

Voting Expansion Lesson

Unit	5 Political Participation (CED p. 111)
Content	5.1 Voting Rights and Models of Voting Behavior
Skills	Defining terms. Concept application.
Materials	Declarations and Aspirations Expansion of American Voting Table Expansion of American Voting Table Key Expansion of American Voting Voter ID Assignment Structural barriers in voting
Big ?s	How has who could vote and participate in democracy changed over the years?
Procedure	- Share copies of all the materials with each student. - Guide students through a deliberative discussion of Declarations and Aspirations. Have students complete the declarations and aspirations worksheet. Discuss. - Assign teams a portion of the Expansion of American Voting Table to complete using the information they are provided. - Review answers in Expansion of American Voting Table Key - Teams of three students will use the materials in the Expansion of American Voting handout to make a Timeline of American Voting History. Share and discuss. - Have pairs or teams of three complete the Voter ID Voter ID Assignment. Students will place their Voter ID on the board in the appropriate spot and share their voter and analysis with the class. - Students may complete the bonus tables and graph handout as review. - Have students work solo or in teams to answer all the questions in the Structural barriers in voting worksheet. Share answers and discuss. Exit Ticket Prompt: What is the future of voting expansion?



Declarations and Aspirations

Words

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness." [The Declaration of Independence](#) (1776)

"We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, 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." [Preamble of the United States Constitution](#) (1787)

Thoughts

- Who was a *people* In 1700s America? In 2022 America?
- Are all men created equal?
- What does, "all men are created equal" even mean to you?
- Who were *men* in the 1700s? Who are *men* today? Are *men equal today*?
- Look at the list of people below and decide *if and when* they became *people*. *Unless stated explicitly, consider all of the following to be property owners.

People?*

1. White-American Man with property
2. White-American Woman with property
3. White-American Man without property
4. African-American Man
5. African-American Woman
6. Person without state issued ID
7. Jewish
8. Native-American
9. Felon
10. Non-Citizen

Notes:

Expansion of American Voting Table

Use the links to the left and the information below to complete the empty portions of the table below.

Amendment/Method	Who got the vote?	When? (Year)
15th Amendment	Black Men	1870
19th Amendment		
The Snyder Act of 1924 (Congressional Law)		
23rd Amendment		
24th Amendment		
Voting Rights Act of 1965		
26th Amendment		

[15th Amendment](#)

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](#)

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.

[The Snyder Act of 1924 \(Congressional Law\)](#)

The Indian Citizenship Act of 1924, also known as the Snyder Act, was signed into law by President Calvin Coolidge on June 2, 1924, granting full citizenship to American Indians and Alaska Native Americans. Though the Fifteenth Amendment, passed in 1870, granted all U.S. citizens the right to vote regardless of race, it wasn't until 1924 that American Indians and Alaska Native Americans could enjoy the rights granted by this amendment.

[23rd Amendment](#)

The District constituting the seat of Government of the United States shall appoint in such manner as Congress may direct:

A number of electors of President and Vice President equal to the whole number of Senators and Representatives in Congress to which the District would be entitled if it were a State, but in no event more than the least populous State; they shall be in addition to those appointed by the States, but they shall be considered, for the purposes of the election of President and Vice President, to be electors appointed by a State; and they shall meet in the District and perform such duties as provided by the twelfth article of amendment.

[24th Amendment](#)

The right of citizens of the United States to vote in any primary or other election for President or Vice President, for electors for President or Vice President, or for Senator or Representative in Congress, shall not be denied or abridged by the United States or any State by reason of failure to pay poll tax or other tax.

[Voting Rights Act of 1965](#)

On August 6, 1965, President Lyndon Baines Johnson signed the Voting Rights Act into law, a momentous achievement in the struggle for equal rights.

When President Lincoln signed the Thirteenth Amendment, freeing the nation's slaves on January 31, 1865, it was not the end of oppression of African Americans, but rather the beginning of a journey toward full citizenship and participation in the democratic process. The 15th Amendment, passed in 1870, stated 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." However, many Southern states began to deny African Americans their constitutional rights by creating poll taxes and convoluting the methods of voter registration to discriminate against African Americans.

African Americans were not only discriminated against with regards to voting rights, but in almost all other aspects of their lives due to the Plessy v. Ferguson (1896) Supreme Court judgment, which allowed for the separate but equal treatment of the races. In 1954, the case was overturned by the Supreme Court judgment in Brown v. The Board of Education, propelling the Civil Rights movement forward, and encouraging leaders such as Dr. Martin Luther King, Jr., to continue the fight for equal rights, including voting rights.

Through nationwide peaceful demonstrations, the Civil Rights movement captured the attention of the media, the public, and politicians alike. It became clear that the vast majority of Americans were unwilling to tolerate the discriminatory practices of certain states.

Many years of activism culminated in the signing of the Voting Rights Act. The Act prohibited any jurisdiction from implementing a "voting qualification or prerequisite to voting, or standard, practice, or procedure ... in a manner which results in a denial or abridgement of the right ... to vote on account of race," color or creed. The results were instantaneous: 250,000 new voters were registered by the end of 1965 and more than half of all African American citizens were registered by 1967.

[26th Amendment](#)

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.

Expansion of American Voting Table Key

Amendment/Method	Who got the vote?	When? (Year)
<u>15th Amendment</u>	Black Men	1870
<u>19th Amendment</u>	Women	1920
<u>The Snyder Act of 1924 (Congressional Law)</u>	Native Americans	1924
<u>23rd Amendment</u>	DC Voters	1961
<u>24th Amendment</u>	Outlaws poll taxes	1964
<u>Voting Rights Act of 1965</u>	Anti-Jim Crow (enforces 15th Amendment and 19th Amendment)	1965
<u>26th Amendment</u>	18 year olds	1971

Expansion of American Voting

Here is a brief [timeline of the expansion of voting](#) in the US from 1776-present.
Here is a more detailed [American Voting History](#) from Gilder Lehrman. Whoot.
There's a fabulous compact history of voting attached on the next few pages.
And here is my very boxy table of the expansion of voting!

Amendment/Method	Who got the vote?	When? (Year)
15th Amendment	Black Men	1870
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23rd Amendment	DC Voters	1961
24th Amendment	Outlaws poll taxes	1964
Voting Rights Act of 1965	Anti-Jim Crow (enforces 15th Amendment and 19th Amendment)	1965
26th Amendment	18 year olds	1971
What's next ????	16 year olds All felons Non-citizens Porcupines Non-felon porcupines	? ? ? ? ?

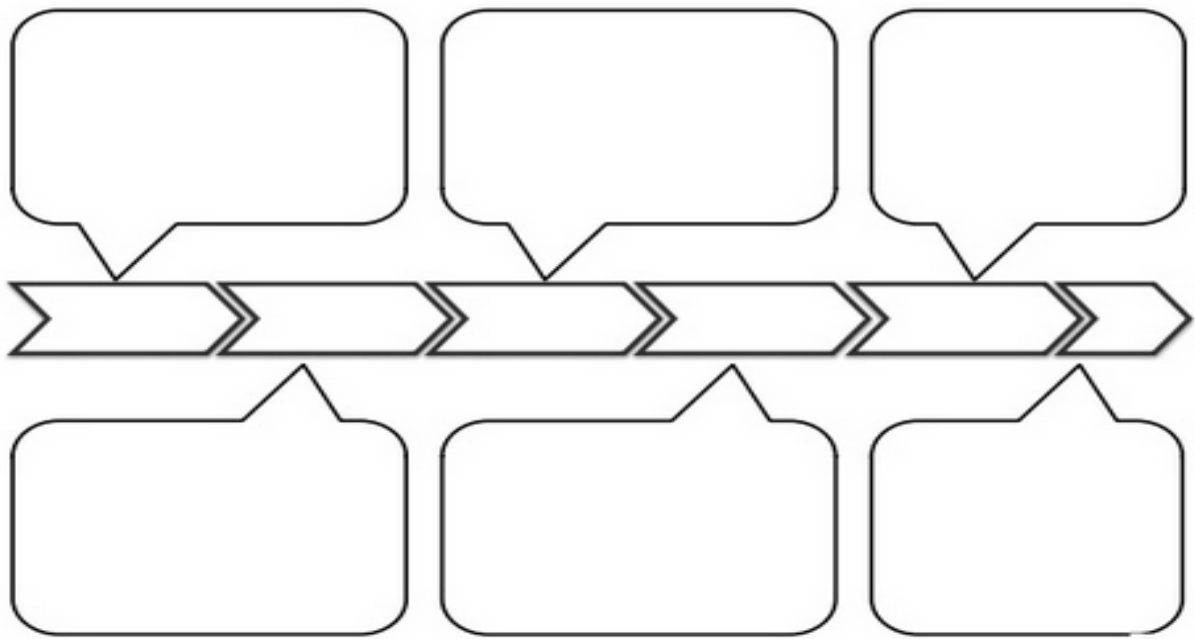
Timeline Time

Use the timelines and my stupid table above to make your very own top 6 highlights of voting in America timeline! You can use either of the templates below. If you don't like my timeline template below, design your own.

Timeline

When	When	When	When	When	When
					
					
					
What	What	What	What	What	What

Timeline



A horizontal timeline diagram featuring a central arrow pointing to the right, divided into six segments. Above and below the arrow are three empty speech bubble boxes, each connected to a segment of the timeline by a line, providing a space for event descriptions.

[Brief American Voting History](#)

Colonial America

Each of the thirteen colonies required voters either to own a certain amount of land or personal property, or to pay a specified amount in taxes. Many colonies imposed other restrictions on voting, including religious tests. Catholics were barred from voting in five colonies and Jews in four. The right to vote varied widely in colonial America. In frontier areas, seventy to eighty percent of white men could vote. But in some cities, the percentage was just forty to fifty percent.

The American Revolution

The American Revolution was fought in part over the issue of voting.

By 1790, all states had eliminated religious requirements for voting. As a result, approximately 60 to 70 percent of adult white men could vote. During this time, six states (Maryland, Massachusetts, New York, North Carolina, Pennsylvania, and Vermont) permitted free African Americans to vote.

The Constitution

The US Constitution left the issue of voting rights up to the states. The only thing that the Constitution said about voting was that those entitled to vote for the "most numerous Branch of the state legislature" could vote for members of the House of Representatives.

Political Democratization in early 1800s

The most significant political innovation of the early nineteenth century was the abolition of property qualifications for voting and officeholding. In 1800, just three states (Kentucky, New Hampshire, and Vermont) had universal white manhood suffrage. Pressure for expansion of voting rights came from propertyless men; from territories eager to attract settlers; and from political parties seeking to broaden their base. By 1830, ten states permitted white manhood suffrage without qualification. And after 1840, a number of states, mainly in the Midwest, allowed immigrants who intended to become citizens to vote. Ironically, the period that saw the advent of universal white manhood suffrage also saw new restrictions imposed on voting by African Americans. Every new state that joined the Union after 1819 explicitly denied blacks the right to vote. In 1855, only five states—Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont—allowed African Americans to vote without significant restrictions. In 1826, only sixteen black New Yorkers were qualified to vote.

[Brief American Voting History](#)

The Civil War and Reconstruction

During Reconstruction, for a variety of reasons, a growing number of Republicans began to favor extending the vote to African American men. Many believed that African Americans needed the vote to protect their rights. Some felt that black suffrage would allow the Republican party to build a base in the South. The Reconstruction Act of 1867 required the former Confederate states to approve new constitutions, which were to be ratified by an electorate that included black as well as white men. In 1868, the Republican Party went further and called for a Fifteenth Amendment that would prohibit states from denying the vote based on race or previous condition of servitude. A variety of methods—including violence in which hundreds of African Americans were murdered, property qualification laws, gerrymandering, and fraud—were used by Southern whites to reduce the level of black voting.

The Mississippi Plan

In 1890, Mississippi pioneered new methods to prevent African Americans from voting. Through lengthy residence requirements, poll taxes, literacy tests, property requirements, cumbersome registration procedures, and laws disenfranchising voters for minor criminal offenses, Southern states drastically reduced black voting. In Mississippi, just 9,000 of 147,000 African Americans of voting age were qualified to vote. In Louisiana, the number of black registered voters fell from 130,000 to 1,342.

Meanwhile, grandfather clauses in these states exempted whites from all residence, poll tax, literacy, property requirements if their ancestors voted prior to the 15th Amendment.

Women's Suffrage

In 1848, at the first women's rights convention in Seneca Falls, New York, delegates adopted a resolution calling for women's suffrage. But it would take seventy-two years before most American women could vote. Women succeeded in getting the vote slowly. Wyoming Territory, eager to increase its population, enfranchised women in 1869, followed by Utah, which wanted to counter the increase in non-Mormon voters. During the early twentieth century, the suffrage movement became better financed and more militant. It attracted growing support from women who favored reforms to help children (such as increased spending on education) and the prohibition of alcohol. It also attracted growing numbers of working-class women, who viewed politics as the way to improve their wages and working conditions. World War I helped to fuel support for the Nineteenth Amendment to the Constitution, extending the vote to women. Most suffragists strongly supported the war effort by selling war bonds and making clothing for the troops. In addition, women's suffrage seemed an effective way to demonstrate that the war truly was a war for democracy.

[Brief American Voting History](#)

Voting Rights for African Americans

At the end of the 1950s, seven Southern states used literacy tests to keep blacks from voting, while five states used poll taxes to prevent blacks from registering. In Alabama, voters had to provide written answers to a twenty-page test on the Constitution and on state and local government. In an effort to bring the issue of voting rights to national attention, Martin Luther King Jr. launched a voter registration drive in Selma, Alabama, in early 1965. Even though blacks slightly outnumbered whites in this city of 29,500 people, Selma's voting rolls were 99 % white and 1 % black. For seven weeks, King led hundreds of Selma's black residents to the county courthouse to register to vote. Nearly 2,000 black demonstrators, including King, were jailed by County Sheriff James Clark. Not a single black voter was added to the registration rolls. Two measures adopted in 1965 helped safeguard the voting rights of black Americans. On January 23, the states completed ratification of the Twenty-fourth Amendment to the Constitution barring a poll tax in federal elections. On August 6, President Johnson signed the Voting Rights Act, which prohibited literacy tests and sent federal examiners to seven Southern states to register black voters. Within a year, 450,000 Southern blacks registered to vote. The Supreme Court ruled that literacy tests were illegal and also ruled in the "one-man, one-vote" *Baker v. Carr* decision that states could not give rural voters a disproportionate sway in state legislatures.

Reducing the Voting Age

The war in Vietnam fueled the notion that young people who were young enough to die for their country were old enough to vote. In 1970, as part of an extension of the Voting Rights Act, a provision was added lowering the voting age to eighteen. The Supreme Court ruled that Congress had the power to reduce the voting age only in federal elections, not in state elections. To prevent states from having to maintain two different voting rolls, the Twenty-sixth Amendment to the Constitution barred the states and the federal government from denying the vote to anyone eighteen or older.

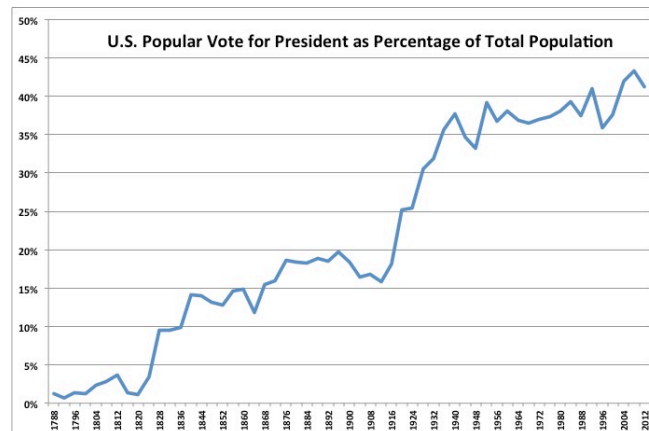
An Unfinished History

The history of voting rights is not yet over. One of today's most heated debates is whether or not convicted felons who have served their time be allowed to vote. Another controversy—currently being discussed in San Francisco—is whether non-citizens should have the right to vote in local school board elections. Above all, the Electoral College arouses controversy, with critics arguing that our country's indirect system of electing a president thwarts the will of the majority. History reminds us that even issues that seem settled sometimes reopen as subjects for debate. In short, the debate about what it means to be a truly democratic society remains an ongoing, unfinished, story.

Bonus Table and Graph

Read, [A history of voting rights](#) and then complete the following Table.

	When	Impact on voting
Fifteenth Amendment		
Seventeenth Amendment		
Nineteenth Amendment		
Twenty-Fourth Amendment		
Twenty-Sixth Amendment		
The Constitution		



Voter ID Assignment

Our class will have five dates on the whiteboard:

1789

1889

1989

2022

You or your group will receive a voter ID card. Using your knowledge of American political history and [Expansion of American Voting](#), complete your Voter ID card. For example, in general, most WHITE MAN could vote in 1790. Please allow for exceptions. Although most WHITE MAN could vote in 1790, not all could. For example, in some states WHITE MAN who were in jail, had no property, or could not sign on key could not vote, in general, most White Men could vote in 1790. Therefore WHITE MAN should go under the 1790 date. On the other hand, no BLACK WOMAN could vote in 1790, not a single one, so if your ID card says BLACK WOMAN, do NOT put it under 1790. But there's hope for you all, you might be able to put it under a later date. After you complete your Voter ID card we will place it on the whiteboard to denote where this type of person could first vote in the United States. Be prepared to share information about your voter.

Okay. Let's get to work on our type of voter and then place them on the Class Timeline.

1. White-American Man with property
2. White-American Woman with property
3. White-American Man without property
4. African-American Man
5. African-American Woman
6. Person without state Issued ID
7. Jewish
8. Native-American
9. Felon
10. Non-Citizen

Later in the year we will look at your voter type in 2022 and investigate the political party they mostly support. When your colleagues introduce their voter, please use their information to complete the following Voter Power Ranking Table.

Voter Power Ranking

Who are they	Date they could they first legally vote	What statute or Constitutional amendment gave them that right?	What was the main barrier to their voting?	VOTER POWER RANKING (1=most, 10=least)
White-American Man with property				
White-American Woman with property				
White-American Man without property				
African-American Man				
African-American Woman				
Person without State Issued ID				
Jewish				
Native-American				
Felon				
Non-Citizen				

Voter ID

WHITE MAN WITH PROPERTY

This is your voter ID card. This card identifies the type of person you represent. Answer the following questions about your voter type:

- Identify the first year you could legally vote.
- Describe how you received the right to vote.
- Relative to the other types of voters, what is your Voter Power Ranking?

Beside the four dates below, place a check next to any years you could legally vote.

<u>Vote?</u>	<u>Date</u>	<u>Notes</u>
☐	1789	
☐	1889	
☐	1989	
☐	2022	

Place this card on the class timeline under the first year you could vote.

On the back of this card respond to the following prompt: How does your type of voter help explain the expansion of voting in the United States?

Voter ID

WHITE WOMAN WITH PROPERTY

This is your voter ID card. This card identifies the type of person you represent. Answer the following questions about your voter type:

- Identify the first year you could legally vote.
- Describe how you received the right to vote.
- Relative to the other types of voters, what is your Voter Power Ranking?

Beside the four dates below, place a check next to any years you could legally vote.

<u>Vote?</u>	<u>Date</u>	<u>Notes</u>
☐	1789	
☐	1889	
☐	1989	
☐	2022	

Place this card on the class timeline under the first year you could vote.

On the back of this card respond to the following prompt: How does your type of voter help explain the expansion of voting in the United States?

Voter ID

WHITE MAN WITH NO PROPERTY

This is your voter ID card. This card identifies the type of person you represent. Answer the following questions about your voter type:

- Identify the first year you could legally vote.
- Describe how you received the right to vote.
- Relative to the other types of voters, what is your Voter Power Ranking?

Beside the four dates below, place a check next to any years you could legally vote.

<u>Vote?</u>	<u>Date</u>	<u>Notes</u>
☐	1789	
☐	1889	
☐	1989	
☐	2022	

Place this card on the class timeline under the first year you could vote.

On the back of this card respond to the following prompt: How does your type of voter help explain the expansion of voting in the United States?

Voter ID

AFRICAN-AMERICAN MAN

This is your voter ID card. This card identifies the type of person you represent. Answer the following questions about your voter type:

- Identify the first year you could legally vote.
- Describe how you received the right to vote.
- Relative to the other types of voters, what is your Voter Power Ranking?

Beside the four dates below, place a check next to any years you could legally vote.

<u>Vote?</u>	<u>Date</u>	<u>Notes</u>
☐	1789	
☐	1889	
☐	1989	
☐	2022	

Place this card on the class timeline under the first year you could vote.

On the back of this card respond to the following prompt: How does your type of voter help explain the expansion of voting in the United States?

Voter ID

AFRICAN-AMERICAN WOMAN

This is your voter ID card. This card identifies the type of person you represent. Answer the following questions about your voter type:

- Identify the first year you could legally vote.
- Describe how you received the right to vote.
- Relative to the other types of voters, what is your Voter Power Ranking?

Beside the four dates below, place a check next to any years you could legally vote.

<u>Vote?</u>	<u>Date</u>	<u>Notes</u>
☐	1789	
☐	1889	
☐	1989	
☐	2022	

Place this card on the class timeline under the first year you could vote.

On the back of this card respond to the following prompt: How does your type of voter help explain the expansion of voting in the United States?

Voter ID

PERSON WITHOUT STATE ISSUED ID

This is your voter ID card. This card identifies the type of person you represent. Answer the following questions about your voter type:

- Identify the first year you could legally vote.
- Describe how you received the right to vote.
- Relative to the other types of voters, what is your Voter Power Ranking?

Beside the four dates below, place a check next to any years you could legally vote.

<u>Vote?</u>	<u>Date</u>	<u>Notes</u>
☐	1789	
☐	1889	
☐	1989	
☐	2022	

Place this card on the class timeline under the first year you could vote.

On the back of this card respond to the following prompt: How does your type of voter help explain the expansion of voting in the United States?

Voter ID

JEWISH PERSON

This is your voter ID card. This card identifies the type of person you represent. Answer the following questions about your voter type:

- Identify the first year you could legally vote.
- Describe how you received the right to vote.
- Relative to the other types of voters, what is your Voter Power Ranking?

Beside the four dates below, place a check next to any years you could legally vote.

<u>Vote?</u>	<u>Date</u>	<u>Notes</u>
☐	1789	
☐	1889	
☐	1989	
☐	2022	

Place this card on the class timeline under the first year you could vote.

On the back of this card respond to the following prompt: How does your type of voter help explain the expansion of voting in the United States?

Voter ID

NATIVE-AMERICAN PERSON

This is your voter ID card. This card identifies the type of person you represent. Answer the following questions about your voter type:

- Identify the first year you could legally vote.
- Describe how you received the right to vote.
- Relative to the other types of voters, what is your Voter Power Ranking?

Beside the four dates below, place a check next to any years you could legally vote.

<u>Vote?</u>	<u>Date</u>	<u>Notes</u>
☐	1789	
☐	1889	
☐	1989	
☐	2022	

Place this card on the class timeline under the first year you could vote.

On the back of this card respond to the following prompt: How does your type of voter help explain the expansion of voting in the United States?

Voter ID

FELON

This is your voter ID card. This card identifies the type of person you represent. Answer the following questions about your voter type:

- Identify the first year you could legally vote.
- Describe how you received the right to vote.
- Relative to the other types of voters, what is your Voter Power Ranking?

Beside the four dates below, place a check next to any years you could legally vote.

<u>Vote?</u>	<u>Date</u>	<u>Notes</u>
☐	1789	
☐	1889	
☐	1989	
☐	2022	

Place this card on the class timeline under the first year you could vote.

On the back of this card respond to the following prompt: How does your type of voter help explain the expansion of voting in the United States?

Voter ID

NON-CITIZEN

This is your voter ID card. This card identifies the type of person you represent. Answer the following questions about your voter type:

- Identify the first year you could legally vote.
- Describe how you received the right to vote.
- Relative to the other types of voters, what is your Voter Power Ranking?

Beside the four dates below, place a check next to any years you could legally vote.

<u>Vote?</u>	<u>Date</u>	<u>Notes</u>
☐	1789	
☐	1889	
☐	1989	
☐	2022	

Place this card on the class timeline under the first year you could vote.

On the back of this card respond to the following prompt: How does your type of voter help explain the expansion of voting in the United States?

15 th Amendment	African-Americans	1870
19 th Amendment	Female-Americans	1920
Congressional law	Indigenous people	1924
23 rd Amendment	DC POTUS voters	1961
24 th Amendment	Ends poll taxes	1964
Voting Rights Act	anti-Jim Crow	1965
26 th Amendment	18 year old-Americans	1971

1789

1889

1989

2022



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