

LESSON PLAN

LESSON OVERVIEW

Herman Badillo was a young rising star in New York City politics in the early 1960s, becoming the first individual of Puerto Rican descent to be elected Bronx Borough President in 1965 and then the first elected to U.S. Congress in 1970. As an advocate for New York's Puerto Ricans, Badillo championed bilingual education and voting rights. Badillo and the Puerto Rican community were instrumental in securing equal voting rights for Spanish-speaking citizens through the Voting Rights Act of 1965 and its subsequent amendments.

Note: This lesson plan uses the Stanford History Education Group's [Reading Like a Historian Framework](#). This method teaches students how to explore primary source documents and investigate historical questions by employing strategies such as sourcing, contextualizing, corroborating, and close reading. To see this process in action, watch this [video series](#) available on the Teaching Channel.

GRADES

9–12 (This lesson plan can be adapted for middle school with some modifications such as adapting the length of the documents used.)

OBJECTIVES

- Students will learn about Herman Badillo's contribution to the Puerto Rican community in New York and Latino communities more broadly.
- Students will understand the challenges and opportunities faced by Latino politicians on the local and national levels.
- Students will understand the importance of equal voting rights for Spanish-speaking citizens and will learn about the history of the Voting Rights Act of 1965, particularly in areas beyond the South.
- Students will be able to analyze primary documents to answer an essential question.

ESSENTIAL QUESTION

How did Herman Badillo's activism and the Voting Rights Act of 1965 expand the political power of Puerto Ricans and, more broadly, Latinos?

LESSON PROCEDURE

1. Warm-up:

The purpose of this section is to engage students in the lesson.

- Using the website [U.S. Vote Foundation](#), locate the voting requirements for two or more different states. Ask students to compare the eligibility requirements. Explain to students that, although there are now fewer impediments to voting than ever before, in the past voting restrictions have been used to keep certain groups from voting. The video clip will introduce students to one man's fight against those voting requirements.

2. Video and Discussion of Its Themes

The purpose of this section is to discuss the events and themes presented in the video.

- Watch the clip from episode 4 of *Latino Americans*: "The New Latinos" (34:15-41:10) and have students complete the video worksheet.
- Once the students have completed the worksheet, ask the following questions:
 - What were the major events and who were the major players mentioned in this video? What is their significance?
 - What was the filmmakers' point of view? How does this point of view affect the presentation of facts, events, and people?

HERMAN BADILLO AND VOTING RIGHTS

3. Build Background Knowledge:

During the exploration of primary documents section below, students will be asked to contextualize the documents within the time period. This section is intended to build background knowledge about Herman Badillo and the Voting Rights Act.

- Key ideas:
 - The Voting Rights Act of 1965 was signed into law by President Lyndon Baines Johnson in order to enforce the voting rights guaranteed by the fourteenth and fifteenth amendments of the Constitution and prevent racial discrimination in the voting process. Since then, Congress has amended the act five times to renew and broaden its protections.
 - The 1965 Voting Rights Act is most associated with the gains made by African Americans in the Civil Rights Movement and the legal barriers African Americans faced in exercising the right to vote, including literacy tests in Southern states. Puerto Ricans—and Latinos more broadly—also faced numerous barriers to full democratic participation and were subject to English-only literacy tests in states such as New York.
 - Section 4 of the Voting Rights Act includes specifications that preserve the right to register and vote for those with limited English proficiency, provisions that immediately affected Puerto Rican citizens. Before the 1965 Voting Right Act was passed, activist and politician Herman Badillo testified before Congress regarding the barriers faced by Puerto Rican citizens during the voting and registration processes. Amendments to the Voting Rights Act enacted in 1975 provided additional protections for language minority voters, including bilingual voting information and bilingual ballots.
 - First elected in 1970, Herman Badillo served seven years in U.S. Congress, becoming the first Puerto Rican representative. He ran for mayor of New York City five times, becoming the first Puerto Rican to run for mayor of a major city in the continental U.S. and was very active in New York politics. During his political career, he was a vocal civil rights advocate who called for voting, housing, and education reforms. (Brief biographies of Herman Badillo are available from the [Library of Congress](#) and the [U.S. House of Representatives](#).)

4. Exploration of Primary Documents

In this section, students will use a Historical Thinking Chart to explore primary sources relating to Herman Badillo's activism and the Voting Rights Act of 1965. In preparation, make copies of each of the documents. These may then be posted around the room for a gallery walk, or the teacher can choose to make copies of the documents for all students. The Historical Thinking Chart is set up so that the teacher can decide which documents to present to the students (the main consideration being the amount of time the teacher can dedicate to the activity). The exploration can also be modified by telling students that they must explore a set number of documents within the time allotted.

- Pass out the blank Historical Thinking Chart.
 - If necessary, introduce students to the terms **sourcing**, **contextualization**, **corroboration**, and **close reading** as steps historians take to paint a full picture of any historical event and be critical consumers of information.
- If doing a gallery walk, bring students' attention to the posted documents and explain that they will circulate around the room reading the documents and filling out the notes template for each one. Give students at least thirty minutes to rotate around the room.
- Alternately, the teacher may give students copies of all the selected documents to work on individually or in small groups.
- Optional: Have students complete a Primary Source Worksheet for each corresponding document.

5. Discussing the Documents

The purpose of this section is to explore the events and themes more deeply.

- Bring the class back together. If students were not able to see all of the documents in the time allotted, you may want to give them a few minutes to share notes with other students who were able to see documents they did not get a chance to view.
- Lead a discussion that helps students connect these documents to the essential question:
How did Herman Badillo's activism and the Voting Rights Act of 1965 expand the political participation of Puerto Rican citizens and Latinos more broadly?

6. Closing

The purpose of this section is to give students a chance to synthesize their thoughts independently in writing.

- Give students the following writing prompt:
How did Herman Badillo's activism and the Voting Rights Act of 1965 expand the political power of Puerto Rican citizens and Latinos more broadly? Use at least two primary documents to support your answer.
- Give students time to compose their paragraphs.

VIDEO WORKSHEET

DIRECTIONS

Answer the following questions using the information provided in the episode.

1. Why did the city of New York begin tearing down tenement buildings in San Juan Hill?
2. How many Puerto Rican and African American families were displaced by the construction of Lincoln Center in San Juan Hill?
3. Why was Puerto Rican political power limited in the 1950s and 1960s?
4. How did Herman Badillo contribute to John F. Kennedy's presidential campaign in 1960?
5. Why did Herman Badillo move from Puerto Rico to New York as a child?

6. What kind of classes was Herman Badillo “supposed” to take in high school?

7. Why was it difficult for Puerto Ricans to register to vote in the 1950s and 1960s?

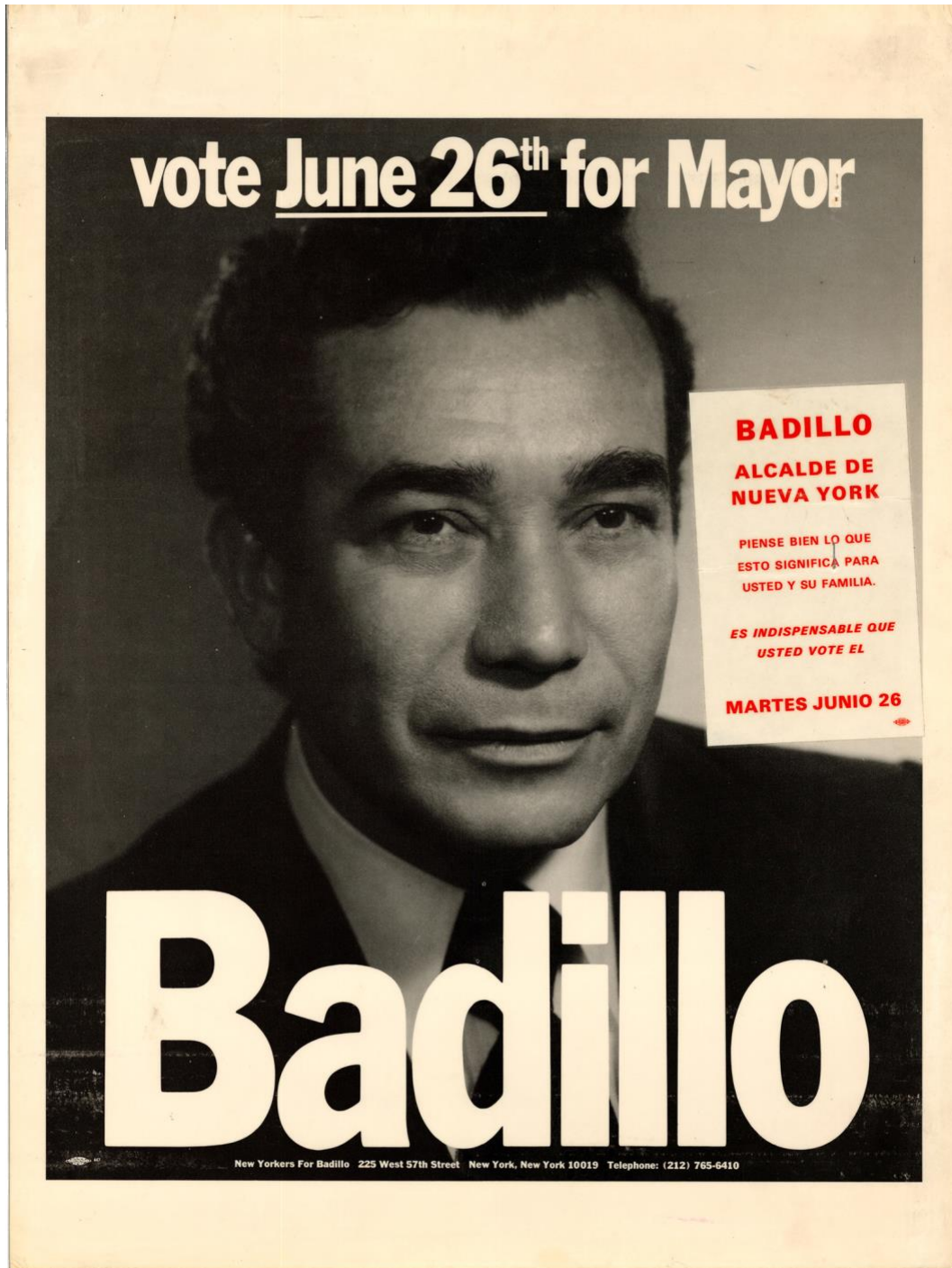
8. What strategy did Democratic Party bosses use to prevent Puerto Ricans from voting?

9. How did Herman Badillo fight against this strategy?

10. What types of legislation did Herman Badillo help pass as a congressman?

PRIMARY SOURCE WORKSHEET

POSTER FOR HERMAN BADILLO'S NEW YORK CITY MAYORAL CAMPAIGN, 1973
Center for Puerto Rican Studies, Hunter College, CUNY

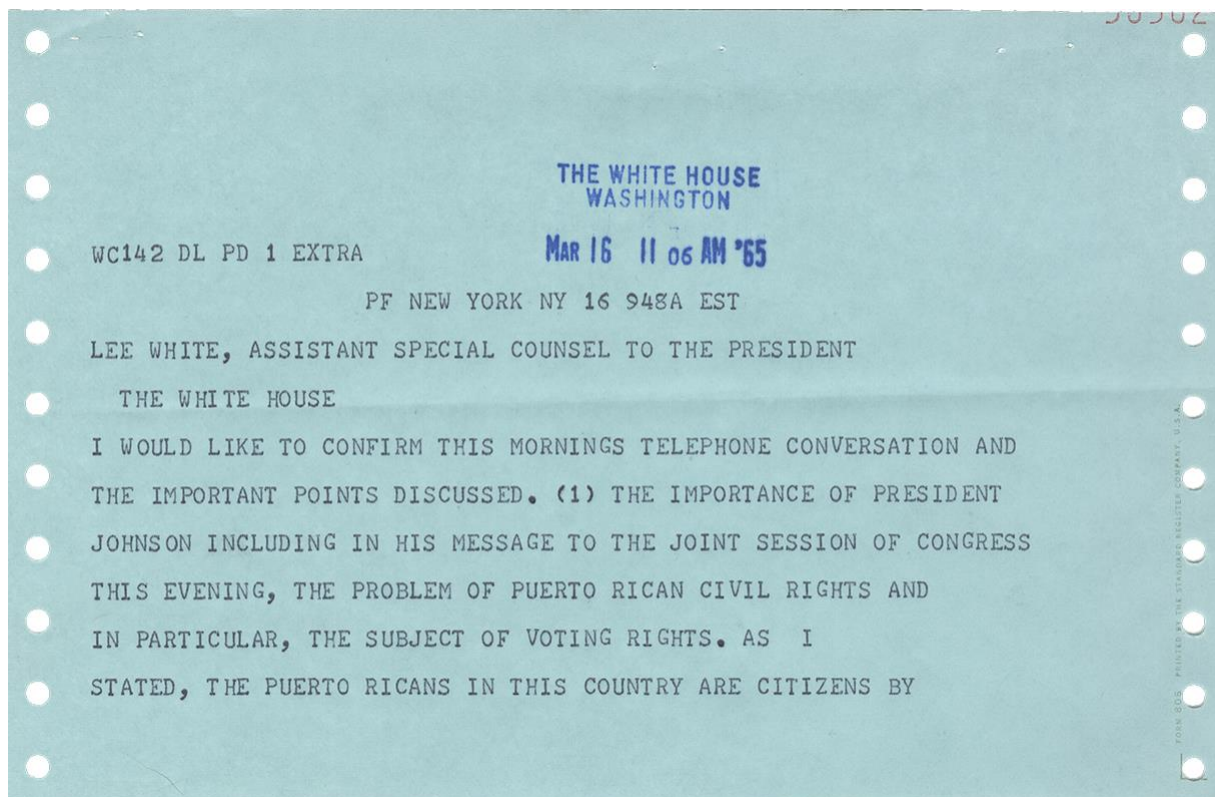


PRIMARY SOURCE WORKSHEET

EL DIARIO-LA PRENSA, TELEGRAM TO LEE WHITE, MARCH 16, 1965

Courtesy of LBJ Presidential Library.

Lee C. White served as advisor to Presidents John F. Kennedy and Lyndon Baines Johnson. He was responsible for coordinating civil rights policy for the White House and was involved in the enactment of the landmark Voting Rights Act of 1965.



HERMAN BADILLO AND VOTING RIGHTS

B
IRTH AND MANY STATES, INCLUDING NEW YORK, HAVE UNFAIR LITERACY
TESTS WHICH REQUIRE A VOTER TO PASS SUCH A TEST IN ENGLISH.
THESE LITERACY TESTS SHOULD BE COMPLETELY ABOLISHED OR AT LEAST
MODERNIZED BY LEGISLATION TO ALLOW THE PUERTO RICANS TO TAKE
SUCH TEST IN SPANISH. (2) RESPECTFULLY REQUESTED
THAT MEETING BE ARRANGED WITH EITHER THE PRESIDENT OR HIS
REPRESENTATIVE, PREFERABLY VICE PRESIDENT HUMPHREY OR YOURSELF TO
MEET THIS WEDNESDAY AT HIS OR HIS REPRESENTATIVES
CONVENIENCE, WITH MEMBERS OF THE LEGION OF VOTERS AND THE NATIONAL
ASSOCIATION FOR PUERTORICAN CIVIL RIGHTS, TO DISCUSS AND OUTLINE A

PROGRAM FOR PUERTORICAN VOTING RIGHTS. RESPECTFULLY
EL DIARIO-LA PRESANSA O ROY CHALK PUBLISHER.

PRIMARY SOURCE WORKSHEET

LEE WHITE, MEMO TO PRESIDENT LYNDON B. JOHNSON, APRIL 8, 1965

Courtesy of the LBJ Presidential Library

Lee C. White served as advisor to Presidents John F. Kennedy and Lyndon Baines Johnson. He was responsible for coordinating civil rights policy for the White House and was involved in the enactment of the landmark Voting Rights Act of 1965.

Rec'd 4/10/65 7:00 p.m.

*Can be used for...
New York...*

MEMORANDUM (2)

THE WHITE HOUSE
WASHINGTON
April 8, 1965

TO: THE PRESIDENT

FROM: Lee C. White *ll*

EXECUTIVE (S)
LE/HU 2-7
HU 2-7 / ST 32
LC / New York
ST 51-2
PR 8-2 / PK

Mayor Wagner, through his assistant Julius Edelstein, has indicated that there is some serious resentment developing in the New York City Puerto Rican community over the fact that the Administration's voting rights legislation totally ignores their plight.

This is a problem that could easily be taken care of by the New York legislature and apparently legislation is to be offered in Albany by New York City democrats. Nick Katzenbach has indicated in his testimony that he not only would not object, but that he believes it is a constructive idea to take care of the Puerto Rican problem in connection with the basic voting rights legislation, so long as it does not threaten the entire package. He has told me that the real problem is that Dirkson simply does not look kindly on adding 500,000 or 600,000 democratic votes in New York City and, therefore, opposes this feature.

We have had a long standing request from New York's Puerto Rican leaders to meet with you, and, frankly, this may be a good opportunity to see a dozen or so leaders to indicate your concern over their voting problem and the position of the Administration. Javits and Bobby Kennedy are pressing for an amendment, and it may actually make the grade. It seems to me that if this were to happen, it would be considerably better from our point of view if they had taken their appeal to you. If, on the other hand, it fails, there will at least have been an expression of interest, concern and support.

Should I try to work out a meeting of this character?
 Yes No

If yes, should it be done in the next week or 10 days?
 Yes No

#10
Interoffice note (attached)
See note for M. Watson indicates
President thought they might
want to talk to Sen. Kennedy, Robert

Copy -
Nothing else sent to
Central Files as of 7/14/65

QUESTIONS

1. Why was the Puerto Rican community in New York upset with the early stages of voting rights legislation?
2. What was Lee White asking President Lyndon B. Johnson to do? How did President Johnson respond?
3. The handwritten note on the bottom-left says "inter-office note (attached) . . . indicates President thought they might want to talk to Sen. Kennedy, Robert (Bobby)." Based on what you read in the memo, why do you think the President suggested that the Puerto Rican representatives arrange a meeting with Senator Robert F. Kennedy?

PRIMARY SOURCE WORKSHEET

SECTION 4 OF THE VOTING RIGHTS ACT OF 1965

National Archives and Records Administration

SEC. 4. (a) To assure that the right of citizens of the United States to vote is not denied or abridged on account of race or color, no citizen shall be denied the right to vote in any Federal, State, or local election because of his failure to comply with any test or device in any State with respect to which the determinations have been made under subsection (b) or in any political subdivision with respect to which such determination have been made as a separate unit, unless the United States District Court for the District of Columbia in an action for a declaratory judgment brought by such State or subdivision against the United States has determined that no such test or device has been used during the five years preceding the filing of the action for the purpose or with the effect of denying or abridging the right to vote on account of race or color: *Provided*, That no such declaratory judgment shall issue with respect to any plaintiff for a period of five years after the entry of a final judgment of any court of the United States, other than the denial of a declaratory judgment under this section, whether entered prior to or after the enactment of this Act, determining that denials or abridgments of the right to vote on account of race or color through the use of such tests or devices have occurred anywhere in the territory of such plaintiff. An action pursuant to this subsection shall be heard and determined by a court of three judges in accordance with the provisions of section 2284 of title 28 of the United States Code and any appeal shall lie to the Supreme Court. The court shall retain jurisdiction of any action pursuant to this subsection for five years after judgment and shall reopen the action upon motion of the Attorney General alleging that a test or device has been used for the purpose or with the effect of denying or abridging the right to vote on account of race or color.

If the Attorney General determines that he has no reason to believe that any such test or device has been used during the five years preceding the filing of the action for the purpose or with the effect of denying or abridging the right to vote on account of race or color, he shall consent to the entry of such judgment. (b) The provisions of subsection (a) shall apply in any State or in any political subdivision of a state which (1) the Attorney General determines maintained on November 1, 1964, any test or device, and with respect to when (2) the Director of the Census determines that less than 50 per centum of the persons of voting age residing therein were registered on November 1, 1964, or that less than 50 per centum of such persons voted in the presidential election of November 1964.

A determination or certification of the Attorney General or of the Director of the Census under this section or under section 6 or section 13 shall not be reviewable in any court and shall be effective upon publication in the Federal Register.

(c) The phrase “test or device” shall mean any requirement that a person as a prerequisite for voting or registration for voting (1) demonstrates the ability to read, write, understand, or interpret any matter, (2) demonstrates any educational achievement or his knowledge of any particular subject, (3) possess good moral character, or (4) prove his qualification by the voucher of registered voters or members of any other class.

(d) For purposes of this section no State or political subdivision shall be determined to have engaged in the use of tests or devices for the purpose or with the effect of denying or abridging the right to vote on account of race or color if (1) incidents of such use have been few in number and have been promptly and effectively corrected by State or local action, (2) the continuing effect of such incidents has been eliminated, and (3) there is no reasonable probability of their recurrence in the future.

(e)

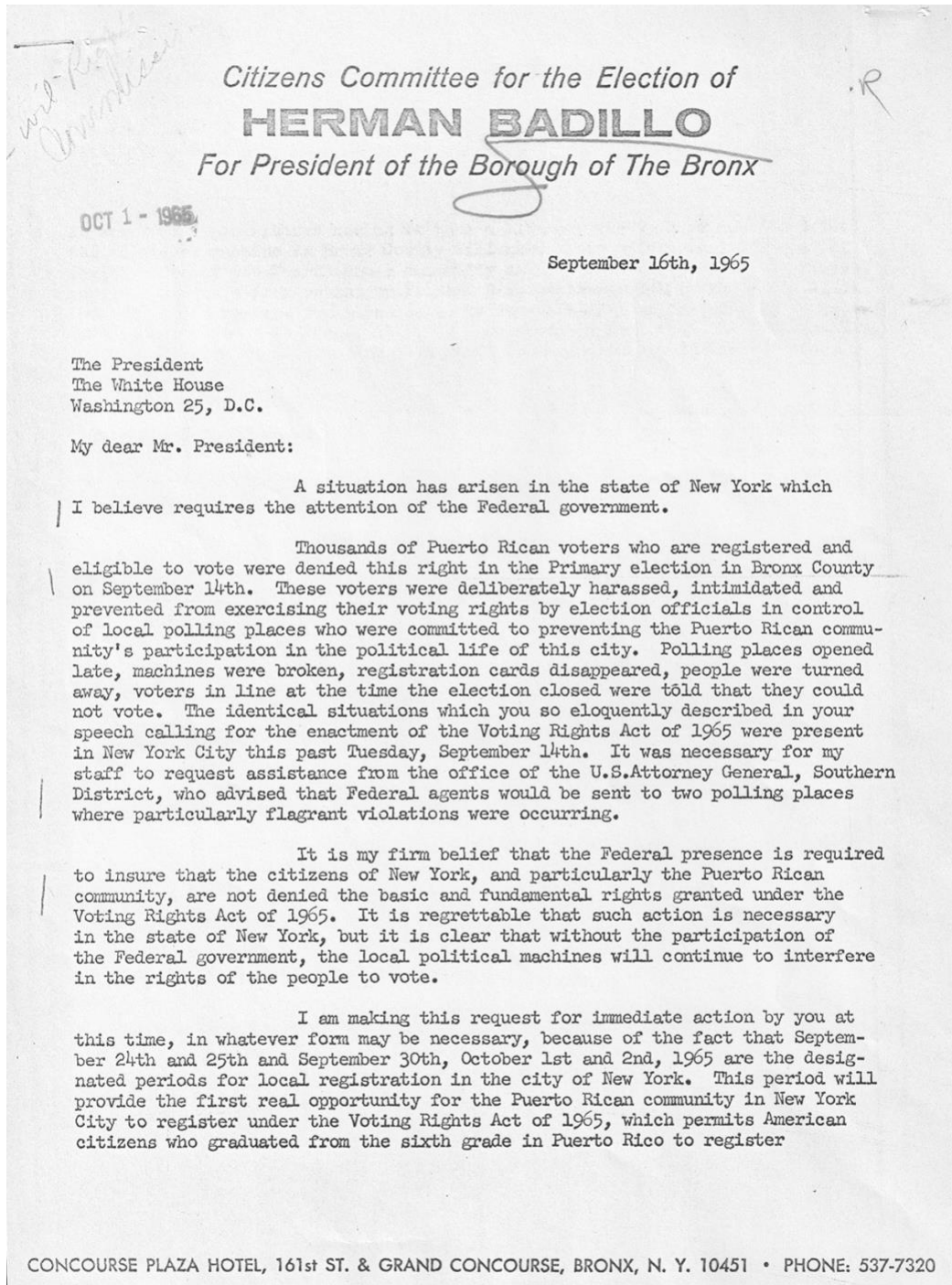
(1) Congress hereby declares that to secure the rights under the fourteenth amendment of persons educated in American-flag schools in which the predominant classroom language was other than English, it is necessary to prohibit the States from conditioning the right to vote of such persons on ability to read, write, understand, or interpret any matter in the English language.

(2) No person who demonstrates that he has successfully completed the sixth primary grade in a public school in, or a private school accredited by, any State or territory, the District of Columbia, or the Commonwealth of Puerto Rico in which the predominant classroom language was other than English, shall be denied the right to vote in any Federal, State, or local election because of his inability to read, write, understand, or interpret any matter in the English language, except that in States in which State law provides that a different level of education is presumptive of literacy, he shall demonstrate that he has successfully completed an equivalent level of education in a public school in, or a private school accredited by, any State or territory, the District of Columbia, or the Commonwealth of Puerto Rico in which the predominant classroom language was other than English.

PRIMARY SOURCE WORKSHEET

HERMAN BADILLO, LETTER TO PRESIDENT LYNDON B. JONSON, SEPTEMBER 16, 1965

Courtesy of LBJ Presidential Library



HERMAN BADILLO AND VOTING RIGHTS

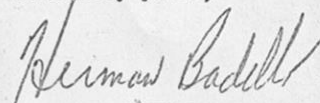
The President
Washington, D.C.

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9/16/65

in New York State without having to take a literacy test. I am convinced that the political machine in Bronx County will make every effort to frustrate the registration of the Puerto Rican community as they made every effort to prevent registered voters from voting on Primary Day, September 14th. We cannot allow the efforts to prevent registration to be as successful as the efforts to prevent voting were on September 14th. I know that you feel that the Voting Rights Act of 1965 must be implemented with equal force and vigor, in the North as in the South.

I feel certain that I express the deepest gratitude of the Puerto Rican community for your efforts as well as the deepest confidence that you will take whatever action is within your power to insure that their right to vote will in no way be impaired.

Sincerely yours,



HERMAN BADILLO

HB/rm

cc Senator Jacob Javits
Senator Robert Kennedy
Attorney General Nicholas D. Katzenbach

QUESTIONS

1. What is Herman Badillo’s reason for writing to President Lyndon B. Johnson? What is the “situation” that “has arisen”?
2. What does Badillo request in the letter? Use specific examples from the text to support your answer.
3. Badillo refers several times to “political machines.” What is a “political machine”? (You may need to look up this term or ask a teacher.) According to Badillo, what impact will local political machines have on Puerto Ricans’ ability to vote?
4. Examine the document’s letterhead or pre-formatted heading. What might the upcoming primary have to do with Badillo personally?

PRIMARY SOURCE WORKSHEET**EXCERPT FROM STATEMENT OF CASE, *PUERTO RICAN ORGANIZATIONS FOR POLITICAL ACTION V. BOARD OF ELECTION COMMISSIONERS OF THE CITY OF CHICAGO*, SEPTEMBER 21, 1974**

National Archives and Records Administration

In 1965, the landmark Voting Rights Act was enacted into law in order to prevent racial discrimination in voting. The Act includes multiple provisions that regulate elections, including prohibiting literacy tests. Sections 4(e) and 4(f) guarantee the right to register and vote to those with limited English proficiency. In the years that followed the Act's enactment, however, there was resistance to its implementation and providing equal access to voting rights. As a result, the U.S. courts saw a series of cases relating to the enforcement of Puerto Rican citizens' right to vote without any English-language literacy requirements.

This is the Statement of Case for the court case *Puerto Rican Organization for Political Action, Jesus Gomez, Geraldo Gomez, Victor Gomez, Abdon Vargas, and other others similarly situated v. Stanley T. Kusper, Marie H. Suthers, and Francis P. Canary, in their capacity as the Board of Election Commissioners of the City of Chicago*. This is a civil case in which the plaintiffs, Jesus Gomez, Geraldo Gomez, Victor Gomez, Abdon Vargas, and the Puerto Rican Organization for Political Action, sought to compel the defendants, the City of Chicago Board of Election Commissioners, to provide voting assistance in the Spanish language to United States citizens of Puerto Rican birth who are unable to use the English language. With their complaint filed on September 18, 1972, the plaintiffs also filed a motion for preliminary injunctive relief in connection with the November 7, 1972 General Election in Chicago, Illinois. The case file includes the complaint, motions, affidavits, exhibits, transcript of proceedings, and amici curiae memorandum. This case was appealed to the Seventh Circuit U.S. Court of Appeals. [From the National Archives and Records Administration]

In view of the foregoing statutory provisions, the Plaintiff class asserts that the printing of written electoral materials only in the English language imposes upon them a de facto literacy test or device proscribed by this act. The practice or procedure of the Defendant Board in refusing to provide written instructions and electoral material in the Spanish language to the Plaintiff class requires the Plaintiff class to demonstrate an ability to read the English language in order to interpret those matters contained in written materials. In order for members of the Plaintiff class to vote effectively as defined by Section 1973 L (c) (3), they must be able to read the written materials available or to obtain assistance from Spanish-speaking election judges. Constitutionally, the result is identical, whether a literacy test or device absolutely prohibits voting or, as in this case, devices are employed, i.e. the Board's systematic refusal to prepare election materials and to provide assistance in Spanish, which deny an effective vote. Though the Plaintiff class members are performing physical acts—pulling levers on voting machines—can we assert that this is the parameter of their fundamental right to vote, and they have no right to know for whom they vote, no right of political decision.

QUESTIONS

1. Based on what you know about the Voting Rights Act of 1965, what are the possible effects of literacy tests on voting? Why would those effects make a difference in the lives of Latino Americans?
2. Why did the plaintiff (the Puerto Rican Organization for Political Action) argue that making election materials available only in English is a “literacy test”?
3. What do you think the Puerto Rican Organization for Political Action hoped to achieve in this case? Support your answer with examples of sentences or phrases from the text.

PRIMARY SOURCE WORKSHEET

EXCERPT FROM PRELIMINARY AGREEMENT AND ORDER, *PUERTO RICAN ORGANIZATIONS FOR POLITICAL ACTION V. BOARD OF ELECTION COMMISSIONERS OF THE CITY OF CHICAGO*, SEPTEMBER 29, 1974.

National Archives and Records Administration

In 1965, the landmark Voting Rights Act was enacted into law in order to prevent racial discrimination in voting. The Act includes multiple provisions that regulate elections, including prohibiting literacy tests. Sections 4(e) and 4(f) guarantee the right to register and vote to those with limited English proficiency. In the years that followed the Act's enactment, however, there was resistance to its implementation and providing equal access to voting rights. As a result, the U.S. courts saw a series of cases relating to the enforcement of Puerto Rican citizens' right to vote without any English-language literacy requirements.

Originally filed in September of 1972, *Puerto Rican Organization for Political Action, Jesus Gomez, Geraldo Gomez, Victor Gomez, Abdona Vargas, and other others similarly situated v. Stanley T. Kusper, Marie H. Suthers, and Francis P. Canary, in their capacity as the Board of Election Commissioners of the City of Chicago* was a class-action civil case in which the plaintiffs aimed to require the defendants, the Board of Election Commissioners, to offer Spanish-language voting assistance to Puerto Ricans and other Spanish speakers in Chicago. After New York City, Chicago held the second most populous Puerto Rican community on the U.S. mainland. *PROPA* represented a class of voters of Puerto Rican descent who did not read English well enough to vote unless they had verbal instructions in Spanish. The district court ruled in favor of the plaintiffs, a decision which was then contested by Chicago's Board of Election Commissioners. The case was appealed to the Seventh Circuit Court U.S. Court of Appeals, which ruled in favor of the plaintiffs. A year later, the 1975 extension of the Voting Rights Act established bilingual assistance in areas of the country with large non-English-speaking populations. [From the National Archives and Records Administration]

This matter having been pending before the Court and all parties having conducted extensive conferences in an attempt to reach a mutually agreeable result herein, hereby enter into this preliminary agreement.

1. It is hereby recognized by all parties that the Puerto Rican population of the City of Chicago, being natural born citizens whose primary language is not English, are confronted with a unique problem regarding the right to vote.
2. In recognition of that unique problem, the parties have mutually agreed that certain procedures, hereinafter set forth, should be implemented to ensure that the right to vote for the Puerto Rican community be fully established. Those procedures are
 - I. NOTICES, PUBLICATIONS AND APPOINTMENT OF JUDGES
 - A. The Board of Election Commissioners, hereinafter referred to as the "Board," shall secure a one-half page advertisement in the Spanish language prior to February 11, 1974, in the following Spanish-speaking newspapers, to-wit El

Manana, La Raza, El Informador, El Puertoriqueno Chicaco-San Juan al Dia, and El Vocero. Public service tape recorded messages and press releases in the Spanish language will be sent to the following media, to-wit Channel 26, Channel 44, Channel 7, WEAW, WOPA, WTAQ, WXRT, WOJO, WEDC, WJJD, WSBC and WCRW. All of the aforesaid material shall publicize the following:

1. The fact that the Board is seeking qualified bilingual registration and election judges for February 19, 1974, and March 19, 1974 and the manner in which persons may apply to be such judges.
 2. The fact that precinct registration will be conducted on February 19, 1974;
 3. The fact that if a voter receives a pink slip (Notice to Show Cause Why Registration Should Not Be Cancelled) from the Board, that voter must bring it to the offices of the Board within 10 days or lose his right to vote in Primary Election of March 19, 1974.
- B. The Board shall forward this preliminary agreement and order in the Spanish language no later than March 1, 1974, to the following Spanish-speaking newspapers for publication: El Manana, La Raza, El Informador, El Puertoriqueno Chicaco-San Juan al Dia, and El Vocero.
- C. The Board shall continue to make all reasonable efforts to directly appoint qualified applicants for election judges who are bilingual in Spanish and English in the following 38 Wards of the City of Chicago, which wards contain ½ of 1% or more of Spanish-speaking citizen population over the age of 18 years, to-wit 1, 3, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 20, 21, 22, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 37, 39, 40, 42, 43, 44, 46, 47, 48, and 49.
- D. The Board shall make available at its offices pamphlets in the Spanish language entitled “On Being a Judge of Election.”
- E. The Board shall make available at its offices pamphlets in the Spanish language entitled “Facts to Voters.”

F. The Board shall have at least one employee bilingual in the English and Spanish languages available at its office during business hours to assist Spanish-speaking persons.

II. WRITTEN FORMS IN THE SPANISH LANGUAGE

A. REGISTRATION AND CANVASSING

1. The Board shall print and distribute facsimiles of Voter Registration Cards and Affidavits of Registration in the Spanish language in all the precincts of the above-mentioned 38 Wards in the City of Chicago on Precinct Registration Day, February 19, 1974, and at the offices of the Board from the date of this Agreement until the close of business day on February 11, 1974.
2. The Board shall print “Notices to Show Cause Why Registration Should Not be Cancelled” in the English and Spanish languages upon the same form, with the translation appearing on the reverse side thereof. The aforesaid bilingual notices shall be utilized by the board and its appointed canvassers in all the precincts of the above-mentioned 38 Wards for purposes of determining voter ineligibility in the November 5, 1974, General Election. For purposes of the Primary Election of March 19, 1974, the Board will use English language “Notices to Show Cause Why Registration Should not be Cancelled” in conjunction with the requirements specified in Part I, A, 3 of this Agreement.

B. ELECTION DAY

1. The Board shall print in the Spanish language for the March 19, 1974 Primary Election and distribute for use in said election in all of the precincts of the above-mentioned 38 Wards of the City of Chicago, the following materials:
 - a. Facsimile diagrams of the entire face of the voting machine in all precincts with voting machines. Said facsimile diagrams shall be posted and displayed in a prominent and conspicuous place in the polling places.
 - b. Facsimiles of all paper ballots, including ballots for propositions, referenda and judicial retention, if not included in the facsimile diagram referred to in paragraph B, 1.(a), above. Said facsimiles shall be posted and displayed in a prominent and conspicuous place in the polling places.

- c. A pamphlet entitled “Voting Machine Instructions.” The Board shall also make said pamphlet available to interested Spanish-speaking groups prior to the Primary Election of March 19, 1974.
- d. Cards of instruction identical in content to the printed cards of instruction in the English language used with Instruction Model Voting Machine in each polling place where voting machines are used. Said cards of instruction will be affixed to the model voting machines in such a way that they are plainly visible.
- e. A placard entitled “Who is Entitled to Assistance” shall be posted and displayed in a prominent and conspicuous place in the polling places.
- f. A poster entitled “Who Can Vote” shall be posted and displayed in a prominent and conspicuous place in the polling places.
- g. The words “Polling Place” shall be posted and displayed in a prominent and conspicuous place outside of the premises of the polling place.
- h. Facsimiles of affidavits entitled “Challenged Voters Affidavit” with supporting affidavit (FORM 6), “Affidavit of Voter Whose Name is on Printed List, but not in Precinct Binder” with two supporting affidavits (FORM 11), “Affidavit of Registered Voter who has Changed Address Subsequent to February 19, 1974” with supporting affidavit (FORM 3), “Affidavit of Registered Voter who has Changed Name Subsequent to February 19, 1974,” with supporting affidavit (FORM 3), “Assisted Voters Affidavit-Illiterate Voter” (FORM 2-A), “Assisted Voters Affidavit-Physically Disabled Voter” with Supporting Affidavit of assisting person (FORM 2-B).

QUESTIONS

1. Briefly summarize the two fundamental aspects of the ‘preliminary agreement’ overseen by the Court.
2. What are some of the significant steps the Board of Election Commissioners is directed to take before the election and on Election Day?
3. Do you think the Puerto Rican Organization for Political Action would view the outcome and these directions as a victory? Why or why not?
4. Out of all of the orders given to the election board, which do you think would have the greatest impact? Explain your answer using examples from the text.

CLASSROOM ACTIVITIES, ASSIGNMENTS, AND FURTHER RESOURCES

CURATE A MUSEUM EXHIBITION

Gather images and documents that indicate the barriers faced by Latinos in exercising the right to vote. Make a similar exhibition for either women or African Americans. Compare and contrast the struggles of the two groups.

Students may present their exhibitions as PowerPoint presentations or print images to create physical exhibitions.

ASSIGNMENT PROMPTS

- Additional background information on the impact of the Voting Rights Act on Latinos can be found in [this article](#) published by the *National Black Law Journal*. [This site](#) published by the Department of Justice has a concise history of voting rights. Using your textbooks or other sources, examine the strategies employed by African Americans to gain their civil rights in the U.S. post-World War II. Write a brief essay comparing and contrasting the demands for equal voting rights from Puerto Ricans and from African Americans. (What restrictions were preventing the groups from voting? How did they respond to those restrictions? What actions did they take to reverse those restrictions?)
- Research historical and current restrictions on voting. Write a brief essay examining the use and effects of a particular tactic (gerrymandering, poll taxes, literacy tests, voter ID laws).
- Research court cases focusing on voting rights. Write a brief essay evaluating the decision of one of those court cases.