

Document Based Question: (Resource 4.13)

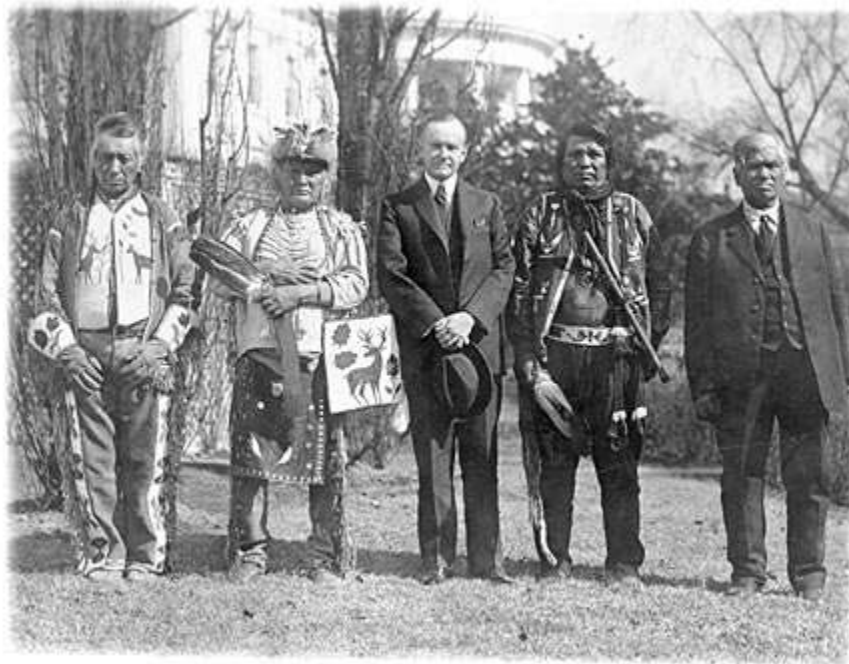
Why and how has the right to vote (suffrage) been expanded in U.S. history?

Document A.1

14th Amendment to U.S. Constitution, 1868

Section 1: All persons born or naturalized in the United States...are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens...nor deny any person within its jurisdiction the equal protection of the laws.

Document A.2



President Calvin Coolidge with four Osage Indians after he signed the Indian Citizenship Act.

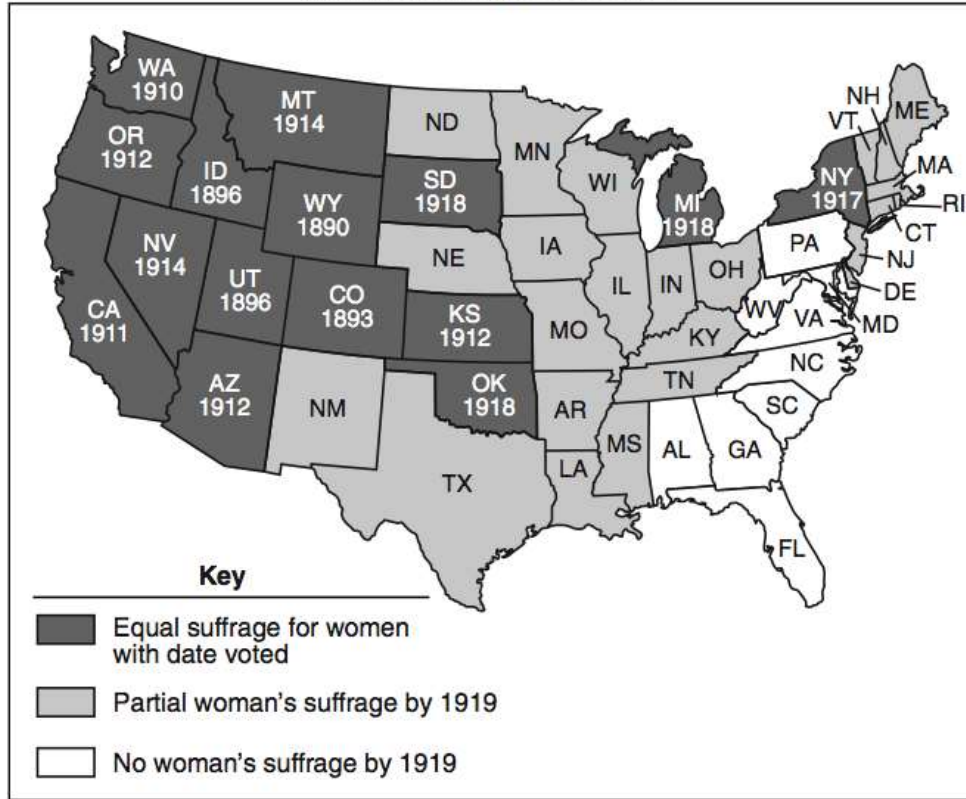
Document A.3

Indian Citizenship Act of 1924

"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... (Approved June 2, 1924)"

Document B.1

Woman's Suffrage Before 1920



Source: Sandra Opdycke, *The Routledge Historical Atlas of Women in America*, Routledge (adapted)

(Note: Wyoming and Utah became states in 1890 and 1896, respectively. Their territorial legislatures had previously approved equal suffrage for women.)

Document B.2



Suffragists Protest Woodrow Wilson's Opposition to Woman's

Suffrage, October 1916

Document C

This is an excerpt from an address (speech) by President Lyndon B. Johnson to a joint session of Congress shortly before submitting the Voting Rights Act of 1965. (March 15, 1965)

Our fathers believed that if this noble view of the rights of man was to flourish, it must be rooted in democracy. The most basic right of all was the right to choose your own leaders. The history of this country, in large measure, is the history of the expansion of that right to all of our people.

Many of the issues of civil rights are very complex and most difficult. But about this there can and should be no argument. Every American citizen must have an equal right to vote. There is no reason which can excuse the denial of that right. There is no duty which weighs more heavily on us than the duty we have to ensure that right.

Yet the harsh fact is that in many places in this country men and women are kept from voting simply because they are Negroes [African Americans]....

This bill will strike down restrictions to voting in all elections—Federal, State, and local—which have been used to deny Negroes the right to vote....

To those who seek to avoid action by their National Government in their own communities; who want to and who seek to maintain purely local control over elections, the answer is simple:

Open your polling places to all your people. Allow men and women to register and vote whatever the color of their skin. Extend the rights of citizenship to every citizen of this land....

Document D

President Richard Nixon, Statement About the Ratification of the 26th Amendment to the Constitution, June 30, 1971

Tonight Ohio's Legislature ratified the 26th Amendment to the Constitution. This Amendment guarantees the right of 18-year-old persons to vote in State and local, as well as Federal, elections. It appears that 38 States have now ratified the Amendment that will now become a part of the law of the land.

Some 11 million young men and women who have participated in the life of our Nation through their work, their studies, and their sacrifices for its defense, are now to be fully included in the electoral process of our country. For more than 20 years, I have advocated the 18-year-old vote. I heartily congratulate our young citizens on having gained this right.

The ratification of this Amendment has been accomplished in the shortest time of any amendment in American history. This fact affirms our Nation's confidence in its youth and its trust in their responsibility. It also reinforces our young people's dedication to a system of government whose Constitution permits ordered change.

I urge them to honor this right by exercising it—by registering and voting in each election.

Document E (first page excerpted)



Department of Justice

STATEMENT

BY

ATTORNEY GENERAL NICHOLAS deB. KATZENBACH

before the

HOUSE JUDICIARY COMMITTEE

on the proposed

VOTING RIGHTS ACT OF 1965

Thursday, March 18, 1965

In our system of government, there is no right more central and no right more precious than the right to vote.

From our early history, the free and secret ballot has been the foundation of America. This Congress stands as imposing evidence of that truth. And, if we have needed reminding, Presidents in every generation have repeated that truth.

--In a message to the 36th Congress, in 1860, President Buchanan observed that: "The ballot box is the surest arbiter of disputes among freemen."

--In a message to the 51st Congress, in 1890, President Benjamin Harrison said: "If any intelligent and loyal company of American citizens were required to catalogue the essential human conditions of national life, I do not doubt that with absolute unanimity they would begin with 'free and honest elections.'"

--In a message to the 66th Congress, in 1919, President Wilson said: "The instrument of all reform in America is the ballot."

--In a message to the 88th Congress, just two years ago, President Kennedy said: "The right to vote in a free American election is the most powerful and precious right in the world -- and it must not be denied on the grounds of race or color. It is a potent key to achieving other rights of citizenship."

Document Analysis Questions

For all documents, first:

- a) Source each document (who, when, where, why).
- b) Identify the type of document (law, photo, diary, etc.).
- c) Search for vocabulary that needs clarification.

Documents A.1-A.3:

How does a person gain citizenship according to the 14th Amendment?

What are states prohibited in doing?

How is Document A.3 similar to A.1? What is different?

Why might Document A.3 have been necessary? Explain.

What can be inferred from Document A.2?

How do these documents help you answer the question: How was the right to vote expanded to Native Americans?

Documents B.1-B.2

How many states had equal suffrage for women before 1920? How many had partial (limited) women's suffrage?

What do you notice about the geographic differences in the right to women's suffrage?

Does this document support the need for a national amendment to the constitution for women's suffrage? Why or why not? How does this support the question: How was the right to vote expanded for women?

Describe the activities in the photograph? How does this support the question: How was the right to vote expanded for women?

Document C

What descriptive words and phrases does President Johnson use to convey his views on the right to vote?

Describe the "duty" President Johnson discusses. How does this understanding help to answer the question: Why has the right to suffrage been expanded in U.S. history?

What can be inferred from the two paragraphs beginning with "Yet the harsh facts..." and "To those who..."?

Document C continued

What does President Johnson demand in the final lines?

How does this document help you answer the question: How has the right to suffrage been expanded in U.S. History?

Document D

What was the purpose of the 26th Amendment?

What do you learn about the ways that Amendments to the Constitution are made from this document?

Explain the meaning of this sentence from the document in your own words? How does this sentence demonstrate why so many people thought that 18 year olds should have the right to vote? *“Some 11 million young men and women, who have participated in the life of our Nation through their work, their studies, and their sacrifices for its defense, are now to be fully included in the electoral process of our country.”*

How do the last two sentences help you better answer the question: Why has the right to suffrage been expanded?

Document E

What words and phrases does the Attorney General use to describe voting?

According to the presidential quotes provided, what reasons are there for ensuring the right to vote?

Do any of these quotes seem to be in opposition to the evidence from other documents? Explain your answer.

How does this document help you to answer the question: Why has the right to suffrage been expanded?

Writing Prompt

Construct two paragraphs using evidence from the texts and reasoning to answer the following questions. Make sure that you quote and/or paraphrase evidence from at least three different documents in each of the paragraphs. Introduce your evidence (e.g. According to President Nixon in 1971, the 26th Amendment...) and cite it at the end of the sentence (e.g. Doc. D). Describe (reason) why and how your evidence supports your answer. Be specific.

Why has suffrage been expanded in U.S. history?

How has suffrage been expanded in U.S. history?

Teacher Tips

1. Have students paste the documents into their interactive notebooks (left pages) and insert the questions (with space to write answers) onto the accompanying pages (right side).
2. Model document analysis as whole group (sourcing the document, vocabulary, answering questions with direct evidence from the text) with Documents A & B.
3. Allow small groups to work on document analysis with Document C. Come back to the whole class to check for understanding and ensure that all students understand the documents.
4. Repeat small group analysis followed by whole group debrief for Documents D & E.
5. Teach students how to quote and paraphrase evidence from text. Allow them time to practice the skill with evidence you have pulled from these texts.
6. Make sure that students understand the two parts of the writing prompt:
 - a. Why: philosophical reasons for expanding right to vote
 - b. How: national legislation, amendments, protests, state by state changes, with support of the executive branch, etc.
7. Ask students as a whole group to pull out all of the evidence to support each of the questions. Chart this for the group.
8. Have pairs/groups of three rank the top three pieces of evidence in answer to each of the questions. During the ranking activity, ensure that students are taking note of their reasoning for why these are important pieces of evidence.
9. Have students write rough drafts for their paragraphs. Provide feedback. Allow students to create final drafts.