

United States History Assessment: Voting Rights

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United States History Assessment: Voting Rights	
Academic Standards for U.S. History	Content Standards: 1.1.A, 1.3.F.4, 1.3.H, 3.1.B, 5.4.B Process and Literacy Standards: 1.A.2, 1.B.6, 1.C.9, 2.B.4, 2.C.7, 2.C.8, 2.C.9, 2.D.10
Compelling/Essential Question	Why is civic participation at the ballot box a necessity for a healthy democratic society?
Supporting Question(s)	<ul style="list-style-type: none"> What have been the historical experiences of various groups of American citizens when attempting to use their Constitutional right to vote? How can we learn from the past to address current voter apathy in state and national elections?
Historical Context	Over the course of our nation's history, the opportunity to fully participate in government by means of voting for elected officials, local laws, and judges has been denied to many groups of citizens, including racial/ethnic groups, gender groups, and age groups. The struggle to attain the franchise rights has been a lengthy experience; yet once attained, statistics show voter apathy across the nation and in our state.
Background Reflection	Examine the poster below. How would you paraphrase this message? How does this advice about accepting responsibility relate to the civic duty of voting? In your opinion, why don't all citizens participate in their representative system of government when given the opportunity to vote?
Assessment for Learning (Formative Performance Task)	The student will analyze historic evidence of the expansion of suffrage to all Americans and develop mock legislation to address the issue of voter turnout in the United States today.
Resources	<ul style="list-style-type: none"> Mock Legislation blank templates (one per student) Mock Legislation directions handout (one per student) Collection of primary source documents, political cartoons, audio/visual speeches, and photographs included in this assessment (available online or downloadable for printing)

Student Task	<ol style="list-style-type: none"> You will assume the role of a state legislator and will develop a bill to address the problem of voter turnout for state and national elections. You may address the problem in any way you believe will work. Before developing your proposed bill, you will investigate the history of voting rights and experiences of various groups of Americans since the passage of the 15th amendment. You will be given access to a collection of primary sources to analyze. This collection includes historic speeches, documents, publications, photographs, political cartoons, and audio/video clips. You will use only the information from the primary sources AND your own knowledge of history to complete this task. The collection of resources also contains various charts and graphs depicting factual information about recent voter registration and turnout trends. After reviewing the documents, access the Mock Legislation set of directions for writing your bill. Follow the directions closely. Note that you will be referencing a total of FIVE historic primary sources from the collection (2-3 historic documents and 1-2 charts or graphs from the collection.) Use the blank template provided in this assessment for writing your bill. This final product will be evaluated by a specific rubric provided to your teacher. You may wish
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INSTRUCTOR

	to preview this rubric before you begin your task and review it again before completing the task.
Instructor's Notes	<ol style="list-style-type: none"> 1. Provide students with the above Performance Assessment instructions. 2. Provide students with the URL link to the online collection of primary sources: OR, download and print the collection of primary sources in order for each student to be able to access the complete set. (If printing multiple copies of the collection is difficult, a few sets can be rotated from student to student in the classroom, until all sources have been analyzed by each student.) 3. Students should be encouraged to use common strategies for analyzing primary sources. For example, the National Archives and Records Administration offers excellent templates, online and printable, for a wide variety of sources at https://www.archives.gov/education/lessons/worksheets. 4. Provide students with a copy of the Mock Legislation blank template and review the set of directions for each step. 5. Use the rubric provided to evaluate the student's final product. 6. Option for Extension: You may wish to arrange for a mock legislative session in the classroom, at which individual students may present their bills and debate the merits of them, concluding with voting on passage of student bills. You may also wish to encourage students to contact their state legislators and send them a copy of their bills, as recommendations to increase voter turnout in Oklahoma elections.

Suggested Modifications for English Learner (EL) Students

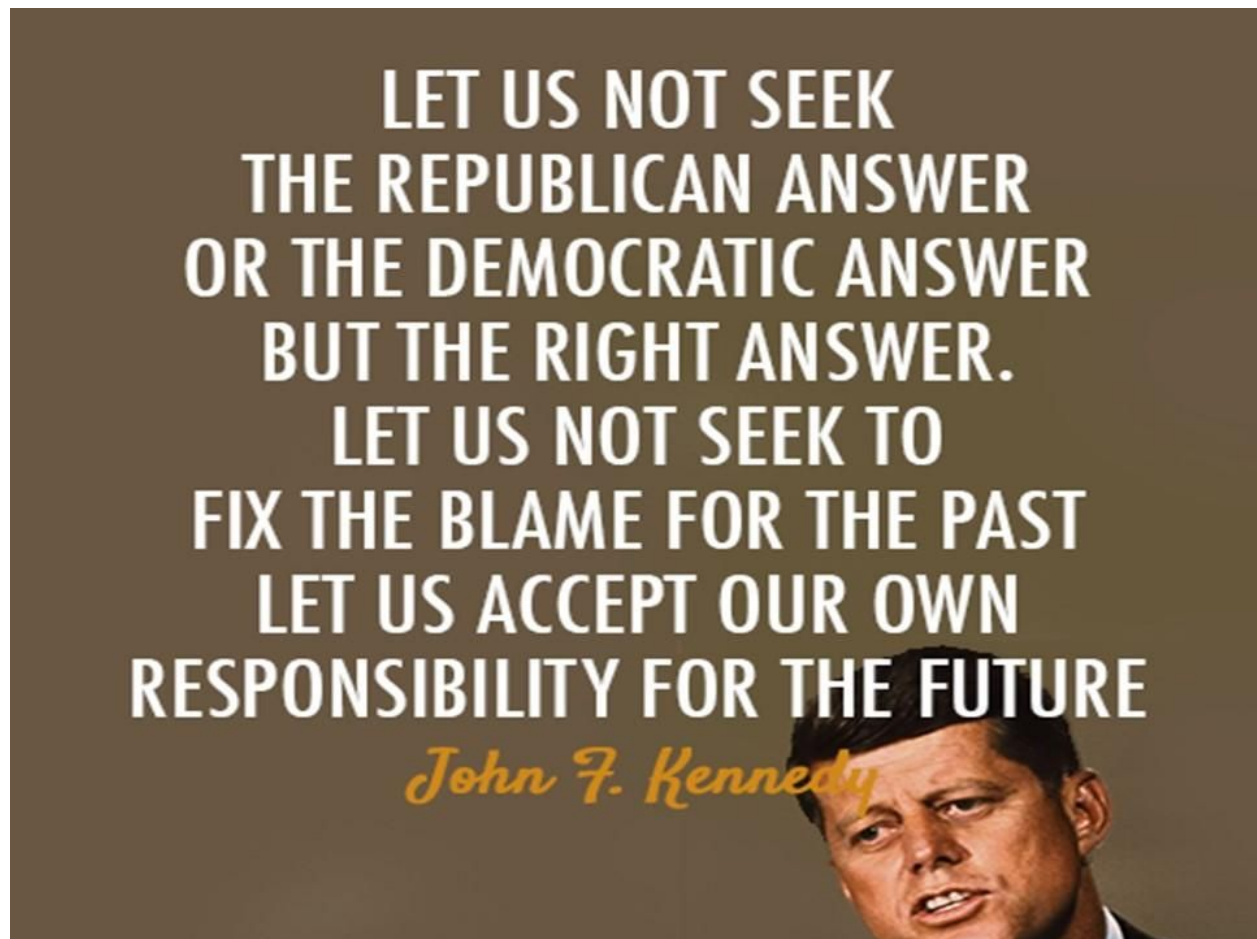
Modifications may include a reduction in the number and/or type of primary source provided to students on an IEP or students with limited English language skills. Additionally, modifications may include verbal presentation of the bill, as opposed to a written product.

Primary Source Political Cartoon Collection:

Ballot or the Bullet, Malcolm X, speech Cory Methodist Church, Cleveland, April 3, 1964
 Guinn v. United States, U.S. Supreme Court, June, 1915
 On the Voting Rights Act, Lyndon Johnson, Johnson Presidential Library, March 15, 1965
 Louisiana Literacy Test, State of Louisiana, 1964
 It Doesn't Unsex Her, Katherine Milous, John Hay Library, 1915
 Silent Sentinels at White House, Harris & Ewing photographers, January 10, 1917
 The 18-Year-Old Vote, Senator Ted Kennedy, U.S. Senate Subcommittee, March 9, 1970
 Impact of Voting Rights Act, U.S. Commission on Civil Rights, 1966
 Voter Turnout Ethnicity, Pew Research Center, 2008
 Voting Amendments, U.S. Constitution
 Voting Rights Act, U.S. Congress, 1965
 Who Shares the Cost of War, Pennsylvania Woman Suffrage Association, 1918
 Women Are Persons, Susan B. Anthony, U.S. House Judiciary Committee, 1873

Background Reflection:

Examine the poster here. How would you paraphrase President Kennedy's quote?
How does his advice on accepting responsibility relate to the civic duty of voting?
Reflect upon your understanding of the electoral process in your community and state.
In your opinion, why don't all citizens participate in their representative system of government when given the opportunity to vote?



United States History Assessment: Using Our Right to Vote	
Compelling/Essential Question	Why is civic participation at the ballot box a necessity for a healthy democratic society?
Supporting Question(s)	<ul style="list-style-type: none"> • What have been the historical experiences of various groups of American citizens when attempting to use their Constitutional right to vote? • How can we learn from the past to address current voter apathy in state and national elections?
Historical Context	Over the course of our nation's history, the opportunity to fully participate in government by means of voting for elected officials, local laws, and judges has been denied to many groups of citizens, including racial/ethnic groups, gender groups, and age groups. The struggle to attain the franchise rights has been a lengthy experience, yet once attained, statistics show voter apathy across the nation and in our state.
Background Reflection	Examine the poster provided. How would you paraphrase President Kennedy's quote? How does his advice on accepting responsibility relate to the civic duty of voting? In your opinion, why don't all citizens participate in their representative system of government when given the opportunity to vote?

Student Task	<ol style="list-style-type: none"> 1. You will assume the role of a state legislator and will develop a bill to address the problem of voter turnout for state and national elections. You may address the problem in any way you believe will work. 2. Before developing your proposed bill, you will investigate the history of voting rights and experiences of various groups of Americans since the passage of the 15th amendment. 3. You will be given access to a collection of primary sources to analyze. This collection includes historic speeches, documents, publications, photographs, political cartoons, and audio/video clips. You will use only the information from the primary sources AND your own knowledge of history to complete this task. 4. The collection of resources also contains various charts and graphs depicting factual information about recent voter registration and turnout trends. 5. After reviewing the documents, access the Mock Legislation set of directions for writing your bill. Follow the directions closely. Note that you will be referencing a total of FIVE historic primary sources from the collection (2-3 historic documents and 1-2 charts or graphs from the collection). 6. Use the blank template provided in this assessment for writing your bill. This final product will be evaluated by a specific rubric provided to your teacher. You may wish to preview this rubric before you begin your task and review it again before completing the task.
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Appendix

Historical and Contemporary Sources for Reference and Analysis

Ballot or the Bullet, Malcolm X, speech Cory Methodist Church, Cleveland, April 3, 1964
Guinn v. United States, U.S. Supreme Court, June, 1915
On the Voting Rights Act, Lyndon Johnson, Johnson Presidential Library, March 15, 1965
Louisiana Literacy Test, State of Louisiana, 1964
It Doesn't Unsex Her, Katherine Milous, John Hay Library, 1915
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Voting Amendments, U.S. Constitution
Voting Rights Act, U.S. Congress, 1965
Who Shares the Cost of War, Pennsylvania Woman Suffrage Association, 1918
Women Are Persons, Susan B. Anthony, U.S. House Judiciary Committee, 1873

Background Reflection:

Examine the poster below. How would you paraphrase President Kennedy's quote? How does his advice on accepting responsibility relate to the civic duty of voting? In your opinion, why don't all citizens participate in their representative system of government when given the opportunity to vote?



State of Oklahoma



Title of the Bill: *Give your bill a brief title based on its goal or purpose.*

Author: *Place your full name on this bill as its author.*

Summary: *In one sentence, state what your bill proposes to do to address or solve the problem.*

Whereas: *In one sentence, describe and summarize one historical example in which the right to vote was denied to a group of citizens. In parentheses, cite one primary source that you used as evidence of this historical example. *You merely need to cite the title of the document and the author, if available.*

Whereas: *Each of the remaining "Whereas" statements will follow the same directions as above, using additional historical examples and primary sources.*

Whereas: *(Same as above)*

Whereas: *(Same as above)*

Whereas: *(Same as above)*

Be it enacted by the People of the State of Oklahoma:

Clearly state your plan of action to increase voter turnout in the state of Oklahoma. You should explain in detail how your plan will be carried out. In addition, explain how your plan will work to solve the problem of voter turnout.

State of Oklahoma



Title of the Bill:

Author:

Summary:

Whereas:

Whereas:

Whereas:

PRINTABLE TEMPLATE

Whereas:

Whereas:

Be it enacted by the People of the State of Oklahoma:

State of Oklahoma



Title of the Bill:

Author:

Summary:

Whereas:

Whereas:

Whereas:

Whereas:

Whereas:

Be it enacted by the People of the State of Oklahoma:

Rubric: United States History Assessment -- Voting

Student Name: _____

Criteria:	Score: 0 Unsatisfactory	Score: 1 Developing	Score: 2 Approaching	Score: 3 Meets Expectations	Student Score:
Task Requirements	No components are completed	Less than half of components are completed	Majority of components are completed	All components are fully completed	
	<ul style="list-style-type: none">Selected and cited historical primary sources (3) and contemporary chart or graph (1)Title, author, and brief summary of proposed legislationWhereas statements using primary source evidence (4)Plan of action (1)				
Oklahoma Academic Content Standards: <i>1. The student will analyze the transformation of the U.S. through its civil rights struggles, 1865 to 1900.</i> <i>1. Cite specific textual and visual evidence to analyze the post-Reconstruction civil rights struggles.</i> <i>A. Examine the purposes and effects of the 13th, 14th, and 15th Amendments.</i> <i>3. Evaluate . . . the transformation of American society, economy, and politics.</i> <i>F. Evaluate the rise and reforms of the Progressive Movement.</i> <i>4. Analyze the series of events leading to and the effects of . . . 19th Amendment.</i> <i>H. Cite specific textual and visual evidence to compare . . . the use of poll taxes and literacy tests to disenfranchise blacks and poor whites.</i> <i>5: The student will analyze foreign and domestic policies, 1945 to 1975.</i> <i>3. Cite specific textual and visual evidence to analyze events . . . (including) the 26th Amendment.</i> <i>4. Cite specific textual and visual evidence to analyze the major events, personalities, tactics, and effects of the Civil Rights Movement</i> <i>B. Compare and contrast segregation policies of “separate but equal,” disenfranchisement of African Americans through poll taxes, literacy tests. . . and the passage of the . . . Voting Rights Act of 1965.</i>					
Historical Accuracy	Contains numerous major factual errors or no facts at all	Contains some major factual errors	Contains minor factual errors	Contains no factual errors	
Historical Understanding	Demonstrates significant misunderstandings reflecting poor depth of knowledge	Demonstrates some misunderstandings and lacks depth of historical knowledge	Demonstrates minor misunderstandings but generally good depth of knowledge	Demonstrates clear understandings of history and superior depth of knowledge	
Application of Historical Evidence	No “whereas” statements are coherent and plan of action is illogical	One to two “whereas” statements are coherent and plan of action is plausible	Three “whereas” statements are coherent and plan of action is plausible	All “whereas” statements are coherent; and plan of action directly addresses the problem	
Overall Quality of Authentic Product	Shows no logical reasoning or cohesion to answer the essential question	Shows limited logical reasoning or cohesion to answer the essential question	Shows adequate logical reasoning and cohesion to answer the essential question	Shows strong logical reasoning and cohesion to address the essential and/or supporting questions.	
Total Score for all Criteria:					

- Score 0 indicates unsatisfactory and/or incomplete work by the student.
- Score 1 indicates that the student's work demonstrates developing skills, yet falls short of a satisfactory level of mastery.
- Score 2 indicates that the student's work is approaching fulfillment of all requirements and demonstrates good quality.
- Score 3 indicates full completion of all requirements and may indicate a quality of work that exceeds expectations.

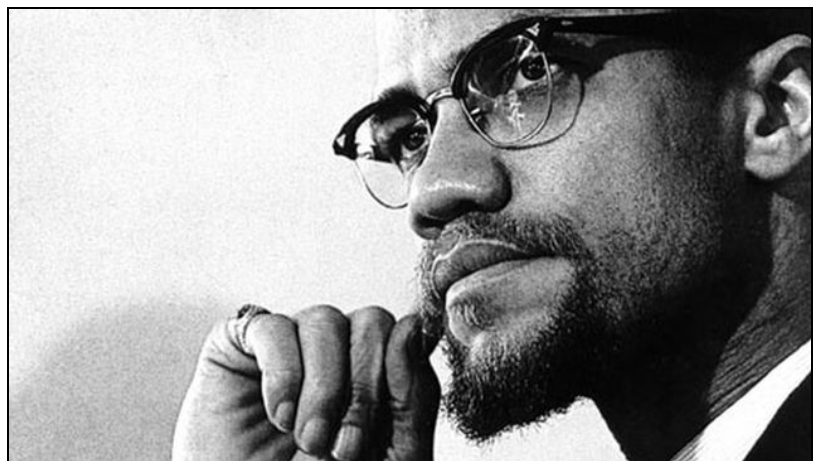
We're all in the same boat and we all are going to catch the same hell from the same man All of us have suffered here, in this country, political oppression at the hands of the white man, economic exploitation at the hands of the white man, and social degradation at the hands of the white man Now in speaking like this, it doesn't mean that we're anti-white, but it does mean we're anti-exploitation, we're anti-degradation, we're anti-oppression

So, what I'm trying to impress upon you, in essence, is this: You and I in America are faced with a government conspiracy. . . . The same government that you go abroad to fight for and die for is the government that is in a conspiracy to deprive you of your voting rights, deprive you of your economic opportunities, deprive you of decent housing, deprive you of decent education This so-called democracy has failed the Negro.

Black nationalism, means: "Give it to us now Give it to us yesterday, and that's not fast enough." If you don't take this kind of stand, your little children will grow up and look at you and think "shame" Any time you know you're within the law, within your legal rights, within your moral rights, in accord with justice, then die for what you believe in Let it be the ballot or the bullet.

We've got to fight until we overcome We're not trying to threaten the existence of any organization, but we're spreading the gospel of black nationalism If the NAACP is preaching and practicing the gospel of black nationalism, join the NAACP. If CORE is practicing the gospel of black nationalism, join CORE. Join any organization that has a gospel that's for the uplift of the black man It'll be the ballot or the bullet. It'll be liberty or it'll be death.

Malcolm X April 3, 1964, "Ballot or Bullet" speech, Cory Methodist Church, Cleveland, Ohio



Guinn v. United States, June, 1915

Facts of the Case:

When Oklahoma was admitted into the Union in 1908, there was no Grandfather Clause in its constitution. However, the state amended its constitution in 1910 to read:

“No person shall be allowed to vote in any election herein, unless he be able to read and write any section of the Constitution of the State of Oklahoma; but no person who was, on January 1, 1866, entitled to vote. . . shall be denied the right to register and vote because of his inability to so read and write sections of such constitution. Precinct election inspectors having in charge the registration of electors shall enforce the provisions of this section at the time of registration.”

The law had a loophole that allowed any individual whose grandfathers were able to vote in 1866 to be released from the test. The U.S. government charges officials in Oklahoma with a criminal conspiracy to deny black Oklahomans the right to vote. The officials are convicted. They appeal, and their case goes to the Supreme Court.

Majority Opinion (excerpts), Chief Justice Edward White

“It is true (the Oklahoma law) contains no express words of an exclusion established of any person on account of race, color, or previous condition of servitude prohibited by the Fifteenth Amendment; but the standard itself inherently brings that result into existence, since it is based purely upon a time before the enactment of the Fifteenth Amendment. . . . If (state officials) knew or believed those colored persons were entitled to vote and their purpose was to unfairly and fraudulently deny the right of suffrage to them on account of their race and color, then their purpose was a corrupt one, and they cannot be shielded by their official positions.”



United States Supreme Court, 1915

Primary Source 2.

President Lyndon Baines Johnson, televised address to the public, March 15, 1965

Video clip available @

<https://www.youtube.com/watch?v=MxEauRq1WxQ>

Available from the Johnson Presidential Library



The State of Louisiana

Literacy Test (This test is to be given to anyone who cannot prove a fifth grade education.)

Do what you are told to do in each statement, nothing more, nothing less. Be careful as one wrong answer denotes failure of the test. You have 10 minutes to complete the test.

1. Draw a line around the number or letter of this sentence.
2. Draw a line under the last word in this line.
3. Cross out the longest word in this line.
4. Draw a line around the shortest word in this line.
5. Circle the first, first letter of the alphabet in this line.
6. In the space below draw three circles, one inside (engulfed by) the other.

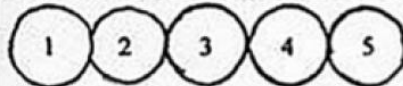
7. Above the letter X make a small cross.
8. Draw a line through the letter below that comes earliest in the alphabet.

Z V S B D M K I T P H C

9. Draw a line through the two letters below that come last in the alphabet.

Z V B D M K T P H S Y C

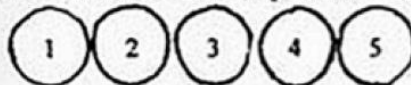
10. In the first circle below write the last letter of the first word beginning with "L".



11. Cross out the number necessary, when making the number below one million.

10000000000

12. Draw a line from circle 2 to circle 5 that will pass below circle 2 and above circle 4.



13. In the line below cross out each number that is more than 20 but less than 30.

31 16 48 29 53 47 22 37 98 26 20 25



VOTES FOR WOMEN

Postcard by Katherine Milous, 1915, John Hay Library



Silent Sentinels, White House demonstration, January 10, 1917, organized by Alice Paul; Harris & Ewing, Washington, D.C., photographer

Testimony Before the Senate Subcommittee on Constitutional Amendments

March 9, 1970

Senator Ted Kennedy

Mr. Chairman, I am pleased to have the opportunity to testify before this distinguished Subcommittee, and to give my strong support to the movement to lower the voting age to 18 I believe the time has come to lower the voting age in the United States, and thereby to bring American youth into the mainstream of our political process.

First, our young people today are far better equipped -- intellectually, physically, and emotionally -- to make the type of choices involved in voting than were past generations of youth. Because of the enormous impact of modern communications, especially television, our youth are extremely well informed on all the crucial issues of our time, foreign and domestic, national and local, urban and rural.

Second, by lowering the voting age to 18, we will encourage civic responsibility at an earlier age, and thereby promote lasting social involvement and political participation for our youth. We know that there is already a high incidence of political activity today on campuses and among young people generally, even though they do not have the franchise

Third, 18 year-olds already have many rights and responsibilities in our society comparable to voting An 18 year-old goes to war, or works, or marries, or makes a contract, or pays taxes, or drives a car, or owns a gun, or is held criminally responsible, like an adult -- should (he) thereby be entitled to vote?

The well-known proposition --"old enough to fight, old enough to vote"-- deserves special mention. To me, this part of the argument for granting the vote to 18 year-olds has great appeal. At the very least, the opportunity to vote should be granted in recognition of the risks an 18 year-old is obliged to assume when he is sent off to fight and perhaps die for his country. About 30% of our forces in Vietnam are under 21. Over 19,000, or almost half, of those who have died in action there were under 21. Can we really maintain that these young men did not deserve the right to vote?

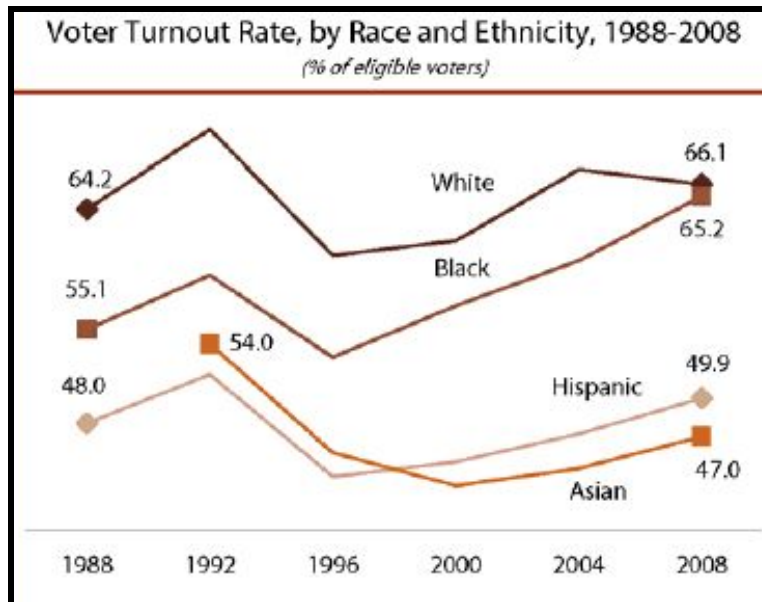


African-American Voter Registration		
State	Years	
	1960	1966
Alabama	66,000	250,000
Mississippi	22,000	175,000
North Carolina	210,000	282,000
South Carolina	58,000	191,000
Tennessee	185,000	225,000

Source: U.S. Commission on Civil Rights, 1966



*unknown photographer, Mississippi state capitol, June 24, 1964,
National Archives and Records Administration*



Source: Pew Research Center, 2008

Selected Amendments to the United States Constitution:

15th Amendment, ratified March 30, 1870

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.

19th Amendment, ratified August 18, 1920

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

26th Amendment, ratified July 1, 1971

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



Sec. 4. (a) To assure that the right of citizens of the United States to vote is not denied or abridged on account of race or color, no citizen shall be denied the right to vote in any Federal, State, or local election because of his failure to comply with any test or device.

(c) The phrase "test or device" shall mean any requirement that a person as a prerequisite for voting or registration for voting (1) demonstrate the ability to read, write, understand, or interpret any matter, (2) demonstrate any educational achievement or his knowledge of any particular subject, (3) possess good moral character, or (4) prove his qualifications by the voucher of registered voters or members of any other class.

(e)(1) Congress hereby declares that to secure the rights under the fourteenth amendment of persons educated in American-flag schools in which the predominant classroom language was other than English, it is necessary to prohibit the States from conditioning the right to vote of such persons on ability to read, write, understand, or interpret any matter in the English language.

Sec. 10. (a) The Congress finds that the requirement of the payment of a poll tax as a precondition to voting (i) precludes persons of limited means from voting or imposes unreasonable financial hardship upon such persons as a precondition to their exercise of the franchise, (ii) does not bear a reasonable relationship to any legitimate State interest in the conduct of elec-



African Americans and whites wait in line together to vote after the enactment of the Voting Rights Act.

tions, and (iii) in some areas has the purpose of denying persons the right to vote because of race or color. Upon the basis of these findings, Congress declares that the constitutional right of citizens to vote is denied or abridged in some areas by the requirement of the payment of a poll tax as a precondition to voting.

WHO SHARES THE COST OF WAR?

Who face death in order to give life to men? **WOMEN.**

Who love and work to rear the sons who then are killed in battle? **WOMEN.**

Who plant fields and harvest crops when all the able-bodied men are called to war? **WOMEN.**

Who keep shops and schools and work in factories while men are in the trenches? **WOMEN.**

Who nurse the wounded, feed the sick, support the helpless, brave all danger? **WOMEN.**

Who see their homes destroyed by shell and fire, their little ones made destitute, their daughters outraged? **WOMEN.**

Who are sent adrift, alone, no food, no hope, no shelter for the unborn child? **WOMEN.**

Who must suffer agony for every soldier killed? **WOMEN.**

Who are called upon to make sacrifices to pay the terrible tax of war? **WOMEN.**

Who dares say that war is not their business? In the name of Justice and Civilization give women a voice in Government and in the councils that make or prevent war.

VOTE for the WOMAN SUFFRAGE AMENDMENT IN NOVEMBER

PENNSYLVANIA WOMAN SUFFRAGE ASSOCIATION

Headquarters: 201-5 Arcade Building, Harrisburg

M. W. E. Publishing Co., Inc.

Pennsylvania Woman Suffrage Association, poster, published c. 1918

Friends and fellow citizens: I stand before you tonight under indictment for the alleged crime of having voted at the last presidential election. I not only committed no crime, but, instead, simply exercised my citizen's rights, guaranteed to me and all United States citizens by the Constitution, beyond the power of any state to deny.

The preamble of the Federal Constitution says, "We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquillity, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America."

It was we, the people; not we, the white male citizens; but we, the whole people, who formed the Union. And we formed it, not to the half of our posterity, but to the whole people - women as well as men. For any state to make sex a qualification that results in the disfranchisement of one entire half of the people . . . is a violation of the supreme law of the land. By it the blessings of liberty are forever withheld from women and their female posterity.

To them this government has no just powers derived from the consent of the governed. To them this government is not a democracy. It is an odious aristocracy which makes father, brothers, husband, and sons the oligarchs over the mother, sisters, wives and daughters of every household - which ordains all men sovereigns, all women subjects The only question left to be settled now is: Are women persons?



Source: Susan B. Anthony, Hearing of the Women Suffrage Association Before the House Committee on the Judiciary, 1873