**A History of Stolen Citizenship** *How do some votes count less than others?*

**Directions:** Your only communication is through writing your thoughts on the papers. You should be able to answer all of the questions. **You are to make at least one original response per paper and respond to at least one classmate per paper.** You will write your name under your responses. After you have completed all responses, you may return to their seats.

**DOCUMENT A:** “Everything Points to a Democratic Victory”,

1. Document A shows an 1880’s depiction of an African-American citizen being intimidated into not casting a vote in the election. In what ways were African-American voters mitigated from voting in the late 1800’s?

**DOCUMENT B:** “March on Washington”,

1. This image shows protestors calling for “voting rights” and for “an end to police brutality.” From our readings and from our mini-lecture, how are these two calls-to-action linked?

**DOCUMENT C:** “Shall St. Louis Be the Slave Master?”

1. Document C shows a representation of the 1916 Election in St. Louis. How do the people in this picture give us an understanding of how disenfranchisement was popularly understood during the early 1900’s?

**DOCUMENT D:** “Ex-Felon Voting”

1. Contemporarily, disenfranchisement has been focused around criminal voting rights. How do the protestors’ signs connect to historical disenfranchisement themes? Use at least one example from the image.

**DOCUMENT E:** “Felony Disenfranchisement By State”,

1. Examine the map. How do states disenfranchise voters during and after their incarceration? Using your own understanding, how do these laws unequally target African-Americans?