



Appeal of Forty Thousand Citizens, Threatened with Disenfranchisement

Component	Description
<p>Title of Lesson</p> <p>Content/Subject Area</p>	<p>Appeal of Forty Thousand Citizens, Threatened with Disenfranchisement</p> <p>African American History</p>
<p>Context</p>	<p>Students often learn about black activism and voting rights in the context of the Civil Rights Movement of the 1950s and 60s. However, there is a heritage of black activism, including around voting rights that goes back more than century before the modern Civil Rights Movement. This lesson can help break down misconceptions about the fight for voting rights in the United States as well as provide an opportunity for students to understand that democracy is a work in progress that requires citizen participation to maintain and expand rights.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> ● Is it ever justified to deny someone the right to vote? ● What is the role of activism in democracy? ● What arguments did free African-Americans in Philadelphia use to oppose the loss of their voting rights in 1838?
<p>Duration</p>	<p>2 to 4 class periods</p>
<p>Objective</p>	<p>SWBAT use the context in a primary source document IOT make meaning of quotes from the document.</p> <p>SWBAT put arguments into their worlds IOT apply them to another similar issue.</p>
<p>Standards</p>	<p><u>CCSS.ELA-Literacy.RH.9-10.1</u> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p><u>CCSS.ELA-Literacy.RH.9-10.2</u> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p>

	<p>8.1.U.A. Evaluate patterns of continuity and change over time, applying context of events.</p> <p>8.2.U.A. Evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the U.S.</p> <p>8.2.U.B. Evaluate the importance of various historical documents, artifacts, and places in Pennsylvania which are critical to U.S.</p> <p>8.2.U.D. Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the U.S. Ethnicity and race Working conditions, Immigration, Military conflict, Economic stability.</p>
Anticipatory Set	<p>I. Four Corners Activity</p> <p>A. <u>Teacher note</u>: Facing History and Ourselves provides a good explanation of this strategy. Structure the activity for what’s best for your students! Link: https://www.facinghistory.org/resource-library/teaching-strategies/four-corners</p> <p>B. Use the following statements for the Four Corners:</p> <ol style="list-style-type: none"> 1. People who are not U.S. citizens should have the right to vote if they are living in the United States. 2. We should amend the Constitution to lower the voting age to 16 years old. 3. If you have committed a serious crime, you should not have the right to vote. <p>C. Debrief the activity:</p> <ol style="list-style-type: none"> 1. Summarize the main for and against arguments. 2. Ask students to consider who wins and who loses in the situations presented in the statements. <p>II. Transition by explain to students that they have engaged in conversations about voting rights that have been part of our history since the framing of the Constitution</p>
Instruction	<p>III. Establish background knowledge</p> <p>A. Explain that the original U.S. Constitution gave states a lot of autonomy to create voting laws for their own states, including determining who was allowed to vote. For example, Pennsylvania has changed its</p>

Constitution 5 times and each time has made a change related to voting.

B. Ask students what they know about voting rights history in the United States.

IV. Building of what students say about voting history, show students the section on voting from Pennsylvania's 1790 Constitution. Link to entire Constitution here:

<http://www.duq.edu/academics/gumberg-library/pa-constitution/texts-of-the-constitution/1790>

A. Ask students what they notice. Who is included and who is excluded? What do they wonder about voting in PA under this Constitution?

B. ARTICLE III: Section I. In elections by the citizens, every freeman of the age of twenty-one years, having resided in the state two years next before the election, and within that time paid a state or county tax, which shall have been assessed at least six months before the election, shall enjoy the rights of an elector: Provided, that the sons of persons qualified as aforesaid, between the ages of twenty-one and twenty-two years, shall be entitled to vote, although they shall not have paid taxes.

V. Explain that at this time many states barred votes based on race, but not Pennsylvania. However, this was about to change!

A. Teacher note: It may be helpful at this point to out that progress is often not linear. Ask students what does progress mean and what should it look like when talking about rights. It may be helpful to use an analogy comparing rights to rubber bands. (SEE APPENDIX A)

VI. Continue to build background knowledge

A. Philadelphia had one of the largest and free African-American communities before the Civil War.

B. Philadelphia was also a center for abolitionist activity.

1. The first formal protest of slavery in the United States was made in 1688 in Germantown. It challenged the Society of Friends (Quakers) to denounce slavery. Philadelphia Quakers have had a long history of abolitionism.

2. 1774: The Pennsylvania Abolition Society, the first anti-slavery society in the United States was created in Philadelphia

	<ul style="list-style-type: none"> 3. 1780: The Pennsylvania Gradual Abolition Act went into effect freeing anyone enslaved at the time at the age of 28. 4. Most anti-slavery societies were NOT interracial. Philadelphia’s free black community created their own anti-slavery societies and collaborated with Philadelphia’s white abolitionists. <p>C. Most Philadelphians were not abolitionists. Many were active anti-abolitionists and held strong race prejudice. Race riots and violence were common occurrences. An example is the burning of Pennsylvania Hall in May of 1838. It was built as an anti-slavery meeting house, stood completed for three days and was burned down by anti-abolitionists.</p> <ul style="list-style-type: none"> 1. For more information on this incident, a good overview with images can be found here: http://trilogy.brynmawr.edu/speccoll/quakersandslavery/commentary/organizations/pennsylvania_hall.php <p>D. In 1837, the year before the burning Pennsylvania held a Constitutional Convention partly to discuss changes to voting rights. African-Americans in PA had interpreted the term “freeman” to mean that they had the right to vote. In many counties outside of Philadelphia, African-Americans that met the requirements successfully voted. However, in Philadelphia most did not vote fearing violence. A combination of prejudice and politics can help explain the lack of consistency in voting amongst the black community under the 1790 Constitution.</p> <ul style="list-style-type: none"> 1. Use a map of PA counties to give students a visual (SEE APPENDIX B) <p>E. <u>Teacher note:</u> these two resources provide good overviews</p> <ul style="list-style-type: none"> 1. http://philadelphiaencyclopedia.org/archive/appeal-of-forty-thousand-citizens/#15280 2. http://digitalhistory.hsp.org/pafm/doc/appeal
Instruction	<p>VII. Give students a copy of the excerpted “Appeal of Forty Thousand Citizens, Threatened with Disenfranchisement, to the People of Pennsylvania” and the graphic organizer (SEE APPENDIX C and D).</p>

	<p>VIII. Review the source information of the document and the vocabulary.</p> <p>IX. Students work in cooperative groups to read and answer the questions in the graphic organizer.</p> <p>X. Review questions together as a class. Ask students to predict happened with the PA Constitution.</p> <p style="padding-left: 40px;">A. Share the result: In October, 1838, the voters approved the new Constitution by a slim margin (113,971 to 112,759) which included “white freeman” instead of just freeman”.</p> <p style="padding-left: 40px;">B. This is the language of the 1838 PA Constitution: ARTICLE III: Election franchise. Section I. In elections by the citizens, every white freeman of the age of twenty-one years, having resided in the State one year, and in the election district where he offers to vote, ten days immediately proceeding such election, and within two years paid a State or county tax, which shall have been assessed at least ten days before the election, shall enjoy the rights of an elector. But a citizen of the United States who had previously been a qualified voter of this State, and removed therefrom and returned, and who shall have resided in the election district, and paid taxes, as aforesaid, shall be entitled to vote after residing in the State six months: Provided, That white freemen, citizens of the United States, between the ages of twenty-one and twenty-two years, and having resided in the State one year and in the election district ten days, as aforesaid, shall be entitled to vote, although they shall not have paid taxes.</p> <p style="padding-left: 80px;">1. Link: http://www.duq.edu/academics/gumberg-library/pa-constitution/texts-of-the-constitution/1838</p>
<p>Independent Practice</p>	<p>XI. Tell students that we will now compare and contrast the arguments from the <i>Appeal</i> to the voting age issue that we discussed during the four corners activity.</p> <p>XII. Show students voting ages around the world using the CIA World Factbook. There are 8 pages. Consider giving each student a page to review. Share trends as a class. (SEE APPENDIX F)</p> <p style="padding-left: 40px;">A. https://www.cia.gov/library/publications/the-world-factbook/fields/2123.html</p>

	XIII. Students use the graphic organizer to write an appeal (SEE APPENDIX E)
Closure	XIV. Students share their <i>appeals</i> with each other and a few can read it to the class. XV. Compare and contrast our appeals to the one written by Robert Purvis. XVI. Closing discussion: how has this process impacted your understanding of voting?
Assessment	<ul style="list-style-type: none"> ● Four corners discussion ● Graphic organizers and written responses ● Class discussion
Key Terms	<ul style="list-style-type: none"> ● Constitution ● Appeal ● Convention ● Commonwealth ● Despotism, despot ● Posterity ● Disenfranchise
Resources and Materials	<p><u>Materials</u></p> <ul style="list-style-type: none"> ● Map of Pennsylvania counties from the 1830s - APPENDIX B ● Excerpt of the <i>Appeal of Forty Thousand Citizens, Threatened with Disenfranchisement, to the People of Pennsylvania</i> - APPENDIX C ● Graphic organizers - APPENDICES D & E ● List of voting ages from around the world - APPENDIX F <ul style="list-style-type: none"> ○ https://www.cia.gov/library/publications/the-world-fact-book/fields/2123.html <p><u>Resources</u></p> <ul style="list-style-type: none"> ● Rubberband rights analogy - APPENDIX A ● Overview of the <i>Appeal of Forty Thousand Citizens, Threatened with Disenfranchisement, to the People of Pennsylvania</i> <ul style="list-style-type: none"> ○ http://philadelphiaencyclopedia.org/archive/appeal-of-forty-thousand-citizens/#15280 ○ http://digitalhistory.hsp.org/pafm/doc/appeal ● Pennsylvania Constitutions <ul style="list-style-type: none"> ○ http://www.duq.edu/academics/gumberg-library/pa-constitution/texts-of-the-constitution/1838

APPENDIX A (2 pages)

Rubber Band Rights—Expanding or Contracting Suffrage?

Metaphors are powerful teaching tools. They activate students' imaginations and remain in their long-term memory. What if I told you that rights are like rubber bands? Picture me in front of my class, pulling on a rubber band, stretching it almost to the breaking point and then snapping it back. I then pose the question to students: How are your rights like a rubber band?

The most surprising fact students will learn through reading these articles is that history is not always a story of progress. It does not always move forward. Rights are not continuously expanding; like a rubber band, they can snap back. By comparing how voting rights were addressed in the Pennsylvania Constitution from 1776 to 1873, students will see a general regression, even though rights for some expanded. Some qualifications that were inclusive and expansive in the Pennsylvania Constitution

of 1776 “snapped back” by 1838 and 1873, as African Americans and women were explicitly denied voting rights.

Rubber Band Theory of History, The Water Strategy of Social Change **Bruce Hartford, 2010**

The way that political change and social advancement is taught in school gives an impression that human progress in America is achieved steadily — like going up a ramp — each year society improves, each year is better than the last. And that those safely dead heroes of the distant past who worked and struggled for greater justice and democracy marched bravely forward to inevitable victory. It's a warm and comforting illusion, but in the real world it's rarely the case.

American abolitionists fought against slavery for decades, but slavery did not gradually decline year after year until it faded away — rather it was destroyed in the sudden cataclysm of the Civil War. From its inception in 1909, The NAACP struggled decade after decade to win voting rights for Blacks, with little progress to show in the Deep South. SNCC and CORE began combining voter-registration and direct action in [1961](#), and year after year — a time that to us "twenty-somethings" seemed interminable — nothing was gained, the number of Blacks registered in the Carolinas, Georgia, Alabama, Mississippi, and Louisiana barely changed. Then like a sudden bolt of lightning came [Freedom Summer](#) in 1964 and a five months later the [Selma Voting Rights Campaign and the March to Montgomery](#), followed by passage of the [Voting Rights Act of 1965](#). But those flashes of sudden lightening did not occur in a vacuum, they were based on, and grew out of, the years and decades of struggle that preceded them.

The struggles to abolish slavery and win voting rights both illustrate the "**Rubber Band Theory of History**." Imagine a block of wood sitting on a table. Attached to it is a long chain of rubber bands. You pull on the rubber bands hoping to move the block, but they just stretch and stretch and the block doesn't move at all. You pull some more, and stretch the bands tighter, and nothing happens. You pull some more, and then suddenly the block moves so fast that it bangs you in the fingers. Sometimes.

Sometimes it works that way — but sometimes you pour your heart & soul into moving the block, you stretch and stretch the rubber bands, you march, you picket, you go to jail, but the block never moves. You achieve nothing. Which is why activists need to keep in mind Rabbi Tarfon, and the [Tao of Social Struggle](#).

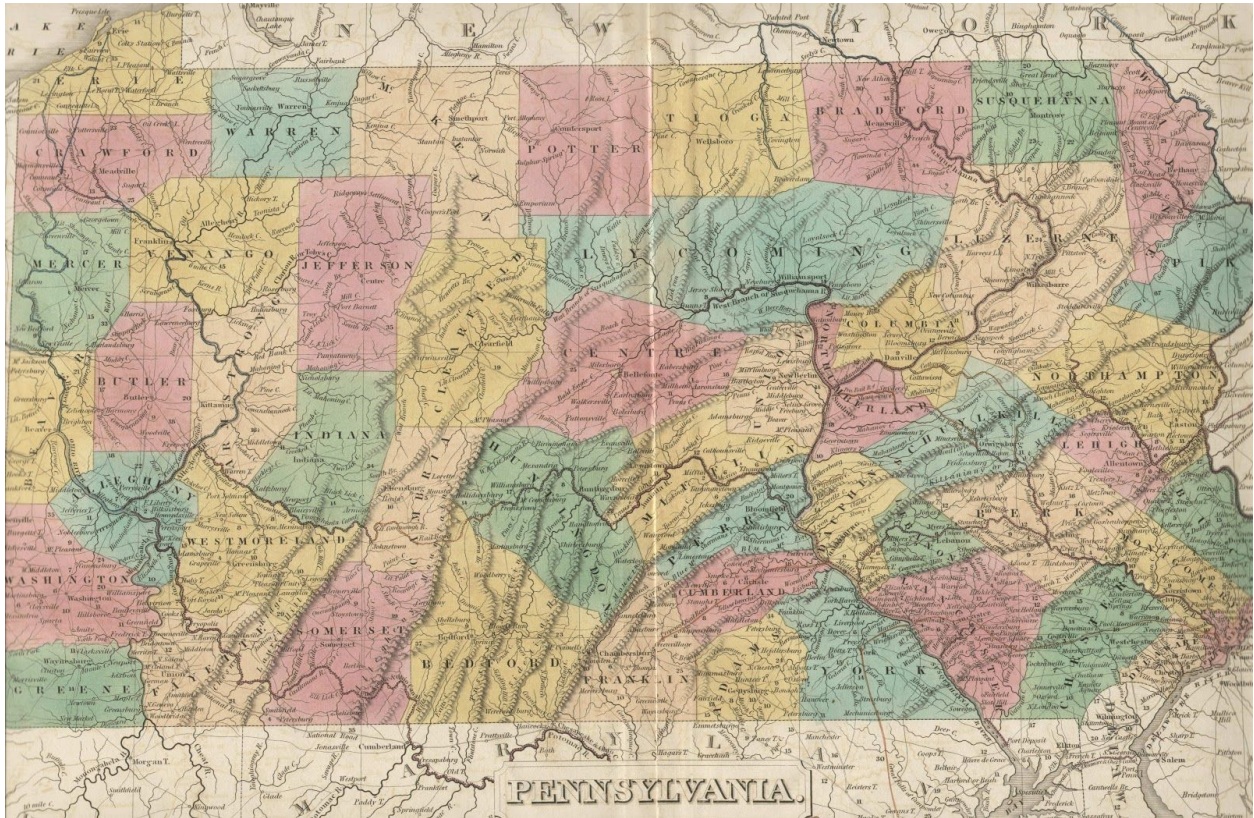
Which brings us to the "**Water Strategy of Social Change**." Contrary to the deeply held beliefs of some ideologists, there is no instruction manual for achieving political reform (let alone, revolution). There is no easy how-to pamphlet, no simple 12-step program. Social struggle is like water flowing to the sea. If something dams the water, it goes around. If it can't go around, it goes over, if it can't go over, it goes under, if it can't go around or over or under, it eats away at the blockage until it dissolves.

The Water Strategy recognizes that social change is an art, not a science. It's a Darwinian process — you try something. If it works you do it more. If it fails, you try something else. That which succeeds survives and thrives, that which fails become stagnant political backwaters thinly inhabited by sterile dogmatists and irrelevant ideologues.

— Copyright © Bruce Hartford, 2010.

Hartford, Bruce. "Rubber Band Theory of History, The Water Strategy of Social Change." *Civil Rights Movement Veterans*, (2010). <http://www.crmvet.org/info/nvrubber.htm>

APPENDIX B



Link to map description: <http://www.mapsofpa.com/antiquemaps33.htm> scroll to 1831.1

Link to map jpeg: <http://www.mapsofpa.com/19thcentury/1831finley.jpg>

Link to Google doc version:

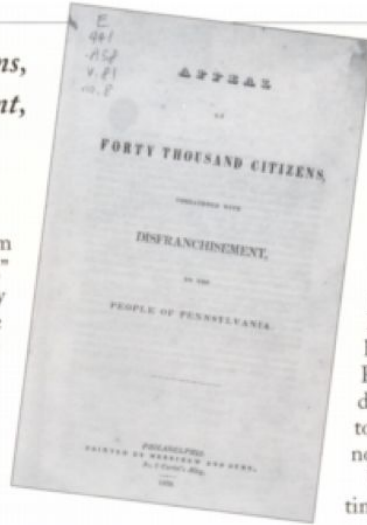
<https://drive.google.com/file/d/0B7gJ1NgaMW15TkqxQm04aXBhYjA/view?usp=sharing>

APPENDIX C

Appeal of Forty Thousand Citizens, Threatened with Disfranchisement, to the People of Pennsylvania (Philadelphia, 1838), excerpt

FELLOW CITIZENS:—We appeal to you from the decision of the "Reform Convention," which has stripped us of a right peaceably enjoyed during forty-seven years under the Constitution of this commonwealth. We honor Pennsylvania and her noble institutions too much to part with our birthright, as her free citizens, without a struggle. To all her citizens the right of suffrage is valuable in proportion as she is free; but surely there are none who can so ill afford to spare it as ourselves.

Was it the intention of the people of this commonwealth that the Convention to which the Constitution was committed for revision and amendment, should tear up and cast away its first principles? Was it made the business of the Convention to deny "that all men are born equally free," by making political rights depend upon the skin in which a man is born? or to divide what our fathers bled to unite, to wit, TAXATION and REPRESENTATION? We will not allow ourselves for one moment to suppose, that the majority of the people of Pennsylvania are not too respectful of the rights and too liberal towards the feelings of others, as well as too much enlightened to their own interests, to deprive of the right of suffrage a single individual who may safely be trusted with it. And we cannot believe that you have found among those who bear the burdens of taxation any who have proved, by their abuse of the right, that it is not safe in their hands. This is a question, fellow citizens, in which we plead *your* cause as well as our own. It is the safeguard of the strongest that he lives under a government which is obliged to respect the voice of the weakest. When you have taken from an individual his right to vote, you have made the government, in regard to him, a mere despotism; and you have taken a step towards making it a despotism to all. . . . [W]hen a distinct class of the community, already sufficiently the objects of prejudice, are wholly, and for ever, disfranchised and excluded, to the remotest posterity, from the possibility of a voice in regard to the laws under which they are to live—it is the same thing as if their abode were transferred to the dominions of the Russian Autocrat, or of the Grand Turk. They have lost their check upon oppression, their wherewith to buy friends, their panoply of manhood; in short, they are thrown



Black abolitionist Robert Purvis, author of the *Appeal of Forty Thousand*. Gratz Collection. Title page (TOP) of Robert Purvis, *Appeal of Forty Thousand Citizens, Threatened with Disfranchisement, to the People of Pennsylvania* (Philadelphia, 1838).

upon the mercy of a despotic majority. Like every other despot, this despot majority, will believe in the mildness of its own sway, but who will the more willingly submit to it for that?

. . . We love our native country, much as it has wronged us; and in the peaceable exercise of our inalienable rights, we will cling to it. The immortal Franklin, and his fellow laborers in the cause of humanity, have bound us to our homes here with chains of gratitude. We are PENNSYLVANIANS, and we hope to see the day when Pennsylvania will have reason to be proud of us, as we believe she has now none to be ashamed. . . .

What have we done to forfeit the inestimable benefits of this charter? Why should tax-paying colored men, any more than other tax-payers, be deprived of the right of voting for their representatives? It was said in the Convention, that this government belongs to the *Whites*. We have already shown this to be false, as to the past. Those who established our present government designed it equally for all. It is for you to decide whether it shall be confined to the European complexion in future. Why should you exclude us from a fair participation in the benefits of the republic? . . . We put it to the conscience of every Pennsylvanian, whether there is, or ever has been, in the commonwealth, either a political party or religious sect which has less deserved than ourselves to be thus disfranchised. . . . If we are bad citizens let them apply the proper remedies. . . . Fair protection is all that we aspire to. . . .

Be it remembered, fellow citizens, that it is only for the "*industrious, peaceable, and useful*" part of the colored

people that we plead. We would have the right of suffrage only as the reward of industry and worth. We care not how high the qualification be placed. All we ask is, that no man shall be excluded on account of his *color*, that the same rule shall be applied to all. . . .

. . . Firm upon our old Pennsylvania BILL OF RIGHTS, and trusting in a God of Truth and Justice, we lay our claim before you, with the warning that no amendments to the present Constitution can compensate for the loss of its foundation principle of equal rights, nor for the conversion into enemies of 40,000 friends.

In behalf of the Committee,
ROBERT PURVIS, Chairman.

APPENDIX D (2 pages)

Student Name:

Document Analysis:
*Appeal of Forty Thousand Citizens, Threatened with Disenfranchisement,
to the People of Pennsylvania*
(Philadelphia, January 24, 1838), excerpt

Vocabulary	
Appeal	A serious or urgent request, usually to the public
Convention	A large meeting focused on a purpose or theme
Commonwealth	A self-governing unit; in the context of the USA this is another way to refer to statehood
Despotism, despot	A ruler with absolute power
Posterity	Future generations of people
Disfranchise	Take away the right to vote

Question # 1: Which word is repeated in the first paragraph? Why is this significant?

Question # 2: Go back to the following quote in second paragraph. Use the lines before and after to understand it's meaning. "It is the safeguard of the strongest that he lives under a government which is obliged to respect the voice of the weakest." In your own words, explain the argument that the author is making about the right to vote.

Question # 3: Go back to the following quote in third paragraph. “We love our native country, much as it has wronged us; and in the peaceable exercise of our inalienable rights, we will cling to it.” In your own words, explain the argument that the author is making about the right to vote.

Question # 4: In the second and fourth paragraph, the author writes about taxation. What arguments does he make about taxation and the right to vote?

Question # 5: Go back to the following quote in 5th paragraph. “...It is only for the “*industrious, peaceful, and useful*” part of the colored people that we plead.” (A) In your own words, explain the argument that the author is making about the right to vote. (B) Why do you think the author includes this argument?

APPENDIX E (2 pages)

Today, there are thousands of Pennsylvanians between the ages of 16 and 18 that do not have the right to vote. Imagine that you are writing an “*Appeal of Thousands of Young Citizens, Who Do not Have the Right to Vote, to the People of Philadelphia.*”

Instructions: First, go back to the *Appeal of Forty Thousand Citizens* and compare and contrast their arguments to the issue of lowering the voting age to 16.

Argument from the <i>Appeal of Forty Thousand Citizens</i>	Is this an argument that could be used to convince lawmakers to change the voting age to 16? Why or why not?

NEXT, decide the purpose of your appeal. Circle one.

I want to convince lawmakers to lower the voting age.

I want to convince lawmakers to keep the voting age at 18.

APPENDIX F (8 pages)

FIELD LISTING :: SUFFRAGE

This entry gives the age at enfranchisement and whether the right to vote is universal or restricted.

Country Comparison to the World

COUNTRY	SUFFRAGE
<u>Afghanistan</u>	18 years of age; universal
<u>Albania</u>	18 years of age; universal
<u>Algeria</u>	18 years of age; universal
<u>American Samoa</u>	18 years of age; universal
<u>Andorra</u>	18 years of age; universal
<u>Angola</u>	18 years of age; universal
<u>Anguilla</u>	18 years of age; universal
<u>Antigua and Barbuda</u>	18 years of age; universal
<u>Argentina</u>	18-70 years of age; universal and compulsory; 16-17 years of age - optional for national elections
<u>Armenia</u>	18 years of age; universal
<u>Aruba</u>	18 years of age; universal
<u>Australia</u>	18 years of age; universal and compulsory
<u>Austria</u>	16 years of age; universal
<u>Azerbaijan</u>	18 years of age; universal
<u>Bahamas, The</u>	18 years of age; universal
<u>Bahrain</u>	20 years of age; universal; note - Bahraini Cabinet in May 2011 endorsed a draft law lowering eligibility to 18 years
<u>Bangladesh</u>	18 years of age; universal
<u>Barbados</u>	18 years of age; universal
<u>Belarus</u>	18 years of age; universal
<u>Belgium</u>	18 years of age; universal and compulsory
<u>Belize</u>	18 years of age; universal
<u>Benin</u>	18 years of age; universal
<u>Bermuda</u>	18 years of age; universal
<u>Bhutan</u>	18 years of age; universal
<u>Bolivia</u>	18 years of age, universal and compulsory
<u>Bosnia and Herzegovina</u>	18 years of age, 16 if employed; universal
<u>Botswana</u>	18 years of age; universal

<u>Brazil</u>	voluntary between 16 to 18 years of age and over 70; compulsory between 18 to 70 years of age; note - military conscripts by law cannot vote
<u>British Virgin Islands</u>	18 years of age; universal
<u>Brunei</u>	18 years of age for village elections; universal
<u>Bulgaria</u>	18 years of age; universal
<u>Burkina Faso</u>	18 years of age; universal
<u>Burma</u>	18 years of age; universal
<u>Burundi</u>	18 years of age; universal
<u>Cabo Verde</u>	18 years of age; universal
<u>Cambodia</u>	18 years of age; universal
<u>Cameroon</u>	20 years of age; universal
<u>Canada</u>	18 years of age; universal
<u>Cayman Islands</u>	18 years of age; universal
<u>Central African Republic</u>	18 years of age; universal
<u>Chad</u>	18 years of age; universal
<u>Chile</u>	18 years of age; universal
<u>China</u>	18 years of age; universal
<u>Christmas Island</u>	18 years of age
<u>Cocos (Keeling) Islands</u>	18 years of age
<u>Colombia</u>	18 years of age; universal
<u>Comoros</u>	18 years of age; universal
<u>Congo, Democratic Republic of the</u>	18 years of age; universal and compulsory
<u>Congo, Republic of the</u>	18 years of age; universal
<u>Cook Islands</u>	18 years of age; universal
<u>Costa Rica</u>	18 years of age; universal and compulsory
<u>Cote d'Ivoire</u>	18 years of age; universal
<u>Croatia</u>	18 years of age, 16 if employed; universal
<u>Cuba</u>	16 years of age; universal
<u>Curacao</u>	18 years of age; universal
<u>Cyprus</u>	18 years of age; universal
<u>Czechia</u>	18 years of age; universal
<u>Denmark</u>	18 years of age; universal
<u>Djibouti</u>	18 years of age; universal

<u>Dominica</u>	18 years of age; universal
<u>Dominican Republic</u>	18 years of age, universal and compulsory; married persons regardless of age can vote; note - members of the armed forces and national police by law cannot vote
<u>Ecuador</u>	18-65 years of age, universal and compulsory; 16-18, over 65, and other eligible voters, voluntary
<u>Egypt</u>	18 years of age; universal and compulsory
<u>El Salvador</u>	18 years of age; universal
<u>Equatorial Guinea</u>	18 years of age; universal
<u>Eritrea</u>	18 years of age; universal
<u>Estonia</u>	18 years of age; universal for all Estonian citizens
<u>Ethiopia</u>	18 years of age; universal
<u>European Union</u>	18 years of age (16 years in Austria); universal; voting for the European Parliament is permitted in each member state
<u>Falkland Islands (Islas Malvinas)</u>	18 years of age; universal
<u>Faroe Islands</u>	18 years of age; universal
<u>Fiji</u>	18 years of age; universal
<u>Finland</u>	18 years of age; universal
<u>France</u>	18 years of age; universal
<u>French Polynesia</u>	18 years of age; universal
<u>Gabon</u>	18 years of age; universal
<u>Gambia, The</u>	18 years of age; universal
<u>Georgia</u>	18 years of age; universal
<u>Germany</u>	18 years of age; universal
<u>Ghana</u>	18 years of age; universal
<u>Gibraltar</u>	18 years of age; universal; and British citizens with six months residence or more
<u>Greece</u>	18 years of age; universal and compulsory
<u>Greenland</u>	18 years of age; universal
<u>Grenada</u>	18 years of age; universal
<u>Guam</u>	18 years of age; universal; note - Guamanians are US citizens but do not vote in US presidential elections
<u>Guatemala</u>	18 years of age; universal; note - active duty members of the armed forces and police by law cannot vote and are restricted to their barracks on election day
<u>Guernsey</u>	16 years of age; universal
<u>Guinea-Bissau</u>	18 years of age; universal
<u>Guinea</u>	18 years of age; universal

<u>Guyana</u>	18 years of age; universal
<u>Haiti</u>	18 years of age; universal
<u>Holy See (Vatican City)</u>	election of the pope is limited to cardinals less than 80 years old
<u>Honduras</u>	18 years of age; universal and compulsory
<u>Hong Kong</u>	18 years of age in direct elections for half of the Legislative Council seats and all of the seats in 18 district councils; universal for permanent residents living in the territory of Hong Kong for the past 7 years; note - in indirect elections, suffrage is limited to about 220,000 members of functional constituencies for the other half of the legislature and a 1,200-member election committee for the chief executive drawn from broad sectoral groupings, central government bodies, municipal organizations, and elected Hong Kong officials
<u>Hungary</u>	18 years of age, 16 if married; universal
<u>Iceland</u>	18 years of age; universal
<u>India</u>	18 years of age; universal
<u>Indonesia</u>	17 years of age; universal and married persons regardless of age
<u>Iran</u>	18 years of age; universal
<u>Iraq</u>	18 years of age; universal
<u>Ireland</u>	18 years of age; universal
<u>Isle of Man</u>	16 years of age; universal
<u>Israel</u>	18 years of age; universal
<u>Italy</u>	18 years of age; universal except in senatorial elections, where minimum age is 25
<u>Jamaica</u>	18 years of age; universal
<u>Japan</u>	20 years of age; universal
<u>Jersey</u>	16 years of age; universal
<u>Jordan</u>	18 years of age; universal
<u>Kazakhstan</u>	18 years of age; universal
<u>Kenya</u>	18 years of age; universal
<u>Kiribati</u>	18 years of age; universal
<u>Korea, North</u>	17 years of age; universal
<u>Korea, South</u>	19 years of age; universal
<u>Kosovo</u>	18 years of age; universal
<u>Kuwait</u>	21 years of age; universal; note - members of the military or police by law cannot vote; all voters must have been citizens for 20 years
<u>Kyrgyzstan</u>	18 years of age; universal
<u>Laos</u>	18 years of age; universal
<u>Latvia</u>	18 years of age; universal

<u>Lebanon</u>	21 years of age; compulsory for all males; authorized for women at age 21 with elementary education; excludes military personnel
<u>Lesotho</u>	18 years of age; universal
<u>Liberia</u>	18 years of age; universal
<u>Libya</u>	18 years of age, universal
<u>Liechtenstein</u>	18 years of age; universal
<u>Lithuania</u>	18 years of age; universal
<u>Luxembourg</u>	18 years of age; universal and compulsory
<u>Macau</u>	18 years of age in direct elections for some legislative positions, universal for permanent residents living in Macau for the past seven years; note - indirect elections are limited to organizations registered as "corporate voters" (973 were registered in the 2009 legislative elections) and a 400-member Election Committee for the Chief Executive drawn from broad regional groupings, municipal organizations, central government bodies, and elected Macau officials
<u>Macedonia</u>	18 years of age; universal
<u>Madagascar</u>	18 years of age; universal
<u>Malawi</u>	18 years of age; universal
<u>Malaysia</u>	21 years of age; universal
<u>Maldives</u>	18 years of age; universal
<u>Mali</u>	18 years of age; universal
<u>Malta</u>	18 years of age (16 in Local Council elections); universal
<u>Marshall Islands</u>	18 years of age; universal
<u>Mauritania</u>	18 years of age; universal
<u>Mauritius</u>	18 years of age; universal
<u>Mexico</u>	18 years of age; universal and compulsory
<u>Micronesia, Federated States of</u>	18 years of age; universal
<u>Moldova</u>	18 years of age; universal
<u>Monaco</u>	18 years of age; universal
<u>Mongolia</u>	18 years of age; universal
<u>Montenegro</u>	18 years of age; universal
<u>Montserrat</u>	18 years of age; universal
<u>Morocco</u>	18 years of age; universal
<u>Mozambique</u>	18 years of age; universal
<u>Namibia</u>	18 years of age; universal
<u>Nauru</u>	20 years of age; universal and compulsory

<u>Nepal</u>	18 years of age; universal
<u>Netherlands</u>	18 years of age; universal
<u>New Caledonia</u>	18 years of age; universal
<u>New Zealand</u>	18 years of age; universal
<u>Nicaragua</u>	16 years of age; universal
<u>Nigeria</u>	18 years of age; universal
<u>Niger</u>	18 years of age; universal
<u>Niue</u>	18 years of age; universal
<u>Norfolk Island</u>	18 years of age; universal
<u>Northern Mariana Islands</u>	18 years of age; universal; note - indigenous inhabitants are US citizens but do not vote in US presidential elections
<u>Norway</u>	18 years of age; universal
<u>Oman</u>	21 years of age; universal; note - members of the military and security forces by law cannot vote
<u>Pakistan</u>	18 years of age; universal; note - there are joint electorates and reserved parliamentary seats for women and non-Muslims
<u>Palau</u>	18 years of age; universal
<u>Panama</u>	18 years of age; universal
<u>Papua New Guinea</u>	18 years of age; universal
<u>Paraguay</u>	18 years of age; universal and compulsory until the age of 75
<u>Peru</u>	18 years of age; universal and compulsory until the age of 70
<u>Philippines</u>	18 years of age; universal
<u>Pitcairn Islands</u>	18 years of age; universal with three years residency
<u>Poland</u>	18 years of age; universal
<u>Portugal</u>	18 years of age; universal
<u>Puerto Rico</u>	18 years of age; universal; note - island residents are US citizens but do not vote in US presidential elections
<u>Qatar</u>	18 years of age; universal
<u>Romania</u>	18 years of age; universal
<u>Russia</u>	18 years of age; universal
<u>Rwanda</u>	18 years of age; universal
<u>Saint Barthelemy</u>	18 years of age, universal
<u>Saint Helena, Ascension, and Tristan da Cunha</u>	18 years of age
<u>Saint Kitts and Nevis</u>	18 years of age; universal

<u>Saint Lucia</u>	18 years of age; universal
<u>Saint Martin</u>	18 years of age, universal
<u>Saint Pierre and Miquelon</u>	18 years of age; universal
<u>Saint Vincent and the Grenadines</u>	18 years of age; universal
<u>Samoa</u>	21 years of age; universal
<u>San Marino</u>	18 years of age; universal
<u>Sao Tome and Principe</u>	18 years of age; universal
<u>Saudi Arabia</u>	21 years of age; male; male and female for municipal elections
<u>Senegal</u>	18 years of age; universal
<u>Serbia</u>	18 years of age, 16 if employed; universal
<u>Seychelles</u>	18 years of age; universal
<u>Sierra Leone</u>	18 years of age; universal
<u>Singapore</u>	21 years of age; universal and compulsory
<u>Sint Maarten</u>	18 years of age; universal
<u>Slovakia</u>	18 years of age; universal
<u>Slovenia</u>	18 years of age, 16 if employed; universal
<u>Solomon Islands</u>	21 years of age; universal
<u>Somalia</u>	18 years of age; universal
<u>South Africa</u>	18 years of age; universal
<u>South Sudan</u>	18 years of age; universal
<u>Spain</u>	18 years of age; universal
<u>Sri Lanka</u>	18 years of age; universal
<u>Sudan</u>	17 years of age; universal
<u>Suriname</u>	18 years of age; universal
<u>Swaziland</u>	18 years of age
<u>Sweden</u>	18 years of age; universal
<u>Switzerland</u>	18 years of age; universal
<u>Syria</u>	18 years of age; universal
<u>Taiwan</u>	20 years of age; universal
<u>Tajikistan</u>	18 years of age; universal
<u>Tanzania</u>	18 years of age; universal
<u>Thailand</u>	18 years of age; universal and compulsory

<u>Timor-Leste</u>	17 years of age; universal
<u>Togo</u>	18 years of age; universal
<u>Tokelau</u>	21 years of age; universal
<u>Tonga</u>	21 years of age; universal
<u>Trinidad and Tobago</u>	18 years of age; universal
<u>Tunisia</u>	18 years of age; universal except for active government security forces (including the police and the military), people with mental disabilities, people who have served more than three months in prison (criminal cases only), and people given a suspended sentence of more than six months
<u>Turkey</u>	18 years of age; universal
<u>Turkmenistan</u>	18 years of age; universal
<u>Turks and Caicos Islands</u>	18 years of age; universal
<u>Tuvalu</u>	18 years of age; universal
<u>Uganda</u>	18 years of age; universal
<u>Ukraine</u>	18 years of age; universal
<u>United Arab Emirates</u>	limited; note - rulers of the seven emirates each select a proportion of voters for the Federal National Council (FNC) that together account for about 12 percent of Emirati citizens
<u>United Kingdom</u>	18 years of age; universal
<u>United States</u>	18 years of age; universal
<u>Uruguay</u>	18 years of age; universal and compulsory
<u>Uzbekistan</u>	18 years of age; universal
<u>Vanuatu</u>	18 years of age; universal
<u>Venezuela</u>	18 years of age; universal
<u>Vietnam</u>	18 years of age; universal
<u>Virgin Islands</u>	18 years of age; universal; note - island residents are US citizens but do not vote in US presidential elections
<u>Wallis and Futuna</u>	18 years of age; universal
<u>Western Sahara</u>	none; (residents of Moroccan-controlled Western Sahara participate in Moroccan elections)
<u>Yemen</u>	18 years of age; universal
<u>Zambia</u>	18 years of age; universal
<u>Zimbabwe</u>	18 years of age; universal

Link: <https://www.cia.gov/library/publications/the-world-factbook/fields/2123.html>
Google Doc: <https://drive.google.com/open?id=0B7gJ1NgaMW15YWZPU3M0VWxKcUE>

