Resource Packet for High School Teachers

LAW DAY 2014

American Democracy and the Rule of Law: Why Every Vote Matters

What is Law Day?
In 1961, Congress passed a joint resolution designating May 1 as the national day set aside to celebrate the rule of law. Law Day underscores how law and the legal process contribute to the freedoms that all Americans share.

What is the 2014 theme?
“American Democracy and the Rule of Law: Why Every Vote Matters.” This theme calls on every American to reflect on the importance of a citizen’s right to vote and the challenges we still face in ensuring that all Americans have the opportunity to participate in our democracy. For more information on the theme, see www.LawDay.org

Why is the theme important?
The right to vote is the very foundation of government by the people. For this reason, striving to establish and protect every citizen’s right to vote has been a central theme of American legal and civic history. Much of the struggle for voting rights began decades ago, but the work is far from complete, and a citizen’s right to cast a ballot remains at risk today.

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See www.MOED.uscourts.gov or www.JudicialLearningCenter.org for a PDF version of this packet
Activity for HIGH SCHOOL students
Grade Level: 9-12
Suggested Time: 45-55 minutes

A. Theme: American Democracy and the Rule of Law: Why Every Vote Matters

B. Main Points:
  • Voting is important because it is one of our most cherished rights. It is fundamental to our free, democratic system of government.
  • At the start of our county, only wealthy male landowners could vote. Constitutional amendments and other laws have extended and protected voting rights several times in the history of the United States.
  • Law is not always about restricting rights or taking rights away. Our system of law is here to protect the rights of citizens.
  • Throughout our history, people have taken a stand for voting rights. Often, because of their actions, new laws and new protections were enacted.
  • It is up to each state to regulate elections in order to keep them fair, and most states require citizens to register before voting.
  • The requirements passed by states for registering and for voting must not unfairly prevent a group of people from voting.

C. Focus Questions:
  • Why is the right to vote so important?
  • What barriers have there been to voting? What groups have been restricted?
  • What have people been willing to risk for the right to vote?
  • How has the law helped to expand and protect voting rights?
  • Why is it important to require people to register before voting? Why are open, free elections important? Is one more important than the other?
  • What would this country be like if citizens did not have the right to vote?

D. Activity Summary: This packet includes four lessons for high school students, to introduce basic ideas about the right to vote throughout U.S. history. The lessons are:
  i. The Right to Vote
  ii. Barriers to Voting
  iii. Freedom Summer, 1964
  iv. Voting Today

E. Supply List:
  • Copies of student worksheets as needed:
    a. Student worksheet – “Amending the Constitution”
    b. Student worksheets (3) – “Voter Registration Tests”
    d. Student worksheet – “Voter ID Requirements”
  • Teacher fact sheets on “Barriers to Voting,” and “Freedom Summer 1964”
  • Book – “We Had Sneakers, They Had Guns.”
  • Guide sheet for selected readings

F. Step-by-Step Procedure:
I. The Right to Vote — 15-30 minutes

1) Write the following on the board:

**U.S. Constitution.**
*Article I, Section. 4.*
The Times, Places and Manner of holding Elections for Senators and Representatives, shall be prescribed in each State by the Legislature thereof; but the Congress may at any time by Law make or alter such Regulations, except as to the Places of chusing (sic) Senators.

2) Lead a discussion with the following questions:
   i. Why are states in charge of “prescribing” how elections should be held? *(federalism, the federal government is only in charge of certain designated powers, everything else is left to the states)*
   ii. Who was really allowed to vote here? *(white male landowners)*
   iii. What are Amendments? For what reason is the Constitution amended? *(formal, permanent changes to the Constitution, only added in really important situations)*
   iv. How many Amendments deal with voting? *(at least 5)*

3) Group students 6 small groups. Distribute **STUDENT WORKSHEET #1 — “Amending the Constitution.”** Instruct each group to work on one of the Amendments for 5 minutes. You could also instruct them to work individually on the worksheet if you prefer.

4) After 5 minutes, return everyone’s attention to the large class discussion. Ask each group to explain their Amendment to the class.

   **Answers:**
   1. 15th - race, color, previous servitude
   2. 19th - gender
   3. Native Americans
   4. 23rd - Washington DC residents can vote for President and Vice President
   5. 24th - Eliminate poll tax
   6. 26th - Lower age to 18

5) End with a discussion of the following questions, from the back of the worksheet. If time allows, ask the students to complete the questions first. If not, simply discuss with the class to conclude the lesson.

   i. Since the Constitution was created in 1787, it has only been amended, or changed, 27 times. 5 of 27 have specifically to do with the right to vote. What do you think that says about voting rights?
   ii. Why have so many groups had to fight for the right to vote?
   iii. Do you think additional Amendments about voting rights are still needed? If so, what are your ideas?
   iv. After these Amendments were added, was the fight over? What do you know about what happened, especially in the southern states, in the 1960’s?

II. Barriers to Voting — 15-30 minutes

1) Remind students of the previous discussion about voting rights.

2) Ask again - After these Amendments were added, was the fight over? What do you know about what happened, especially in the southern states, in the 1960’s?

3) Ask - Were there other ways in which states denied certain people the right to vote?
4) Use the TEACHER FACT SHEET A – “Barriers to Voting,” and other resources you might have available to discuss examples with the students:
   i. Violence, intimidation, loss of jobs, loss of home, denial of credit
   ii. Literacy tests, grandfather clause to literacy test
   iii. Poll taxes (outlawed in federal elections by the 24th amendment in 1964, but was still being used in state elections)

5) Students will be taking voter registration (literacy) tests. An archive of literacy tests and information about their administration can be found here: http://www.crmvet.org/info/lithome.htm

6) The example tests are from Mississippi or Louisiana. Divide the class into three sections for this activity. Students will work individually on one of three tests.
   1. STUDENT WORKSHEET #2 – Mississippi Form A
   2. STUDENT WORKSHEET #3 – Mississippi Form B
   3. STUDENT WORKSHEET #4 – Louisiana

7) Allow 7-8 minutes to complete. You can allow more time if you have it, but students will get the idea after just a few minutes!

8) Discuss the literacy tests:
   i. If time allows, have the students of each group meet and discuss their test before leading the large class discussion.
   ii. ASK - What was the Mississippi test like? What do you think about the two versions? What might have been the purpose of the two versions? (Note that Questions #18 and #19 allows the Registrars to choose which section of the Mississippi constitution an applicant has to write and interpret. They could assign a complex, or they could assign a simple section.)
   iii. ASK - What was the Louisiana test like? What might have been the purpose?
   iv. ASK - Do you think these tests were a good indicator of whether or not someone should be allowed to vote?

9) Ask students if they know how people reacted to these tests and other methods of restricting voting, and what were the results? Here are some examples to mention:
   i. Civil Rights Movement (1950s-1060s)
   ii. Civil Rights Act of 1964, sweeping federal legislation prohibiting discrimination in public places and employment, though it had little effect on discriminatory practices in election law
   iii. The 24th Amendment (1964) banned poll tax
   iv. Freedom Summer Project – Mississippi (1964) Voter registration project in Mississippi (**we will talk more about this in the next lesson**) 
   v. Selma to Montgomery Marches – Alabama (1965) Marchers protesting being denied the right to vote were met with violence as they marched to the state capital
   vi. Voting Rights Act of 1965, landmark federal legislation prohibiting discrimination in voting; considered to be the most effective piece of civil rights legislation in the U.S.

III. **Freedom Summer, 1964** – 20-40 minutes
1) Remind students of the previous discussions about voting rights and about barriers to voting.
2) Ask again if students know how people reacted to literacy tests and other methods of restricting voting, especially in the southern states?
3) One reaction was the Freedom Summer Project of 1964.
4) If needed, use TEACHER FACT SHEET B – “Freedom Summer 1964” to prepare, and lead a class discussion about the Freedom Summer Project of 1964, using these points:
   a. Mississippi had the lowest percentage of African Americans registered voters, a complex literacy test, a poll tax, and a history of violence and voter intimidation.
b. Groups of local activists were making little progress in increasing the number of registered voters.

c. Several civil rights organizations formed a coalition, and designed the Freedom Summer Project. Freedom Summer was designed to turn the spotlight to the movement in Mississippi.

d. By bringing volunteers from colleges and universities in northern states, to come to Mississippi and work alongside the local volunteers, the organizers hoped to bring the national media attention that would be needed for change.

e. 2 main goals of the project:
   i. Voter registration – to register as many African American Mississippians as possible.
   ii. Freedom schools – voluntary summer schools, to educate African-American children on topics they didn't learn in school such as African American history, citizenship, empowerment, leadership, recreation.

f. Dangerous. Just as the volunteers were arriving to begin the campaign, three turned up missing and were eventually found murdered. Many other acts of violence took place.

g. Also, because most African-Americans were prohibited from participating in regular Democratic Party activities, a separate organization was created. The Mississippi Freedom Democratic Party sent a delegation to the Democratic National Convention in August 1964, in hopes of being recognized as the legitimate voice of Democrats in Mississippi. The vice-chair of the MFD was well-known civil rights activist Fannie Lou Hamer.

5) Pass out copies of STUDENT WORKSHEET #5 – “Voting, Education, and Freedom”

6) Allow time for students to evaluate the photos and answer the questions, in groups or as individuals.
   i. Consider asking half of the class to evaluate the voter registration photos, and the other half to evaluate the freedom schools photos, then report their findings and opinions to the other half of the class.

7) Share and discuss.

8) Consider reading select passages from the book ; “We Had Sneakers, They Had Guns: The Kids Who Fought for Civil Rights in Mississippi.” (see guide sheet)

9) Use Section XII: After Freedom Summer of the TEACHER FACT SHEET B – “Freedom Summer 1964” to lead a short summary discussion of:
   i. Success of the Freedom Summer Project – Though the project didn’t reach all of its goals (few new voters registered, the MDFP was rejected by the Democratic National Convention) it did signal the turning of the tide.
   ii. People around the nation became more aware of the problems.
   iii. The activities in Selma and Montgomery Alabama in 1965 also drew the attention of the nation.

10) Want to cover Freedom Summer in more depth?

Wisconsin Historical Society exhibit companion lesson plans - http://fsxbt.tumblr.com/lessonplans

IV. **Voting Today – 15-30 minutes**

1) Remind students about the previous activities dealing with barriers to voting in the past. 
Remind of the progress and success brought on by the courage and actions of many individuals.

2) Ask again if this was the end of the story? Or have there been other barriers to voting since?

Here are some examples of expansion of voting rights and registration opportunities:

   i. You could mention the events surrounding the 26th Amendment in 1971. In reaction to 
      protests and activism, Congress added an amendment lowering voting age to 18, from 
      21. 18 year old males were being drafted to Vietnam, but yet couldn’t vote to have 
      their voice heard by the very same government.

   ii. You might mention the events surrounding the lowering of residency requirements to 
      30 days or less after a landmark Supreme Court decision in 1972. The Dunn v. Blumstein 
      decision struck down a Tennessee law with 1 year state and 3 month county residency 
      requirements as being too restrictive on the right to vote and on the right to travel.

   iii. Consider mentioning the success of the National Voter Registration Act of 1993. The Act 
      requires states to offer voter registration opportunities at the DMV, by mail-in 
      application, and at offices providing public assistance and disability services.

3) Ask students if they are aware of any current issues dealing with the right to vote? Some states 
are considering, or already have in place, one or more of the following:

   i. Voter ID requirements (must provide photo ID when voting on election day)
   ii. Felony disenfranchisement (barring convicted felons from voting, current laws vary from 
      state to state)
   iii. English-only ballots (not providing bilingual ballots)
   iv. Proof of U.S. citizenship (must show birth certificate, passport, or other documentation 
      proving U.S. citizenship when registering)
   v. Limits on same-day registration (not allowing people to register on election day)
   vi. Limits on early voting (not allowing registered people to legally vote before election day)

4) Explain that you are going to ask them to evaluate one of the current issues – **Voter ID 
Requirements**.

5) Make the following reminders (also printed for them on their worksheet):

   i. Remind students that each state is allowed to regulate elections according to the laws of 
      the state.
   ii. Also remind students that no state law can go against the Constitution or federal law. 
      Therefore, no state can make discriminatory laws about voting, or about anything else.
   iii. States can, however, restrict the right to vote for legitimate, non-discriminatory reasons. 
      For example, most states don’t allow people in mental hospitals or people who the 
      court has deemed mentally unfit to vote.

6) Divide the class into smaller working groups. You could also instruct them to work individually 
on the worksheet if you prefer. Distribute **STUDENT WORKSHEET #6 – “Voter ID 
Requirements.”** Explain the worksheet and allow 10 minutes to complete.

7) Offer any of these prompts if needed to get the conversation moving:

   i. As the law stands now, is it easy for someone to vote illegally or fraudulently?
   ii. What other common activities require a photo ID?
   iii. Is a photo ID relatively easy to obtain? What documents are needed to get a photo ID in 
      your state? What is the process to get a new birth certificate, if needed, if a person’s is 
      missing? How much does it cost?
   iv. What is the process to correct your name on your ID if it is wrong or it has changed?
   v. Who is likely and unlikely to have a photo ID already?

8) End with a discussion of their responses. If your time allows, consider holding a classroom 
debate!
G. **EXTENSION IDEAS FOR HIGH SCHOOL TEACHERS:**

Allow time to research the voter ID issue and hold a student debate.

Schedule time for your students to read a story about elections, such as “If I Ran for President,” to younger students.

Assign research reports comparing voting laws in two different states, or in two different countries.

Obtain current voter registration applications and have students complete and evaluate them.

Assign an art project with theme of voting or elections.

Read interviews from the book “Freedom’s Children: Young Civil Rights Activists Tell Their Own Stories” by Ellen Levine. Chapter 6 is about Mississippi Freedom Summer.

Ask students to interview an adult about voting and their recollections of the time period that included Freedom Summer 1964. Instruct students to document the interview and report back to the class.

Lead a class discussion on the activities and protests surrounding voting rights in Alabama in 1965.

Watch a PBS documentary such as “Eyes on the Prize,” or the upcoming “Freedom Summer.”

H. **RESOURCES FOR HIGH SCHOOL TEACHERS:**

Law Day 2014  
[www.lawday.org](http://www.lawday.org)

The U.S. Courts Law Day page  
[www.uscourts.gov/educational-resources/get-inspired/annual-observances/law-day.aspx](http://www.uscourts.gov/educational-resources/get-inspired/annual-observances/law-day.aspx)

The Judicial Learning Center in St. Louis  

The Wisconsin Historical Society Freedom Summer Archives  
[http://preview.wisconsinhistory.org](http://preview.wisconsinhistory.org)  
[www.wisconsinhistory.org](http://www.wisconsinhistory.org)

The Wisconsin Historical Society Freedom Summer Exhibit – Risking Everything  

PBS American Experience Freedom Summer Documentary, coming JUNE 2014  
[www.pbs.org/wgbh/amex/freedomsummer](http://www.pbs.org/wgbh/amex/freedomsummer)

PBS American Experience Eyes on the Prize Documentary, Freedom Summer Segment  

Civil Rights Movement Veterans  
[www.crmvet.org](http://www.crmvet.org)

The Newseum’s Collection of Historic Photos from Freedom Summer  
[www.newseum.org/mississippi](http://www.newseum.org/mississippi)
I. **Attachments**
- Book guide sheet
- STUDENT WORKSHEET #1 – “Amending The Constitution”
- STUDENT WORKSHEET #2 – “Voter Registration Test – Mississippi Form A”
- STUDENT WORKSHEET #3 – “Voter Registration Test – Mississippi Form B”
- STUDENT WORKSHEET #4 – “Voter Registration Test – Louisiana”
- STUDENT WORKSHEET #5 – “Voting, Education, And Freedom”
- STUDENT WORKSHEET #6 – “Voter ID Requirements”
- TEACHER FACT SHEET A – “Barriers To Voting”
- TEACHER FACT SHEET B – “Freedom Summer 1964”
Introduction – The author of this book was a journalist who participated in and reported on the Mississippi Freedom Summer Movement of 1964. This book documents the story through his eyes, and introduces the reader to many key players from the movement, including Bob Moses and Fannie Lou Hamer. I’ll read just a few passages to give you an idea of the tone of the participants and the structure of the summer. I hope you’ll read more when you can.

p.xx-xxi
Introduction by author Tracy Sugarman

*Begin at the very bottom “In the summer of 1964...”*  
*End at “....more than a thousand pictures with my Leica (camera)”*

p.12-14
Bob Moses
  - The author is describing his experience hearing Bob Moses speak at volunteer orientation for Freedom Summer, held in Oxford, Ohio for the students there, to prepare to come to Mississippi.
  - Bob Moses is an American educator and civil rights activist.
  - He was a leader of the Student Nonviolent Coordinating Committee (SNCC, or snick).
  - He developed the idea for the Mississippi Freedom Summer Project of 1964.

*Begin at “The first thing you notice about Bob Moses...”*  
*End at “....stand up and demand the vote.” on the top of p. 14*
Read the following Amendments to the Constitution. Discuss with your group. Re-write the Amendment in your own words, and be ready to explain its meaning to your class. Be sure to discuss whose right to vote was granted or protected by the Amendment.

<table>
<thead>
<tr>
<th>Amendment</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>15th Amendment (1870)</td>
<td>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.</td>
</tr>
<tr>
<td>19th Amendment (1920)</td>
<td>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.</td>
</tr>
<tr>
<td>Indian Citizenship Act of 1924 (NOT AN AMENDMENT!!)</td>
<td>Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That all noncitizen Indians born within the territorial limits of the United States be, and they are hereby, declared to be citizens of the United States: Provided, That the granting of such citizenship shall not in any manner impair or otherwise affect the right of any Indian to tribal or other property.</td>
</tr>
<tr>
<td>23rd Amendment (1961)</td>
<td>The District constituting the seat of government of the United States shall appoint in such manner as the 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...</td>
</tr>
<tr>
<td>24th Amendment (1964)</td>
<td>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 any poll tax or other tax.</td>
</tr>
<tr>
<td>26th Amendment (1971)</td>
<td>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 any state on account of age.</td>
</tr>
</tbody>
</table>

Over ✅
Answer the following:

1. Since the Constitution was created in 1787, it has only been amended, or changed, 27 times. 5 of 27 have specifically to do with the right to vote. What do you think that says about voting rights?

2. Why have so many groups had to fight for the right to vote?

3. Do you think additional Amendments about voting rights are still needed? If so, what are your ideas?

4. After these Amendments were added, was the fight over? What do you know about what happened, especially in the southern states, in the 1960’s?
Mississippi – Form A

SWORN WRITTEN APPLICATION FOR REGISTRATION

[By reason of the provisions of Section 244 of the Constitution of Mississippi and House Bill No. 95, approved March 24, 1955, the applicant for registration, if not physically disabled, is required to fill in this form in his own handwriting in the presence of the registrar and without assistance or suggestion of any other person or memorandum.]

1. WRITE THE DATE OF THIS APPLICATION ____________________________

2. WHAT IS YOUR FULL NAME? __________________________________

3. STATE YOUR AGE AND DATE OF BIRTH __________________________

4. WHAT IS YOUR OCCUPATION? __________________________________

5. WHERE IS YOUR BUSINESS CARRIED ON? ________________________

6. BY WHOM ARE YOU EMPLOYED? ________________________________

7. ARE YOU A CITIZEN OF THE UNITED STATES AND AN INHABITANT OF MISSISSIPPI? ________________________________

8. FOR HOW LONG HAVE YOU RESIDED IN MISSISSIPPI? ____________

9. WHERE IS YOUR PLACE OF RESIDENCE IN THE DISTRICT? _________

10. SPECIFY THE DATE WHEN SUCH RESIDENCE BEGAN ________________

11. STATE YOUR PRIOR PLACE OF RESIDENCE, if any ________________

12. CHECK WHICH OATH YOU DESIRE TO TAKE:
   1. General _______  3. Minister's Wife _______
   2. Minister _______  4. If under 21 years at present but 21 years by date of general election ______________

13. IF THERE IS MORE THAN ONE PERSON OF YOUR SAME NAME IN THE PRECINCT, BY WHAT NAME DO YOU WISH TO BE CALLED? ________________________

14. HAVE YOU EVER BEEN CONVICTED OF ANY OF THE FOLLOWING CRIMES:
   BRIBERY, THEFT, ARSON, OBTAINING MONEY OR GOODS UNDER FALSE PRETENSES, PERJURY, FORGERY, EMBEZZLEMENT OR BIGAMY? ________________________

15. IF YOUR ANSWER TO QUESTION 14. IS YES, NAME THE CRIME OR CRIMES OF WHICH YOU HAVE BEEN CONVICTED, AND THE DATE AND PLACE OF SUCH CONVICTION OR CONVICTIONS: ___________________________

16. ARE YOU A MINISTER OF THE GOSPEL IN CHARGE OF AN ORGANIZED CHURCH, OR THE WIFE OF SUCH A MINISTER? __________________________

17. IF YOUR ANSWER TO QUESTION 16 IS YES, STATE THE LENGTH OF YOUR RESIDENCE IN THE ELECTION DISTRICT __________________________
18. WRITE AND COPY IN THE SPACE BELOW SECTION _______ OF THE CONSTITUTION OF MISSISSIPPI [Instruction to registrar: You will designate the section of the Constitution and point out same to applicant]:

[ write and copy this: ARTICLE 12 Section 240. All elections by the people shall be by ballot. ]

19. WRITE IN THE SPACE BELOW A REASONABLE INTERPRETATION (THE MEANING) OF THE SECTION OF THE CONSTITUTION OF MISSISSIPPI WHICH YOU HAVE JUST COPIED:

20. WRITE IN THE SPACE BELOW A STATEMENT SETTING FORTH YOUR UNDERSTANDING OF THE DUTIES AND OBLIGATIONS OF CITIZENSHIP UNDER A CONSTITUTIONAL FORM OF GOVERNMENT:

21. SIGN AND ATTACH HERETO THE OATH OR AFFIRMATION NAMED IN QUESTION 12:

State of MISSISSIPPI
County of ____________________________

___________________________
Sworn to and subscribed before me by the within named
___________________________ on this, the ______ day of
___________________________, 19____.

___________________________
County Registrar
Name:  

STUDENT WORKSHEET #3 – Voter Registration Test

Mississippi – Form B

SWORN WRITTEN APPLICATION FOR REGISTRATION

[By reason of the provisions of Section 244 of the Constitution of Mississippi and House Bill No. 95, approved March 24, 1955, the applicant for registration, if not physically disabled, is required to fill in this form in his own handwriting in the presence of the registrar and without assistance or suggestion of any other person or memorandum.]

1. WRITE THE DATE OF THIS APPLICATION

2. WHAT IS YOUR FULL NAME?

3. STATE YOUR AGE AND DATE OF BIRTH

4. WHAT IS YOUR OCCUPATION?

5. WHERE IS YOUR BUSINESS CARRIED ON?

6. BY WHOM ARE YOU EMPLOYED?

7. ARE YOU A CITIZEN OF THE UNITED STATES AND AN INHABITANT OF MISSISSIPPI?

8. FOR HOW LONG HAVE YOU RESIDED IN MISSISSIPPI?

9. WHERE IS YOUR PLACE OF RESIDENCE IN THE DISTRICT?

10. SPECIFY THE DATE WHEN SUCH RESIDENCE BEGAN

11. STATE YOUR PRIOR PLACE OF RESIDENCE, if any

12. CHECK WHICH OATH YOU DESIRE TO TAKE:

   1. General  
   2. Minister  
   3. Minister's Wife  
   4. If under 21 years at present but 21 years by date of general election

13. IF THERE IS MORE THAN ONE PERSON OF YOUR SAME NAME IN THE PRECINCT, BY WHAT NAME DO YOU WISH TO BE CALLED?

14. HAVE YOU EVER BEEN CONVICTED OF ANY OF THE FOLLOWING CRIMES:

   Bribery, Theft, Arson, Obtaining Money or Goods Under False Pretenses, Perjury, Forgery, Embezzlement or Bigamy?

15. IF YOUR ANSWER TO QUESTION 14. IS YES, NAME THE CRIME OR CRIMES OF WHICH YOU HAVE BEEN CONVICTED, AND THE DATE AND PLACE OF SUCH CONVICTION OR CONVICTIONS:

16. ARE YOU A MINISTER OF THE GOSPEL IN CHARGE OF AN ORGANIZED CHURCH, OR THE WIFE OF SUCH A MINISTER?

17. IF YOUR ANSWER TO QUESTION 16 IS YES, STATE THE LENGTH OF YOUR RESIDENCE IN THE ELECTION DISTRICT
ARTICLE 7 Section 182. The power to tax corporations and their property shall never be surrendered or abridged by any contract or grant to which the state or any political subdivision thereof may be a party, except that the Legislature may grant exemption from taxation in the encouragement of manufactures and other new enterprises of public utility extending for a period of not exceeding ten (10) years on each such enterprise hereafter constructed, and may grant exemptions not exceeding ten (10) years on each addition thereto or expansion thereof, and may grant exemptions not exceeding ten (10) years on future additions to or expansions of existing manufactures and other enterprises of public utility. The time of each exemption shall commence from the date of completion of the new enterprise, and from the date of completion of each addition or expansion, for which an exemption is granted. When the Legislature grants such exemptions for a period of ten (10) years or less, it shall be done by general laws, which shall distinctly enumerate the classes of manufactures and other new enterprises of public utility, entitled to such exemptions, and shall prescribe the mode and manner in which the right to such exemptions shall be determined. SOURCES: Laws 1961, ch. 9, 1st Extraordinary Session, effective October 16, 1961. NOTE: The 1961 amendment to Section 182 was proposed by Laws 1961, ch. 9, 1st Extraordinary Session, and upon ratification by the electorate on October 3, 1961, was inserted by proclamation of the Secretary of State on October 16, 1961.

19. WRITE IN THE SPACE BELOW A REASONABLE INTERPRETATION (THE MEANING) OF THE SECTION OF THE CONSTITUTION OF MISSISSIPPI WHICH YOU HAVE JUST COPIED:

20. WRITE IN THE SPACE BELOW A STATEMENT SETTING FORTH YOUR UNDERSTANDING OF THE DUTIES AND OBLIGATIONS OF CITIZENSHIP UNDER A CONSTITUTIONAL FORM OF GOVERNMENT:

21. SIGN AND ATTACH HERETO THE OATH OR AFFIRMATION NAMED IN QUESTION 12.

The applicant will sign his name here

STATE OF MISSISSIPPI
COURT OF

Sworn to and subscribed before me by the within named on this, the day of , 19

County Registrar
The State of Louisiana

Literacy Test (This test may be given to anyone who cannot prove a fifth grade education.)

Directions:
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 ten (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 of 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 D A K M P H B T Y C
9. Draw a line through the two letters below that come last in the alphabet.
     Z V B D N K I P H S T Y C
10. In the first circle below write the last letter of the first word beginning with "L".
     
     1  2  3  4  5

11. Cross out the number not necessary when making the number below one million.
     1000000

12. In the line below, cross out each number that is more that 20 but less than 30.
     25 21 16 48 23 53 47 22 37 98 26 20
13. Draw a line from circle 2 to circle 5 that will pass below circle 1 and above circle 4.

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

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

16. Draw a triangle with a blackened circle that overlaps 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 number 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 some triangle draw a circle with a black dot in it.

20. Spell backwards, forwards.

21. Print the word "vote" upside down but in correct order.
22. Place a cross over the tenth letter in this line, a line under the first space in this sentence, and circle 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.

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

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

   Paris in the springtime

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

   1  2  3  4

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 straight at the point of bisection of the vertical.

29. Write every other word in the first line and print every third word in the same line, but capitalize the fifth word that you write.

30. Draw five circles that have one common interlocking part.
Registering Voters

1. Study these photos. Describe what you see.

2. Imagine you are going door to door “canvassing,” trying to get people to register to vote. How would you open the conversation? What would you say?

3. Imagine you are a Mississippi resident in 1964 and someone comes to your door trying to convince you to register to vote. You are not currently registered. What do you say to them? Will you register?

4. Is voting a necessary part of freedom? Why or why not?
1. Study these photos. Describe what you see.

2. Imagine you are a child in Mississippi in 1964 and you are invited to attend a voluntary school during the summer, to learn more about your heritage and your rights. What do you say? Will you attend?

3. Imagine you are asked to leave home, and travel to another state or country and teach in a summer program similar to this, only set in modern times. What do you say? Will you give your time to do this?

4. Is education a necessary part of freedom? Why or why not?
Voter ID Laws in Missouri...
Currently in Missouri, registered individuals may vote on Election Day without a photo ID. A person may present one of a variety of forms of ID, including a utility bill, bank statement, school ID, etc. If he/she does not have any of these, he/she may still cast a regular ballot if two election officials can attest they know him/her.

Lawmakers in Missouri have proposed a new law that would require a legal, government issued photo ID to be presented in order to vote on Election Day. Many other states already have a similar law in place, and others have been proposed.

Reminders about Election Law...
- Each state is allowed to regulate elections according to the laws of the state.
- No state law can go against the Constitution or federal law. Therefore, no state can make discriminatory laws about voting, or about anything else.
- States can, however, restrict the right to vote for legitimate, non-discriminatory reasons. For example, most states don’t allow people in mental hospitals or people who the court has deemed mentally unfit to vote.

The Issue...
As with any issue, there are two sides. Some people are FOR requiring photo ID to vote, and some people are AGAINST it.

<table>
<thead>
<tr>
<th>List reasons to be FOR requiring photo ID to vote</th>
<th>List reasons to be AGAINST requiring photo ID to vote</th>
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What do you think?...

If you had to choose only one:
Do these things discourage eligible people from registering or voting?
Or
Do they prevent voter fraud and help to maintain election integrity?
Race and Voting in the Segregated South

After returning home from World War II, veteran Medgar Evers decided to vote in a Mississippi election. But when he and some other black ex-servicemen attempted to vote, a white mob stopped them. "All we wanted to be was ordinary citizens," Evers later related. "We fought during the war for America, Mississippi included. Now, after the Germans and Japanese hadn't killed us, it looked as though the white Mississipians would. . . ." The most basic right of a citizen in a democracy is the right to vote. Without this right, people can be easily ignored and even abused by their government. This, in fact, is what happened to African American citizens living in the South following Civil War Reconstruction. Despite the 14th and 15th amendments guaranteeing the civil rights of black Americans, their right to vote was systematically taken away by white supremacist state governments.

Voting During Reconstruction

After the Civil War, Congress acted to prevent Southerners from re-establishing white supremacy. In 1867, the Radical Republicans in Congress imposed federal military rule over most of the South. Under U.S. Army occupation, the former Confederate states wrote new constitutions and were readmitted to the Union, but only after ratifying the 14th Amendment. This Reconstruction amendment prohibited states from denying "the equal protection of the laws" to U.S. citizens, which included the former slaves.

In 1870, the 15th Amendment was ratified. It 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." More than a half-million black men became voters in the South during the 1870s (women did not secure the right to vote in the United States until 1920). For the most part, these new black voters cast their ballots solidly for the Republican Party, the party of the Great Emancipator, Abraham Lincoln. When Mississippi rejoined the Union in 1870, former slaves made up more than half of that state's population. During the next decade, Mississippi sent two black U.S. senators to Washington and elected a number of black state officials, including a lieutenant governor. But even though the new black citizens voted freely and in large numbers, whites were still elected to a large majority of state and local offices. This was the pattern in most of the Southern states during Reconstruction.

The Republican-controlled state governments in the South were hardly perfect. Many citizens complained about over-taxation and outright corruption. But these governments brought about significant improvements in the lives of the former slaves. For the first time, black men and women enjoyed freedom of speech and movement, the right of a fair trial, education for their children, and all the other privileges and protections of American citizenship. But all this changed when Reconstruction ended in 1877 and federal troops withdrew from the old Confederacy.

Voting in Mississippi

With federal troops no longer present to protect the rights of black citizens, white supremacy quickly returned to the old Confederate states. Black voting fell off sharply in most areas because of threats by white employers and violence from the Ku Klux Klan, a ruthless secret organization bent on preserving white supremacy at all costs. White majorities began to vote out the Republicans and replace them with Democratic governors, legislators, and local officials. Laws were soon passed banning interracial marriages and racially segregating railroad cars along with the public schools.

Laws and practices were also put in place to make sure blacks would never again freely participate in elections. But one problem stood in the way of denying African Americans the right to vote: the 15th Amendment, which guaranteed them this right. To a great extent, Mississippi led the way in overcoming the barrier presented by the 15th Amendment.

Over ↓
In 1890, Mississippi held a convention to write a new state constitution to replace the one in force since Reconstruction. The white leaders of the convention were clear about their intentions. "We came here to exclude the Negro," declared the convention president. Because of the 15th Amendment, they could not ban blacks from voting. Instead, they wrote into the state constitution a number of voter restrictions making it difficult for most blacks to register to vote.

First, the new constitution required an annual poll tax, which voters had to pay for two years before the election. This was a difficult economic burden to place on black Mississippians, who made up the poorest part of the state's population. Many simply couldn't pay it. But the most formidable voting barrier put into the state constitution was the literacy test. It required a person seeking to register to vote to read a section of the state constitution and explain it to the county clerk who processed voter registrations. This clerk, who was always white, decided whether a citizen was literate or not. The literacy test did not just exclude the 60 percent of voting-age black men (most of them ex-slaves) who could not read. It excluded almost all black men, because the clerk would select complicated technical passages for them to interpret. By contrast, the clerk would pass whites by picking simple sentences in the state constitution for them to explain.

Mississippi also enacted a "grandfather clause" that permitted registering anyone whose grandfather was qualified to vote before the Civil War. Obviously, this benefited only white citizens. The "grandfather clause" as well as the other legal barriers to black voter registration worked. Mississippi cut the percentage of black voting-age men registered to vote from over 90 percent during Reconstruction to less than 6 percent in 1892. These measures were copied by most of the other states in the South.

**Other Forms of Voter Discrimination**

By the turn of the century, the white Southern Democratic Party held nearly all elected offices in the former Confederate states. The Southern Republican Party, mostly made up of blacks, barely existed and rarely even ran candidates against the Democrats. As a result, the real political contests took place within the Democratic Party primary elections. Whoever won the Democratic primary was just about guaranteed victory in the general election.

In 1902, Mississippi passed a law that declared political parties to be private organizations outside the authority of the 15th Amendment. This permitted the Mississippi Democratic Party to exclude black citizens from membership and participation in its primaries. The "white primary," which was soon imitated in most other Southern states, effectively prevented the small number of blacks registered to vote from having any say in who got elected to partisan offices—from the local sheriff to the governor and members of Congress.

When poll taxes, literacy tests, "grandfather clauses," and "white primaries" did not stop blacks from registering and voting, intimidation often did the job. An African-American citizen attempting to exercise his right to vote would often be threatened with losing his job. Denial of credit, threats of eviction, and verbal abuse by white voting clerks also prevented black Southerners from voting. When all else failed, mob violence and even lynching kept black people away from the ballot box. As a result of intimidation, violence, and racial discrimination in state voting laws, a mere 3 percent of voting-age black men and women in the South were registered to vote in 1940. In Mississippi, under 1 percent were registered. Most blacks who did vote lived in the larger cities of the South.

By not having the power of the ballot, African Americans in the South had little influence in their communities. They did not hold elected offices. They had no say in how much their taxes would be or what laws would be passed. They had little, if any, control over local police, courts, or public schools. They, in effect, were denied their rights as citizens.

Attempts to change this situation were met with animosity and outright violence. But in the 1950s, the civil rights movement developed. Facing enormous hostility, black people in the South organized to demand their rights guaranteed in the U.S. Constitution. They launched voter registration drives in many Southern communities.

*Adapted from the Constitutional Rights Foundation: [www.crf-usa.org](http://www.crf-usa.org)*


TEACHER FACT SHEET B – Freedom Summer 1964

I: Background to Freedom Summer
The Mississippi Freedom Summer project was an effort by nonviolent civil rights activists to integrate Mississippi’s segregated political system during 1964. Planning began in the fall of 1963. Volunteers were recruited in the spring of 1964, they trained at Oxford, Ohio, June 15-28, and worked throughout the state from June 29-August 22 when the project officially ended. However, work began in the summer continued for the next several months as activists challenged the legitimacy of the all-white delegation to the Democratic National Convention in August. And because most African-Americans in Mississippi were not permitted to vote in the fall election, activists held an alternative election that proved black Mississippians would vote in numbers sufficient to bring about significant political change.

II: Planning and Recruiting, Spring 1964
The Freedom Summer Project’s overarching goal was to empower black Mississippi residents to participate in local, state, and national politics. Its other main goal was to focus the nation's attention on conditions in the South so the federal government would be forced to pass laws guaranteeing all U.S. citizens equal treatment under the law. To reach these goals, more than 1,500 volunteers were brought to the state (mostly northern white college students). Programs were created to register black voters, educate residents in newly -formed Freedom Schools, open community centers, create a new political party, and challenge the legitimacy of the white supremacist Mississippi Democratic Party.

III: Training Volunteers, June 15-29, 1964
Northern volunteers received training at Western College for Women in Oxford, Ohio, in two groups. The first was trained June 15-22 and the second June 23-29. They spent all day in workshops devoted to conditions in Mississippi, techniques of nonviolent resistance, methods of community organizing, legal and security issues, African-American history, and related topics. Some tension existed between the project staff, who were mainly black, Southern and veterans of racist violence, and the seemingly naïve and idealistic middle-class, white college students.

IV: Murders of Schwerner, Chaney and Goodman
These three civil rights workers were kidnapped and murdered on June 21, 1964, just as the Freedom Summer Project got underway. Mickey Schwerner was a CORE staff member from New York who, with his wife Rita, had opened a community center in Mississippi in January. James Chaney was a local black activist who had recently begun working with CORE. Andrew Goodman was a new volunteer from New York on his first visit to Mississippi. Although previous lynchings of local black activists had usually gone unreported, their disappearance at the very start of Freedom Summer was widely covered in the national media. President Lyndon Johnson ordered the U.S. Navy and the FBI to lead the search for their killers and the case focused media attention on Mississippi until their bodies were found on August 4. The three were generally portrayed in the press as martyrs, especially Goodman and Schwerner, who were white northerners.

V: Mississippi Freedom Democratic Party
Because Mississippi officials prevented most African-Americans from participating in the regular Democratic Party activities, organizers created a separate organization that would be open to all. They viewed this not only as a challenge to mainstream politics but also as an excellent way to equip local black residents with leadership and organizing skills. The MFDP chose its platform and candidates democratically and offered candidates loyal to the principles of the national Democratic Party. It sent a delegation to the Democratic National Convention held in Atlantic City in August 1964, in hopes of being recognized as the legitimate voice of Democrats in Mississippi. They also held an unofficial freedom vote parallel to the regular November election. When the white-supremacist winners of the mainstream election tried to take their seats in Washington in January 1965, the MFDP legally challenged its right to represent Mississippi.  

Over ↓
VI: Freedom Schools
During the summer, more than 40 Freedom Schools opened in 20 communities across Mississippi. More than 2,000 children and adults enrolled in classes led by 175 teachers.

VII: Voter Registration
Organizers wanted as many black Mississippians as possible to try to join the voter rolls. When black residents tried to register, they faced intimidation and harassment. For example, their names were printed in the local newspaper for two weeks to facilitate reprisals by their employers, landlords, police, and the Ku Klux Klan. Freedom Summer leaders hoped that by revealing the contradiction between American ideals of democracy and the actual reality in the South, the federal government would be prompted to act. Public outrage helped swell support for the Voting Rights Act of 1965, which prohibited arbitrary voting restrictions and empowered the federal government to intervene at the local level.

VIII: Opposition and Violence
Mississippi public officials at all levels denounced the Freedom Summer Project and supported white supremacy and segregation. Business leaders joined together to fire black activists, foreclose their mortgages, evict renters, and cut off welfare. Local police trailed workers’ cars and arrested activists on imaginary charges. Police often had close personal ties to vigilante groups such as the Ku Klux Klan who perpetrated violence on black residents and civil rights workers. Between June 16 and September 30, 1964, there were at least 6 murders, 29 shootings, 50 bombings, and more than 60 beatings. Freedom Summer volunteers were taught to meet this assault with nonviolent resistance.

IX: Democratic National Convention Challenge, August 1964
The MFDP sent 68 delegates to the Democratic National Convention in Atlantic City and challenged the right of the segregationist delegation to represent the state. Their testimony before the Credentials Committee on August 22 was aired live on national television. President Lyndon Johnson feared that if the MFDP delegates were seated, he would lose the entire South in the November election. Minnesota Sen. Hubert Humphrey offered a compromise, which neither the MFDP nor the segregationists could accept. Ultimately, national Democratic Party officials refused to allow the MFDP to participate in the convention and the challenge was defeated. Many people viewed this as a betrayal by the Democratic Party of both the Civil Rights movement and its own traditional values.

X: Freedom Election, October 29-November 3, 1964
Since most black residents couldn't vote in the 1964 regular election, organizers conducted a parallel Freedom Election between October 31 and November 2. Despite shootings, beatings, intimidation, and arrests, more than 62,000 people cast ballots, disapproving the segregationists' claim that black Mississippians did not want to vote. In most counties, Freedom Voters actually outnumbered regular Democratic Party voters, showing that African-Americans would be a powerful voting bloc in the South.

XI: Mississippi Congressional Challenge, January 1965
After the all-white winners of the November regular election were sent to Washington, D.C, the MFDP challenged their right to take seats in Congress. They argued that, because black residents had been systematically excluded from the electoral process, the five white men did not legitimately represent the state. The U.S. House of Representatives debated the question for months. In September 1965 it denied the MFDP challenge and let the segregationists occupy the Mississippi seats.

XII: After Freedom Summer
The Freedom Summer Project failed to reach its most visible goals. Few new voters registered, the Democratic National Convention rejected the MDFP, and white-supremacists took seats in the 1965 U.S. Congress. Some leaders concluded that nonviolence and traditional politics would never bring justice, and helped launch the Black Power Movement. However, in the following months it became obvious that Freedom Summer had achieved its broad goals. Tens of thousands of black residents had created a new political party, learned leadership skills and organizing techniques, and attended Freedom Schools. People around the nation, shocked by the violence on their televisions, spurred elected officials to write new laws. Mainstream politicians realized that African-Americans were a powerful voting bloc. In 1965, Congress passed the Voting Rights Act, which outlawed discriminatory voting practices and authorized the federal government to intervene. By the end of 1966, most African-Americans in the South who were eligible to vote had registered.