

Title	Voices and Votes: Democracy in America	Location #
	<p><b>Body Fonts</b>                      Section: 40pt                      Subsection: 36pt                      Focus Label: 28pt.                      Exhibit: 24pt                      Case Text: 32title /22body /16ID /12credit                      Object / Image Caption: 18pt                      Credit: 12 pt.</p>	
ARCHWAY entrance, facing out		
Title over entrance	Voices and Votes: Democracy in America	Header 1
Exhibition Introduction (60pt)	<p><b>Voices and Votes: Democracy in America</b>                      More than just waging a war of independence, American revolutionaries took a great leap of faith and established a new government based on the sovereignty of the people. It was truly a radical idea to entrust the power of the nation not in a monarchy but in its citizens. Each generation since continues to debate and shape this radical idea.</p>	1.1A Mid
Credit panel Exhibition Logo K.  [State partners entered as needed]	<p>A Museum on Main Street exhibition developed by the Smithsonian Institution Traveling Exhibition Service</p> <p>Based on an exhibition by the National Museum of American History</p> <p>Funded by the United States Congress</p> <p>Brought to you by [State partner]</p> <p>[State] programming is supported by [state partner] [state partner] [state partner]</p>	1.3A Mid
Graphic 1035	<p>[Credit]                      Naturalization ceremony in Los Angeles, 2007.</p>	1.1A – 1.3A Mid

<p>Scene at Naturalization Ceremony</p>	<p><i>Courtesy of J. Emilio Flores</i></p>	
<p>SECTION 1: THE GREAT LEAP</p>		
<p>ARCHWAY entrance, reverse side of intro (left)</p>		
<p>Subsection 1A text ON PANEL</p>	<p><b>[Subsection]</b> <b>The World They Inherited</b> In colonial times, Britons on both sides of the Atlantic believed that governing was the role of monarchs, hereditary aristocrats, and wealthy gentlemen. Political power came with economic power, birth into the right social circles, and influential connections.</p> <p>Common people had a limited role. Common men who owned enough property could vote for someone to represent them in the legislature. Voters could also serve on juries that enforced the law. Most people did not qualify to participate in those ways, but free British subjects could petition their rulers with grievances in writing or with mass demonstrations. They could seek justice in courts with juries of their peers.</p> <p><i>Bottom:</i> <i>An Accurate Map of North America, by Eman Bowen, Geographer to His Majesty, London, 1747.</i> <i>Courtesy of National Museum of American History</i></p>	<p>1.3B Mid</p>

Quote	<p>“ . . . in all times some must be . . . high and eminent in power and dignity; others mean and in submission.”                  –John Winthrop, governor of Massachusetts Bay Colony, 1630</p>	1.3B Top
<p>Background image on PANEL with “The World They Inherited”</p> <p>Graphic 1001: Display of Monarchy</p>	<p><b>Display of Monarchy</b>                  Detail from “The Pageant,” London, 1771.  <i>Courtesy of John Carter Brown Library at Brown University</i></p>	1.3B Mid
<p>BOTTOM PANEL</p> <p>Graphic 1002: <i>An Accurate Map of North America</i>, by Eman Bowen, Geographer to His Majesty, London, 1747</p>		1.3B Bot
<p>Graphic 1003: House of Commons</p>	<p><b>[Exhibit]</b>  <b>Parliament and the People</b>                  Parliament passed laws regulating trade within the empire, while routine taxes and legislation were left to the legislature of each colony. Americans were accustomed to being taxed by their colonial governments, but they objected when Parliament, in which the colonies had no representation, taxed them.</p> <p>The House of Commons represented “the people” of England. But only about 17 percent of adult males in England were eligible to vote. In the colonies, more men</p>	1.3B Mid

	<p>owned enough property to qualify as voters — an estimated 50 to 70 percent of adult free males.</p> <p>[caption] The House of Commons, from <i>The Microcosm of London</i>, published by R. Ackermann, 1808</p>	
Word for the bottom panel	MONARCHY	1.3B Bot
END CAP OF INTRO ARCH (left)		
<p><b>Brochure Box</b> [below] Take-away brochures for visitors</p> <p><b>Take a Selfie!</b></p>	<p><b>Take a Selfie!</b></p> <p><b>What does democracy mean to you?</b> Take a selfie in the exhibition and share your reflections on what democracy means to you. Use the hashtag #VoicesVotes.</p> <p><b>Take a <i>Voices and Votes</i> brochure!</b></p>	1.2 Mid
Background: Solid color with decorative text to encourage visitors to take a photo		1.2 (All)
Right side of INTRO ARCH		
Subsection 1B text	<p><b>[Subsection]</b> <b>Grievances</b> Parliament sent new officials to enforce their unpopular laws, with power to bypass law courts where colonial juries had a voice. They sent troops to keep the colonists under control. They directly taxed colonists, sidestepping the legislative assemblies elected by voters in each colony. Americans insisted that legislators</p>	1.1B Mid

	<p>who enacted colonial laws and taxes needed to be chosen by colonial voters. Government was legitimate only when it actually represented the people being governed.</p> <p>[caption]  <b>Tarred and Feathered</b>                  This British image criticized American patriots’ practice of inflicting pain and humiliation on those who supported Parliamentary authority. It shows the tar-and-feathering of customs commissioner John Malcolm in Boston in 1774. Similar acts by crowds punished a relative few but intimidated many more into compliance with patriot programs that resisted Parliamentary laws.</p> <p><i>Bottom:</i>                  “The Bostonians Paying the Excise-Man, or Tarring and Feathering” (detail), London, 1774.  <i>Courtesy of John Carter Brown Library at Brown University</i></p>	
Grievance 1  Graphic 1004: “Bloody Massacre”	<p><b>[Caption]</b>  <b>Boston Massacre</b>                  In 1768 Parliament sent troops to police unruly Bostonians, resulting in bitter disputes between soldiers and civilians. In 1770, soldiers fired on a Boston crowd, killing five men. Silversmith Paul Revere created prints of the event to fan the flames of public outrage.</p> <p>“Bloody Massacre in King Street,” engraving by Paul Revere, 1770.  <i>Courtesy of National Museum of American History</i></p>	1.1B Mid
BACKGROUND for middle panel	<p>[Caption]  <i>Background:</i></p>	1.1B Mid

Graphic 1005: Burning the Stamps, black and white	“Burning the Stamps in Boston” by Daniel Chodowiecki, printed 1784. <i>Courtesy of Granger Historical Picture Archives</i>	
Grievance 2  Graphic 1005b: “Burning the Stamps” in color	<b>[Caption]</b> <b>Burning the Stamps</b> The Stamp Act of 1765 was a Parliamentary tax on colonial newspapers, pamphlets, and legal documents. This graphic shows a crowd burning tax stamps in Boston in August 1765.  “Burning of Stamp Act, Boston” Postcard illustration after Daniel Chodowiecki, ca. 1903. <i>Courtesy of Library of Congress</i>	1.1B Mid
Quote	“The only representatives of these colonies are persons chosen therein by themselves. . . .” –The Stamp Act Congress, representing nine colonial assemblies, October 1765	1.1B Top
BOTTOM PANEL Graphic 1024: Reproduce detail of “Excise Man: Tarring and Feathering” graphic		1.1B Bot
Word for the bottom panel	REPRESENTATION	1.1B Bot
END CAP of Intro ARCH (right)		

<p>Graphics 1006 and 1010</p>	<p><b>[Focus]</b>  <b>Economic Boycotts</b>  Patriots created new ties with their neighbors by forming economic networks. They pledged to boycott imported British commodities, such as fine fabrics or furnishings, and to buy plainer American-made goods instead. This English print shows a crowd pressuring merchants to sign a pledge, under the threat of tar and feathers.</p> <p>[caption]  <b>Merchants Signing a Boycott Agreement</b>  This English print shows a crowd pressuring merchants to sign a pledge, under the threat of tar and feathers.</p> <p><i>Left and bottom:</i>  <i>The Alternative of Williamsburg, by Philip Dawe (detail), 1775</i>  <i>Courtesy of Library of Congress</i></p>	<p>1.4 Mid</p>
<p>Grievance 3</p> <p>Graphic 1006: Boston Tea Party</p>	<p>[caption]  <b>Facing Down a Great Corporation</b>  With the Tea Act of 1773, Parliament gave a monopoly on the tea trade to the East India Company, the wealthiest private corporation of the day. The law also laid a tax on the tea. Colonists accused Parliament of serving company stockholders at the expense of American traders and consumers. Patriots in nearly every colony blocked tea sales, shipping it back to England or locking it in warehouses. Boston was the first city to destroy East India Company tea, in December 1773.</p> <p>“Destruction of Tea at Boston Harbor,” printed 1846  <i>Courtesy of Library of Congress</i></p>	<p>1.4 Mid</p>
<p>Background image for middle section</p>		<p>1.4 Mid</p>

<p>Enlarged Detail, Graphic 1006, Boston Tea Party</p>		
<p>BOTTOM PANEL Graphic 1010 Detail of <i>Signing a Boycott Agreement, detail, The Alternative of Williamsburg, Philip Dawe, 1775</i></p>		<p>1.4 Bot</p>
<p>FRONT OF CURVED PANEL [visitors see this first as they go through arch]</p>		
<p>(Left panels) Section 1 title and intro  Button Phrase: “Give me Liberty”  Graphic 1007: the horse “America”</p>	<p><b>[Section]</b> <b>The Great Leap</b> British colonists in North America inherited a world ruled by kings, aristocrats, and wealthy gentlemen. In 1776, Americans decided to take a leap of faith and change that world. They would create a new government based solely on “the people.”  But who would really count as “the people,” and how would it all work? Should wealthy gentlemen still dominate the government? Could a new, representative form of government truly represent the interests and views of common men and women? How should those people participate to make their voices heard?  Ever since the Revolution, Americans have debated these vital questions.  [captions] <b>“The Horse America, Throwing His Master,” London, 1779</b></p>	<p>1.5C Mid</p>



	<p>In this cartoon, a horse named “America” throws off Great Britain’s King George III. The king waves a fearsome whip, made of swords, axes, and bayonets. <i>Courtesy of Library of Congress</i></p> <p><i>Bottom:</i> <b>Join or Die</b> Benjamin Franklin first published this cartoon in 1754 to urge the colonies to come together during the French and Indian War. He used it again in the 1760s and 1770s to urge resistance against the British Parliament. <i>Courtesy of Library of Congress</i></p>	
BOTTOM PANEL Graphic 1008: “Join or Die” engraving		1.5C Bot
Word for bottom panel	INDEPENDENCE	1.5C Bot
FRONT OF CURVED PANEL		
(Right Panels) Subsection 1C	<p><b>[Subsection]</b> <b>Revolution</b> In 1765 colonists said they were loyal to King George III and proud to be Britons. How did that change?</p> <p>What began as disagreement over particular British policies quickly became a deeper dispute over government. Neither king nor Parliament seemed to even listen to colonial grievances.</p> <p>In 1776 many Americans made a great leap to a new idea: maybe they could do without monarchy and aristocracy. If they could unite with one another, “the common people” of the colonies might</p>	1.7C Mid

	<p>form a more equal society and government. Maybe “the people” were enough.</p> <p>From boycotts, to a declaration of independence, to armed resistance, the people made their voices heard.</p> <p>[Caption]  <i>Bottom:</i>                      "The Battle of Lexington, April 19<sup>th</sup>, 1775. Plate I." (1775) Engraving by Amos Doolittle.  <i>Courtesy of The New York Public Library</i></p>	
Quote	<p>“We have it in our power to begin the world over again.”                      –Thomas Paine, <i>Common Sense</i>, 1776</p>	1.5C thru 1.7C Top centered
Graphic 1009: Premiere Assemblée du Congrès	<p><b>[Exhibit]</b>  <b>Organizing the Colonies</b>                      The colonists’ grievances led them to organize committees, county congresses, and conventions within each colony. The first Continental Congress brought colonial representatives together in 1774. Two years later, Congress would call on colonists to embrace a new and independent political identity.</p> <p>“Premiere Assemblée du Congrès” [First meeting of the Continental Congress], printed 1782  <i>Courtesy of Library of Congress</i></p>	1.7C Mid
Graphic 1011: “The Printer”  Graphic 1012:	<p><b>[Exhibit]</b>  <b>The Power of the Press</b>                      Widespread literacy made it possible to circulate ideas through pamphlets, newspapers, and other print products.</p>	1.7C Mid

<p>Daniel Dulany book</p> <p>Graphic 1013: <i>Common Sense</i></p>	<p>Printers in England and America enjoyed substantial freedom to publish information about government policies, sometimes including debates, critical essays, and cartoons that satirized political leaders.</p> <p>[Captions] “The Printer,” from <i>The Book of Trades, or Library of the Useful Arts</i>, London, 1805</p> <p><i>Considerations on the Propriety of Imposing Taxes</i>, by Daniel Dulany, 1765</p> <p><i>Common Sense</i>, by Thomas Paine, 1776 Praising the <i>common sense</i> of the <i>common people</i>, Paine argued that America needed neither monarch nor aristocrats to have good government.</p>	
<p>BOTTOM graphic</p> <p>Graphic 1032 Battle of Lexington</p>		1.7C Bot
<p>Word for Bottom panel</p>	CONFLICT	1.7C Bot
<p>(Center panel of Curved Wall)</p> <p>Subsection 1D</p>	<p><b>[Subsection]</b> <b>Declaring Independence</b></p> <p>In 1776 many colonists united around the ideals that “all men are created equal” and entitled to the “unalienable rights” of “life, liberty, and the pursuit of happiness.” They declared that all government arose from the people and depended on popular consent. These ideals would shape American politics and society in the centuries that followed.</p> <p>Yet it was an unequal world. Americans also inherited a belief in social hierarchy</p>	1.5C Mid

	<p>and institutions that perpetuated inequality. Through the generations, Americans inspired by the Declaration of Independence would contend with these conflicting ideas.</p> <p>[caption]  <i>Background:</i>  <b>The Declaration of Independence, 1776</b>                  Members of the Continental Congress voted for independence on July 2, 1776, then spent two days editing Thomas Jefferson’s draft of the text. They officially declared independence on July 4. In August they signed a carefully lettered parchment copy that today is housed in the National Archives in Washington, D.C.</p> <p><i>Courtesy of National Museum of American History</i></p>	
<p>Graphic 1014: “The Manner in which ...”</p>	<p><b>[caption]</b>  <b>Announcing Independence</b>                  A man on horseback rides through town reading the Declaration of Independence to cheering crowds.</p> <p>“The Manner in Which the American Colonies Declared Themselves Independent [sic],” London, printed about 1783  <i>Courtesy of Library of Congress</i></p>	<p>1.5C Mid</p>
<p>ON CENTRAL PANEL OF REVOLUTION SECTION</p> <p>Graphic(s) 1015a/b: Declaration of Independence, facsimile from William Stone plate, 1823.</p>		<p>1.6C Mid</p>

BACKGROUND, panels left and center Graphic 1015	[Declaration signatures very large]	1.5C Mid thru 1.7C Mid
BOTTOM panel graphic Graphic 1030	[caption] <i>Bottom:</i> "The Declaration of Independence, July 4, 1776" (1786-1820) by John Trumbull. <i>Courtesy of Yale University Art Gallery</i>	1.6C Bot
Words for bottom panel	RIGHTS	1.6C Bot
BACK OF CURVED PANEL Side 2		
LEFT PANEL		
Subsection 1E  Subsection text	<b>[Subsection]</b> <b>Creating the Constitution, 1787</b> After a long war and many disputes, many Americans saw the need for a stable, central government to "secure the blessings of liberty." A constitutional convention met in 1787 to establish a new frame of government.  Adopting the Constitution required Americans to make another leap of faith. Could the growing nation pull together? The states had not always cooperated with one another. Delegates to the Constitutional Convention agreed to shift power to the central government. At the same time, they provided that federal government officials be elected, either directly or indirectly, to represent the people.  [caption] <i>Bottom:</i>	1.7D Mid

	<p>[Caption]                  Design for the Verso of the Great Seal of the United States, 1774-1789, by Charles Thomson  <i>Courtesy of National Archives and Records Administration</i></p>	
<p>Graphic image                  Graphic 1025                  Constitution</p>	<p><b>[caption]</b>  <b>The Constitution of the United States</b>                  In September 1787 Americans had their first chance to see the new constitution proposed by a convention in Philadelphia. Over the summer, the convention had met in private, allowing no press coverage of their debates or decisions. The <i>Providence Gazette and Country Journal</i> was among the newspapers that first published the plan. What followed was a broad debate that Alexander Hamilton called a “great national discussion.” Should the states ratify, reject, or amend the document that became the U.S. Constitution?   <i>Courtesy of Gilder-Lehrman Institute of American History</i></p>	<p>1.7D Mid</p>
<p>Graphic image                  Graphic 1016: Chain of States</p>	<p><b>[caption]</b>  <b>The Chain of States</b>                  This design and the words “We Are One” appeared on Continental paper money in 1776.  <i>Courtesy of National Museum of American History</i></p>	<p>1.7D Mid</p>
<p>Graphic 1017: Federal Pillars</p>	<p><b>[caption]</b>  <b>The Federal Pillars</b>                  In 1788 <i>The Massachusetts Centinel</i> newspaper published a series of images showing each state that ratified the proposed constitution as a pillar that,</p>	<p>1.6D Mid</p>

	standing with the others, would create a new nation. This image depicts the first five states to ratify, joined by Massachusetts on February 7, 1788.  <i>Courtesy of Library of Congress</i>	
Quote [shortened]	“It seems to have been reserved to the people of this country . . . to decide . . . whether societies of men are really CAPABLE or not of ESTABLISHING GOOD GOVERNMENT . . .”  –Alexander Hamilton, <i>The Federalist No.1</i> , 1787	1.7D thru 1.5D Top
Interactive: “Join the Debate” computer installation – quotes from founders on topic of how far the people could be trusted to rule.  Note: Computer stand needs to be attached to the structure for stability of the structure	[Computer program begins: “Join the Debate The founders disagreed about how democratic and participatory the United States should be. How far should they trust the people? What’s your view?”]	1.7D Mid  Computer: Tangent, MEDIX-M24T 24in LCDPC-285-I7_T2 M24T Dimensions of monitor: 22.34" x 13.78" x 1.78" (567.6 x 350.1 x 45.2 mm)  [24" screen]
Bottom Graphic Graphic 1031 verso seal		1.7D Bot
Word for bottom panel	COMPROMISE	1.7D Bot
CENTER PANELS		
[Video: Who Are The People] [credit, below tv]	Video duration: 2 minutes, 55 seconds [no audio]	1.6D Mid

	<p>[Monitor drawings:  <a href="https://tinyurl.com/srg2ael">https://tinyurl.com/srg2ael</a>]</p>	<p>BlueFin 21.5" V Series Ad Player/LCD Monitor                  20-3002-1055</p> <p>Dimensions of monitor:                  525.02 x 316.48 x 42.60 mm</p>
Graphic 1026	<p><b>[caption]</b>  <b>Who Should Participate?</b>                  The Revolutionary generation opposed organized political parties, but the nation split into factions in the 1790s. The Democratic-Republicans encouraged broad political activism, even among men who owned no property. Federalists opposed the participation of people they saw as uninformed and unruly. This lampoon portrays a chaotic meeting, with Thomas Jefferson orating and the Devil enjoying the scene.</p> <p>“A Peep into the Antifederal Club” (detail), unknown artist, New York, 1793  <i>Courtesy of John Carter Brown Library at Brown University</i></p> <p><i>Bottom:</i>                  “Scene at the Signing of the Constitution of the United States,” (1940) by Howard Chandler Christy.  <i>Courtesy of the Architect of the Capitol</i></p>	1.6D Mid
Background Graphic of television “We the People” Behind or surrounding the video screen	<p>[credit]  <i>Background:</i> Constitution of the United States  <i>Courtesy of National Archives and Records Administration</i></p>	1.7D Mid thru 1.6D Mid
BOTTOM GRAPHIC		1.6D Bot



Graphic 1033		
Word for bottom panel	AGREEMENT	1.6D Bot
RIGHT PANEL  Text on panel to introduce flip book	<p><b>[Focus]</b>  <b>Great Debates</b>                  By the end of 1789, the Constitution had been ratified. But debates about the meaning of government by “the people” were just beginning.</p> <p>The first federal Congress proposed changes to the Constitution, ten of which became the first amendments — the Bill of Rights — in 1791. They protected institutions that Americans considered vital to liberty, including public assemblies, churches, newspapers, jury trials, and state militias.</p> <p>The new government also faced other divisive issues, including slavery; the rights of free working men; the rights of women; and relationships with Native nations and European powers.</p> <p>[caption]                  “Am I Not a Man and a Brother?”                  Illustrated broadside for the poem “Our Countrymen in Chains,” 1837. Original design created ca. 1780  <i>Courtesy of Library of Congress</i></p>	1.5D Mid
Graphic panel  Graphic 1018: “Congressional Pugilists”	<p><b>[caption]</b>  <b>Congress in Chaos</b>                  Congress soon broke into partisan factions, and disputes about policy became bitterly personal. In 1798 a fight broke out on the floor of Congress between Vermont</p>	1.5D Mid

	<p>Representative Matthew Lyon and Roger Griswold of Connecticut.</p> <p>Detail from “Congressional Pugilists,” Philadelphia, 1798 <i>Courtesy of Granger Historical Picture Archives</i></p>	
BACKGROUND IMAGE for middle		1.5D Mid
Enlarged detail, Graphic 1018b, “Congressional Pugilists” in black and white.		
BOTTOM Graphic		1.5D Bot
Graphic 1034 Am I Not a Man?		
Word for Bottom panel	DISAGREEMENT	1.5D Bot
FLIPBOOK: Great Debates	[Cover title: <b>Great Debates</b> – with montage of key words like Press, Freedom, Slavery, Voting Rights, Women’s Rights, Native Americans]	1.5D Mid Dimensions: 550mm x 238mm
Flip book item 1	<p><b>A Free Press?</b> Could the same free press that unsettled American loyalty to George III now undermine loyalty to the new government?</p> <p>Newspapers free from government control seemed essential for citizens to be well informed about public affairs. But many newspapers became frankly partisan, presenting only one side of every issue, denouncing anyone who disagreed.</p>	FB

	President John Adams’ administration tried to punish printers who criticized the federal government. The 1798 Alien and Sedition Acts created fierce controversy until they expired or were repealed in the early 1800s.	
Facing flip book item 1 Graphics 1019a-e: historic newspapers	<p><i>Opposite:</i></p> <p><i>True Republican</i>, October 14, 1807</p> <p><i>Washington Federalist</i>, November 19, 1802</p> <p><i>New Hampshire Patriot</i>, October 6, 1812</p> <p><i>New York Spectator</i>, February 24, 1810</p> <p><i>Sentinel of Freedom</i>, October 1, 1811</p>	FB
Quote	<p>“Nothing but a newspaper can put the same thought at the same time before a thousand readers.”</p> <p>–Alexis de Tocqueville, <i>Democracy in America</i>, 1848</p>	FB
Flip book item 2	<p><b>Slavery or Freedom?</b></p> <p>Enslaved African Americans claimed freedom in countless ways during the Revolution. They fought in the war, ran away to the British, petitioned and sued for freedom when they could. White Americans, too, came to question the morality of slavery. Gradual emancipation laws passed in many northern states, and some southern slaveholders voluntarily freed their slaves or allowed them to purchase their freedom. Yet southern states pushed to protect slavery and the slave trade in the U.S. Constitution. The new nation became divided into free states and slave states.</p>	FB

<p>Facing flip book item 2 Graphic 1020: Richard Allen</p>	<p><i>Opposite:</i> <b>Portrait of Richard Allen</b> Richard Allen, born a slave, bought his freedom during the Revolution and became a preacher. He founded the African Methodist Episcopal Church in Philadelphia, in 1794. Free African American communities grew and established independent churches, mutual aid societies, and schools in New York, Boston, Baltimore, and other towns. <i>Courtesy of National Portrait Gallery, Smithsonian Institution</i></p>	<p>FB</p>
<p>Quote</p>	<p>“This land, which we have watered with our tears and our blood, is now our mother country. . . .” –Richard Allen, 1829</p>	<p>FB</p>
<p>Flip book item 3</p>	<p><b>Women</b> How would American women participate in public life? Active in both the American and French Revolutions, many women saw themselves capable of a vital political role. They attended speeches and parades, and took sides in partisan disputes. In New Jersey, women with property could even vote.  The 1800s brought a backlash against women’s political role. Yet women persisted in seeking access to education as a route toward richer lives and fuller participation as citizens. They founded schools to teach girls many of the same disciplines taught to boys.</p>	<p>FB</p>
<p>Facing flip book item 3 Graphic 1027: “Image of the World”</p>	<p><i>Opposite:</i></p>	<p>FB</p>

	Ink drawing, “Image of the World,” by M.A.S. Fornead, Charlestown Girls’ School, 1831 <i>Courtesy of National Museum of American History</i>	
Quote	“Whether this will prove a blessing to the world and be the means of educating the young for important stations in life, time and eternity must unfold.” –Martha Whiting, head of the Charlestown Girls’ School, 1831	
Flip book item 4	<b>Revolutions beyond Our Borders</b> The American Revolution had a powerful impact on people and events outside the new United States. International events also challenged Americans to think further about the commitments of their own nation.	FB
Facing flip book item 4 Graphic 1021: “Moi Libre Aussi”	<i>Opposite:</i> <b>I, Too, Am Free</b> Haiti fought to end slavery and establish independence in 1791–1804. <i>Moi Libre Aussi</i> , by Louis-Simon Boizot and J. Louis Darcis, Paris, early 1790s, depicts a freed slave, presumably in Haiti, wearing a red cap that indicates his new status. <i>Courtesy of John Carter Brown Library at Brown University</i>	FB
Quote	“We are free by natural right. It could only be kings . . . who dare claim the right to reduce into servitude men made like them and whom nature has made free.” –Toussaint L’Ouverture, leader of the Haitian Revolution	
Flip book item 5	<b>Native American Nations</b>	FB

	America’s new government viewed Indian nations as potential allies and buffers against Spanish, French, and British powers, but it also presumed the right to displace Native peoples when it pleased. Native groups that continued to live within the U.S. struggled to secure political rights of their own.	
Facing flip book item 5 Graphic 1022: William Apess pamphlet	<i>Opposite:</i> <b>Indian Nullification</b> In this pamphlet William Apess, a Pequot and a Methodist preacher, championed the cause of the Mashpee Indians of Massachusetts, who were unrepresented in the state legislature and sought self-government. <i>Courtesy of National Museum of American History</i>	FB
Quote	“Resolved, that we, as a tribe, will rule ourselves, and have the right to do so; for all men are born free and equal, says the Constitution of the country.” –William Apess, co-leader of the Mashpee Revolt, 1833	
SECTION 2		
S-CURVE UNIT – SIDE 1		
Sect 2 title and intro  Button on section title panel Phrase: “Fighting for Ballots”	<b>[Section]</b> <b>A Vote, a Voice</b> When the United States of America was established, voters made up just a fraction of the new country’s population. The nation’s founders never foresaw the numbers of Americans — of all classes, sexes, and races — that now cast ballots each Election Day. They envisioned a world in which propertied men rose above self-	2.1A Mid

<p>Graphic 2001: Alice Turnbull Hopkins pickets the White House</p>	<p>interest and voted on behalf of the rest of “the people.” Many of “the people,” however, showed a stubborn desire to vote directly to choose their leaders and laws. The result has been reluctant adjustments, contentious struggles, and ongoing negotiations as groups tried to persuade lawmakers, the courts, and their fellow citizens to let them share the power of the polls.</p> <p><b>[caption]</b>  <b>Woman Suffragist</b>                  Alison Turnbull Hopkins pickets the White House, 1917.  <i>Courtesy of the National Woman’s Party at the Belmont-Paul Women’s Equality National Monument</i></p>	
<p>Quote</p>	<p>“This right to vote is the basic right without which all others are meaningless.”                  – President Lyndon Baines Johnson, August 6, 1965</p>	<p>2.1A thru 2.3A Top</p>
<p>END CAP</p>		
<p>Subsection 2A</p>	<p><b>[Subsection]</b>  <b>Gaining the Vote</b>                  Voting rights expanded, contracted, and expanded again as Americans dealt with shifting issues of politics, race, class, and wealth. Each addition to the electorate brought a change to the balance of power and led to collisions between practical politics and America’s democratic ideal of government “by the people.” Some established voters believed that extending the vote to more Americans would strengthen the nation. Others questioned the inclusion of people who might not share their concerns, or who could threaten their control of the country’s political, social, and economic structures.</p>	<p>2.4 Mid</p>

	<p>Constitutional amendments and federal laws have sought to protect voting rights from discrimination based on race, ethnicity, or sex, and to make voting easier.</p>	
<p>Timeline: Voting rights laws</p> <p>Graphic 2002 (by 1867): <i>Harper's Weekly</i> cover <i>Courtesy of Library of Congress</i></p> <p>Graphic 2003 (by 1920): "A Woman Living here has registered to vote..." Suffrage sign NMAH – AHB2016q013077, 1919</p> <p>Graphic 2004 (by 1990): "Support Disability Rights" button, Courtesy of NMAH</p>	<p><b>[same as current design]</b> <b>Voting Rights Amendments and Laws</b></p> <p>1870: 15<sup>th</sup> Amendment: The right to vote cannot be denied because of race, color, or previous condition of servitude.</p> <p>1920: 19<sup>th</sup> Amendment: The right to vote cannot be denied because of sex.</p> <p>1942: The Soldier Voting Act guarantees the right of soldiers to vote in presidential and congressional elections during wartime.</p> <p>1961: 23<sup>rd</sup> Amendment: Residents of the District of Columbia have the right to vote in presidential elections.</p> <p>1964: 24<sup>th</sup> Amendment prohibits conditioning the right to vote in federal elections on payment of a poll tax.</p> <p>1965: The Voting Rights Act prohibits racial discrimination in voting, reinforcing the 15<sup>th</sup> Amendment. The Act would be amended in 1970, 1975, 1982, and 2006.</p> <p>1971: 26<sup>th</sup> Amendment lowers the voting age from 21 to 18.</p> <p>1975: The Voting Rights Act is amended to include protections for four "language minorities" — American Indians, Asian Americans, Alaskan Natives, and Spanish-heritage citizens.</p>	<p>2.4 Mid</p>



	<p>1990: The Americans with Disabilities Act requires reasonable modifications to make polling places accessible to persons with disabilities.</p> <p>1993: The National Voter Registration Act allows voters to register by mail, while renewing or applying for a driver’s license, or at other public agencies.</p> <p><i>Above:</i>  <i>“The First Vote,” by A.R. Waud, Harper’s Weekly, November 1867.</i>  <i>Courtesy of Library of Congress</i></p> <p><i>A Woman Living Here Has Registered to Vote</i> suffrage window sign, 1919.  <i>Courtesy of National Museum of American History</i></p> <p>Disability rights are civil rights button  <i>Courtesy of National Museum of American History</i></p>	
<p>BOTTOM PANEL</p> <p>Graphic 2026  “Vote”</p>	<p>[caption]  <i>Bottom:</i>  <b>Marching for Votes, 1965</b>  A young participant in the Selma Voting rights march.    <i>Courtesy of Bettmann / CORBIS</i></p>	<p>2.4 Bot</p>
<p>Focus</p>	<p><b>[Focus]</b>  <b>Sometimes It Takes an Amendment</b>  By the time the U.S. Constitution was written in 1787, states had established their own qualifications for voting. Rather than force a compromise, the framers of the Constitution left the states to determine who among their residents was eligible to vote. This created a country of citizens with unequal representation. Four constitutional amendments have</p>	<p>2.1A Mid</p>

	addressed this imbalance: two of them bar discrimination because of race or sex, and two give voting rights to specific groups of Americans.	
Background, Graphic 2006 detail	[Credit on panel]	2.1A Mid
Lithograph celebrating 15 <sup>th</sup> amendment. Credit on panel.		
Graphic 2006: 15 <sup>th</sup> Amendment lithograph	<b>[Exhibit text]</b> <b>15<sup>th</sup> Amendment, 1870</b> Five years after slavery ended, the 15 <sup>th</sup> Amendment gave African American men the right to vote. However, southern states soon began to use intimidation, violence, and other means to keep African Americans from the polls.  [caption] <i>Above and background:</i> Lithograph celebrating the passage of the 15 <sup>th</sup> Amendment, 1870 <i>Courtesy of National Museum of American History</i>	2.1A Mid
<b>CASE: FLAT REMOVABLE</b> [Graphic 2010 below]	<b>[Exhibit Text]</b> <b>19<sup>th</sup> Amendment, 1920</b> The woman suffrage amendment was first introduced in 1878 and languished for decades in Congress. Ratification meant that women could not be excluded from the polls because of their sex, but it did not guarantee women a ballot. Depending on the state, African American, Latina, Native American, and Asian American women faced the same voting discrimination as their male counterparts.	2.1A Mid  Dimensions of acrylic cover: 20" w x 7.5" h
Text and Object(s): suffrage postcard(s) 3-4 post cards mounted to text panel behind acrylic		

	<p>[Caption] Postcards for the right of women to vote, 1910s</p> <p>[caption] <b>Raising Banners for Ballots</b> In January 1917 suffragists began picketing the White House to demand the vote, the first protesters to do so. After America entered World War I later that year, their banners called out the hypocrisy of President Woodrow Wilson’s pro-democracy rhetoric when American women could not vote.</p> <p><i>Bottom:</i> “College Day on the Picket Line,” February 1917 <i>Courtesy of Library of Congress</i></p>	
<p><b>CASE: FLAT REMOVABLE NO ACRYLIC</b></p> <p>Object: D.C. license plate</p> <p>[Screw onto panel]</p>	<p>[case] <b>23<sup>rd</sup> Amendment, 1961</b> The Constitution did not grant the District of Columbia representation in Congress or the Electoral College, because it is not a state. In 1961 the 23<sup>rd</sup> Amendment gave D.C. residents a vote in presidential elections, but the District still does not have a representative in Congress with voting privileges.</p> <p>[caption] Washington, D.C. license plate</p>	<p>2.1A Mid</p> <p>Dimensions of plate: 12”w x 6” h</p>
<p><b>CASE: FLAT REMOVABLE</b></p> <p>Object: <i>Newsweek</i> magazine, Oct. 25, 1971</p>	<p>[Exhibit text] <b>26<sup>th</sup> Amendment, 1971</b> During the war in Vietnam, “Old enough to fight, old enough to vote” was the rallying cry for lowering the voting age from 21 to 18. The 26<sup>th</sup> Amendment establishing 18 as the legal voting age was ratified in 1971.</p>	<p>2.1A Mid</p> <p>Dimensions of magazine: 8.5” x 11”</p> <p>Case estimate: 10.5” x 13”</p>

	[caption] <i>Newsweek</i> magazine, Oct. 25, 1971	
BOTTOM PANEL Graphic 2010: horizontal photo, suffragists picketing White House (“Mr. President, How Long Must Women Wait for Liberty,” “Mr. President, What Will You Do for Woman Suffrage”)	[Credit on panel above]	2.1A Bot
Subsection 2B  Graphic 2036 Native Americans registering	<b>[Subsection]</b> <b>Demanding the Vote</b> By the 1850s, white men who didn’t own property became the first addition to the electorate; that meant the American voter was (with very few exceptions) male, white, and at least 21. In the 1800s and 1900s, more Americans of different races, sexes, ancestries, religions, educations, and levels of prosperity demanded the ballot. They worked to convince their fellow citizens — sometimes in the face of violent opposition — that justice and true democracy required the votes of all Americans.  [caption] <b>American Democracy?</b> World Wars I and II focused American attention on the gap between the nation’s assertions of democracy and the discrimination faced by women, African Americans, Native Americans, and other minorities. Voting rights became civil rights.  <i>Bottom right:</i>	2.2A Mid

	<p>Native Americans register to vote in New Mexico, 1948 <i>Courtesy Bettman/Getty Images</i></p>	
<p>(Background) Graphic 2008: Matt Herron photo of Selma March</p>	<p>[caption] <i>Background:</i> Voting rights activists march from Selma to Montgomery, Alabama, 1965. Photograph by Matt Herron. <i>Courtesy of Matt Herron</i></p>	2.2A thru 2.3A Mid
<p>Graphic 2009: SNCC bumper sticker “One Man, One Vote”</p>	<p><b>[Exhibit text]</b> <b>One Man, One Vote</b> Almost 100 years after the 15<sup>th</sup> Amendment gave them the right to vote, African Americans were still blocked from the polls in many states. In the South especially, poll taxes, literacy tests, complicated voter registration rules, intimidation, and violence made it impossible for blacks to vote. Voting rights demonstrations were viewed as a threat to the entrenched white power structure.</p> <p>In the early 1960s, the Student Nonviolent Coordinating Committee (SNCC) began conducting voter education and registration drives in Mississippi using the slogan, “One Man, One Vote.”</p> <p>[caption] Student Nonviolent Coordinating Committee bumper sticker <i>Courtesy of the National Museum of American History</i></p>	2.2A Mid
<p>BOTTOM PANEL Graphic 2036: Native American community</p>		2.2A Bot

members lining up to register to vote. Getty		
<p><b>CASE: FLAT PERMANENTLY MOUNTED</b></p> <p>Object: <i>Life</i> magazine, March 19, 1965</p> <p>And other civil rights buttons, stickers</p>	<p><b>[Case text]</b>  <b>Bloody Sunday</b>                  In 1965, after a demonstration in Alabama was met with violent attacks, African American residents planned a march from Selma to the state capitol in Montgomery. Millions of Americans were horrified by images of peaceful marchers being beaten by police while white onlookers cheered. From across the nation volunteers came to join the march. Others sent letters and telegrams to Washington demanding reform.</p> <p><b>[IDs]</b>                  Buttons and a bumper sticker from the civil rights movement.</p> <p><i>Life</i> magazine, March 19, 1965</p> <p><b>[caption]</b>  <i>Bottom: Voting Rights Act</i>                  Four months after the public outcry over the brutality in Selma, President Lyndon Johnson signed the Voting Rights Act on August 6, 1965.</p> <p><i>Courtesy of LBJ Library, photo by Robert Knudsen</i></p>	<p>2.2A Mid</p> <p>Dimensions of Case of items:                  12.5" w x                  22" h</p>
Bottom Panel	<b>[Credit on panel]</b>	2.3A Bot
Graphic 2011: LBJ signs Voting Rights Act		
Graphic 2012: C.S.O. in Los Angeles	<p><b>[Exhibit Text]</b>  <b>Voter Registration</b>                  Latinos, Asian Americans, and Native Americans also faced barriers to voting,</p>	2.3A Mid

<p>Graphic 2013: Chinese voter registration in San Francisco</p>	<p>with the added complication that literacy tests, ballots, and registration instructions could be an obstacle for citizens who were not fluent in English. Community activists organized to fight for civil and social rights.</p> <p>[caption]  <b>Latino Registration</b>                  Founded in 1947, the Community Service Organization (CSO) led voter registration drives for Latino citizens throughout California.  <i>Courtesy of Walter P. Reuther Library, Archives of Labor and Urban Affairs, Wayne State University, Cesar Chavez Foundation</i></p> <p><b>[Caption]</b>  <b>Overcoming the Language Barrier</b>                  In the 1970s members of Chinese for Affirmative Action ran registration campaigns and demanded bilingual ballots for San Francisco voters.  <i>Courtesy of Russ Lowe, San Francisco Journal</i></p>	
<p><b>Flipbook of Political Cartoons</b></p> <p><b>Flipbook deck warning statement:</b>                  This display contains cartoons that show depictions and document sentiments of an historic period that are now culturally insensitive and outdated.</p>	<p><b>Sketches and Skirmishes: Cartoonists on Voting Rights</b></p>	<p>2.3A Mid</p> <p>Dimensions: 550mm x 238mm</p>
<p>Flip book item 1</p>	<p><b>Hyphenated Americans</b>                  Americans are proud to be part of a nation of immigrants, but some were reluctant to share the ballot box with more recent</p>	<p>FB</p>

	arrivals. Worried that newcomers might compete with them for political power, they questioned the loyalty, politics, religions, and self-interest of each new group. These concerns lingered long after immigrants became citizens.	
Facing flipbook item 1 Graphic 2014 for Page “Hyphenated Americans	<i>Opposite:</i> “The Hyphenated American,” <i>Puck</i> , August 9, 1899 <i>Courtesy of the Ohio State University Billy Ireland Cartoon Library &amp; Museum</i>	
Flip book item 2	<b>Move On</b> Thomas Nast’s cartoon pointed out the hypocrisy of enfranchising immigrants, but not the country’s original inhabitants. In the 1800s and early 1900s, most Native Americans were classified as members of sovereign nations or dependents under guardianship of the U.S. government. Neither group were citizens, and neither group could vote. Even those who were U.S. citizens could not vote in all states. The Indian Citizenship Act of 1924 made all Native Americans citizens, but many states still found ways to keep them from voting.	FB
Facing flipbook item 2 Graphic 2015: “Move On” cartoon	<i>Opposite:</i> “Move On,” <i>Harper’s Weekly</i> , April 22, 1871 <i>Courtesy of National Museum of American History</i>	
Flip book item 3	<b>Out in the Cold</b> Although women were eventually enfranchised in 1920, Asian immigrants	FB



	were still barred from citizenship, and the vote, until 1943. Their American-born children had been accepted as citizens and eligible voters since 1898.	
Facing flipbook item 3 Graphic 2028 Reproduce <i>Judge</i> cover cartoon, “Out in the Cold”	<i>Opposite:</i> “Out in the Cold,” <i>Judge</i> , March 22, 1884. <i>Courtesy of National Museum of American History</i>	
Flip book item 4	<b>Voteless Flags</b>  Since 1961, DC residents have been able to vote in presidential elections and have a non-voting delegate in the House of Representatives. Today, over four million citizens in the five permanently inhabited territories (Puerto Rico, Guam, American Samoa, U.S. Virgin Islands, and Northern Mariana Islands) are constitutionally unable to vote in federal elections despite serving in our military and paying some federal taxes. Americans debate about whether another Constitutional amendment is needed to extend voting rights.	FB
Facing flipbook item 4 Graphic 2030 DC Vote – Berryman cartoon	<i>Opposite:</i> “The Voteless Flag,” by Clifford K. Berryman, June 14, 1932 <i>Courtesy of National Archives and Records Administration</i>	
Flip book item 5	<b>Locking Away the Vote</b>	FB

	<p>Only two states, Maine and Vermont allow felons to vote while incarcerated. Most states now restore voting rights immediately upon release or after a specified amount of time. In two states, Kentucky and Iowa, a person convicted of a felony can lose voting rights permanently unless given an individual pardon from the government. Such disenfranchisement has a greater impact on minority groups, who are disproportionately represented in the nation’s prisons. Long wait periods and confusing registration processes also deter former felons from going back to the polls.</p>	
<p>Facing flipbook item 5 Graphic 2027 Incarcerated Vote by Luke Eastman</p>	<p><i>Opposite: Courtesy of Luke Eastman</i></p>	
<p>WORDS, BOTTOM PANELS 2.1A through 2.3A BOT</p>	<p>Empower Equality Courage</p>	<p>2.1A Bot through 2.3A Bot</p>
<p>S-CURVE UNIT – SIDE 2</p>		
<p>Subsection 2C  Left panels</p>	<p><b>[Subsection] Keeping the Vote</b> As new and diverse groups of Americans won the right to vote, local and national concerns shifted from whether they <i>could</i> vote to whether they <i>would</i> vote. Some advocates and officials encouraged voters to come out to the polls and looked for ways to make voting easier. Others changed voter registration requirements and Election Day rules in attempts to minimize the political power of newly enfranchised groups.</p>	<p>2.3B Mid</p>

	<p>As debates continue about voter qualifications, ballot language, and physical access to the polls, the most vital questions are: How do we hold on to our vote? How do we get people to go out and vote?</p> <p>[caption]  <i>Bottom:</i>                  Nearly 500 students registered to vote as a part of National Voter Registration Day on September 25th, 2018. The event is part of an ongoing competition between USC and UCLA to register the most voters.  <i>Courtesy of Ling Luo/Daily Trojan</i></p>	
(Background) Graphic 2018: anniversary March on Washington to protest voting rights, 2013 (“Protect Voting Rights”)	<p>[Caption]  <i>Background:</i>  <b>Protect Voting Rights</b>                  In 2013 participants commemorating the 50<sup>th</sup> anniversary of the 1963 March on Washington carried posters that voiced concern over the possible erosion of gains made by the civil rights movement after a Supreme Court decision rolled back part of the Voting Rights Act.  <i>Courtesy Paul J. Richards / AFP / Getty Images</i></p>	2.3B Mid
<b>Quote</b>	<p>“The vote is precious. It is the most powerful non-violent tool we have in a democratic society, and we must use it.”</p> <p>- John Lewis, October 3, 2016</p>	2.3B thru 2.1B Top
<b>CASE: FLAT REMOVABLE</b> Bumper stickers, toys, coloring book; “Register to vote” buttons; posters reproduced or bought	<p><b>[Case]</b>  <b>Getting Out the Vote</b>                  Each election year a wealth of buttons and stickers are worn by Americans celebrating their vote and urging others to go to the polls. Advocates for a wide variety of constituencies and causes work to build a sense of community among like-minded</p>	2.3B Mid  Dimensions: 18”w x 18”h

	<p>voters and encourage them to turn out on Election Day. High voter participation can make a group a force to be reckoned with and can pressure politicians to pay attention to their concerns.</p> <p>Many interest groups use items like these to motivate people to vote.</p>	
Graphic 2017: Voter Bill of Rights	<p><b>[Caption]</b>  <b>Voter Bill of Rights</b>                  The Help America Vote Act of 2002 requires states to display a Voter Bill of Rights in all polling places. California posted copies in English, Spanish, Chinese, Hindi, Japanese, Khmer, Korean, Tagalog, Thai, and Vietnamese.  <i>Courtesy of National Museum of American History</i></p>	2.3B Mid
Bottom panel  Graphic 2043 USC registration drive		2.3B Bot
<b>CENTER PANELS</b>		
<p>VIDEO                  “Why do you vote?”</p> <p>Monitor mounted to panel in the middle of the Get out to Vote poster collage</p>	<p><b>[Caption]</b>  <b>My First Vote</b></p> <p>[credit-size below TV]                  Video duration: 4 minutes, 16 seconds</p> <p>[Drawings:  <a href="https://tinyurl.com/srg2ael">https://tinyurl.com/srg2ael</a>]</p>	2.2B Mid BlueFin 21.5” V Series Ad Player/LCD Monitor 20-3002-1055 Dimensions of monitor: 525.02 x 316.48 x 42.60 mm
(Middle and Bottom Panels)	<p>[Caption]  <i>Clockwise:</i></p>	2.2B Mid and Bot

<p>Graphic 2035 Bumper sticker Graphic 2024h NAACP Register Now!</p>	<p><i>Su voto es su voz / Your vote is your voice,</i> about 1980</p>	
<p>Graphic 2024d Vote or Die, Pharrell Williams</p>	<p>NAACP headquarters sign, Warrenton, North Carolina, <i>Register Now!, about 1965</i></p> <p><i>Vote or Die, 2004</i></p>	
<p>Graphic 2024e With rights...</p>	<p><i>With Rights Comes Responsibility,</i> <i>Americans with Disabilities Vote,</i> about 1990</p>	
<p>Graphic 2024a Register Today so you can vote for a better tomorrow, ca. 1948.</p>	<p><i>Register Today So You Can Vote for a Better</i> <i>Tomorrow,</i> about 1948</p> <p><i>Register and Vote, 1972</i></p>	
<p>Graphic 2024c Register and vote</p>	<p><i>Registrese y vote, 1972</i></p>	
<p>Graphic 2024f Registrese y vote</p>	<p><i>Listen Up!, 1996</i></p>	
<p>Graphic 2024b Listen up!</p>	<p><i>Hands That Picked Cotton . . . Now Can Pick</i> <i>Our Public Officials, Register and Vote!,</i> 1970</p>	
<p>Graphic 2024g Hands that picked cotton</p>	<p><i>Bottom left to right:</i></p> <p><i>Register and Vote Democratic, 1972</i></p>	
<p>Graphic 2037 “Register Vote Democratic” stacked</p>	<p><i>How Do You Get an Elephant into a Voting</i> <i>Booth? Register Him!,</i> about 1964</p>	
<p>Graphic 2040 Elephant in voting booth</p>	<p><i>Rise Up Women, 1972</i></p> <p><i>Have You Registered to Vote, Don’t Lose</i> <i>Out on One of Your Basic Freedoms, 1972</i></p>	
<p>Graphic 2038 Women’s Vote Poster</p>	<p><i>Vote Nov. 4, Set the Right Example for Her</i> <i>Generation,</i> about 1970</p>	
<p>Graphic 2042 Set the Example</p>	<p>[credit]</p>	

	<i>All images courtesy of National Museum of American History</i>	
RIGHT PANELS		
<p>Focus</p> <p>Graphic 2016: line for voting [Goes with “Keeping the Vote” text]</p>	<p><b>[Focus]</b>  <b>The Push and Pull of Voting Regulations</b>                  Since 2000, many states have proposed or adopted new voter requirements. Some aim to make voter registration easier, extend voting times, and ensure absentee voting. Others create more stringent requirements for voter identification and residency and cut back on early voting. Supporters claim that stricter regulations help eliminate voter fraud. Opponents counter that there is little evidence of widespread voter fraud and that these laws disenfranchise poor and minority voters.</p> <p>[caption]  <i>Bottom:</i>  <b>Lining Up to Vote, 2012</b>                  Lines for the last day of early voting in Olathe, Kansas, 2012.  <i>From The Kansas City Star. © 2012 McClatchy. All rights reserved. Used under license</i></p>	2.1B Mid
<p>Background image</p> <p>Graphic 2019: Pay your poll tax document</p>	<p>[captions]  <i>Background:</i>                  Poll tax notice from Amarillo, Texas, 1960s  <i>Courtesy of National Museum of American History</i></p>	2.1B Mid
<p>Graphic 2023: rally in Tallahassee</p>	<p><b>[Exhibit text]</b>  <b>Restoring Rights</b>                  In 1868, the 14<sup>th</sup> Amendment prohibited states from disenfranchising male citizens over the age of 21 for any reason, other than participation in “rebellion or other crime.” Many states began expanding the list of applicable crimes and</p>	2.1B Mid

	<p>disenfranchising convicted men, often permanently, as a way to reduce the voting population of African Americans, minorities, and immigrants. Today millions of otherwise eligible voters cannot cast ballots because of felony convictions.</p> <p>[Caption]  <b>Votes for Felons</b>                  Supporters rally at the Florida State Capitol in Tallahassee to urge changes in state laws that would restore voting rights to convicted felons, 2014.  <i>Courtesy of Tom Urban / News Service of Florida</i></p>	
<p><b>Flipbook</b>  <b>FLIPBOOK TITLE PAGE</b></p>	<p><b>Restricting and Assisting Voting Rights</b></p>	<p>2.1B Mid   <b>(TWWW flipbook)</b>                  Dimensions: 550mm x 238mm</p>
<p>Flip book item 1</p>	<p><b>Restricting Voters: Poll Taxes</b>                  Begun in the 1890s as a way to keep African Americans from voting in southern states, poll taxes were essentially a voting fee. Eligible voters had to pay a poll tax before they could cast a ballot. A “grandfather clause” excused some poor whites from payment if they had an ancestor who voted before the Civil War, but there were no exemptions for African Americans.</p> <p>In 1964, the 24<sup>th</sup> Amendment abolished poll taxes for federal elections. Five states enforced payment of poll taxes for state elections until 1966, when the U.S. Supreme Court declared them unconstitutional.</p>	<p>FB</p>

<p>Facing flipbook item 1 Graphic 2019: poll tax notice</p>	<p><i>Opposite:</i> Poll tax notice from Amarillo, Texas, 1960s <i>Courtesy of National Museum of American History</i></p>	
<p>Flip book item 2</p>	<p><b>Assisting Voters: Voter Accessibility</b> Activists have brought public attention to the needs of voters with physical, cognitive, and emotional disabilities. Their efforts have resulted in legislation to make polling places and ballots accessible to all Americans.</p>	<p>FB</p>
<p>Facing flipbook item 2 Graphic 2020: Sign from NH primaries</p>	<p>[caption] <i>Opposite:</i> Sign from the New Hampshire primaries, 2008 <i>Courtesy of National Museum of American History</i></p>	
<p>Flip book item 3</p>	<p><b>Restricting Voters: Literacy Tests</b> Proponents of tests to prove an applicant’s ability to read and understand English claimed that the exams ensured an educated electorate. In practice they were used to disqualify immigrants and the poor. In the South they were used to prevent African Americans from registering to vote. The Voting Rights Act ended the use of literacy tests in the South in 1965 and the rest of the country in 1970.  In Mississippi, applicants had to interpret a section of the state constitution and write an essay on the responsibilities of citizenship. Registration officials selected the questions and interpreted the answers,</p>	<p>FB</p>



	effectively choosing which applicants to pass and which to fail.	
Graphics 2021a-d: Miss. Voter registration form	[caption] <i>Opposite:</i> Mississippi voter registration form, 1955–1965 <i>Courtesy of National Museum of American History</i>	
Flip book item 4	<b>Assisting Voters: Soldiers’ Rights</b> The Civil War was the first conflict in which arrangements were made for deployed soldiers to vote. During World War II, federal ballots were provided for service members who had not received their own state’s absentee ballots.	FB
Facing flipbook item 4  Graphic 2022: poll book, 1864  No credit. SITES owned.	[caption] <i>Opposite:</i> Poll book, Company B of the 202 <sup>nd</sup> Regiment of Pennsylvania Volunteers, 1864	
BOTTOM Panel Graphic 2016: line for voting [Goes with “Keeping the Vote” text]	[Credit above]	2.1B Bot
WORDS ON BOTTOM PANELS, 2.3B Bot and 2.1B Bot	Action Participate	2.3B Bot and 2.1B Bot

<p>END CAP Background, Solid color for End Cap</p>		<p>2.5 (All)</p>
<p>END CAP  Why do you vote? Interactive with coins.</p>	<p><b>[Exhibit Text]</b> <b>Vote!</b> Participate in democracy by voting with a coin. Choose the answer that best fits why you vote!</p> <p><b>Why do you vote?</b> 1) It is a civic responsibility. 2) I believe I will affect how the government is run. 3) I only vote if I like the candidates. 4) I wish I could vote, but I'm under 18. 5) I don't vote. My vote won't make a difference.</p>	<p>2.5 Mid  Dimensions, estimated: 12" w x 12" h</p>

SECTION 3		
THREE-SIDED UNIT		
Title and intro text on END CAP		
<p>Sect 3 title and intro</p> <p>Button Phrase: “Cast Your Vote!”</p> <p>Graphic 3060: Photo of TV debate with Clinton, Bush, and Perot at University of Richmond</p>	<p><b>[Section]</b> <b>The Machinery of Democracy</b> Informal institutions and activities not actually spelled out in the Constitution help make America’s participatory political system possible. State and national parties, nomination and ratification conventions, and intense and elaborate campaigns are examples of the informal processes Americans have adopted that give life and form to the ideas in the Constitution. In the end, it all comes down to getting people to go out and vote.</p> <p><b>[caption]</b> Televised debate with presidential candidates Bill Clinton, George H.W. Bush, and Ross Perot, Richmond, Virginia, 1992. <i>Courtesy of George H. W. Bush Presidential Library and Museum</i></p> <p><i>Bottom:</i> Advertisement for the Automatic Voting Machine <i>Courtesy of National Museum of American History</i></p>	3.5 Mid
BOTTOM panel		
<p>Graphic 3041 Automatic voting machine advertisement</p>		3.5 Bot
Background image graphic Graphic 3064	<p><b>[caption]</b> <i>Background:</i> Instructional voting machine, 1944</p>	3.5 Mid

	<i>Courtesy of National Museum of American History</i>	
3-SIDED UNIT – SIDE 1		
Subsection 3A  Label for graphic on all three bottom panels  Graphic 3008: History of political parties	<p><b>[Subsection]</b>  <b>Popular Images and Party Symbols</b>            American political parties began to form in the 1780s. Visual images became a handy shorthand for expressing points of view and identifying parties. They can also mask the complex details of policy positions.</p> <p><b>[caption]</b>  <i>Bottom:</i>  <b>Rise and Fall of American Political Parties, 1780–1880</b>            Moving from left to right, a timeline of parties, policies, persons, and events flows like a river through a chart marked in four-year intervals.</p> <p><i>From <i>Conspectus of the History of Political Parties and the Federal Government</i>, by Walter R. Houghton, 1880</i>  <i>Courtesy of National Museum of American History</i></p>	3.2A Mid
QUOTE	<p>“When they lay down the weapons of argument and attack us with musical notes, what can we do?”            –supporter of candidate Martin Van Buren, 1849</p>	3.2A thru 3.3A Top
Graphic 3008: History of political parties	[credit on panel]	3.2A thru 3.3A Bot
Graphic 3003: Gerry-Mander tinted	<p><b>[Exhibit]</b>  <b>The Gerry-Mander</b>            This “Gerry-Mander” cartoon first appeared in the <i>Boston Gazette</i>, March 26, 1812, and was quickly reprinted in Federalist newspapers in</p>	3.2A Mid

	<p>Salem and Boston. The cartoon expressed opposition to state election districts newly redrawn by Massachusetts’ Democratic-Republican Party, led by Governor Elbridge Gerry. Fearing that his party would lose power in the 1812 election, Gerry consolidated Federalist voting strength in a salamander-shaped voting district. The practice — though not invented by Gerry — became known as a “gerrymandering.” The tactic remains an issue in politics today.</p> <p><b>[caption]</b>  <i>Left and background:</i>                  “Essex South District Formed into a Monster!”                  Salem Gazette, April 2, 1813  <i>Courtesy of National Museum of American History</i></p>	
<p>Background Graphic</p> <p>Graphic 3003 Gerry-Mander</p>		<p>3.2A Mid</p>
<p>Group graphic label (for next two images)</p>	<p><b>[Exhibit]</b>  <b>Party Symbols: Elephant and Donkey</b>                  In the 1870s, German-born cartoonist Thomas Nast was the first to use an elephant as a symbol for the Republican Party and a donkey to represent the Democratic Party. These animals have symbolized the two parties ever since.</p> <p><b>[caption]</b>  <i>Untitled</i>                  Kevin KAL Kallaugher, <i>The Economist</i>,                  Kaltoons.com</p>	<p>3.2A Mid</p>

Graphic 3004: “Stranger Things Have Happened”	[caption] “Stranger Things Have Happened,” with Democratic donkey and Republican elephant. Cartoon by Thomas Nast, <i>Harper’s Weekly</i> , December 27, 1879  <i>Courtesy of National Museum of American History</i>	3.2A Mid
Graphic 3005: “Third-Term Panic”	[caption] “Third-Term Panic,” in which a Republican elephant crashes through the planks of his own platform. Cartoon by Thomas Nast, <i>Harper’s Weekly</i> , November 7, 1874  <i>Courtesy of National Museum of American History</i>	3.2A Mid
CENTER PANEL		
Graphic 3055 Donkey graphic “Bound for the Democratic Convention” NMAH, -AHB 2014q013077	[credit] <i>Courtesy of National Museum of American History</i>	3.1A Mid
Graphic 3056 Elephant graphic Everybody’s Coming to the Jumbo Jamboree NMAH – AHB2014q 013093	[credit] <i>Courtesy of National Museum of American History</i>	3.1A Mid
<b>CASE: 3D REMOVABLE</b>  small case with 3-d elephant and donkey objects	[case] <b>Party Animals</b> The elephant and donkey have been used on political memorabilia, games, and artwork for over a century.	3.1A Mid  Dimensions: 17”w x 17”h x 3” d
Group graphic label	<b>[Exhibit]</b>	3.3A Mid

<p>with following 4 images</p> <p>Graphic 3007: “The Hard Cider Quick Step”</p>	<p><b>Party Symbols: Frontier Democracy</b></p> <p>The first time a campaign used a predetermined set of symbols was during the presidential race of 1840, when members of the Whig Party deployed images of log cabins, axes, and hard cider to promote the candidacy of William Henry Harrison. The images, marking Harrison as a man of the frontier, were designed to appeal to the newly enfranchised white male voters of the western territories. Harrison was in fact born on a Virginia plantation. He won the election, but died a month after his inauguration.</p> <p>[caption] Sheet music, “The Hard Cider Quick-Step,” 1840 <i>Courtesy of National Museum of American History</i></p>	
<p>Graphic 3006: Log Cabin Gazette masthead</p>	<p>[caption] Detail from the Whig Party newspaper <i>The Log Cabin Gazette</i>, July 18, 1840. <i>Courtesy of National Museum of American History</i></p>	<p>3.3A Mid</p>
<p>Background Image</p> <p>Graphic 3083</p>	<p>[Caption] <i>Background:</i> “Lincoln the Rail Splitter,” after J.L.G. Ferris, ca.1909 <i>Courtesy of Library of Congress</i></p>	<p>3.3A Mid</p>
<p>Graphic 3067 Lincoln parade axe, 1860</p>	<p>[caption] Lincoln Parade Axe, 1860 The closely contested election of 1860 generated mass entertainments such as “Wide Awake” torchlight parades staged on behalf of Republican presidential candidate Abraham Lincoln. The imagery of a railsplitter put forth by this parade axe reversed Lincoln’s</p>	<p>3.3A Mid</p>

	<p>public persona, from the attorney he had become to the rail-mauling day laborer he had been.</p> <p><i>Courtesy of National Museum of American History</i></p>	
3-SIDED UNIT – SIDE 2		
Subsection 3B	<p><b>[Subsection]</b> <b>Campaigning</b></p> <p>Political campaigns of the 1800s reflected popular traditions of celebration, such as Fourth of July parades, to promote candidates and build momentum. Mass campaign spectacles arose as a way of demonstrating partisan strength and mobilizing indifferent and easily distracted voters.</p> <p>In more recent decades, party activists have turned to television, radio, and the Internet to promote their candidates.</p> <p>[caption] <i>Bottom:</i> Democratic National Convention in Atlantic City, New Jersey, 1964. <i>Courtesy of Library of Congress</i></p>	3.3B Mid
QUOTE about campaigning	<p>“ . . . the hardest thing about any political campaign is how to win without proving that you are unworthy of winning.”</p> <p>–Adlai Stevenson, Democratic Presidential nominee, 1952 and 1956</p>	3.3B thru 3.4B Top
Graphic 3009: Torchlight parade, 1860 Graphic 3002: torches from NMAH	<p><b>[Exhibit]</b> <b>Torchlight Parades</b></p> <p>The 1860 presidential campaign of Republican nominee Abraham Lincoln perfected the nighttime torchlight parade, a display that caught the attention of all. The marchers, some of them too young to vote, sported</p>	3.3B Mid



	<p>distinctive oilcloth capes and caps. These parades spread to cities all over the northeastern United States, culminating in a Grand Procession in New York City on October 3, 1860. The martial spectacle — featuring fireworks, floats, and 10,000 uniformed men — created envy among New York’s Democrats, and alarm among southern sympathizers.</p> <p>[caption]  <b>Campaign torch collection of the National Museum of American History, from <i>Life</i> magazine, 1960</b></p>	
Background image: Lincoln torchlight parade, 1860 [no caption]	<p><i>Background:</i>  Torchlight parade for Abraham Lincoln, New York City, 1860, published in <i>Harper’s Weekly</i></p> <p><i>Courtesy of National Museum of American History</i></p>	3.3B Mid
Graphic 3010: Tintype of campaign marcher in cape	<p><b>[caption]</b>  <b>Lincoln Campaign Marcher</b>  Tintype of marcher with oilcloth cape, 1860  <i>Courtesy of National Museum of American History</i></p>	3.3B Mid
<b>CASE: 3D REMOVABLE INSET INTO PANEL</b> Object: Oil reservoir for a torch, ca 1880 Case background image	<p>[case]  <b>Torchlight</b>  <b>Campaign torches like this were used in political parades.</b>  <b>Oil reservoir for a parade torch, about 1880s</b></p>	<p>3.3B Mid</p> <p>Dimensions of case for largest torch:  8”w x  13”h x  6”d</p>
Bottom Image  Graphic 3058		3.3B Bot

1964 Democratic Convention		
(Center Panels )		
Graphic 3039: Reproduce trade catalog cover, Whitehead & Hoag Co. pin-back buttons, 1896	<b>[caption]</b> <b>Pin-back button catalog</b> The Whitehead & Hoag Company of Newark, New Jersey, acquired the rights to produce celluloid pin-backs after purchasing a series of patents in the 1890s. The firm produced buttons under the trade name of Whitehead & Hoag until it was sold in 1953. <i>Courtesy of National Museum of American History</i>	3.1B Mid
<b>CASE: 3D REMOVABLE</b> Objects: campaign buttons	<b>[Case]</b> <b>Campaign Memorabilia</b> The pin-back buttons of today first appeared in 1896, made with a paper disc under a clear layer of plastic on a metal shell. Buttons and other items have since become popular collectibles.	3.1B Mid  Dimensions: 16”w x 20”h x 3” d
Center for bottom graphic	<b>[caption]</b> <i>Bottom:</i> <b>The Candidates in Your Living Room</b> Face-to-face debates between the presidential candidates of the two major political parties are a recent development in American political campaigning. The first series of televised debates took place in 1960 with Democrat John F. Kennedy and Republican Richard M. Nixon.  <i>Courtesy of National Museum of American History / Estate of Howard Smith</i>	3.1B Mid
BOTTOM Graphic		3.1B BOT

Graphic 3028 Nixon-Kennedy		
Word for BOTTOM Graphics	PAGEANTRY	3.3B through 3.1B Bot
RIGHT PANELS		
VIDEO: campaign commercials	[No text]  [Drawings: <a href="https://tinyurl.com/srg2ael">https://tinyurl.com/srg2ael</a> ]	3.4B Mid BlueFin 21.5" V Series Ad Player/LCD Monitor 20-3002-1055 Dimensions of monitor: 525.02 x 316.48 x 42.60 mm
Text next to video	<b>[Exhibit]</b> <b>The Campaign on the Screen</b> Since the 1950s, political campaigns marched into the home through television ads. Today, campaigns even reach into your pocket by way of smartphones and social media.	3.4B Mid
ALL CREDITS WILL BE IN VIDEO.  NO PANEL.	Eisenhower, 1952 "You Like Ike, I Like Ike" animated cartoon, courtesy of National Museum of American History  Stevenson, 1956 "The Man from Libertyville," courtesy of John F. Kennedy Library  Kennedy, 1960 "Kennedy-Kennedy-Kennedy," courtesy of John F. Kennedy Library  Nixon, 1960 "Most Important Issue," courtesy of John F. Kennedy Library  Johnson, 1964 "Daisy Girl," courtesy of National Museum of American History	[In video]

	<p>Goldwater, 1964 “We Will Bury,” courtesy of Republican National Committee, 1964</p> <p>Nixon, 1968 “The wave of crime is not going to be the wave of the future,” courtesy of Nixon/Agnew Campaign Committee</p> <p>Humphrey 1968 “Civil Rights,” courtesy of Citizens for Humphrey-Muskie, 1968</p> <p>Wallace, 1968 “Busing and Law and Order,” courtesy of American Independent Party</p> <p>McGovern, 1972 “Welfare,” courtesy of McGovern, 1972</p> <p>Carter, 1976 “South,” courtesy of 1976 Democratic Presidential Campaign Committee, Inc.</p> <p>Ford, 1976 “Leadership,” courtesy of President Ford Committee, 1976</p> <p>NCPAC, 1980 “Out of Gas,” courtesy of National Museum of American History</p> <p>DNCC, 1980-82 Generic spots, courtesy of National Museum of American History</p> <p>Reagan, 1984 “Morning in America (Prouder, Stronger),” courtesy of National Museum of American History</p> <p>Mondale, 1984 “Ticket,” courtesy of National Museum of American History</p> <p>Bush, 1988</p>	
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	<p>“Willie Horton Americans for Bush,” courtesy of National Museum of American History</p> <p>Dukakis, 1988 “Dan Quayle,” courtesy of Northeastern University</p> <p>Clinton, 1992 “Man from Hope,” courtesy of William J. Clinton Presidential Library</p> <p>Perot, 1992 “Who should manage your money?,” courtesy of National Museum of American History</p> <p>Dole, 1996 “The Story,” courtesy of Dole Archives, Dole Institute of Politics</p> <p>Bush, 2000 “Gore reinvents himself — founded internet,” courtesy of George W. Bush Presidential Library</p> <p>Gore, 2000 “Environment, Matters (Ocean),” courtesy of George W. Bush Presidential Library</p> <p>Bush, 2004 “Kerry Windsurfing — whichever way the wind blows,” courtesy of George W. Bush Presidential Library</p> <p>Obama, 2008 “Country I Love,” courtesy of Obama office</p> <p>McCain, 2008 “Joe the Plumber / Sweat Equity,” courtesy of Office of Senator John McCain</p> <p>Romney, 2012 “The Obama Plan (Can’t afford four more years),” courtesy of Romney for President, Inc.</p> <p>Clinton, 2016 “Role Models,” courtesy of Office of Hillary Rodham Clinton</p>	
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	<p>Sanders, 2016                  “Simon and Garfunkel / (Look for) America,”                  courtesy of Friends of Bernie Sanders</p> <p>Trump, 2016                  “Two Americas: Economy,” courtesy of Donald J.                  Trump for President, Inc.</p>	
<p>Graphic 3080                  Ford</p> <p>Graphic 3033                  Campaign Poster                  Kennedy</p> <p>Graphic 3082                  Goldwater</p> <p>Graphic 3077                  Garfield</p> <p>Graphic 3035                  Obama                  NPG</p> <p>Graphic 3068                  Work with Willkie</p> <p>Graphic 3078                  Bush / Quayle</p> <p>Graphic 3069                  Clinton / Gore</p> <p>Graphic 3074                  Carter</p> <p>Graphic 3059                  Reagan                  NMAH</p> <p>Graphic 3070                  McKinley</p>	<p><b>Presidential Campaign Posters</b></p> <p><i>Clockwise:</i></p> <p>Gerald Ford, 1976</p> <p>John F. Kennedy, 1960</p> <p>Barry Goldwater, 1964</p> <p>James Garfield, 1880</p> <p>Barack Obama, 2008</p> <p>Wendell Willkie, 1940</p> <p>George H.W. Bush, 1992</p> <p>Bill Clinton, 1992</p> <p><i>Bottom left to right:</i></p> <p>Jimmy Carter, 1976</p> <p>Ronald Reagan, 1980</p> <p>William McKinley, 1896</p> <p>[ID font]                  Obama "Hope" poster by Shepard Fairey, after                  Mannie Garcia</p>	<p>3.4B Mid and Bot</p>

	<p>Courtesy of National Portrait Gallery, Smithsonian Institution; gift of the Heather and Tony Podesta Collection in honor of Mary K. Podesta</p> <p>All other posters courtesy of National Museum of American History</p>	
3-SIDED UNIT – SIDE 3		
Subsection 3C	<p><b>[Subsection]</b> <b>Voting, 1789 to Present</b> Because the Constitution gives states the job of running elections, ways of voting in the United States vary. Americans have developed a patchwork of manual, mechanical, and electronic balloting.</p> <p>The earliest elections were conducted by voice vote or with paper ballots put into ballot boxes. As the United States grew and the electorate expanded, improvements appeared in the form of the Australian or blanket ballots that listed all candidates; wooden ballot boxes with mechanical security features; and metal gear-and-lever voting machines. Later, computerized punch-card ballots and touch-screen voting allowed for the speedy tabulation and announcement of returns.</p> <p>[caption] <i>Bottom:</i> Ballot markers with box, 1908. <i>Courtesy of National Museum of American History</i></p>	3.4C Mid
QUOTE about voting	“Voting is the only way to make a change in a democracy.”	3.4C thru 3.2C Top

	– Christine Todd Whitman, former governor of New Jersey	
Graphic 3013: Blowing Up Bosses	<p><b>[caption]</b>  <i>Above and background:</i>  <b>Blowing Up Bosses</b>                  This cartoon describes the ballot box as an “American Invention for Blowing Up Bosses,” <i>Puck</i>, November 16, 1881. Note the construction of the ballot box with its clear glass bowl.  <i>Courtesy of Ralph E. Becker Collection of Political Americana, National Museum of American History</i></p>	3.4C Mid
Background Graphic 3013 Blowing Up Bosses		3.4C Mid
Graphics  Graphic 3014: ballot sheet, Union Ticket, Maryland, 1860  Graphic 3015: ballot, Virginia Union Ticket, 1860  Graphic 3016: ballot, “Regular Republican ticket,” 1878  Graphic 3017: ballot, “Republican and Independent Ticket,” 1884	<p><b>[Exhibit]</b>  <b>Paper Ballots, 1860–1884</b>                  Voting in the 1800s usually involved casting a printed paper ballot. State election laws typically specified the dimensions and thickness of the paper and the size of type to be used. The rest was left to the issuing parties, local party operatives, and candidates, resulting in various ballot forms and styles — and a potential for voter confusion and fraud.                   Voting was not entirely secret. Color helped observers identify party ballots as they were cast — and who cast them. Virginia’s Union Party issued a pink paper ticket in 1860. The ballot of the 1878 Regular Republican ticket in Massachusetts had a complex color scheme.</p> <p><b>[captions]</b>                  Union Ticket, Maryland 1860                  Virginia Union Ticket, 1860</p>	3.4C Mid



	<p>“Regular Republican Ticket,” 1878                  “Republican and Independent Ticket,” 1884  <i>All images courtesy of National Museum of American History</i></p>	
<p>BOTTOM PANEL                  Graphic 3027:                  Photo: ballot markers, GP-03-03</p>		3.4C Bot
<p>Word for BOTTOM graphic, 3.4C Bot</p>	Power	3.4C Bot
CENTER PANELS		
<p><b>CASE: FLAT PERMANENTLY MOUNTED</b></p> <p>Object: <i>New Yorker</i> magazine, Nov. 3, 1956</p>	[case text on panel]	<p>3.1C Mid</p> <p>Dimensions of the magazine: 8.75” x 11.5”</p> <p>Dimensions of the case: 10.75” x 13.5”</p>
<p>Exhibit label</p>	<p><b>[Exhibit]</b>  <b>Counting Votes</b>                  With the gear-and-lever voting machine, developed in the late 1800s, voters pulled a lever to cast their votes. At the close of polls, election officials opened each machine to view and record the counters on the back.  <i>New Yorker</i> magazine cover, November 3, 1956</p> <p><b>The Florida Vote, 2000</b>                  The close presidential contest between Al Gore and George W. Bush came down to a struggle over the tabulation of Florida’s punch-card ballots. A confusing ballot design in Palm Beach County and the problem of incompletely punched punch-cards tested</p>	3.1C Mid

	<p>public confidence in the nation’s vote-recording machinery.</p> <p>[caption]  <b>Hanging Chad</b>                  Incompletely punched ballots left behind a scrap of paper called a “hanging chad.” Those that could not be counted by machine had to be inspected one by one. Ballots that teams of counters could not agree upon went to a judge for a final decision.</p> <p><i>Bottom:</i>                  Judge Robert Rosenberg examines a ballot in Broward County, Florida, November 2000.  <i>Courtesy of Robert King / Getty Images</i></p>	
Graphic 3019: butterfly ballot	<p>[caption]  <b>“Butterfly” Ballot (detail)</b>                  In an effort to keep the type on the ballot legible, the Supervisor of Elections in Palm Beach County enlarged a single page of presidential candidates to two pages. The two-page “butterfly” spread led to voter confusion.  <i>Courtesy of National Museum of America History</i></p>	3.1C Mid
Graphic 3020: Citizen ballot counters and observers examining Votomatic punch cards	<p>[caption]                  Citizen ballot counters and observers examine Votomatic punch cards, Emergency Operations Center, West Palm Beach, Florida, November 2000.  <i>Courtesy of William L. Bird</i></p>	3.1C Mid
BOTTOM PANEL  Graphic 3021	[Credit on panel]	3.1C Bot

<p>Rosenberg inspects ballot Getty image</p>		
<p>RIGHT PANELS Focus Text for Electoral College  Graphic 3022: 1789 Maryland electoral ballot  Graphic 3023: two New York State electoral college ballots</p>	<p><b>[Focus]</b> <b>The Electoral College</b> Americans don't elect their president directly. A vote for president is really a vote for a slate of members of the Electoral College, who cast the actual votes. Article II of the Constitution established the Electoral College as a way of balancing the votes of high-population and low-population states. Each state has a number of electors equal to its number of senators and representatives. In most states, the candidate who gets the most popular votes wins all of that state's Electoral College votes. Currently, a presidential candidate must get 270 electoral votes to win.  The Electoral College system occasionally produces a president who actually received fewer popular votes than his opponents. This occurred in 1824 (John Quincy Adams), 1860 (Abraham Lincoln), 1876 (Rutherford B. Hayes), 1888 (Benjamin Harrison), 1912 (Woodrow Wilson), 1948 (Harry S. Truman), 2000 (George W. Bush), and 2016 (Donald Trump).  <b>[caption]</b> <b>Electing the Electors, 1789</b> This ballot from 1789 names four men to serve as members of Maryland's delegation to the Electoral College in the first presidential election under the U.S. Constitution. In that election, every state's electors voted for George Washington. <i>Courtesy of National Museum of American History</i>  <b>[caption]</b> <b>New York Electoral College Ballots, 1909</b></p>	<p>3.2C Mid</p>

	<p>Electors meet to cast their votes 41 days after Election Day. These Electoral College ballots were cast for William Howard Taft and James S. Sherman, who won the election.</p> <p><i>Courtesy of National Museum of American History</i></p>	
Text on Counting the Vote	<p><b>[Exhibit]</b>  <b>Counting the Vote</b>                  In the old days, paper ballots were counted by hand, one-by-one. With the expansion of the voting population, various mechanical systems have evolved to count votes quickly, while seeking to keep voting safe from interference and fraud.</p> <p>Computer-based ballot systems entered the voting scene in the early 1960s. Voters either perforate a punch-card or mark a standardized form with No. 2 pencil, and a computer reads and records the ballot. Touch-screen voting appeared in the 1990s. Computerized vote processing offers economy and speed — an advantage in reporting election returns quickly. The future of voting most likely will involve a touch-screen ballot with a paper printout or an optically scanned paper ballot for verifying the count.</p>	3.2C Mid
Background Graphic 3024 voting equipment map; USGS confirms 3,141 counties in the United States.		3.2C Mid

<p><b>FLIPPER INTERACTIVE</b> Voting equipment</p>		<p>3.2C Mid <b>(XR Lift Up Panel)</b> Dimensions: 8" x 10"</p>
<p>FLIPPER, COVER</p>		
<p>Graphic 3024 voting equipment map; USGS confirms 3,141 counties in the United States.</p>	<p><b>[caption]</b> <i>Above and background:</i> <b>Voting Patchwork</b> This map shows types of voting equipment used in the 2000 elections in all 3,141 counties in the United States.  <i>Map courtesy of Election Data Services, Inc. © 2000</i></p>	<p>3.2C Mid, flipper</p>
<p>FLIPPER, INSIDE</p>		
<p>Graphic 3061 Map of voting equipment used in 2016. Map courtesy of Election Data Services, Inc. (TBD)</p>	<p><b>[caption]</b> Voting equipment used in the 2016 elections.  <i>Map courtesy of Election Data Services, Inc. © 2016</i></p>	<p>3.2C Mid, flipper</p>
<p>Graphic 3025: diagram of ballot box</p>	<p><b>[caption]</b> <b>Stuffer's ballot box</b> Some old ballot boxes actually enabled fraud. This dishonest "stuffer's ballot box," featured in <i>Frank Leslie's Illustrated Newspaper</i> in 1856, concealed a sliding false bottom and side. These panels hid party ticket ballots, which were added to legitimate ballots — all without tampering with the lock.  <i>Frank Leslie's Illustrated Newspaper, July 19, 1856</i> <i>Courtesy of National Museum of American History</i></p>	<p>3.2C Mid</p>

<p>Graphic 3026: photo of precinct count card reader</p>	<p><b>[caption]</b> <b>Precinct count card reader, 2008</b> With this machine, ballots may be counted up to four times, and in four ways. (1) An antenna transmits the tally to a central location electronically. (2) The machine prints the tally on paper tape. (3) The transmitted tally and the tape tally can be checked against the machine’s memory cartridge. (4) The ballots can be counted by hand. <i>Courtesy of National Museum of American History</i></p> <p><b>[caption]</b> <b>Bottom:</b> <b>Voters fill out their ballots in Washington, D.C. on November 4, 2008.</b> <i>Rob Crandall / Shutterstock.com</i></p>	<p>3.2C Mid</p>
<p>BOTTOM PANEL Graphic 3065: Voting in Washington, D.C., November 4, 2008. Shutterstock credit TBD.</p>		<p>3.2C Bot</p>
<p>Word for BOTTOM 3.2C Bot</p>	<p>Accuracy</p>	<p>3.2C Bot</p>

<p>SECTION 4</p>		
<p>3-SIDED UNIT – SIDE 1</p>		
<p>LEFT PANELS</p>		
<p>Sect 4 title and intro</p>	<p><b>[section]</b> <b>Beyond the Ballot</b></p>	<p>4.1A Mid</p>

<p>Phrase for Button: Raise Your Voice</p> <p>Graphic 4035: Reproduce graphic detail from the organizing pamphlet, <i>Where is Democracy?</i>, from Congress of Racial Equality (CORE), 1960s</p>	<p>The First Amendment of the Constitution establishes that Congress shall make no law restricting “the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.” Not limiting their participation to electoral politics, individuals and groups with very different resources — on the streets, in back rooms, and through the media of their times — have brought their interests and concerns before the nation.</p> <p>[caption] <b>Where Is Democracy?</b> Behind this question was a demand for equal representation for all who have felt excluded or marginalized by the electoral process and political institutions.</p> <p>Detail from Congress of Racial Equality (CORE) organizing pamphlet, 1960s. <i>Courtesy of National Museum of American History</i></p>	
<p>QUOTE</p>	<p>“You not only gain the person’s name, but you excite inquiry in her mind and she will excite it in others; thus the little circle imperceptibly widens until it may embrace a whole town.”</p> <p>-- <i>The Monthly Offering</i>, November 1840</p>	<p>4.1A thru 4.3A Top</p>
<p>Graphic 4001: delivering petitions, 2012</p>	<p><b>[caption]</b> <b>Delivering Petitions</b> Environmental organizations deliver written petitions to Congress opposing the Keystone Pipeline, February 14, 2012. <i>Courtesy of 350.org</i></p>	<p>4.1A Mid</p>
<p>Subsection 4A</p>	<p><b>[Subsection]</b> <b>Petitioning</b> The simple act of adding your name to an official appeal asserts your political identity and rights. While petitioning has been open</p>	<p>4.1A Mid</p>

	<p>for everyone, it was especially important for those barred from voting. In the early Republic, mass petitioning gave poor white men, women, free blacks, and other minorities a means to voice grievances and to claim a role in determining the direction of the country.</p> <p>Petitioning has maintained a role in the democratic process. Whether they are traditional paper forms or electronic mailings, petitions continue to offer a means for individuals to shape political discourse.</p> <p>[caption]  <i>Bottom:</i>  <b>Petitions</b>                  A small sampling of petitions sent to the United States Congress, 1800s–early 1900s  <i>Courtesy of National Archives and Records Administration</i></p>	
<p>Background image (left)</p> <p>Detail of Graphic 4003: petitioning Congress, 1929, GP-04-05a</p>		4.1A Mid
<p>Bottom Image</p> <p>Graphic 4002: pile of petitions</p>		4.1A Bot
<p>Bottom Phrases:</p>	<p>Engagement Redress</p>	4.1A Bot
<p>Graphic 4003: petitioning Congress, 1929, GP-04-05a</p>	<p>[caption]  <i>Left and background:</i>  <b>Baskets of Petitions</b></p>	4.1A Mid





Graphic 4006: four postcards, 1886	<b>Protesting Imitation Butter</b> Postcards sent to Congressman William Fuller requesting support for the labeling of imitation butter and cheese, 1886. <i>Courtesy of National Archives and Records Administration</i>	4.3A Mid
Graphic 4007: online petition	<b>Online Petition</b> A steady stream of petitions to Congress are now sent digitally. Boys and Girls Clubs of America posted this petition on the Care2 website in 2017. <i>Courtesy of Care2</i>	4.3A Mid
Background image (Right) Detail of Graphic 4004: Steubenville petition, 1830		4.3A Mid
BOTTOM IMAGE  Graphic 4036 Embargo Petition with over 1,000,000 signatures, 1916		4.3A Bot
3-SIDED UNIT – SIDE 2		
Subsection 4B	<b>[Subsection]</b> <b>Petitioning with Your Feet</b> From local protests to massive marches in Washington, demonstrators have forced officials to confront issues that they have often wished to avoid. By every imaginable means, people have come before the government and demanded to be heard.	4.3B Mid

	<p>Carrying signs, singing songs, and shouting from a podium, whether beautiful and moving or disrespectful and offensive, these demonstrations are an exercise in the American democratic process.</p> <p>[Captions]  <i>Bottom left to right:</i>  <b>The National Stage</b>                      March on Washington for Jobs and Freedom, August 28, 1963, by Rowland Scherman.  <i>Courtesy of National Archives and Records Administration</i></p> <p><b>Senior Citizens March</b>                      Senior Citizens March, October 1973.  <i>Courtesy of National Archives and Records Administration</i></p> <p><b>Tractorcade</b>                      The American Agriculture Movement staged a "Tractorcade" on the National Mall in Washington, D.C., February 1979.  <i>Courtesy of Smithsonian Institution Archives</i></p>	
<p>BACKGROUND IMAGE                      Graphic 4008: piles of signs                      [Goes with Subsection 4B text]</p>	<p>[caption]  <i>Background:</i>  <b>Protest Signs</b>                      Piles of signs ready to be picked up by marchers for the 1963 March on Washington for Jobs and Freedom.  <i>Courtesy of Library of Congress</i></p>	4.3B Mid
<p>Graphic 4029                      Women’s Equal Rights Parade                      LOC</p>	<p>[Caption]                      Participants across America including St. Paul, Minnesota, marched in the Women’s March in January 2017. It was the largest single-day demonstration in the country’s history.  <i>Ken Wolter / Shutterstock.com</i></p>	4.3B MID
<p>Graphic 4038</p>	<p>[caption]</p>	4.3B Mid

Immigrant March	Demonstrators gather on the National Mall to protest congressional bill HR 4437, the Immigrant Control Act of 2005, April 10, 2006. <i>Courtesy of MCT / Getty Images</i>	
<b>Quote</b>	“The great glory of American democracy is the right to protest for right.” - Martin Luther King, Jr., December 5, 1955	4.4B thru 4.5B Top
<b>CASE: 3D REMOVABLE</b> protest buttons and protest fashion, stickers, etc.	<b>Protest Fashion</b> A sample of items worn during protests.	4.3B Mid  Dimensions suggested: 13”w x 18”h x 2” d
<b>BOTTOM IMAGE</b> Graphic 4022: March on Washington 1963 (diverse crowd of marchers)		<b>4.3B BOT</b>
<b>BOTTOM IMAGE</b>  Graphic 4037 Protest senior citizens NARA		<b>4.4B BOT</b>
<b>CENTER PANEL</b>		
Graphic 4009: Capitol, GP-04-09a With protest signs mounted over it.	[caption] <i>Background:</i> U.S. Capitol  Historic protest posters from about 1960 to 2015. <i>All images courtesy of National Museum of American History</i>	4.4-4.5B Mid
e.g.: 1. Graphic 4010: UAW Freedom		4.4-4.5B Mid

<p>March (1963 March on Washington)                  2. Graphic 4011: Immigrants Built the Country                  3. Graphic 4012: Give Me Liberty or Give Me Debt (Tea Party)                  4. Graphic 4013: Stop Abortion                  5. Graphic 4014: No Nukes                  6. Graphic 4015: Sign 504 (disability rights)                  7. Graphic 4016: I Am a Man                  8. Graphic 4017: If Farmers Can't Survive                  9. Graphic 4018: Not Four More Years (anti-Vietnam war)                  10. Graphic 4019: Black Lives Matter                  11. Graphic 4020: Promotions Not Proposals                  12. Graphic 4021: Discrimination against Homosexuals Is as Immoral as Discrimination against Negroes and Jews</p>		
<p>INTERACTIVE:                  protest, petitions</p>		<p>4.4B Mid                  Computer:                  Tangent, MEDIX-M24T                  24in</p>

		<p>LCDPC-285-I7_T2 M24T</p> <p>Dimensions: 22.34" x 13.78" x 1.78" (567.6 x 350.1 x 45.2 mm) [24" screen]</p>
<p>VIDEO: Historic Protests</p> <p>Played on a loop in a monitor attached alongside the protest posters</p>	<p>[credit] Video duration: 3 minutes, 17 seconds</p> <p>[Drawings: <a href="https://tinyurl.com/srg2ael">https://tinyurl.com/srg2ael</a>]</p>	<p>4.5B Mid BlueFin 21.5" V Series Ad Player/LCD Monitor 20-3002-1055 Dimensions of monitor: 525.02 x 316.48 x 42.60 mm</p>
<p><b>BOTTOM IMAGE</b> <b>Graphic 4042</b> <b>Tractorcade in DC</b></p>	<p>[Credit]</p>	<p><b>4.5B BOT</b></p>
<p><b>Bottom Phrases:</b></p>	<p><b>Assemble</b> <b>Protest</b> <b>Speech</b></p>	
<p>3-SIDED UNIT – SIDE 3</p>		
<p>Subsection 4C</p>	<p><b>[Subsection]</b> <b>Lobbying</b> Like other forms of petitioning, lobbying involves direct actions intended to influence governmental policy. From the days in which politicians were regularly confronted in hotel lobbies in Washington, D.C., it has been a significant way for some people to affect and participate in their government.</p> <p>Lobbying has been carried out by individuals and informal groups advocating their causes, and by well-funded professionals who represent large corporations and established</p>	<p>4.5C Mid</p>

	<p>organizations with significant sums of money at their disposal. Where money and power meet, there is always the possibility that in this representative democracy not everyone is listened to equally.</p> <p>[caption ]</p> <p><b>Bottom: Citizen Lobbyists</b>                  About 60 Wisconsin Farmers Union members took part in a Farm &amp; Rural Lobby Day on February 21st, 2018 in Madison, WI.  <i>Courtesy of Tommy Enright / Wisconsin Farmers Union</i></p>	
QUOTE	<p>“It is certain in theory, that the only moral foundation of government is the consent of the people. But to what an extent shall we carry this principle?”</p> <p>—John Adams, May 26, 1776</p>	4.5C thru 4.4C Top
Background Image and Graphic Panel Graphic 4023: <i>Frank Leslie’s Newspaper</i> , female lobbyists	<p><b>Female Lobbyists at Washington</b>                  An 1888 newspaper reported: “The Marble Room in the Senate wing of the Capitol at Washington is peculiarly the haunt of the professional female lobbyist. . . . These female lobbyists are for the most part accomplished, versatile and fair to look upon, and the raw and inexperienced Senator falls an easy prey to their blandishments.”</p> <p><i>Left and background:</i>  <i>Frank Leslie’s Illustrated Newspaper</i>, February 4, 1888.  <i>Courtesy of Library of Congress</i></p>	4.5C Mid Background
BOTTOM Graphic Graphic 4041 Lobby Day in Wisconsin,		4.5C BOT

Wisconsin Farmers Union		
<b>CASE: 3D REMOVABLE EMBEDDED INTO PANEL</b>	<b>Literature Left Behind</b> Sampling of materials given by lobbyists and other groups to Congressional offices in 2019.	4.5C Mid  Dimensions suggested: 12" w x 17" h x 4" d
Background Image Graphic 4040 "Lobbyists at the Capitol" from Collier's Weekly	[credit ] <i>Background:</i> "Lobbyists at the Capitol: A familiar scene in Statuary Hall during a session of Congress," from <i>Collier's Weekly</i> , by Thure de Thulstrup, 1900. <i>Collection of the U.S. House of Representatives</i>	4.4C Mid Background
<del>Graphic 4024: lobbying registration form</del>	<del><b>[Caption]</b> <b>House of Representatives Lobbying Registration Form</b> Any individuals or organizations that meet the formal definition of lobbyist under the Lobbying Disclosure Act are required to register and file regular reports on their activities.</del>	<del>4.4C Mid</del>
Graphic 4039 AAM Museum advocacy photo	[caption] <b>Lobbying for Arts and Culture</b> New Mexico museum advocates meet with Representative Ben Ray Luján (D-NM-3) and his staff during Museums Advocacy Day 2018. <i>Risdon Photography / www.risdonfoto.com;</i> <i>Courtesy of the American Alliance of Museums</i>  [caption] <i>Bottom:</i> <b>Keep Out</b> The role of professional lobbyists has always been controversial. Congressman Alfred N. Phillips in 1937 posted a sign on his office	4.4C MID



	door welcoming everyone, “except professional lobbyists.” <i>Courtesy of Library of Congress</i>	
BOTTOM		4.4C Bot
Graphic 4025: Congressman Phillips at door		
Subsection 4D	<p><b>[Subsection]</b>  <b>Deceit and Corruption</b>                      Lobbying has its dark side. At times money, scandals, and politics just seem to go together. While many people hope dishonesty is the exception, the more cynical believe it is just the norm.</p> <p>[caption]  <i>Bottom:</i>  <b>The Deadly Upas Tree of Wall Street</b>                      The face of Jay Gould, financier and railroad developer, is formed by the limbs and branches at the center of this toxic tree blooming with bribes. In folklore, the Indonesian upas tree was said to poison everything around it.  <i>Puck</i>, August 30, 1882  <i>Courtesy of National Museum of American History</i></p>	4.1C Mid
Graphic 4026: “Bosses of the Senate”	<p><b>[caption]</b>  <i>Above and background:</i>  <b>“The Bosses of the Senate”</b>                      Big money dominates the Senate chamber in this cartoon from <i>Puck</i>, January 23, 1889.  <i>Courtesy of U.S. Senate Collection</i></p>	4.1C Mid
<b>CASE: FLAT PERMANENTLY MOUNTED</b>		4.1C Mid  Dimensions:

<p>Object: <i>Time</i> magazine with Jack Abramoff on cover</p>		<p>10.5" w x 16" h x flat</p>
<p><b>Text under case</b></p>	<p><b>[caption]</b> <b>Jack Abramoff Scandal</b> In one of the most publicized political scandals in modern times, lobbyist Jack Abramoff pleaded guilty to conspiracy, fraud, and tax evasion. The case, which centered on an Indian casino, uncovered a world of bribes, money laundering, and double-dealing that even surprised the capital's establishment.  <i>Time</i> magazine, January 16, 2006</p>	<p>4.1C Mid</p>
<p>Graphic 4027: Berryman cartoon of Taft with money</p>	<p><b>[captions]</b> <b>Campaign Contributions</b> Newspaper cartoonist Clifford Berryman lampooned presidential candidate William Taft for using the issue of tariff reform to fill his wallet in this 1908 drawing. <i>Courtesy of National Museum of American History</i></p>	<p>4.1C Mid</p>
<p>Bottom Panel (Right Panel)</p> <p>Graphic 4028: Deadly Upas Tree</p>	<p>[caption on panel]</p>	<p>4.1C Bot</p>
<p>Bottom Phrases:</p>	<p>Advocate Controversy Corruption</p>	

SECTION 5 – Citizenship		
3-SIDED UNIT SIDE 1		
LEFT PANELS		
<p>Section 5 title and intro</p> <p>Button Phrase: Many Voices</p> <p>Graphic 5001: Arab American children with flag and bunting, baby carriage</p>	<p><b>[Section]</b> <b>Creating Citizens</b> Fulfilling the ideals of American democracy required defining “The People” and determining the meaning of citizenship. These issues were not clearly articulated in the founding documents, so they were left to future generations to decide. Some basic questions have long been debated by Americans. How diverse should the citizenry be? Do we need to share a common national story? What are the rights and responsibilities of citizens?</p> <p>[caption] <b>Proud Americans</b> Arab American children from the Nicola family celebrate the Fourth of July, around 1920. <i>Courtesy of National Museum of American History</i></p>	5.1A Mid
Subsection 5A	<p><b>[Subsection]</b> <b>Defining Citizenship</b> Americans have prided themselves on being a nation of immigrants who helped to build the country and enriched its society and culture. Yet there has been an ongoing tension between welcoming newcomers and concern that the character of the nation might be changed.</p> <p><b>[caption]</b> <i>Bottom:</i> <b>Becoming Americans</b> New citizens take the Oath of Allegiance as part of their naturalization ceremony, Chicago, October 13, 1939.</p>	5.1A Mid

	<i>Courtesy of National Archives and Records Administration</i>	
Background image  Graphic 5041 Statue of Liberty, 1884 drawing LOC	[caption] <i>Background:</i> Statue of Liberty, sketch, June 30, 1884 <i>Courtesy of Library of Congress</i>	5.1A Mid
Bottom Panel  Graphic 5002: photo of new citizens taking oath of citizenship, Chicago, 1939		5.1-5.2A Bot
Bottom Phrases	PRIDE UNITY EDUCATION	5.1A BOT-5.4A BOT
Graphic 5040 Naturalization ceremony at Monticello, Charlottesville, VA July 2013	[Credit] Naturalization ceremony at Thomas Jefferson’s Monticello in Charlottesville, Virginia, July 2013. <i>©Thomas Jefferson Foundation at Monticello</i>	5.1A Mid
CARD FLIPPERS DISPLAY, INTERACTIVE <b>[How Much Water Interactive]</b>  Questions on the outside; answers with the image on the inside.	<b>Could You Pass the Test?</b> Explore these sample questions taken from the “Civics Flash Cards for the Naturalization Test” created by the U.S. Citizenship and Immigration Services. How many can you answer correctly?	5.1A Mid  <b>(WW How Much Water Interactive)</b> Dimensions, suggested: 18”w x 25”h [could be smaller to fit 5.1A if need be]

<p>Card Images and Questions, selection of 10</p>		
<p>Question / Answer 1</p> <p>Graphic 5047 The National Mall, Aerial.</p>	<p><b>Name one branch or part of the government.</b></p> <ul style="list-style-type: none"> <li>*Congress</li> <li>*Legislative</li> <li>*President</li> <li>*Executive</li> <li>*The Courts</li> <li>*Judicial</li> </ul> <p>[caption] The Capitol and National Mall, Washington, D.C. 1980. <i>Courtesy of Library of Congress</i></p>	
<p>Question / Answer 2</p> <p>Graphic 5048</p> <p>School Classroom scene from US Dept of Education, two options given</p>	<p>Under our Constitution, some powers belong to the states. What is one power of the states?</p> <ul style="list-style-type: none"> <li>*Provide schooling and education</li> <li>*Provide protection (police)</li> <li>*Provide safety (fire departments)</li> <li>*Give a driver’s license</li> <li>*Approve zoning and land use</li> </ul> <p>[credit] <i>Courtesy US Department of Education</i></p>	
<p>Question / Answer 3</p> <p>Graphic 5049 Spanish map of Guam</p>	<p>Name one U.S. territory</p> <ul style="list-style-type: none"> <li>*Puerto Rico</li> <li>*U.S. Virgin Islands</li> <li>*American Samoa</li> <li>*Northern Mariana Islands</li> <li>*Guam</li> </ul> <p>[caption] Depiction of Guam when it was a colony of Spain, 1734 <i>Courtesy of Library of Congress</i></p>	
<p>Question / Answer 4</p> <p>Graphic 5050</p>	<p>What does the Constitution do?</p> <ul style="list-style-type: none"> <li>*Sets up the government</li> <li>*defines the government</li> </ul>	

<p>Contemplation of Justice, Supreme Court statue</p>	<p>*protects basic rights of Americans</p> <p>[caption] The phrase “Equal justice under law,” is proclaimed outside the Supreme Court. <i>Courtesy of Library of Congress</i></p>	
<p>Question / Answer 5</p> <p>Graphic 5051 Capitol building by Currier and Ives</p>	<p>Who makes federal laws?</p> <p>*Congress *Senate and House of Representatives *Legislature</p> <p>[caption] Pedestrians in front of the U.S. Capitol, published by Currier &amp; Ives, 1874 <i>Courtesy Library of Congress</i></p>	
<p>Question / Answer 6</p> <p>Graphic 5052 Sandra Day O’Connor</p>	<p>How many justices are on the Supreme Court?</p> <p>Nine (9)</p> <p>[caption] Sandra Day O’Connor was the first woman sworn onto the Supreme Court, 1981 <i>Courtesy of National Archives and Records Administration</i></p>	
<p>Question / Answer 7</p> <p>Graphic 5053 Key watches Star-Spangled Banner” over Fort McHenry</p>	<p>What is the name of the national anthem?</p> <p>The Star-Spangled Banner</p> <p>[caption] “The Star-Spangled Banner,” by Percy Moran. <i>Courtesy of the Library of Congress</i></p>	
<p>Question / Answer 8</p> <p>Graphic 5054 President Wilson in Congress</p>	<p>Under the Constitution, some powers belong to the federal government. What is one power of the federal government.</p> <p>*To print money *To declare war *to create an army *to make treaties</p> <p>[caption]</p>	

	President Wilson asking Congress to declare war on Germany, April 2, 1917. <i>Courtesy of Library of Congress</i>	
Question / Answer 9  Graphic 5055 Farm Progress Show in Decatur, IL	Why does the flag have 13 stripes?  *because the stripes represent the original 13 colonies  [caption] U.S. flags fly above the Farm Progress Show, Decatur, IL. 2017 <i>USDA Photo by Lance Cheung</i>	
Question / Answer 10  Graphic 5056 American Agricultural Movement	What do we call the first ten amendments to the Constitution?  The Bill of Rights  [caption] Farmers exercised their first amendment rights protesting the 1977 Farm Bill in Washington, D.C., 1978 <i>Courtesy of National Archives and Records Administration</i>	
END CAP		
Timeline: citizenship	<p><b>Citizenship – a Timeline</b></p> <p><b>Amendments and Laws</b></p> <p>1776: Declaration of Independence protests England’s limiting naturalization of foreigners in the colonies.</p> <p>1789: U.S. Constitution, under Article I, states that Congress is “to establish a uniform Rule of Naturalization,” eventually giving the federal government sole authority over immigration.</p> <p>1789: Bill of Rights outlines basic rights under the new government.</p> <p>1790: Naturalization Act of 1790 provides the first rules in granting national citizenship to “free white people.”</p>	5.6 Mid

	<p>1865: 13<sup>th</sup> Amendment abolishes slavery, although it does not grant formerly enslaved persons the full rights of citizenship.</p> <p>1868: 14<sup>th</sup> Amendment grants that all persons born or naturalized in the United States are citizens and are guaranteed “equal protection of the laws.”</p> <p>1870: Naturalization Act of 1870 extends naturalization rights to former African slaves not born in the United States; Asian immigrants remain excluded from citizenship.</p> <p>1882: Chinese Exclusion Act of 1882 is the first U.S. law to ban immigration based on race or nationality; it would be repealed in 1943.</p> <p>1898: U.S. Supreme Court rules that any child born in the United States, regardless of race or parents’ citizenship status, is an American citizen.</p> <p>1921: First quota law is passed limiting the annual number of immigrants based on country of origin.</p> <p>1924: Indian Citizenship Act extends U.S. citizenship to all Native Americans.</p> <p>1940: Alien Registration Act requires all non-citizen adults to register with the government. It also empowers the president to deport foreigners suspected of espionage or being a security risk.</p> <p>1952: Immigration and Nationality Act eliminates race as a bar to immigration or citizenship.</p> <p>1965: Hart-Celler Act abolishes the national origins quota system, replacing it with a preference system that focuses on immigrants’</p>	
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	<p>skills and family relationships with citizens or U.S. residents.</p> <p>1986: Immigration Reform and Control Act grants amnesty to millions of undocumented immigrants who entered the country before January 1, 1982.</p> <p>2001: USA Patriot Act adds terrorist activities as a reason to exclude or deport aliens.</p> <p>2012: Deferred Action for Childhood Arrivals (DACA) grants individuals who entered the U.S. as children, and meet certain criteria, temporary protection from deportation and eligibility for work permits.</p>	
CENTER PANEL		
Subsection 5B	<p><b>[Subsection]</b>  <b>Do We Need a Shared National Identity?</b>                  Following independence, citizens of the new nation sought to forge their own identity and create a unique history. They established holidays such as the Fourth of July and later Thanksgiving Day, and they chronicled the story of America from the landing at Plymouth Rock through the Founding Fathers and the Revolutionary War. In part Americans did so not only for themselves, but also to instill in future generations a shared ideal of citizenship. An ongoing debate resulted: if there were to be common beliefs and a national narrative that expressed the values of the nation, what should be included?</p> <p>[caption]  <i>Background:</i>                  “Remember the 4<sup>th</sup>” holiday banner, 1860s  <i>Courtesy of National Museum of American History</i></p>	5.2A Mid

Quote	<p>“In a composite nation like ours, as before the Law, there should be no rich, no poor, no high, no low, no white, no black, but common country, common citizenship, equal rights, and a common destiny.” –Frederick Douglass, 1882</p>	5.1 - 5.2A Top
<p>Background image Center panel</p> <p>Graphic 5004: “Remember the 4<sup>th</sup>” banner</p>	[credit on panel]	5.2A Mid
<p>AUDIO BOX 8 songs</p> <p>Graphic 5003: “America Forever March” 1898</p>	<p><b>Our National Anthems</b> [8 Lights for Song Selections]</p> <p><b>America (My Country Tis of Thee)</b> <i>United States Air Force Concert Band</i></p> <p><b>Grand Old Flag</b> <i>“The President’s Own” United States Marine Corps Band</i></p> <p><b>Stars and Stripes Forever</b> <i>United States Army Concert Band</i></p> <p><b>America the Beautiful</b> <i>The Singing Sergeants, United States Air Force</i></p> <p><b>Washington Post March</b> <i>United States Army Concert Band</i></p> <p><b>Yankee Doodle</b> <i>United States Air Force Concert Band</i></p> <p><b>Battle Hymn of the Republic</b> <i>United States Army Chorus</i></p> <p><b>The Star-Spangled Banner</b> <i>United States Navy Band</i></p>	<p>5.4A Mid</p> <p><b>(TWWW Audio Box)</b> Dimensions: 406mm w x 209mm h x 120.65mm d</p>

	<p>[caption]                  “America Forever! March”                  Sheet music cover, 1898  <i>Courtesy of National Museum of American History</i></p>	
<p>Graphic 5005:                  Father I can not tell a lie, I cut the tree, Engraving by John C. McRae, 1867</p>	<p><b>[caption]</b>  <b>Creating the Father of Our Country</b>                  Mason Locke Weems’s biography of George Washington became the most widely read 19<sup>th</sup>-century book about the Revolution’s celebrated hero. Weems recounted many familiar anecdotes about Washington, including the tale of the cherry tree, and helped to establish a national narrative that cemented the Founding Fathers in our national consciousness.                   “Father, I Cannot Tell a Lie,” engraving by John C. McRae, 1867  <i>Courtesy of Library of Congress</i></p>	5.2A Mid
<p><b>CASE: 3D REMOVABLE</b>                  George Washington memorabilia, Vernon Kiln plate “The Father of Our Nation”</p>	<p><b>"The Father of Our Nation"</b>                  A commemorative plate of George Washington's Farewell Address.                  Vernon Kilns plate, made between 1931-1953.</p>	5.2A Mid  Dimensions suggested: 12" w x 13" h x 2" d
<p>Graphic 5006:                  Reproduce card, Wilburt E. Leppien in Uncle Sam costume, with girl</p>	<p><b>[caption]</b>  <b>Uncle Sam</b>                  By the mid-1800s, Uncle Sam became the most recognizable personification of the U.S. government. Rather than an authority figure, he most often was portrayed with affection and used as an emblem of national kinship to instill patriotism. He is an especially popular symbol during the Fourth of July, the first</p>	5.2A Mid

	<p>national holiday. Just like Uncle Sam, Independence Day celebrations help foster an unique American identity and a tribute to our founding principles. <b>For Americans still fighting for those freedoms the holiday became a day to remind the country of the promise yet to be fulfilled.</b></p> <p>Wilburt E. Leppien first appeared as Uncle Sam in 1956 and took part in numerous ceremonies and parades across the country, including five presidential inaugurations.</p> <p><i>Courtesy of National Museum of American History</i></p>	
<b>Word for Bottom Panel</b>	<b>UNITY</b>	<b>5.2A BOT</b>
<b>Bottom Panel</b>		<b>5.4A BOT</b>
Graphic 5007: students saluting the flag, 1892		
Graphic 5057: <b>Contemporary classroom, US Dept of Education</b>	<p><b>[Focus]</b>  <b>Teaching American History</b>                  Since the 1990s there have been many attempts to establish national standards for teaching American history. These efforts have sparked contentious debates:</p> <p>How much should schools focus on teaching patriotic values and the history of the nation through the Founders and aspirational figures?                  How much should they focus on historical understanding and the stories of less famous and more diverse people and groups?</p> <p>Schools throughout the nation have struggled to find the right balance appropriate for their communities.</p>	5.4A Mid

	<p><i>[caption]</i>  <b>Classroom of young students, about 2015.</b>                  Courtesy of United States Department of Education</p> <p><i>Courtesy of United States Department of Education</i></p> <p><b>[caption]</b>  <i>Bottom:</i>  <b>The Pledge of Allegiance</b>                  Francis Bellamy wrote the original Pledge of Allegiance. It first appeared in <i>The Youth's Companion</i> magazine to coincide with the dedication of the World's Columbian Exposition in Chicago on October 21, 1892, as a way to instill American nationalism through flag ceremonies. The pledge was quickly adopted across the country.</p> <p>Students in Mott Street Industrial School salute the flag, New York City. Photograph by Jacob Riis, around 1892.  <i>Courtesy of Library of Congress</i></p>	
Graphic 5009: student demonstration	<p><b>[caption]</b>  <b>Student Demonstration</b>                  Colorado students protest a proposal by the Jefferson County School Board to emphasize patriotism and downplay civil unrest in the school curriculum, October 2, 2014.  <i>Courtesy of Jason Bahr / Getty Images</i></p>	5.4A Mid
Graphic 5010: MLK Memorial	<p><b>[caption]</b>  <b>A National Martyr and a National Holiday</b>                  Martin Luther King Jr.'s assassination in Memphis, Tennessee, on April 4, 1968, transformed the civil rights leader into an icon of the struggle to fulfill the American promise of equality for all. Four days after the assassination, Congressman John Conyers</p>	5.4A Mid

	<p>introduced a bill to establish a federal holiday in his honor. For advocates it was an effort to place King and the civil rights movement into the national narrative. It took years of organizing to overcome strong resistance. In 1983 the King Holiday bill was signed into law. Initially only 27 states officially acknowledged the holiday. Not until 2000 did all 50 states recognize the day.</p> <p>Martin Luther King Jr. Memorial, Washington, D.C. Photograph by Carol M. Highsmith, 2011. <i>Courtesy of the Library of Congress</i></p>	
Graphic 5042 Graphic 140 <sup>th</sup> Flag Day, 1917 LOC	<p>[caption] <i>Background:</i> 140<sup>th</sup> Flag Day poster, 1917. <i>Courtesy of Library of Congress</i></p>	5.4A Mid
Background image Detail of 140 <sup>th</sup> Flag Day		5.4A Mid
3-SIDED UNIT – SIDE 2		
Subsection 5C	<p><b>[Subsection]</b> <b>How Diverse Should the Citizenry Be?</b> In a diverse nation, nothing has been more debated than what should be the ideal character of its citizenry.</p> <p>One view is that “multiculturalism,” the preservation of diverse cultural heritages, enriches the country.</p> <p>Some call for a common citizenry — a “melting pot” where immigrants are assimilated and their traditions are transformed into a homogeneous American culture.</p>	5.4B Mid

	<p>Still others challenge diversity by seeking to restrict immigration and exclude certain racial and ethnic groups.</p> <p>These very different positions have greatly impacted the nation’s political debates on economic, foreign, and immigration policy, and education and social welfare programs.</p> <p><b>[caption]</b>  <i>Bottom and background:</i>  <b>“Uncle Sam’s Thanksgiving Dinner”</b>                  Thomas Nast cartoon published in <i>Harper’s Weekly</i>, November 20, 1869  <i>Courtesy of National Museum of American History</i></p>	
Quote	<p>“We are a nation of communities . . . a brilliant diversity spread like stars, like a thousand points of light in a broad and peaceful sky.”                  –President George H.W. Bush</p>	5.4B thru 5.5B Top
Background image and Bottom Graphic 5011: Uncle Sam’s Thanksgiving dinner		5.4B thru 5.5B Mid
Viewpoint 1  Graphic 5012 Students in traditional clothing celebrating heritage.	<p><b>[Exhibit]</b>  <b>Celebrating Diversity</b>                  Many new immigrants desired, and at times were encouraged, to preserve their cultural heritage while at the same time embracing their new identity as Americans. In this school pageant, a teacher dressed as the Statue of Liberty is surrounded by students from New York’s Lower East Side wearing traditional costumes, around 1910.</p> <p><b>[caption]</b>  <i>Courtesy of Picture Research Consultants &amp; Archives</i></p>	5.4B Mid

<p>Graphic 5044 Multiculturalism in Indy 500 parade</p>	<p><b>[Caption]</b> <b>Diversity on Parade</b> People parade in traditional clothing and with national flags in the annual Indy 500 parade, Indianapolis, Indiana, 2018. <i>Courtesy of Roberto Galan / Shutterstock</i></p>	<p>5.4B Mid</p>
<p><b>CASE: 3D REMOVABLE</b> Celebrating diversity Presidential Buttons in different languages or other cultural heritage material</p>	<p><b>Reaching Out</b> These presidential campaign buttons display multicultural patriotism.</p>	<p>5.4B Mid  Dimensions: 14" w x 9" h x 1" d</p>
<p>Viewpoint 2  Graphic 5013: Henry Ford melting pot</p>	<p><b>[Exhibit]</b> <b>The Melting Pot</b> From 1880 to 1920 more than 20 million people, largely from eastern and southern Europe, came to the United States. In response, the government and industries developed Americanization programs to turn the foreign-born into patriotic citizens by teaching "real American" values and English.  The Ford Motor Company dramatized the ideals of Americanization in its elaborate English-school graduation pageants. In this 1916 photo, workers in foreign dress enter into a giant pot stirred by the school's teachers and emerge in their best "American" clothes waving United States flags. <i>Courtesy of Collections of The Henry Ford</i></p>	<p>5.5B Mid</p>
<p>Viewpoint 2  Graphic 5014: poster with flag, "Many Peoples, One Nation"</p>	<p><b>[caption]</b> <b>Americanize America</b> This poster, issued by the private National Americanization Committee and distributed by the Department of the Interior's Bureau of Education, represents the ideals of the Americanization movement through the use of</p>	<p>5.5B Mid</p>



	<p>the flag and its symbolic message expressed in verse.</p> <p>World War I-era poster <i>Courtesy of National Museum of American History</i></p>	
<p>Viewpoint 2</p> <p>Graphic 5015: cartoon, Liberty stirring the melting pot</p>	<p><b>[caption]</b> <b>Stirring the Pot</b></p> <p>Although the ideal of Americanization was to welcome all foreigners, some groups were viewed as too disruptive for the rest of the pot. In this example, Irish radicals were seen as too unruly to mix in.</p> <p>“The Mortar of Assimilation,” <i>Puck</i>, June 26, 1889 <i>Courtesy of National Museum of American History</i></p>	5.5B Mid
<p>Viewpoint 3</p> <p>Graphic 5016: KKK march</p>	<p><b>[exhibit]</b> <b>A Nation Only for Some</b></p> <p>Out of belief or fear, many Americans sought to limit diversity in the United States. At the height of their political power, the Ku Klux Klan, in 1925, brought to the nation’s capital more than 40,000 members in full regalia to promote their ideals of white Christian supremacy before the public.</p> <p>The Ku Klux Klan marches down Pennsylvania Avenue, August 8, 1925. <i>Courtesy of Getty Images</i></p>	5.5B Mid
<p>Viewpoint 3</p> <p>Graphic 5031: sheet music cover</p>	<p><b>[caption]</b> <b>Know-Nothing Party</b></p> <p>The American Party, also called the Know-Nothings, was a major national political force in the 1850s. It saw immigrants and Catholics as a threat to self-government and to the nation. Arguing for rule by native-born Protestants, the Know-Nothings ran former President Millard Fillmore as their presidential</p>	5.5B Mid

	<p>candidate in the 1856 election and received more than 21 percent of the vote. During the Civil War the movement fractured and largely disappeared, but fear and distrust of new immigrants remained within the core beliefs of many future political movements.</p> <p>Sheet music cover, 1856 <i>Courtesy of National Museum of American History</i></p>	
<p>Graphic 5045 Reproduction of Scribner’s magazine cover or advertisement</p>	<p><b>[caption]</b> <b>Anti-Chinese</b> There was strong sentiment against Asian immigrants in America during the late 19th century, especially against the Chinese. Chinese immigrants had come to America to work in mines, agriculture, factories, and railroads. “The Chinese Must Go!” was a common cry among those who saw their success as a threat.”  “The Chinese Must Go,” <i>Scribner’s Magazine</i>, October 1895</p>	5.5B Mid
<p><b>CASE: FLAT PERMANENTLY MOUNTED</b> bumper sticker in flat case  Caption outside of case on panel.</p>		<p>5.5B Mid</p> <p>Dimensions: 11”w x 7” h x flat</p>
<p>Case Label: Love it or Leave It</p>	<p><b>[caption]</b> <b>Love It or Leave It</b> Americans desiring a more homogeneous citizenry did not limit their objections to certain ethnic and racial groups. They also sought to exclude those of differing political, social, and economic philosophies, religious beliefs, or sexual orientations. The 1970s “love it or leave it” bumper sticker was directed at anti-Vietnam War protesters.</p>	5.5B Mid

Bottom Phrases:	DIVERSITY PERSPECTIVE	
3-SIDED UNIT – SIDE 3		
Subsection 5D	<p><b>[Subsection]</b>  <b>The Rights and Responsibilities of Citizens</b>            America’s founders asserted that the independent nation would be based on the ideal that its citizens had the right to “Life, Liberty and the Pursuit of Happiness,” and that the government under the Constitution was designed to “promote the general Welfare and secure the Blessings of Liberty.” With these rights, they believed, came responsibilities that citizens needed to assume in order to fulfill the promise of the new nation.</p> <p>These lofty goals and principles never had one single interpretation. Over time, they have led to differing ideas and heated debates.</p> <p><b>[caption]</b>  <i>Bottom:</i>  <b>Jury Duty</b>            In a nation based on the sovereignty of the people, the jury system is one of the cornerstones of American democracy. The Constitution establishes everyone’s right to an impartial jury of one’s peers. This right also implies an obligation of citizens to serve as members of a jury.</p> <p>A jury listens to evidence, Louisville, Kentucky, 1954.  <i>Courtesy of Robert W Kelley / The LIFE Picture Collection / Getty Images</i></p>	5.2C Mid
QUOTE	<p>“Let us never forget that government is ourselves and not an alien power over us.”            –President Franklin D. Roosevelt, 1938</p>	5.2C thru 5.1C Top

<p>Graphics 5017-</p>	<p><b>[Focus]</b>  <b>The Four Freedoms</b>                  In defense of democracies around the world, President Franklin D. Roosevelt in his annual message to Congress on January 6, 1941, articulated the aims of the nation facing the threat of a world at war. “We look forward to a world founded upon four essential human freedoms,” he stated. Two of these freedoms (speech and religion) were included in the Bill of Rights. Two were freedoms deeply desired by a generation confronted by economic depression and the threat of dictatorships: freedom from want and freedom from fear.</p> <p>Artist Norman Rockwell dramatized those aims in a series of paintings that appeared as covers for the <i>Saturday Evening Post</i> and as posters produced by the Office of War Information for its war bond campaign in 1943.</p>	<p>5.5C Mid</p>
<p>Graphic 5070                  FDR giving “Four Freedoms” speech</p>	<p><b>[caption]</b>  <i>Bottom: Four Freedoms Speech</i>                  Franklin Roosevelt's famous "Four Freedoms" speech was the 1941 State of the Union Address.                  Courtesy of Bettman / Getty Images</p>	<p>5.5C BOT</p>
<p><b>4 CASES:</b>  <b>FLAT</b>  <b>PERMANENTLY MOUNTED, FRAMED</b>                  The Four Freedoms, 1943</p> <p>Freedom of Speech</p> <p>Freedom of Worship</p>	<p>[no credit needed]</p>	<p>Dimensions:                  12” w x                  16” h                  with frame</p>

Freedom from Fear		
Freedom from Want		
Graphic 5022a-b: Census form and badge	<p><b>[Responsibilities ]</b>  <b>[caption]</b>  <b>Census</b>                      The U.S. Constitution requires that the federal government take a census, every ten years, of all persons living in the country. All residents (citizens and noncitizens) are required by law to be counted. The primary purpose of the census is to allocate seats in the House of Representatives to the states according to their population.</p> <p>Census Bureau questionnaire, 1960                      Census badge, 1900  <i>Courtesy of National Museum of American History</i></p>	5.2C Mid
Graphic 5058: Give a Hoot, Don't Pollute	<p><b>[Caption]</b>  <b>The Virtuous Citizen</b>                      Of the many core responsibilities of citizenship, the most basic has been being a “good citizen.” The founding generation believed that liberty and freedom could only survive if the Republic and its people were virtuous. For them, and still today, this means respecting the country’s institutions, fulfilling civic duties, contributing to the community, and generally being a good neighbor.</p> <p>Give a Hoot comic, 1973.  <i>Courtesy of National Museum of American History</i></p>	
Graphic 5023: Draft card, 1864	<p><b>[Responsibilities ]</b>  <b>[caption]</b>  <b>Military Service</b></p>	5.2C Mid

	<p>The scope and brutality of the Civil War quickly challenged the military resources of the North and South. The Confederacy and the Union established general compulsory military service. Many considered the draft an infringement on individual liberty. Critics charged class discrimination, as draft laws provided financial ways to avoid service. The debate over a military draft has continued ever since. Today all men are required to register for Selective Service at 18 years of age.</p> <p>Draft card, 1864 <i>Courtesy of National Museum of American History</i></p>	
Graphic 5024: Tax form	<p><b>[Responsibilities]</b> <b>[caption]</b> <b>Taxes</b> The 16<sup>th</sup> Amendment to the Constitution, ratified in 1913, granted Congress the power to impose a federal income tax on individuals. The concept of contributing your fair share is widely held, but agreeing on what that is all depends on who is paying the bill.</p> <p>Income tax form, 1921 <i>Courtesy of National Museum of American History</i></p>	5.2C Mid
Background Graphic 5065 Census page	<p><b>[caption]</b> <b>Background: Census Record</b> Inhabitants in Whites Township, Bertie County, North Carolina, June 9, 1880. <i>Courtesy of National Archives and Record Administration"</i></p>	5.2C Mid
Bottom Graphic		5.2C Mid

<p>Graphic 5025: A jury listens to evidence</p>		
<p>Graphic 5026: Right to bear arms bumper sticker</p>	<p><b>[Rights]</b> <b>[caption]</b> <b>Right to Bear Arms</b> The Second Amendment of the Constitution grants that “the right of the people to keep and bear Arms, shall not be infringed.” The debate over what this right actually means is highly contested.</p> <p>The Second Amendment: America’s Original Homeland Security bumper sticker <i>Courtesy of National Museum of American History</i></p>	<p>5.1C Mid</p>
<p>Graphic 5027: Mrs. Nettie Hunt and daughter, 1954</p>	<p><b>[Rights]</b> <b>[caption]</b> <b>Right to an Education</b> Though not guaranteed by the Constitution, Americans largely agree that an educated citizenry is a requirement for a healthy democracy. The more controversial question is: should (and can) education be equal and open to all?</p> <p>On May 17, 1954, the U.S. Supreme Court unanimously ruled that public schools segregated by race were unconstitutional. Through their decision, the Court entered into the ongoing debate of whether education should be a right of every citizen.</p> <p>[Caption] <i>Above and background:</i> Mrs. Nettie Hunt, sitting on the steps of the Supreme Court, explains the meaning of the court’s decision on banning school segregation to her daughter, 1954. <i>United Press International, Courtesy of Library of Congress</i></p>	<p>5.1C Mid</p>

Background graphic Graphic 5027: Mrs. Nettie Hunt and daughter, 1954		
Graphic 5028: poster from Poor People’s Campaign, 1968	<p><b>[Rights]</b> <b>[caption]</b> <b>Right to a Job</b> Is freedom from want the right of all Americans? What responsibility does the nation have to provide employment to its citizens? In response to economic crisis, at times the government has enacted massive employment programs. One such program, the Works Progress Administration, employed as many as eight million people during the depression of the 1930s. Federal legislation enacted in 1964 led to the establishment of the Office of Economic Opportunity as part of President Lyndon Johnson’s “War on Poverty.”</p> <p>Protest poster from the Poor People’s Campaign which called for better jobs, housing, and education for America’s poor, Washington, D.C., 1968 <i>Courtesy of National Museum of American History</i></p> <p><b>[caption]</b> <b>Bottom: Land of Dreams</b> In this scene, an ocean steamer passes the Statue of Liberty. "Welcome to the Land of Freedom," sketch by staff artist featured in Frank Leslie's Illustrated Newspaper, July 2, 1887. <i>Courtesy of Library of Congress</i></p>	5.1C Mid
Graphic 5029: rally for health care reform, 2009	<p><b>[Rights]</b> <b>[caption]</b> <b>Right to Health Care</b></p>	5.1C Mid



	<p>In the 2010s, the long-debated subject of national health care became a hotly contested political issue. The central question is: should all citizens have the right to medical care, and if so, how should it be made available? Still a divisive issue, Congress passed the Affordable Care Act in 2013.</p> <p>Rally for health care reform, New York City, September 22, 2009 <i>Courtesy of Mario Tama / Getty Images</i></p>	
<p>CONCLUDING TEXT</p> <p>Graphic 5030: Group of buttons in one graphic “We Share the Dream” “Who you callin’ immigrant, pilgrim?” The Latino Civil Rights Task Force “We Shall Overcome” “Healthy People in a Healthy world” “Civil Rights Are Our Rights Too!” “Give Us This Day Our Civil Rights!”</p>	<p><b>[Rights]</b> <b>[caption]</b> <b>Equal Rights for All</b></p> <p>The most basic right of citizenship has been equal access and protection under the law. The fight to extend this right to all began before the Declaration of Independence and continues today.</p> <p>Buttons advocating various civil rights causes. <i>Courtesy of the National Museum of American History</i></p>	<p>5.1C Mid</p>
<p>Graphic 5060 Immigrants on ship Frank Leslie's Illustrated Newspaper, July 2, 1887. <i>Courtesy of Library of Congress</i></p>		<p>5.1C Bot</p>

Phrases for Bottom	Freedoms Duty Dreams	
<b>SECTION 6 CONCLUSION</b>		
with STAND ALONE PANEL + Story Kiosk		6.1A Mid
Quote	“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. — That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.” –Declaration of Independence, July 4, 1776	6.1A Top  [Panel system]
Graphic 5046, <b>grouping of stickers:</b> “I Voted Today!” button and “Yo Vote” button  Also Images 6001 background 6002 Circle 6003 I Voted! 6004 Yo Vote!	[no credit]	6.1A Bot  [Panel system]
TOUCHSCREEN Story Interactive (freestanding against wall)  Display “Stories of Democracy” in	<b>Stories of Democracy</b>  [Words for word art: Freedom	6.1B Top Computer: Tangent, MEDIX-M24T 24in LCDPC-285-I7_T2 M24T  Dimensions:

<p>similar manner as flipbook covers, but larger and with word art surrounding it.</p> <p>Requires base and bezel with a sound bar attached to it</p>	<p><b>Vote</b>  <b>Responsibilities</b>  <b>Protest</b>  <b>Representation</b>  <b>Campaign</b>  <b>Participation</b>  <b>Liberty</b>  <b>Citizenship</b>  <b>Community</b>  <b>Compromise</b></p>	<p>22.34" x 13.78" x 1.78" (567.6 x 350.1 x 45.2 mm)          [24" screen]</p>
<p>TRAVELING TRUNK</p> <p>AMERICAN EXPERIMENTS</p> <p>Comprised of Intro title panel and four games. Each stored in zippered bags and in slots/shelves in the traveling trunk.</p>	<p><b>[Game Tags for zippered game bags]</b></p>	
<p>[Contextual Images provided digitally to venues by SITES. Not in SIE scope.]</p> <p>Graphic US 01: Woman’s suffrage pickets, Washington, D.C. February 14, 1917</p> <p>Graphic US 03: WWI Liberty Bond Drive, Worthington</p>	<p>[To be printed or used by venues]</p> <p><i>National Woman’s Party march for woman’s suffrage, Washington, D.C. February 14, 1917</i>  <i>Photograph, gift of Alice Paul Centennial Foundation</i>  <i>National Museum of American History</i></p> <p><i>World War I Liberty Bond drive at Worthington Pump and Machinery Corporation, Deane Works, Holyoke, Massachusetts, April 15, 1918</i></p>	

<p>Pump and Machinery Corporation Deane Works, Holyoke, MA, April 15, 1918</p> <p>Graphic US 04: First Inauguration of Abraham Lincoln. Washington, D.C. March 4, 1861</p>	<p><i>First inauguration of Abraham Lincoln, March 4, 1861</i>  <i>Photograph by Alexander Gardner; bequest of Montgomery Meigs</i>  <i>National Museum of American History</i></p>	
<p>AE INTRODUCTION</p> <p>Graphic US 05: Intro Title panel <b>with stand</b> (table top size) SIE design; SITES acquire stand.</p> <p>Uniform sized panel (same size as panels used in Ideals and Images and Head to Head)</p>	<p><b>American Experiments</b></p> <p>Building a nation together requires conversation, debate, negotiation, and compromise. We invite you to experiment in this space—join in, play, maybe talk to someone new. There are no right answers here, just an opportunity to share and discuss ideas, and to think about the questions that have faced generations of Americans.</p> <p><i>American Experiments</i> is offered as a dynamic companion to <i>Voices and Votes: Democracy in America</i>, a traveling exhibition by the Smithsonian and brought to you locally by [Insert State Partner Name].</p> <p>[credit]          American Experiments was developed by the Smithsonian’s National Museum of American History in collaboration with the Exploratorium of San Francisco, and was made possible by a gift from the Julie and Greg Flynn Family Fund.</p> <p>[Embed on image]          Background: Naturalization ceremony in Los Angeles, 2007. <i>Courtesy J. Emilio Flores</i></p>	<p>Est. 24x18</p>
<p>AE IDEALS &amp; IMAGES</p>	<p>[Game board]          IDEALS AND IMAGES</p>	<p>est. 24x24 folds</p>

<p>Graphic US 06: Working Spinner with a Graphic SIE designed/produced.</p> <p>Graphic US 07 Grouping: 37 Image Cards and two that read “Ideals and Images” Printed by SITES</p> <p>Graphic US 08: Game Board Graphic with instructions embedded SIE design, SITES will buy.</p>	<p>Do Americans have shared ideals? What do they look like?</p> <p>Try this: Spin the wheel to select a word. Each player uses their own identical deck of cards. Without showing others, pick four cards you think best fit the word. Place them face down in the boxes. When everyone is ready, turn all cards face up.</p> <p>Now discuss the images each of you selected Did you pick different images? Find out why. Did you pick the same images, but for different reasons? Choose a new word to play again.</p> <p>[Spinner Words] Equality Community Citizenship Dissent Freedom Democracy Charity Happiness Prosperity Participation Independence Faith Rights Liberty Diversity Security</p>	
<p>AE HEAD-TO-HEAD</p> <p>Graphic US 10: Bracket Panels; Two panels of uniform size (same as the intro panel)</p>	<p>[Instructions] HEAD TO HEAD</p> <p>Try this:</p> <ul style="list-style-type: none"> <li>• Begin by placing all the tiles under Start Here on both sides of the panel. It doesn't matter which tiles go where.</li> </ul>	<p>est. 24x18 side by side.</p>

<p>attach together to make the playing bracket for this game</p> <p>Graphic US 11 group: Food Grouping (magnet) 1) Which food is more American?</p> <p>Graphic US 12 group: People Grouping (magnet) 2) Who changed American more?</p> <p>Graphic US 13: Laminated Instruction Sheet by SITES</p> <p>Design and printed by SIE</p> <p>SITES to find base.</p>	<ul style="list-style-type: none"> <li>• For each matchup, discuss and debate to come to a decision about which one best answers the question. Advance each “winner” to the next round.</li> <li>• What will you do when you don’t agree? Will you vote, debate, or do something else?</li> </ul> <p>What’s this about? We often make decisions after discussion and persuasion. It’s how families, neighbors, and coworkers make choices about everything from what to eat for lunch to voting. How did your group make decisions?</p> <p>(Both Right and Left Side) Start Here Round 1 Round 2 Round 3 Finalist</p> <p>WINNER</p> <p><b>WHICH FOOD IS MORE AMERICAN? [FOOD MAGNETS]</b></p> <p>Cheese Gumbo Peanut Butter Bacon Steak French Fries Gravy Corn on the Cob Hot Dogs Hamburgers Salsa Ketchup Clam Chowder Burritos Fried Chicken Squash Spaghetti Pancakes</p>	
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	<p>Sushi Eggs Sunflower Seeds Pizza Green Beans Bananas Canned Tuna Rice Turkey Tofu Bagels Yogurt Peaches Chili</p> <p><b>WHO CHANGED AMERICA MORE? [PEOPLE MAGNETS]</b></p> <p>Robert E. Lee Confederate Army of Virginia commander during the Civil War</p> <p>Theodore Roosevelt 26<sup>th</sup> U.S. president</p> <p>Sacagawea Shoshone interpreter for the Lewis and Clark Expedition</p> <p>Neil Armstrong First human to walk on the moon</p> <p>Henry Ford Founder of the Ford Motor Company</p> <p>Susan B. Anthony Leader of the 19<sup>th</sup>-century women's rights movement</p> <p>The Wright Brothers Aviation pioneers</p> <p>Muhammad Ali Boxing champion who advocated for civil rights</p>	
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	<p>Ronald Reagan 40<sup>th</sup> U.S. president</p> <p>Thomas Jefferson 3<sup>rd</sup> U.S. president and author of the Declaration of Independence</p> <p>Thomas Edison Inventor and businessman</p> <p>J. Robert Oppenheimer Scientist who led development of the first atomic bomb</p> <p>Celia Cruz Singer who popularized salsa music</p> <p>Martin Luther King, Jr. Civil rights leader</p> <p>Eleanor Roosevelt First Lady and delegate to the United Nations</p> <p>Abraham Lincoln 16<sup>th</sup> U.S. president during the Civil War</p> <p>George Washington 1<sup>st</sup> U.S. president</p> <p>Walt Disney Creator of Disneyland and Mickey Mouse</p> <p>Franklin Delano Roosevelt 32<sup>nd</sup> U.S. president</p> <p>Clara Barton Founder of the American Red Cross</p> <p>Alexander Hamilton First secretary of the United States Treasury</p> <p>Cesar Chavez Civil rights activist and labor leader</p>	
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	<p>Oprah Winfrey Television personality and businesswoman</p> <p>Jackie Robinson Broke the color barrier in Major League Baseball</p> <p>Albert Einstein Scientist who developed the general theory of relativity</p> <p>Harriet Tubman 19<sup>th</sup>-century abolitionist leader</p> <p>Diane Nash Student leader in the civil rights movement</p> <p>John Deere Inventor of the first commercially successful steel plow</p> <p>Yo-Yo Ma Award-winning classical cellist</p> <p>Rosa Parks Civil rights activist</p> <p>Steve Jobs Inventor and businessman</p> <p>Margaret Sanger Founder of the modern birth control movement</p>	
<p>AE # MY FELLOW CITIZENS Graphic US 14: Instructions Panel by SIE</p> <p>Graphic US 15: Backdrop panel (table top size;</p>	<p>[Instructions] <b>My Fellow Citizens</b> <b><i>What does a person need to do to be a good citizen?</i></b></p> <p>Try this:</p> <ul style="list-style-type: none"> <li>• Take a moment to explore the oath sworn by all new citizens.</li> </ul>	

<p>uniform size with intro panel and each of the two bracket panels)</p> <p>Graphic US 16 White boards (3) bought by SITES</p>	<ul style="list-style-type: none"> <li>• Think about what citizenship means to you. Does it mean obeying laws? Abiding by traditions? Defending the nation? Something else?</li> <li>• Now, complete the sentence on a whiteboard.</li> <li>• If you like, have someone take your photo with your response and share your photo tagged #myfellowcitizens and #voicesvotes.</li> </ul> <p><b>The United States Naturalization Oath of Allegiance</b></p> <p>I hereby declare, on oath, that: I absolutely and entirely renounce and abjure all allegiance and fidelity to any foreign prince, potentate, state, or sovereignty of whom or which I have heretofore been a subject or citizen; I will support and defend the Constitution and laws of the United States of America against all enemies, foreign and domestic; I will bear true faith and allegiance to the same; I will bear arms on behalf of the United States when required by the law; I will perform noncombatant service in the Armed Forces of the United States when required by the law; I will perform work of national importance under civilian direction when required by the law; and I take this obligation freely without any mental reservation or purpose of evasion; so help me God.</p> <p><b>Consider this:</b> Many people living in the United States are citizens by birth, but those born elsewhere and seeking citizenship must take this oath. Are you surprised by anything it includes? Do you agree with its requirements? What do you think citizens should swear to do?</p>	
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	<p>Did you know? The oath has changed several times since 1790. People with strong religious or ethical objections to war can recite a modified form of the oath. A noncitizen born with a noble title must renounce it to become an American citizen. Saying the phrase “so help me God” is optional.</p> <p>[Digital image of illustration of people for Citizenship interactive]</p> <p>[above white board] I believe good citizens should...</p> <p>[Below white board] #myfellowcitizens #voicesvotes</p>	

<p>US WHERE DO YOU STAND?</p> <p>Graphic US 17: Laminated Instruction Sheet Design and printed by SIE</p> <p>Graphic US 18: Floor mats bought by SITES</p> <p>Strongly Agree Agree I Don't Know Disagree Strongly Disagree</p>	<p>[Instructions]</p> <p><b>Where Do You Stand?</b> Explore your beliefs about democracy. Try this:</p> <ul style="list-style-type: none"> <li>• You will need two or more people for this activity</li> <li>• Position the mats on the floor as follows: Strongly Agree, Agree, I Don't Know, Disagree, Strongly Disagree</li> <li>• Choose a leader to read the statements below</li> <li>• Based on your point of view, take your stand on the appropriate mat.</li> <li>• Discuss your choices with the other players.</li> </ul> <p><b>PROTEST</b> <i>What would you do to support your beliefs?</i> Imagine that a new law is proposed that will affect an issue important to you. You completely disagree with this law.</p> <p>I would join a protest against this law.</p> <p>I would join a protest even if most people I know disagreed with my viewpoint.</p> <p>I would join a protest even if it could cause a family argument.</p> <p>I would join a protest even if there was a chance that I might get injured.</p> <p>I would join a protest even if I saw police there.</p> <p>I would join a protest even if I had to take a day off of work or school.</p> <p>I would join a protest even if nearby property was being damaged.</p> <p>I would join a protest even if there was a large counter-protest in the same area.</p> <p>Protesters throughout history have had to answer the same questions you did today, overcoming challenges and making choices so their voices are heard.</p> <p><b>VOTING</b></p>
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	<p><i>What does the right to vote mean to you?</i></p> <p>Voting should be mandatory.</p> <p>People should be automatically registered to vote.</p> <p>Sixteen-year-olds should be able to vote.</p> <p>Convicted felons who have completed their sentences should be able to vote.</p> <p>You can be a good citizen and not vote.</p> <p>People should be able to vote online.</p> <p>My vote makes a difference.</p> <p>Voting is a fundamental right of U.S. citizens, but it's more complicated than that. Throughout American history people have fought to earn the vote — and keep the vote.</p>
<b>END OF SCRIPT</b>	