

## Left Out of the Vote

<b>Focus Question:</b>	<b>Essential Questions:</b>
-Why were certain people left out of the vote?	-Who determined who could vote? -What could have led to the decision to exclude certain people? -How did excluding people from the vote affect NY and the USA? -How did excluding people from the vote still affect us today?

<b>Social Studies Practices:</b>	<b>Key Ideas and Concepts:</b>
<p><u>A1</u>: Develop questions about NYS government.</p> <p><u>A2</u>: Use different forms of evidence to make meaning in social studies.</p> <p><u>A6</u>: Create an understanding of the past using primary and secondary sources.</p> <p><u>B3</u>: Identify the relationship between multiple causes and multiple effects.</p> <p><u>B4</u>: Distinguish between long-term and immediate causes and effects of an event in history.</p> <p><u>C2</u>: Identify multiple perspectives on a historical event.</p> <p><u>F1</u>: Demonstrate respect for the rights of others in discussion.</p> <p><u>F4</u>: Identify opportunities for and the role of individuals in social and political spheres.</p> <p><u>F7</u>: Identify people in positions of power and how they can influence people's rights and freedom.</p>	<p>4.4a: Students will explore how the state government met the needs of citizens</p> <p>4.4b: Exploring the structure of the NYS Constitution and structure of government</p> <p>4.4d: Exploring the rights and freedoms guaranteed to the citizens of New York</p> <p>4.5a: Examining rights of African Americans in New York State</p> <p>4.5b: Examining women's rights in New York State</p>

<b>Procedure:</b>
<ol style="list-style-type: none"><li>1) Hand out provided primary and secondary sources along with the worksheet.</li><li>2) Give students time to read and analyze the primary and secondary sources.</li><li>3) Remind students of what they learned on the tour. Explain that they are going to connect the past that they learned about to the present.</li></ol>

- 4) Instruct students to try to answer the questions on their own.
- 5) Bring the class back together and discuss the students' answers.

**Student Outcome:**

Understand how oppression from the past influences oppression today.

Understand that oppression still exists today.

Interpret primary and secondary sources and use the connections between them to draw independent conclusions.

<b>Materials:</b>	<b>References:</b>
- Provided worksheet	Federal Census of 1790. (via <i>The People of Colonial Albany</i> ).  Albany 2016 Demographics. (Via <a href="https://suburbanstats.org/population/new-york/how-many-people-live-in-albany">https://suburbanstats.org/population/new-york/how-many-people-live-in-albany</a> ).  Biography information on Yates and Ten Broeck via <i>The People of Colonial Albany</i> .  Biography information on Jennings and Sheehan via Wikipedia.

**Activity #1: Left Out of the Vote Worksheet**

***It may seem odd to us now that so many people were denied the right to vote for such a long amount of time. We're going to explore who was left out and try to understand why they were left out.***

1.) Look at the picture below. On the provided lines, describe who you see there. What's their gender? What color is their skin? How wealthy, based on their clothing and accessories, do they seem?



---

---

---

---

---

2.) The picture above represents who made nearly all of the decisions in New York State during the turn of the 19th century. While black men were allowed to vote, they needed to be free and own land in order to do so. No women at all could vote. Do you think a government that is for all of the people can be a true democracy without all kinds of people participating in it? Who benefitted from the white, landowning men being the ones who held the majority of power? Who was hurt by it?

---

---

---

---

---

3.) Today everyone who is over the age of eighteen and has never been sentenced to time in prison has the right to vote in New York State. Take a look at the demographics of Albany in 1790 and the demographics in 2016, then answer the set of questions below.

People (1790)	Percentage of Population
Free Black	1%
Enslaved	16%
White	83%

People (2016)	Percentage of Population
Asian	4%
Black	30%
Hispanic/Latinx	8%
Other	1%
White	57%

A.) Who was allowed to vote in 1790? Think not only in terms of race, but also gender.

---

---

---

B.) Who wasn't allowed to vote in 1790?

---

---

---

C.) Were there more people who could or could not vote in 1790?

---

---

---

**Keeping the information above in mind, look at the mayors elected into office in 1790, 1796, 2000, and 2014, then read the bit of information given about their lives before they each became mayor of Albany.**

Here are some key facts to remember as you complete this activity:

- Free black men who owned land could vote. All black men were given the right to vote in 1870, though many people tried to keep them from exercising their right to vote well into the 1900s.
- Women won the right to vote in 1921.
- The Civil Rights movement of the 1950s and 1960s helped make the voting rights of black people more secure.

Mayor	Years in Office
 <p>Abraham Yates Jr.</p>	1790-1796

<p>Yates was a lawyer with a long record of public service, including serving as sheriff of Albany.</p>	
<div style="display: flex; align-items: center;">  <p>Abraham Ten Broeck</p> </div> <p>Ten Broeck served in the American Revolution and was a local businessman, landowner, and public servant.</p>	<p>1796-1798</p>
<div style="display: flex; align-items: center;">  <p>Gerald D. Jennings</p> </div> <p>Jennings started as a public school teacher in Albany before becoming a public servant on the Albany Common Council.</p>	<p>2000-2013</p>
<div style="display: flex; align-items: center;">  <p>Kathy Sheehan</p> </div> <p>Sheehan worked as a lawyer before becoming Albany City Treasurer. She is Albany's first female mayor.</p>	<p>2014-present</p>

A.) When Abraham Yates Jr. and Abraham Ten Broeck were elected into office who could vote?

---

---

---

B.) When Gerald D. Jennings and Kathy Sheehan were elected into office who could vote?

---

---

---

C.) How are Abraham Yates Jr. and Kathy Sheehan similar? How are they different?

---

---

---

D.) How are Abraham Ten Broeck and Gerald D. Jennings similar? How are they different?

---

---

---

E.) It took until 2014 for Albany to elect its first female mayor. Why do you think it took so long for a woman to be elected to this position? What stopped women from running for elected positions in the 1790s?

---

---

---

F.) Albany has yet to elect a mayor from any minority group, even though just under half of Albanians are not white. Why do you think this is? Do you think it's important that Albanians someday elect a mayor from a minority group?

---

---

---