

WASHINGTON, DC: SEPARATE & UNEQUAL

A Resource for Social Studies Teachers



The following materials were developed to make it possible for social studies teachers to use the history and unique political status of the District of Columbia as a curriculum resource for US Government and American History courses. This resource will be most effective with the online quizzes that were created specifically to accompany the material presented here.

The online quizzes were developed on the Kahoot platform. Kahoot is a free internet resource that allows users to create and use custom quizzes on any subject.

The materials include the following:

1. ***“Washington, DC: Separate & Unequal (US Government):”*** a 45-minute U.S. Government Lesson for High School Students: pages A1 - A4

2. ***Instructions for the online Kahoot quizzes:*** pages B1 - B2

3. ***Additional Kahoot Quizzes:***

◆ ***Washington, DC: Separate & Unequal (American History):*** pages C1 - C2

This quiz can be used when teaching about the early days of the American Republic, the Civil War, Reconstruction, the end of Reconstruction, and the Civil Rights movement of the 1960s. This quiz was created to increase awareness about the significance of local Washington in the development of our nation.

◆ ***The Truth About Washington, DC (Parts 1 & 2):*** page D1 - D2

Washington, D.C. is frequently mentioned, but what is said is often untrue. Washingtonians would like people in the 50 states to have a better understanding of the place we call home. To help make that happen, these two Kahoot games entitled “The Truth about Washington” are included.

The following materials were developed by Laura Fuchs and Kerry Sylvia, who teach social studies in DC Public High Schools, and by Elinor Hart and Keshini Ladduwahetty, who are active in the DC Statehood Coalition.

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WASHINGTON, DC: SEPARATE & UNEQUAL (US GOVERNMENT)

U.S. Government Lesson Plan for High School Students

Subject: US Government

Grades: 9,10,11,12

Benchmarks

The lesson will give students an understanding of the basic rights of US citizenship using the case study of Washington, DC, for whose residents many of those rights are denied.

Learning resources and materials

- Computer, Projector, Internet access

Introduction

This lesson plan is for a 45 minute lesson that uses an online quiz (using the Kahoot platform) to give students an understanding of basic rights of US citizenship by explaining the denial of those rights to people who live in Washington, DC.

Methods & Procedures

Use the Kahoot quiz to teach students about the citizenship rights that are denied DC residents. Go through all 5 questions. (10 minutes). See page B-1 for instructions on accessing the Kahoot quiz. See page A - 2 for the questions and answers for the Kahoot quiz.

After completing the quiz, use two different options to engage the students in more in-depth analysis. Option 1 contains discussion questions (page A - 3). Option 2 offers an opportunity for document analysis (page A - 4).

Accommodations & Adaptations

The Kahoot quiz can be done in a variety of ways:

- 1) with every student using a smartphone,
- 2) two or more teams with each team having a smartphone or computer, or
- 3) in two or more teams with no electronic devices. In this case, students can use colored cards that correspond to the color of the answers, and scoring can be done manually.

We recommend the second option for a balance of fun and efficiency.

If teachers want to incorporate a civic action component, students can be asked if they support or oppose creating a new state for the people of Washington, DC. Students who support it can be invited to sign [an online petition](#) and share it with their friends. Also, a class or student government association can pass a resolution (a sample is available at <http://www.newcolumbiavision.org/how-you-can-help/>).

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The following questions are provided in the Kahoot quiz "Washington, DC: Separate & Unequal (US Government). Correct answers are in bold.

Question 1: People who live in Washington, DC are represented in Congress by:

- A. Two Senators and one Representative.
- B. One Representative.
- C. One Senator.
- D. No Representatives and No Senators.**

Question 2: DC residents were able to vote in a Presidential election when:

- A. Slaves were emancipated.
- B. The 23rd amendment to the Constitution was passed in 1961.**
- C. The Voting Rights Act was passed in 1965.
- D. Home Rule was passed in 1974.

Question 3: For ten years, DC could not implement a law legalizing medical marijuana because:

- A. The DC government did not have funds.
- B. Congress blocked it.**
- C. The Supreme Court declared the law unconstitutional.
- D. The law was deeply unpopular.

Question 4: DC residents are denied voting representation in Congress because:

- A. They do not pay federal taxes.
- B. They do not serve on federal juries.
- C. They do not serve in the military.
- D. None of the above.**

Question 5: Under the Constitution, new states can be admitted to the Union by:

- A. resolution approved by three-quarters of the states.
- B. An admission act passed by a majority vote of Congress.**
- C. A ballot initiative approved by two-thirds of the states.
- D. A constitutional amendment.

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Option 1: When you have finished the Kahoot quiz, repeat the quiz using this lesson plan so that students can delve into each question and engage in discussion.

Question 1

- Who represents the students in the US Senate and House of Representatives? Use <http://www.whoismyrepresentative.com/> to find Senators and Representatives.
- How does the US Constitution provide for representation in Congress? [Article 1, Section 2 & 3](#).
- Why do DC residents lack voting representation in Congress? Because they are not a state.
- How many people live in Washington, DC? 672,000 (more than the population of Wyoming and Vermont).

Question 2

- Were people in our state able to vote for President before 1961?
- How does the US Constitution provide for the election of the President? [Article 2, Section 1](#).
- Why did it require a constitutional amendment to give people in DC the right to vote for President? Because the constitution specifies that the President will be elected by "electors" from the states, i.e. the Electoral College.
- How many votes do DC people have in the Electoral College today? 3
- How many votes does our state have in the Electoral College?

Question 3

- Why was Congress able to block the law? [Article 1, Section 8, Item 17](#)
- Why is Congress not able to block a law passed by our state legislature?

Question 4

- Do laws passed by the US Congress apply to people who live in DC? Yes, because they are considered US citizens.

Question 5

- When was our state admitted into the Union?
- What was the last state to join the United States? Hawaii in 1959
- Do the people of DC want to be a state? Yes, [86% of them voted](#) on November 8, 2016 to create a new state out of the residential and commercial parts of Washington, DC, and leave a smaller federal district as the Nation's Capital.

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Option 2: When you have finished the Kahoot quiz, ask students to engage in document analysis of the following excerpts of the US Constitution.

Question 1:

Why do Washington, DC residents lack democracy at the local and national level?

Cite specific evidence using excerpts from the US Constitution to support your answer.

OR

In what ways do Washington, DC residents lack democracy at the local and national level?

Cite specific evidence using excerpts from the US Constitution to support your answer.

Excerpt 1:

The House of Representatives shall be composed of members chosen every second year by the people of the several states, and the electors in each state shall have the qualifications requisite for electors of the most numerous branch of the state legislature. (Article I, Section 2).

The Senate of the United States shall be composed of two Senators from each state, chosen by the legislature thereof, for six years; and each Senator shall have one vote. (Article I, Section 3)

Excerpt 2:

To exercise exclusive legislation in all cases whatsoever, over such District (not exceeding ten miles square) as may, by cession of particular states, and the acceptance of Congress, become the seat of the government of the United States... (Article I, Section 8, Item 17).

Question 2:

How has democracy at the national level increased for DC residents?

Cite specific evidence from the US Constitution to support your answer.

Excerpt 3:

Each state shall appoint, in such manner as the Legislature thereof may direct, a number of electors, equal to the whole number of Senators and Representatives to which the State may be entitled in the Congress: but no Senator or Representative, or person holding an office of trust or profit under the United States, shall be appointed an elector. (Article II, Section 1).

Excerpt 4:

The District constituting the seat of government of the United States shall appoint in such manner as the Congress may direct: A number of electors of President and Vice President equal to the whole number of Senators and Representatives in Congress to which the District would be entitled if it were a state, but in no event more than the least populous state; they shall be in addition to those appointed by the states, but they shall be considered, for the purposes of the election of President and Vice President, to be electors appointed by a state; and they shall meet in the District and perform such duties as provided by the twelfth article of amendment. (23rd Amendment, passed in 1961). These instructions are for teachers running

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the online Kahoot quizzes about Washington, DC's lack of rights. If you have any questions, please contact Kesh Ladduwahetty at kesh@newcolumbiavision.org with Subject="NCSS."

To play Kahoot in a classroom, you will need a computer, projector and internet access. Kahoot is most fun when played with smartphones or computers, and the most practical option is to divide the class into two teams, with each team having one smartphone or computer. If this is not an option, you can still play Kahoot manually, with each team calling out answers and someone tracking points manually.

1. Access www.getkahoot.com on your computer browser. In the upper right hand corner, you will see an orange box labelled "Sign up for free;" click this box to create an account. If you already have a Kahoot account, click the menu option called "Sign in."
2. Once you sign in, you will see a toolbar on the top. Click on the menu option called "Public Kahoots." You will see a search utility near the top of the page.
3. Enter "washington dc separate" in the first search field and press enter. The first two results will be "Washington, DC: Separate & Unequal (US Government)" and "Washington, DC: Separate & Unequal (American History)." The first quiz is designed for US Government classes and the second quiz for American History classes. They are both public kahoots, which means anyone can play them. Two additional public Kahoot games about Washington, DC are also available (see page D-1). You can find them by searching for "the truth about washington dc") in the Public Kahoots page.
4. Click "Play" next to the game you wish to play. On the next screen, choose "Team Mode." The game will load with a Game PIN number.
5. If you are playing in teams with smartphones or computers, have each team do the following: using a web browser, access kahoot.it. You will see a field to enter the Game PIN. Type the Game PIN number and press enter. You will be prompted for a team name. On the next screen, you can enter nicknames for team players. You will need to enter at least one nickname. As teams sign in, they will be displayed on the projector. Have both teams sign in.
6. If you are playing the game manually, you will need to simulate at least one online player, even though the real players are not online. Open another window in the computer web browser and access kahoot.it. Enter the Game PIN number, create a team name and nickname.
7. Press the black "Start" button towards the right of the screen to start the game. Each question will be shown, together with four multiple choice answers. Each answer is associated with a unique color and geometric shape. A timer will show how much time is left to answer the question (these quizzes allow 30 seconds for each question).
8. If the game is played with smartphones or computers, have each team decide on the answer and press the color or shape that corresponds with the answer. Note that players can only see the color and shape of the answers on their smartphones or computers. That is why it is essential to have a projector where the entire class can see the possible answers.
9. If the game is played manually, the correct answer will be displayed after 30 seconds.

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10. Once both teams answer the question or the time limit is reached (whichever comes first), the screen will flag the correct answer with a check mark. When you are ready to move on to the next question, press "Next" on the top right of the screen. We recommend playing the entire game first purely as a quiz, and then repeat it with the accompanying lesson plan, which allows for further examination and discussion of each question. You can also end the quiz at any time (the "End" option is on the lower right of the screen).
11. Before the next question is displayed, you will see the team scores for the previous question. Scores are also determined by the speed of the response, so if one team answered more quickly than another, they get more points. If you are playing manually, you can determine your own method for keeping score.
12. The game will proceed through all the questions. Each of these quizzes have 5 questions. At the end of the game, your students would have had some fun and learned something about the meaning of US citizenship, through the case study of American citizens who are denied many of the basic rights of citizenship.

Kahoot is a free educational tool. Encourage your students to play our Kahoot games. You and your students can also create your own Kahoot games on any subject that interests you.

ADDITIONAL ONLINE KAHOOT QUIZZES

QUIZ 2 - WASHINGTON, DC: SEPARATE & UNEQUAL (AMERICAN HISTORY)

The following Kahoot quiz can be used when teaching about the early days of the American Republic, the Civil War, Reconstruction, the end of Reconstruction, and the Civil Rights movement of the 1960s. This quiz was created to increase awareness about the significance of local Washington in the development of our nation. Answers are in bold.

Question 1: The framers of the U.S. Constitution decided that the nation's capital should:

- A. Have a permanent location.
- B. Not be located in any state.
- C. Be controlled by the United States Congress.
- D. All or the above.**

Between 1783 and 1789, the U.S. Capital had five locations—Philadelphia, Princeton, Annapolis, Trenton, and New York City. As the Revolutionary War was coming to an end, the Continental Congress hastily left Philadelphia for Princeton, because the delegates feared that Pennsylvania authorities would not protect them from Revolutionary War veterans demanding back pay. A permanent location became a priority for the delegates to the Constitutional Convention. Believing that locating the capital in a state would give that state undue power and influence, the delegates decided that the new capital would not be in any state. And they wanted Congress to have ultimate authority over the new capital. The capital was, in fact, defined by Article I, Section 8: "The Congress shall have the power...to exercise exclusive legislation in all cases whatsoever over such district (not exceeding ten miles square) as may, by cession of particular states and acceptance by Congress, become the seat of the Government of the United States..." This has come to be known as the District clause. Over the years, Members have Congress have used this power do all kinds of things, including eliminating local government in the nation's capital for 100 years and dictating how locally raised tax dollars will be spent.

Question 2: What is the reason for the location of our nation's capital?

- A. The North/South compromise.
- B. Residence Act.
- C. It was selected by George Washington.
- D. All of the above.**

In 1789, the new Congress was deadlocked over where to place the new capital and whether Congress would agree to fund the debts owed by some northern states for financing the revolution. A chance meeting of Thomas Jefferson and Alexander Hamilton in New York City (which was where the capital was then located) led to resolution of both issues. When the two met, Hamilton told Jefferson how distressed he was over the failure of Congress to address the debt issue. Jefferson, who agreed to help, invited Hamilton and two Virginia representatives to dinner where a deal was made. The Virginians promised to vote for the federal assumption of state debt, which northern money interests wanted. In return Hamilton promised to get northern support for a southern location for the capital. Their deal was the basis for the Residence Act which became law in 1790 and decided the general location of our capital. It gave President Washington the authority to choose a site for the Capital on the Potomac River.

Question 3: What freed enslaved people in the nation's capital?

- A. The Compromise of 1850.
- B. The Compensated Emancipation Act of 1862.**
- C. The Emancipation Proclamation of 1862.
- D. The 13th Amendment to the U.S. Constitution.

ADDITIONAL ONLINE KAHOOT QUIZZES

QUIZ 2 - WASHINGTON, DC: SEPARATE & UNEQUAL (AMERICAN HISTORY)

Following the war in 1812, as tensions mounted over slavery, Washington became the center of controversy. Abolitionists, anti-slavery members of Congress, as well as Washingtonians advocated for ending the slave trade in the capital. After Congress ignored requests from the city council for authority to outlaw the slave trade in Washington, the council tried to tax it out of existence, but a federal court ruled the tax unconstitutional. The slave trade was ended in Washington by the Compromise of 1850. There was also growing pressure to end slavery in the capital. In 1849, Congressman Abraham Lincoln from Illinois introduced legislation to eliminate slavery in Washington through compensated emancipation. By 1862, there were not enough opponents of compensated emancipation to keep it from becoming law, and on April 16, 1862, 3,185 enslaved people in Washington were freed. The Emancipation Proclamation freed the slaves in the Confederate states. But the 13th amendment was needed to put a final end to slavery throughout the United States.

Question 4: Why did Congress vote to permanently end Washington's local government in 1878? A. The city went bankrupt. B. Reconstruction had ended. C. Some Congressmen opposed political rights for black people. **D. All of the above.**

In 1871, Washington had a local government that was elected by white and African American men and included African American elected and appointed officials. That year the city's new Board of Public Works undertook an ambitious program that included paving and lighting streets and sidewalks, a new water and sewer system, and parks. This program transformed the capital into a modern city, but this transformation, that was budgeted at \$4 million, cost the city almost \$20 million. In 1873, after a nationwide depression caused the bank that had financed the city's public works program to fail, the city went bankrupt. In 1874, Congress replaced the Washington's elected government with a three person Commission appointed by the President. The Compromise of 1877, which made Rutherford B. Hayes President, made it possible for segregationists in the South to regain political control and to increase their numbers in Congress. In 1878, Congress passed the Organic Act which made the Commission form of government permanent in Washington for 100 years. According to John Tyler Morgan from Alabama, who was elected to the Senate in 1876, "The Senate and the House of Representatives...found it necessary to disenfranchise every man in the District of Columbia...in order to get rid of this load of negro suffrage..."

Question 5: What civil rights legislation helped make it possible for the District of Columbia to get home rule in 1974? A. The Civil Rights Act of 1957 B. The Civil Rights Act of 1964 **C. The Voting Rights Act of 1965.** D. The Fair Housing Act of 1968.

Washingtonians began advocating for Home Rule in the 1940's. Between 1948 and 1966, the Senate passed six home rule bills, all of which died in the House District Committee. During almost all of those years, the Chair of the House District Committee was John McMillan from South Carolina. As a result of the Voting Rights Act of 1965, the number of African American voters in South Carolina and other southern states more than doubled. In 1972, McMillan was defeated in his primary by a more liberal Democrat. In 1973, Home Rule legislation cleared the House District Committee and was passed by Congress.

ADDITIONAL ONLINE KAHOOT QUIZZES

Washington, D.C. is frequently mentioned, but what is said is often untrue. Washingtonians would like people in the 50 states to have a better understanding of the place they call home. To help make that happen, these two Kahoot games entitled “The Truth about Washington” are included.

THE TRUTH ABOUT WASHINGTON, DC (Part 1)

Question 1: What rights are people in DC denied that other Americans enjoy?

A. A say in when or whether our country goes to war B. A voice in who serves on the Supreme Court C. A say in how our tax dollars are spent **D. All of the above.**

Because they have no voting members of Congress, the people of DC have no say in critical decisions of our national government.

Question 2. When was the first time DC residents could vote for President of the United States?

A. 1938 B. 1948 **C. 1964** D. 2000.

The 23rd Amendment to the Constitution, which gave DC residents the right to vote for President of the United States, was ratified in 1961. DC residents participated in their first Presidential election in 1964.

Question 3. DC residents pay more federal taxes per person than the residents of which states?

A. New York, New Jersey, and Connecticut B. California, Alaska, and Washington
C. Florida, Texas, and Arizona **D. All 50 States.**

DC residents pay more than their fair share of federal taxes, but they have no say in how their tax dollars are spent because they have no voting representation in Congress.

Question 4. How are the majority of people in DC employed?

A. They work for the federal government, B. They are not employed, they are on welfare.
C. They provide professional, scientific, and technical services. D. They are lobbyists.

Even though there is no heavy industry in Washington, DC, almost every profession is represented in its workforce, including a growing number of farmers who are leading the way in urban agriculture.

Question 5. In what way has Congress interfered with DC's local government?

A. It has blocked popular ballot initiatives B. It has blocked an AIDS prevention program.
C. It has blocked subsidies for reproductive health **D. All of the above.**

The U.S. Constitution gives Congress ultimate authority over the federal district that is the seat of our national government. Congress uses this authority to interfere with DC in countless ways. Statehood for the people of DC will bring an end to this interference.

ADDITIONAL ONLINE KAHOOT QUIZZES

THE TRUTH ABOUT WASHINGTON, DC (Part 2)

Question 1: How will statehood for the people of DC be achieved?

A. Congress will pass an admission act.

B. Congress must pass a constitutional amendment.

C. 38 states must pass referendums in favor of DC statehood.

D. DC must pay Maryland 500 billion dollars for the land.

Every state except the original 13 (a total of 37) came into the union through an admission act.

The last two states to enter the Union were Alaska and Hawaii in 1959.

Question 2: In which wars have Washingtonians fought and died?

A. The Revolutionary War, Civil War, World War II.

B. The War of 1812, Spanish American War, World War I.

C. The Korean War, Vietnam War, Iraq War, Afghanistan War .

D. All of the above.

Approximately 200,000 Washingtonians have been sent to wars in which no one representing them they had a vote or a voice.

Question 3. What was the first team to win a national championship for Washington?

A. Redskins (football).

B. Capitals (hockey).

C. Senators (baseball).

D. Wizards (basketball).

In 1924, the Washington Senators defeated the New York Yankees to win the American League pennant and later that year defeated the New York Giants and won the World Series. In 1961, the team was moved to Minneapolis and became the Minnesota Twins. The Montreal Expos came to Washington in 2005 and became the Washington Nationals, They have won the National League East division title three times, but have yet to win a pennant or World Series.

Question 4. Which of the following people is not from DC?

A. James Brown. B. Duke Ellington. C. Marvin Gaye. D. Goldie Hawn.

Duke Ellington, Marvin Gaye, and Goldie Hawn were born and lived in Washington through their high school years. Duke Ellington began his musical career in DC. The Duke Ellington School of the Arts is a DC Public High School that combines a college preparatory curriculum and intensive pre-professional training in music, dance, theater, visual and other arts.

Question 5. How does the population of Washington DC compare to the population of Vermont and Wyoming?

A. DC has almost as many people as Vermont and Wyoming.

B. DC has more people than Vermont and Wyoming.

C. DC has more people than Vermont, but less than Wyoming.

D. DC has fewer people than Vermont, but more than Wyoming.

Washington, D.C. has over 670,000 people. Washingtonians are the only people in the continental United States who have no representation in Congress.