

# Goldie's HISTORY KITS



## Right to Vote: African-American Suffrage

TEACHER MANUAL

STATE HISTORICAL  
SOCIETY OF IOWA  
IOWA DEPARTMENT OF CULTURAL AFFAIRS

LIBRARY  
OF CONGRESS  
TEACHING  
WITH PRIMARY  
SOURCES

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# Instructions

## What is a Goldie's History Kit?

This Goldie's History Kit is designed by the State Historical Society of Iowa for elementary-level educators to instruct about suffrage for African Americans. It includes the corresponding Read Iowa History lessons and educational components that have been tested and vetted as part of the State Historical Society of Iowa's Goldie's Kids Club that focus on literacy, visual literacy and Iowa history. There are detailed instruction to assist educators to incorporate these activities in a classroom. This kit also was developed to reflect the Iowa Core Social Studies and Literacy Standards. [Goldie's Kids Club](#) is a free program developed by the State Historical Society of Iowa to introduce children aged 12 and under to Iowa history – starting with Goldie, the eastern goldfinch, which is the state bird.

## What's Included

### Read Iowa History

- Structured lesson plans integrating primary sources and literacy skills

### Read Aloud

- 4 books to read aloud to students
- Text-dependent questions

### History Mystery

- Students investigate objects from the State Historical Museum of Iowa collection

### Think Like... Cards

- Cards featuring prominent Iowans in history to integrate with lesson plans

## Read Iowa History

Read Iowa History is a curriculum project that provides elementary-level educators with primary source lessons that are directly tied to key literacy skills and the [State Historical Society of Iowa's Primary Source Sets](#). These lessons provide structured lesson plans that integrate social studies and literacy with accompanying worksheets and hands-on activities to promote the use of primary sources at an elementary level.

## Read Aloud

This Goldie's History Kit provides four books related to African-American suffrage. This read aloud activity combines literacy and Iowa history, and offers text-dependent questions to facilitate discussion around the book.

## History Mystery

History Mystery is designed to challenge students to use their skills of deduction, observation and critical thinking to identify the multiple artifacts included in this activity. All objects are from the State Historical Museum of Iowa's collection, providing students with a unique opportunity to interact with museum artifacts from their own classrooms. Individual students or small groups will work as "history detectives" to figure out the nature of the object, its use and its relationship to the theme through the use of photographs and videos.

## Think Like... Cards

The "Think Like..." activity includes a set of cards to encourage students to think about history through multiple perspectives. The cards include questions for students to use to guide their process of understanding the path to suffrage for African Americans from different points of view. Every kit includes five universal cards (geographer, economist, journalist, economist and political scientist) and two additional ones related directly to the topic. Each card provides background information about a notable Iowan to provide a direct Iowa history connection.


# Instructions

## How To Use The Kit

This kit is designed to provide structured lessons and supplemental activities to educators with the freedom to decide what options are best for their classrooms and best fit into their curriculum. Educators are encouraged to first explore the manual and its four main elements (Read Iowa History, Read Aloud, History Mystery and Think Like... cards) to design a lesson for students that will fit their needs. Educators are welcome to alter any lesson plans, worksheets and assessments in the kit. Each of the four main sections include detailed instructions and suggested formats on how to use each section individually or interchangeably. Below are some suggested recommendations and tips to navigate the manual and activities.

### Begin with Read Iowa History

The Read Iowa History lesson plans are structured and provide a more defined outline for integrating primary sources in the classroom. You can use the primary source lesson plans in the order provided, or however you see fit. Read Iowa History – as all four components – has background information, a materials list, easily reproducible worksheets and instructions to prepare your lesson.

 **Goldie's History Kit Connection:** There are Goldie icons in Read Iowa History to highlight connections that you could integrate with an activity from Read Aloud, History Mystery or the Think Like... cards activity.

### Read Aloud, History Mystery & Think Like... Cards

These three components can be used as a separate lesson or you can integrate an element of an activity to Read Iowa History to provide more hands-on experience within the lesson. At the beginning of each of these sections in the manual, there are detailed introductions to highlight what is needed for that section (i.e. books are used for Read Aloud, photos and videos with History Mystery) and suggested formats to guide the sections. For Read Aloud, this includes additional information about the book and historical context. For History Mystery, this includes different formats to assist in the activity depending on time constraints and detailed information about each object, as well as a worksheet and questions to help students identify each object and its historical significance. Think Like... cards also provide instructions, and of the three, can be a much more flexible activity that can be integrated into a more structured lesson plan.

### Additional Digital Access

Some elements of the kit will need to be digitally accessed. There is a USB flash drive in the kit box. It includes a digital version of this manual, worksheets, photographs and video for History Mystery and some optional supplemental materials. This content also is available on a [Google Drive folder](#), where materials can be downloaded.

### Register for Free Goldie's History Kit [Merchandise](#)

Receive Goldie's History Kit merchandise by submitting your contact information to the [online form](#).

# READ IOWA HISTORY

EDUCATOR MATERIALS



## Right to Vote: African-American Suffrage

LESSON PLANS FOR SUPPORTING QUESTIONS

How did African Americans obtain the right to vote?

5<sup>TH</sup> GRADE

# 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 educator, 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 lists or cards, a materials list, instructions and Goldie's History Kit Connections (see below). 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 your own.

 **Goldie's History Kit Connection:** A Kit Connection is designated with the Goldie icon, as seen on the left. This signals there is an opportunity in the Read Iowa History lesson plan to integrate another element of the kit. This could include a Think Like... card, a storybook or a History Mystery object.

### 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 student worksheets are available on the USB flash drive and in the [Google Drive folder](#) for easiest reproduction.

### 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. Reproducible assessment worksheets also are available on the USB flash drive and [Google Drive folder](#).



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



# 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?

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## 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
<b>SS.5.8.</b>	Analyze how rights and laws influence interactions between groups in society.
<b>SS.5.10.</b>	Describe how the Declaration of Independence and the Constitution impact the decisions of government, society, and/or communities.
<b>SS.5.12.</b>	Describe how laws, rules and processes have changed over time in order to restrict, protect, or extend rights.
<b>SS.5.21.</b>	Describe the connections between historical developments that occurred within the same time period.
<b>SS.5.23.</b>	Using information from within a primary source, infer the intended audience, purpose, and how the creator's intended audience shaped the source.
<b>SS.5.26.</b>	Analyze Iowa's role in civil rights history.

## Iowa Core Literacy Standards

No.	Standard
<b>RI.5.2</b>	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
<b>RI.5.3</b>	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.
<b>RI.5.6</b>	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
<b>RI.5.8</b>	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
<b>W.5.1</b>	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
<b>W.5.2</b>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
<b>W.5.7</b>	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
<b>W.5.8</b>	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.
<b>W.5.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>SL.5.1</b>	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.
<b>SL.5.3</b>	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
<b>SL.5.4</b>	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.

### Materials

- [“Equality at the Ballot Box” background essay](#)
- [Close Read of “Equality at the Ballot Box” worksheet](#)



**Goldie's History Kit Connection:** Refer to the book [Equality's Call: The Story of Voting Rights in America](#) to add more context to the background essay and theme of the lesson.

*Instructions continued on next page*

# Introducing Voting Rights in America

## Instructions continued

- 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?”
- 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.

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.





# 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.

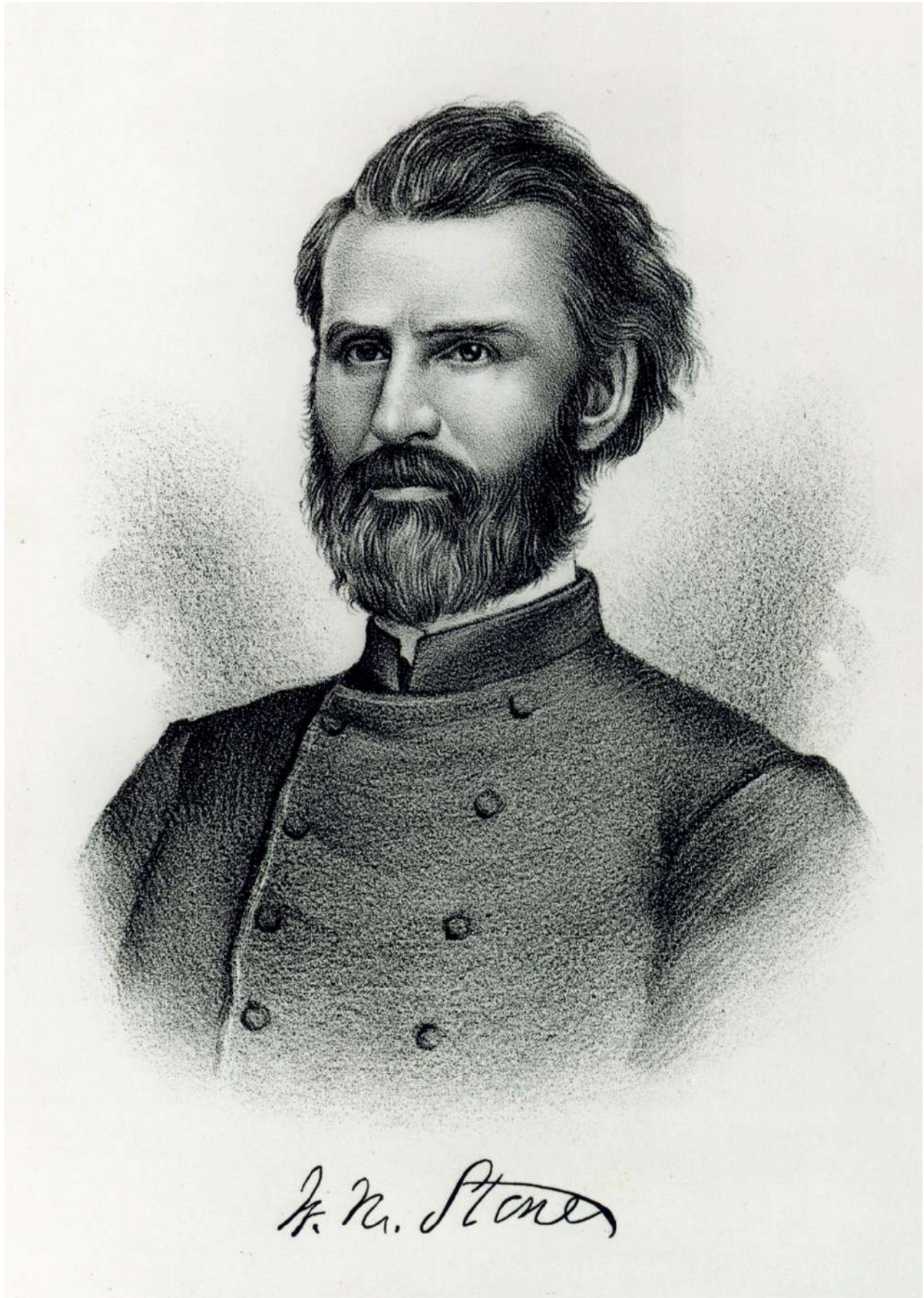


**Goldie's History Kit Connection:** To learn more about Alexander Clark and his impact on voting rights in Iowa, refer to the [Think Like... card](#) for him as well as the [Flag from the "1st Iowa Infantry Regiment Colored."](#) Discuss the bio and question on the card as well as the object to learn more about Clark's background and history of fighting for civil rights.

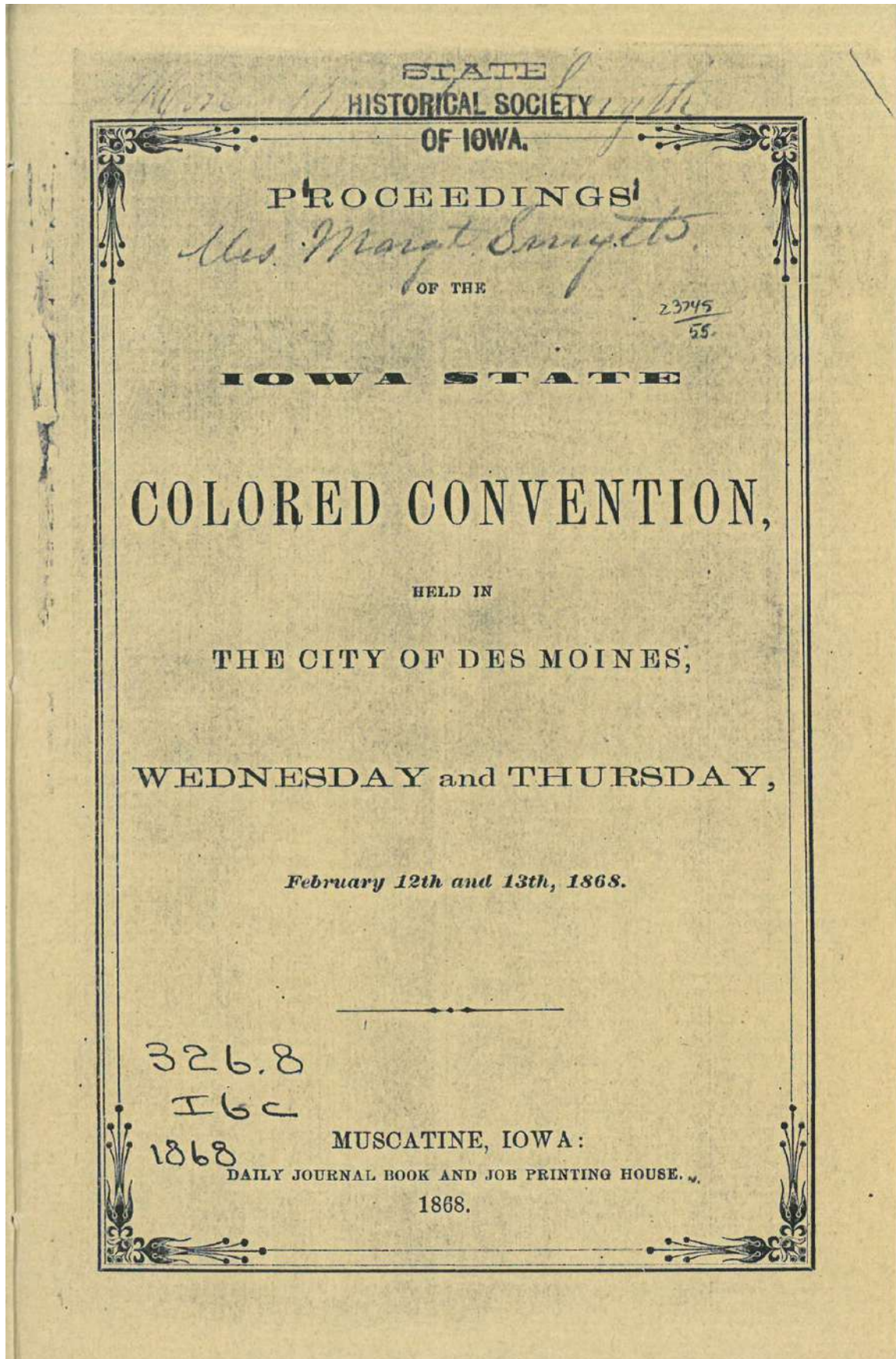
Refer to the [Think Like... Gertrude Elorza \(Durden\) Rush card](#) to learn about another Iowan who fought for voting rights for African Americans and women.

To provide more context about fighting for the right to vote in other states, refer to book [Lillian's Right to Vote: A Celebration of the Voting Rights Act of 1965](#).

- 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.







## 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, CHAIR-  
MAN OF THE COMMITTEE ON ADDRESS, FEB. 13TH, 1868.

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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



71004

ADDRESS OF THE STATE COLORED CONVENTION. 11

consistent support be given to this principle of government, founded only "on the consent of the governed"—to this keystone 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



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, } Committee.  
G. PHELPS,

## 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.**

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# 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 below 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.
- 2 Discuss the image and answer the questions that are on the "[Analyze a Primary Source](#)" worksheet. If students are new to analyzing primary sources, consider using the analysis tool, "[Be An Image Detective!](#)"
- 3 Since the goal is to get an overview of the source, expedite the process by having students talk through the items on the analysis rather than writing their responses.



**Goldie's History Kit Connection:** Refer to the [1870 Democratic and Republican Voting Tickets](#) to help students understand how voting was conducted in the past.

- 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.

*Instructions continued on next page*

### Materials

- "[The First Vote](#)" image
- "[The 15th Amendment](#)" image
- "[Be an Image Detective!](#)" worksheet
- "[Analyze a Primary Source](#)" worksheet

# African-American Suffrage in the United States

## Instructions continued

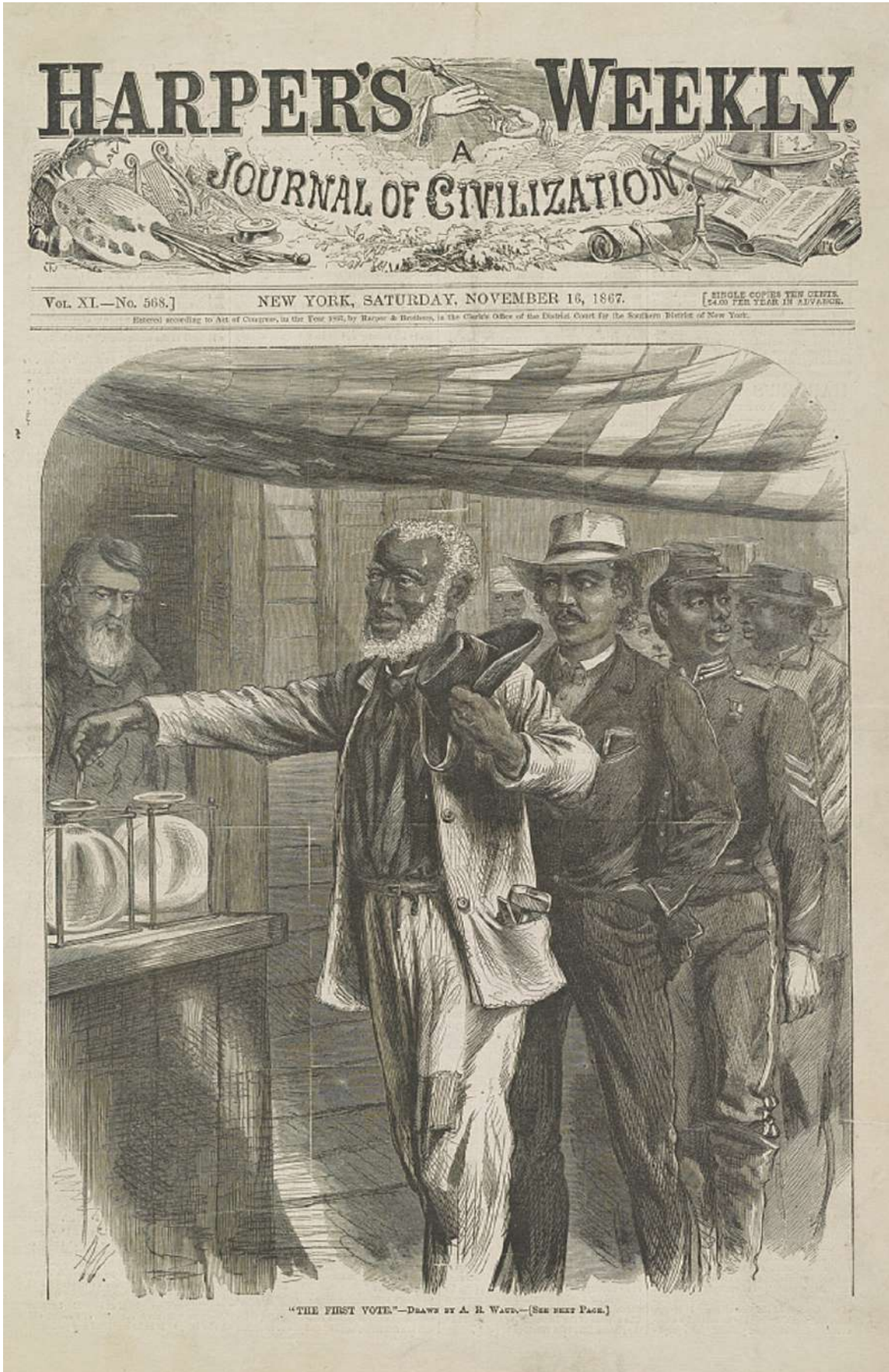


**Goldie's History Kit Connection:** Refer to [The Amazing Age of John Roy Lynch](#) book to provide more context for those that fought for voting rights and civil rights for all.

To provide context of organizations that were developed to help fight for and preserve civil and voting rights, refer to the [Charter Establishing Des Moines Branch of NAACP](#).

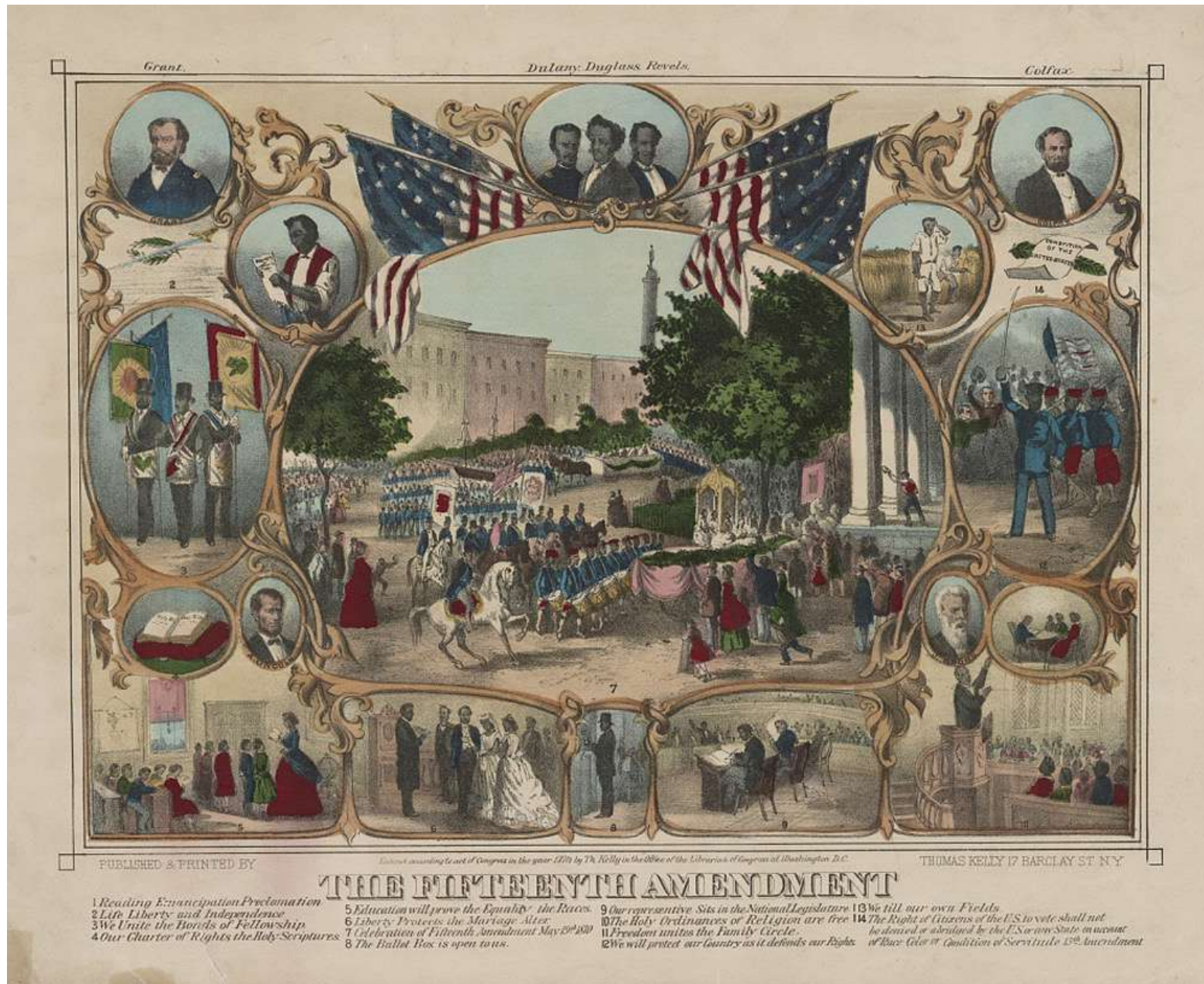
**5 Formative Assessment:** Observe as students work.





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





Courtesy of Library of Congress, Kelly, Thomas, "The Fifteenth Amendment," 1870

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.

<b>Title:</b> <b>Who made the image?</b> <b>What year?</b>		<b>What kind of image is it?</b> <input type="checkbox"/> photo <input type="checkbox"/> drawing/cartoon <input type="checkbox"/> painting <input type="checkbox"/> advertisement <input type="checkbox"/> something else
<b>Start with the Basics</b> In one sentence, what is happening in this image?  Is the image ... <input type="checkbox"/> black & white <input type="checkbox"/> color  What does this tell us about when the image was made?  Is there a caption? <input type="checkbox"/> yes <input type="checkbox"/> no  If so, what does the caption tell you?	<b>Observe ... Look for the Details</b>  Describe what you see in the image.  What are the people doing in the image?  What are the objects used for in the image?	<b>Put the Pieces Together</b> 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?
<b>What questions does this image lead you to ask?</b>		

## 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 men's 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



**Goldie's History Kit Connection:** To help students understand the long struggle for African-American voting rights and the oppression and discrimination faced, refer to [Belle, the Last Mule at Gee's Bend](#) book.

- 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.

*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

- 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](#).
- 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.



**Goldie's History Kit Connection:** To further discuss sharing information about civil and voting rights and African Americans in politics, refer to the [Iowa Bystander Printing Press](#), [Robert E. Patten Prints](#), [Shirley Chisholm Campaign Buttons](#) and [Walter Mondale, Geraldine Ferraro and Jesse Jackson Unity Pin](#).

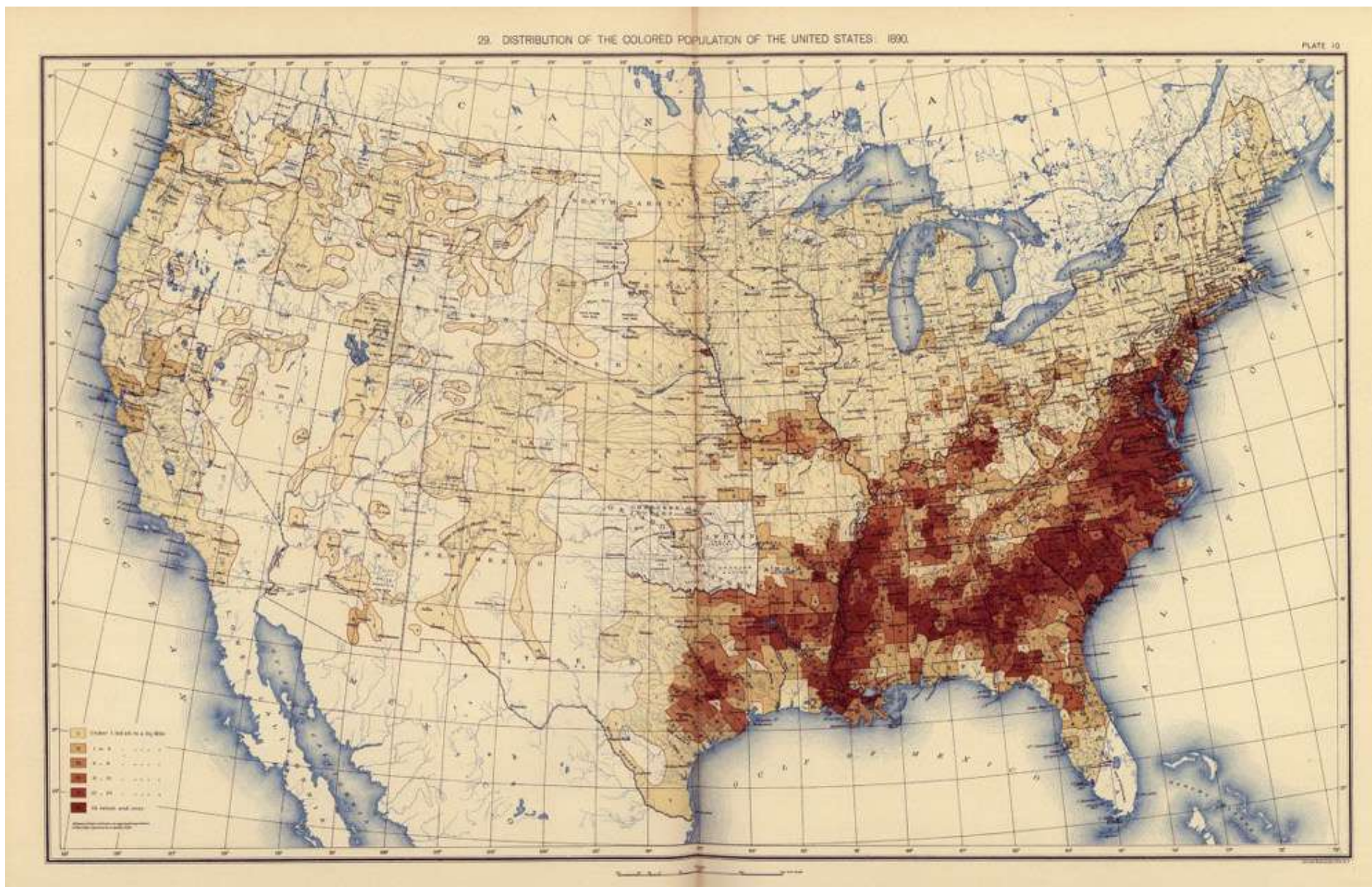
- 5 **Formative Assessment:** Listen to students as they work with a partner. Notice any misconceptions about founding documents or terminology. If the same misconception is heard more than once, it needs to be addressed with the whole class during discussion. For example, if students are confused about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

## More Materials

- [“Be an Image Detective!” worksheet](#)
- [Analyze a Primary Source” worksheet](#)
- **Suggested books:**  
*Granddaddy'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

PART 3



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 \_\_\_\_\_

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



Part III of this questionnaire shall consist of one of the forms which are 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: \_\_\_\_\_

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

PART 3



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

PART 3



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, nor 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 protesters & 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.**

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# 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?
- 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:

### Materials

- [“Gathering Evidence” worksheet](#)

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

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<b>Category:</b>	<b>Evidence:</b>
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<b>Category:</b>	<b>Evidence:</b>
------------------	------------------

<b>Category:</b>	<b>Evidence:</b>
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# 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

<b>Proficient</b>	Student shows understanding of how laws changed over time in order to restrict, protect, or extend African American suffrage, answers are accurate
<b>Developing</b>	Mixture of some accurate and some inaccurate parts
<b>Beginning</b>	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.

<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Start with a hook sentence.</li> <li>• Write the context in a sentence or two. <a href="#">(Refer to question 2 in the Pre-Lesson Activity)</a></li> <li>• Write the big question in your own words in a statement.</li> <li>• Write your thesis (answer) in one sentence.</li> </ul>	
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<p><b>Category 1</b></p> <ul style="list-style-type: none"> <li>• Start with topic sentence (introduces category)</li> <li>• Supporting Evidence</li> <li>• Reasoning (how evidence connects to thesis)</li> </ul>	
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## 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 to, 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.

### ***Granddaddy'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.



**READ ALOUD**

READ ALOUD

EDUCATOR MATERIALS

# Right to Vote: African-American Suffrage



5<sup>TH</sup> GRADE

**Goldie's**   
**HISTORY KITS**

**STATE HISTORICAL  
SOCIETY OF IOWA**  
IOWA DEPARTMENT OF CULTURAL AFFAIRS

# Right to Vote: African-American Suffrage

## Introduction

A “**read aloud**” is an effective way to promote language and literacy skills and help encourage a lifelong love of reading and learning. This Goldie’s History Kit provides four books related to the path to suffrage for African Americans. This read aloud activity directly combines literacy and Iowa history in an easily reproducible format.

## What’s Included

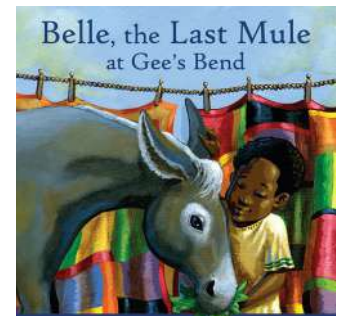
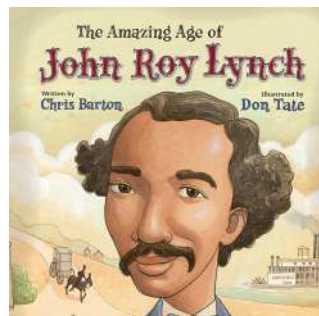
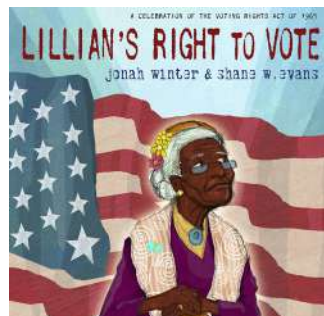
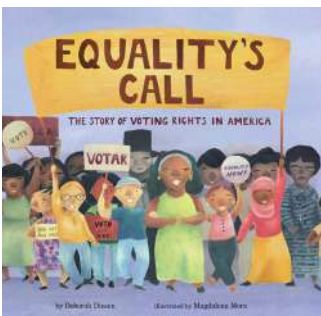
### Each Read Aloud Activity Features

- Hard copy of the book (if available, digital recording included)
- Description of the book
- Reasoning for its inclusion in the kit and connection to Iowa history
- Text-dependent questions

## Books

This kit contains the four storybooks listed below. Each book has an activity instruction sheet that provides: a book description, a comprehensive explanation of how this book relates to the theme, why it was selected and how it aligns with the Iowa Core Literacy and Social Studies Standards.

- *Equality’s Call: The Story of Voting Rights in America* by Deborah Diesen
- *Lillian’s Right to Vote: A Celebration of the Voting Rights Act of 1965* by Jonah Winter
- *The Amazing Age of John Roy Lynch* by Chris Barton
- *Belle, the Last Mule at Gee’s Bend* by Calvin Alexander Ramsey



## Text-Dependent Questions

Each book activity instruction sheet also includes three to five text-dependent questions that align with the Iowa Core Literacy and Social Studies Standards. These questions can be integrated throughout the read aloud activity or after the book is completed to offer a point of reflection for students. Some of the questions are more oriented to facilitate a connection between the Goldie’s History Kit theme, Iowa history and/or U.S. history.

# Right to Vote: African-American Suffrage

## 5th Grade

### Read Aloud Table of Contents

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<b>Book:</b> <i>The Amazing Age of John Roy Lynch</i> . . . . .	56
<b>Book:</b> <i>Belle, the Last Mule at Gee's Bend</i> . . . . .	57

### Suggested Read Aloud Tips

Below are listed suggestions of how to prepare for a read aloud activity with the additional historical resources available in this Goldie's History Kit. Educators are welcome to adjust the format to best fit their classroom needs.

#### Before Read Aloud

- Start by choosing one of the suggested storybooks to read aloud. To assist in your selection, each book is accompanied with a description, reasons for its selection with historical context and relationship to the topic and selected state standards.
- It is recommended that you read the books ahead of time. This allows you to get familiar with the book's content and difficult pronunciations and helps provide context for possible background information to prep students before you begin.
- Read and/or print off text-dependent questions prior to beginning the read aloud. It is up to the educator on whether to use the questions during read aloud or after, but this step allows you to become familiar with the questions and to denote pages within the storybook to use for a particular text-dependent question.
- It is encouraged to introduce the overall topic with a brief explanation. You can use the [background essay](#) and the individual book description to assist in prefacing the book.
- Expressive reading can be effective in keeping students' attention and emphasizing points of the book for retention. Consider using an expressive voice by changing the volume and tone of your reading to reflect different characters or significant events.

#### During Read Aloud

- Draw attention by pointing to characters or objects in the pictures as you read. It is important to bring attention to topics, events and specific characters you want to connect to the [Read Iowa History lesson plan](#) and the topic.
- Creating a dialogue with students during read aloud enhances engagement. Text-dependent questions are provided for each book, but educators are encouraged to include their own. Common questions asked to facilitate engagement during read aloud are: "What do you think will happen next?" or "Why would (X) do this? What would you have done if you were (X)?"
- Don't be afraid to follow participants' lead. If students have questions or want to go back, if time allows, try to be receptive to their observations. It may lead to important exchanges about the story that may not be discussed in follow-up questions.

# Right to Vote: African-American Suffrage

## 5th Grade

### After Read Aloud

- After you have finished reading the book aloud to the class, additional text-dependent questions are an effective way to gauge how much students remember from the book and if they can demonstrate an understanding of the text. Text-dependent questions were designed to reflect the Iowa Core Literacy and Social Studies Standards.
- If students are struggling to answer the text-dependent questions, feel free to go back to the book and re-read passages that could assist in their recollection and application.
- It is critically important that students are able to make connections between the story they heard and how it relates to history in Iowa and around the country.
  - **Example:** *Lillian's Right to Vote* highlighted the many barriers within the American voting system, such as the denial of women's suffrage and poll taxes. By incorporating these historical events into Lillian's shared memory, students are presented with a personal example of the impact laws can have on individuals. Examples of these barriers can be seen in the primary sources used in the Read Iowa History, such as the literacy test.
- Educators are welcome and encouraged to use the primary sources (such as the ones found in the Read Iowa History section or online within the Primary Source Sets) or find their own to present to the class. Pass around, hold up or project the images for students to view.
- Ultimately, the purpose of the read aloud wrap-up is to facilitate and evaluate students' comprehension of the subject matter and provide a direct link to history and literacy.



# Read Aloud Standards

Below are the Iowa Core Literacy and Social Studies Standards that specifically align with the read-aloud activities in the Goldie's History Kit about the path to suffrage for African Americans. If a book title is listed after the description, this signifies that this standard only applies to this book.

## Iowa Core Literacy Standards

No.	Description
<b>RL.5.2</b>	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
<b>RL.5.3</b>	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
<b>RL.5.6</b>	Describe how a narrator's or speaker's point (perspective) of view influences how events are described.
<b>RL.5.9</b>	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

## Iowa Core Social Studies Standards

No.	Description
<b>SS.5.6.</b>	Identify challenges and opportunities when taking action to address problems, including predicting possible results.
<b>SS.5.8.</b>	Analyze how rights and laws influence interactions between groups in society.
<b>SS.5.9.</b>	Analyze the strategies that a variety of demographic groups have used to ensure their rights.
<b>SS.5.10.</b>	Describe how the Declaration of Independence and the Constitution impact the decisions of government, society, and/or communities. (21st century skills)
<b>SS.5.12</b>	Describe how laws, rules and processes have changed over time in order to restrict, protect, or extend rights. (21st century skills)
<b>SS.5.21.</b>	Describe the connections between historical developments that occurred within the same time period.
<b>SS.5.24.</b>	Explain probable causes and effects of historical developments.
<b>SS.5.25.</b>	Develop a claim about the past and cite evidence to support it.

# Equality's Call: The Story of Voting Rights in America

**Deborah Diesen**

Author

**2020**

Year of Publication

**Historical Non-Fiction  
(Storybook)**

Book Genre/Type

## Book Description

The story begins in a classroom with a teacher introducing her students to the subject of voting rights. Throughout the lesson, the children explore the drafting of the U.S. Constitution, the abolition of slavery, women's suffrage and the Voting Rights Act. The book is written as a poem and the refrain "a right isn't right till it's granted to all" reverberates throughout the narrative. The book moves beyond the history of voting in America and concludes with a call to continue to promote the dream of democracy. The end of the book contains a section that provides an overview of voting-related amendments and legislation, as well as, a list of voting rights activists depicted in the book. (48 pages)

- [Listen to the digital recording of the book \(read by author\)](#)

## Why This Book

The various rights and laws that have influenced voting in America are identified. The role of activism in making one's voice heard for the rights of others is presented through the actions of the characters. The value of learning from the past in order to improve the present is stressed.

## Text-Dependent Questions

- 1 The U.S. Constitution established the right to vote in America for some; however, what factors determined who could vote? What groups of people were excluded?
- 2 Democracy is a form of government in which the people have the right to elect government officials. Over time, what are examples of the ways in which this right was granted to all?
- 3 If the right to vote was granted by the U.S. Constitution in 1776, why did it take until the passage of the 1965 Voting Rights Act for the protection of all Americans' right to vote?
- 4 After the 1920s, African-Americans and all women had the legal right to vote. This was granted to them under the 15th and 17th Amendments to the Constitution. What are some of the ways in which these populations were kept from voting after gaining the right to vote under the law?

# Lillian's Right to Vote: A Celebration of the Voting Rights Act of 1965

**Jonah Winter**  
Author

**2015**  
Year of Publication

**Historical Fiction  
(Storybook)**  
Book Genre/Type

## Book Description

In this book, readers walk alongside Lilian, a 100-year-old African-American woman, as she makes her way to the local courthouse to vote. The courthouse sits atop a steep hill. This hill symbolizes the centuries of oppression and discrimination that African Americans have faced in their fight for equal voting rights. Lilian reflects upon her family's shared history beginning with the enslavement of her great-great-grandparents and ending with her ability to vote, protected under the Voting Rights Act of 1965. (40 pages)

- [Listen to the digital recording of the book](#)

## Why This Book

Jonah Winter has distilled the complex history of voting in America into a captivating work. From the start, readers know that Lilian has the right to vote, but they are asked to reflect upon the long and tenuous history that preceded this right. The work presents teachers with the opportunity to engage in further discussion with students on the role of slavery in the United States. Although codified laws, like the 15th Amendment, afforded some populations the right to vote, it would take decades for fair and equal access to be enforced. The book highlights the continued disparities within the voting system, such as, the denial of women's suffrage, poll taxes and literacy tests. By incorporating these historical events into Lilian's shared memory, students are presented with a personal example of the impact laws can have on individuals.

## Text-Dependent Questions

- 1 When the United States was established, the only citizens who were allowed to vote were white men who owned property. Consider all of the people that were not allowed to vote. Why do you think this was the case?
- 2 Following the Civil War, the 15th Amendment to the U.S. Constitution declared that the right of citizens to vote should not be denied "on account of race, color, or previous condition of servitude." How did this amendment change the voting rights of African Americans?
- 3 In 1920, 50 years after African-American men were granted the right to vote, all women in the United States were granted the right to vote under the 19th Amendment. Why did some people not want women's suffrage?
- 4 Disenfranchisement describes efforts to prevent people from voting. How did poll taxes and voting tests limit individual's equal access to voting?
- 5 Lilian is 100 years old; she has experienced a lot during her life. Yet, her story stretches beyond her own time to that of her great-great-grandparents. How did Lilian's knowledge of her family's history motivate her to vote?

# The Amazing Age of John Roy Lynch

**Chris Barton**

Author

**2015**

Year of Publication

**Historical Biography  
(Storybook)**

Book Genre/Type

## Book Description

John Roy Lynch was born enslaved during the Emancipation era to a white, Irish man and an enslaved mother. Lynch grew up in Mississippi and after the abolition of enslavement, he was a freedman. Lynch found work as a waiter, then as a photographer, and eventually as Justice of the Peace. Just 10 years after becoming a freedman, Lynch was elected to the U.S. Congress. Nonetheless, Lynch's journey was not easy. He faced many opponents. He would not live to see the rights of all Americans protected under the law, but his contributions to the U.S. government made a lasting impact. The book concludes with a historical note on Reconstruction and a timeline that displays the events of Lynch's life alongside state and national events from 1847 to 1939. (50 pages)

- [Listen to the digital recording of the book](#)

## Why This Book

The Reconstruction era in the U.S. is depicted through the life of John Roy Lynch. His remarkable life portrays the impact of slavery, emancipation and Jim Crow laws. The employment of laws and practices to grant and suppress voting rights is outlined. The role of racism and the use of violence are illustrated through the actions of white Southerners. Lynch's life serves as a model to never give up and fight for the rights of others.

## Text-Dependent Questions

- 1 If John Roy Lynch was the son of a white Irishman, why did the law declare him to be enslaved?
- 2 Although the abolition of enslavement followed the Civil War, many freedmen continued to work for the people who had formerly enslaved them. How did the white men in Mississippi use laws to suppress African-Americans?
- 3 Over the years, Lynch worked his way up from a waiter, to a photographer and eventually, U.S. congressman.
- 4 How did Lynch use his education and the money he earned to improve not only his life but the lives of African-Americans?
- 5 The 15th Amendment to the U.S. Constitution granted African-American men the right to vote. Why did some white men try to bully African-American voters by trying to keep them "away from the polls through whippings, beatings, and threats?"



# Belle, the Last Mule at Gee's Bend

**Calvin Alexander  
Ramsey**  
Author

**2011**  
Year of Publication

**Historical Fiction  
(Storybook)**  
Book Genre/Type

## Book Description

Based on historical events, readers are introduced to the civil rights movement through an unlikely character: a mule named Belle. The narrative unfolds with a young boy named Alex learning about Belle's story from her owner, Miz Pettway. In Gee's Bend, Alabama, mules were used to work the farmland and they served as the main mode of transportation. In 1965, Dr. Martin Luther King, Jr., visited the town and told the local African-American residents to register to vote. Although they were met with opposition, the people of Gee's Bend found a way to vote by riding their mules along a detour to the voting stations. Then, when Dr. King was assassinated, Belle was one of the two mules used to pull his casket. The book concludes with a note from the author establishing the history of the "Bender" mules. (32 pages)

- [Listen to the digital recording of the book](#)

## Why This Book

The premise of this story emphasizes that even the most unlikely of characters can play a vital role in the making of history. The story presents the ways in which the civil rights movement and Dr. Martin Luther King, Jr., advocated for voting rights. Multiple forms of voter suppression and discrimination are outlined. Yet, the people's ability to overcome such oppression prevails.

## Text-Dependent Questions

- 1 When Dr. Martin Luther King, Jr., visited Gee's Bend, he told the people to go and register to vote. Why was it important that the African-American people voted?
- 2 How did people in positions of authority, like the sheriff, try to stop African Americans from voting.
- 3 Miz Pettway said that "mules take their time, work hard, and they never back down." How is this statement symbolic of the African-American fight for suffrage?

# HISTORY MYSTERY

EDUCATOR MATERIALS

## Right to Vote: African-American Suffrage

HISTORY MYSTERY



5<sup>TH</sup> GRADE

**Goldie's**  
**HISTORY KITS**

**STATE HISTORICAL  
SOCIETY OF IOWA**  
IOWA DEPARTMENT OF CULTURAL AFFAIRS

# Right to Vote: African-American Suffrage

## Introduction

The **History Mystery** activity utilizes historic objects from the State Historical Museum of Iowa's collection to provide students with a unique opportunity to investigate photos of museum artifacts in their own classrooms. Students will work as "history detectives" to figure out the nature of the object, its use and its relationship to the kit theme. This activity is designed to challenge students to use their skills of deduction, critical thinking and visual literacy to identify the multiple artifacts and understand their connections to Iowa History and the theme of the kit. History Mystery can be used as an independent student activity or in conjunction with the [Read Iowa History lesson plan](#). Educators should explain to students that the goal of the activity is to solve the mystery by searching photos (and possibly videos) for visual clues.

### By participating in History Mystery, students will:

- Use problem-solving and critical thinking skills
- Analyze clues to deduce the name and use of objects
- Explore and use background information provided for each object to determine historical significance
- Make real-world connections between the use of the objects and the kit theme

## What's Included

### This History Mystery Activity Features

- Photographs of seven objects
- Background information for each object
- Suggested questions to facilitate students for each object
- History Mystery worksheet

## Objects

Each object has photos specifically taken for students to analyze. The photos are printed, laminated and included in the kit. Most objects include multiple photos at different angles, close-ups, etc. to provide different perspectives to help in their detective work. All images for this History Mystery are available on the USB flash drive included in this kit and also in the [Google Drive folder](#).

## Questions

Each individual object page in the educator materials packet includes questions to help educators encourage, assist and further engage students as they attempt this activity. Questions are meant to provoke conversation about the object, its relation to the theme of the kit and its connection to Iowa history.

### History Mystery Worksheet with Artifact Interpretation Instructions

The History Mystery worksheet includes artifact interpretation questions to assist students in analyzing the objects. The worksheet is easily reproduceable and meant to be distributed to students. It can also be applied to any activity similar to History Mystery, such as having students bring in their own family artifacts.

# Right to Vote: African-American Suffrage

## 5th Grade

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### Suggested History Mystery Set Up and Implementation

Below are suggestions of how to prepare for and run a History Mystery activity. The first format shows how to integrate the activity with the [Read Iowa History lesson plan](#) (refer to Kit Connections). The second suggested format is using History Mystery as a standalone, group activity. Educators are welcome to adjust the format to best fit their classroom needs.

Type of Activity	Before Activity	During Activity
<p><b>Kit Connections</b></p> <p>Using the objects identified with Kit Connections</p>	<ul style="list-style-type: none"> <li>Choose which Kit Connection with a History Mystery object you would like to use. Kit Connections are identifiable by the yellow box and Goldie’s icon within the <a href="#">Read Iowa History lesson plan</a>.</li> <li>Have the object pages from this manual available to you with the object descriptions, historical significance and additional questions.</li> <li>Choose the most effective, convenient way to display the object photos (and possibly videos) to the class.</li> <li>If they have not already read it or had it read to them, please read aloud the <a href="#">background essay</a>.</li> </ul>	<ul style="list-style-type: none"> <li>After displaying the photos or video of the object, it is recommended that students receive one to two minutes to silently analyze the object.</li> <li>After the initial analysis, start a discussion with the students (one to three minutes) to reveal their initial thoughts and analysis of the object.</li> <li>Following this time, pose the questions connected to the object to your students.</li> <li>Remember to connect the objects to the kit topic and the lesson currently in progress.</li> </ul>



# Right to Vote: African-American Suffrage

## 5th Grade

Type of Activity	Before Activity	During Activity
<p><b>Group Work</b></p> <p>Standalone activity with students working together in small groups to investigate objects</p>	<ul style="list-style-type: none"> <li>• Have the object pages from this manual available to you with the object descriptions, historical significance and additional questions.</li> <li>• Separate your students into groups and assign each group a photo of an object from the kit.</li> <li>• Choose the most effective, convenient way to display the object photos (and possibly videos).</li> <li>• Instruct students to use the artifact interpretation worksheet to assist them as they attempt to determine the History Mystery object.</li> <li>• Worksheet Options: Either have the students work together with one worksheet or have each student independently fill in the worksheet and report out from the group.</li> <li>• If they have not already read it or had it read to them, please read aloud the <a href="#">background essay</a>.</li> </ul>	<ul style="list-style-type: none"> <li>• It is recommended that students receive four to five minutes to analyze the object and fill in the artifact interpretation worksheet.</li> <li>• Ask student groups to present on their objects. As they speak, project the object on the classroom screen.</li> <li>• To encourage classroom discussion and to make connections to the topic, ask all or some of the questions that are associated with each object.</li> </ul>

## Flag from the “1st Iowa Infantry Regiment Colored”



### Description

This is an American Civil War flag used by the 1st Colored Regiment of Iowa (later re-organized as the 60th Infantry Regiment, United States Colored Troops). The flag's pattern is modeled after the U.S. national flag with its stripes and blue corner piece with 23 five-pointed gold stars. The blue section includes an eagle design with a red ribbon partially on which “1st Colored Regt. Iowa” is printed. The flag was created by an African-American women from Keokuk and Muscatine, Iowa.

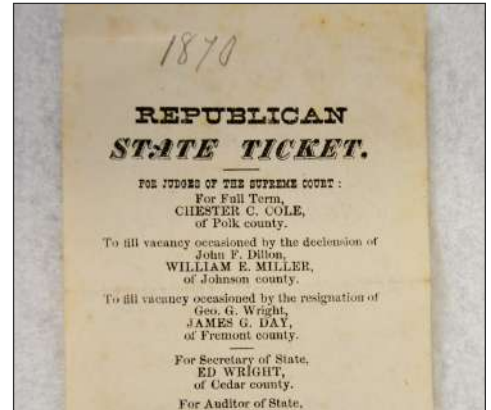
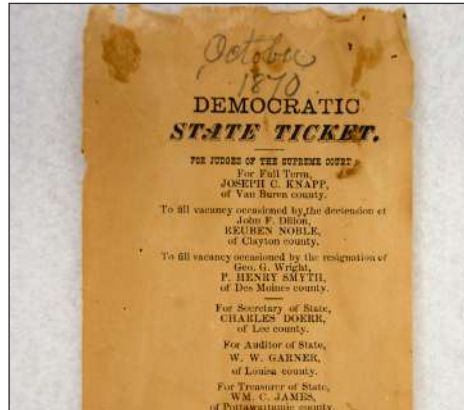
### Object Significance

In 1863, Alexander Clark – a trailblazing Black laborer, lawyer and activist – recruited African Americans from Iowa and Missouri to form a military unit for the Union Army called the “1st Iowa Infantry Regiment Colored” to fight in the Civil War. African Americans were excluded from becoming officers in the U.S. military at the time, Clark became a Sergeant Major for the unit. After the Civil War, Clark continued to fight for the civil rights of African Americans in the state. After petitioning of the Iowa legislature, he and others were able to gain suffrage for Black men through a change to the Iowa Constitution. He also pushed to desegregate Iowa schools in 1868, when his daughter Susan was denied entry into her local school for being African American. The Iowa Supreme Court ruled that Iowa schools “cannot deny a youth admission to any particular school, because of ...color, nationality, religion or the like.” His son, Alexander Clark, Jr., graduated from the University of Iowa Law School in 1880, while he graduated in 1884 at age of 58. In 1890, he was appointed the U.S. Ambassador to Liberia until his death the following year.

### Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 Alexander Clark made huge strides in achieving important civil rights for Black Iowans. What do you feel is his most important contribution to civil rights? What makes you say that?
- 3 At the time this flag was created, there were 34 states. Why do you think this flag only has 23 stars?
- 4 Battle flags were an important communication tool on Civil War battlefields as officers needed to direct troop movements. Brainstorm ways that a flag could be used to share information with troops that are spread out over a battlefield.

# 1870 Democratic and Republican Voting Tickets



## Description ([Object Transcript Here](#))

These are voting tickets for the Iowa Democratic and Republican parties used for state and local elections. These elections include the Iowa Supreme Court, Iowa Secretary of State, U.S. House representative from Iowa's First District, county supervisors, city clerk and more. On both tickets, the candidates who were running for each position were listed. When men went to vote in 1870 – as seen on both ballots – they picked up the ticket that matched their party preference and put the ticket into the ballot box. Voters could not make changes, write in candidates or split their vote between parties. The tickets are 13.25 by 2.875 inches.

## Object Significance

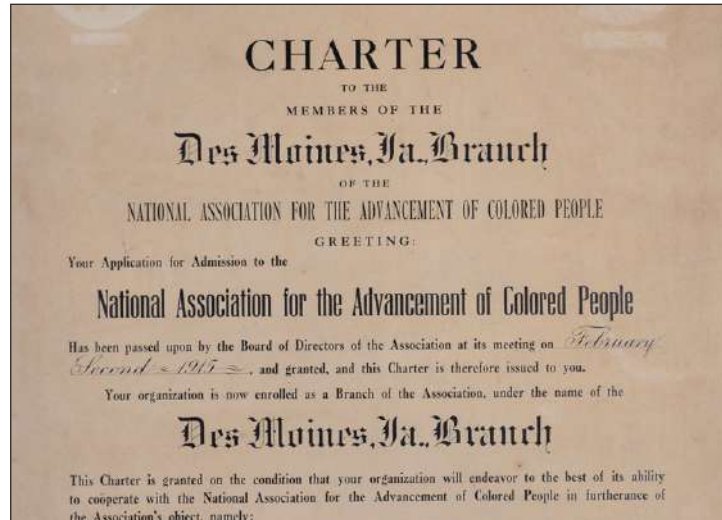
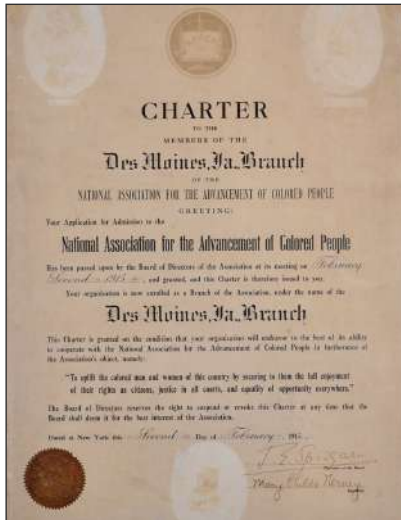
These tickets were used in one of the most significant elections in Iowa's history. Before and after the Civil War, African Americans did not have the right to vote in Iowa or nationally. However, in 1868, [Alexander Clark](#), along with a group of other activists, were successful in convincing legislators to change the Iowa Constitution and strike the word "white" in regard to suffrage. This meant that all men – regardless of race – could vote in Iowa. The 1870 election was the first time that African-American men could vote in a local, state or national election in Iowa. These voting tickets would have been available at the voting precinct and men would pick up a ticket that aligned with their party preference. The ticket would be placed in a ballot box and counted at the end of the voting period.

During the mid-1800s, political parties were allowed to make their own voting tickets, which got that name because they looked like train tickets. Today, ballots, rather than tickets, are made and provided by the government acting as a neutral group to ensure voting is the same for everyone and that every candidate is represented on all ballots.

## Questions about History Mystery Object

- 1 What do you see when you look at these objects? What else do you notice?
- 2 These voting tickets were publicly cast where everyone could see who you voted for. How is this different from voting today? Why do you think changes were made?
- 3 Before tickets were used for voting in the U.S., it was mainly done by voicing one's vote. Why do you think elections moved to using tickets like these?

# Charter Establishing Des Moines Branch of NAACP



## Description [\(Object Transcript Here\)](#)

This charter formally declared and established a branch of the National Association for the Advancement of Colored People (NAACP) in Des Moines, Iowa. Signed on February 2, 1915, the branch was organized to further the cause of uplifting “the colored men and women of this country by securing to them the full enjoyment of their rights as citizens, justice in all courts, and equality of opportunity everywhere.” The document includes signatures from two of the group’s national leaders at the bottom, right-hand side. The bottom, left-hand side includes a stamped seal. The document is 20 by 14 inches.

## Object Significance

After the American Civil War (1861-1865), the United States entered a period known as Reconstruction, which brought about change for African Americans. However, many unjust rules, laws and policies were developed in order to prevent African Americans from exercising the same freedoms and rights as white Americans, including voting rights. The NAACP, which was established in 1909, promised to champion equal rights and eliminate racial prejudice, and to “advance the interest of colored citizens” in regard to voting rights, legal justice and educational and employment opportunities. Thanks to this charter, a large, national group dedicated to this fight for equal rights had a presence in the capitol of Iowa starting in 1915.

## Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 In what ways do you think the NAACP helped Iowans when a branch was established in 1915?
- 3 Discuss reasons why the NAACP had to be founded in 1909. Why is the NAACP still needed today?



## Iowa Bystander Printing Press



### Description

This printing press was made in the 1800s and used by James B. Morris of Des Moines. Morris was the owner and editor of the *Iowa Bystander* newspaper. The *Iowa Bystander* was established in Des Moines in 1894 as a four-page weekly to serve as a prominent voice of Iowa's African-American community. The press is completely made from metal parts, some painted blue and others left without paint.

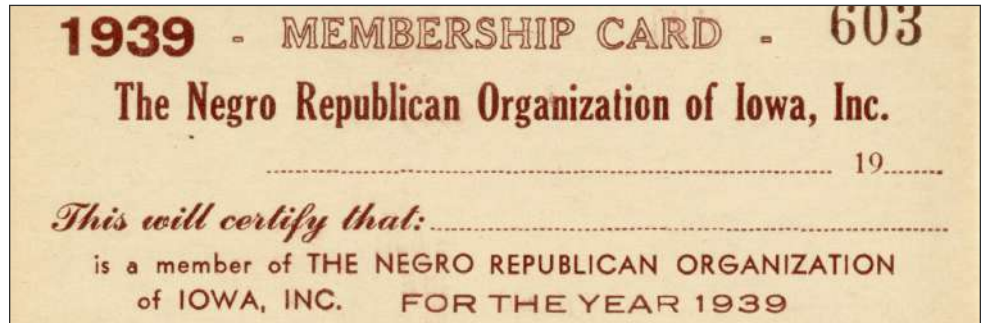
### Object Significance

Prior to TV, radio and the Internet, news was mostly shared by print media. For newspapers, a press was essential to its production. The *Iowa Bystander* was founded in 1894 with a targeted audience of Iowa's African-American community. The *Iowa Bystander* was the fifth Black newspaper established in the state, following short-lived publications in Corning, Des Moines and Oskaloosa. The first issue was published on June 15, 1894, with a press run of 1,000 copies. In 1922, James B. Morris of Des Moines, who served as editor of the newspaper, bought the *Iowa Bystander* and the press to become its owner and publisher. Morris led an active public life. He was one of the founders of the National Bar Association, the nation's oldest and largest national network of predominantly African-American attorneys and judges, presided over the Des Moines chapter of the National Association for the Advancement of Colored People (NAACP) and waged a tireless campaign against discrimination and segregation in Iowa and the rest of the country. The *Iowa Bystander* regularly exposed the insidious rise of the Ku Klux Klan in Iowa in the 1920s, highlighted the contributions of Black servicemen in World War II and covered the emerging civil rights and Black Power movements in the 1950s and 1960s. You can [see digitized issues of the \*Iowa Bystander\*](#), from 1916 to 1922, on [Chronicling America](#).

### Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 How would the information printed in the *Iowa Bystander* help those that read the newspaper with issues related to public policy, like voting rights?
- 3 Why would it be important for the *Iowa Bystander* to highlight positive contributions of African Americans in Iowa and beyond the state's borders?

## Robert E. Patten Prints



### Description [\(Object Transcript Here\)](#)

These print materials were produced by businessman Robert E. Patten of Des Moines. Patten ran a successful print shop in town from the early 1900s to mid-1960s and preserved many important documents of African-American history in Iowa. Patten was part of three generations of an active family who was involved in supporting local African-American business and groups.

The business card in this collection was printed for Republican candidate Corrie Holland for the position of "Precinct Committeewoman of Precinct 52." The 1939 membership card was carried by a member of "The Negro Republican Organization of Iowa, Inc." The bottom left corner includes the names of State Chairman Chas. P. Howard and State Vice Chairman Sarah Jett. The Patten collection also includes a Iowa Negro Democratic League invitation from October 26, 1942, to celebrate Democratic candidates in state and local elections.

Patten also printed a poster to advertise the 4th Anniversary Convention of the Negro Republican Voters League of Iowa and the State Republican Rally in 1934. Former governor Dan. Turner would be the speaker at the event. It also includes a list of names from the Negro Republican Voters League of Iowa's state committee. And the final printed material featured is a card from the Des Moines Branch of the National Association for the Advancement of Colored People (NAACP).

### Object Significance

Robert E. Patten (1883-1968) opened a successful print shop in Des Moines' Center Street neighborhood, and he saved a copy of nearly everything he produced or sold between 1910 and 1960. Patten was involved in many community organizations. These print examples demonstrate how Patten helped to keep voters, both men and women, informed of upcoming political gatherings and events. He also offered a way for political candidates to spread the word of their candidacy. Patten's home and print shop were destroyed by discriminatory practices of urban renewal in the 1960s that targeted Black neighborhoods and businesses, but his family saved his work.

### Questions about History Mystery Object

- 1 What do you see when you look at these objects? What else do you notice?
- 2 During the 1930s and 1940s, many African-American candidates did not have the same support and resources of white candidates. How do you think Robert Patten's involvement changed that?
- 3 Why do you think Patten kept a copy of almost everything that he printed?

## Shirley Chisholm Campaign Buttons



### Description

These two buttons were used as part of Rep. Shirley Chisholm's campaign to be the Democratic presidential nominee in 1972. Both buttons say "Shirley Chisholm for President." The button on the left reads, "Shirley's Our Girl!" The button on the right reads, "Catalyst for Change."

### Object Significance

Shirley Chisholm was elected in New York to serve in the U.S. House in 1968 after time as a state legislator. In 1972, she ran for president as a Democratic candidate. These buttons were from her campaign, which was one of the most significant presidential campaigns in U.S. history. Up to that point, no African-American man or woman had ever attempted a major campaign for the presidency. Chisholm became both the first African-American person and the second woman to ever run for a presidential nomination as part of a major party. She placed seventh among the Democratic candidates after facing much discrimination throughout her campaign. Throughout her tenure in Congress, Chisholm worked to improve opportunities for low-income Americans. She was a vocal opponent of the draft and supported spending increases for education, health care and other social services.

### Questions about History Mystery Object

- 1 What do you see when you look at these objects? What else do you notice?
- 2 One button says "Catalyst for Change." Shirley Chisholm said of her legacy, "I want to be remembered as a woman ... who dared to be a catalyst of change." Discuss what she could have meant by this.
- 3 Chisholm did not receive as many votes as other Democratic candidates during the primaries, but her campaign brought together voters from diverse backgrounds. Why do you think this was? Is it important to have a diverse base of voters today? Why or why not?



## Walter Mondale, Geraldine Ferraro and Jesse Jackson Unity Pin



### Description

This is a political button with black and white photos of Democratic candidates Walter Mondale, Geraldine Ferraro and Jesse Jackson. The outer perimeter has a red, white and blue design with the phrase "Unity in '84" in white text in the bottom blue section. The button was made by Bold Concepts Unlimited.

### Object Significance

This button shows the progress made by African Americans in having a voice in government and the role Iowa had in this effort. In 1984, even after the Civil Rights Act of 1964 and the Voting Rights Act of 1965, very few African Americans were in high positions of government. That year, Jesse Jackson became the second African American to nationally campaign as a candidate for a major political party (in this case, the Democratic Party) in the United States. Although former Vice President Walter Mondale would eventually be the Democratic nominee, this moment was very significant as Jackson placed third in the Democratic primaries. He ran again in 1988, and with the Iowa caucuses being the first in the nation, Jackson settled his main Iowa campaign office in Greenfield. His strong campaign ultimately lost out to Michael Dukakis, the long-serving governor of Massachusetts.

### Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 With the fight for civil rights in the 1960s, only two decades prior, how do you think many felt about Jesse Jackson's campaign?
- 3 Why do you think Jackson is pictured on this button with Walter Mondale and his vice presidential candidate Geraldine Ferraro, who was the first woman nominated for president or vice president by a major U.S. political party, since Jackson was running against Mondale?

## Analyze History Mystery Objects

This is an example worksheet that corresponds with the instructions to analyze the objects from History Mystery. This version of the worksheet is for you, the educator, to utilize. A printable version of this worksheet is available in this kit's Student Materials packet on the USB flash drive and [Google Drive folder](#).

### Analyze an Object

1	<b>1. What does it look like?</b> Think about size, shape and color.	<b>4. Do you see any signs of wear?</b> Does it mean anything about how the object was used?
	<b>2. What is the object made from?</b> Is it one or more materials combined?	<b>5. What year or time period do you think it is from?</b> Why do you think it was from that year?
	<b>3. Is there any writing or details?</b> If yes, what does it tell you about the object?	<b>6. Who is the owner?</b> Write a brief description of the owner.
2	<b>1. What does it look like?</b> Think about size, shape and color.	<b>4. Do you see any signs of wear?</b> Does it mean anything about how the object was used?
	<b>2. What is the object made from?</b> Is it one or more materials combined?	<b>5. What year or time period do you think it is from?</b> Why do you think it was from that year?
	<b>3. Is there any writing or details?</b> If yes, what does it tell you about the object?	<b>6. Who is the owner?</b> Write a brief description of the owner.

Continued on next page.



## Analyze History Mystery Objects

<b>3</b>	<p><b>1. What does it look like?</b> Think about size, shape and color.</p>	<p><b>4. Do you see any signs of wear?</b> Does it mean anything about how the object was used?</p>
	<p><b>2. What is the object made from?</b> Is it one or more materials combined?</p>	<p><b>5. What year or time period do you think it is from?</b> Why do you think it was from that year?</p>
	<p><b>3. Is there any writing or details?</b> If yes, what does it tell you about the object?</p>	<p><b>6. Who is the owner?</b> Write a brief description of the owner.</p>
<b>4</b>	<p><b>1. What does it look like?</b> Think about size, shape and color.</p>	<p><b>4. Do you see any signs of wear?</b> Does it mean anything about how the object was used?</p>
	<p><b>2. What is the object made from?</b> Is it one or more materials combined?</p>	<p><b>5. What year or time period do you think it is from?</b> Why do you think it was from that year?</p>
	<p><b>3. Is there any writing or details?</b> If yes, what does it tell you about the object?</p>	<p><b>6. Who is the owner?</b> Write a brief description of the owner.</p>
<b>5</b>	<p><b>1. What does it look like?</b> Think about size, shape and color.</p>	<p><b>4. Do you see any signs of wear?</b> Does it mean anything about how the object was used?</p>
	<p><b>2. What is the object made from?</b> Is it one or more materials combined?</p>	<p><b>5. What year or time period do you think it is from?</b> Why do you think it was from that year?</p>
	<p><b>3. Is there any writing or details?</b> If yes, what does it tell you about the object?</p>	<p><b>6. Who is the owner?</b> Write a brief description of the owner.</p>

THINK LIKE ...

EDUCATOR MATERIALS

# Right to Vote: African-American Suffrage



5<sup>TH</sup> GRADE

**Goldie's**  
**HISTORY KITS**

**STATE HISTORICAL  
SOCIETY OF IOWA**  
IOWA DEPARTMENT OF CULTURAL AFFAIRS

THINK LIKE ...

# Right to Vote: African-American Suffrage

## Introduction

The “Think Like...” activity includes a set of cards to encourage students to think about history through multiple perspectives. The cards feature questions students can use to guide their process of understanding about the path to suffrage for African Americans from individuals with varying interests and priorities. Every kit includes five universal cards (geographer, economist, journalist, economist and political scientist) and two additional cards that specifically highlight individuals connected to the topic (Alexander Clark, Gertrude Elorza (Durden) Rush). Each card provides background information about a notable Iowan to provide an Iowa history connection to reference as they work on the questions.

## Think Like... Activity Table of Contents

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## What’s Included

### Think Like... Cards Feature

- Pack of seven cards
- Each card Includes
  - Definition of card description (ex: the job of a geographer)
  - Questions to guide the connection between the card and the topic
  - Brief biography of a notable Iowan in that profession

### Questions

The questions with the five universal cards (in every kit) are broad enough that they can relate to any topic, not just African-American suffrage. Some cards are more applicable than others to this topic, but each question is open-ended and can push students to think about a topic from multiple perspectives. For instance, thinking about how African Americans fought for suffrage as an historian may be an easier application than thinking about it from the perspective of a geographer. The Iowan featured on the back of the card is a unique element of these cards that allows students to make local, real-life connections between Iowa history and the kit topic.

# Right to Vote: African-American Suffrage

## 5th Grade

### Suggested Think Like... Activity Set Up and Implementation

Below are suggestions of how to prepare for and run a Think Like... card activity. The first format shows how to integrate the activity with the [Read Iowa History lesson plan](#) (refer to Kit Connections). The second suggested format is using Think Like... cards as a standalone, group activity. Educators are welcome to adjust the format to best fit their classroom needs.

Type of Activity	Before Activity	During Activity
<p><b>Kit Connections</b></p> <p>Using the Think Like... cards with Kit Connections</p>	<ul style="list-style-type: none"> <li>Choose which Kit Connection with a Think Like... card you would like to use.</li> <li>If connected to an object or primary source from the kit, have the source images available to you with the source descriptions, historical significance and additional questions (if applicable).</li> <li>Choose the most effective, convenient way to display the Think Like... card questions and the primary source images (if applicable) to the class.</li> <li>If they have not already read it or had it read to them, please read aloud the <a href="#">background essay</a>.</li> </ul>	<ul style="list-style-type: none"> <li>Provide students with a description of the profession they will think like, as well as the biography of the Iowan who had the same career, if appropriate.</li> <li>Provide students with the Think Like... questions and display connected primary source image (if applicable).</li> <li>Pose the Think Like... questions to your students to connect with the source, lesson or topic of the kit.</li> <li>To encourage classroom discussion and to make connections to the topic, ask all or some of the questions, if provided, that are associated with each card or source to the entire class</li> </ul>

Type of Activity	Before Activity	During Activity
<p><b>Group Work</b></p> <p>Standalone activity with students working together in small groups to use Think Like... Cards</p>	<ul style="list-style-type: none"> <li>Separate your students into groups. Assign each group a different Think Like... card from the kit.</li> <li>Choose the most effective, convenient way to display the card's questions for the groups. The questions on the cards work best when paired with a museum object, a primary source from the kit or directly linked to the topic of the kit.</li> <li>If they have not already read it or had it read to them, please read aloud the <a href="#">background essay</a>.</li> </ul>	<ul style="list-style-type: none"> <li>It is recommended that students receive four to five minutes to read and answer the questions on the Think Like... card.</li> <li>Ask groups to present their answers to the questions. As they speak, project the Think Like... card on the screen.</li> <li>Following their answers, open the discussion to the class for other ideas or answers regarding the questions.</li> <li>Remember to connect the Think Like... questions to the kit topic and the lesson currently in progress.</li> </ul>

## Think Like... Alexander Clark Card

# Think Like Alexander Clark

- Do you think Alexander Clark's involvement in the Civil War encouraged him to become a suffrage advocate for African-American men? How?
- Following the Civil War, African-American men were given the right to vote in Iowa. Why do you think women were not allowed the right to vote at this time?
- Clark is known for his civil rights advocacy in Iowa history. What do you think is his greatest accomplishment? Why?



### **Alexander Clark (1826-1891)**

Born in Pennsylvania in 1826 as the son of a formerly-enslaved person, Clark was encouraged to pursue an education. When he was 16, he moved to Bloomington (now Muscatine) and opened a barber shop. He petitioned to repeal discriminatory laws and organized the first unit of African-American soldiers to fight in the Civil War. In 1867, the Muscatine school board said Clark's daughter, Susan, could not attend the same public school as white children. Clark sued and in 1868, the Iowa Supreme Court ruled in his favor, stating all children could attend a common school. Clark also was instrumental in having the word "white" struck from the Iowa Constitution so all men could vote. His son became the first African American to graduate from the University of Iowa's law school, and Clark himself graduated five years later. Clark was appointed U.S. minister to Liberia.



## Think Like... Gertrude Elorza (Durden) Rush Card

# Think Like Gertrude Elorza (Durden) Rush

- Why do you think clubs and organizations were important for someone like Gertrude Rush to join?
- How do you think Rush's fight for suffrage in Iowa – as an African-American woman - compared to other prominent, white suffragists. How was it similar? How was it different?
- Rush was Iowa's first African-American female lawyer. Why do you think knowing about law was important to her?



### **Gertrude Elorza (Durden) Rush (1880-1962)**

Gertrude Elorza (Durden) Rush was born on August 5, 1880, in Navasota, Texas, but moved to Des Moines, Iowa, in 1907. She spent her life advocating for civil rights and African-American women's suffrage. She was involved in many different organizations, including serving as president of the Iowa Federation of Colored Women's Clubs and the Colored Women's Suffrage Club. Following a career in teaching, she passed the Iowa Bar exam in 1918 to become the first African-American woman in Iowa to practice law. After being denied admittance into the American Bar Association, she and several others founded the National Bar Association in 1925.

## Think Like... a Geographer Card

# Think Like a Geographer

A person who studies the environment and how it impacts people.

- Describe details about this location. What do you notice that can help figure out where this place is located? What is unique?
- Why would people move to or leave this place?
- How would people travel to this location? How has traveling to this location changed over time?
- Describe details about people who live here and how they impact the location? How does the location impact the people who live there?



### **Ira Cook (1821-1902)**

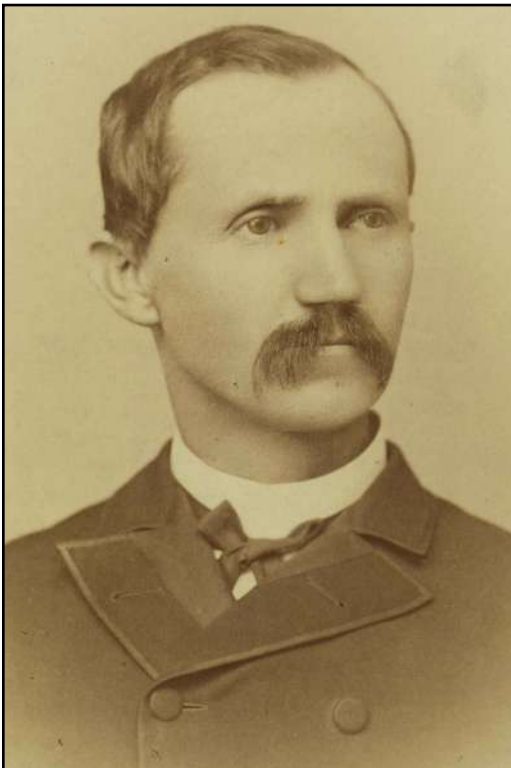
Much like how a geographer studies the land, a land surveyor is someone who measures land areas in order to determine boundaries for settlers to purchase. Ira Cook was one of many Iowans to receive a contract from the government to be a land surveyor when Iowa territory had to be measured. Cook endured tough conditions, long journeys by foot and wagon and harsh weather from 1849-1853 as he crossed the state measuring the land. He was elected mayor of Des Moines, Iowa, in 1861 and later moved to Washington, D.C., to become Deputy United States Revenue Collector in 1864.

## Think Like... an Economist Card

# Think Like an Economist

A person who studies the ways people make a living.

- Describe the people in relation to the location. What jobs or occupations do you think people had? Why do you say that? How do you think they met their needs and wants?
- How do decisions made by individuals affect themselves and the economy?
- How do decisions made by businesses affect people?
- How do jobs impact people and the economy? Describe what happens when jobs are lost.



### **Voltaire Twombly (1842-1918)**

Voltaire P. Twombly was elected Treasurer of Iowa in January 1885. The treasurer officially oversees the state's revenue and finances. He served three terms in the position before stepping down in 1891. Not only was Twombly financially savvy, he also was a war hero. During the Battle of Fort Donelson during the Civil War, he picked up and carried his regiment's national colors after three other members of his regiment were killed or incapacitated by Confederate fire while attempting to secure the flag. Twombly received a Medal of Honor in 1897 for his heroic deeds during the battle.

## Think Like... a Historian Card

# Think Like a Historian

A person who explains changes that happened in the past.

- What happened in the past? Why is it important to understand what has happened in the past?
- How did past decisions or actions significantly transform people's lives?
- What has changed or stayed the same over time? Who benefited from the change? Why? Who did not benefit? Why?
- Who or what made changes happen? Who supported the change? Who didn't? Why?



### **Louise Noun (1908-2002)**

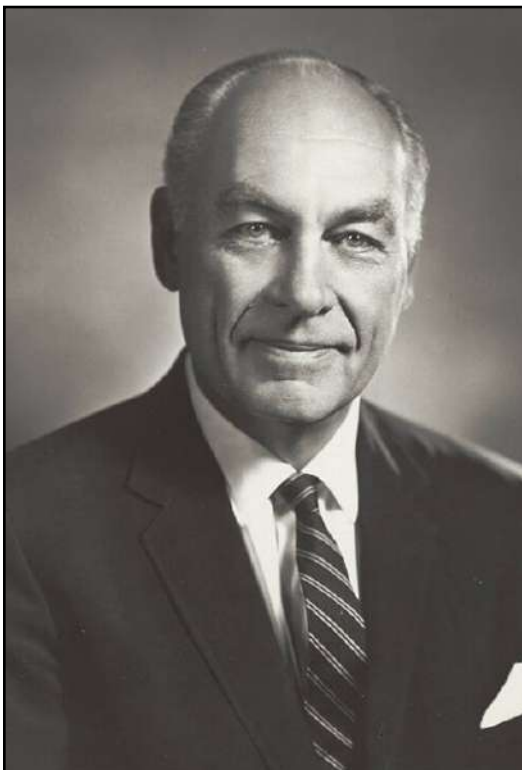
Louise Frankel Rosenfield Noun spent her life preserving and sharing Iowa history. She was born in Des Moines to Meyer Rosenfield, owner of the Younker's department store, and Rose Frankel Rosenfield, a suffrage-supporting mother. Noun and Mary Louise Smith, the former chair of the Republican National Committee, worked together to found the Iowa Women's Archives at the University of Iowa Main Library. The archives include important manuscripts and papers which record women's history in Iowa. Louise Noun also authored numerous books and papers regarding feminist history in Iowa.

## Think Like... a Political Scientist Card

# Think Like a Political Scientist

A person who studies governments and how they work.

- What problems might people have faced in this society?
- What rights do people have? What rights are people missing?
- What might lead to people being treated fairly? What might lead to people being treated unfairly?
- What information can be gathered about trends at this location or time period that might change or impact the future?



### **George Gallup (1901-1984)**

A native of Jefferson, Iowa, and graduate of the University of Iowa, George Gallup invented the now famous Gallup Poll. The Gallup Poll is a method of survey sampling (asking different people the same question for their answers) to help figure out public opinion. Polls are important for elections and helpful for political scientists. The first instance of using the Gallup Poll for politics was the 1932 campaign of Gallup's mother-in-law, Ola Babcock Miller, who successfully ran for Iowa Secretary of State.



## Think Like... a Journalist Card

# Think Like a Journalist

A person who tells others about the story.

- What are the major headlines of this historical topic?
- What people would you want to interview? What questions would you ask?
- What details are needed to tell this particular story to people not from this area?
- Why is it important to share news about what is happening at this time period or this location?



### **George Mills (1906-2003)**

There was not a story developing within the Iowa Capitol's hallways or chambers that George Mills did not cover for *The Des Moines Register* newspaper. Mills covered events and political news at the capitol building from 1943-1971 and later served as a reporter for television station WHO-TV. From 1943 to 1954, Mills was also the Iowa correspondent for *Time*, *Life* and *Fortune* magazines, writing Iowa stories for a national audience.

# Iowa Core Social Studies Standards Chart

## AFRICAN-AMERICAN SUFFRAGE

No.	Description	Read Iowa History	Read Aloud	History Mystery	Think Like...
SS.5.1.	Identify the disciplinary concepts and ideas associated with a compelling question.				
SS.5.2.	Use supporting questions to help answer the compelling question in an inquiry.				
SS.5.3.	Determine the credibility of multiple sources.				
SS.5.4.	Identify evidence that draws information from multiple perspectives and sources in response to a compelling question.				
SS.5.5.	With teacher direction, construct responses to compelling questions supported by reasoning and evidence.				
SS.5.6.	Identify challenges and opportunities when taking action to address problems, including predicting possible results.		X		
SS.5.7.	Use a range of consensus-building and democratic procedures to make decisions about and act on civic problems in the classroom.				
SS.5.8.	Analyze how rights and laws influence interactions between groups in society.	X	X		
SS.5.9.	Analyze the strategies that a variety of demographic groups have used to ensure their rights.		X	X	
SS.5.10.	Describe how the Declaration of Independence and the Constitution impact the decisions of government, society, and/or communities. (21st century skills)	X	X		
SS.5.11.	Explain the processes people use to change rules and laws in the classroom, school, government, and/or society. (21st century skills)			X	
SS.5.12.	Describe how laws, rules and processes have changed over time in order to restrict, protect, or extend rights. (21st century skills)	X	X	X	
SS.5.13.	Describe how goods and services are produced and distributed domestically and globally.				
SS.5.14.	Explain how various levels of government use taxes to pay for the goods and services they provide.				
SS.5.15.	Explain how trade impacts relationships between countries.				
SS.5.16.	Demonstrate ways to monitor how money is spent and saved. (21st century skills)				
SS.5.17.	Give examples of financial risks that individuals and households face. (21st century skills)				
SS.5.18.	Investigate ways that personal information is fraudulently obtained. (21st century skills)				
SS.5.19.	Create geographic representations to illustrate how cultural and environmental characteristics of a region impacted a historical event.				
SS.5.20.	Analyze how rules and laws encourage or restrict human population movements to and within the United States of America.				
SS.5.21.	Describe the connections between historical developments that occurred within the same time period.	X	X		
SS.5.22.	Explain how economic, political, and social contexts shaped people's perspectives at a given time in history.				X
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.	X			
SS.5.24.	Explain probable causes and effects of historical developments.		X		
SS.5.25.	Develop a claim about the past and cite evidence to support it.		X		
SS.5.26.	Analyze Iowa's role in civil rights history.	X		X	X

No.	Description	Read Iowa History	Read Aloud	History Mystery	Think Like...
<b>RL.5.2</b>	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.		X		
<b>RL.5.3</b>	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).		X		
<b>RL.5.6</b>	Describe how a narrator's or speaker's point (perspective) of view influences how events are described.		X		
<b>RL.5.9</b>	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.		X		
<b>RI.5.2</b>	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	X			
<b>RI.5.3</b>	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.	X			
<b>RI.5.6</b>	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	X			
<b>RI.5.8</b>	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	X			
<b>W.5.1</b>	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ul style="list-style-type: none"> <li>• Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. Provide logically ordered reasons that are supported by facts and details.</li> <li>• Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</li> <li>• Provide a concluding statement or section related to the opinion presented.</li> </ul>	X			
<b>W.5.2</b>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> <li>• Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>• Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>• Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</li> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>• Provide a concluding statement or section related to the information or explanation presented.</li> </ul>	X			
<b>W.5.7</b>	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	X			
<b>W.5.8</b>	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.	X			
<b>W.5.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> <li>• a. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").</li> <li>• b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").</li> </ul>	X			

*Iowa Core Literacy Standards continued on the next page*

# Iowa Core Literacy Standards Chart continued

No.	Description	Read Iowa History	Read Aloud	History Mystery	Think Like...
<b>SL.5.1</b>	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. <ul style="list-style-type: none"> <li>• a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>• b. Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>• c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>• d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ul>	<b>X</b>			
<b>SL.5.3</b>	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<b>X</b>			
<b>SL.5.4</b>	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.	<b>X</b>			

*\*Only Iowa Core Literacy Standards applied in the Goldie's History Kit are listed.*

## Goldie's History Kit - Right to Vote: African-American Suffrage Manual

**Book 1:** *Equality's Call: The Story of Voting Rights in America* by Deborah Diesen

**Book 2:** *Lillian's Right to Vote: A Celebration of the Voting Rights Act of 1965* by Jonah Winter

**Book 3:** *The Amazing Age of John Roy Lynch* by Chris Barton

**Book 4:** *Belle, the Last Mule at Gee's Bend* by Calvin Alexander Ramsey

## History Mystery Object Photos

- Flag from the "1st Iowa Infantry Regiment Colored"
- 1870 Democratic and Republican Voting Tickets
- Charter Establishing the NAACP Des Moines Branch
- *Iowa Bystander* Printing Press
- Robert E. Patten Prints
- Shirley Chisholm Campaign Buttons
- Walter Mondale, Geraldine Ferraro and Jesse Jackson Unity Pin

## 7 Think Like... Cards

- Alexander Clark
- Gertrude Elorza (Durden) Rush
- Ira Cook - Geographer
- Voltaire Twombly - Economist
- Louise Noun - Historian
- George Gallup - Political Scientist
- George Mills - Journalist

## USB Flash Drive

- Student Worksheets and Vocabulary Cards
- Read Iowa History Primary Sources
- Photos of History Mystery Objects
- Videos of History Mystery Objects
- Digital Version of Think Like... Cards
- Digital Version of Right to Vote: African-American Suffrage Manual

## Goldie's History Kit Container