state militia. Later in 1868, civil rights leader Alexander Clark successfully filed a lawsuit against the Muscatine school board to fight school desegregation, and the Iowa Supreme Court ruled in his favor, desegregating Iowa schools 86 years before the landmark U.S. Supreme Court case, *Brown v. Board of Education*. Additional information can also be found in the **background essay** and in the **"The Negro Suffrage Issue" article** from *The Annals of Iowa*, published by the State Historical Society of Iowa.

Instructions

1. Distribute an **"Analyze a Primary Source" worksheet** to students to complete.
2. First, students will analyze a primary source together. Display the **portrait of Iowa Gov. William M. Stone**.
3. Read the information aloud for the Stone portrait found on the worksheet. Read it aloud to students twice. Model fluent reading the first time and pausing to discuss when reading the second time.
4. Discuss the information. Have students answer these source-dependent questions.
   - Stone served in the Union Army during the Civil War. How could William Stone's past have shaped his views on African-American suffrage?
   - In 1868, during Governor Stone's term in office, the Iowa Legislature amended the state's constitution to remove the word "white" from the suffrage article, which if passed would allow all men over 21 years old the right to vote. Over 56.5 percent of Iowa voters approved the amendment to Iowa's constitution. How did this change the life for people, both white and African American, living in Iowa?

Materials

- **Portrait of Governor William M. Stone**
- **Alexander Clark's Speech at the "Colored Convention" in Des Moines, Iowa**
- **"Analyze a Primary Source" worksheet**

Instructions continued on next page

African-American Suffrage in Iowa

Instructions continued

5. Now, students will analyze a primary source with a partner. Using those same steps, students work with a partner to analyze **Alexander Clark's speech at the "Colored Convention" in Des Moines, Iowa** in its entirety. Below are source-dependent questions for the speech.
   - What founding document does Alexander Clark refer to in his speech? How does he say this document supports the cause of African-American suffrage?
   - Clark asks for suffrage equality, but what equality does he say he is not asking for? What impact might that have on the daily lives of Iowans?
   - According to the third excerpt, what injustice would be happening if African-American suffrage was denied to Iowa citizens?

6. Have students discuss their answers with the entire class.

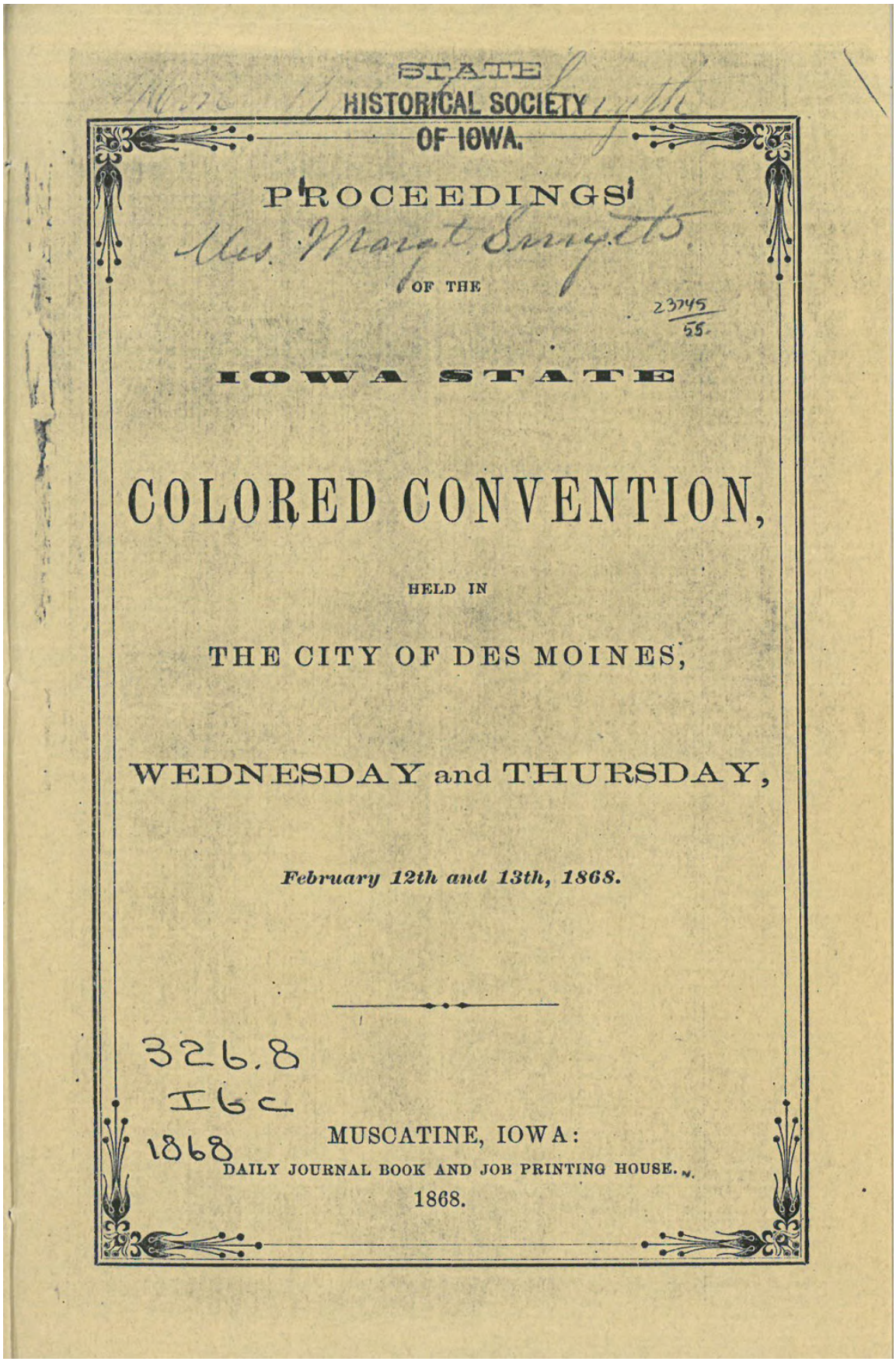
7. **Formative Assessment:** Listen to students as they work with a partner. Notice any misconceptions about founding documents or terminology. If the same misconception is heard more than once, it needs to be addressed with the whole class during discussion. For example, if students are confused about the difference between the Declaration of Independence and the U.S. Constitution, briefly talk about those documents.

Portrait of Governor William M. Stone, 1868



Courtesy of State Historical Society of Iowa, 1868

Alexander Clark's Speech at the "Colored Convention" in Des Moines, Iowa, 1868


STATE
HISTORICAL SOCIETY
OF IOWA.

PROCEEDINGS

OF THE

IOWA STATE

COLORED CONVENTION,

HELD IN

THE CITY OF DES MOINES,

WEDNESDAY and THURSDAY,

February 12th and 13th, 1868.

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1868

MUSCATINE, IOWA:
DAILY JOURNAL BOOK AND JOB PRINTING HOUSE.
1868.

Courtesy of State Historical Society of Iowa, Clark, Alexander, pp. 1, 10-12, 1868

Alexander Clark's Speech at the "Colored Convention" in Des Moines, Iowa, 1868

ADDRESS

OF THE COLORED STATE CONVENTION TO THE PEOPLE OF IOWA IN BEHALF OF THEIR ENFRANCHISEMENT.

PREPARED AND DELIVERED TO THE CONVENTION BY A. CLARK, CHAIRMAN OF THE COMMITTEE ON ADDRESS, FEB. 13TH, 1868.

To the People of Iowa: To every true, honest and liberty-loving citizen of Iowa do the colored men of your proud commonwealth appeal for sympathy and aid in securing those rights and privileges which belong to us as freemen. Having established our claim to the proud title of American soldiers and shared in the glories won by the deeds of the true men of our own color, will you not heed and hear our appeal? We appeal to the sense of justice of the Legislature and of the people of our own State, for those rights of citizenship without which our well-earned freedom is but a shadow. We ask no privilege; we simply ask you to recognize our claim to manhood by giving to us that right without which we have no power to defend ourselves from unjust legislation, and no voice in the government we have endeavored to preserve. Being men, we claim to be of that number comprehended in the Declaration of Independence, and who are entitled not only to life, but to equal rights in the pursuit and securing of happiness and in the choice of those who are to rule over us. Deprived of this, we are forced to pay taxes without representation; to submit, without appeal, to laws however offensive, without a single voice in framing them; to bear arms without the right to say whether against friend or foe—against loyalty or disloyalty. Without suffrage, we are forced into strict subjection to a government whose councils are to us foreign, and are called by our own countrymen to witness a violence upon the primary principles of a republican government as gross and outrageous as that which justly stirred patriot Americans to throw overboard the tea from English bottoms in a Boston harbor and to wage war for Independence. Let a

Courtesy of State Historical Society of Iowa, Clark, Alexander, pp. 1, 10-12, 1868

Alexander Clark's Speech at the "Colored Convention" in Des Moines, Iowa, 1868

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consistent support be given to this principle of government, founded only "on the consent of the governed"—to this key-stone in the arch of American liberty—and our full rights as freemen are secured. Our demands are not excessive; we ask not for social equality with the white man, as is often claimed by the shallow demagogue; for a law higher than human must forever govern social relations. We ask only that privilege which is now given to every white, native-born or adopted, male citizen of our State—the privilege of the ballot-box. We ask that the word "white" be stricken from the Constitution of our State; that the organic law of our State shall give to suffrage irrevocable guarantees that shall know of no distinction at the polls on account of color; and in this we simply ask that the "two streams of loyal blood which it took to conquer one, mad with treason," shall not be separated at the ballot-box; that he who can be trusted with an army musket, which makes victory and protects the nation, shall also be intrusted with that boon of American liberty, the ballot, to express a preference for his rulers and his laws. We demand this as native born citizens of the United States, and who have never known other allegiance than to its authority and the laws of our State, and as those who have been true and loyal to our government from its foundation to the present time, and who have never deserted its interest whilst even in the midst of treason and under subjection to its most violent enemies. We ask, in the honored name of 200,000 colored troops, five hundred of whom were from our own Iowa, who, with the first opportunity, enlisted under the flag of our country and the banner of our State, and bared their breasts to the remorseless storm of treason, and by hundreds went down to death in the conflict, whilst the franchised rebels and their cowardly friends, the now bitter enemies of our right to suffrage, remained in quiet at home, safe, and fattened on the fruits of our sacrifice, toil and blood. We make these demands as one of right and necessity, if not expediency, and are unwilling to believe that a powerful, ruling people, strengthened by new victories with the aid of our hands, could be less magnanimous in purpose and in action, less consistent with the true theory of a sound democracy, than to concede to us our claims. We believe that with expediency even our demands are not at war, but that with right does public policy strike hands and unite our votes, as it did our muskets, to the maintenance of authority over the disorganizing elements which attend a returning peace. We have too much faith in the permanency of this government to believe that the extension of the elective franchise to a few loyal colored men

Courtesy of State Historical Society of Iowa, Clark, Alexander, pp. 1, 10-12, 1868

Alexander Clark's Speech at the "Colored Convention" in Des Moines, Iowa, 1868

could unsettle its foundation or violate a single declaration of its rights. Therefore we will not believe but that the people of Iowa will be the first to do full justice to the men of color, as they have been among the foremost in upholding the flag of our country. We rejoice in the fact, and congratulate the people of our own color in every part of the land that in the recent State election Col. Merrill has been chosen to the gubernatorial chair, and the entire Republican State ticket elected by the handsome majority of nearly thirty thousand votes, and that they stand as firm on the manhood suffrage issue as did their predecessors. In this can the colored men of Iowa take courage, and say to our white friends, we are Americans by birth and we assure you that we are Americans in feeling; and in spite of all the wrongs which we have long and silently endured in this our native country, we would yet exclaim, with a full heart, "O, America! with all thy faults, we love thee still."

A. CLARK,
P. C. COOPER,
G. PHELPS,
} Committee.

Courtesy of State Historical Society of Iowa, Clark, Alexander, pp. 1, 10-12, 1868

Analyze a Primary Source

This is an example worksheet that corresponds with the instructions in Part 1 to analyze primary sources. This version of the worksheet is for you, the educator, to fill out, add notes and utilize. A version of this worksheet is available for reproduction to students in this topic's Student Materials PDF.

Portrait of Governor William M. Stone, 1868

This portrait is of William M. Stone, who would serve as Iowa's Republican governor during the end of the Civil War. Before being elected, he was a decorated officer in the Union Army, and at one point, had been a prisoner of war during the Civil War. Stone also was a lawyer and held several governmental offices during his lifetime. During the Republican convention of 1865, a prominent issue was African-American suffrage. The Republican Party largely supported political equality for African Americans, though most believed that social equality was not to be obtained. In 1866, the Iowa legislature began amending the state's constitution to remove the word "white" from the suffrage article. In 1868, the men of Iowa 21 years of age or older — who were the only ones with the right to vote at that time — voted for African-American suffrage with 56.5 percent of the vote.

1. William Stone served in the Union Army during the Civil War, and at one point, was a prisoner of war. How could Stone's past have shaped his views on African-American suffrage?

Alexander Clark's Speech to Iowa State Colored Convention, 1868

Alexander Clark, an African-American barber turned lawyer from Muscatine, became a hero of African-American rights in the state of Iowa. In this address to the "Colored Convention" in Des Moines, Clark calls for the Iowa legislature to approve and then place before the voters the removal of the word "white" from voting laws within the Iowa Constitution. The vote passed, and Iowa became the first state in the nation to have a successful grassroots movement for African-American suffrage.

Excerpt 1
"Being men, we claim to be of that number comprehended in the Declaration of Independence, and who are entitled not only to life, but to equal rights in the pursuit and securing of happiness and in the choice of those who are to rule over us. Deprived of this, we are forced to pay taxes without representation; to submit, without appeal, to laws however offensive, without a single voice in framing them; to bear arms without the right to say whether against friend or foe -- against loyalty or disloyalty."

2. What founding document does Alexander Clark refer to in his speech? How does he say this document supports the cause of African-American suffrage?

Analyze a Primary Source

Alexander Clark's Speech to Iowa State Colored Convention, 1868 (continued)

Excerpt 2
"Our demands are not excessive; we ask not for social equality with the white man, as is often claimed by the shallow demagogue; for a law higher than human must forever govern social relations. We ask only that privilege which is no given to every white, native-born or adopted, male citizen of our State - the privilege of the ballot-box."

3. Alexander Clark asks for suffrage equality, but what equality does he say he is not asking for? What impact might that have on the daily lives of Iowans?
(Think back to the "black codes" mentioned in the "Equality at the Ballot Box" background essay)

Excerpt 3
"...that he who can be trusted with an army musket, which makes victory and protects the nation, shall also be intrusted with that boon of American liberty, the ballot, to express a preference for his rulers and his laws."

4. According to this third excerpt, what injustice would be happening if African-American suffrage was denied to Iowa citizens?

5. Write one sentence summarizing these two sources. Include the words: **Iowa, vote and equality**.

African-American Suffrage in the United States

Unit Compelling Question

What opportunities does the right to vote provide?

Unit Supporting Question

How did African Americans obtain the right to vote?

Overview

This lesson focuses on the history of African-American suffrage in the United States. Students will learn about the passage of the 15th Amendment in the U.S. Constitution. It was passed in 1870, and paved the way to citizenship (and voting rights) for African Americans.

Source Background

Source 1: This illustration shows African-American men in outfits indicative of their professions standing in a line waiting for their turn to vote. The text belong the image reads, "The First Vote." This print was published in Harper's Weekly on November 16, 1867.

Source 2: The 15th Amendment to the U.S. Constitution was ratified on February 3, 1870, and prohibited federal and state governments from denying any citizen the right to vote based on that person's "race, color or previous condition of servitude." The amendment was important in that it not only gave African Americans the right to vote, but also allowed the most African Americans in history to be elected into public office. This print shows a parade surrounded by portraits and vignettes of African-American life, illustrating rights granted by the 15th Amendment.

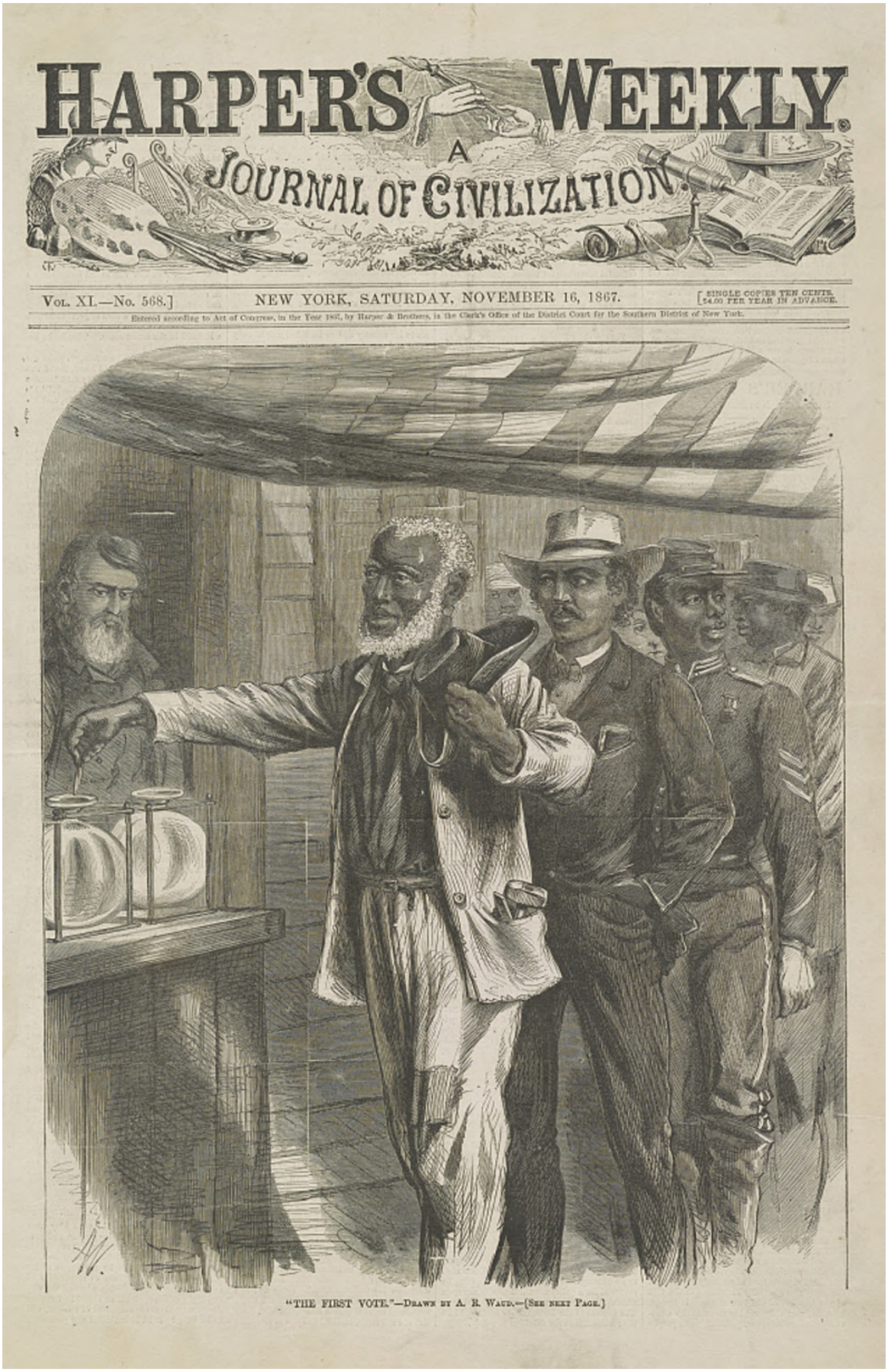
Instructions

1. Display **"The First Vote" illustration** for students to analyze. Consider displaying the larger document on a screen or giving students access to the image.
2. Discuss the image and answer the questions that are on the **"Analyze a Primary Source" worksheet**. If students are new to analyzing primary source images, consider using the image analysis tool, **"Be An Image Detective!"** to analyze the image.
3. Since the goal is to get a general overview of the source, expedite the process by having students talk through the items on the analysis rather than writing their responses.
4. Students will now analyze the images with a partner. Using the same steps that were used to analyze the first source, have the partners analyze **"The 15th Amendment" image**.
5. **Formative Assessment:** Observe as students work.

Materials

- **"The First Vote" image**
- **"The 15th Amendment" image**
- **"Be an Image Detective!" worksheet**
- **"Analyze a Primary Source" worksheet**

"The First Vote" Illustration, November 16, 1867



HARPER'S WEEKLY.
A JOURNAL OF CIVILIZATION.

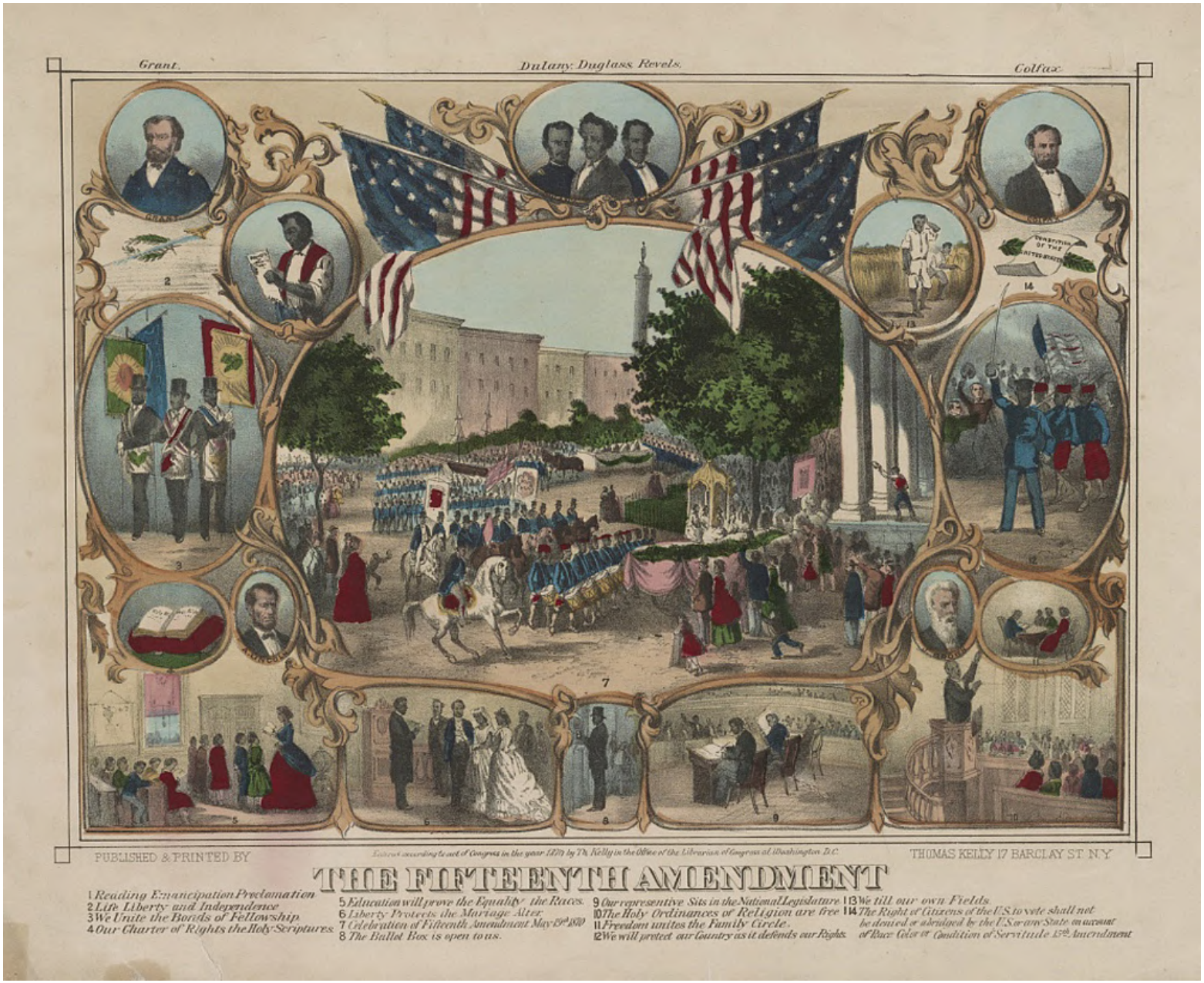
VOL. XI.—No. 568.] NEW YORK, SATURDAY, NOVEMBER 16, 1867. [SINGLE COPIES TEN CENTS. $4.00 PER YEAR IN ADVANCE.

Entered according to Act of Congress, in the Year 1867, by Harper & Brothers, in the Clerk's Office of the District Court for the Southern District of New York.

"THE FIRST VOTE."—DRAWN BY A. R. WAUD.—[SEE NEXT PAGE.]

Courtesy of Library of Congress, Waud, Alfred R., "The first vote," Harper's Weekly, 16 November 1867

“The Fifteenth Amendment,” 1870



Courtesy of Library of Congress, Kelly, Thomas, “The Fifteenth Amendment,” 1870

Be an Image Detective!

This is an example "Be an Image Detective" worksheet to help guide students in their analysis of images that are primary sources. This version of the worksheet is for you, the educator, to utilize. A printable version of this worksheet is available in this topic's Student Materials PDF.

<table>
<tr><td colspan="2">Title:
Who made the image?
What year?</td><td>What kind of image is it?
___ photo ___ drawing/cartoon
___ painting ___ advertisement
___ something else</td></tr>
<tr><td>Start with the Basics
In one sentence, what is happening in this image?

Is the image ...
____ black & white ____ color

What does this tell us about when the image was made?

Is there a caption?
____ yes ____ no

If so, what does the caption tell you?</td><td>Observe ... Look for the Details

Describe what you see in the image.

What are the people doing in the image?

What are the objects used for in the image?</td><td>Put the Pieces Together
Where do you think this image takes place? What is its location?

What evidence tells you that?

What time period?

What evidence tells you that?

Why do you think this image was made?

How does this image compare to modern times?</td></tr>
<tr><td colspan="3">What questions does this image lead you to ask?</td></tr>
</table>

Analyze a Primary Source

This is an example worksheet that corresponds with the instructions in Part 2 to analyze primary sources. This version of the worksheet is for you, the educator, to fill out, add notes and utilize. A version of this worksheet is available for reproduction to students in this topic's Student Materials PDF.

"The First Vote" Illustration, November 16, 1867

This iconic illustration was created by A.R. Waud and published in *Harper's Weekly*. It shows African-American men, dressed in clothing showing their professions (skilled craftsman, sophisticated city dweller and a Union Army veteran), in a line waiting their turn to vote. An American flag hangs as a ceiling over the mens' heads. A white election official looks on as the first man drops his vote into the container.

1. Each of the men in the line is dressed differently. What does their clothing represent?

2. Define these important events in American history that had recently taken place before this drawing was published in Harper's Weekly magazine. (Civil War: 1861-1865)

Emancipation Proclamation, 1863

3. What might be the drawbacks of having to vote out in the open where everyone can see who you voted for?

"The Fifteenth Amendment," 1870

This print shows a parade surrounded by portraits and vignettes of African-American life, illustrating the rights granted by the 15th amendment.

- **The Fifteenth Amendment:** Reading Emancipation Proclamation; Life Liberty and Independence; We Unite the Bonds of Fellowship; Our Chart of Rights - the Holy Scriptures; Education will prove the Equality [of] the Races; Liberty Property, the Marriage Alter; Celebration of fifteenth Amendment May 19th, 1870; The Ballot Box is open to us; Our representative sits in the National Legislature; The Holy ordinances of religion are free; Freedom unites the Family Circle; We will protect our Country as it defends our Rights; We till our own Fields; The Right of Citizens of the U.S. to vote shall not be denied or abridged by the U.S. or any State on account of Race Color or Condition of Servitude, 15th Amendment

4. What suffrage rights are guaranteed for all United States citizens by the 15th Amendment?

Impact of Jim Crow Laws

Unit Compelling Question

What opportunities does the right to vote provide?

Unit Supporting Question

How did African Americans obtain the right to vote?

Overview

This lesson focuses on the impact of Jim Crow laws. Students will analyze multiple primary sources to determine the impact of these discriminatory laws on the African-American right to vote.

Source Background

Source 1: This statistical atlas of the United States is based on the results of the 11th census, completed in 1890, shows the distribution of the "colored population" of the country.

Source 2: After the Civil War, many states enacted literacy tests as a voting requirement. The purpose was to exclude persons with minimal literacy, in particular, poor African Americans in the South, from voting. This was achieved by asking these prospective voters to interpret abstract provisions of the U.S. Constitution or rejecting their applications for errors. This sample voter registration application, featuring a literacy test, was used by W.C. Patton, head of the NAACP voter registration program, to educate African-American voters in Alabama.

Source 3: This photograph by Warren Leffler shows African-American demonstrators outside the White House, with signs reading "We demand the right to vote, everywhere" and protesting police brutality against civil rights demonstrators in Selma, Alabama. On August 6, 1965, U.S. President Lyndon B. Johnson signed the Voting Rights Act of 1965 into law. This law gave the federal government the authority and funding to ensure that all legal-age citizens were allowed to vote in all states, without obstructions such as literacy tests, thus fully enacting the 15th Amendment to the U.S. Constitution.

Source 4: This interview is of Charles Siler, who remembers his early life in Louisiana. He joined the National Association for the Advancement of Colored People (NAACP) in Baton Rouge. He was drafted in 1967 and served in the military in the Vietnam War. He continued his civil rights advocacy as he took a variety of positions at cultural institutions and began a career as a cartoonist.

Instructions

1. Share each source's background information as you introduce it to the class. Display the first source, **"Distribution of the Colored Population" map**. Consider displaying the images/documents on a screen or giving students access to the sources via a device.

2. Explain to students that maps tell a story just like a narrative text. Ask them: What story is this map telling us? Discuss the map and answer the questions on the **"Analyze a Primary Source" worksheet**.

Instructions continued on next page

Materials

- **"Distribution..." map**
- **Voter registration literacy test in Alabama**
- **"African-American Demonstrators" image**
- **Charles Siler interview**

Impact of Jim Crow Laws

Instructions continued

3. Using those same steps, students will work with a partner to analyze the **Voter Registration Literacy Test** and the **"African-American Demonstrators" image**. Use the image analysis tool, **"Be An Image Detective!" worksheet** to analyze the primary source.

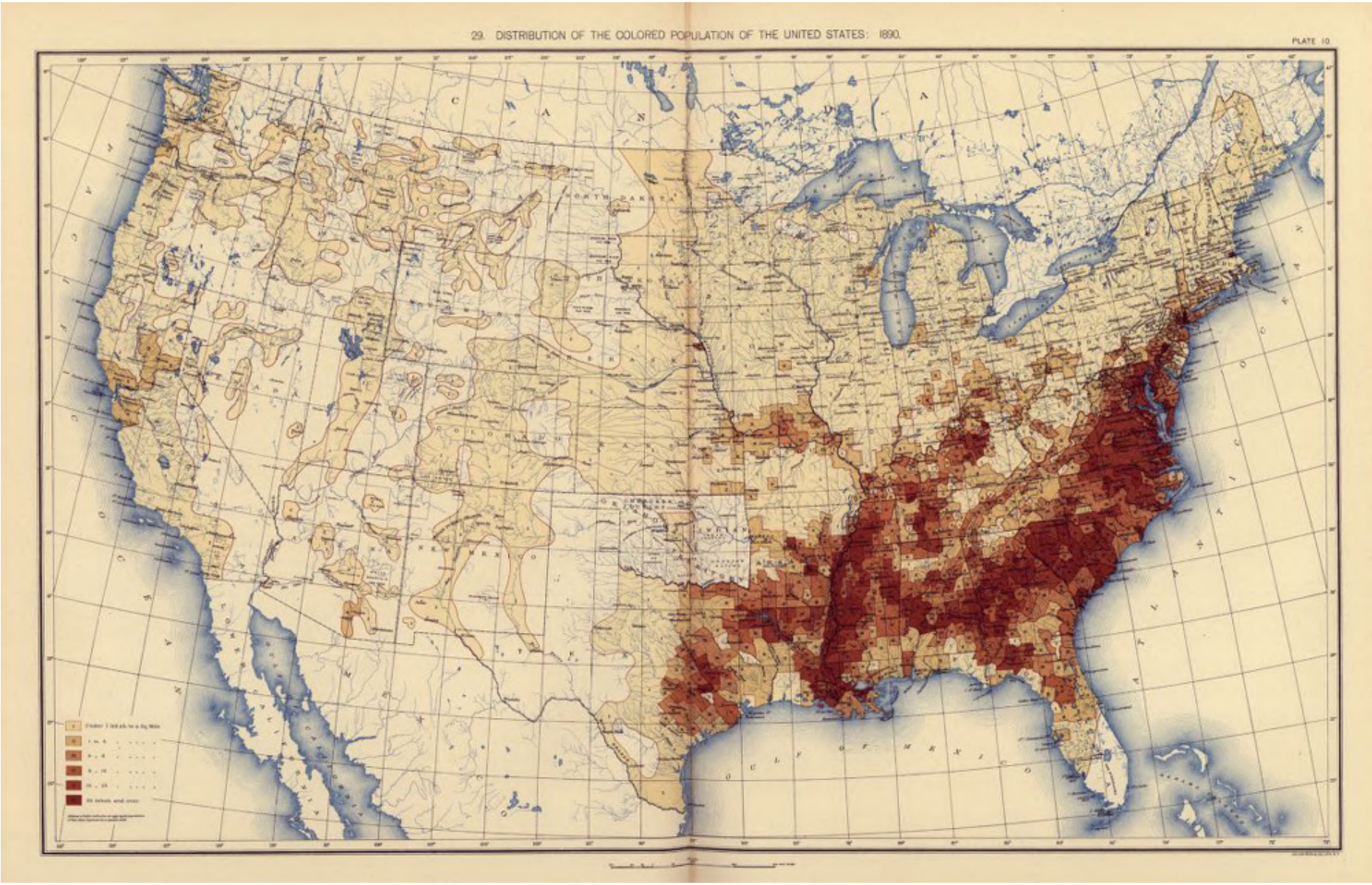
4. Students should be ready to analyze the interview (four-minute clip, from 1:35:07 to 1:38:55) independently. They will record their observations with the worksheet. However, it may be logistically easier to show the video to the class as a group instead.

5. **Formative Assessment:** Listen to students as they work with a partner. Notice any misconceptions about founding documents or terminology. If the same misconception is heard more than once, it needs to be addressed with the whole class during discussion. For example, if students are confused about the difference between the Declaration of Independence and the U.S. Constitution, briefly talk about those documents.

More Materials

- **"Analyze a Primary Source" worksheet**
- **"Be an Image Detective!" worksheet**
- **Suggested books:** *Grandaddy's Turn: A Journey to the Ballot Box* by Michael Bandy; *Lillian's Right to Vote: A Celebration of the Voting Rights Act of 1965* by Jonah Winter
- **Suggested online resource: Jim Crow and Segregation Primary Source Set** from the Library of Congress

Distribution of the Colored Population of the United States in 1890, 1898



Courtesy of Library of Congress, United States Census Office, 11th Census (1890), and Henry Gannett, Statistical Atlas of the United States, based upon the results of the eleventh census, Washington, 1898

SAMPLE SAMPLE SAMPLE

APPLICATION FOR REGISTRATION, QUESTIONNAIRE AND OATHS

PART I

(This is to be filled in by a member of the Board of Registrars or a duly authorized clerk of the board. If applicant is a married woman, she must state given name by which she is known. Maiden surname, and married surname, which shall be recorded as her full name.

Full Name: _____
Last First Middle

Date of Birth: _____ Sex _____ Race _____

Residence Address: _____

Mailing Address: _____

Voting Place: Precinct _____ Ward _____ District _____

Length of Residence: In State _____ County _____

Precinct, ward or district _____

Are you a member of the Armed Forces? _____

Are you the wife of a member of the Armed Forces? _____

Are you a college student? _____ If so, where _____

Have you ever been registered to vote in any other state or in any other county in Alabama? _____ If so, when and in what state and County and, if in Alabama, at what place did you vote in such county? _____

Highest grade, 1 to 12, completed _____ Where _____

Years College completed _____ Where _____

PART II

(To be filled in by the applicant in the presence of the Board of Registrars without assistance.)

I, _____, do hereby apply to the Board of Registrars of _____ County, State of Alabama, to register as an elector under the Constitution and laws of the State of Alabama and do herewith submit my answers to the interrogatories propounded to me by the board.

_____
(Signature of Applicant)

1. Are you a citizen of the United States _____
2. Where were you born? _____
3. If you are a naturalized citizen, give number appearing on your naturalization papers and date of issuance

Courtesy of Library of Congress, "Sample Application for Registration, Questionnaire and Oaths," Alabama Board of Registrars, 1964

4. Have you ever been married? _____ If so, give the name, residence and place of birth of your husband or wife _____

Are you divorced? _____

5. List the places you have lived the past five years, giving town or county and state _____

6. Have you ever been known by any name other than the one appearing on this application? _____ If so, state what name _____

7. Are you employed? _____ If so, state by whom. (If you are self-employed, state this.) _____

8. Give the address of your present place of employment _____

9. If, in the past five years, you have been employed by an employer other than your present employer, give name of all employers and cities and states in which you worked _____

10. Has your name ever been stricken for any reason from any list of persons registered to vote? _____ If so, where, when and why? _____

11. Have you previously applied for and been denied registration as a voter? _____ If so, when and where? _____

12. Have you ever served in the Armed Forces? _____ If so, give dates, branch of service, and serial number _____

13. Have you ever been dishonorably discharged from military service? _____

14. Have you ever been declared legally insane? _____ If so, give details _____

15. Give names and addresses of two persons who know you and can verify the statements made above by you relative to your residence in this state, county and precinct, ward or district _____

16. Have you ever seen a copy of this registration application form before receiving this copy today? _____ If so, when and where? _____

17. Have you ever been convicted of any offense or paid any fine for violation of the law? _____ (Yes or No) If so, give the following information concerning each fine or conviction; charge, in what court tried, fine imposed, sentence, and, if paroled, state when, and if pardoned, state when. (If fine is for traffic violation only, you need write below only the words "traffic violation only.")

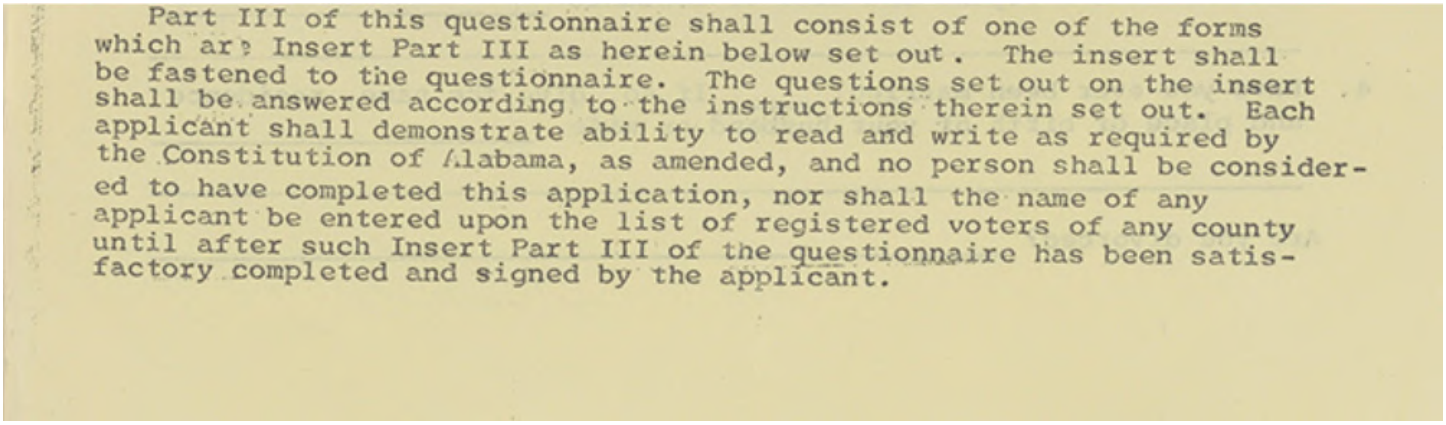
_____

_____

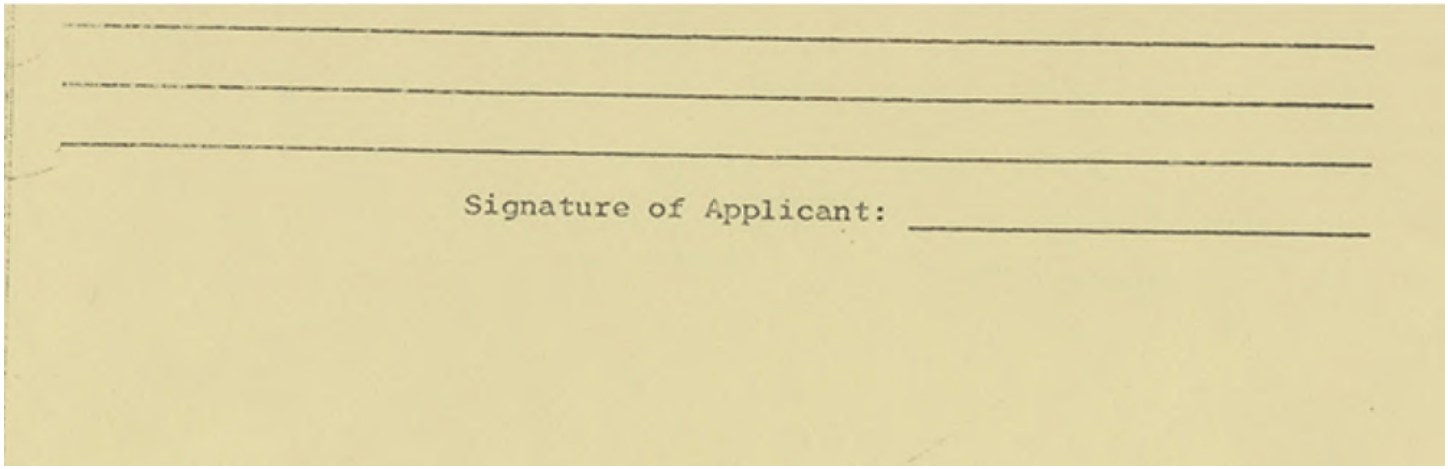
(Remainder of this form is to be filled out only as directed by an individual member of the Board of Registrars.)

PART III

Courtesy of Library of Congress, "Sample Application for Registration, Questionnaire and Oaths," Alabama Board of Registrars, 1964



Part III of this questionnaire shall consist of one of the forms which ar? Insert Part III as herein below set out. The insert shall be fastened to the questionnaire. The questions set out on the insert shall be answered according to the instructions therein set out. Each applicant shall demonstrate ability to read and write as required by the Constitution of Alabama, as amended, and no person shall be considered to have completed this application, nor shall the name of any applicant be entered upon the list of registered voters of any county until after such Insert Part III of the questionnaire has been satisfactory completed and signed by the applicant.



Signature of Applicant: _____

Courtesy of Library of Congress, "Sample Application for Registration, Questionnaire and Oaths," Alabama Board of Registrars, 1964

African-American Demonstrators Outside the White House, March 12, 1965



Courtesy of Library of Congress, Leffler, Warren K., "[African American demonstrators…" 12 March 1965

Oral History Interview with African-American Activist Charles Siler about Life in Louisiana, May 10, 2013



Courtesy of Library of Congress, Siler, Charles, E., "Charles Siler oral history interview conducted by David P. Cline in Dallas, Texas, 2013-05-10," 10 May 2013

Analyze a Primary Source

This is an example worksheet that corresponds with the instructions in Part 3 to analyze primary sources. This version of the worksheet is for you, the educator, to fill out, add notes and utilize. A version of this worksheet is available for reproduction to students in this topic's Student Materials PDF.

Distribution of the Colored Population of the United States in 1890,1898

This is a statistical atlas of the United States that is based on the results of the 11th U.S. Census, completed in 1890, shows the distribution of the "colored population" of the country. As can be seen in the distribution map, members of the targeted population predominantly resided in the southeast.

1. Which states had the highest African-American population in 1890?

2. What impact might the 15th Amendment have had on different regions of the United States? Remember, the 15th Amendment states that *"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."*

Voter Registration Literacy Test in Alabama, 1964

After the Civil War, many states enacted literacy tests as a voting requirement. The purpose was to exclude persons with minimal reading skills, in particular poor African Americans in the South, from voting.

This was achieved by asking these prospective voters to explain less well known parts of the U.S. Constitution or rejecting their applications for errors. Literacy tests, along with other Jim Crow laws and "black codes," were put in place to limit the rights of African Americans.

This sample voter registration application, featuring a literacy test, was used by W.C. Patton, head of the NAACP voter registration program, to educate black voters in Alabama before they went to register to vote.

Excerpt 1
Instructions "A"

The applicant will complete the remainder of this questionnaire before a Board member and at his instructions. The Board member shall have the applicant read any one of more of the following excerpts from the U.S. Constitution using a duplicate form of this Insert Part III. The Board member shall keep in his possession the application with its inserted Part III and shall mark thereon the words missed in reading by applicant.

Analyze a Primary Source

Voter Registration Literacy Test in Alabama, 1964 (continued)

Excerpts From the Constitution

- *"The powers not delegated to the United States by the Constitution, for prohibited by it to the states, are reserved to the states respectively, or to the people."*
- *"The judicial power of the United States shall not be construed to extend to any suit in law or equity, commenced or prosecuted against one of the United States by citizens of another state, or by citizens or subjects of any foreign state."*
- *"Representative shall be apportioned among the several states according to their respective numbers, continue the whole number of persons in each state, excluding Indians not taxed."*
- *"The congress shall have power to lay and collect taxes or incomes, from whatever source derived, without apportionment among the several states, and without regard to any census or enumeration."*

Excerpt 2
Instruction "B"
The Board member shall then have the applicant write several words, or more if necessary to make a judicial determination of his ability to write. The writing shall be placed below so that it becomes a part of the application. If the writing is illegible, the Board member shall write in parentheses beneath the writing the words the applicant was asked to write.

HAVE APPLICANT WRITE HERE, DICTATING WORDS FROM THE CONSTITUTION.

1. What is unfair about these sections of the literacy test? Explain.

2. How did the literacy test keep African Americans from voting?

African-American Demonstrators Outside the White House, March 12, 1965

This photograph by Warren Leffler shows African-American demonstrators outside the White House, with signs reading "We demand the right to vote, everywhere" and protesting police brutality against civil rights demonstrators in Selma, Alabama. On August 6, 1965, U.S. President Lyndon B. Johnson signed the Voting Rights Act of 1965 into law. This law gave the federal government the authority and funding to ensure that all legal-age citizens were allowed to vote in all states, without obstructions such as literacy tests, thus fully enacting the 15th Amendment to the U.S. Constitution.

1. How many years separated the passage of the 15th Amendment, passed in 1870, and the Voting Rights Act of 1965?

2. Based on that information, infer which one changes faster: laws or public opinion?

Challenge Question: Explain how the laws in place in August 1965 influence the interactions between different groups in society, such as protestors & lawmakers; citizens of different races in Selma, Alabama; or African-American citizens in Selma and government officials.

Analyze a Primary Source

Oral History Interview with African-American Activist Charles Siler about Life in Louisiana, May 10, 2013

Charles Siler remembers his early life in Louisiana, including enjoying drawing, quitting the Boy Scouts when his troop made black Scouts walk behind the horses in a local parade, and picketing Louisiana's segregated state library as a senior in high school. He was expelled from Southern University because of his activism. He joined the National Association for the Advancement of Colored People (NAACP) in Baton Rouge, Louisiana. He continued his civil rights advocacy as he took a variety of positions at cultural institutions and began a career as a cartoonist. The interview closes with Siler's reflections on identity and learning from those whose views on life are different.

Excerpt: Watch this four-minute clip -- from 1:35:07 to 1:38:55

1. According to Charles Siler, how many attempts did it take Mrs. Williams before she was allowed to register to vote? Why it might have taken Williams so many attempts? *(Refer to the voter registration literacy test)*

2. What significance did registering to vote have for Williams? Why do you think it was important for her to vote before she died?

3. Why does Siler get upset when people tell them they are not going to vote?

4. Use all of the primary sources in Part 4 to make a conclusion about why places like Selma, Alabama, were hotbed locations for African-American suffrage. Include the words: **enslavement, suffrage, Jim Crow laws and equality.**

Evaluating Primary Sources and Recording Evidence

Unit Compelling Question

What opportunities does the right to vote provide?

Unit Supporting Question

How did African Americans obtain the right to vote?

Overview

Students will evaluate the evidence they collected as they analyze primary sources and they will answer the questions that accompany them. Students will finalize the category labels, organize evidence and discuss what they found.

Instructions

1. Take students back to the **"Asking Questions" section from the Pre-Lesson Activity**. Review the categories the class brainstormed. After analyzing all of these primary sources, do any of those categories make sense to talk about when answering the question: How have suffrage laws changed over time for African Americans?

Materials

- **"Gathering Evidence" worksheet**

2. Students will write their thesis statement (the answer to the supporting question) and then the categories for their evidence. Some possibilities are listed below:

Thesis Statement: Laws have...	Categories
...restricted or extended suffrage	restricted, extended
...changed for some but not for others	Iowa, Southern states
...always gotten better	Iowa, 15th Amendment, Voting Rights Act
...changed after people fought for them	Alexander Clark in Iowa, NAACP in Southern States

3. Distribute the **"Gathering Evidence" worksheet** to students to complete. Complete the first category as an example for students, though they can form their own thesis statement and categories and not need to use the examples.

4. Students will choose the categories they want to talk about in their essay. Not all category boxes on the "Gathering Evidence" paper have to be filled in.

5. Students can independently select and record evidence from the answers to the questions along with their own background knowledge and/or source analysis beyond the questions listed in this lesson. As needed, remind students to use previous worksheets that contain key ideas to help them answer the questions.

6. Students will present, defend, clarify and discuss the evidence. They will share out their thesis and categories. Group students together based on their thesis statements. Have groups physically move to separate areas of the classroom. Also, make a group for undecided students.

Instructions continued on next page

Evaluating Primary Sources and Recording Evidence

Instructions continued

7. Within their group, give students time to discuss why they picked that thesis. The undecided group should focus on what they want to clarify or what questions they have.

8. Start the conversation by asking one group to share the evidence they used to support their answer. Then move on to other groups to tell theirs.

9. Ask the undecided group if anyone wants to move to a group based on what they heard. If someone does, have them explain why they are relocating.

10. Open up the discussion for questions, clarification, and negotiation of thinking. Don't skip this step! It gives students a chance to test out their ideas before they write about them in the essay, even for those students who remain quiet the majority of the time. Their internal negotiation is key to solidifying understanding

11. **Formative Assessment:** Observe as students work.

Gathering Evidence

This is an example gathering evidence worksheet that corresponds with the instructions for Part 4. This blank version of the worksheet is for you, the educator, to fill out, add notes and utilize. A printable version of this worksheet is available for reproduction in this topic's Student Materials PDF.

Gathering Evidence

How have suffrage laws changed for African Americans over time?

My Thesis Statement

Category:

Evidence:

Category:

Evidence:

Category:

Evidence:

Lesson Summative Assessment

Unit Compelling Question

What opportunities does the right to vote provide?

Unit Supporting Question

How did African Americans obtain the right to vote?

Assessment Instructions

1. It is now time for students to assemble their evidence into an essay. The good news is that they have already been putting it together throughout the lesson as they have answered the questions.

2. Distribute **lesson summative assessment worksheet**. Give students plenty of time to write. Students are welcome to go back to the sources and the answers to their questions as they write.

3. **Language Arts Connections**
   - Hook Sentences: designed to introduce the topic, get the reader's attention, and make them want to read more
   - Thesis: statement clearly taking a position on and answering the big question, the "answer"
   - Evidence: fact or information the author uses to support their thesis, the "fact"
   - Reasoning: how the evidence connects to the thesis, the "why"

4. For students who do not want to be confined by the lines in the graphic organizer, they can write on notebook paper or even type their essay. Have them keep the worksheet nearby in order to consider the prompts that are in each section.

5. If possible, have students put the essay away for a couple of days. Then take it back out for revision and editing before turning in the final essay.

Assessment Scoring Options

Proficient	Student shows understanding of how laws changed over time in order to restrict, protect, or extend African American suffrage, answers are accurate
Developing	Mixture of some accurate and some inaccurate parts
Beginning	Student unable to write any ideas in the given time and/or ideas are very inaccurate

Lesson Summative Assessment

This is an example gathering evidence worksheet that corresponds with the instructions for the lesson supporting question assessment. This blank version of the worksheet is for you, the educator, to fill out, add notes and utilize. A printable version of this worksheet is available for reproduction in this topic's Student Materials PDF.

Lesson Summative Assessment

Scenario: Fiona O'Malley, a foreign exchange student from Ireland, has recently joined our class. She was surprised to learn that African Americans didn't have equal voting rights throughout the United States until 1965. In Ireland, African-American men could vote in 1829. Explain the journey to the ballot box for African Americans in the United States.

Introduction • Start with a hook sentence. • Write the context in a sentence or two. **(Refer to question 2 in the Pre-Lesson Activity)** • Write the big question in your own words in a statement. • Write your thesis (answer) in one sentence.	

Category 1 • Start with topic sentence (introduces category) • Supporting Evidence • Reasoning (how evidence connects to thesis)	

Lesson Summative Assessment

Category 2 • Start with topic sentence (introduces category) • Supporting Evidence • Reasoning (how evidence connects to thesis)	
Category 3 *(if needed)* • Start with topic sentence (introduces category) • Supporting Evidence • Reasoning (how evidence connects to thesis)	
Conclusion • Restate thesis in a new way • Give a clincher - a final, convincing thought to leave with the reader	

Right to Vote: African-American Suffrage

U.S. Constitution

A constitution is a set of rules that guide how a country, state or other political organization works. The constitution may be amended or changed. The U.S. Constitution governs the entire country.

Amendment

In 1898, the Supreme Court made segregation legal with its decision in the lawsuit Plessy vs. Ferguson. The ruling said that different racial groups could be required to use different public facilities (restrooms, water fountains, schools, entrances, etc.) as long as they were equal. The saying "separate but equal" came about as a result of this case.

Suffrage

A change or addition to a law is called an amendment. The word usually refers to a change to the constitution of a government.

Civil War

A civil war is between opposing citizens of the same country. The U.S. Civil War was from 1861 to 1865 between the South (also called the Confederacy) and the North (also called the Union). The North defeated the South, and enslavement of others ended.

Iowa Constitution

The Iowa Constitution is a written plan of government for the state of Iowa. The Iowa Constitution only governs the state of Iowa.

Citizen

A citizen is a person who legally belongs go, gives allegiance to and has the rights and protections of a country.

Ratified

To ratify something is to make it valid by formally approving it.

Congress

The U.S. Congress is a branch of the United States government that makes laws.

Black Codes & Jim Crow Laws

These were laws/codes that became common practices after the Civil War to dehumanize and discriminate against African Americans in the United States. These laws and codes severely limited their rights and opportunities.

Iowa Legislature

The Iowa legislature is a branch of the Iowa government that makes laws.

Additional Right to Vote Resources for Educators

Right to Vote: Suffrage for Women, African Americans and American Indians
This digital source set offers many suffrage primary sources, source-dependent questions and links to additional resources. This includes information about the suffrage movement for women and American Indians in the United States, as well as African Americans.

Jim Crow and Segregation Primary Source Set
This Library of Congress online resource contains classroom material about the use of Jim Crow laws to oppress African Americans in the south and segregation throughout the United States.

15th Amendment to the U.S. Constitution
This Library of Congress web guide provides an overview of the 15th Amendment and its impact on African American men who were granted the right to vote.

Oral History Interview with Rosie Head
In this video interview, Rosie Head describes her early life in Greenwood, Mississippi, where her family lived and worked on a plantation. She discusses how her parents faced racial discrimination in their work and how they were cheated by the plantation owner and then blacklisted. In 1964, Head joined the Civil Rights Movement in Tchula, Mississippi, and she recounts the various ways she was involved in the movement: registering voters, working with Freedom Summer volunteers, helping to establish the Child Development Group of Mississippi and campaigning for black candidates for political office.

"The Negro Suffrage Issue" Essay from *The Annals of Iowa*
This essay by G. Galin Berrier in 1968 looks at the African-American suffrage movement after the Civil War between 1865 to 1868.

***Grandaddy's Turn: A Journey to the Ballot Box* by Michael Bandy**
This storybook is based on the true story of one family's struggle for voting rights in the civil rights–era South.

***Lillian's Right to Vote: A Celebration of the Voting Rights Act of 1965* by Jonah Winter**
An elderly African-American woman, en route to vote, remembers her family's tumultuous voting history in this picture book.