

## A Note to Educators:

Thank you for your interest in No Conscription Without Representation: Voting Rights and the Constitution for grades 9–12!

**Program Objectives:** After No Conscription Without Representation: Voting Rights and the Constitution with the National Archives, students will be better able to:

- Understand the process for amending the Constitution
- Understand why and how new groups of Americans gained the right to vote (legislation and amendments)
- Make relevant connections between civic literacy and civic engagement
- Use primary sources as historical evidence

**Program Documents:** You can access all the documents and images included in this teacher guide and the National Archives presentation in this [folder](#) on DocsTeach.

**How To Use This Guide:** There are no required activities for this distance learning program. Instead, we've assembled a collection of activities that you can select from to share with students before or after their program with the National Archives or throughout your unit on the Constitution, voting rights, or the Vietnam War as you see fit. Get started with the optional pre-program activities here or use the table of contents on the next page to navigate this guide.

**Pre-Program Activities:** Optional DocsTeach activities to prepare students for their National Archives program.

[Jigsaw Approach: History of Voting Rights in the United States Activities](#) (60 minutes) *Online DocsTeach Activities*  
Students work in groups to research and report on one aspect of voting rights history. **Materials:** Online

[The War in Vietnam—A Story in Photographs](#) (90 minutes) *Online DocsTeach Activity*  
Analyze photographs from the Vietnam War **Materials:** [Online](#)

**Optional Program Materials:** The timeline on [page 5](#) will be shared during the National Archives presentation and may be shared with students in advance to allow for closer examination.

**Post-Program Materials:** Keep the conversation going after the program with post-program activities that start on [page 6](#). Check out additional [DocsTeach](#) activities or consider [discussion prompts](#) and extension activities related to voting rights.

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**We want to hear from you!**

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## Pre-Program Activities

DocsTeach.org is the online tool for teaching with documents from the National Archives. We recommend the following DocsTeach activities to enhance your students' learning experience with the National Archives. While optional, these activities are highlighted here because they link thematically to the concepts of civic literacy and engagement and the constitutional evolution of voting rights addressed during the distance-learning program. They also provide an opportunity for students to practice analyzing primary source documents and applying historical thinking skills.

The links below will take you to each activity's teacher page, which provide additional information about the activity as well as suggested teaching instructions. From the teacher page, clicking on "start activity" will take you to the student page, where the activity begins. You can project a DocsTeach activity to do as a class. Or you can create an assignment that students—in small groups or individually, in class or for homework—will turn in to you. For more on assigning student work in DocsTeach, check out this helpful reference [page](#).

### [Jigsaw Approach: History of Voting Rights in the United States Activities](#)

Divide students into groups and ask each group to research and report on one aspect of voting rights to the whole class using the following three activities. (This cooperative learning strategy helps students learn cooperation as group members and share responsibility for each other's learning by using critical thinking and social skills to complete an assignment!)

Approximate time: 60 minutes

#### [Why Did Women Want the Right to Vote? DocsTeach Activity](#)

*Students will compare and contrast four petitions in favor of woman suffrage to identify reasons why women wanted the right to vote.*

#### [American Indian Voting Rights through History DocsTeach Activity](#)

*In this activity, students will analyze documents related to American Indian history and voting rights from the 1830s to the 1970s and place them in chronological order. Documents were chosen to show the length of the fight for universal suffrage for American Indians and the different types of records that relate that history.*

#### [Suffrage: 15th Amendment and the Voting Rights Act DocsTeach Activity](#)

*In this activity, students will examine selections from the 15th Amendment that granted suffrage to former male slaves and the Voting Rights Act of 1965 nearly 100 years later that protected that right.*

### [The War in Vietnam—A Story in Photographs DocsTeach Activity](#)

*This activity asks students to analyze photographs from the Vietnam War. After analysis, they will categorize the photos by topic and write captions in preparation for a photography exhibit about the war that "tells the story of the young men and women who fulfilled their duty to their country by serving in the war in Vietnam."*

Estimated time: 90 minutes



## Optional Program Materials

The timeline on [page 5](#) will be shared during the National Archives presentation. You are welcome to share digital or hard copies with students so that they can take a closer look at the information.

### Program Vocabulary

**Amendment** - a change or alteration to the Constitution made according to the procedure outlined in Article 5 of the United States Constitution.

**Civil Rights** - rights to personal liberty established by the 13th and 14th Amendments to the U.S. Constitution and certain congressional acts, especially as applied to an individual or a minority group.

**Chinese Exclusion Act** - The Chinese Exclusion Act (formally Immigration Act of 1882) was a U.S. federal law that was the first and only major federal legislation to explicitly suspend immigration for a specific nationality. The basic exclusion law prohibited Chinese laborers—defined as “both skilled and unskilled laborers and Chinese employed in mining”—from entering the United States. The passage of the act represented the outcome of years of racial hostility and anti-immigrant agitation by white Americans.

**Conscription** - Compulsory enrollment of persons for military or naval service; draft.

**Election** - the selection of a person or persons for office by vote.

**Primaries** - state elections of delegates to the nominating convention that chooses a major party's Presidential candidate. In some states, delegates are elected by popular vote; in other states, party caucuses or mini conventions choose delegates.

**Protest** - an expression or declaration of objection, disapproval, or dissent, often in opposition to something a person is powerless to prevent or avoid.

**26th Amendment** - The right of citizens of the United States, who are 18 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.

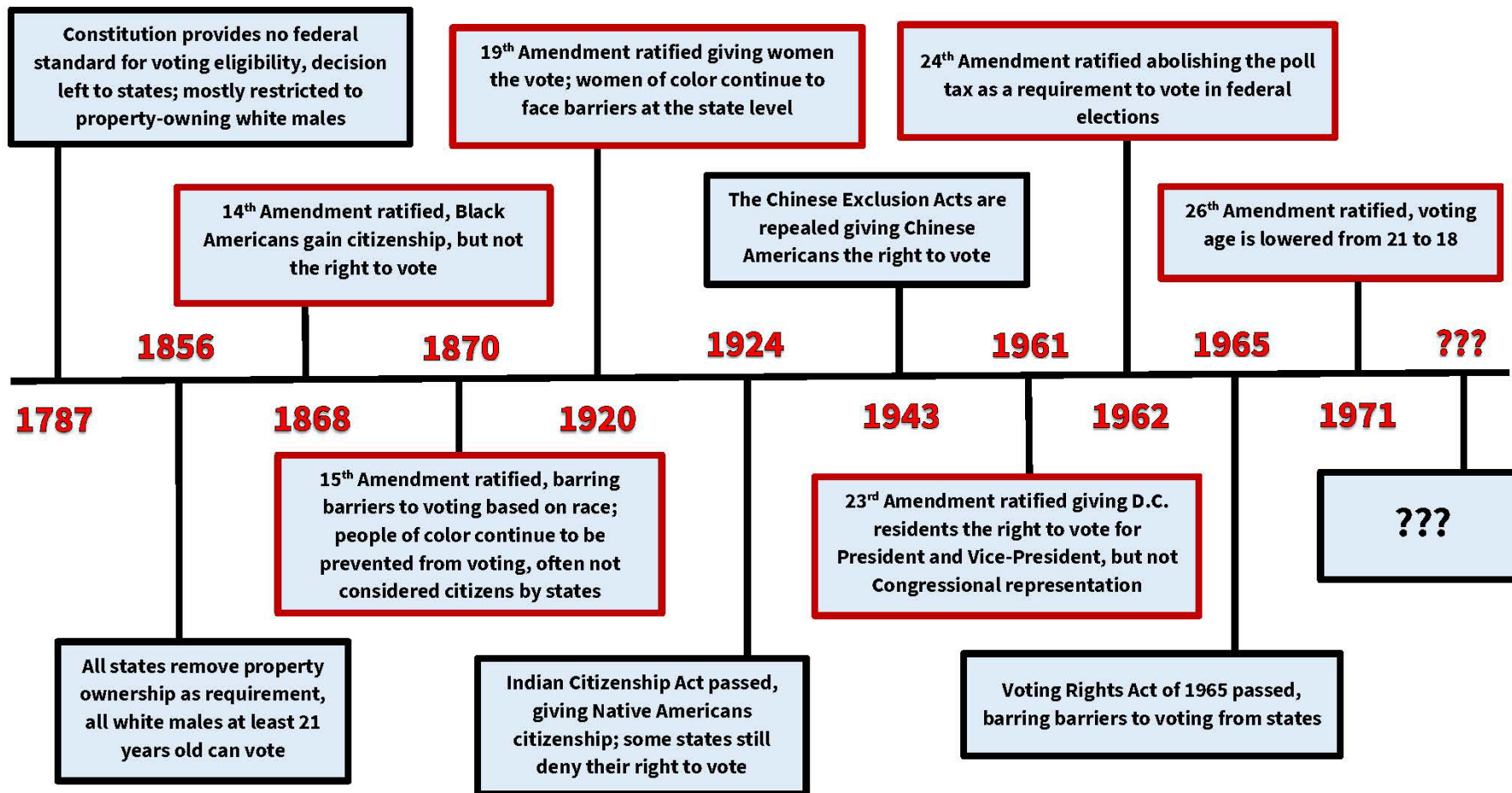
**Ratify** - to confirm by expressing consent, approval, or formal sanction.

**Representation** - having a say in government processes like the passage of legislation, by conveying authority to deputies (like Congress people or Senators) through elections.



## Voting Rights Timeline

Transcript of the Voting Rights Timeline is available on [page 8](#).



## Post-Program Activities

As with the DocsTeach activities recommended above, we have compiled a list of possible follow-on activities to enrich your students' learning experience with the National Archives. Our educators recommend these activities for their thematic link to the concepts of civic obligation, civic action, and the constitutional evolution of voting rights, which were introduced during the distance-learning program, and because they encourage students to explore more deeply the expansion of voting rights throughout U.S. history while also analyzing primary source documents and applying historical thinking skills.

### [Lowering the Voting Age: Nixon and the 26th Amendment](#) DocsTeach Activity

*This activity encourages students to think critically about the history and importance of the 26th Amendment, which granted the right to vote to American citizens aged 18 or older.*

Estimated time: 30 minutes

### [Civil Rights or Freedom? When Vietnam & the Civil Rights Movement Clashed](#) DocsTeach Activity

*In this activity, students will analyze a letter that former baseball player Jackie Robinson sent to President Johnson to examine the intersectionality of the Civil Rights Movement and the escalating conflict in Vietnam. The activity is intended to help students to better understand the tumult of the 1960s, with major domestic and foreign events overlapping.*

Estimated time: 30–45 minutes

## Relevant Discussion Topics from Today's Headlines

While many high school students can't vote yet, they can research upcoming elections, learn about voting requirements in their state, and brainstorm how they can still participate in elections that they care about. During the program, we explored connections between the Constitution, civic engagement, and voting rights. Keep this conversation going in your classroom by choosing from this set of discussion prompts and extension activities.

- 1971 wasn't that long ago. Hear from one of the 18-year-olds who signed the amendment and conduct an oral history of your own! ([2018 Julianne Jones Shapard interview](#))
- Should Selective Service registration be expanded to all Americans? ([2019 Hearings](#))
- Continue the conversation: Should the voting age be lowered to 16? ([2020 Gen Z Activism](#))
- Who still cannot vote and why? ([Felony Voting PBS](#); [Records](#) related to felon disenfranchisement laws from the Clinton Administration Domestic Policy Council)
- Can progress look different to different people? What are some of the impediments to progress? What are some ways to achieve progress?
- In California, legislation recently passed mandating that [school cannot start before 8:30 AM](#). Would you support this change in your community? Why or why not? Do you think this should be a local or state or federal issue?



- What issues do you care about? What actions can you take in your local community? Make a plan.

## Additional Resources

### Document Analysis Worksheets

Document analysis is the first step in working with primary sources. Teach your students to think through primary source documents for contextual understanding and to extract information to make informed judgments. Use these [worksheets](#)—for photos, written documents, artifacts, posters, maps, cartoons, videos, and sound recordings—to teach your students the process of document analysis.

### Additional Related DocsTeach Activities

#### [Comparing the Magna Carta and English Bill of Rights with the U.S. Bill of Rights](#) DocsTeach Activity

*In this activity, students will examine the influences of the Magna Carta and the English Bill of Rights on the Bill of Rights in the U.S. Constitution. By the end of the activity, students should be able to cite clear examples of the influence of English legal traditions in the U.S. Bill of Rights; they should also be able to give examples of how the American document is unique in offering even further expanded rights.*

#### [The 19th Amendment and the Road to Universal Suffrage](#) DocsTeach Activity

*In this activity, students will explore the struggle for universal suffrage long after both men and women constitutionally had the right to vote. Following a progressive timeline, primary sources highlight voting problems that arose for minority groups throughout the 20th century. Students will answer questions as they work through the documents to reflect on if and when universal suffrage was ultimately achieved.*

#### [The Vietnam War Timeline: Understanding the Nature of a Controversial Conflict](#) DocTeach Activity

*In this activity, students will use primary sources to create a chronological understanding of the Vietnam War from 1956 to 1975. Students will analyze and read about each document, photograph, or video to better understand the context of the source and place it in the correct order within the timeline. Then students will analyze the nature of the war as it changed over time by answering the end-of-activity questions.*

## College, Career, and Civic Life (C3) Framework Alignment

- D2.Civ.12.9-12 Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.
- D2.Civ.14.9-12 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
- D2.His.1.9-12 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical context.
- D2.His.3.9-12 Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
- D2.His.5.9-12 Analyze how historical contexts shaped and continue to shape people's perspectives.



## Transcript

### Voting Rights Timeline Transcript (from page 5)

1787: Constitution provides no federal standard for voting eligibility, decision left to states; mostly restricted to property-owning white males

1865: All states remove property ownership as requirement, all white males at least 21 years old can vote

1868: 14<sup>th</sup> Amendment ratified, Black Americans gain citizenship, but not the right to vote.

1870: 15<sup>th</sup> Amendment ratified, barring barriers to voting based on race; people of color continue to be prevented from voting, often not considered citizens by states

1920: 19<sup>th</sup> Amendment ratified giving women the vote; women of color continue to face barriers at the state level

1924: Indian Citizenship Act passed, giving Native Americans citizenship; some states still deny their right to vote

1943: The Chinese Exclusion Acts are repealed giving Chinese Americans the right to vote

1961: 23<sup>rd</sup> Amendment ratified giving D.C. residents the right to vote for President and Vice-President, but not Congressional representation

1962: 24<sup>th</sup> Amendment ratified abolishing the poll tax as a requirement to vote in federal elections

1965: Voting Rights Act of 1965 passed, barring barriers to from states

1971: 26<sup>th</sup> Amendment ratified, voting age is lowered from 21 to 18

Timeline ends in question marks to prompt additional research into voting rights.

