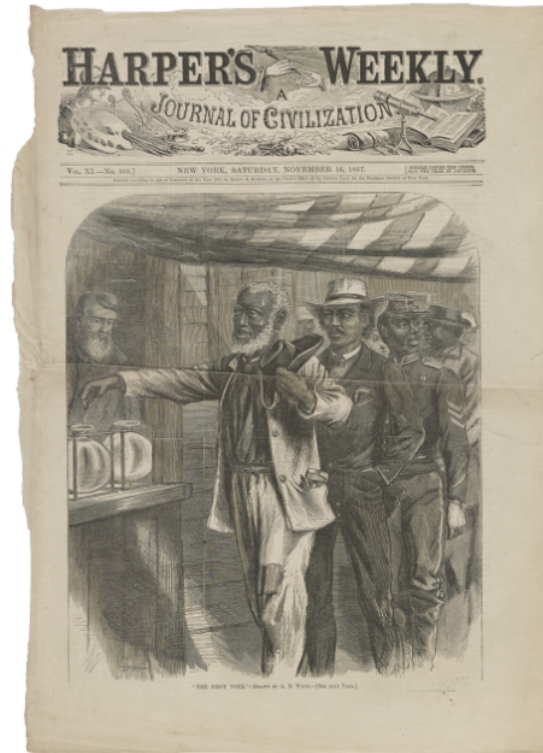


How have people gained access to voting in the United States over time?

Civics and Economics



The image above is from Harper Weekly's November 16, 1867 issue and depicts an African American man in Virginia casting his vote. Public Domain. Available at the Library of Congress: <https://www.loc.gov/item/2011648984/>

How have people gained access to voting in the United States over time?

Standard(s)

CE.8 The student will apply history and social science skills to examine the political process at the local, state, and national levels of government by
d. examining the history of and requirements for voter registration

Access to voting in the United States has been both a cornerstone of democracy, and a battle for democracy. Marginalized groups across time have fought in various ways to gain access to voting. Through this inquiry students will critically examine the evolution of voting rights in the United States and how various groups fought for their right to exercise their voice in democracy.

Featured Sources

Source Collection: [Evolution of Suffrage in the United States Gallery Walk](#)

Formative Performance Tasks

1. COLLABORATE: Students will create a [concept map](#) of suffrage in the United States
2. DELIBERATE: Students will engage in a [gallery walk](#) of sources related to suffrage and determine how (the factors) that led to suffrage being granted through a [graphic organizer](#).
3. PRODUCE: Students will respond to the compelling question using a “because, but, so” writing prompt

Instructional Snapshot

To begin, students should have a working definition of suffrage and what it means to gain access to voting in the United States. Students should have background knowledge from previous courses on the fight for suffrage.

Students will begin by working together to create a [concept map](#) of suffrage. They should be prompted to utilize prior learning to think about the who, what, when and how of gaining access to voting. They should work in small groups or pairs to complete their concept map and then be given time to share out and add to their map based on additional ideas from classmates (COLLABORATE).

Then students will explore the evolution of suffrage sources in the gallery walk. This can be done as a physical printed gallery in the classroom, or digitally on a learning management platform. Students can access the sources in any order. Students will analyze each image using their [graphic organizer](#) and consider what is happening, if access to voting is being gained, limited or being fought for, and what action is being utilized to leverage the change in access. As students work together, they should discuss the sources and consider the following questions (you can post them on the board):

- What actions are expressly (easily) seen?
- What are actions are less present but acting in tandem with the action?
- Who is coming together to bring the action?
- Who is or could be in opposition?

As students work through the sources, they should be considering the compelling question and focusing on the “How” of each action. (DELIBERATION)

When students are finished their gallery walk, they should engage in a “Because, but, so” writing prompt. Students will use the prompts:

- Access to voting was achieved over time because,
- Access to voting was achieved over time but,
- Access to voting was achieved overtime so,

Then students should utilize that outline to respond to the compelling question (PRODUCE).

How have people gained access to voting in the United States over time?

Featured Source: Evolution of Suffrage

Source: Harris & Ewing. (1919). *Party watchfires burn outside White House, Jan. 1919* [Photograph]. Library of Congress. <https://www.loc.gov/item/mnwp000303/>



National Woman's Party members outside the White House, January 1919. Beside them, in an urn, burns their Watchfire for Freedom. They are holding a protest banner calling out President Wilson on his lack of support for women's voting rights.

Photo by Harris & Ewing. Records of the National Woman's Party, Library of Congress.
<https://www.loc.gov/item/mnwp000303/>

How have people gained access to voting in the United States over time?

Featured Source:
Evolution of Suffrage

Source: Parks, R. (1957). *Rosa Parks Papers: Miscellany, 1934–2005; receipts; poll tax, 1957* [Manuscript/Mixed material]. Library of Congress.
<https://www.loc.gov/resource/mss85943.002605/?sp=2>

For Collection Period Beginning Oct. 1, 1956 and Ending on Feb. 1, 1957

POLL TAX RECEIPT

COUNTY OF MONTGOMERY, ALA., 1-21-1957 No 2425

RECEIVED OF Rosa Louise Parks Male Female

Dollars (\$ 1.50)

For Poll Taxes at \$1.50 per year for the following years: 1956 () 1957 ()

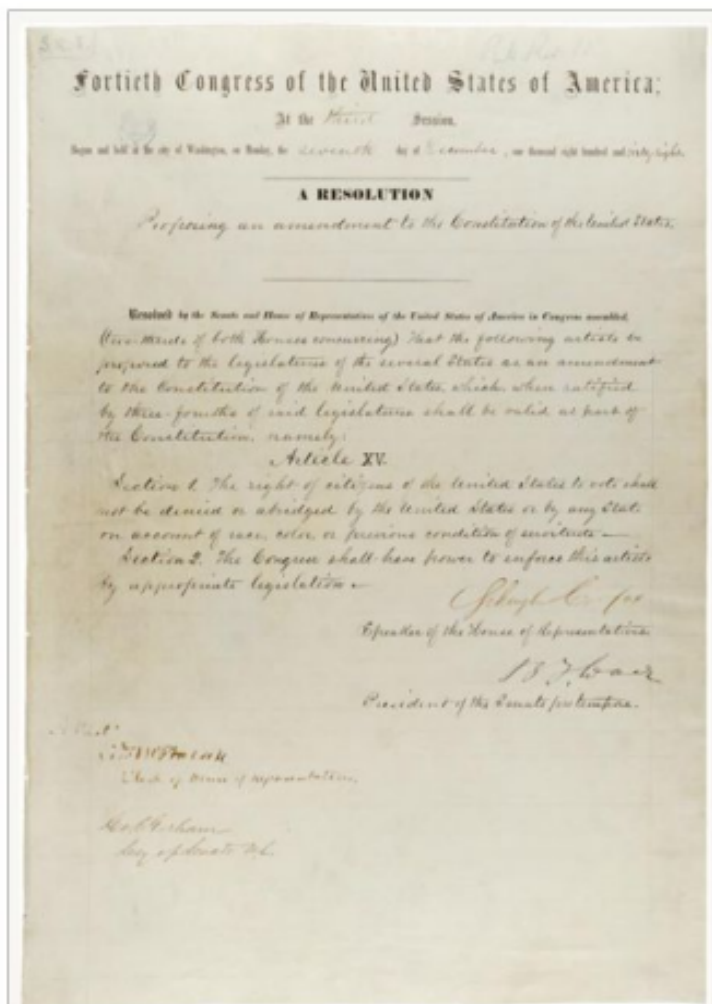
District No. _____ Precinct No. This Year 27 Precinct No. Last Year _____ Color Cel

Countersigned By John D. Daves State Comptroller. _____ Tax Collector

How have people gained access to voting in the United States over time?

Featured Source: Evolution of Suffrage

Source: National Archives. (2024, May 16). *15th Amendment to the U.S. Constitution: Voting Rights (1870)*. <https://www.archives.gov/milestone-documents/15th-amendment>



Citation: The House Joint Resolution Proposing the 15th Amendment to the Constitution, December 7, 1868; Enrolled Acts and Resolutions of Congress, 1789-1999; General Records of the United States Government; Record Group 11; National Archives

[View All Pages in the National Archives Catalog](#)

[View Transcript](#)

How have people gained access to voting in the United States over time?

Featured Source:
Evolution of Suffrage

Source: National Museum of American History. (n.d.). *Old Enough to Fight, Old Enough to Vote* (Object No. 2015.0316.01) [Museum object]. Smithsonian Institution. https://americanhistory.si.edu/collections/nmah_1827804



How have people gained access to voting in the United States over time?

Featured Source: Evolution of Suffrage

Source: National Museum of African American History and Culture. (n.d.).
Reconstruction: Voting rights. Smithsonian Institution.
<https://nmaahc.si.edu/explore/exhibitions/reconstruction/voting-rights>



Credits | to r: Library of Congress; Library of Congress; Collection of the Smithsonian National Museum of African American History and Culture, Gift of Monica Karales and the Estate of James Karales, © Estate of James Karales; Leah L. Jones/NMAAHC

How have people gained access to voting in the United States over time?

Featured Source:
Evolution of Suffrage

Source: Waud, A. R. (1867). "The first vote" [Illustration]. Library of Congress.
<https://www.loc.gov/item/2011648984/>

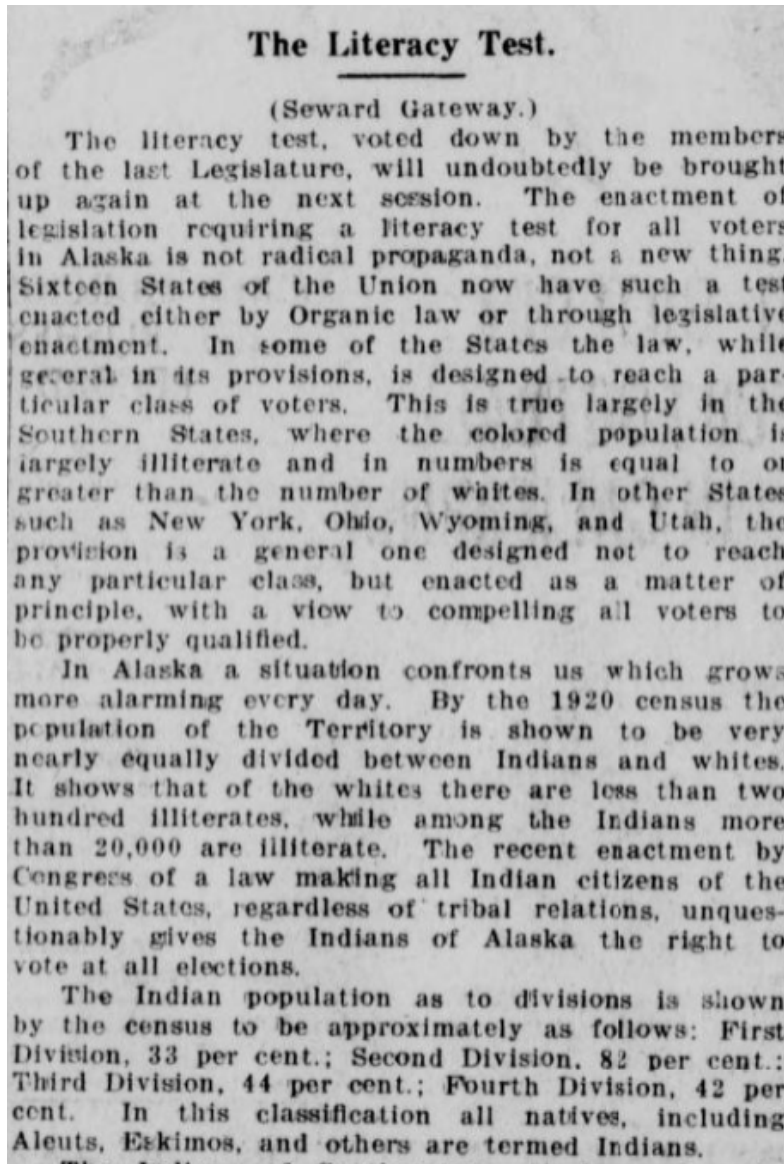


"The First Vote," [Harper's Weekly, November 16, 1867](#). The illustration depicts African American men in Virginia casting their ballots in the state's first Reconstruction election in 1867.
From the Library of Congress

How have people gained access to voting in the United States over time?

Featured Source: Evolution of Suffrage

Source: *The Alaska Daily Empire*. (1924, September 8). *The Alaska Daily Empire* (Ed. 1, p. 4) [Historic newspaper page]. Library of Congress Chronicling America. <https://www.loc.gov/resource/sn84020657/1924-09-08/ed-1/?sp=4&r=0.149,0.327,0.58,0.314,0>



How have people gained access to voting in the United States over time?

Featured Source: Evolution of Suffrage

Source: Ballis, G. (Photographer). (1964). *Black delegates challenge Mississippi Democrats* [Photograph]. National Museum of African American History and Culture, Smithsonian Institution. https://nmaahc.si.edu/object/nmaahc_2012.107.2



Ella Baker, one of the leaders of the Mississippi Freedom Democratic Party, leading a challenge against white Mississippi Democrats during the 1964 National Democratic Convention.

Collection of the Smithsonian National Museum of African American History and Culture, © 1976 George Ballis

How have people gained access to voting in the United States over time?

Featured Source: Evolution of Suffrage

Source: Karales, J. (Photographer). (1965). *Dr. Martin Luther King, Jr., and other civil rights leaders, Highway 80 Selma–Montgomery march* [Photograph]. National Museum of African American History and Culture, Smithsonian Institution. https://nmaahc.si.edu/object/nmaahc_2015.129.77



Dr. Martin Luther King, Jr., Coretta Scott King, Andrew Young, John Lewis, Reverend James Orange and civil rights activists on Highway 80, Selma to Montgomery March, 1965.

Collection of the Smithsonian National Museum of African American History and Culture, Gift of Monica Karales and the Estate of James Karales © Estate of James Karales

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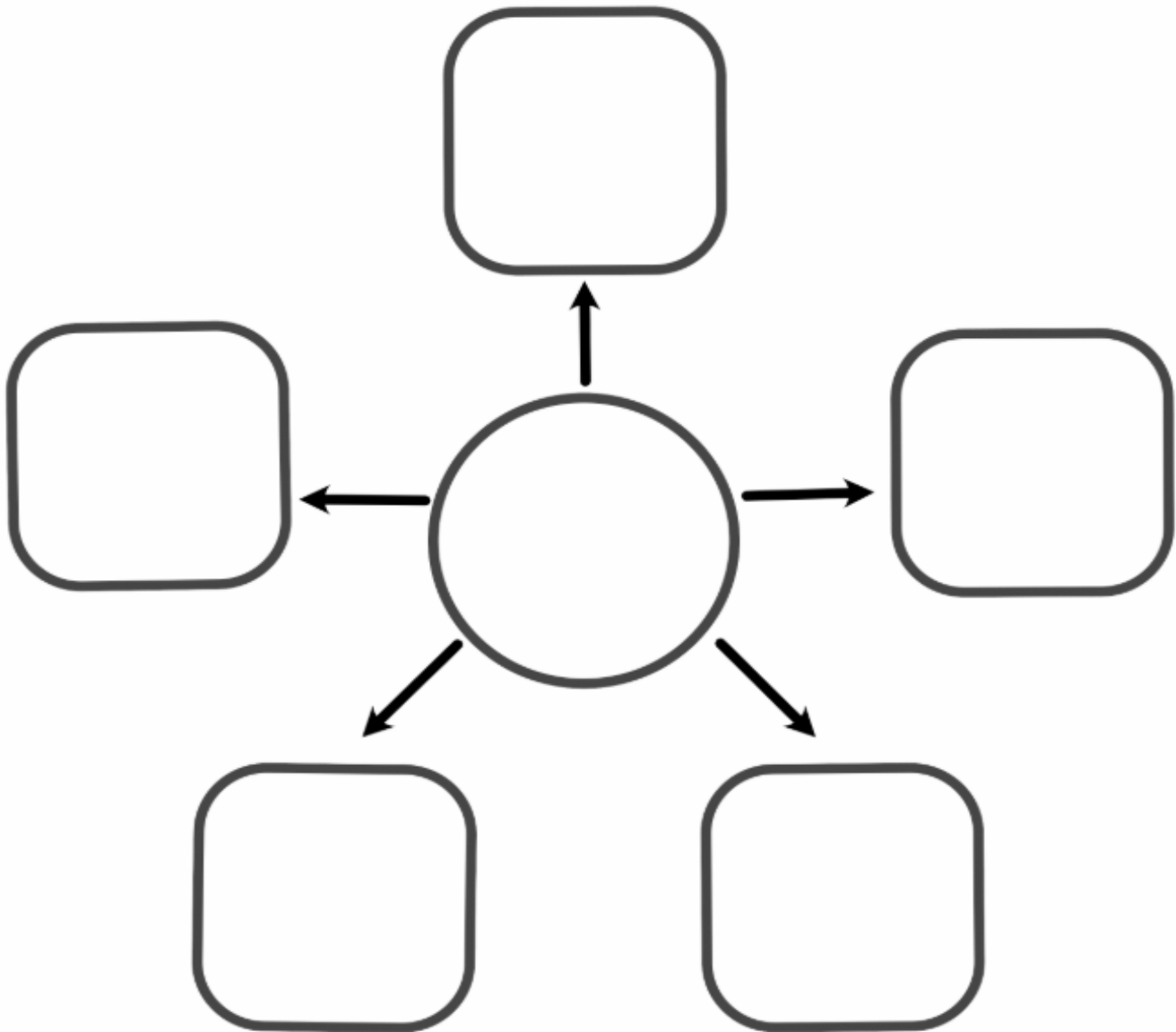
Featured Source: Evolution of Suffrage

Source: White House. (2006, July 27). *President Bush signs the Fannie Lou Hamer, Rosa Parks, and Coretta Scott King Voting Rights Act Reauthorization and Amendments Act of 2006 [Photograph]*. Archived George W. Bush White House. https://georgewbush-whitehouse.archives.gov/news/releases/2006/07/images/20060727_p072606pm-0118jpg-515h.html



President George W. Bush signs H.R. 9, the Fannie Lou Hamer, Rosa Parks, and Coretta Scott King Voting Rights Act Reauthorization and Amendments Act of 2006, on the South Lawn Thursday, July 27, 2006. White House photo by Paul Morse [full story](#)

Suffrage Concept Map



Student Graphic Organizer

Station Number	Notice (describe the image)	Pick One: Gaining Access, Limiting Access, Fighting for Access	How is access being affected (what action is happening)
1			
2			
3			
4			
5			



6			
7			
8			
9			
10			



Sources List:

Ballis, G. (Photographer). (1964). *Black delegates challenge Mississippi Democrats* [Photograph]. National Museum of African American History and Culture, Smithsonian Institution. https://nmaahc.si.edu/object/nmaahc_2012.107.2

Harris & Ewing. (1919). *Party watchfires burn outside White House, Jan. 1919* [Photograph]. Library of Congress. <https://www.loc.gov/item/mnwp000303/>

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Parks, R. (1957). *Rosa Parks Papers: Miscellany, 1934–2005; receipts; poll tax, 1957* [Manuscript/Mixed material]. Library of Congress. <https://www.loc.gov/resource/mss85943.002605/?sp=2>

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Waud, A. R. (1867). *“The first vote”* [Illustration]. Library of Congress. <https://www.loc.gov/item/2011648984/>

White House. (2006, July 27). *President Bush signs the Fannie Lou Hamer, Rosa Parks, and Coretta Scott King Voting Rights Act Reauthorization and Amendments Act of 2006* [Photograph]. Archived George W. Bush White House. https://georgewbush-whitehouse.archives.gov/news/releases/2006/07/images/20060727_p072606pm-0118jpg-515h.html