

The Right to Vote

What opportunities does the right to vote provide?

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 slaves were 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.

African-American Suffrage

The first two constitutions adopted by the people of Iowa limited the suffrage (right to vote) to white males 21 years and older. While slavery 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 slavery. Freeing slaves 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, blacks 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.

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. In 1848, a convention at Seneca Falls, New York, was the first to call for granting the right to vote to women, but the issue gathered little support before the Civil War. Because suffrage requirements were written into the Iowa constitution, any change required a proposal to be passed in two consecutive legislative sessions and then submitted to the voters for approval. While a women’s suffrage bill could sometimes pass the House or the Senate in one session, it could never win approval by both chambers for two sessions.

Powerful opponents lined up against granting the vote to women. Most prominent were those who opposed prohibition, a strict limitation on the manufacture and sale of liquor. It was assumed that women voters would be hostile to liquor interests and would support greater restrictions. European immigrant groups, especially Germans and Irish, had no traditions that saw drinking as evil. Conservative churches, including Catholics, opposed women’s suffrage as an attack on traditional family values. They pointed to Bible instructions that the man was to be the head of the house and that the wife was to submit to his authority. Women’s suffrage made the two equal, and, some argued, could lead to friction within the family. In communities along the Mississippi and in northeast Iowa with strong Irish and German communities, there was strong opposition to votes for women. In western Iowa where Protestant churches like the Baptists, Methodists and Presbyterians dominated, there was strong support for both prohibition and women’s suffrage.

Carrie Chapman Catt, an Iowa native, rose to the head of a national association promoting women's suffrage. Early victories in several western states led women's advocates that they could soon gain the right to vote across the nation, but it remained a tough battle. Around the turn of the century, women were allowed to vote on referenda like bond issues, but not in "elections" where there are candidates. This was known as the partial suffrage. In 1915, 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 sovereign nations and the federal government signed treaties with them just as if they were foreign powers. In most cases, American Indians could not vote unless they left their tribes and lived in white communities. During World War I, many American Indians served with distinction in the armed forces. In recognition to their service, the U.S. Congress passed the Snyder Act, which granted full citizenship to American Indians whether they remained on tribal lands or moved into mainstream society.

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 for state and local elections.

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 contentious 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.

Supporting Questions

How did African Americans obtain the right to vote?

- ["First Vote" Illustration, November 16, 1867 \(Image\)](#)
- [Alexander Clark's Speech at the "Colored Convention" in Des Moines, Iowa, 1868 \(Document\)](#)
- [Portrait of Governor William M. Stone, 1868 \(Image\)](#)
- [15th Amendment to the U.S. Constitution, February 27, 1869 \(Document\)](#)
- ["The Fifteenth Amendment," 1870 \(Image\)](#)
- [Distribution of the Colored Population of the United States in 1890, 1898 \(Map\)](#)
- [Voter Registration Literacy Test in Alabama, 1964 \(Document\)](#)
- [African-American Demonstrators Outside the White House, March 12, 1965 \(Image\)](#)
- [Oral History Interview with African-American Politician Robert G. Clark, Jr., in Pickens, Mississippi, March 13, 2013 \(Video\)](#)
- [Oral History Interview with African-American Activist Charles Siler about Life in Louisiana, May 10, 2013 \(Video\)](#)

How did women obtain the right to vote?

- [Women's Suffrage Parade Shown Passing by Church, October 29, 1908 \(Image\)](#)
- ["Votes for Women! The Woman's Reason" by the National American Woman Suffrage Association, 1912 \(Document\)](#)
- [Billboard Urging Iowans to Vote "Yes" for Women's Suffrage, 1916 \(Image\)](#)
- [Map Abstract of June 5, 1916, Vote for Woman Suffrage Constitutional Amendment in Iowa, 1916 \(Map\)](#)
- [Route of Envoys Sent by the Congressional Union for Woman's Suffrage to Organize in the West, between April and May 1916 \(Map\)](#)
- [Anti-Suffrage Ad from The Iowa Homestead, May 25, 1916 \(Document\)](#)
- [Letter from Anna Lawther of the Iowa Equal Suffrage Association to County Chairs, November 13, 1918](#)

Supporting Questions Continued

- [Activists Leaving National Woman’s Party Headquarters to Take Petition to Senator Jones of New Mexico, 1918 \(Image\)](#)
- [Letter from President Woodrow Wilson to Carrie Chapman Catt, June 7, 1918 \(Document\)](#)
- [Response Letter from Iowa Secretary of State W.S. Allen to Anna Lawther, December 1918 \(Document\)](#)
- [19th Amendment to the U.S. Constitution, August 26, 1920 \(Document\)](#)
- [Sculpture of Lucretia Mott, Elizabeth Cady Stanton and Susan B. Anthony, between 1921 and 1923 \(Image\)](#)

How did American Indians obtain the right to vote?

- [Sac and Fox Treaty, 1842 \(Document\)](#)
- [Iowa Law to “Allow Meskwaki to Purchase Land and Live in Tama, Iowa,” July 15, 1856 \(Document\)](#)
- [Meskwaki Proclamation Day Brochure: “Old Indian Town,” July 13, 1857 \(Document\)](#)
- [Sac and Fox Treaty, 1867 \(Document\)](#)
- [Motion Presented by Iowa Senator J.B. Grinnell, February 5, 1867 \(Document\)](#)
- [“Move On!” Political Cartoon, April 22, 1871 \(Political Cartoon\)](#)
- [Citizenship Act, June 2, 1924 \(Document\)](#)
- [Toledo Indian Industrial School, ca. 1910 \(Image\)](#)
- [Staff and Students at the Toledo Indian Industrial School, ca. 1910 \(Image\)](#)
- [President Calvin Coolidge Posing with Native Americans at White House, February 18, 1925 \(Image\)](#)
- [“Political Rights from Citizenship” in The Problem of Indian Administration, February 21, 1928 \(Document\)](#)
- [Constitution and Bylaws of the Sac and Fox Tribes in Iowa, December 29, 1937 \(Document\)](#)
- [Oral History Interview with Henry Mitchell, an American Indian Canoe Maker, 1938 \(Document\)](#)
- [Civil Rights Act of 1957, September 9, 1957 \(Document\)](#)
- [Voting Rights Act, 1965 \(Document\)](#)
- [Meskwaki Land Purchases, 2004 \(Map\)](#)

*Printable Image and Document Guide

- [African-American Suffrage Image and Document Guide](#)
- [Women’s Suffrage Image and Document Guide](#)
- [American-Indian Suffrage Image and Document Guide](#)

Additional Resources

African-American Suffrage:

[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.

Women’s Suffrage:

[“Women’s Suffrage in Iowa”](#): This online exhibit features women’s suffrage resources from the Iowa Women’s Archives and State Historical Society of Iowa.

[Interview with Carrie Chapman Catt](#): This short video features prominent suffragist leader, Carrie Chapman Catt, who was born and raised in Iowa.

[Carrie Chapman Catt’s Address to the U.S. Congress](#): This website for the Carrie Chapman Catt Museum in Charles City, Iowa, includes text of a speech Catt gave to the U.S. Congress in 1917 on the inevitability of women’s suffrage.

[“The Fight for Women’s Suffrage” from IPTV](#): This online webpage from Iowa Public Television’s “Iowa Pathways” collection summarizes the history of women’s suffrage in Iowa.

[Trial of Susan B. Anthony](#): This online resource from UMKC School of Law summarizes the trial of women’s suffragist leader Susan B. Anthony after she illegally voted in Rochester, New York in 1872.

American-Indian Suffrage:

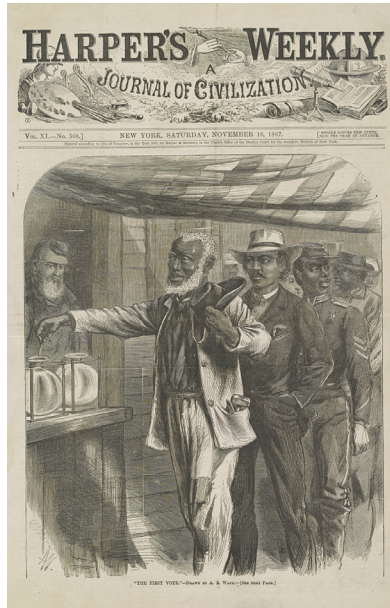
[Congress Granted Citizenship to All American Indians](#): This website includes a three-part timeline on legislation to grant citizenship to American Indians born in the United States.

[Indian Citizenship Act](#): This day in history feature from the Library of Congress summarizes the passage of the Indian Citizenship Act on June 2, 1924.

[Civil Rights Act of 1957](#): This webpage from govtrack.us contains infographics and summaries of the record of the U.S. Senate’s vote on the Civil Rights Act of 1957.

[Voting Rights for American Indians](#): This Library of Congress webpage contains an article and photos that summarizes the struggle American Indians faced in the process of being granted voting rights in America.

“The First Vote” Illustration, November 16, 1867



Courtesy of Library of Congress, Waud, Alfred R., “The first vote,” *Harper’s Weekly*, 16 November 1867

Description

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.

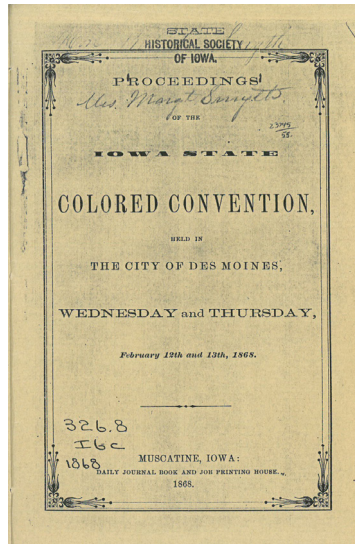
Text-Dependent Questions

- Look closely at the clothing of each man in the line. Why is each man dressed differently? What does their clothing represent?
- This image illustrates the first election in Virginia in which African Americans could participate in order to elect delegates to help rewrite that state’s constitution. Why would it be important for African Americans to vote in this election?
- What might be the drawbacks of having to vote out in the open where everyone can see who you voted for?

Citation Information

Waud, Alfred R., “The first vote,” *Harper’s Weekly*, 16 November 1867. [Courtesy of Library of Congress](#)

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



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

Description

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. Later in 1868, Clark successfully filed a lawsuit against the Muscatine Board of Education where his daughter was admitted into a formerly white-only school after the Iowa Supreme Court's ruling on the lawsuit.

[Full Transcript of Alexander Clark's Speech to the "Colored Convention"](#)

[Transcribed Excerpts from Alexander Clark's Speech to the "Colored Convention"](#)

Text-Dependent Questions

- 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?

Portrait of Governor William M. Stone, 1868



Courtesy of State Historical Society of Iowa, 1868

Description

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, as well as articles about census taking, districting of representatives to the legislature and the state militia. 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.

Text-Dependent Questions

- William Stone served in the Union Army during the Civil War, and at one point was a prisoner of war. How could William Stone's past have shaped his views on African-American suffrage?
- At the time of William Stone's election as governor of Iowa, the Iowa Republican Party believed that African Americans should have political equity but not social equity. Refer to [Alexander Clark's speech](#) at the "Colored Convention." Did Alexander Clark's request align with the Iowa Republican Party's beliefs? Why do you think that was necessary?
- 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?

15th Amendment to the U.S. Constitution, February 27, 1869

346 FORTIETH CONGRESS. Sess. III. Res. 11, 14, 15, 16. 1869.

Ryan-Hitchcock mode of marine fortifications, and that they report to Congress at the next session thereof.
APPROVED, February 19, 1869.

Feb. 27, 1869. [No. 14.] A Resolution proposing an Amendment to the Constitution of the United States.
Resolved by the Senate and House of Representatives of the United States of America in Congress assembled, (two thirds of both houses concurring,) That the following article be proposed to the legislatures of the several States as an amendment to the Constitution of the United States, which, when ratified by three fourths of said legislatures, shall be valid as part of the Constitution, namely:

ARTICLE XV.
SECTION 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.
SEC. 2. The Congress shall have power to enforce this article by appropriate legislation.
SCHUYLER COLFAX,
Speaker of the House of Representatives.
B. F. WADSWORTH,
President of the Senate pro tempore.

Attest:
EDWARD McPHERSON,
Clerk of House of Representatives.
Geo. C. GORHAM,
Secretary of Senate U. S.
Received at Department of State February 27, 1869.

March 1, 1869. [No. 15.] Joint Resolution conferring the Consent of Congress provided for in section ten of the Act incorporating the Northern Pacific Railroad Company, approved July second, eighteen hundred and sixty-four.
As it resolved by the Senate and House of Representatives of the United States of America in Congress assembled, That the consent of the Congress of the United States is hereby given to the Northern Pacific Railroad Company to issue its bonds, and to secure the same by mortgage upon its railroad and its telegraph line, for the purpose of raising funds with which to construct said railroad and telegraph line between Lake Superior and Puget Sound, and also upon its branch to a point at or near Roeland, Oregon; and the term "Puget Sound," as used here and in the act incorporating said company, is hereby construed to mean all the waters connected with the straits of Juan de Fuca within the territory of the United States.
APPROVED, March 1, 1869.

March 1, 1869. [No. 16.] Joint Resolution in Relation to the Meeting of the House of Representatives at the first Session of the Forty-first Congress.
Resolved by the Senate and House of Representatives of the United States of America in Congress assembled, That the time for the first regular meeting of the House of Representatives of the Forty-first Congress be, and is hereby, postponed from twelve o'clock meridian, on the fourth day of March, eighteen hundred and sixty-nine, to the hour of three o'clock in the afternoon of the said day.
APPROVED, March 1, 1869.

Courtesy of Library of Congress, "15th Amendment to the Constitution," U.S. Congress, 27 February 1869

Description

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.

[Transcript of the 15th Amendment to the U.S. Constitution](#)

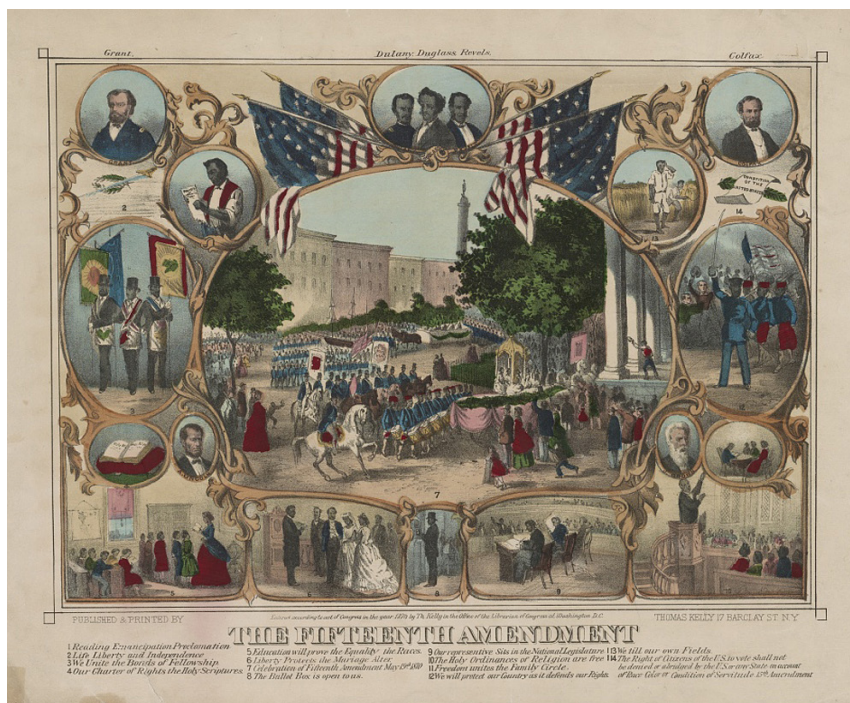
Text-Dependent Questions

- The Civil War ended in 1865 and slavery was abolished later that same year. Discuss how these events led to the ratification of the 15th Amendment.
- Why would the 15th Amendment be important for all men?
- A year before the 15th Amendment was ratified, [Alexander Clark successfully lobbied for the word "white" to be removed from Iowa's state constitution](#). Discuss how the Iowa decision might have impacted the national amendment.

Citation Information

"15th Amendment to the Constitution," U.S. Congress, 27 February 1869. [Courtesy of Library of Congress](#)

“The Fifteenth Amendment,” 1870



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

Description

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

[Transcription of “The Fifteenth Amendment”](#)

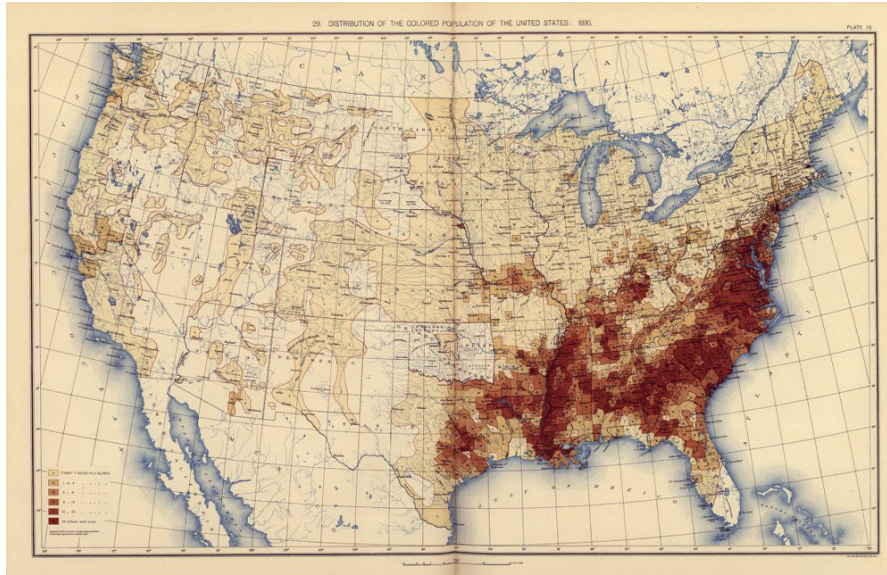
Text-Dependent Questions

- The [15th Amendment to the United States Constitution](#), ratified in 1870, 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.” Refer to the [portrait of Governor Stone](#) as well as [Alexander Clark’s speech at the “Colored Convention”](#) and note the year Iowa allowed all men over 21 years of age to vote. Why might Iowa have made this decision ahead of the passing of the 15th Amendment?
- How would having an African-American representative in the legislature impact African-American citizens?
- Read the other items listed at the bottom of the illustration. How is education liberating? Why might the artist have included that and the other items in this source?

Citation Information

Kelly, Thomas, “The Fifteenth Amendment,” 1870. [Courtesy of Library of Congress](#)

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



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

Description

A statistical atlas of the United States that is based on the results of the 11th 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.

Text-Dependent Questions

- Which states had the highest African-American population in 1890? Why would that be?
- What impact might the [15th Amendment](#) have had on different regions of the United States? As a reminder, 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.”

Citation Information

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. [Courtesy of Library of Congress](#)

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



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

Description

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.

[Transcript of Signs from African-American Demonstrators](#)

Text-Dependent Questions

- How many years separated the passage of the 15th Amendment, passed in 1870, and the Voting Rights Act of 1965? Refer to "[Voter Registration Literacy Test](#)" and draw conclusions about why African Americans were protesting. The Voting Rights Act 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
- After looking at this photo, refer to the "[Distribution of the Colored Population of the United States](#)" map. What conclusions can be drawn about why places like Selma, Alabama, were hotbed locations for African-American suffrage.

Citation Information

Leffler, Warren K., "[African American demonstrators outside the White House, with signs "We demand the right to vote, everywhere" and signs protesting police brutality against civil rights demonstrators in Selma, Alabama]," 12 March 1965. [Courtesy of Library of Congress](#)

Oral History Interview with African-American Politician Robert G. Clark, Jr., in Pickens, Mississippi, March 13, 2013



Courtesy of Library of Congress, Clark, Robert G., "Robert G. Clark, Jr., oral history interview conducted by John Dittmer in Pickens, Mississippi, 2013-03-13.," 13 March 2013

Description

Robert G. Clark, Jr., describes the early life experiences that led up to his successful campaign for political office in the Mississippi legislature, where he became the first African American elected since Reconstruction. Clark discusses his career as an educator, how the Civil Rights Movement influenced him, and the danger he experienced signing up African-American voters.

[Full Transcription of Robert G. Clark's Interview](#)

[Transcribed Excerpts from Robert G. Clark's Interview](#)

Text-Dependent Questions

- What is the history of the house that Robert Clark lives in? How would the history of the house and land impact Clark's life?
- What did Robert experience with the Citizens Council? Why might Clark's drive to keep his personhood or manhood go against the Citizens Council?
- What dangers did Clark, as well as his friend and family, experience as they helped African Americans register to vote?

Citation Information

Clark, Robert G., "Robert G. Clark, Jr., oral history interview conducted by John Dittmer in Pickens, Mississippi, 2013-03-13.," 13 March 2013. [Courtesy of Library of Congress](#)

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



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

Description

Charles Siler remembers his early life in Louisiana, including a penchant for drawing that began before the age of two, 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 eventually 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 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. The interview closes with Siler's reflections on identity and the process of learning from those whom are ideologically different.

[Full Transcript of Charles Siler's Oral History Interview](#)

[Transcribed Excerpt from Charles Siler's Oral History Interview](#)

Text-Dependent Questions

- According to Charles Siler, how many attempts did it take Mrs. Williams before she was allowed to register to vote? Refer to the Voter Registration Literacy Test {link} and Charles' interview. Describe the reasons why it might have taken Mrs. Williams so many attempts.
- What significance did registering to vote have for Mrs. Williams? Why do you think it was important for her to vote before she died?
- Why does Charles get upset when people tell them they're not going to vote?

Citation Information

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

Women's Suffrage Parade Shown Passing by Church, October 29, 1908



Courtesy of State Historical Society of Iowa, Moxley, 29 October 1908

Description

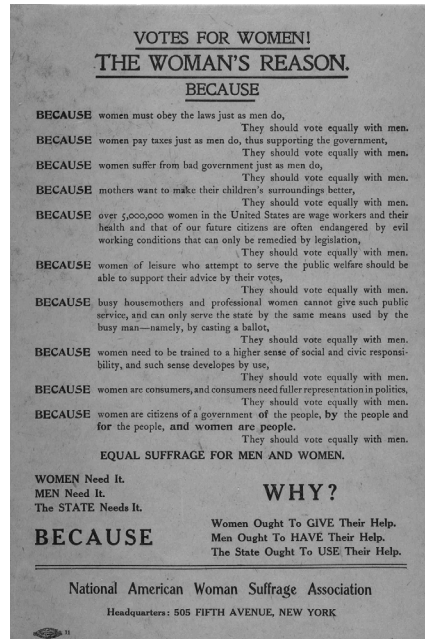
In this photograph, taken in Boone, Iowa on October 29, 1908, a suffrage parade made up of people carrying banners and flags passes by a large church. One banner held by a parade marcher reads: "Taxation Without Representation Is Tyranny. As True Now As In 1776."

[Transcript of Women's Suffrage Parade Banner](#)

Text-Dependent Questions

- Look closely at this photo of a women's suffrage parade that took place in Boone, Iowa. What do you notice about the parade participants?
- One woman is holding a sign that says "Taxation without representation is tyranny - as true now as in 1776." Refer to the [Votes for Women! The Woman's Reason document](#) which also mentions taxation. What does "Taxation without representation is tyranny" mean?
- Women paid taxes just like men, but in what ways were they without representation?

“Votes for Women! The Woman’s Reason” by the National American Woman Suffrage Association, 1912



Courtesy of Library of Congress, “Votes For Women! The Woman’s Reason...,” National American Woman Suffrage Association, New York, 1912

Description

The broadside, published by the National American Woman Suffrage Association, includes 10 reasons why women should vote equally with men are listed. The poster was created in 1912, and even made reference to a line made famous by Abraham Lincoln’s second inaugural address by stating, “Because women are citizens of a government of the people, by the people and for the people. And women are people.”

[Transcript of “Votes for Women! The Woman’s Reason” Broadside](#)

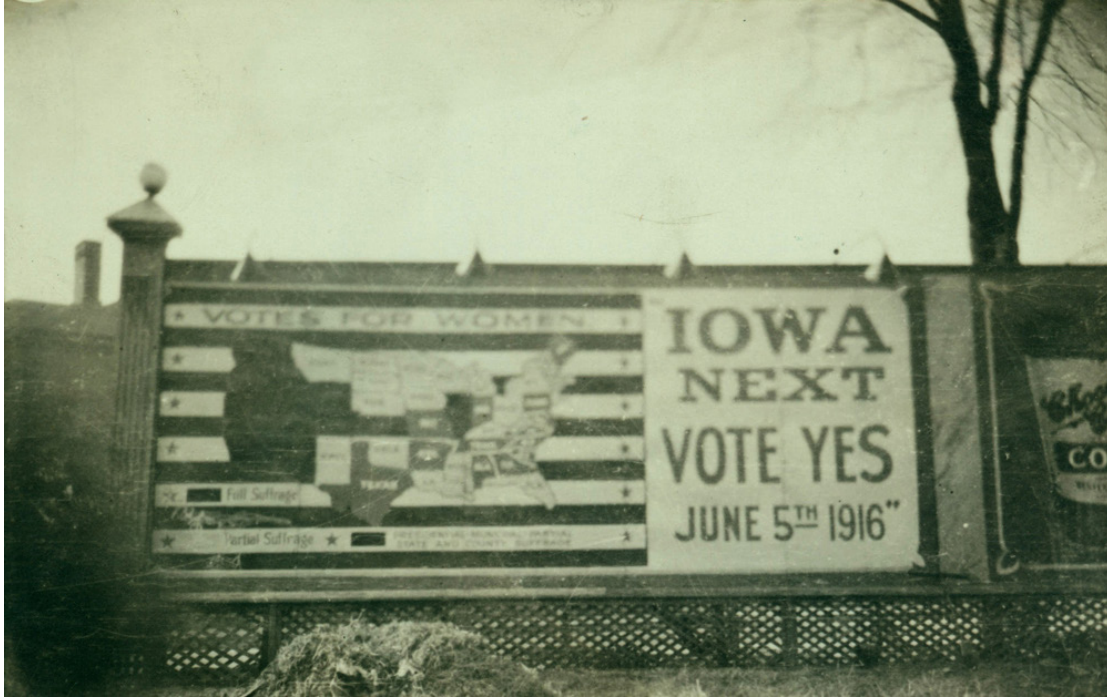
Text-Dependent Questions

- How many of the reasons presented in this publication have to do with taxes or improving public welfare? Why would those issues be strong arguments for supporting women’s suffrage?
- The last part of President Abraham Lincoln’s 1863 Gettysburg Address is: “... that this nation, under God, shall have a new birth of freedom — and that government of the people, by the people, for the people, shall not perish from the earth.” Why would the National American Woman Suffrage Association use that famous text? In what ways is the struggle for women’s suffrage similar to and different from African-American suffrage and American-Indian suffrage?

Citation Information

“Votes For Women! The Woman’s Reason...,” National American Woman Suffrage Association, New York, 1912.
[Courtesy of Library of Congress](#)

Billboard Urging Iowans to Vote “Yes” for Women’s Suffrage, 1916



Courtesy of State Historical Society of Iowa, 1916

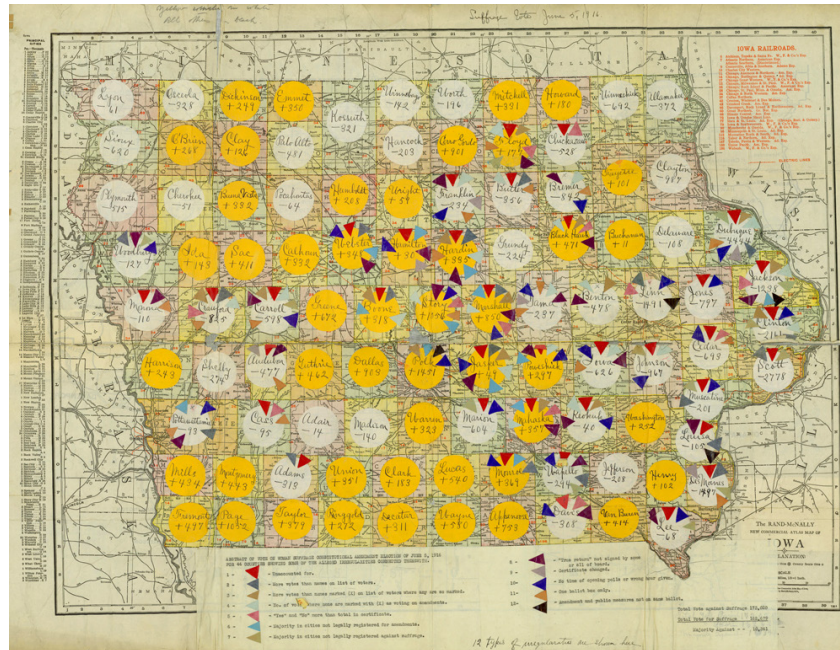
Description

This photograph is of a billboard urging Iowans to vote for women’s suffrage in an upcoming primary election on June 5, 1916. The large text reads, “Iowa Next. Vote yes June 5th 1916,” and is next to a map of the 48 contiguous states. The states where “full suffrage” and “partial suffrage” have been achieved are indicated. Iowa is shown as a state with “partial suffrage.”

Text-Dependent Questions

- What did the creators of this billboard want people to do?
- Compare this billboard with the [map abstract of June 5, 1916](#). What was the outcome of the election?

Map Abstract of June 5, 1916, Vote for Woman Suffrage Constitutional Amendment in Iowa, 1916



Courtesy of State Historical Society of Iowa, 1916

Description

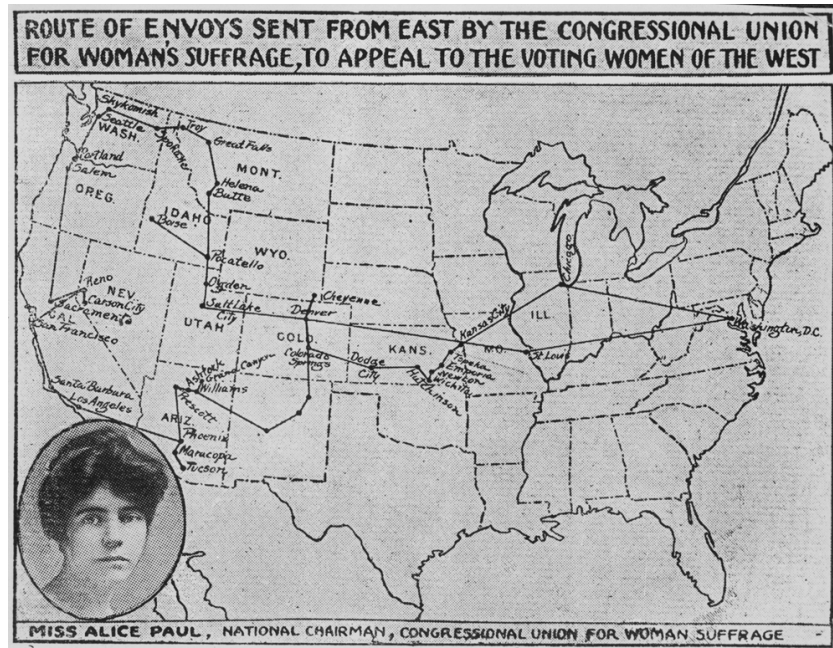
This 1916 map from Carrie Chapman Catt's scrapbook was created after the failed June 5, 1916, vote attempt to add a woman suffrage amendment to the Iowa constitution. Suffragists plotted out the margin of victory or loss by county. Their work also included the 12 different alleged irregularities that may have occurred in some counties that led to a statewide majority opposed to the amendment.

[Transcript of Map Abstract of Vote for Woman Suffrage Constitutional Amendment](#)

Text-Dependent Questions

- Who is the likely intended audience, and for what purpose was this map created?
- According to this map, by how many votes was women's suffrage defeated in Iowa?
- Find the county that you live in. How did your county vote in this election? If this vote were taking place in your county today, how would you vote? Explain why.
- In your opinion, which of the colored flags are the most significant? Explain why.

Route of Envoys Sent by the Congressional Union for Woman's Suffrage to Organize in the West, between April and May 1916



Courtesy of Library of Congress, “[Map of] Route of Envoys Sent from East by the Congressional Union for Woman’s Suffrage, to Appeal the Voting Women of the West [with inset portrait of Alice Paul],” between April and May 1916

Description

This map of the United States shows the tour of Congressional Union for Woman Suffrageas they travel to the West to recruit and organize fellow women suffragists. An image of suffragist Alice Paul is in the lower left-hand corner. The map is captioned “Call to Women Voters to Assemble in Chicago June 5, 6, 7 to Launch A National Woman’s Party.”

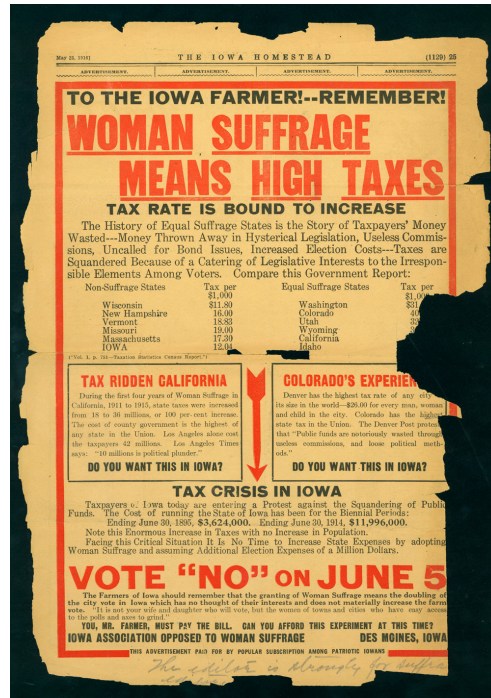
Text-Dependent Questions

- How many states did this envoy travel through? How many cities did the envoy stop in?
- In 1916 only 11 states had granted women full voting rights, including: Wyoming, Utah, Colorado, Idaho, Washington, California, Arizona, Kansas, Oregon, Nevada and Montana. Infer why the Congressional Union for Woman’s Suffrage might have chosen this route.

Citation Information

“[Map of] Route of Envoys Sent from East by the Congressional Union for Woman’s Suffrage, to Appeal the Voting Women of the West [with inset portrait of Alice Paul],” between April and May 1916. [Courtesy of Library of Congress](#)

Anti-Suffrage Ad from *The Iowa Homestead*, May 25, 1916



Courtesy of State Historical Society of Iowa, 25 May 1916

Description

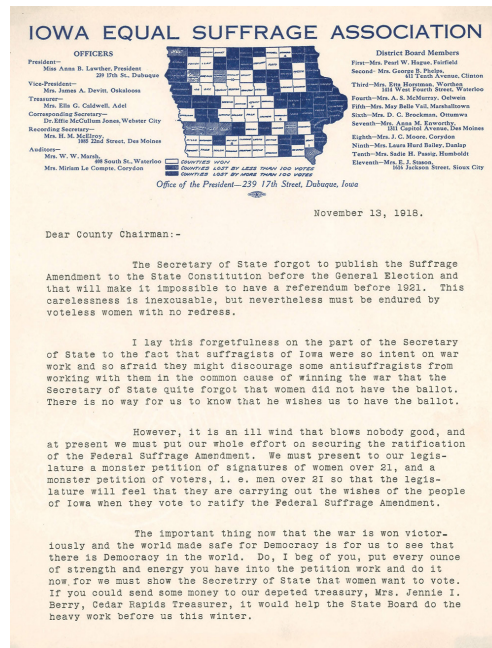
This advertisement, printed in *The Iowa Homestead* on May 25, 1916, was funded by the Iowa Association Opposed to Woman Suffrage. The organization argues that women's suffrage would directly lead to both higher taxes and the drowning out of the rural vote because of a doubled city vote. The ad was published just over a week before the June 5, 1916, vote held in Iowa to add a women's suffrage amendment to the Iowa constitution, which ultimately failed.

[Transcript of Anti-Suffrage Ad from *The Iowa Homestead*](#)

Text-Dependent Questions

- Does this advertisement support women's suffrage? What evidence from the source supports your answer?
- Who is the intended audience of this advertisement?
- What is the message the Iowa Association Opposed to Woman Suffrage communicating in this advertisement?
- Compare this document to the [Votes for Women! The Woman's Reason](#). Both documents address taxation but how is the message different?

Letter from Anna Lawther of the Iowa Equal Suffrage Association to County Chairman, November 13, 1918



Courtesy of University of Iowa Libraries and Archives, Lawther, Anna, "Speeches and letters by Anna Lawther, 1910s," 13 November 1918

Description

In a letter to a county chairman, Anna Lawther states that the secretary of state forgot to publish the suffrage amendment in newspapers prior to the June 5 election which led to the amendment's defeat. She urges the chairman to write their state and federal representatives and secure written pledges that they will support women's suffrage amendments when they are presented.

[Transcript of Anna Lawther's Letter to County Chairman](#)

Text-Dependent Questions

- Who does Anna Lawther say is to blame for the defeat of Iowa women's suffrage in 1916? She wrote that "This carelessness is inexcusable, but nevertheless must be endured ..." Why must this action be endured by women rather than acted upon?
- What hope does Lawther offer that women's suffrage is still possible? Why would the federal amendment be the quickest path for women's voting rights in Iowa?
- Infer as to why a person might not have wanted to help Lawther.

Citation Information

Lawther, Anna, "Speeches and letters by Anna Lawther, 1910s," 13 November 1918. [Courtesy of University of Iowa Libraries and Archives](#)

Activists Leaving National Woman's Party Headquarters to Take Petition to Senator Jones of New Mexico, 1918



Courtesy of Library of Congress, Harris & Ewing, "Deputation Leaving Headquarters to Take Petition to Senator Jones of New Mexico [Annie Fraher, Bertha Moller, Berthe Arnold, Anita Pollitzer]," September 1918

Description

This photograph shows Annie Fraher, Bertha Moller, Berthe Arnold and Anita Pollitzer standing outside the National Woman's Party headquarters with a large-rolled suffrage petition. After a multi-state journey, the petition was delivered to Senator Andrieus Jones of New Mexico, who was chairman of the Suffrage Committee in September 1918. An earlier movement resulted in an 18,000 foot-long petition with half a million signatures in support of women's suffrage. That petition was delivered on several huge spools to President Woodrow Wilson in December 1915, but he remained committed that suffrage was a state issue, not a federal one.

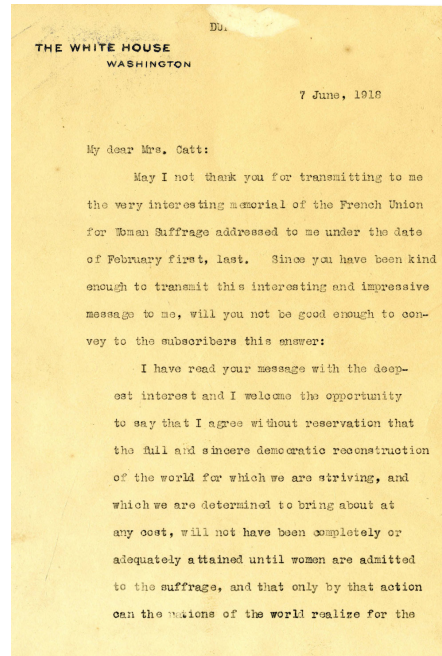
Text-Dependent Questions

- How does a petition, one form of "grassroots activism," show lawmakers what the general public thinks?
- Using what you've learned about suffrage movements, analyze the effectiveness of this strategy to ensure rights. What motivates lawmakers to "listen" to petitions?

Citation Information

Harris & Ewing, "Deputation Leaving Headquarters to Take Petition to Senator Jones of New Mexico [Annie Fraher, Bertha Moller, Berthe Arnold, Anita Pollitzer]," September 1918. [Courtesy of Library of Congress](#)

Letter from President Woodrow Wilson to Carrie Chapman Catt, June 7, 1918



Courtesy of Iowa State University Library Special Collections and University Archives, Woodrow, Wilson, "Letter from President Wilson to Catt, June 7, 1918," 7 June 1918

Description

President Woodrow Wilson said in this letter to Carrie Chapman Catt that he believes democracy will not have reached its fullest until women are given the right to vote. He also said he fully supported women's suffrage and acknowledged the significant contributions that women have made during times of crisis throughout history.

[Transcript of President Woodrow Wilson's Letter to Carrie Chapman Catt](#)

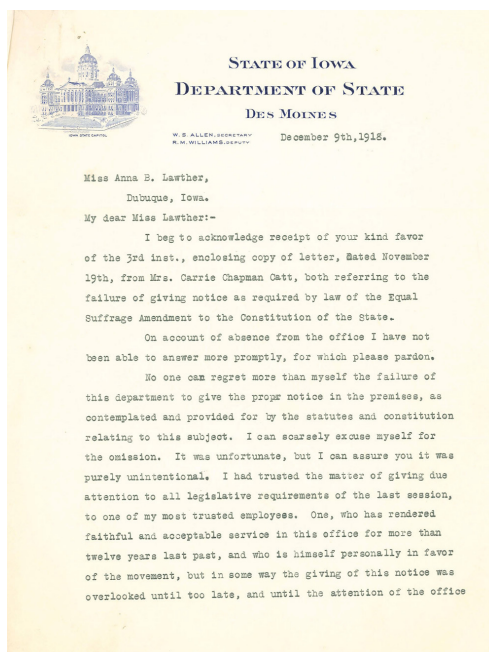
Text-Dependent Questions

- What evidence from this letter, shows that President Woodrow Wilson supports women's suffrage?
- What might be the significance of having presidential support for an initiative? Explain why.

Citation Information

Woodrow, Wilson, "Letter from President Wilson to Catt, June 7, 1918," 7 June 1918. [Courtesy of Iowa State University Library Special Collections and University Archives](#)

Response Letter from Iowa Secretary of State W.S. Allen to Anna Lawther, December 1918



Courtesy of University of Iowa Libraries and Archives, Allen, W.S., "Speeches and letters by Anna Lawther, 1910s," 9 December 1918

Description

Iowa Secretary of State W. S. Allen wrote this response letter to Anna Lawther and Carrie Chapman Catt to apologize for not publishing the proposed suffrage amendment in local newspapers ahead of the June 5, 1916, vote. He insisted that it was an unfortunate mistake and not an intentional act, going on to say that he supported women having the right to vote. He said he felt assured that the legislature would put a vote before the people again soon and that it would be successful.

[Transcript of Response Letter from W.S. Allen to Anna Lawther](#)

Text-Dependent Questions

- What does W.S. Allen say was the reason for the failure to publish the amendment vote in Iowa newspapers prior to the June 1916 vote? Who does he believe is at fault for that oversight?
- Before this letter was written, Iowa's Carrie Chapman Catt called W.S. Allen's character into question. Why would W.S. Allen write about his support of women's suffrage?
- Based on this letter from Allen, as well as "[Letter from Anna Lawther of the Iowa Equal Suffrage Association to County Chairman](#)," how important is publishing a proposed amendment in local newspapers ahead of the vote on them?

Citation Information

Allen, W.S., "Speeches and letters by Anna Lawther, 1910s," 9 December 1918. [Courtesy of University of Iowa Libraries and Archives](#)

19th Amendment to the U.S. Constitution, August 26, 1920



Courtesy of Library of Congress, "19th Amendment to the Constitution," U.S. Congress, 26 August 1920

Description

The United States Congress approved a women’s suffrage amendment to the U.S. Constitution and three-fourths of the states ratified it. On August 26, 1920, Secretary of State Bainbridge Colby officially certified the 19th Amendment with his signature and the seal of the United States.

Transcript of the 19th Amendment of the U.S. Constitution

Text-Dependent Questions

- Look closely at the states that ratified the amendment (in 1920 there were only 48 states that made up the U.S.). What states didn’t ratify the amendment? Discuss possible reasons why those 12 states didn’t help to ratify the amendment.
- Compare this document to [President Woodrow Wilson’s letter to Carrie Chapman Catt](#). How was President Wilson’s sentiment expressed in the amendment?
- Governor William Harding ratified the amendment on July 2, 1919, making Iowa the 10th state to do so. Refer to different view points in the [Votes for Women! The Woman’s Reason](#) and the [anti-suffrage ad from The Iowa Homestead](#). How might these and other opinions have influenced Governor Harding’s decision to ratify the amendment for Iowa?

Citation Information

“19th Amendment to the Constitution,” U.S. Congress, 26 August 1920. [Courtesy of Library of Congress](#)

Sculpture of Lucretia Mott, Elizabeth Cady Stanton and Susan B. Anthony, between 1921 and 1923



Courtesy of Library of Congress, Harris & Ewing, "[Sculpture: Portrait Monument to Lucretia Mott, Elizabeth Cady Stanton and Susan B. Anthony]," between 1921 and 1923

Description

On February 15, 1921, representatives of over 70 women's organizations gathered at the United States Capitol rotunda for the unveiling ceremony of this monument featuring prominent leaders of the women's suffrage movement. Left to right, the figures represent: Elizabeth Cady Stanton, Susan B. Anthony and Lucretia Mott. Stanton was the author of the women's bill of rights, which she read at the Seneca Falls, New York, convention in 1848, and is widely considered the first woman to demand the vote for women. Anthony joined Stanton in 1851 and proposed what would become the 19th Amendment to the U.S. Constitution, which would be passed many years after she died. Mott was an organizer of the Seneca Falls convention in 1848, which launched the women's rights movement. The monument itself is carved out of Italian marble and weighs 8.5 tons.

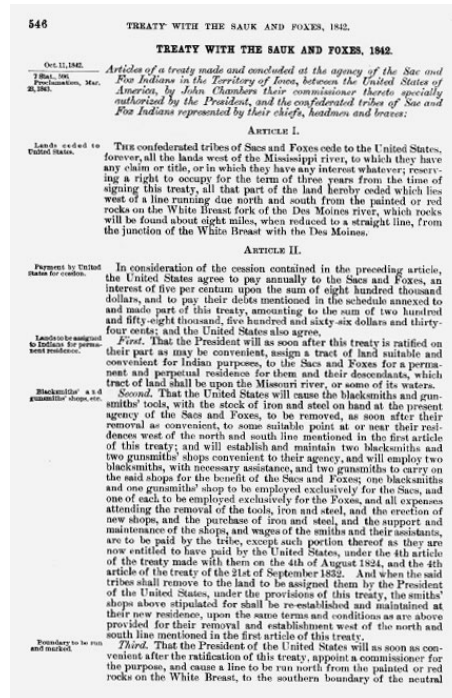
Text-Dependent Questions

- This monument pays honor to Elizabeth Cady Stanton, Susan B. Anthony and Lucretia Mott, who were instrumental in the women's suffrage movement. This monument is located in the U.S. Capitol rotunda. What does the location of this monument tell about its significance?
- What role do monuments like this one play in American society?

Citation Information

Harris & Ewing, "[Sculpture: Portrait Monument to Lucretia Mott, Elizabeth Cady Stanton and Susan B. Anthony]," between 1921 and 1923. [Courtesy of Library of Congress](#)

Sac and Fox Treaty, 1842



Courtesy of State Historical Society of Iowa, 1842

Description

The introduction reads, “articles of a treaty made and concluded at the agency of the Sac and Fox Indians in the Territory of Iowa, between the United States of America, by John Chambers their commissioner thereto specially authorized by the President, and the confederated tribe of Sac and Fox Indians represented by their chiefs, headmen and braves.” In this treaty, Chief Poweshiek signed over rights to Sac and Fox land in Iowa, and nearly all American Indians relocated to Kansas. A small remnant remained in Tama County, Iowa. The move to Kansas proved to be painful and violent for the Meskwaki people. Old tribal rivalries arose and poverty set in. Some risked arrest to return to their relatives still living in Iowa. That remnant group has now become the Meskwaki Tribe that we know today.

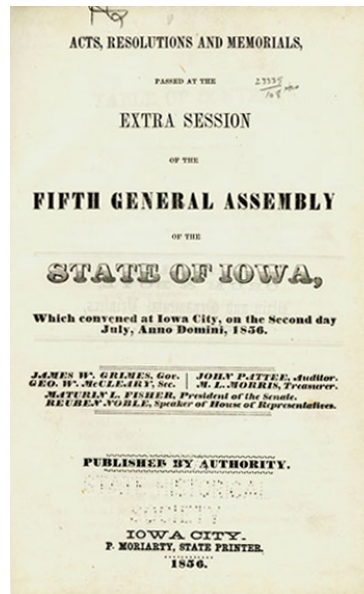
[Full Transcript of 1842 Sac and Fox Treaty](#)

[Transcribed Excerpts from 1842 Sac and Fox Treaty](#)

Text-Dependent Questions

- How many years after the signing of this treaty are the Sac and Fox tribes required to relocate?
- At the end of the treaty, it is signed by 44 members of the Sac and Fox tribes. All of them signed with “a mark” (“To the Indian names are subjoined marks”). What does it mean that the tribal members signed with a mark instead of signing their name? What does it mean that the tribal members names were spelled phonetically?

Iowa Law to “Allow Meskwaki to Purchase Land and Live in Tama, Iowa,” July 15, 1856



Courtesy of State Historical Society of Iowa, 15 July 1856

Description

This is an excerpt of the journal from the 5th General Assembly of Iowa in 1856. The journal page shows the law that was enacted so the Meskwaki could purchase land and live in Tama, Iowa.

[Full Transcript of Iowa Law to “Allow Meskwaki to Purchase Land and Live in Tama, Iowa”](#)

[Transcribed Excerpt from Iowa Law to “Allow Meskwaki to Purchase Land and Live in Tama, Iowa”](#)

Text-Dependent Questions

- Where did the Sac and Fox tribes want to remain living? Infer as to why they might have wanted to remain there.
- Refer to [Sac and Fox Treaty of 1842](#). Why did they have to ask permission to continue living where they were already living?

Meskwaki Proclamation Day Brochure: "Old Indian Town," July 13, 1857

After the passage of the Act, the Mesquaki went out to buy some land. David Butler penned a letter telling how the bargain was made.

OLD INDIAN TOWN

This was a temporary village or lodgment of the Mesquakes in the NE 1/4 of Sec. 17 of what is now Indian Village township. The region is since known as Butlerville, because of its being the location of the several Butler families from whom these Indians first bought land. The Mesquakes had lodged here before the Butlers came in 1855. At the time the Butlers settled here the Mesquakes had gone. In the spring of 1857 an Indian came on horseback and talked with Isaac Butler about the purchase of some land. He went away and came again, in all about three times. Finally a bargain was made for 80 acres in township -- of Sec. 30, 83, 15. Isaac Butler and his sons Philip and David went to Toledo and made out the deed on July 13, 1857. The consideration paid was \$1,000 in cash. The money was taken to Iowa City by the Indians and paid to Gov. Jas. W. Grimes. It was brought back to the Butlers by Ebenezer Coffin, a farmer in Tama Co. The money was in the form of gold and Mr. Coffin carried it in a rough sack in his lumber wagon. There were no ponies in the payment, as has been so often reported.

from David Butler
August 18, 1905

The following is the land deed that the Butlers made at Toledo in 1857:

This Deed of Bargain and Sale made and executed the thirteenth day of July A.D. 1857 by and between Philip Butler, David Butler, and Isaac Butler Guardian for William Butler and Ozias Butler Minors, all of Tama County and State of Iowa, parties of the first part and James W. Grimes Governor of the State of Iowa and his successors in office in trust for the following named persons, Indians and their heirs forever viz. Mah a Nah, Wau la no, Chalk kal a Mah, Mat aa a quah, Pat a ca to of the Second part. Witnesseth that the said parties of the first part for and in consideration of the sum of One Thousand Dollars to them paid by the said party of the Second part the receipt of which is hereby acknowledged has granted and sold and do by these presents Grant Bargain Sell Convey and Confirm unto the said Party of the Second part and to his Successors in office in trust for the said Indians their heirs forever the certain tract or parcel of Real Estate Situated in the County of Tama and State of Iowa, to wit The West half of the South East fourth of Section number thirty (30) Township number Eighty-three (83) North of Range fifteen (15) West of the 5th P.M. containing Eighty Acres according to Government Survey, and the said Isaac Butler sells the interest of his wards the said William Butler and Ozias Butler Infants aforesaid, in and to the said tract or Parcel of Land by virtue and authority of an order of County Court of Tama County, aforesaid made granted and decreed and adjudged to him as guardian of the property of said Infants upon an application to said Court made by said Isaac Butler as Guardian aforesaid, Notice of the copy of the petition of each said infant first being legally served on all the parties interested, and the said Isaac Butler having given a Bond as required by law conditioned for the faithful performance of his duty and the just and true application of, and accounting for all moneys by him received, which said order was made by the County Court at the May term thereof, held on the first Monday in May, 1857 and duly recorded in the Book of Records of Said Court. To have and to hold the premises above described with all the appurtenances thereto belonging unto him the said party of the Second part and to his successors in office forever. The said Philip Butler, David Butler and Isaac Butler as guardian for said minors hereby covenanting for themselves, their heirs, executors and administrator that the above described premises are free from all incumbrances that they have full right power and authority to sell the same and they will warrant and defend the title unto the said party of the second part their Successors, Heirs and Assigns against the claims of all persons whomsoever lawfully claiming the same. In witness whereof the said parties of the first part have thereto set their hands and seals the day and year first above written.

Philip Butler, L.S.
David Butler, L.S.
Isaac Butler, L.S.
Guardian of William and
Ozias Butler, minors.
In presence of
Allen Dingee.

4

Courtesy of State Historical Society of Iowa, pp. 4, 13 July 1857

Description

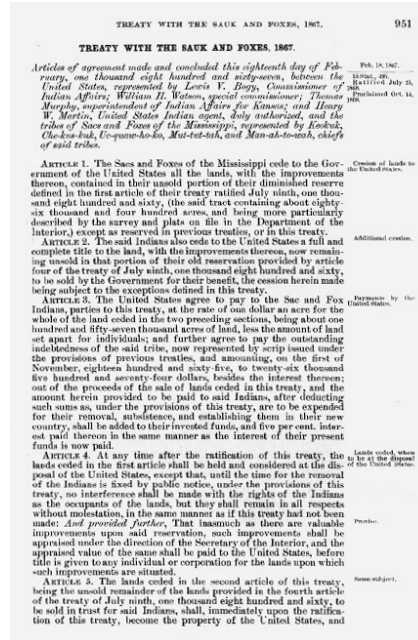
As printed in "Proclamation Day Brochure," a publication of the Meskwaki tribe to commemorate those who defied orders to relocate to "Indian Territory" and remained in Iowa, the brochure tells the laws, treaties, resolutions and official statements on the relocation - or non-relocation of some members - of the Sac and Fox tribes in Iowa. In this way, the brochure chronicles legal injunctions placed upon the Meskwaki people. This particular story was a recollection by David Butler as to the land bargaining process.

[Transcribed Excerpt from Meskwaki Proclamation Day Brochure: "Old Indian Town"](#)

Text-Dependent Questions

- What took place on July 13, 1857?
- Why would this purchase make a difference for the Meskwaki tribe?

Sac and Fox Treaty, 1867



Courtesy of State Historical Society of Iowa, 1867

Description

In this 1867 treaty, the Sac and Fox tribes agreed to purchase 750,000 square miles of land in portions of what is now Payne, Lincoln and Pottawatomie counties. The introduction states: "Articles of agreement made and concluded this eighteenth day of February, one thousand eight hundred and sixty-seven, between the United States, represented by [various officials], duly authorized, and the tribes of Sacs and Foxes of the Mississippi, represented by Keokuk, Chekuskuk, Uequawhoko, Muttuttah, and Manahtowah, chiefs of said tribes."

[Full Transcript of 1867 Sac and Fox Treaty](#)

[Transcribed Excerpts from 1867 Sac and Fox Treaty](#)

Text-Dependent Questions

- In the [1842 treaty](#), the Sac and Fox gave up land west of the Mississippi River. According to this treaty, how much of their land was signed over to the American government?
- This treaty was signed 10 years after the Meskwaki started purchasing land in Tama County, Iowa. What difference did that make for the Meskwaki? Use evidence from the source to explain why.
- An annuity is a fixed sum of money to be paid to a person every year for the rest of their life. According to this treaty, "no part of the funds arising from or due the nation under this or previous treaty stipulations shall be paid to any bands or parts of bands who do not permanently reside on the reservation set apart to them by the Government in the Indian Territory ..." What does that mean for the Meskwaki who lived on land that they owned, rather than living on a government appointed reservation? Do you think the trade off would be worth it?

Motion Presented by Iowa Senator J.B. Grinnell, February 5, 1867

the 15th ultimo, and at the request of the Honorable J.B. Grinnell, has so far modified his decision of the 17th of November last as to authorize me to instruct you to pay to the Sac and Fox Indians in Tama County, Iowa, that portion of the tribal fund which was placed in your hands for such purpose by my predecessor, amounting to \$5,587.33, but with the distinct understanding that no further annuities will hereafter be paid to them, except on their reservation in Kansas, or at such other place as may be hereafter selected as a home for the tribe.

The instructions contained in my letter of the 27th of November, 1866, directing you to close up all the business of your Special Agency on or before the 31st ultimo, are hereby revoked, and the tenure of your office will be extended for a sufficient time to enable you to comply with the above instructions.

The amount of money deposited by you to the credit of the United States in the National Bank at Dubuque will be remanded for its original purpose, and a requisition for the same amount will immediately be issued in your favor.

Very respectfully,
Your obedient servant,
Lewis V. Bogy, Commissioner.

Leander Clark, Esq.,
Special Indian Agent,
Tolofo, Tama County, Iowa.

The Mesquaki had white friends that spoke for the Tribe. Congressman Grinnell spoke for them in Congress asking that the Mesquaki should be paid their annuities in Iowa. The following is part of the proceedings of the Congress.

February 5, 1867.

Mr. Grinnell. I move on page 42, after line one thousand and eight, to insert the following:

Provided, That the band of Sacs and Foxes now in Tama county, Iowa, shall be paid pro rata their portion of annuity so long as they are peaceful and have the assent of the governor of Iowa to reside in that State.

Mr. Chairman, this proviso I desire to explain, and trust it will appear so manifestly just as to meet with no opposition. The Indians to whom this will apply are a band called Nausquokas, of the Sacs and Foxes, numbering some two hundred, with their lodges near the Iowa river, and about twenty miles from my own residence. On their removal near twenty years ago, to the reservation west of the Missouri river, a powerful band made war on them, and coming back to their old haunts declared that they would all be killed if they remained. Some ten years since, on their petition and that of their white neighbors to the State Legislature, they being in the senatorial district which I happened to represent, I took up their cause, and without objection a law was passed permitting them to own land and reside in the State. Their just portion of the annuity of the Sacs and Foxes was denied them until last year, when it was granted by Secretary Harlan, and is only given now as a temporary allowance by the present Commissioner of Indian Affairs. I see no good reason why it should not be permanent. I know of no other band which has not been decimated in numbers and suffered by the vices of the whites. Where they are without money they are objects of our charities. To compel them to go to Kansas is to settle them where they are not wanted or to provoke the murderous spirit of the warriors from whom they once fled. As to their character, of which I am asked, I have never heard that they were thievish or quarrelsome. they may have no Logan among their "braves," but with their pro rata of the annuity which I ask schools may be established, more comfort brought to their wigwags, and it is to be hoped such a christian civilization as will not require the romance of a Jefferson or Seth Smith to find heroes worthy to adorn the sad history of our Indian tribes, which, without a change of policy, will soon be as far beyond our reach as they now seem below our consideration. (THE CONGRESSIONAL GLOBE: CONTAINING THE DEBATES AND PROCEEDINGS OF THE SECOND SESSION OF THE THIRTY-NINTH CONGRESS 1867.)

8

Courtesy of State Historical Society of Iowa, 5 February 1867

Description

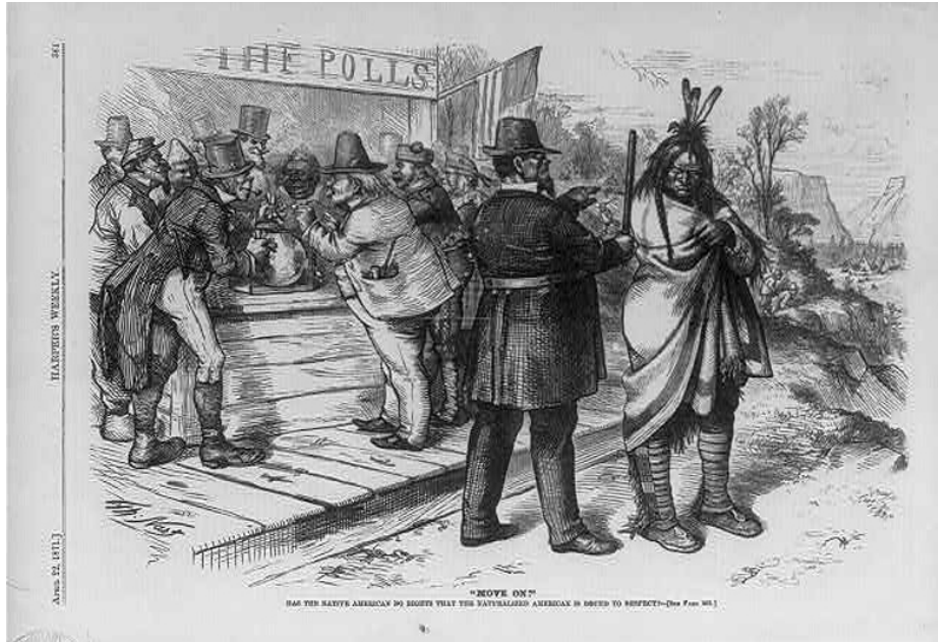
This document summarizes the motion made by United States Senator J.B. Grinnell from Iowa to an appropriations bill being debated in the U. S. Senate on February 5, 1867. Grinnell's request was to insert text to allow the band of Sacs and Foxes, who would later become known as the Meskwaki, to continue to live on their land in Tama County, Iowa, and to receive annuities from the U.S. government, even though they did not reside in "Indian Territory." This is the federal action for the resolution passed by the 5th General Assembly of the Iowa legislature. His motion was approved. According to *The Palimpsest*, the annual government annuity was \$24.36 per Meskwaki in 1905, though the Chief Push-e-to-ne-qua received \$600 annually.

[Transcribed Excerpt of Motion Presented by Iowa Senator J.B. Grinnell](#)

Text-Dependent Questions

- What is Senator J.B. Grinnell asking the United States Senate to do? Why is he asking this? Provide evidence from the source supporting your answer.
- Refer to the [Sac and Fox Treaty of 1867](#). What reasons does J. B. Grinnell give for this change? Are these changes justified? Why or why not?

“Move On!” Political Cartoon, April 22, 1871



Courtesy of Library of Congress, Nast, Thomas, ““Move on!” Has the Native American no rights that the naturalized American is bound to respect?” 22 April 1871

Description

In this political cartoon appearing in *Harper's Weekly* on April 22, 1871, a policeman is seen ordering an American Indian man to “move on” away from a voting poll where other stereotyped “naturalized” Americans are clustered.

Text-Dependent Questions

- What ethnicities are represented in this political cartoon?
- Infer a possible location for this scene based on the background landscape and tell why.
- Conclude what “message” is being delivered in this political cartoon.

Citation Information

Nast, Thomas, ““Move on!” Has the Native American no rights that the naturalized American is bound to respect?” 22 April 1871. [Courtesy of Library of Congress](#)

Citizenship Act, June 2, 1924

SIXTY-EIGHTH CONGRESS, Sess. I. Chs. 231-234. 1924. 253

patents in fee, or any other disposition authorized by existing law relating to Indian allotments.
Approved, June 2, 1924.

CHAP. 232.—An Act To provide for the addition of the names of Chester Calf and Crooked Nose Woman to the final roll of the Cheyenne and Arapaho Indians, Seeger jurisdiction, Oklahoma. Page 1, 2001
Pub. L. No. 191

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the Secretary of the Interior be, and he hereby is, authorized to add to the final roll of the Cheyenne and Arapaho Indians of the Seeger jurisdiction, Oklahoma, approved May 15, 1911, the names of Chester Calf and Crooked Nose Woman, which names were inadvertently omitted from the said roll, and to pay to each of these persons a sum equal to that heretofore paid per capita to those whose names appear on the approved roll, such payment to be made from any tribal funds to the credit of the Cheyenne and Arapaho Indians.
Approved, June 2, 1924. Page 1, 2001
Pub. L. No. 191

CHAP. 233.—An Act To authorize the Secretary of the Interior to issue certificates of citizenship to Indians. Page 1, 2001
Pub. L. No. 191

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That all non-citizen Indians born within the territorial limits of the United States be, and they are hereby, declared to be citizens of the United States: *Provided,* That the granting of such citizenship shall not in any manner impair or otherwise affect the right of any Indian to tribal or other property.
Approved, June 2, 1924. Page 1, 2001
Pub. L. No. 191

CHAP. 234.—An Act To reduce and equalize taxation, to provide revenue, and for other purposes. Page 1, 2001
Pub. L. No. 191

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

TITLE I.—GENERAL DEFINITIONS. General Definition.

SECTION 1. This Act may be cited as the "Revenue Act of 1924."
SEC. 2. (a) When used in this Act—
(1) The term "person" means an individual, a trust or estate, a partnership, or a corporation.
(2) The term "corporation" includes associations, joint-stock companies, and insurance companies.
(3) The term "domestic" when applied to a corporation or partnership means created or organized in the United States or under the law of the United States or of any State or Territory.
(4) The term "foreign" when applied to a corporation or partnership means a corporation or partnership which is not domestic.
(5) The term "United States" when used in a geographical sense includes only the States, the Territories of Alaska and Hawaii, and the District of Columbia.
(6) The term "Secretary" means the Secretary of the Treasury.
(7) The term "Commissioner" means the Commissioner of Internal Revenue. Title of Act.
Terms mentioned.
"Person."
"Corporation."
"Domestic."
"Foreign."
"United States."
"Secretary."
"Commissioner."

Courtesy of U.S. Congress, "Chap. 233 - An Act To authorize the Secretary of the Interior to issue certificates of citizenship to Indians," 2 June 1924

Description

This 1924 act by Congress granted citizenship to all American Indians born in the United States. However, the right to vote was governed by state law. Until 1957, some states barred American Indians from voting.

[Transcript of the Citizenship Act of 1924](#)

Text-Dependent Questions

- Why would it be important for American Indians to be recognized as citizens of the United States?
- If American Indians were not considered citizens, discuss reasons why [Iowa allowed the Meskwaki to purchase land in 1856](#).

Citation Information

"Chap. 233 - An Act To authorize the Secretary of the Interior to issue certificates of citizenship to Indians," 2 June 1924. [Courtesy of U.S. Congress](#)

President Calvin Coolidge Posing with Native Americans at White House, February 18, 1925



Courtesy of Library of Congress, “[President Calvin Coolidge posed with Natives, possibly from the Plateau area in the Northwestern United States, near the south lawn of the White House],” February 18, 1925

Description

President Calvin Coolidge posed with American Indians, possibly from the plateau area in the northwestern United States, near the south lawn of the White House on February 18, 1925. In June of 1924, Congress passed The Citizenship Act of 1924, granting citizenship to all American Indians born in the United States. However, this did not guarantee all American Indians the right to vote, because voting was governed by state law at that time. Many American Indians did not get the right to vote until the Civil Rights Act of 1957 and the Voting Rights Act of 1965.

Text-Dependent Questions

- The Citizenship Act of 1924 granted citizenship to all American Indians born in the United States. How does the Citizenship Act of 1924 support or differ from the 15th Amendment passed in 1870? As a reminder, 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.”
- Using clues from the clothing of the men in the photograph, what are possible inferences about the varied values of American Indians?

Citation Information

“[President Calvin Coolidge posed with Natives, possibly from the Plateau area in the Northwestern United States, near the south lawn of the White House],” February 18, 1925. [Courtesy of Library of Congress](#)

“Political Rights from Citizenship” in The Problem of Indian Administration, February 21, 1928

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to handle but in strengthening the Indian Service so that it can better perform its functions as an educational agency.

The United States courts only have been mentioned in this discussion. Such experiments as have been tried in conferring jurisdiction over Indian property on the state courts have resulted in an exploitation of individual Indians that has no parallel in the administration of the Indian property by the national government. If evidence be required, let anyone contrast the present excellent federal administration of the property of the restricted Osages with the state courts' work among the Five Civilized Tribes or with conditions among the Osages before the passage of recent acts materially strengthening the power of the national government over guardians appointed by state courts.

Political Rights from Citizenship. Citizenship is, as has been said, primarily an individual and political right. It, however, does not carry with it necessarily the right to vote. Prior to the adoption of the Nineteenth Amendment to the Constitution, women in many states were citizens and yet they had no right to vote. The Indian who has been declared a citizen of the United States by statute does not by virtue of that act secure the right to vote in the state in which he resides. With respect to his right to vote he is subject to the state law and must satisfy the requirements of that law before securing the franchise.

In many states the Indians can and do vote. In some of the more sparsely settled Western states, where the Indians form a considerable proportion of the population, their vote is an important factor in closely contested primaries and general elections, and party leaders organize them. Some evidence tends to show that they are appreciative of their political power and are inclined to consider the attitude toward measures in which they are interested, such as tribal claims and water rights. The survey staff, however, made no effort to collect information as to their political affiliation and activities, merely noting what came to the members incidentally.

In at least one state, New Mexico, the state constitution denies to untaxed Indians the right to vote. The act of Congress declaring the Indians citizens of the United States raises sharply the question of the constitutionality of such a provision in any state constitution. Apparently it denies to a citizen of the United States the

Courtesy of the Brookings Institute, “The Problem of Indian Administration,” The Johns Hopkins Press, 21 February 1928.

Description

“The Problem of Indian Administration” report was created by a group of 10 staff members who spent seven months gathering information about the social and economic status of American Indians throughout the country. This 872-page report, also known as the Meriam Report, revealed how government policy oppressed American Indians. Its publication spurred Congress to create the Indian Reorganization Act of 1934. This particular excerpt from the report focuses on whether or not American Indians who are citizens actually have the ability to vote in the United States.

[Transcript of pp. 756 in *The Problem of Indian Administration*](#)

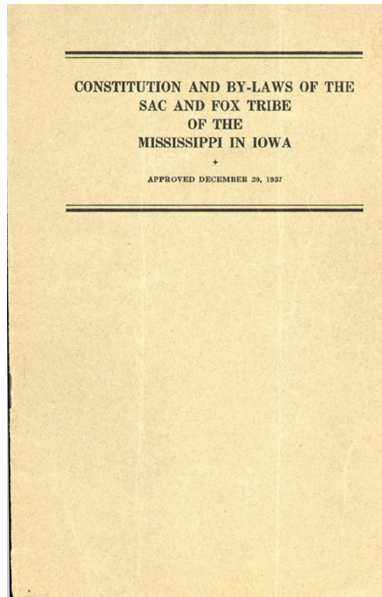
Text-Dependent Questions

- According to this report, what is the connection to citizenship and the right to vote? The report compared the plight of the American Indian’s being unable to vote to women before the passage the 19th Amendment. What was similar between the two groups of people? What was different?
- In the states where American Indians were voting at the time of this report, what impact did their vote have?
- What is one way that American Indians were prevented from voting?

Citation Information

“The Problem of Indian Administration,” The Johns Hopkins Press, pp. 756, 21 February 1928. [Courtesy of the Brookings Institute](#)

Constitution and Bylaws of the Sac and Fox Tribes in Iowa, December 29, 1937



Courtesy of State Historical Society of Iowa, 29 December 1937

Description

After the U.S. Congress created the Indian Reorganization Act of 1934, the Meskwaki established their own constitution. This document is the constitution and its by-laws as it was created in 1937. The preamble states, "We, the Mesquakie Indians, enrolled members of the Sac and Fox Tribe of the Mississippi in Iowa, hereinafter referred to as the Sac and Fox Tribe in Iowa, now living on the Sac and Fox Settlement located near Tama, Tama County, Iowa in order that we may perpetuate our ancient tribal affairs, transact tribal business, and promote our own and our posterity's social, economic, educational, and general welfare, with the guidance of Providence, do hereby organize ourselves into one body and adopt this Constitution as the basis of our community self-government."

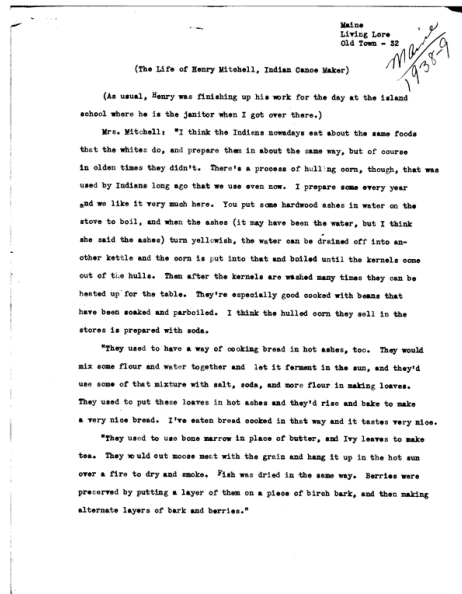
[Full Transcript of the Sac and Fox Tribes Constitution](#)

[Transcribed Excerpts from the Sac and Fox Tribes Constitution](#)

Text-Dependent Questions

- According to the constitution of the Meskwaki tribe, the Tribal Council would determine important matters for the tribe. What are the rules of forming a Tribal Council?
- According to this constitution, who is eligible to vote in tribal elections? What factors might have influenced these criteria?

Oral History Interview with Henry Mitchell, an American Indian Canoe Maker, 1938



Courtesy of Library of Congress, Mitchell, Henry, "[The Life of Henry Mitchell]," 1938

Description

This oral interview of Henry Mitchell and his wife, American Indians in Maine, was completed by Robert Grady with the Federal Writers' Project in 1938. Henry Mitchell was a professional canoe maker and talks about the beliefs and customs he grew up with along with moments of great adversity he and other American Indians faced in Maine.

[Full Transcript of Henry Mitchell's Interview](#)

[Transcribed Excerpt from Henry Mitchell's Interview](#)

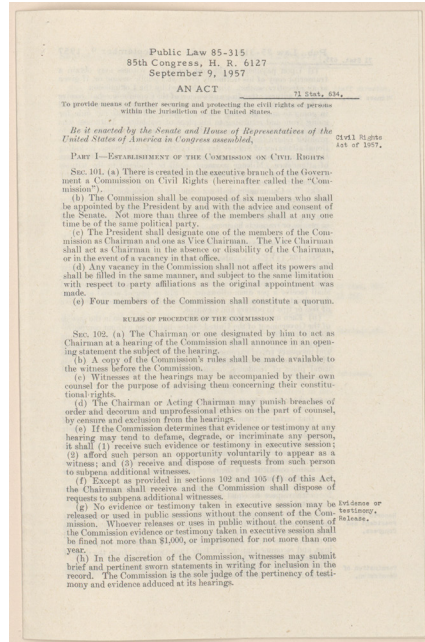
Text-Dependent Questions

- What role did American Indians have in the state legislature of Maine in 1938?
- American Indians in Maine could not vote in state elections but could in tribal elections, like explained in the [Constitution and Bylaws of the Sac and Fox Tribes](#) in Iowa. According to the Mitchells, what was unfair about these roles and salaries in Maine?
- Write a conclusion about how much value the input from American Indians had to the legislators in Maine at that time.

Citation Information

Mitchell, Henry, "[The Life of Henry Mitchell]," 1938. [Courtesy of Library of Congress](#)

Civil Rights Act of 1957, September 9, 1957



Courtesy of University of Maryland Law Library, "An Act to provide means of further securing and protecting the civil rights of persons within the jurisdiction of the United States," 9 September 1957

Description

This legislation established a Commission on Civil Rights to investigate civil rights violations and also established a Civil Rights Division within the Department of Justice. The Civil Rights Act of 1957 authorized the prosecution for those who violated the right to vote for United States citizens. The Voting Rights Act of 1965 took the issue one step further and authorized federal law enforcement to make sure that citizens of all people groups, in all states, were allowed to vote.

[Full Transcript of the Civil Rights Act of 1957](#)

[Transcribed Excerpts from the Civil Rights Act of 1957](#)

Text-Dependent Questions

- Which groups of people did the Civil Rights Act of 1957 seek to help?
- What was the problem the Civil Rights Act of 1957 worked to solve?
- How will the United States government go about solving that problem?

Citation Information

"An Act to provide means of further securing and protecting the civil rights of persons within the jurisdiction of the United States," 9 September 1957. [Courtesy of University of Maryland Law Library](#)

Voting Rights Act, 1965

Public Law 89-110
Voting Rights Act of 1965
Eighty-ninth Congress of the United States of America

AT THE FIRST SESSION

Began and held at the City of Washington on Monday, the fourth day of January,
One thousand nine hundred and sixty-five

An Act to enforce the fifteenth amendment to the Constitution of the United States, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act shall be known as the "Voting Rights Act of 1965."

SEC. 2. No voting qualifications or prerequisite to voting, or standard, practice, or procedure shall be imposed or applied by any State or political subdivision to deny or abridge the right of any citizen of the United States to vote on account of race or color.

SEC. 3. (a) Whenever the Attorney General institutes a proceeding under any statute to enforce the guarantees of the fifteenth amendment in any State or political subdivision the court shall authorize the appointment of Federal examiners by the United States Civil Service Commission in accordance with section 6 to serve for such period of time and for such political subdivisions as the court shall determine is appropriate to enforce the guarantees of the fifteenth amendment (1) as part of any interlocutory order if the court determines that the appointment of such examiners is necessary to enforce such guarantees or (2) as part of any final judgment if the court finds that violations of the fifteenth amendment justifying equitable relief have occurred in such State or subdivision: *Provided*, That the court need not authorize the appointment of examiners if any incidents of denial or abridgement of the right to vote on account of race or color (1) have been few in number and have been promptly and effectively corrected by State or local action, (2) the continuing effect of such incidents has been eliminated, and (3) there is no reasonable probability of their recurrence in the future.

(b) If in a proceeding instituted by the Attorney General under any statute to enforce the guarantees of the fifteenth amendment in any State or political subdivision the court finds that a test or device has been used for the purpose or with the effect of denying or abridging the right of any citizen of the United States to vote on account of race or color, it shall suspend the use of tests and devices in such State or political subdivisions as the court shall determine is appropriate and for such period as it deems necessary.

(c) If in any proceeding instituted by the Attorney General under any statute to enforce the guarantees of the fifteenth amendment in any State or political subdivision the court finds that violations of the fifteenth amendment justifying equitable relief have

Page 1 of 26

Courtesy of U.S. Congress, "Public Law 89-110: Voting Rights Act of 1965," 1965

Description

This act was signed into law on August 6, 1965, by President Lyndon B. Johnson. It outlawed the discriminatory voting practices adopted in many southern states after the Civil War, including literacy tests as a prerequisite to voting. This was a landmark piece of federal legislation in America that prohibited racial discrimination in voting.

[Full Transcript of the Voting Rights Act of 1965](#)

[Transcribed Excerpt from the Voting Rights Act of 1965](#)

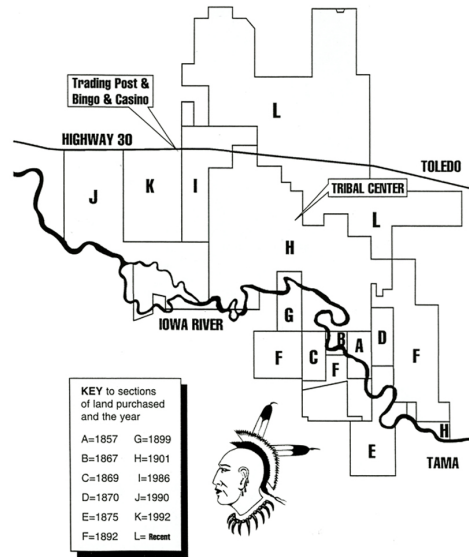
Text-Dependent Questions

- After reading this act, analyze the excerpt of [Political Rights from Citizenship](#). How did the Voting Rights act of 1965 impact all American Indians?
- Speculate as to why it took so long for American Indians to receive the right to vote in all states, especially after the [Civil Rights Act](#) was passed in 1957?

Citation Information

"Public Law 89-110: Voting Rights Act of 1965," 1965. [Courtesy of U.S. Congress](#)

Meskwaki Land Purchases, 2004



Courtesy of State Historical Society of Iowa, 2004

Description

This map and accompanying text show the history of land purchases made by the Meskwaki tribe. This particular political map shows the dates of multiple land purchases around Highway 30 and the Iowa River by the Meskwaki tribe from 1857 to recent years.

[Transcript about Meskwaki Land Purchases](#)

Text-Dependent Questions

- How has the land that the Meskwaki owned changed over time? Cite evidence from the source to support your answer.
- Make a timeline showing the years the parcels of land were purchased.