

Conflict and Equality: Voting Rights and Changing Views of Citizenship

<p>Framing Question:</p>	<p>How does conflict affect the rights of citizens? Do rights expand and contract?</p>																																	
<p>Materials:</p>	<p>19th Amendment (attached) The Constitutional Amendment Process (also attached)</p>																																	
<p>Opening Activity (5 Minutes):</p>	<ul style="list-style-type: none"> ▪ Tell students that the Constitution is the supreme law of the United States. Briefly describe the Constitutional Amendment process and describe why we amend the Constitution. An outline of the Constitutional Amendment process is attached. (If possible, provide students with their own copies of the Constitution.) ▪ Ask students to create a definition of citizen. What rights do citizens have? ▪ Ask the students to define suffrage. Why is voting important? ▪ Present students with the demographics of the City of Philadelphia (below)—how many people could vote if women couldn't? What if minority people couldn't vote? ▪ Why is this important? Whose issues would be addressed? <table border="1" data-bbox="537 999 1312 1411"> <tr> <td>Total population</td> <td>1,448,394</td> <td></td> </tr> <tr> <td>Male</td> <td>677,594</td> <td>46.8%</td> </tr> <tr> <td>Female</td> <td>770,800</td> <td>53.2%</td> </tr> <tr> <td>White</td> <td>605,796</td> <td>41.8%</td> </tr> <tr> <td>Black or African American</td> <td>642,013</td> <td>44.3%</td> </tr> <tr> <td>American Indian and Alaska Native</td> <td>3,698</td> <td>0.3%</td> </tr> <tr> <td>Asian</td> <td>77,265</td> <td>5.3%</td> </tr> <tr> <td>Native Hawaiian and Other Pacific Islander</td> <td>488</td> <td>0.0%</td> </tr> <tr> <td>Some other race</td> <td>95,958</td> <td>6.6%</td> </tr> <tr> <td>Two or more races</td> <td>23,176</td> <td>1.6%</td> </tr> <tr> <td>Hispanic or Latino (of any race)</td> <td>151,571</td> <td>10.5%</td> </tr> </table> <p>From: www.factfinder.census.gov, current as of 2006</p>	Total population	1,448,394		Male	677,594	46.8%	Female	770,800	53.2%	White	605,796	41.8%	Black or African American	642,013	44.3%	American Indian and Alaska Native	3,698	0.3%	Asian	77,265	5.3%	Native Hawaiian and Other Pacific Islander	488	0.0%	Some other race	95,958	6.6%	Two or more races	23,176	1.6%	Hispanic or Latino (of any race)	151,571	10.5%
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<p>Class Activity (30 Minutes):</p>	<ul style="list-style-type: none"> ▪ Ask students to read and interpret the 19th Amendment (attached). ▪ Explain that this was an Amendment to the Constitution. ▪ Ask the class for 3 ideas for a new Amendment (it could be anything—allow them to be creative!). Determine which one they will work on by class vote. ▪ Assign students various roles (6 Senators, 6 Representatives, 1 President, and 15 States). ▪ Walk through the Amendment process with students and see if they can get their Amendment ratified (point out that the President has nothing to do with it!). ▪ First, introduce the Amendment to the Senators. You 																																	

	<p>need 4 out of 6 votes for the Amendment to get it through. Same for the House.</p> <ul style="list-style-type: none"> ▪ If the Amendment gets passed in the Senate and the House, ask the States to vote. You need 12 out of 15 States to vote for the Amendment to ratify it. ▪ If the Amendment can't be passed, ask the students why they didn't like it and ask the class to change the Amendment. Then vote again.
Closing Activity (5 Minutes):	<ul style="list-style-type: none"> ▪ Does having voting rights mean that you are a full-fledged citizen? Why or why not? ▪ What is our current definition of citizen? Is it just political or moral too? ▪ Who controls who is a citizen? How can we change that? Do we want to? ▪ How is the changing definition of citizenship reflected in the 2008 elections?
Enrichment Activity	No Enrichment Activity is included due to the depth of this lesson.

The 19th Amendment

AMENDMENT XIX

Passed by Congress June 4, 1919. Ratified August 18, 1920.

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.

Congress shall have power to enforce this article by appropriate legislation.

* * *

HOW AN AMENDMENT IS RATIFIED: *Article V. of the U.S. Constitution* Article. V. - Amendment

The Congress, whenever two thirds of both Houses shall deem it necessary, shall propose Amendments to this Constitution, or, on the Application of the Legislatures of two thirds of the several States, shall call a Convention for proposing Amendments, which, in either Case, shall be valid to all Intents and Purposes, as part of this Constitution, when ratified by the Legislatures of three fourths of the several States, or by Conventions in three fourths thereof, as the one or the other Mode of Ratification may be proposed by the Congress; Provided that no Amendment which may be made prior to the Year One thousand eight hundred and eight shall in any Manner affect the first and fourth clauses in the Ninth Section of the first Article; and that no State, without its Consent, shall be deprived of its equal Suffrage in the Senate.

Summary: There are four methods set forth in the Constitution for ratification of an amendment:

1. Amendment proposed as a joint resolution by Congress with two-thirds majority vote in both the House and the Senate, ratification by three-fourths (38 out of 50) state legislatures (used all but one of the times that an amendment was ratified)
2. Amendment proposed by Congress as described in #1 above, ratification by three-fourths of state conventions (used once)
3. Amendment proposed at constitutional convention called by two-thirds of state legislatures, ratification by three-fourths of state legislatures (never used)
4. Amendment proposed at convention of states as described in #3 above, ratification by three-fourths of state conventions (never used)

BACKGROUND INFORMATION

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Looking forward and back

This lesson allows students to actively engage in the legislative process by examining the ratification of the 19th Amendment to the Constitution. During this historical period, the definition of “citizen” was in flux and the actual rights of citizens underwent change. This enrichment session teaches students the Constitutional Amendment process while asking them to examine the differences between explosive and deliberate conflict.

Historical Abstract

Source: <http://www.law.umkc.edu/faculty/projects/ftrials/conlaw/nineteenth.htm>

The beginning of the fight for women suffrage is usually traced to the “Declaration of Sentiments” produced at the first woman's rights convention in Seneca Falls, N. Y. in 1848. Four years later, at the Woman's Rights Convention in Syracuse in 1852, Susan B. Anthony joined the fight, arguing that “the right women needed above every other...was the right of suffrage.”

During debates on the Reconstruction Amendments which [extended suffrage to African-American men] (through the 15th Amendment), suffragists [such as Frederick Douglass and Francis Ellen Harper] pushed hard for “universal suffrage,” but they never had a chance.

In 1872, suffragists brought a series of court challenges designed to test whether voting was a “privilege” of “U. S. citizenship” now belonging to women by virtue of the recently adopted 14th Amendment. One such challenge grew out of a criminal prosecution of Susan B. Anthony for illegally voting in the 1872 election. The first case to make its way to the Supreme Court, however, was *Minor vs Happersett* (1875). In *Minor*, a unanimous Court rejected the argument that either the privileges and immunities clause or the equal protection clause of the 14th Amendment extended the vote to women. Following *Minor*, suffragists turned their attention from the courts to the states and to Congress.

In 1878, a constitutional amendment was proposed that provided “The right of citizens to vote shall not be abridged by the United States or by any State on account of sex.” This same amendment would be introduced in every session of Congress for the next 41 years.

In July 1890, the Territory of Wyoming, which allowed women to vote, was admitted as a state. Wyoming became the first state with women suffrage. By 1900, Utah, Colorado, and Idaho joined Wyoming in allowing women to vote.

In 1912, Theodore Roosevelt's Progressive (Bull Moose) Party became the first national political party to have a plank supporting women suffrage. The tide was beginning to turn.

In May, 1919, the necessary two-thirds vote in favor of the women suffrage amendment was finally mustered in Congress, and the proposed amendment was sent to the states for ratification. By July 1920, with a number of primarily southern states adamantly opposed to the amendment, it all came down to Tennessee. It appeared that the amendment might fail by one vote in the Tennessee house, but twenty-four-year-old Harry Burns surprised observers by casting the deciding vote for ratification. At the time of his vote, Burns had in his pocket a letter he had received from his mother urging him, “Don't forget to be a good boy” and “vote for suffrage.”

Women had finally won the vote.