

Teacher
Guide

FIGHT FOR YOUR RIGHTS

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IN THEIR OWN WORDS

This lesson will provide students the opportunity to use quotes from segregationists to explore the ideas that reinforced Jim Crow laws, and quotes from Civil Rights Activists to explore the arguments that were made against them.

Essential Question: How did Civil Rights activists respond to segregationist ideas?

Objective/Standard (Learning Targets)

- Students will be able to describe how segregation laws impacted different aspects of daily life.
- Students will be able to identify how Civil Rights activists responded to the beliefs of segregationists.

Georgia Standards of Excellence

SS5H6a

Describe the importance of key people, events, and developments between 1950- 1975. (a) Analyze the effects of Jim Crow laws and practices. (b) Explain the key events and people of the Civil Rights movement.

SS8H11a

Evaluate the role of Georgia in the modern civil rights movement. (a) Explain Georgia’s response to Brown v. Board of Education including the 1956 flag and the Sibley Commission

SSUSH21b

Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Kennedy and Johnson administrations. (b) Connect major domestic issues to their social effects including the passage of civil rights legislation.

Materials Needed

- **Examples of Segregation Laws**
- **Quote Cards**
- **Quotes Worksheet**
- Whiteboard
- Projector and/or interactive board

Activate Prior Knowledge

- Write the following terms on the board and discuss the definitions with your students:
 1. **Segregation** (separation of a group of people by race and creating laws that restrict them from interacting with other races)
 2. **Segregationist** (a person who supports separation of people by race)
 3. **Integration** (joining or mixing people from different races or cultures)
 4. **Poll Taxes** (an amount of money required for a person to qualify to vote)
 5. **Separate but Equal** (a court decision that allowed states to legally segregate races in public spaces as long as “equal” facilities were provided. In reality, the facilities were never equal.)

IN THEIR OWN WORDS

- Ask the students to share their knowledge about what areas of life were segregated in southern states. The teacher can write their answers on the board or simply have students share collectively.
- After this general survey of knowledge, students will examine examples of racial segregation laws to understand the nature of segregation and how it affected different aspects of life.
 1. Place students in groups or pairs. Provide each group/pair with one of the examples from the **Examples of Segregation Laws** provided.
 2. Provide 5 minutes for each group/pair to read their example and consider a) what aspect of life it controlled and b) how this law would negatively affect citizens.
 3. Each group/pair will then share with the class what they discovered. During this time, the teacher should project each law on the board so the entire class can see it.
 4. Show [this short clip](#) of John Lewis remembering what it was like growing up in Alabama under segregation laws.

Activities/Work Period/Student Tasks

- Tell students that they will now evaluate two sets of quotes. One is a set of quotes from southern *segregationist* leaders—people who wanted to keep segregation laws in place. The other is from *Civil Rights activists*—people who were fighting to remove those laws. They will use these quotes to explore the ideas of segregationists at the time of the Civil Rights Movement, and to identify how Civil Rights activists responded to those ideas.
- In groups/pairs, students will begin by reading each set of quotes provided as **Quote Cards**. To enhance understanding, students can highlight words in each quote that reflect the terms reviewed at the beginning of the lesson.
- Using the chart in Part 1 of the **Quotes Worksheet**, students will write a sentence or phrase that provides the main idea of each quote.
- If needed, at this point teachers can check for understanding by soliciting responses from different groups about the main ideas they identified.
- Student groups/pairs will then lay all four Segregationist quotes on their desk/table. For each Segregationist quote, students will choose a Civil Rights Activist quote to pair as a response. There are no “right” or “wrong” pairings, but some responses align better than others. Students can enter their pairings in Part 2 of the worksheet, providing a reason for why they chose the response.
- After students finish their pairings, teachers can have groups/pairs share their choices.

Assessment

Students will complete the final question as a formative assessment. Students can do this individually or in the groups/pairs.

What ideas do all the Civil Rights quotes have in common?

Notes

Extension activity: *Using the segregation law you examined at the beginning of this lesson, choose one of the Civil Rights Activist quotes or a part of one of the quotes to respond to that law. In 3–4 sentences explain why you chose that quote and how it relates to the law.*

Note: Teachers could extend this to include more than one of the segregation laws used at the beginning of the lesson to increase the rigor.

CIVIL RIGHTS ORGANIZATION

Students will be able to explain the ways that Civil Rights organizations in the 1950's and 1960's were similar and different, and recognize the role that collaboration played in their ability to cause change.

Essential Question: How were Civil Rights organizations both similar and different?

Objective/Standard (Learning Targets)

Georgia Standards of Excellence

SS5H6b

Describe the importance of key people, events, and developments between 1950–1975. (b) Explain the key events and people of the Civil Rights movement.

SS8H11b

Evaluate the role of Georgia in the modern civil rights movement. (b) Describe the role of individuals (Martin Luther King, Jr. and John Lewis), groups (SNCC and SCLC) and events (Albany Movement and March on Washington) in the Civil Rights Movement.

SSUSH21d

Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Kennedy and Johnson administrations. (d) Investigate the growth, influence, and tactics of civil rights groups.

Materials Needed

- White board & markers
- Interactive board or projector and screen
- **Organizing a Movement Handout**
- **Compare and Contrast Civil Rights Organizations Worksheet**

Activate Prior Knowledge

- Ask the students who they think was the leader of the Civil Rights Movement.
 - o Students will most likely answer “Martin Luther King, Jr.”
 - o Using that answer, ask them if they know any other Civil Rights leaders or organizations from that time period.
 - o Write any additional answers on the board.
- Use this as a starting point to explain that MLK led a specific Civil Rights organization, the Southern Christian Leadership Conference, but there were also other organizations. These organizations worked both separately and together at different points in the 1950's and 1960's to push for change. This lesson will highlight four of those organizations.

CIVIL RIGHTS ORGANIZATION

Activities/Work Period/Student Tasks

- Place students in pairs or groups.
- Provide students the **Organizing a Movement Handout** and the **Compare and Contrast Civil Rights Organizations Worksheet**.
- Read the introductory paragraphs to students. This can be done by sharing the document on an interactive board or projecting the handout on a screen.
- Tell students that they will use the handout to learn about four key organizations during the Civil Rights Movement. They were both similar and different. The “Top Hat” style graphic organizer will help them arrange their thoughts.
- Depending on the level of the students, time constraints, and/or student engagement, this activity can be done in several ways. For example:
 1. Each pair or group can explore all four organizations and complete the entire worksheet together.
 2. Each pair or group can explore one organization and students can share information in a jigsaw style activity, then similarities can be determined as an entire class.
 3. The graphic organizer can be converted to a shared document in Google or through an LMS. Each group can electronically complete their section and then each student can determine similarities on their own.
- After students complete the graphic organizer, the teacher should review the information and highlight to the students that the Civil Rights Movement was not simply one single group of people all led by one person. Instead, it was made up of many organizations that had a variety of members, all working together towards change.

Assessment

As a formative assessment, students can answer this follow-up question as a ticket-out-the-door or a discussion post on an LMS.

As you learned, the Civil Rights Movement included a variety of organizations that worked both independently and together. Why do you think it was beneficial for these organizations to collaborate?

Notes

Extension activity: *Students could explore Civil Rights leaders from these groups other than Martin Luther King, Jr. and discuss how they played a role in the movement. This could even be completed for a class gallery walk-style activity with the students creating larger-sized “baseball card” summaries of the individuals, using each Civil Rights group as a way to organize the gallery.*

THE ROLE OF COURT DECISIONS AND LEGISLATION IN THE CIVIL RIGHTS MOVEMENT

This lesson helps students understand the role that both US Supreme Court and Congressional legislation played in the Civil Rights Movement. Through this lesson, students will learn about key decisions and laws that expanded the rights of African Americans because of the Civil Rights Movement.

Essential Question: How did Supreme Court decisions and federal laws expand the rights of African Americans because of the Civil Rights Movement?

Objective/Standard (Learning Targets)

- Students will be able to analyze the effects of court decisions on Civil Rights
- Students will be able to analyze the effects of legislation on Civil Rights

Georgia Standards of Excellence

SS5H6a

Describe the importance of key people, events, and developments between 1950- 1975. (a) Analyze the effects of Jim Crow laws and practices. (b) Explain the key events and people of the Civil Rights movement.

SS8H11a

Evaluate the role of Georgia in the modern civil rights movement. (a) Explain Georgia's response to Brown v. Board of Education including the 1956 flag and the Sibley Commission

SSUSH20b

Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Truman and Eisenhower administrations. (b) Connect major domestic issues to their social effects including ...Brown v. Board of Education.

SSUSH21b

Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Kennedy and Johnson administrations. (b) Connect major domestic issues to their social effects including the passage of civil rights legislation.

Materials Needed

- Projection device + laptop or Interactive Board
- **Court Decisions and Laws Worksheet**

Activate Prior Knowledge

- Review the 14th Amendment with students to provide a basis for understanding the court cases and laws that will be used in this lesson.
- Focus on the wording of the amendment that discusses the principle of “equal protection.”
- A resource that could help with this is the National Archives [Archives 14th Amendment](#).
- Ask students what they think “equal protection” means. This can be done as a whole-class discussion or as a Think/Pair/Share.
- Review with students that the intention of the 14th Amendment was to provide equal treatment to all persons in the United States, including newly freed enslaved people; however, it only applied to the federal government, not necessarily to individual states. Ask students why this could be a problem.

THE ROLE OF COURT DECISIONS AND LEGISLATION IN THE CIVIL RIGHTS MOVEMENT

Activities/Work Period/Student Tasks

- Students will complete the **Court Decisions and Laws Worksheet**. They can do this individually, in pairs or as a jigsaw activity.
- After students complete the worksheet have them discuss the following questions in pairs or small groups. Then have students share their answers with the class.
 1. Which do you think is the most important: Shelly v. Kramer, Brown v. Board, the Civil Rights Act of 1964 or the Voting Rights Act of 1965? Explain.
 2. Why is it important that all four of these were *federal (national)* decisions or laws instead of individual state decisions or laws?

Assessment

Formative Assessment options

- Teachers can use the worksheet itself as a formative assessment.
- Teachers can have students submit their answers to the discussion questions in writing or as a post to a Discussion Board using your LMS.

Notes

Extension activity: *Students can examine reactions to any of the court decisions or laws on the worksheet. For example, students can examine the Sibley Commission in Georgia in relation to Brown v. Board. Or students can examine the increased number of Black voters registered in Georgia after the Voting Rights Act and the result in an increase of Black elected officials.*

EXAMPLES OF SEGREGATION LAWS

Alabama & Georgia

SECTION 597

It shall be unlawful for a Black person and white person to play together or in company with each other in any game of cards, dice, dominoes, checkers, baseball, softball, football, basketball or similar games. *From Birmingham Racial Segregation Ordinances, 1950 (Birmingham Civil Rights Institute)*

SECTION 359

It shall be unlawful for any member of one race to use or occupy any entrance, exit or seating or standing section set aside for and assigned to the use of members of the other race. *From Birmingham Racial Segregation Ordinances, 1950 (Birmingham Civil Rights Institute)*

SECTION 369

It shall be unlawful to conduct a restaurant or other place for the serving of food in the city, at which white and Black people are served in the same room, unless [they] are separated by a solid [wall]...and a separate entrance from the street is provided for each compartment. *From Birmingham Racial Segregation Ordinances, 1950 (Birmingham Civil Rights Institute)*

SECTION 1413 (Part 1)

Every owner or operator of any bus or taxicab in the city shall provide equal but separate accommodations for the white and Black races by having separate vehicles or by clearly indicating...the area to be occupied by each race in any vehicle. *From Birmingham Racial Segregation Ordinances, 1950 (Birmingham Civil Rights Institute)*

SECTION 34-204

The tax collector...of each county shall...prepare and file with the court a complete list of all persons who appear to be disqualified to vote due to nonpayments of poll taxes... The list shall also show the race of such person. *From Code of Georgia, 1933 (Digital Commons, UGA Law School)*

SECTION 32-912

It shall also be the duty of the board of education to make arrangements for the instruction of the children of the white and Black races in separate schools. They shall... provide the same facilities for both races [as much as practical]...but the children of the white and Black race shall not be taught together in any common or public school. *From Code of Georgia, 1933 (Digital Commons, UGA Law School)*

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01—Segregationist

“I don’t care how many court rulings are handed down [to stop segregation] or how many troops are sent into our state [to force integration]. We shall not surrender our rights and powers to govern and control our state institutions.”

—Jim Johnson, Arkansas State Supreme Court Justice

”

“

02—Segregationist

“An Alabama segregationist is one who conscientiously believes that it is in the best interest of [Black] and white to have separate education and social order.”

—George Wallace, Alabama Governor

”

“

03—Segregationist

“Neither race is ready for integration, and may never be. But if they become so, it will be only on the basis of successful close human association [over time]—natural affinity, mutual appreciation, and individual choice. Neither court decrees nor laws can create these conditions.”

—Strom Thurmond, South Carolina Senator

”

“

04—Segregationist

“I don’t think [Black men] ought to vote. He ain’t qualified...” “To preserve her blood, the white South must absolutely deny social equality to [African Americans] regardless of what his individual accomplishments might be.”

—Theodore Bilbo, Mississippi Governor & Senator

”

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01—Civil Rights Activist

“The practice of racial segregation is not in keeping with the ideals of Democracy and Christianity. Racial segregation is robbing not only the segregated but the segregator of his human dignity.

—An Appeal for Human Rights, 1960

”

“

02—Civil Rights Activist

“All we want to do is be treated as human beings and have a chance to elect our own officials... We want people in office that’s going to represent us because so far we haven’t had it.”

—Fanny Lou Hamer, 1966 Interview

”

“

03—Civil Rights Activist

“[T]here I think it has to be both equality and integration. Our experiences in the past have indicated that in the school system, you cannot have equality under segregation.”

—James Farmer, 1964 interview

”

“

04—Civil Rights Activist

“To those who have said, “Be patient and wait,” we have long said that we cannot be patient. We do not want our freedom gradually, but we want to be free now!”

—John Lewis, 1963 March on Washington speech

”

QUOTES WORKSHEET

Quote Card	Main Idea
Segregationist 01	
Segregationist 02	
Segregationist 03	
Segregationist 04	
Civil Rights Activist 01	
Civil Rights Activist 02	
Civil Rights Activist 03	
Civil Rights Activist 04	

QUOTES WORKSHEET

Original Quote	Response	Why did you choose this response?
<p>Segregationist 01</p>	<p>Civil Rights Activist ____ <i>indicate the quote number you chose</i></p>	
<p>Segregationist 02</p>	<p>Civil Rights Activist ____ <i>indicate the quote number you chose</i></p>	
<p>Segregationist 03</p>	<p>Civil Rights Activist ____ <i>indicate the quote number you chose</i></p>	
<p>Segregationist 04</p>	<p>Civil Rights Activist ____ <i>indicate the quote number you chose</i></p>	

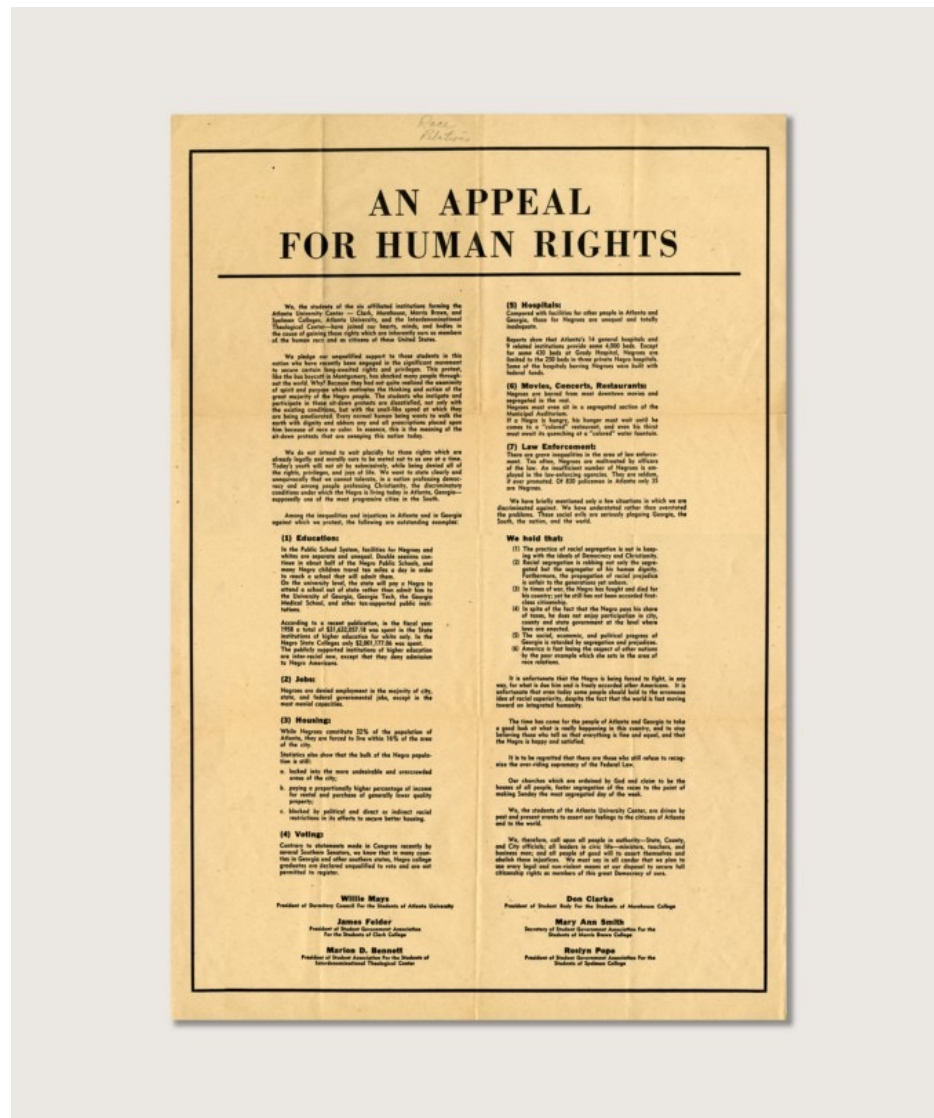
Using the segregation law you examined at the beginning of this lesson, choose one of the Civil Rights Activist quotes or a part of one of the quotes to respond to that law. In 3-4 sentences explain why you chose that quote and how it relates to the law.

ORGANIZING A MOVEMENT

How were these Civil Rights organizations similar and different?

Inspired by student sit-ins in North Carolina, Atlanta college students at Atlanta University Center (Atlanta University, Clark College, Morehouse College, Spelman College, and Morris Brown College) decided to create their own group to conduct similar demonstrations. On February 5, 1960, Lonnie King, Joseph Pierce, and Julian Bond met to create a plan for recruiting and organizing their fellow students. After meeting with the presidents of the AUC schools, they published a document that explained their complaints and stated that they would take nonviolent actions to end segregation in Atlanta. This was called *An Appeal for Human Rights* and it inspired people all over the country. The AUC students called their group the Committee on Appeal for Human Rights (COAHR), which became one of several groups formed throughout the Civil Rights Movement.

While the different groups like COAHR that worked to end segregation had similar goals, they were somewhat different from each other. Throughout your study of the Civil Rights Movement, you hear about these groups or specific members of them. Below you will find a short description of four of the most well-known groups. From these you can understand that the Civil Rights Movement was made up of multiple groups who all had different roots, members, and approaches, but who came together to fight for change.



ORGANIZING A MOVEMENT

NAACP (National Association for the Advancement of Colored People)

The NAACP was founded in 1909 when W.E.B. Du Bois and other young Black activists, along with white supporters, joined together to fight for full political and civil rights for African Americans. In 1940 the NAACP also formed a legal wing to help fight against segregation. For example, the NAACP's lawyers are the team that won the *Brown v. Board of Education* case in 1954, which said that segregated schools were unconstitutional. By the time of the Civil Rights Movement of the 1950's and 60's, the NAACP had been a national organization for many years and its membership included people both young and old, as well as from different races, religions and backgrounds. The NAACP supported demonstrations like the Montgomery Bus Boycott and even helped to pay the legal costs of people who were arrested. While the NAACP partnered with other organizations for voter registration and other protests like the March on Washington, they were not always in favor of some of the actions of the more radical student organizations. The NAACP still exists today as a major organization that advocates for social justice issues and has hundreds of thousands of members nationwide.



Photo: 1962 NAACP Convention. Source: www.wtkr.com

ORGANIZING A MOVEMENT

CORE (Congress of Racial Equality)

CORE was founded in 1942 in Chicago. Made up of students from different races, they used nonviolent actions to fight for civil rights causes. Even before Martin Luther King, Jr. and the Civil Rights Movement of the 1960's, they were using sit-ins and other methods to protest segregation in Chicago and other areas. In fact, CORE provided advice and support to Martin Luther King, Jr. during the Montgomery Bus Boycott in 1956. Throughout the late 1950's and early 1960's CORE worked with King on several projects and protests, and CORE's members traveled around the South to train other student activists. In 1961 CORE organized the Freedom Rides as a way to protest segregated bus stations, and afterwards focused much of its work on registering Black voters in the South. Although CORE was founded on nonviolent protest, the repeated violent actions of whites against CORE protesters caused some members of the group to steer away from nonviolence in the late 1960's. They also started to limit the participation of other races in the organization. Although CORE still maintains an office in New York City and an online presence today, it is much different from the organization that once existed.



Photo: Freedom Riders, 1961. Source: blogs.brynmawr.edu

ORGANIZING A MOVEMENT

SCLC (Southern Christian Leadership Conference)

The SCLC was established in 1957. After the success of the Montgomery Bus Boycott in 1956, Martin Luther King, Jr. invited southern black ministers to meet in Atlanta, where they wrote and published a document that asked white southerners to stand up for civil rights and encouraged Black citizens to seek justice through nonviolent protest. This became the start of the SCLC. While the SCLC had its own individual leaders, they focused on going out to other organizations and training their members rather than gaining individual members for the SCLC. This made it different from other Civil Rights organizations, who were focused on gaining individual membership. Instead, it helped to coordinate local groups all across the South. The SCLC supported voter registration drives, coordinated mass protests and played an important role in the March on Washington. The SCLC also broadened its focus in the 1960's from civil rights to fighting poverty for all citizens regardless of race. Although the assassination of Martin Luther King, Jr. in 1968 was a setback for the organization, it did not disappear. Today, the SCLC still has its headquarters in Atlanta and remains a nationwide organization that fights for justice.

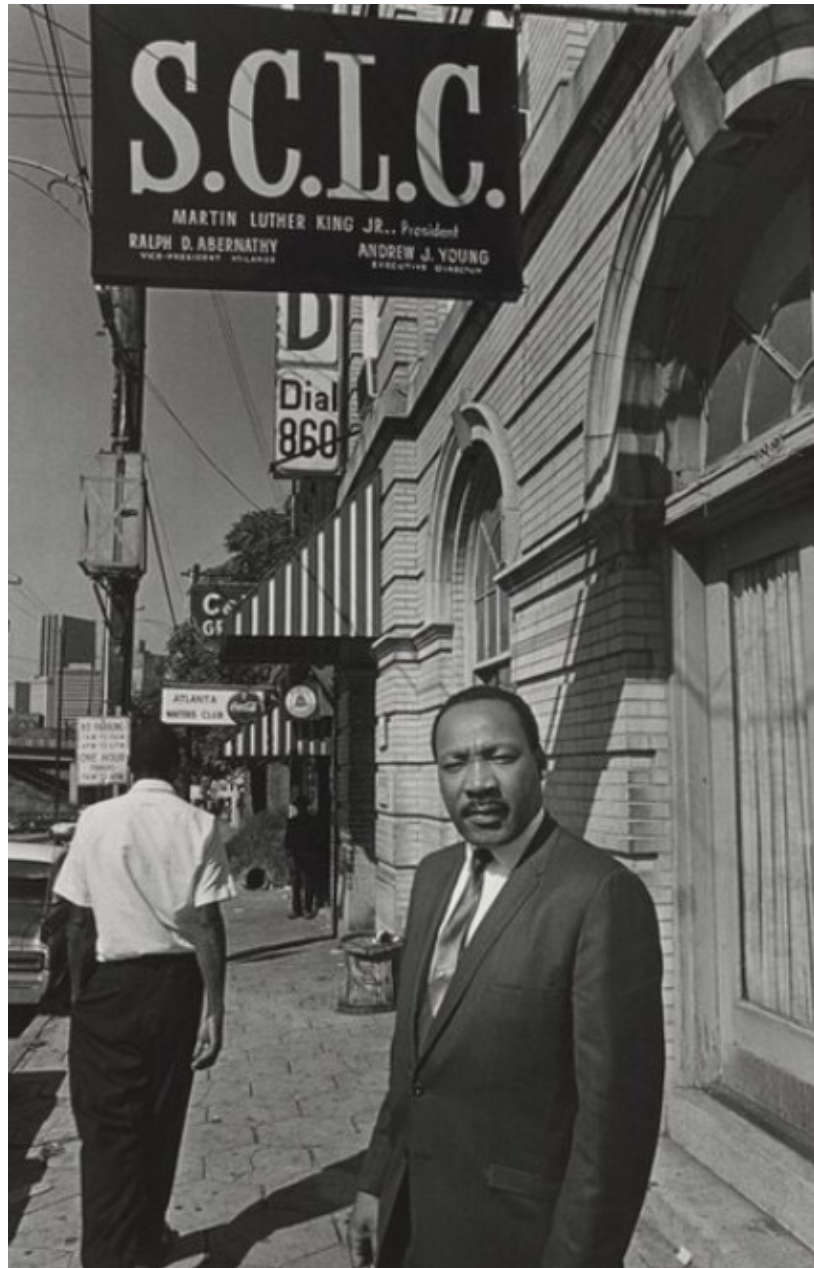


Photo: Martin Luther King, Jr. in front of SCLC Headquarters, 1968.
Source: National Gallery of Art.

ORGANIZING A MOVEMENT

SNCC (Student Nonviolent Coordinating Committee)

SNCC was founded in 1960 by young people who sought change through nonviolent actions. Black students who had formed protest groups at different colleges and universities came together to establish a larger organization. This organization helped to plan actions, but still allowed individual groups to have independence. Although Martin Luther King, Jr. had hoped SNCC would become the student-led part of the SCLC, the students who organized SNCC resisted that idea. SNCC members played key roles in training student protesters, registering Black voters in the South, conducting protests like the Selma to Montgomery March, and supporting demonstrations like the March on Washington. From 1963-1966, SNCC's leader was John Lewis, who later became a congressman from Georgia. Although SNCC was originally founded as a nonviolent organization that welcomed white members, some members of SNCC started to push for more radical actions in the later 1960's and also started to exclude non-Black members. The disagreements among the groups caused SNCC to break apart and by the late 1960's it no longer existed, although individual members continued to play significant roles in activism and politics for many years.



Photo: John Lewis leading protesters across the Edmund Pettus Bridge in Alabama.
Source: *Washington Post*

Sources

The Archive Research Center at the Woodruff Library, Atlanta University Center.
digitalexhibits.auctr.edu/exhibits/show/seekingtotell/asm

The MLK, Jr. Research and Education Institute, Stanford University.
kinginstitute.stanford.edu

COMPARE & CONTRAST CIVIL RIGHTS ORGANIZATIONS

Use the information provided about different Civil Rights organizations to find out the ways they were both similar and different. As a start, think about: 1) what kind of actions did they take? 2) who were their members? 3) what were their goals? 4) what kinds of protests did they participate in? 5) how did they start? 6) are they still around today?

NAACP	SNCC	SCLC	CORE
SIMILARITIES			

COURT DECISIONS & LAWS OF THE CIVIL RIGHTS MOVEMENT

	Summary	What change happened because of this decision or law?	Why do you think this decision or law was important?
Shelley v. Kramer, 1948	<p>In a neighborhood of St. Louis, Missouri all the homeowners were white. When white homeowners bought their houses, they signed an agreement that they would never sell their home to an African American buyer. In 1945, Mr. and Mrs. Shelley, an African American couple, moved to St. Louis and purchased a home on Labadie Avenue, which was in this neighborhood. The homeowner who sold the property violated the agreement. Mr. and Mrs. Kramer, another white couple who lived on Labadie Avenue, sued the Shelleys, saying that they were not allowed to buy a home in the neighborhood.</p> <p>The Supreme Court heard the case and sided with the Shelleys. The Court said that if the state or local government tried to enforce the agreement, it would violate the Shelleys' Constitutional rights and 14th Amendment protections. The Shelleys were allowed to keep their home and live in that neighborhood.</p>		
Brown v. Board of Education of Topeka, 1954	<p>African American students and families in several states sued because they were denied equal schools to white students. By the time the cases reached the Supreme Court, they had all been combined into one large case. The name came from the first listed alphabetically—<i>Brown v. Board of Education of Topeka</i>.</p> <p>In each of the school districts, African American students and white students were required to attend separate public schools. African American students were not allowed to attend white schools even if the school was closer to their home. The African American schools often had fewer resources and opportunities, and worse facilities.</p> <p>The U.S. Supreme Court said that segregation of students and schools by race violated the Constitution and the students' 14th Amendment protections. They ordered school districts to stop segregation with "<i>all deliberate speed</i>."</p>		

COURT DECISIONS & LAWS OF THE CIVIL RIGHTS MOVEMENT

	Summary	What change happened because of this decision or law?	Why do you think this decision or law was important?
Civil Rights Act of 1964	<p>The Civil Rights Act of 1964 says that it is against the law to discriminate against people because of their race, color, religion, sex or national origin. It specifically says it is against the law to discriminate when hiring, firing or paying people.</p> <p>The Civil Rights Act of 1964 made segregation illegal in all public places, including parks, theaters, restaurants, sports arenas, hotels and all types of other places. Because of this law, states, cities and towns, and businesses were no longer allowed to deny service to Black people or other minorities simply because of the color of their skin.</p>		
Voting Rights Act of 1965	<p>The Voting Rights Act of 1965 says that it is illegal to make any voting requirements that limit or deny the right to vote based on race or color. It outlawed practices like literacy tests, poll taxes (taxes that a person had to pay in order to vote), and threatening people to keep them from voting.</p> <p>The Voting Rights Act also said that any new voting laws in states or local communities had to be approved by the Federal government.</p> <p>Because of this law, Black citizens in the south were finally able to register to vote without barriers. Then they could vote for officials, as well as have a say on issues in their states and communities.</p>		

Sources

judiciallearningcenter.org/civil-rights-and-equal-protection/

oyez.org/cases/1940-1955/347us483

dol.gov/agencies/oasam/civil-rights-center/statutes/civil-rights-act-of-1964#:~:text=The%20Civil%20Rights%20Act%20of%201964%20prohibits%20discrimination%20on%20the,hiring%2C%20promoting%2C%20and%20firing.

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