

Options: Include relevant mock election with each lesson; voter registration; PowerPoint additions; jeopardy or other learning games

Unit Overview

The curriculum is designed to supplement a history of the District of Columbia by exploring the region's electoral and governmental history. Every lesson plan includes a list of the DC public school curricular standards that it fulfills; third-party resources that can provide further information; and primary source documents that can be of use both inside and outside the classroom. The lesson plan emphasizes the significance of primary source documents (in a style similar to the Document Based Questions on the AP examinations); and interactive forms of information reinforcement.

The lesson plan begins with an exploration of the Constitutional dictates that influenced the formation of the District. It proceeds by discussing population growth, the War of 1812, the Civil War, and the subsequent governmental strains that each caused. The Suffrage movement is also explored, culminating with a discussion about the 15th Amendment.

The curriculum considers developments in the twentieth century relating to governmental reform and voting rights. Women's voting rights, the 23rd Amendment, the statehood movement, and the growing home rule movement are all topics covered in this lesson; the discussion questions elicit students' opinions and reinforce the material introduced during the lesson.

The curriculum closes with an exploration of modern manifestations of the home rule movement, beginning with developments in the 1990s and concluding at present day. Students will discuss the probable trajectory of the home rule movement and discuss the constitutional and legislative questions surrounding the movement.

At the end of the curriculum (each lesson?) students are provided with an opportunity to (participate in mock elections/register to vote). FairVote believes this is a valuable opportunity to focus the students' new knowledge and excitement into practical concrete action which will benefit them and encourage their future participation in the electoral system.

DC Social Studies Standards Fulfilled (http://www.k12.dc.us/dcps/standards/General/DCPS-horiz-soc_studies.pdf):

Lesson One: 19th Century

12.DC.1. Students identify and locate on a map the principal topographical features of the original federal district and surrounding area.

12.DC.4. Students explain the establishment of the new capital.

1. Describe the geographic and political reasons for the permanent location of the national capital.

2. Describe major provisions of the Residence Act of 1790.

4. Explain initial political jurisdictions in the District neighborhoods within Washington City.

12.DC.5. Students describe the nation's capital during the early 19th century.

1. Explain how the city government operated under Mayor Brent.

2. Describe how the home rule charters of 1802, 1812, and 1820 gave District residents a voice in their local government.

4. Explain the impact of the War of 1812.

6. Explain retrocession (or return) of the territory that had been ceded for the federal district in 1790 by the state of Virginia.

12.DC.7. Students describe the effect the Civil War had on life in Washington, DC,

1. Describe how the Union Army transformed the city into an armed camp.

12.DC.9. Students explain the major developments during the period of the District's territorial government, established by Congress in 1871.

1. Describe the work of the new Board of Health, also created in 1871.

3. Explain why and how Congress ended home rule for the District of Columbia in 1874.

4. Describe the major provisions of the Organic Act of 1878.

5. Explain how the District was governed by commissioners.

Lesson Two: 20th Century

12.DC.14. Students describe the historical developments in Washington, DC, during the first half of the 20th century.

5. Describe how the commissioner form of government responded to municipal problems, and explain why and how citizens expressed their dissatisfaction with this government.

12.DC.16. Students identify key milestones and efforts that led to greater self-government and suffrage for Washington, DC, residents.

Key Milestones: opposition of the Southwest Civic Association and the local NAACP to urban renewal in Southwest Washington (1950); the

23rd Amendment to the U.S. Constitution (1961); the Emergency Committee on the Transportation Crisis (1962); the Free DC movement

(1966); the Model Inner City Community Development Organization (1966); President Lyndon Johnson's reorganization of the District government,

establishing the appointed offices of mayor and council members (1967); the elected school board for the District (1968); the

Statehood Movement (1969); the elected nonvoting delegate to the House of Representatives from Washington, DC (1971); the defeat of

Congressman John Macmillan of South Carolina and a new chair, Charles Diggs of Michigan, for the House District Committee (1972); the

Home Rule Act of 1973 passed by Congress and signed by President Richard Nixon; the approval of Home-Rule Charter by Washington, DC,

citizens and election of the city's first local government in more than 100 years (1974); the proposed constitutional amendment to give

Washington, DC, congressional representation that was passed by Congress and sent to the states (1978).

12.DC.18. Students explain how the new government addressed the issues facing the city. They understand the executive and legislative powers of

the new home-rule government and how the new government addressed the following: crime, economic development, health, housing, planning, poverty, and transportation

Lesson Three: Present Day

12.DC.21. Students identify the mayors that have been elected under the city's Home Rule Charter, and they describe both the accomplishments and shortcomings of each administration.

12.DC.22. Students analyze issues critical to the future of the city.

5. Explain the challenges and opportunities that are unique to the status of Washington, DC, as an international political and economic capital.

6. Review the reasons why Washington, DC, residents do not have voting representation in Congress, and assess the prospects for current efforts to get congressional representation for the District.

12.DC.23. Students explain the relationship between the federal government and the District of Columbia as defined by Article I, Section 8, of the U.S. Constitution and the unique budgetary, legislative, and financial constraints placed on the District government by the U.S. Congress.

12.DC.24. Students identify the major provisions of the District's Home Rule Charter, and they explain the roles and responsibilities of the three branches of the District government, as well as the Board of Education.

1. Describe how the work of the executive branch of the District government affects the lives of District residents.

2. Explain the role of local courts and their relationship to other branches of government, using recent cases as examples.

3. Explain how laws are made in the District of Columbia, using recently passed legislation as examples.

4. Explain the role of the Board of Education in setting the educational policy and school funding.

Lesson Four: Real-life Applications

12.DC.25. Students describe how they can participate in the governmental process of the District of Columbia.

1. Describe the District's budget and its significance, including how citizens can participate in the budget process and how the District government

uses taxing and spending decisions to further government policies.

2. Identify the city's major political parties, and describe the role of political parties in Washington, DC, elections.

3. Describe the political geography of the District, and explain the various divisions: wards, precincts, Board of Education Election Districts, and Single Member Advisory Neighborhood Commission Districts, or SMDs.

4. Identify public officials elected by District voters, and explain how these officials are elected: the mayor; council members and Board of

Education members elected citywide and council members and Board of Education members, who represent their wards; Advisory

Neighborhood Commissioners, who represent their Single Member Districts; and the Washington, DC, delegate to the U.S. House of Representatives.

5. Explain how ballot initiatives and referenda can shape public policies, providing examples of local policies that resulted from such ballot measures. In addition, explain the process for recalling public officials in the District.

Objectives

After **Lesson One**, students should be able to...

1. Explain why the District is constitutionally separate from the rest of the country
2. Describe the rise of the home rule movement
3. Explain the arguments for and against a Constitutional right to vote

After **Lesson Two**, students should be able to...

1. Describe the progression of suffrage for women, African Americans, and DC residents
2. Explain the development of the home rule movement, as well as its Free DC and statehood manifestations
3. Explain arguments for and against a variety of forms of government for the District, focusing on constitutional arguments

After **Lesson Three**, students should be able to...

1. Explain how laws are currently passed in the District of Columbia
2. Describe the role of ANCs in DC's government
3. Describe recent attempts to further the home rule movement

After **Lesson Four**, students should be able to...

1. Confidently explain ways that they can participate in their government
2. Describe arguments for and against a nonvoting or non-decisive delegate to the House
3. (Register to vote if they are able and practice if they are not)
4. Connect episodes in the history of voting in DC to the present situation

Lesson One: 19th Century

Lesson Overview: This lesson focuses on the evolving sources of government in the District of Columbia. Students start with an examination of the Constitutional origin of the District and explore how its roots affected its early development. Students will discuss basic questions about how the District's unique legal status has affected its growth.

DC Social Studies Standards Fulfilled:

12.DC.1, 12.DC.4 (1, 2, 4), 12.DC.5 (1, 2, 4, 6), 12.DC.7 (1), 12.DC.9 (1, 3-5)

Lesson Objectives: At the conclusion of this lesson, students should be able to:

1. Explain why the District is constitutionally separate from the rest of the country
2. Describe the rise of the home rule movement
3. Explain the arguments for and against a Constitutional right to vote

Teaching Procedure:

1. Begin by exploring fundamental questions about the history of the District.
 - a. Explain why the Founders thought it would be a good idea to keep the District separate from the rest of the states. Then explain how they thought the District should be governed, and why residents of the District didn't need a vote.
Describe the social structure of DC during its founding, focusing on the existence of slavery.

Describe the major provisions, causes, and effects of the Residence Act.

Discussion questions: What political and economic factors helped to place the capital where it is now? Were the founders correct to legislate a separate District, even though its residents weren't allowed to vote?
 - b. Explain how the home rule charters of 1802, 1812, and 1820 gave District residents a voice in their local government. Note that only white males who pay taxes and who have lived in the city for at least a year could vote, so the home rule charters were still very limited.

Describe how thousands of African-American and white soldiers joined the Army of the Potomac to defend the federal capital during the Civil War. Note also that many of these soldiers were not able to vote, either because of race or because of other qualifications.

Discussion questions: Why did the District "retrocede" some of its territory to Virginia? Why do you think some people were against extending the right to vote to groups like women or African-Americans? Why didn't the Constitution give everybody the right to vote, when the Declaration of Independence had proclaimed that "all men are created equal"? Should there be a Constitutional right to vote?

Explain the passage of the 15th Amendment (African-American right to vote) in 1870.

Resources for 1a:

1. United States Constitution, Article 1, Section 8, Clause 17: "To exercise exclusive Legislation in all Cases whatsoever, over such District (not exceeding ten Miles square) as may, by Cession of particular States, and the acceptance of Congress, become the Seat of the Government of the United States, and to exercise like Authority over all Places purchased by the Consent of the Legislature of the State in which the Same shall be, for the Erection of Forts, Magazines, Arsenals, dock-Yards, and other needful Buildings"
 - a. United States Constitution, Article 1, Section 2: "The House of Representatives shall be composed of Members chosen every second Year by the People of the several States." (<http://www.usconstitution.net/const.html#A1Sec8>)
2. James Madison, writing in the Federalist No. 43: "a dependence of the members of the general Government, on the State comprehending the seat of the Government for protection in the exercise of their duty, might bring on the national councils an imputation of awe or influence." (http://thomas.loc.gov/home/fedpapers/fed_43.html)
3. Text of federal Residence Act: [http://memory.loc.gov/cgi-bin/query/r?ammem/rbpe:@field\(DOCID+@lit\(rbpe21500600\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/rbpe:@field(DOCID+@lit(rbpe21500600))).
 - a. When the District was established in 1790, there were only about 3,000 citizens in the area; however, it requires 50,000 residents for an area to become a state. When the District was established, the people living in the District continued to vote in Maryland and Virginia.

Resources for 1b:

1. Resources about the retrocession: <http://www.historydc.org/gettoknow/faq.asp>
2. Text of home rule acts:
 - a. Organic Act of 1801, (<http://memory.loc.gov/cgi-bin/ampage?collId=llsl&fileName=002/lls1002.db&recNum=140>), which divided the District into two counties where the laws of Maryland and Virginia would apply, respectively.
 - b. Organic Act of 1812, which amended the charter of the City of Washington to include an 8-member board of aldermen and a 12-member common council, who elected the mayor.
 - c. Organic Act of 1820, which extended the act of 1812 to include an elected mayor (white property owning males, again).
3. Description of black division in Army of Potomac: http://www.google.com/url?sa=t&source=web&ct=res&cd=4&url=http%3A%2F%2Fbooks.google.com%2Fbooks%3Fid%3DJyLGy_A2aJsC%26pg%3DPA4%26lpg%3DPA4%26dq%3Darmy%2Bof%2Bpotomac%2Bblack%26source%3Dbl%26ots%3DOV2g2dqF07%26sig%3DAQsuCVhW2D2mHIFTfyEM-RUSuKA%26hl%3Den%26ei%3DVlspSrWVEILhtgeq-9i2CA%26sa%3DX%26oi%3Dbook_result%26ct%3Dresult%26resnum%3D4&ei=VlspSrWVEILhtgeq-9i2CA&rct=j&q=army+of+potomac+black&usq=AFQjCNGp1CR6Q0YXFdquWdToICmVXs2Qkw
4. Proposed affirmative voting amendment: <http://fairvote.org/?page=214>
5. Text of 15th Amendment: <http://www.usconstitution.net/const.html#Am15>

Lesson Two: 20th Century

Lesson Overview: *This lesson focuses on the development of home rule and voting rights in the District of Columbia. Students begin by examining the movement in the 1960s, and relate the home rule movement to concurrent voting rights developments. Students will discuss basic questions about how the District's unique legal status has affected its growth.*

DC Social Studies Standards Fulfilled:

12.DC.14 (5), 12.DC.16, 12.DC.18

Lesson Objectives:

1. Describe the progression of suffrage for women, African Americans, and DC residents
2. Explain the development of the home rule movement, as well as its Free DC and statehood manifestations
3. Explain the executive, legislative, and judicial powers of the DC home-rule government

Teaching Procedure:

1. Begin with an exploration of larger social movements and voting issues
 - a. Describe the passage of the 19th Amendment in 1920 which allowed women to vote. Mention Seneca Falls and individual states legislating for women's suffrage in the 1890s (notably Wyoming and Colorado).

Discussion questions: Why weren't women allowed to vote earlier? Why did some states and not others allow women to vote? Should this be a state right or a federal right?
 - b. Explain the atmosphere of change in the 1960s and the avenues this change took. Explain the passage of the 23rd Amendment in 1961, which allows DC residents to vote for president and vice president, describing arguments for and against the amendment. Explain how DC fits into the Electoral College, and how the District's rights are still very different from states'.

Mention the passage of the 24th Amendment in 1964, which eliminated the poll tax, and the Free DC movement.

Discussion questions: Why does the 23rd Amendment *only* give DC residents the right to vote in presidential elections? Does the co-existence of the 15th and 23rd Amendments suggest that an affirmative right to vote, which would explicitly guarantee citizens the right to vote in the constitution, is necessary? Why wasn't the District allotted a voting representative in Congress amidst the enfranchising spirit of the times? Do you agree with the ideas behind the Free DC movement?
 - c. Describe how the progressive sentiment of the 1960s reacted to President Johnson's reorganization of the DC government in 1967, which established appointed offices of mayor and council members.

Discussion questions: Why did Johnson consolidate his power like this, and was it the right thing to do? How did the home rule movement react?
2. Continue the lesson by transitioning into the 1970s
 - a. Describe the rise of the 1969 statehood movement, noting its 1967 roots, and mentioning the 1980 proposed constitution. Then, explain two important events that took place in 1971. First, an elected nonvoting delegate from the District was permitted in the House of Representatives.

Second, the 26th Amendment was ratified by the states, which lowered the voting age to 18. Describe the 26th Amendment's relation to the war in Vietnam.

Discussion questions: Should the District just become a state? Would that be constitutional? Is a nonvoting delegate useful to the District? Is 18 too young or too old to vote?

- b. Explain the significance of the Home Rule Act of 1973, which established an elected legislative branch of local government, the Council of the District of Columbia. Describe the interaction between the council and the mayor, and between the DC government and Congress.

Discuss how the Advisory Neighborhood Commissions, which were set up by the District government in 1976, have contributed to home rule.

Discuss the proposed constitutional amendment in 1978 that would give Washington, DC congressional representation.

Discussion questions: Is the Home Rule Act constitutional? Why didn't the states ratify the proposed constitutional amendment? The Senate passed bills providing some form of home rule six times between 1948 and 1966, but each time a similar bill died in the House District of Columbia Committee. Why do you think the House was opposed to home rule? Do you think the agitation for DC rights was connected to the civil rights movement? Why or why not?

Resources for 1a:

1. Text of the 19th amendment (1920): <http://www.usconstitution.net/const.html#Am19>

Resources for 1b:

1. Online descriptions of the culture in the 1960s:
 - a. "Psychedelic '60s": <http://www2.lib.virginia.edu/exhibits/sixties/>
 - b. "The 1960s: a Bibliography": <http://www.public.iastate.edu/~rjackson/webbibl.html>
 - c. "Sixties Project": http://www2.iath.virginia.edu/sixties/HTML_docs/Resources/Primary.html
2. Text of 23rd Amendment (1963): http://www.archives.gov/exhibits/charters/constitution_amendments_11-27.html
3. Text of 24th Amendment (1964): <http://www.usconstitution.net/const.html>
4. Resources about the "Free DC" movement:
 - a. <http://www.washingtonpost.com/wp-dyn/articles/A47599-2004Jul13.html>
 - b. <http://freedc.org/cms/index.php>

Resources for 1c:

1. Text of President Johnson's statements regarding the reorganization plan (1967):
 - a. Outline of plan: <http://www.presidency.ucsb.edu/ws/?pid=28280>
 - b. <http://www.presidency.ucsb.edu/ws/?pid=28380>
 - c. <http://www.presidency.ucsb.edu/ws/?pid=28424>
 - d. <http://www.presidency.ucsb.edu/ws/?pid=28457>
 - e. <http://www.presidency.ucsb.edu/ws/?pid=28523>

Resources for 2a:

1. Resources about the statehood movement:
 - a. <http://grc.dc.gov/grc/cwp/view.a.3.q.461394.asp>
 - b. <http://www.dcvote.org/media/media.cfm?mediaID=2851>
 - c. <http://dcstatehoodyeswecan.org/>
 - d. <http://www.washingtontimes.com/news/2009/may/27/dc-statehood-fights-for-rights-for-district/>
2. Text of proposed "New Columbia" constitution (1980):
<http://government.westlaw.com/linkedslice/default.asp?SP=DCC-1000>

3. Resources about the nonvoting delegate to the House (1971):
 - a. <http://www.washingtonpost.com/wp-dyn/content/article/2006/05/11/AR2006051100725.html>
 - b. http://pqasb.pqarchiver.com/washingtonpost_historical/access/144589292.html?FMT=ABS
4. Text of 26th Amendment (1971): <http://www.usconstitution.net/const.html#Am26>

Resources for 2b:

1. Text of the Home Rule Act (1973): <http://www.abfa.com/ogc/hract.htm>
 - a. Council can adopt laws, approve Mayor's annual budget; Congress still reviewed all legislation passed by the Council before it becomes law, has authority over the District's budget, and the President appoints the District's judges
2. Text of proposed Voting Rights Amendment (1978) for representation in Congress (died in 1985): <http://www.usconstitution.net/constamfail.html>
3. ANC Resources:
 - a. <http://anc.dc.gov/anc/site/default.asp>
 - b. <http://www.dupontcircleanc.net/geninfo.htm>

Homework: Answer the following questions in a paragraph each: Should the District become a state? Is home rule unconstitutional?

Lesson 3: Recent Developments

Lesson overview: *Students will thoroughly examine both the origin and the electoral ramifications of the District's unique legal status. They will explore the intricacies of DC's current government in addition to discussing the current manifestations of the home rule movement.*

DC Social Studies Standards Fulfilled:

12.DC.21, 12.DC.22 (5, 6), 12.DC.23, 12.DC.24 (1-4)

Lesson Objectives:

1. Explain how laws are currently passed in the District of Columbia
2. Describe the role of ANCs in DC's government
3. Describe recent attempts to further the home rule movement

Teaching Procedure:

1. Begin by explaining how laws are currently made in the District of Columbia, using recently passed legislation as examples.
 - a. Describe the recent history of voting rights in the District. Mention when the Democratic-controlled House allowed the DC delegate to vote on legislation as long as the delegate's ballot did not affect the outcome of a vote (from 1993-1995).

Mention also when Sen. Lieberman introduced the No Taxation Without Representation bill, which never received a vote on the Senate floor, in 2002 and 2005. Similarly, note proposed legislation (which never made it to the floor) that would allow District residents to vote in Maryland congressional elections, and to vote as Maryland residents in presidential elections (Maryland would receive an additional House seat as a result of the new voting population).

Discussion questions: Are there legitimate reasons that Washington DC residents don't have voting representation in Congress? Are the current efforts for congressional representation viable? Why or why not? Are the responsibilities of the District government too expansive or too narrow? Why?

- b. Explain the present situation (since 2007) regarding a delegate to Congress, which is that delegates are allowed to vote in the "Committee of the Whole" but whose votes cannot be decisive. If votes are decisive, a new vote is taken without the delegate. Describe the situation that has created Shadow Senators and discuss their role and responsibilities. Also mention the modern DC Statehood movement, including organizations like DC Vote and Stand up!

Discussion questions: Should the DC delegate to Congress be allowed to vote if their input does not affect the outcome? Is it wasteful to send a nonvoting delegate to Congress? Compare DC's situation to that of Puerto Rico, American Samoa, and other US territories.

Resources for 1a:

1. Article about DC delegate: http://www.washingtonpost.com/wp-dyn/content/article/2006/05/10/AR2006051002249_2.html
2. Text of the No Taxation Without Representation bill (2002 and 2005): <http://www.opencongress.org/bill/111-h1014/show>
3. Speech supporting Maryland plan: <http://washingtonmd.org/Rohrabacher.htm>

Resources for 1b:

1. Article about delegates: <http://www.msnbc.msn.com/id/16750695/>

2. DC Council's Committee on Statehood:
<http://www.dccouncil.washington.dc.us/lims/legislation.aspx?LegNo=PR18-0144&Description=SPECIAL-COMMITTEE-ON-STATEHOOD-AND-SELF-DETERMINATION-ESTABLISHMENT-RESOLUTION-OF-2009.&ID=22158>
3. <http://www.devote.org>
4. <http://standupfordemocracy.org/joom/>

Lesson four: The Government and You

Lesson overview: *Students will explore a variety of ways to participate in their government's functioning. They will have the opportunity to (register to vote?).*

DC Social Studies Standards Fulfilled:

12.DC.25 (1-5)

Objectives:

1. Confidently explain ways that they can participate in their government
2. Describe arguments for and against a nonvoting or non-decisive delegate to the House
3. (Register to vote if they are able and practice if they are not)
4. Connect episodes in the history of voting in DC to the present situation

Teaching Procedure:

1. Mock election!
 - a. Explain that the present is inevitably the culmination of the entire voting history that has been explained in the last few lessons, so it's very important to exercise the right. Mention other ways to express rights—free speech, lobbying politicians, writing letters, etc—but conclude that voting is a very important right.
 - b. Explain what a polling place is, and how students will be notified of their polling place. Remind them to be patient if there is a line, and that if they are in line before the polls close they can still vote. Also, if the poll worker can't find their name on the rolls, remind them that they can fill out a provisional ballot.

If you are using voting equipment for your mock election, explain to the students how the equipment works. If you are using a paper ballot, show the students how to fill in their ballot.

- c. If you are conducting the mock election during an election season, have your students vote for the current candidates or issues. For the election of Congressional Delegate and the Shadow Delegation, explain the functions filled by those offices (see lesson 3, part B). If not, you can conduct an election regarding anything from controversial school policies to national issues.

Assign students to one of two sides, and permit each to speak for a minute supporting or criticizing an issue or candidate. Then, once students have been informed and cajoled, allow them to vote.

2. Jeopardy?
 - a. Interactive, entertaining, and certain to galvanize students around voting issues. On the blackboard, write 5 categories: suffrage, home rule, constitution, voting history, and government, and list denominations under each.

Divide students into two competing teams. Just like Jeopardy on TV, allow one team to pick a category and an amount, and ask them the corresponding question; allow them to collaborate on the answer. If they get it wrong, the other team has the choice to answer the question. If neither team gets the right answer, the question is discarded. Keep score—the team with the highest score at the end of the game wins.

Questions:

Suffrage:

What group of people was allowed to vote in DC in the early 1800s? White landowning males who were over 21, owned land, and had lived in the city for a year
Who did the 19th Amendment enfranchise? Women
Who did the 15th Amendment enfranchise? All races
What was the first state to allow women to vote? Wyoming

Home Rule:

What constitutional amendment allows DC residents to vote for president and vice president? 23rd
In what year did DC receive a nonvoting delegate to Congress? 1971
According to statehood movements, what would the state of DC be called? New Columbia
What would the proposed Voting Rights Amendment (1978) to the constitution have changed?
Would have granted DC residents voting representation in Congress

Voting History:

What state did DC “retrocede” land to in 1846? Virginia.
What did the Residence Act do? Establish the capital in DC
What president reorganized DC government in 1967? Johnson
How did the Home Rule Act of 1973 change DC’s government? Elected council

Government:

What part of the Constitution mandates DC be separate from the rest of the country? Article 1, Section 8
What are ANCs and what do they do? Advisory Neighborhood Commissions, recommend policy regarding their neighborhoods
When Johnson reorganized the DC government in 1967, what changes did he make? Appointed offices of mayor and council members.
How many people currently sit on DC’s Council? 13