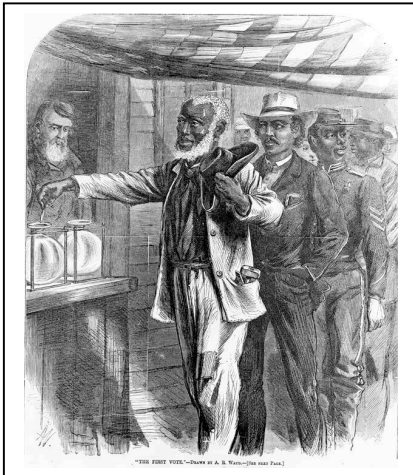


# Stark County Teaching American History Grant

Stark County Educational Service Center  
2100 38<sup>th</sup> Street NW  
Canton, Ohio 44709

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## *The 15<sup>th</sup> Amendment—Intentions and Reality*



Courtesy Library of Congress

### **11-12<sup>th</sup> Grade American Government**

Joe Beichler  
Alliance High School

**Duration** 3 days

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### **Overview**

- This lesson focuses on the 15<sup>th</sup> Amendment to the U.S. Constitution, and its tie to the American Civil War.
- In this lesson, students will examine the intentions of the 15<sup>th</sup> Amendment by studying its text, as well as analyzing primary source evidence of multiple obstructions to black suffrage.
- The assessment piece includes analysis of a Harper's Weekly political cartoon, and the creation of an original political cartoon.
- A projector/whiteboard or SMART Board could be used to visually enhance the lesson, but a "low-tech" modified version has also been described below.
- Pre-grouping students into equal teams of 2-6 will provide a definite benefit to Day One's time schedule.

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## Ohio's New Learning Standards

Basic Principles of the Constitution #9-

*The Reconstruction Era prompted Amendments 13 through 15 to address the aftermath of slavery and the Civil War.*

Role of the People #17-

*Historically, the United States has struggled with majority rule and the extension of minority rights. As a result of this struggle, the government has increasingly extended civil rights to marginalized groups and broadened opportunities for participation.*

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## Historical Background

Abraham Lincoln's victory in the 1860 Presidential Election was the spark that ignited the American Civil War. Several Southern states had been considering secession, and in their eyes, Lincoln was a threat to their way of life—slavery. Just prior to Lincoln's March 4, 1861 Inauguration, seven states seceded from the United States and formed the Confederate States of America (CSA).

Ending slavery was not the primary goal of Lincoln, however. As Chief Executive of the United States, President Lincoln believed that he had a sworn duty to preserve the union of the United States. Therefore, he refused to acknowledge the secession of any states, and when the CSA fired on Fort Sumter, the American Civil War began. While estimates vary, it is widely accepted that well over 600,000 men died in the span of four years, before the CSA General Robert E. Lee finally surrendered in April of 1865—just days before Lincoln was assassinated.

The aftermath of the war created an immense amount of cleanup, including how to “reunite” the rebel states that seceded, and what to do about the “peculiar institution” of slavery. These questions were to be answered by the passage of the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments to the U.S. Constitution. These amendments are often referred to as the “Reconstruction Amendments”, named for the period in which they were created. The 13<sup>th</sup> Amendment banned slavery in any U.S. state or territory. The 14<sup>th</sup> Amendment retroactively made any person born on U.S. soil, an American citizen. It also gave citizens of every state equal protection under the

law. A third provision required any person who had participated in rebellion or insurrection to declare their allegiance to the U.S. Constitution before being elected to Federal office. The 15<sup>th</sup> Amendment prevented the use of race, color, or “previous condition of servitude” to disqualify any citizen from voting.

While the 13<sup>th</sup> Amendment definitively handled the slavery issue, minority voting rights and equal protection under the law were not always upheld. Many Southern states found ways to bypass the amendments and effectively disenfranchise African-Americans. Five common ways to do so included lynching/violence, poll taxes, literacy tests, grandfather clauses, and “black codes”. The effectiveness of these obstructions to African-American suffrage is quite obvious when one considers that the Federal government found it necessary to pass the Civil Rights Act of 1964 and the Voting Rights Act of 1965. While the intentions of the 15th Amendment are clear, for many people, it was nearly 95 years before they could be realized.

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**Enduring Understandings/ Essential Questions**

- War brings about intended and unintended consequences for the society involved.
  - How does war lead to intended and unintended consequences?
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## Instructional Strategies

### Day One:

1. Project (or hand out) Appendix A: 15<sup>th</sup> Amendment.
2. Ask the students to read through it\*\*\*
3. As a class, brainstorm whom it would most affect, and why it would be necessary to place this into the Constitution.
  - a. Discuss this as a class, and fill in details as necessary about Reconstruction.
4. Ask the class, “Does the 15<sup>th</sup> Amendment guarantee African-Americans the right to vote?”
  - a. Correct Answer: NO...it says they cannot be denied on account of their race, religion, or previous condition of servitude.
    - i. Other obstacles can be, and were, put in place to discourage or deny the right to vote.
5. Instruct the students that we will be specifically studying the following 5 obstacles through primary source analysis:
  - a. Poll Taxes (Appendix B)
  - b. Literacy Tests (Appendix C)
  - c. Violence/Lynching (Appendix D)
  - d. Grandfather Clause (Appendix E)
  - e. Black Codes (Appendix F)
6. Have your students break into 5 pre-determined groups of 2-6.
7. Divide into **mastery** groups by handing out the same appendix to each member of the group (One group gets “B”, one group “C”, etc.)
8. Hand out the Primary Source Analysis Worksheet (Appendix G) to every student in class.
9. Give the **mastery** groups 5-7 minutes to examine/discuss their source and fill in Part I of their Primary Source Analysis Worksheet.
10. Number off the students in each **mastery** group (1, 2, 3, etc.), and form **teaching** groups out of all of the students with the same number.
11. Have each student in the group teach the others about their original appendix.
12. Each student should be filling in Part II of the Primary Source Analysis Worksheet.
13. (Whole Group) With the remaining time, discuss each of the obstacles, and how it was used to disenfranchise racial minorities.

\*\*\* This could be done as a whole group to assist Special Education students or struggling readers.



## Day Two:

1. Hand out Appendix H: Cartoon Analysis Worksheet (one per student)
2. Hand out Appendix I: Political Cartoon Follow-up Assignment (one per student)
3. Hand out Appendix J: “1st Vote” cartoon to each group (one per group)
4. Hand out Appendix K: Rubric, and go over the instructions for the assignment.
5. Go over the instruction for the cartoon assignment (see Appendix I) and the assessment rubric (see Appendix K) as a class. Explain that the students will work in groups to analyze a historical cartoon. For homework, each student will produce his/her own cartoon. They will present their original cartoons and group work the following day.
6. In the groups of your choice, have the students examine the Appendix J: “1<sup>st</sup> Vote” cartoon and begin working on the analysis worksheet.
7. Prior to the end of class, remind the students that their originally created cartoons will be due 15-20 minutes into class tomorrow. Their group presentations will follow.

## Day Three:

1. Go over the instructions for the cartoon, tell the students what time they will need to be finished for the presentations to begin (approx. 15-20 minutes), and have them begin working.
2. Once the designated work time is over, begin calling upon one group a time to present their group’s analysis of the class cartoon, as well as their self-created political cartoons and analysis.
3. Once all groups have presented, summarize the intensions, as well the reality of the 15<sup>th</sup> Amendment, including the viewpoints of both supporters and opponents.

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## Classroom Materials

- SmartBoard or Projector to show Appendix A: 15<sup>th</sup> Amendment (Appendix C)
    - This could be done “low-tech” by printing hard copies (one per student).
  - Paper or Cardstock for Cartoon Drawing (one per group)
  - Appendix A: 15<sup>th</sup> Amendment (one to project, or one hard copy per student)
  - Appendix B: Poll Tax Image (2-6 copies, based on group sizes)
  - Appendix C: Literacy Test document (2-6 copies, based on group sizes)
  - Appendix D: Lynching image (2-6 copies, based on group sizes)
  - Appendix E: Grandfather Clause document (2-6 copies, based on group sizes)
  - Appendix F: Black Codes document (2-6 copies, based on group sizes)
  - Appendix G: Primary Source Analysis Worksheet (one per student)
  - Appendix H: Cartoon Analysis Worksheet (one per student)
  - Appendix I: Political Cartoon Follow-up (one per student)
  - Appendix J: “1<sup>st</sup> Vote” Political Cartoon (one per group)
  - Appendix K: Rubric for Cartoon (one per student)
  - Appendix L: Sample Answers to Primary Source Analysis Worksheet “G”  
(Teacher Resource Only)
  - Appendix M: Sample Answers to Cartoon Analysis Worksheet “H”  
(Teacher Resource Only)
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## Resources

15th Amendment to the U.S. Constitution, National Archives, Our Documents: 100 Milestone Documents from the National Archives,

<http://www.ourdocuments.gov/doc.php?flash=true&doc=44> , (2 January 2013).

Frohn, Bruce, "Black Code of Mississippi," The American Nation-Primary Sources, (Indianapolis: Liberty Fund, 2008), The Online Library of Liberty,

<http://oll.libertyfund.org/title/2282/216246> (accessed January 16, 2013).

Farr, H.R. "Lynching of MacManus." (1882), Library of Congress Prints & Photographs Online Catalogue, <http://www.loc.gov/pictures/item/2012646358/> (Accessed January 16, 2013).

FindLaw, "GUINN v. U.S., 238 U.S. 347 (1915)." Last modified 2013.

<http://laws.findlaw.com/us/238/347.html>. ( Accessed January 16, 2013.)

Lee, Russell. Library of Congress Prints & Photographs Online Catalogue, "Sign, Mineola, Texas." <http://www.loc.gov/pictures/item/fsa1997025030/PP/> (Accessed January 16, 2013).

Waud, Alfred R., "The First Vote," *Harper's Weekly*, (New York, November 16, 1867), Library of Congress, Prints and Photographs Online Catalog,

<http://www.loc.gov/pictures/item/00651117/> (accessed April 4, 2013).

Waud, Alfred R., "The First Vote," *Harper's Weekly*, (New York, November 16, 1867), Harp Week, <http://blackhistory.harpweek.com/7Illustrations/!ListOfIllus.htm>, (2 January 2013).

"Louisiana Voter Literacy Test," Veterans of the Civil Rights Movement, Last modified 2010.

<http://www.crmvet.org/info/la-littest.pdf>. (Accessed January 16, 2013).

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### Summative Assessment (or Question)

- See Appendices G, H, I

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### Assessment or Answer Key

- See Appendices L & M

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### Assessment Rubric

- See Appendix K

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## Appendices

- Appendix A: 15<sup>th</sup> Amendment
- Appendix B: Poll Tax Image
- Appendix C: Literacy Test document
- Appendix D: Lynching image
- Appendix E: Grandfather Clause document
- Appendix F: Black Codes document
- Appendix G: Primary Source Analysis Worksheet
- Appendix H: Cartoon Analysis Worksheet
- Appendix I: Political Cartoon Follow-up Worksheet
- Appendix J: “1<sup>st</sup> Vote” Political Cartoon
- Appendix K: Rubric for Cartoon
- Appendix L: Sample Answers to Primary Source Analysis Worksheet “G”
- Appendix M: Sample Answers to Cartoon Analysis Worksheet “H”

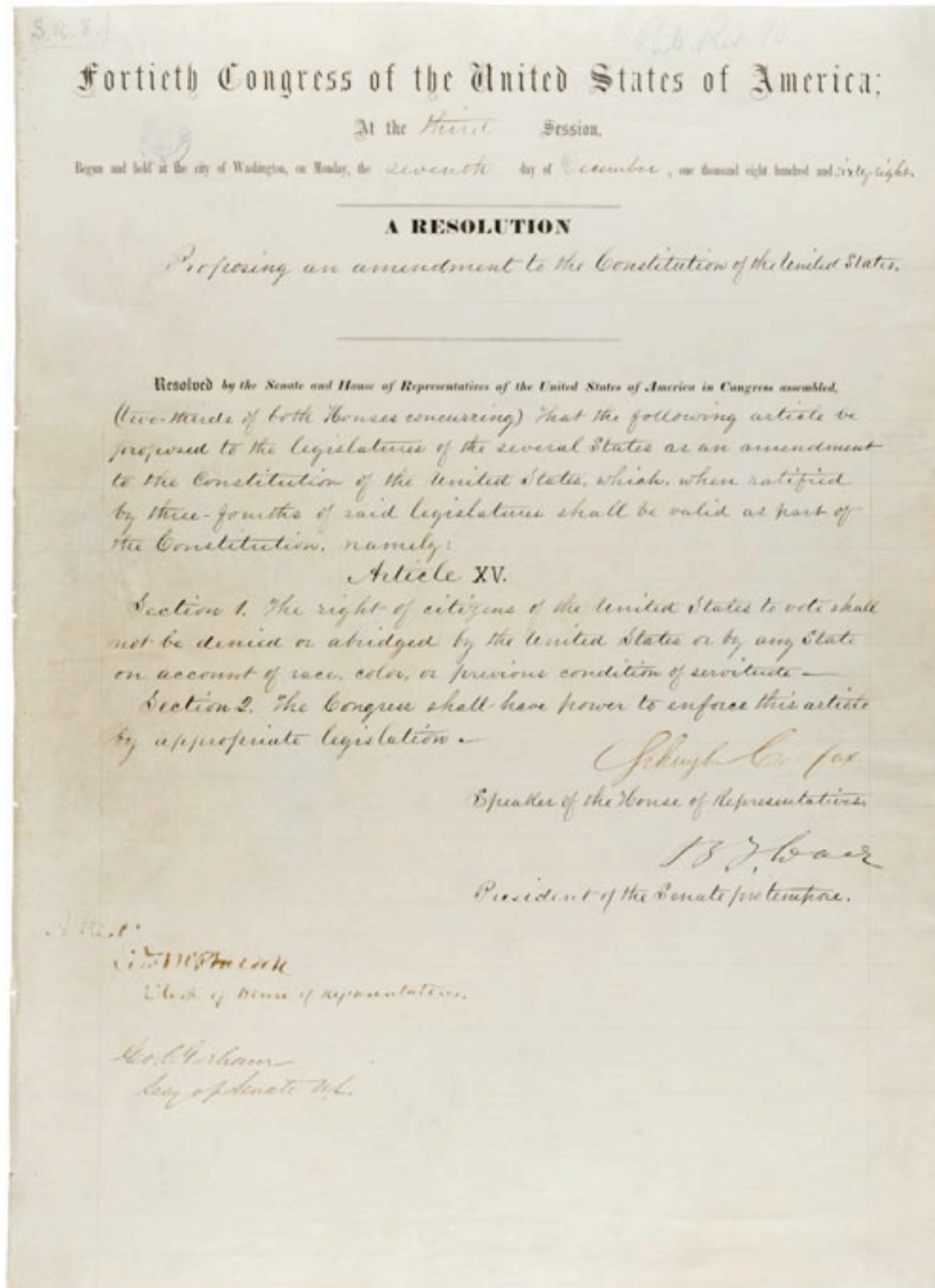


Image Courtesy of the National Archives and Records Administration

TRANSCRIPT OF 15<sup>TH</sup> AMENDMENT

Fortieth Congress of the United States of America;

At the third Session, Begun and held at the city of Washington, on Monday, the seventh day of December, one thousand eight hundred and sixty-eight.

**A Resolution** Proposing an amendment to the Constitution of the United States.

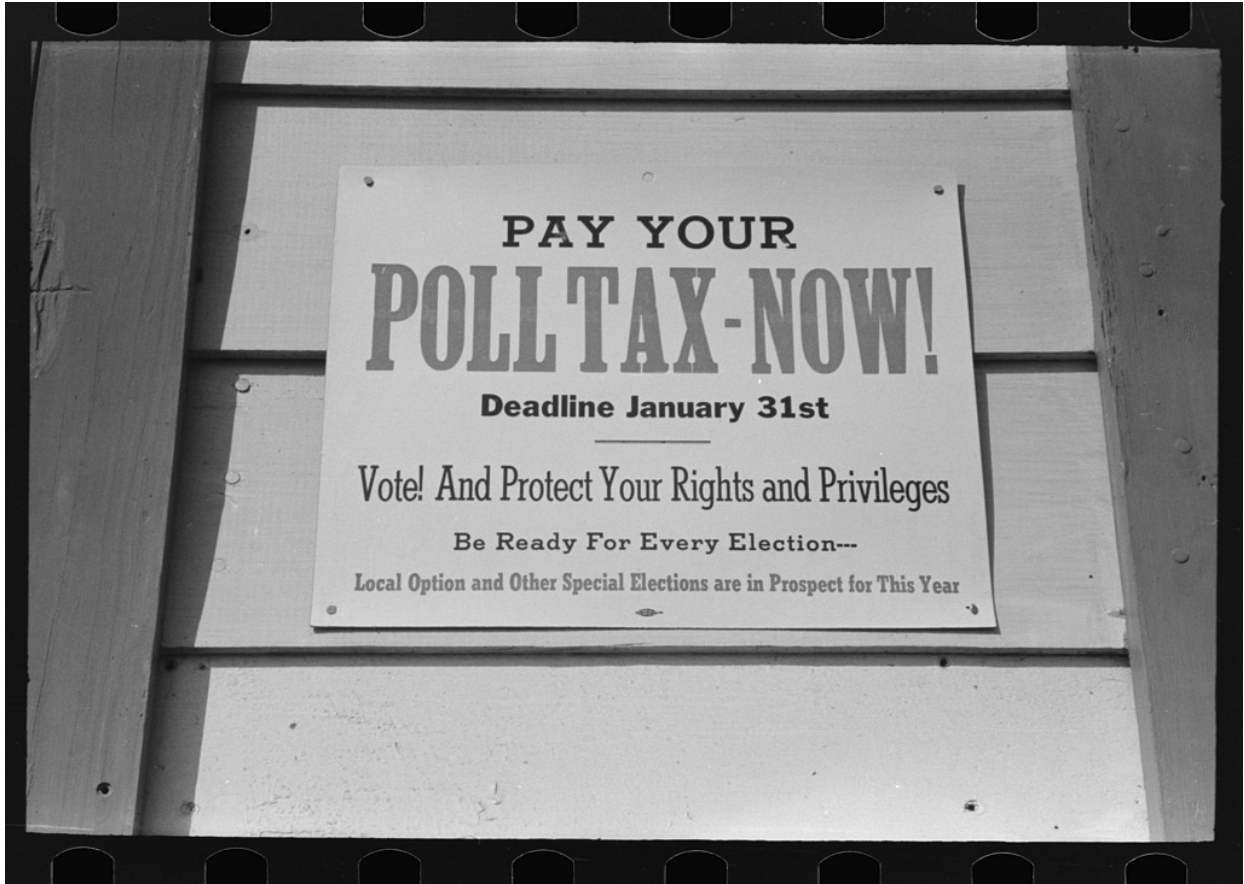
***Resolved*** by the Senate and House of Representatives of the United States of America in Congress assembled, (two-thirds of both Houses concurring) that the following article be proposed to the legislature of the several States as an amendment to the Constitution of the United States which, when ratified by three-fourths of said legislatures shall be valid as part of the Constitution, namely:

**Article XV.**

**Section 1.** 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—

**Section 2.** The Congress shall have the power to enforce this article by appropriate legislation.

Appendix B: Poll Tax Image



- Image Courtesy of the Library of Congress Prints and Photographs Division Washington, DC



**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.

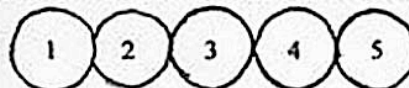
7. Above the letter X make a small cross.
8. Draw a line through the letter below that comes earliest in the alphabet.

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

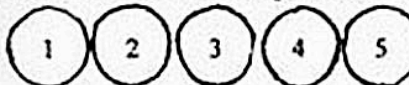
10. In the first circle below write the last letter of the first word beginning with "L".



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

1000000000

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

See also: <http://www.crmvet.org/info/la-littest.pdf>

14. Draw a line under the first letter after "h" and draw a line through the second letter after "j".

a b c d e f g h i j k l m n o p q

15. In the space below, write the word "noise" backwards and place a dot over what would be its second letter should it have been written forward.

16. Draw a triangle with a blackened circle that overlaps only its left corner.

17. Look at the line of numbers below, and place on the blank, the number that should come next.

2 4 8 16 \_\_\_\_

18. Look at the line of numbers below, and place on the blank, the number that should come next.

3 6 9 \_\_\_\_ 15

19. Draw in the space below, a square with a triangle in it, and within that same triangle draw a circle with a black dot in it.

20. Spell backwards, forwards.

21. Print the word vote upside down, but in the correct order.

22. Place a cross over the tenth letter in this line, a line under the first space in this sentence, and circle around the last the in the second line of this sentence.

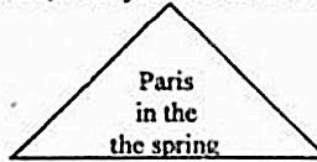
23. Draw a figure that is square in shape. Divide it in half by drawing a straight line from its northeast corner to its southwest corner, and then divide it once more by drawing a broken line from the middle of its western side to the middle of its eastern side.

See also: <http://www.crmvet.org/info/la-littest.pdf>

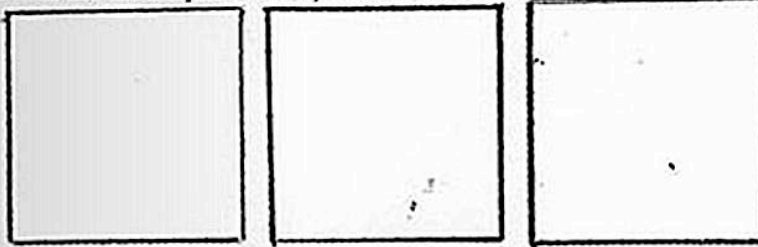


24. Print a word that looks the same whether it is printed frontwards or backwards.

25. Write down on the line provided, what you read in the triangle below:



26. In the third square below, write the second letter of the fourth word.



27. Write right from the left to the right as you see it spelled here.

28. Divide a vertical line in two equal parts by bisecting it with a curved horizontal line that is only straight at its spot bisection of the vertical.

29. Write every other word in this first line and print every third word in same line, (original type smaller and first line ended at comma) but capitalize the fifth word that you write.

30. Draw five circles that one common inter-locking part.

See also: <http://www.crmvet.org/info/la-littest.pdf>

Appendix D: Lynching Image



- Image Courtesy of the Library of Congress Prints and Photographs Division Washington, D.C.

## Appendix E: Grandfather Clause document

*"No person shall be registered as an elector of this state or be allowed to vote in any election held 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, or any time prior thereto, entitled to vote under any form of government, or who at that time resided in some foreign nation, and no lineal descendant of such person, 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, provided registration be required. Should registration be dispensed with, the provisions of this section shall be enforced by the precinct election officers when electors apply for ballots to vote."*

Excerpt from the Oklahoma Constitution, heard by the Supreme Court in *Guinn vs. United States* (1915).

## Appendix F: Black Codes document

SEC. 2.*Be it further enacted*, That all freedmen, free negroes and mulattoes in this State, over the age of eighteen years, found on the second Monday in January, 1866, or thereafter, without lawful employment or business, or found unlawfully assembling themselves together, either in the day or night time, and all white persons so assembling themselves with freedmen, free negroes or mulattoes, or usually associating with freedmen, free negroes or mulattoes, on terms of equality, or living in adultery or fornication with a freed woman, free negro or mulatto, shall be deemed vagrants, and on conviction thereof shall be fined in a sum not exceeding, in the case of a freedman, free negro, or mulatto, fifty dollars, and a white man two hundred dollars, and imprisoned, at the discretion of the court, the free negro not exceeding ten days, and the white man not exceeding six months.

SEC. 5.*Be it further enacted*, That every freedman, free negro, and mulatto shall, on the second Monday of January, one thousand eight hundred and sixty-six, and annually thereafter, have a lawful home or employment, and shall have written evidence thereof as follows, to wit: If living in any incorporated city, town, or village, a license from the mayor thereof; and if living outside of any incorporated city, town, or village, from the member of the board of police of his beat, authorizing him or her to do irregular and job work; or a written contract, as provided in section sixth of this act; which licenses may be revoked for cause at any time by the authority granting the same.

SEC. 7.*Be it further enacted*, That every civil officer shall, and every person may, arrest and carry back to his or her legal employer any freedman, free negro, or mulatto who shall have quit the service of his or her employer before the expiration of his or her term of service without good cause; and said officer and person shall be entitled to receive for arresting and carrying back every deserting employé aforesaid the sum of five dollars, and ten cents per mile from the place of arrest to the place of delivery; and the same shall be paid by the employer, and held as a set-off for so much against the wages of said deserting employé:

## Appendix G: Primary Source Analysis Worksheet (1)

Student Name: \_\_\_\_\_

Primary Source Letter: \_\_\_\_\_

Part I: Examine your group's Primary Source (Appendix B-F) and answer the following questions.

1. What type of primary source do you have (document, photo, etc.)?

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2. Who is the author/creator of your primary source?

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3. Who is the audience of the primary source?

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4. List three things from your primary source that you believe are important.

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5. Write a question that is left unanswered by the author/creator of your source.

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6. Explain how your primary source connects to a method of disenfranchising (taking away someone's voting rights) racial minorities.

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7. Which type of obstruction to minority voting rights does your source depict?

- a. Violence
- b. Taxation
- c. Legal Ordinances/Codes
- d. Family Requirements
- e. Voting Tests

Appendix G (2)

Part II: Fill in the Appendix Letter on the line for each primary source that is presented, and answer the questions related to it.

**Appendix \_\_\_\_**

1. Which type of obstruction to minority group voting is depicted, and how do you know? \_\_\_\_\_  
\_\_\_\_\_
2. How did this obstruction disenfranchise many racial minorities? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Appendix \_\_\_\_**

3. Which type of obstruction to minority group voting is depicted, and how do you know? \_\_\_\_\_  
\_\_\_\_\_
4. How did this obstruction disenfranchise many racial minorities? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Appendix \_\_\_\_**

5. Which type of obstruction to minority group voting is depicted, and how do you know? \_\_\_\_\_  
\_\_\_\_\_
6. How did this obstruction disenfranchise many racial minorities? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Appendix \_\_\_\_**

7. Which type of obstruction to minority group voting is depicted, and how do you know? \_\_\_\_\_  
\_\_\_\_\_
8. How did this obstruction disenfranchise many racial minorities? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Appendix H: Cartoon Analysis Worksheet

In this activity, you will be analyzing a cartoon related to the 15<sup>th</sup> Amendment to the U.S. Constitution, and answering a few questions about it.

### **Political Cartoon Analysis sheet**

1. List the objects or people you see in the cartoon.

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2. Which of these objects are symbols, and what do you think each symbol means?

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3. What is the message of the cartoon?

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4. What is the cartoonist's opinion about the topic portrayed by the cartoon?

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5. Do you agree or disagree with the cartoonist's opinion? Why?

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## Appendix I: Political Cartoon Follow-up Worksheet

The next portion of the assignment is to create your own political cartoon that shows the reality of the 15<sup>th</sup> Amendment, including the obstacles used to prevent African-Americans from voting.

You may draw your own cartoon characters or find images from the newspaper, online, or magazines to use as a guide. Be sure to include an explanation of your cartoon.

Cartoonists tend to exaggerate portions of the body, or symbolically compare people to animals or other figures. You will not be graded upon your artistic ability, but effort will be taken into consideration.

Hint: You may be able to use the same character(s) or setting as the original cartoon.

You will present both your analysis and your created cartoon.

1. What is the message of the cartoon?

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2. Explain how the message is portrayed by your artwork.

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Appendix J: "1<sup>st</sup> Vote" Political Cartoon

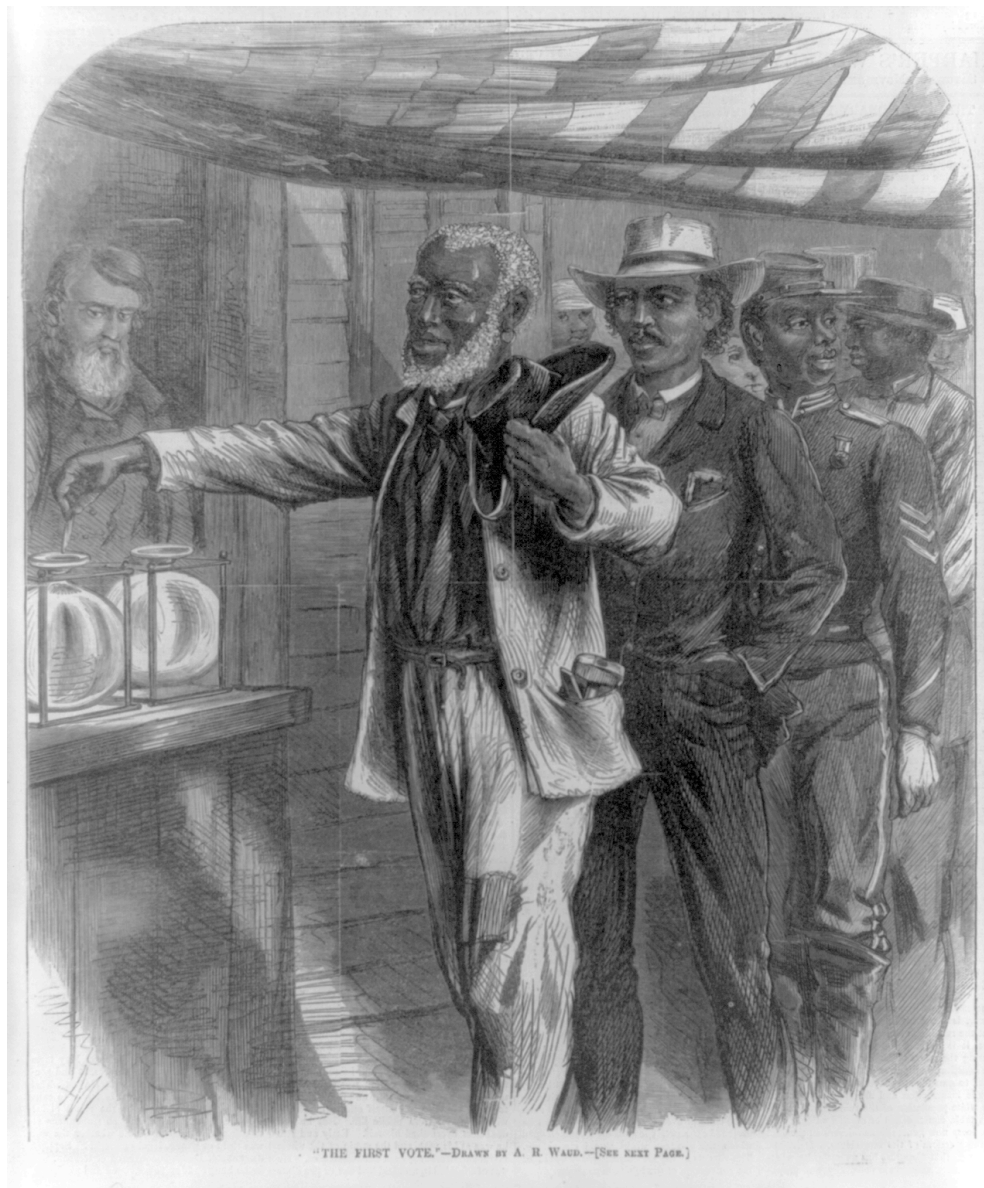


Image Courtesy of Library of Congress Prints and Photographs Division Washington, D.C.

Appendix K: Rubric for Cartoon

<b>Criteria</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Clarity of Message  <b>Weight x2</b>	The message was clear and did not require reading the analysis to understand it.	The message was clear, but was more easily understood after reading the analysis.	The message was somewhat unclear, and it was necessary to read the analysis to understand the message.	The message was unclear and reading the analysis still did not clarify it.
Historical Accuracy  <b>Weight x2</b>	The cartoon's character(s), setting, and symbols represent at least three of the obstacles to voting.	The cartoon represents at least two of the obstacles to voting.	The cartoon represents only one of the obstacles to voting.	None of the components clearly represent obstacles to voting.
Creativity	At least three of the following components were new: Character, setting, symbols, text.	The cartoon contained only two new components.	The cartoon contained only one new component.	The cartoon contained no new components.
Effort	The author's effort was clearly visible and displayed age-appropriate artwork.	The author appeared to make an effort, but the cartoon looks rushed or sloppy, OR the cartoon displays below age-appropriate artwork (stick figures, etc.).	The author's effort was not apparent, and the cartoon looks rushed or sloppy, OR the cartoon displays below age-appropriate artwork.	The author made very little to no effort and the cartoon appears incomplete.
Presentation	The student correctly analyzed the first political cartoon and thoroughly explained AND analyzed his/her own cartoon.	The student correctly analyzed the first cartoon, BUT either the student's explanation OR analysis of his/her own cartoon was not thorough.	The student: 1) Incorrectly analyzed the first cartoon, BUT thoroughly explained AND analyzed his/her own cartoon, OR 2) Correctly analyzed the first cartoon but did not thoroughly explain OR analyze his/her own cartoon.	The student failed to correctly analyze the first cartoon AND did not thoroughly explain OR analyze his/her own cartoon.

## Appendix L: Sample Answers to Primary Source Analysis Worksheet "G" (1)

### Appendix K: Sample Answers to Primary Source Analysis Worksheet "G" FOR PRIMARY SOURCE "B"

Part I: Examine your group's Primary Source (Appendix B-F) and answer the following questions.

1. What type of primary source do you have (document, photo, etc.)?

Photo

2. Who is the author/creator of your primary source?

Does Not Say

3. Who is the audience of the primary source?

Prospective Voters

4. List three things from your primary source that you believe are important.

"PAY YOUR POLL TAX NOW"

"DEADLINE JANUARY 31ST"

"VOTE AND PROTECT YOUR RIGHTS AND PRIVILEGES"

5. Write a question that is left unanswered by the author/creator of your source.

"WHERE IS THIS?"

"WHEN DID THIS TAKE PLACE?"

"WHO PRODUCED THIS?"

6. Explain how your primary source connects to a method of disenfranchising (taking away someone's voting rights) racial minorities.

REQUIRING VOTERS TO PAY FOR VOTING RIGHTS

EFFECTIVELY ELIMINATES THOSE IN POVERTY FROM

HAVING A VOICE IN GOVERNMENT. MANY SOUTHERN AFRICAN

AMERICANS WERE IN POVERTY AS A RESULT OF SLAVERY &

SHARECROPPING.

7. Which type of obstruction to minority voting rights does your source depict?

a. Violence

b. Taxation

c. Legal Ordinances/Codes

d. Family Requirements

e. Voting Tests

## Appendix L (2)

### Appendix K: Sample Answers to Primary Source Analysis Worksheet "G" FOR PRIMARY SOURCE "C"

Part I: Examine your group's Primary Source (Appendix B-F) and answer the following questions.

1. What type of primary source do you have (document, photo, etc.)?

DOCUMENT

2. Who is the author/creator of your primary source?

STATE OF LOUISIANA

3. Who is the audience of the primary source?

PROSPECTIVE VOTERS (WHO COULDN'T PROVE A 5<sup>TH</sup> GRADE EDUCATION)

4. List three things from your primary source that you believe are important.

- "GIVEN TO ANYONE WHO CANNOT PROVE A FIFTH GRADE EDUCATION"
  - DIRECTIONS ARE VERY TRICKY & CONFUSING
  - QUESTIONS DON'T JUST TEST LITERACY, THEY OFTEN REQUIRE BACKGROUND KNOWLEDGE.
  - "ONE WRONG ANSWER DENOTES FAILURE OF THE TEST"
  - 30 QUESTIONS IN 10 MINS!
5. Write a question that is left unanswered by the author/creator of your source.
- WHEN WAS THIS GIVEN?
  - WHO SCORED THIS EXAM?
  - HOW DID YOU PROVE A FIFTH GRADE EDUCATION?

6. Explain how your primary source connects to a method of disenfranchising (taking away someone's voting rights) racial minorities.

THIS TEST IS VERY DIFFICULT TO COMPLETE CORRECTLY IN THE GIVEN TIME. IT WAS UP TO THE ELECTIONS OFFICIALS WHO MUST TAKE THIS TEST, AND THEY ALSO COULD SCORE IT AND PREVENT WHOMEVER THEY WANTED, FROM VOTING.

7. Which type of obstruction to minority voting rights does your source depict?

- a. Violence
- b. Taxation
- c. Legal Ordinances/Codes
- d. Family Requirements
- e. Voting Tests

## Appendix L (3)

### Appendix K: Sample Answers to Primary Source Analysis Worksheet "G" FOR PRIMARY SOURCE "D"

Part I: Examine your group's Primary Source (Appendix B-F) and answer the following questions.

1. What type of primary source do you have (document, photo, etc.)?

PHOTO

2. Who is the author/creator of your primary source?

UNKNOWN

3. Who is the audience of the primary source?

OPEN FOR INTERPRETATION.

4. List three things from your primary source that you believe are important.

" "COPYRIGHT JUNE 13, 1882"

" WHOLE CROWD IS WHITE, MOSTLY MALES

" ONE MAN HAS BEEN LYNCHED FROM THE TREE

5. Write a question that is left unanswered by the author/creator of your source.

" WHO IS THIS MAN?

" WHAT DID HE DO?

" WHY WOULD A CROWD COME TO WATCH A MAN DIE?

6. Explain how your primary source connects to a method of disenfranchising (taking away someone's voting rights) racial minorities.

BY RESORTING TO VIOLENCE, AFRICAN-AMERICAN  
MALES COULD BE INTIMIDATED INTO NOT EXERCISING  
THEIR RIGHT TO VOTE.

7. Which type of obstruction to minority voting rights does your source depict?

a. Violence

b. Taxation

c. Legal Ordinances/Codes

d. Family Requirements

e. Voting Tests

## Appendix L (4)

### Appendix K: Sample Answers to Primary Source Analysis Worksheet "G" FOR PRIMARY SOURCE "E"

Part I: Examine your group's Primary Source (Appendix B-F) and answer the following questions.

1. What type of primary source do you have (document, photo, etc.)?

DOCUMENT

2. Who is the author/creator of your primary source?

OKLAHOMA LEGISLATURE

3. Who is the audience of the primary source?

CITIZENS OF OKLAHOMA

4. List three things from your primary source that you believe are important.

- "NO LINEAL DESCENDANT OF SUCH PERSON, SHALL BE DENIED THE RIGHT TO REGISTER AND VOTE..." • "NO PERSON SHALL BE REGISTERED, UNLESS HE BE ABLE TO READ AND WRITE..." • "RECOUNT SECTION INSPECTOR... SHALL ENFORCE THE PROVISIONS OF THIS SECTION"

5. Write a question that is left unanswered by the author/creator of your source.

HOW COULD AN ELECTION INSPECTOR TELL IF A PERSON COULD READ THE CONSTITUTION? WHAT QUESTIONS DID THEY ASK TO FIND OUT?

6. Explain how your primary source connects to a method of disenfranchising (taking away someone's voting rights) racial minorities.

BEFORE JANUARY 1, 1866, ONLY WHITE MALES COULD VOTE. THEREFORE, BY EXEMPTING THEM, AND THEN "LINEAL DESCENDANTS" FROM TAKING THIS LITERACY TEST, ONLY AFRICAN-AMERICANS WOULD BE SUBJECT TO THIS PROVISION. LEGAL TEXT IS HARD TO READ AND COULD EASILY BE USED TO CLAIM THAT AN AFRICAN-AMERICAN WAS ILLITERATE AND UNFIT TO VOTE.

7. Which type of obstruction to minority voting rights does your source depict?

- a. Violence
- b. Taxation
- c. Legal Ordinances/Codes
- d. Family Requirements
- e. Voting Tests



## Appendix L (5)

### Appendix K: Sample Answers to Primary Source Analysis Worksheet "G" FOR PRIMARY SOURCE "F"

Part I: Examine your group's Primary Source (Appendix B-F) and answer the following questions.

1. What type of primary source do you have (document, photo, etc.)?

Document

2. Who is the author/creator of your primary source?

Mississippi Legislature

3. Who is the audience of the primary source?

CITIZENS OF MISSISSIPPI

4. List three things from your primary source that you believe are important.

• FREEDMEN, FREE NEGROES, & MULATTOS WITHOUT LAWFUL EMPLOYMENT MAY BE FINED OR IMPRISONED. • MUST HAVE WRITTEN PROOF OF HOME OR EMPLOYMENT • CIVIL OFFICERS MAY ARREST & RETURN ANY FREEDMEN, FREE NEGRO, OR MULATTOS WHO QUIT THEIR JOB "WITHOUT GOOD CAUSE" AND THE OFFICER GETS PAID FOR EACH MILE OF THE RETURN

5. Write a question that is left unanswered by the author/creator of your source.

WHAT IF YOUR MAYOR, ETC. WILL NOT WRITE YOU A LETTER VERIFYING YOUR RESIDENCE?

6. Explain how your primary source connects to a method of disenfranchising (taking away someone's voting rights) racial minorities.

THE THREAT OF FIRING AN AFRICAN-AMERICAN FOR VOTING NOW HAS TEETH BECAUSE THEY COULD BE ARRESTED & FINED AS SOON AS THEY WERE FIRED.

7. Which type of obstruction to minority voting rights does your source depict?

- a. Violence
- b. Taxation
- c. Legal Ordinances/Codes
- d. Family Requirements
- e. Voting Tests

## Appendix M: Sample Answers to Cartoon Analysis Worksheet "H"

### Appendix L: Sample Answers to Cartoon Analysis Worksheet "H"

In this activity, you will be analyzing a cartoon related to the 15<sup>th</sup> Amendment to the U.S. Constitution. Explain what the cartoon is saying and why its opinion is either different or similar to your own. Develop your own cartoon in response to the one you have received. You may draw your own cartoon characters or find images from the newspaper, online, or magazines to use as a guide. Be sure to include an explanation of your cartoon. You will present both your analysis and your created cartoon.

#### Political Cartoon Analysis sheet

1. List the objects or people you see in the cartoon.

BLACK MALES STANDING IN A LINE, WHITE MALE OVERSEEING THE LINE, ONE BLACK MALE IN MILITARY UNIFORM, VOTING "BOXES", FLAG DRAPED ABOVE THEM

2. Which of these objects are symbols, and what do you think each symbol means?

- UNIFORM - BLACK MALES JOINING THE UNION ARMY DURING THE CIVIL WAR

- VOTING "BOXES" - OPPORTUNITY FOR EXPRESSING YOUR MIND IN GOVT

- WELL-DRESSED BLACK MEN - A SIGN OF SOCIAL SUCCESS & PROMINENCE

- FLAG - LIBERTY, FREEDOM

3. What is the message of the cartoon?

ONCE THE 15<sup>TH</sup> AMENDMENT GETS PASSED, BLACK MALES WILL HAVE AN OPPORTUNITY TO MOVE UP THE SOCIAL RANK, AND CAST VOTES TO INFLUENCE THEIR LIVES AND OUR COUNTRY

4. What is the cartoonist's opinion about the topic portrayed by the cartoon?

THIS IS A SENSATIONALIZED, IDEALIZED INTERPRETATION OF HOW THE 15<sup>TH</sup> AMENDMENT WOULD CHANGE THE RIGHTS AND OPPORTUNITIES FOR BLACKS IN SOCIETY. THE CARTOONIST BELIEVES THAT THESE CONDITIONS WILL OCCUR AS A RESULT OF THE AMENDMENT'S PASSAGE.

5. Do you agree or disagree with the cartoonist's opinion? Why?

IN A STRICT READING OF THE 15<sup>TH</sup> AMENDMENT, THIS SEEMS PLAUSIBLE.