

US HISTORY Week 3 Assignment

Hello West High US History Civil Rights Activists!! Attached is the work for our third week (May 4-May 8) of Distance Learning.

This week you have 1 in depth task to be completed. The last couple weeks you studied the Post WWII and The Cold War. Well we did not Nuke Russia and they did not Nuke the U.S. so let's move forward with some issues that were very important back here within the country, shall we? The civil rights ERA. The Constitution guaranteed them but why weren't they accepted for everyone? All men created equal...correct?? In the next couple weeks, you will be learning about the struggle for civil rights. This week your assignment is to complete a KWL chart. This is a really easy week as far as content, but it will be a real intense week because it is asking you to do a lot of self-reflection about what you really do and do not know about civil rights. Here is the suggested plan.

Monday – Fill in the “WHAT I KNOW” column of the KWL chart with everything you know (or think you know) about the civil rights struggle. What was it? Who did it involve? Where did it take place? You think it, you write it down.

Tuesday – Read the Newsela article titled “What are civil rights?” sit back for 10 minutes or so and think about what you learned about civil rights you did not know before and fill in the what you learned column.

Wednesday – Take these 30 minutes and reward yourself. You are half way there. You are doing it. You are doing it without any training or instructions. Your lives have been turned completely around and you are doing it. You are showing that your generation will survive this and will go out and make sure this does not happen again. Enjoy 15 minutes of complete silence. Find somewhere nice and quiet...relax...close your eyes and just listen for your breathing. Do you hear anything else...like those leaves rubbing against each other or that bird in the background? Really just sit and listen.

Thursday – Read the next article titled “Birth of Civil Rights”. Fill out a few more of those what you learned bullet points in the “WHAT I LEARNED” column.

Friday – Put it all together. Think about this week's work...What else do you want to know about the civil rights?? List some things no matter how small you think they are.

How to turn in: You may submit the work by taking pictures and emailing it to your teacher, or by dropping it off at the school on May 15th. Another option is to submit it via Microsoft Teams assignments.

Extra info: If you cannot print out the tasks, you may write them by hand with pen or pencil so that you can email a picture to your teacher but PLEASE write neatly!

Please circle the name of your teacher AND the class period you are in:

Mr. Castor U.S. History Period 1 Assignment 2	Mr. Heffelfinger U.S. History Period 4 6 Assignment 2	Ms. Jones U.S. History Period 3 5 6 Assignment 2	Ms. Lopez U.S. History Period 1 2 Assignment 2	Ms. McMahon U.S. History Period 3 5 Assignment 2	Mr. Sundquist U.S. History Period 1 2 4 Assignment 2
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Article 1 – What are Civil Rights?



The March on Washington, D.C., on August 28, 1963. People marched for equal rights, integrated schools, decent housing, and an end to bias. Photo by: Warren K. Leffler via Wikimedia

What does the term "civil rights" mean to the American public? As stated in the Declaration of Independence, "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness" sets the ideal of human rights due to all people. In regard to the rights of people in a society, those rights are defined by the government and conferred upon citizens of a nation or state. For the purposes of these discussions, civil rights are those rights guaranteed to individuals as citizens of a nation, irrespective of gender, race and

ethnicity, physical/mental ability or sexual preference. This roots the examination of civil rights in the process of people exercising those rights within a societal framework and the resistance to those individuals.

Years after the Declaration of Independence, the newly formed U.S. government ratified the Constitution of 1789 which, in addition to codifying the rights of its citizens, formalized the process of disenfranchisement of Native Americans, and further marginalized African-descent people. Congress passed the Naturalization Act of 1790, which stated that to become a citizen, a person must be "a free white person, of good character, living in the United States for two years." Those people born in the United States to fathers born in the United States, or who had been naturalized, were citizens. And while women could be citizens, they were unable to vote in the majority of states and had limited property rights, particularly if married.

Westward expansion introduced new groups to the civil rights discussion. The Treaty of Guadalupe Hidalgo in 1848 promised Mexican citizens that suddenly found themselves in the United States after the Mexican-American War, the rights of U.S. citizens. In short order, their property rights, as well as access to the political process, were legally erased and blunted. Much of the same rationale causing the marginalization of the Mexican-American population was directed toward the Chinese population in the United States. Once the Chinese population became permanent fixtures in western mining towns and as labor for the railroads, anti-Chinese agitation led to the Chinese Exclusion Act of 1882, denying citizenship to a group that helped develop one third of the nation. The Dred Scott decision in 1857 removed any vestiges of civil rights for African-Americans by legally denying any claim of citizenship. All of these actions left free and enslaved African-Americans, Chinese-Americans, Mexican-Americans and Native Americans effectively disenfranchised in a growing and expanding nation.

The passage of the 13th, 14th and 15th Amendments in the second half of the 19th century resolved the issue of citizenship for many groups, granting them the same rights as the rest of society. Native Americans, however, were not given citizenship until 1924. Within a short time, social practices, policies and laws created barriers to the full realization of their rights as citizens. Jim Crow laws, poll taxes, immigration quotas and the denial or repeal of citizenship to groups already ensconced in the United States undermined the amendments. Groups that gained citizenship found their rights abrogated, denied or simply ignored. The 19th Amendment in 1920 gave women the right to vote but did not provide equal rights. For African-Americans, Latinos and Asians, becoming or being born citizens did not ensure full access to these rights. Disenfranchised groups had to fight to regain their civil rights.

The fight of disenfranchised or marginalized groups to regain their civil rights is generally referred to as a "civil rights struggle." The use of the term is instructive as it indicates that although rights of citizenship, "inalienable rights," are granted, for many they have to be wrested from society. Over time, the ranks of marginalized citizens in the United States has expanded to include lesbian, gay, bisexual, and transsexual people and disabled people. The civil rights struggle takes place within the existing framework of laws, in particular, the Bill of Rights, and has gone from being an issue of racial equality to one of equality for all groups.

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Article 2 – Birth of Civil Rights



A photo of the Zoot Suit Riots on June 7, 1943, in Los Angeles, California. Thousands of policemen, soldiers, sailors and marines roamed the streets of L.A. They were looking for Mexican-American youths wearing zoot suits. They stopped this streetcar during their search. Crowds jammed downtown streets to watch the servicemen tear clothing off the zoot suiters they caught. The mob considered the zoot suiters to be "unpatriotic" and "hoodlums" during World War II. AP Photo

World War II accelerated social change. Work in wartime industry and service in the armed forces, combined with the ideals of democracy, spawned a new civil rights agenda at home that forever transformed American life. Black migration to the North, where the right to vote was available, encouraged the Democratic and Republican Parties to solicit African-American supporters. Changes in

public policy at the federal level augured the end of racial segregation, and civil rights became a national issue for the first time since the Reconstruction era.

The armed forces blended soldiers and sailors from across the nation into military units, although minorities were confined to racially segregated commands or occupations. The defense industry created jobs that eventually brought about social and legislative reform. Employers encouraged millions of married women and mothers to work outside the home for the first time, a move that for some women led to postwar employment. Approximately 65,000 Native Americans left their reservations to work in the wartime industries and serve in the armed forces. African-Americans threatened a "March on Washington" in 1941, in their demand for a fair share of jobs and an end to segregation in government departments and the armed forces. President Roosevelt responded by taking action to ban discrimination in defense industries. To assure compliance, he formed the Federal Employment Practices Committee (FEPC); its hearings exposed racial discrimination practices and helped migrants in the North get work. The formation of the FEPC also led to the first legal case centered on civil rights issues regarding equal employment for Hispanics, whose leaders appeared before the FEPC and protested the exclusion of Hispanics from many war industries because employers considered them "aliens" despite their American citizenship.

Even as people of color served in the military, those at home still faced racial discrimination from federal and local governments. Blacks were discriminated against in getting home loans partly because of the government's support for "redlining." Beginning in the late 1930s, lines were drawn on government maps through different neighborhoods, and black neighborhoods were often labeled as "risky" places for banks to give out mortgages. It reinforced segregated communities and prevented blacks from gaining access to homeownership, the most important way of building personal wealth in the 20th century.

Nearly 110,000 persons of Japanese descent from Oregon, Washington and California were removed to internment camps pursuant to Executive Order 9066, which authorized the clearing of civilians from "military areas" but were only applied to Japanese-Americans. In the Zoot Suit Riots of 1943, white servicemen in Los Angeles attacked Hispanic teenagers, who received no police protection. Chinese-Americans, emboldened in part by the role of China as an American ally in the war, struggled against America's deeply rooted and institutionalized anti-Chinese racism, thereby inching closer to abolishing racist ideology in immigration policies. Six states denied American Indians access to the ballot, basing their decision on illiteracy, residency, nontaxation and wardship status.

World War II spurred a new militancy among African-Americans. The NAACP — emboldened by the record of black servicemen in the war, a new corps of brilliant young lawyers and steady financial support from white philanthropists — initiated major attacks against discrimination and segregation, even in the Jim Crow South.

Social pressure to end segregation also increased during and after the war. In 1944, the publication of Gunnar Myrdal's classic study of race relations, "An American Dilemma," offered an uncompromising account of the long history of racial injustice and

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a candid analysis of the economics of inequality." President Harry S. Truman continued President Roosevelt's use of executive powers outside of Congress to advance black civil rights. In 1946, Truman commissioned a study of racial inequities that called for an end to segregation in America.

Completed in 1947, "To Secure These Rights," as well as legal victories in Supreme Court cases, paved the way for the Second Reconstruction. In 1948, Truman issued Executive Order 9981, mandating "equality of treatment and opportunity for all those who serve in our country's defense ... without regard to race, color, religion or national origin." Legal challenges to the Plessy doctrine dominated civil rights activities during the postwar era, culminating with the Supreme Court's 1954 decision in Brown v. Board of Education, which many scholars consider the birth of the modern civil rights movement.

KWL Chart

What I Know	What I want to know	What I have learned