READ IOWA HISTORY

STUDENT 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

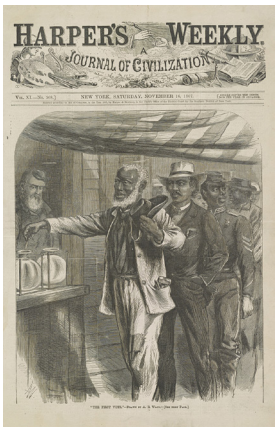
Equality at the Ballot Box

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.



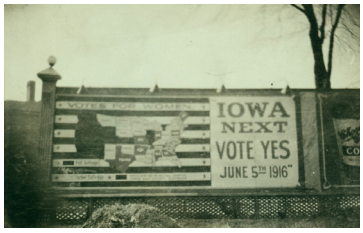
"The First Vote," 1867. This illustration shows African-American men in outfits indicative of their professions standing in a line waiting for their turn to vote. Courtesy of Library of Congress

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.

Name _____

Close Read of "Equality at the Ballot Box"

Introduction

- **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

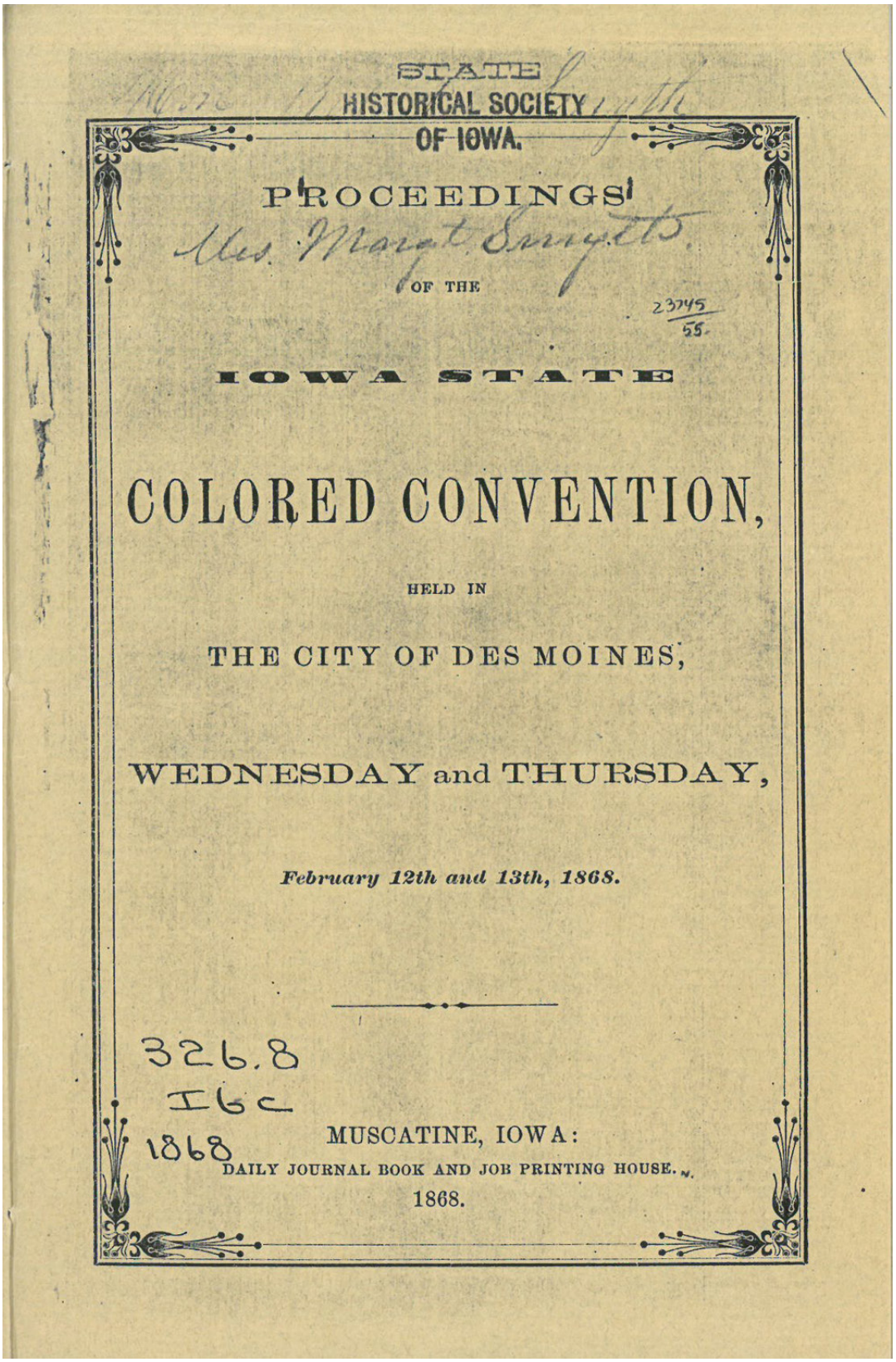
5. What patterns do you notice in the topics of the questions?

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. *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

Mrs. Mary E. Smyth.

OF THE

23745
55.

IOWA STATE

COLORED CONVENTION,

HELD IN

THE CITY OF DES MOINES,

WEDNESDAY and THURSDAY,

February 12th and 13th, 1868.

326.8
I6c
1868

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

Alexander Clark, an African-American barber turned lawyer from Muscatine, gave this address to the "Colored Convention" in Des Moines. In it, 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. *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

Alexander Clark, an African-American barber turned lawyer from Muscatine, gave this address to the "Colored Convention" in Des Moines. In it, 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. *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

Alexander Clark, an African-American barber turned lawyer from Muscatine, gave this address to the "Colored Convention" in Des Moines. In it, 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. *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.

Alexander Clark, an African-American barber turned lawyer from Muscatine, gave this address to the "Colored Convention" in Des Moines. In it, 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. *Courtesy of State Historical Society of Iowa, Clark, Alexander, pp. 1, 10-12, 1868*

Name _____

Analyze a Primary Source (Part 1)

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?

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?

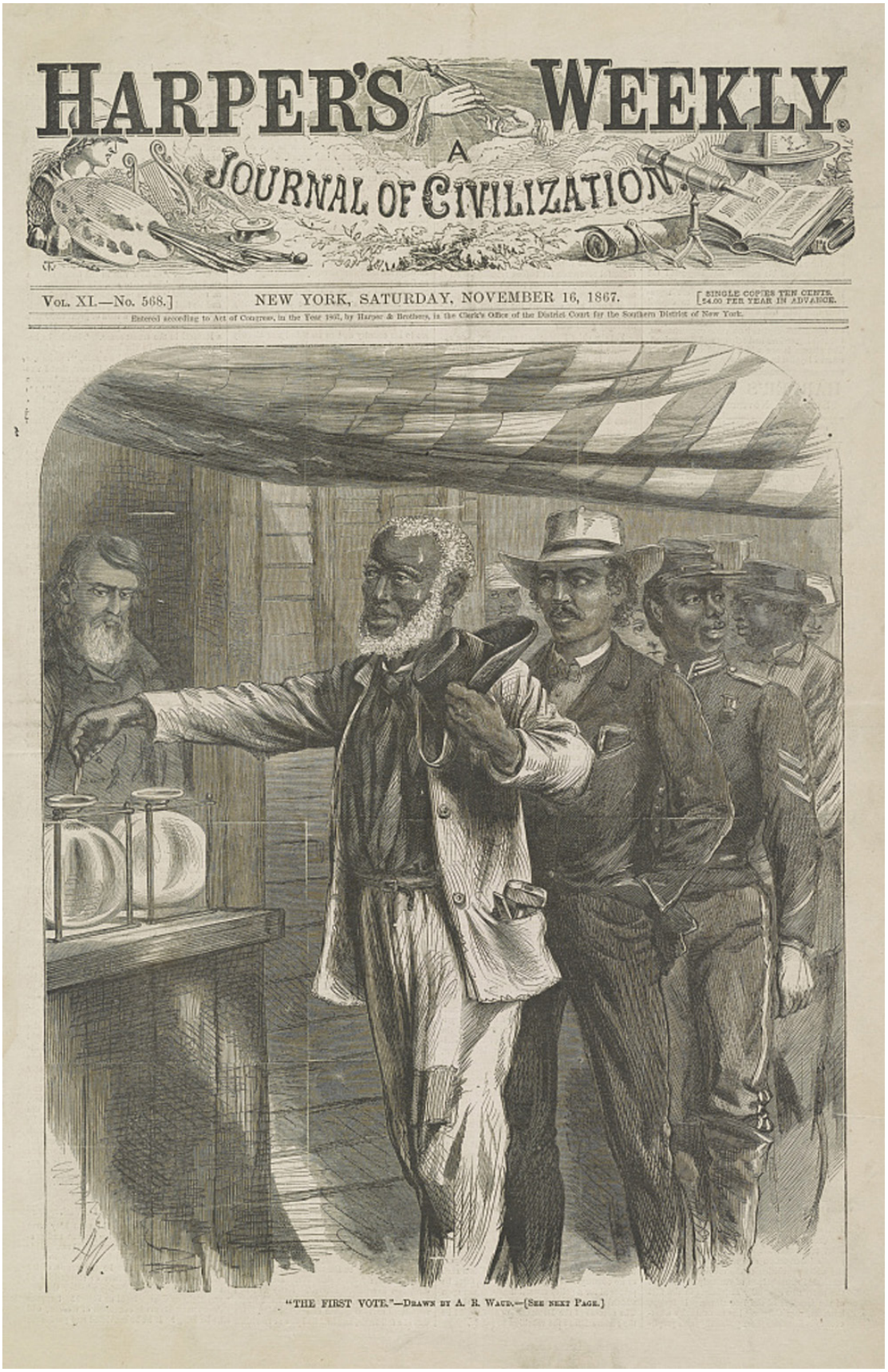
5. Write one sentence summarizing these two sources. Include the words: **Iowa, vote and equality**.

_____

_____

_____

"The First Vote" Illustration, November 16, 1867



HARPER'S WEEKLY.
A JOURNAL OF CIVILIZATION.

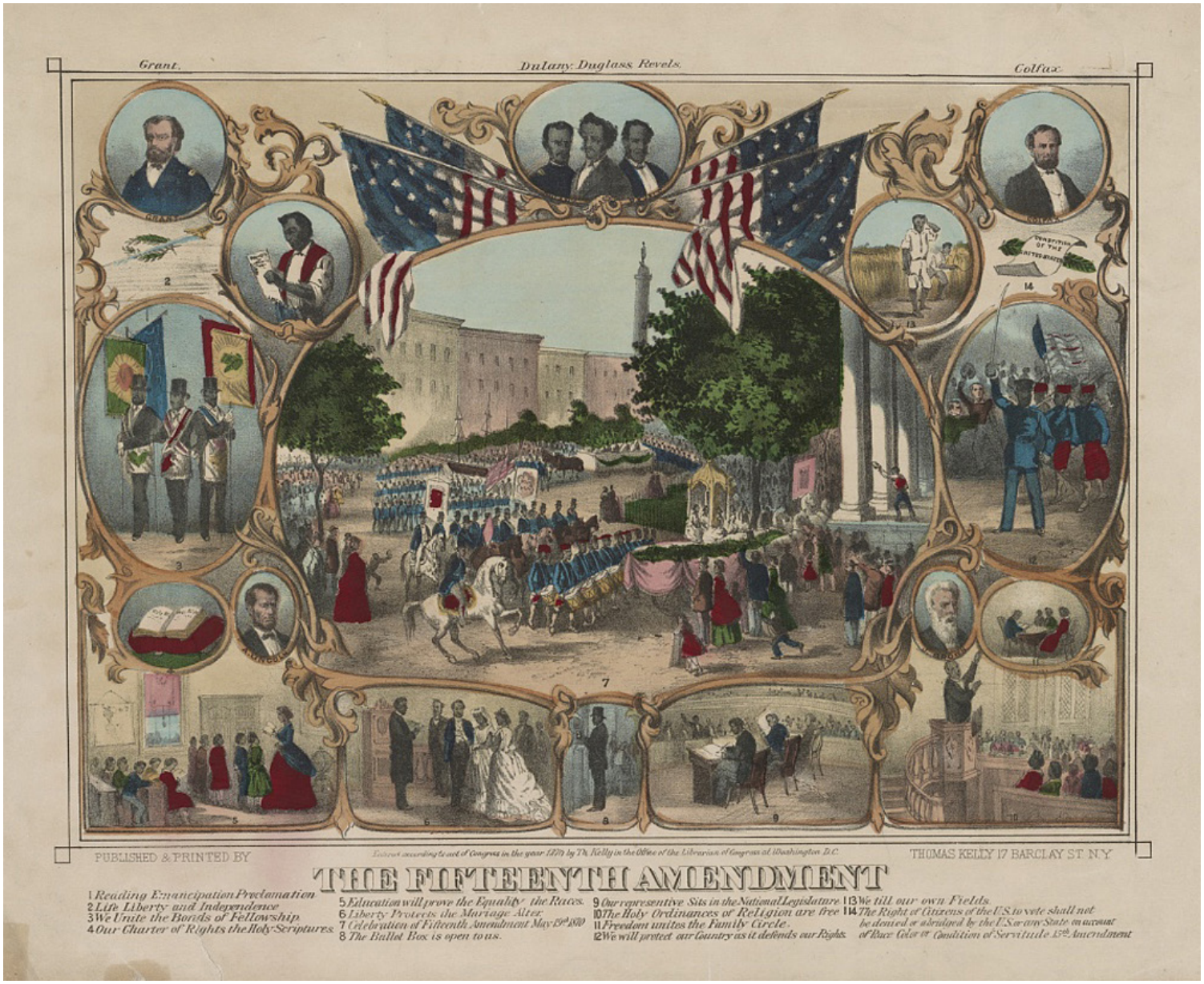
VOL. XI.—No. 568.] NEW YORK, SATURDAY, NOVEMBER 16, 1867. [SINGLE COPIES TEN CENTS. $4.00 PER YEAR IN ADVANCE.

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.]

This drawing done by A.R. Waud and published in *Harper's Weekly*, 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. *Courtesy of Library of Congress, Waud, Alfred R., "The first vote," Harper's Weekly, 16 November 1867*

"The Fifteenth Amendment," 1870



This print shows a parade surrounded by portraits and vignettes of Black life, illustrating rights granted by the 15th Amendment. *Courtesy of Library of Congress, Kelly, Thomas, "The Fifteenth Amendment," 1870*

Name _____

Be an Image Detective!

Title:
Who made the image?
What year?

What kind of image is it?

___ photo **___ drawing/cartoon**
___ painting **___ advertisement**
___ something else

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?

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?

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?

What questions does this image lead you to ask?

Name _____

Analyze a Primary Source (Part 2)

"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?

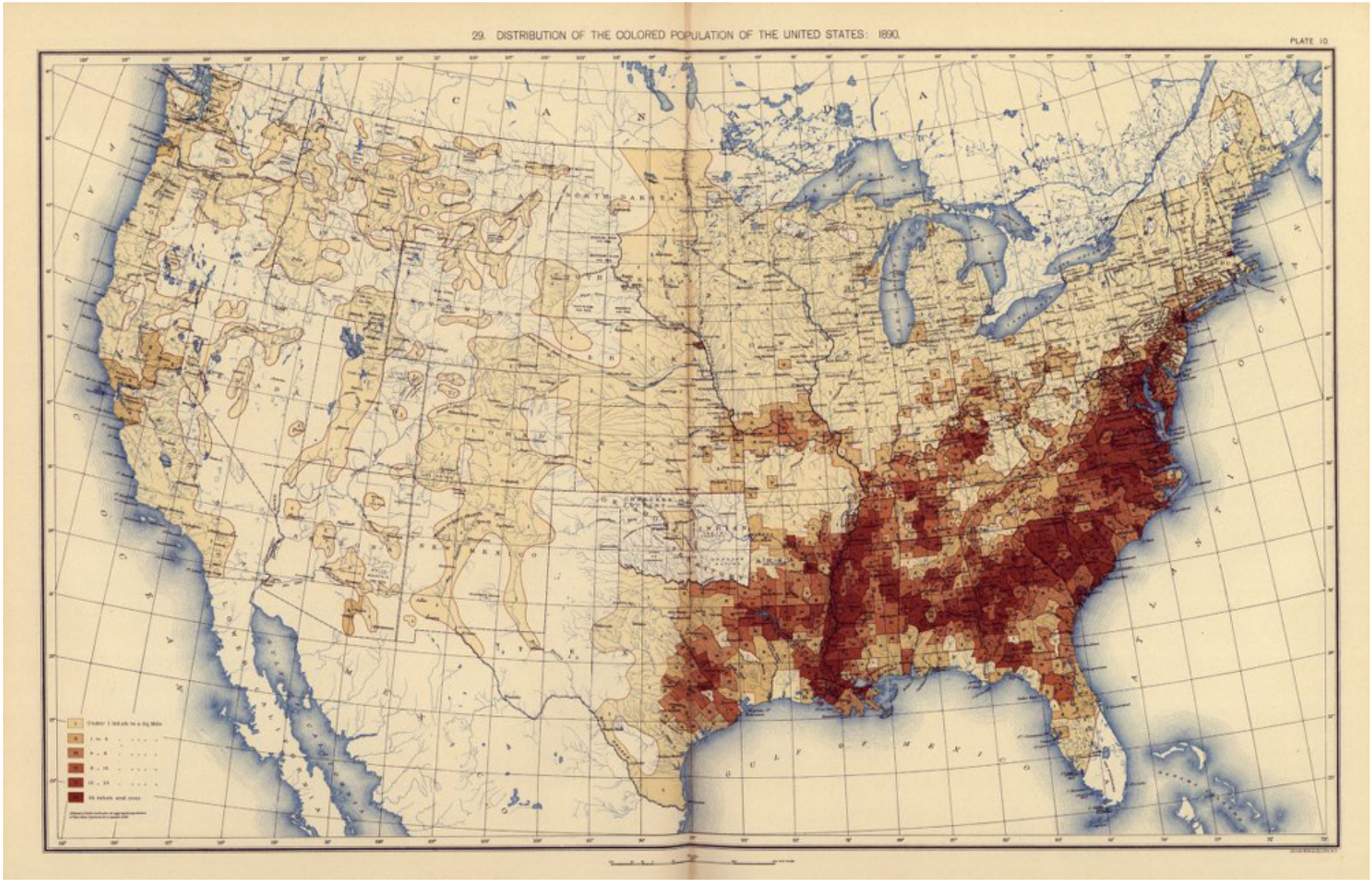
"The Fifteenth Amendment," 1870

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?

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



Statistical atlas of the United States, based upon the results of the 11th U.S. Census in 1890, showing the distribution of the "colored population" of the country. *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*

Voter Registration Literacy Test in Alabama, 1964

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

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. *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.")

_____

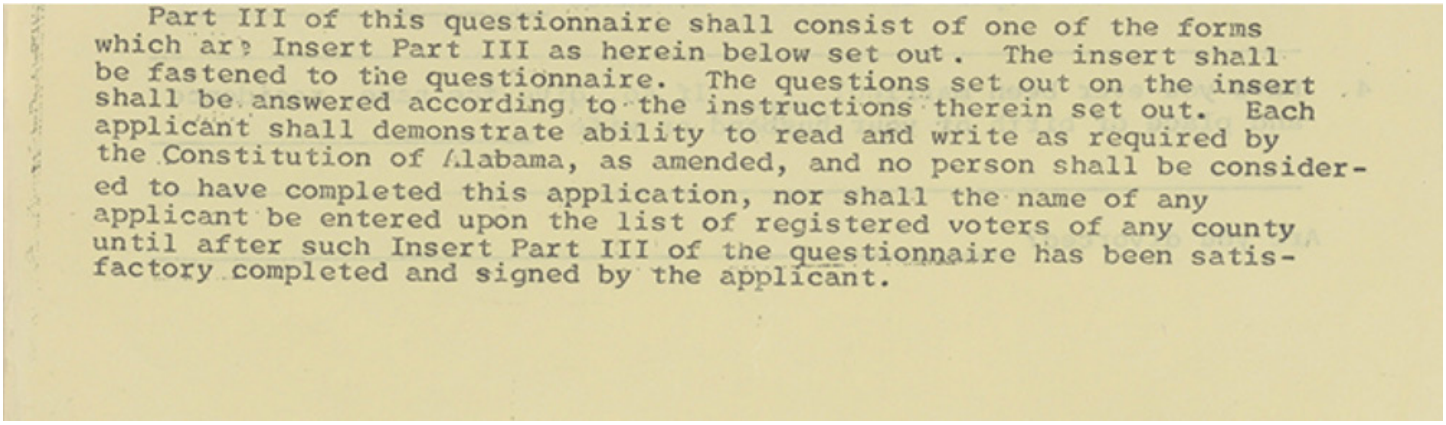
_____

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

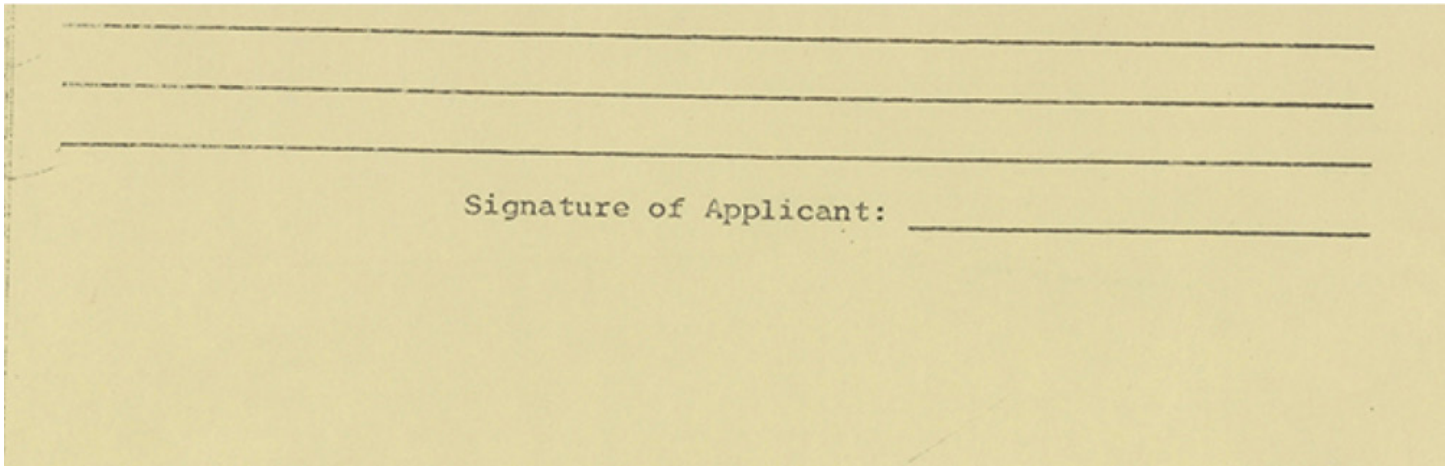
PART III

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

Voter Registration Literacy Test in Alabama, 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: _____

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. *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



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. *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



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. *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*

Name _____

Analyze a Primary Source (Part 3)

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.

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.

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.**

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_____

_____

Name _____

Gathering Evidence

How have suffrage laws changed for African Americans over time?

My Thesis Statement

_____

Category:

Evidence:

Category:

Evidence:

Category:

Evidence:

Name _____

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)	

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	