LOC TPS AP Gov  Expansion of Voting Rights
9-12 Grades

This activity is sponsored in part by the Library of Congress Teaching with Primary Sources Eastern Region Program, coordinated by Waynesburg University.

Two class periods of 45 – 60 minutes

Description of activity: Students examine the expansion of voting rights through primary sources.

Activity Goals: Students will be able to explain how and why women, Native Americans and African Americans were denied the right to vote and what helped these groups gain voting rights.

Focus Question: Why were women and Native Americans denied the right to vote?  What helped gain African Americans the right to vote?

Context: This fits well into a unit on political participation and voting after basic background knowledge has been established.

Objectives: AP Gov Skills 1, 2, 4, and 5; Practice 1.b, 2.b, 4.b, and 5.a; EU 2.C: LO 2.C.2: EU 3.A: EU 4.C: and Virginia SOLS GOVT. 3, 6.f

Assessment: There are analysis questions to go along with each source as well as a formative assessment task at the end of the activity.

Primary Sources: see below

Procedure: Students examine primary sources and answer supporting analysis questions. After a class discussion, students will complete a formative assessment task.

What you will need before implementing: This lesson is dependent on computer and internet access for all students. The documents, directions, and chart should be shared digitally with all students (in Google Docs or another format).
I. Review these sources. Read the accompanying information and then answer the following questions.

Who favored women’s suffrage movement? Who opposed it? Provide some possible reasons for each stance.

The Home Loving Women Do Not Want the Ballot
Louis Roesch Co., Lith. And Print., S.F. (Photographer)

1911 Oct.

http://www.loc.gov/item/mnwp000333/
Suffragists demonstrating against Woodrow Wilson in Chicago, 1916
http://www.loc.gov/item/mnwp000289

The feminine of Jekyll and Hyde

Udo J. Keppler
1913 June 4.
http://www.loc.gov/pictures/item/2011649598/
II. Review these sources. Read the accompanying information and then answer the following questions.

Who supported the expansion of suffrage to all African Americans? Who participated in these demonstrations? How did these two marches help bring progress through political reform? How did the media help to bring on a change in government policy?

Participants, some carrying American flags, marching in the civil rights march from Selma to Montgomery, Alabama in 1965

Peter Pettus [1999 or 2000 from a photograph taken in 1965]

http://www.loc.gov/pictures/item/2003675345/
Improving Historical Thinking Skills through Source-Based Instruction
Paige K Solomon, Norfolk Collegiate

The civil rights march from Selma to Montgomery, Alabama in 1965

Peter Pettus [1999 or 2000 from a photograph taken in 1965]

http://www.loc.gov/pictures/resource/cph.3d02329/?loclr=blogtea

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

Warren K. Leffler
1965 March 12

http://www.loc.gov/pictures/resource/ds.05267/?loclr=twtea
III. Read about the denial of Native American voting rights on the Library of Congress website.

**Elections... the American Way**


Review this source.

"Move on!" Has the Native American no rights that the naturalized American is bound to respect?

Thomas Nast  
1871 April 22.  
http://www.loc.gov/pictures/item/2001696066/

How does it relate (in terms of message and political statement) to the pictures you have just examined? On what grounds were Native Americans denied the right to vote? When and how did they gain the right to vote?

**IV. Formative Assessment:** Student should respond to these questions in short paragraphs, backing up their assertions with specific evidence.

Why was there significant public support for not allowing native Americans and women the right to vote?

What allowed African Americans to remain disenfranchised for nearly a century after the passage of the 15th Amendment? What finally brought support for meaningful change?

How did the equal protection clause factor into the expansion of voting rights?