

# Making Inferences ... AIM, UFW, and Yellow Power

From the 2015 Revised Framework:

**ANALYZE EVIDENCE...**

1. Explain the relevance of the author's point of view, author's purpose, audience, format or medium, and/or historical context as well as the interaction among these features, to demonstrate understanding of the significance of a primary source.
2. Evaluate the usefulness, reliability, and/ or limitations of a primary source in answering particular historical questions.

**INTERPRET DOCUMENTS...**

1. Analyze a historian's argument, explain how the argument has been supported through the analysis of relevant historical evidence, and evaluate the argument's effectiveness.
2. Analyze diverse historical interpretations.

From the Revised Period 8 Content Outline:

**Key Concept 8.2:** New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses.

- II. Responding to social conditions and the African American civil rights movement, a variety of movements emerged that focused on issues of identity, social justice, and the environment.
  - B. Latino, American Indian, and Asian American movements continued to demand social and economic equality and a redress of past injustices.

**Directions:**

1. Read the Additional Notes on AIM and UFW (pages 2-8). Review these movements, and highlight cues.
2. Analyze the two documents on page 9 using your HIPP strategy, and then – in one complete sentence – explain the historical significance of each. When considering significance, consider how you would use your analysis to defend an argument. Each document has an accompanying prompt to consider.



SI SE PUEDE means "if possible"  
 Images captured from [ufwstore.com](http://ufwstore.com), [aafe.org](http://aafe.org), and [aics.org](http://aics.org)

## A Brief History of the American Indian Movement

by Laura Waterman Wittstock and Elaine J. Salinas

In the 30 years of its formal history, the American Indian Movement (AIM) has given witness to a great many changes. We say formal history, because the movement existed for 500 years without a name. The leaders and members of today's AIM never fail to remember all of those who have traveled on before, having given their talent and their lives for the survival of the people.

At the core of the movement is Indian leadership under the direction of NeeGawNwayWeeDun, Clyde H. Bellecourt, and others. Making steady progress, the movement has transformed policy making into programs and organizations that have served Indian people in many communities. These policies have consistently been made in consultation with spiritual leaders and elders. The success of these efforts is indisputable, but perhaps even greater than the accomplishments is the vision defining what AIM stands for.

Indian people were never intended to survive the settlement of Europeans in the Western Hemisphere, our Turtle Island. With the strength of a spiritual base, AIM has been able to clearly articulate the claims of Native Nations and has had the will and intellect to put forth those claims.

The movement was founded to turn the attention of Indian people toward a renewal of spirituality which would impart the strength of resolve needed to reverse the ruinous policies of the United States, Canada, and other colonialist governments of Central and South America. At the heart of AIM is deep spirituality and a belief in the connectedness of all Indian people.

... The American Indian Movement has organized communities and created opportunities for people across the Americas and Canada. AIM is headquartered in Minneapolis with chapters in many other cities, rural areas and Indian Nations.

AIM has repeatedly brought successful suit against the federal government for the protection of the rights of Native Nations guaranteed in treaties, sovereignty, the United States Constitution, and laws. The philosophy of self-determination upon which the movement is built is deeply rooted in traditional spirituality, culture, language and history. AIM develops partnerships to address the common needs of the people. Its first mandate is to ensure the fulfillment of treaties made with the United States. This is the clear and unwavering vision of The American Indian Movement.

It has not been an easy path. Spiritual leaders and elders foresaw the testing of AIM's strength and stamina. Doubters, infiltrators, those who wished they were in the leadership, and those who didn't want to be but wanted to tear down and take away have had their turns. No one, inside or outside the movement, has so far been able to destroy the will and strength of AIM's solidarity. Men and women, adults and children are continuously urged to stay strong spiritually, and to always remember that the movement is greater than the accomplishments or faults of its leaders...

Indian people live on Mother Earth with the clear understanding that no one will assure the coming generations except ourselves. No one from the outside will do this for us. And no person among us can do it all for us, either. Self-determination must be the goal of all work. Solidarity must be the first and only defense of the members.

**In November, 1972 AIM brought a caravan of Native Nation representatives to Washington, DC, to the place where dealings with Indians have taken place since 1849: the US Department of Interior. AIM put the following claims directly before the President of the United States:**

- Restoration of treaty making (ended by Congress in 1871).
- Establishment of a treaty commission to make new treaties (with sovereign Native Nations).
- Indian leaders to address Congress.
- Review of treaty commitments and violations.
- Unratified treaties to go before the Senate.
- All Indians to be governed by treaty relations.
- Relief for Native Nations for treaty rights violations.
- Recognition of the right of Indians to interpret treaties.
- Joint Congressional Committee to be formed on reconstruction of Indian relations.
- Restoration of 110 million acres of land taken away from Native Nations by the United States.
- Restoration of terminated rights.
- Repeal of state jurisdiction on Native Nations.
- Federal protection for offenses against Indians.
- Abolishment of the Bureau of Indian Affairs. [*created in Antebellum Era to organize and manage reservations... federal control of lands.*]
- Creation of a new office of Federal Indian Relations.
- New office to remedy breakdown in the constitutionally prescribed relationships between the United States and Native Nations.
- Native Nations to be immune to commerce regulation, taxes, trade restrictions of states. [hello casinos.]
- Indian religious freedom and cultural integrity protected.
- Establishment of national Indian voting with local options; free national Indian organizations from governmental controls.
- Reclaim and affirm health, housing, employment, economic development, and education for all Indian people.

**AIM Continued...**

These twenty points, *twenty-six years later*, state clearly what has to happen if there is to be protection of Native rights, and a future free from the dictates of the country that surrounds the Native Nations. These claims clearly reaffirm that Indian people are sovereign people. Despite the history and the accomplishments, AIM is difficult to identify for some people. It seems to stand for many things at once -- the protection of treaty rights and the preservation of spirituality and culture. But what else? **Unlike the American civil rights movement, with which it has been compared, AIM has seen self-determination and racism differently. Desegregation was not a goal. Individual rights were not placed ahead of the preservation of Native Nation sovereignty.** At the 1971 AIM national conference it was decided that translating policy to practice meant building organizations -- schools and housing and employment services. In Minnesota, AIM's birthplace, that is exactly what was done.

... **Before AIM in 1968, culture had been weakened in most Indian communities due to U.S. policy, the American boarding schools and all the other efforts to extinguish Indian secular and spiritual life.** Now, many groups cannot remember a time without culture. This great revival has also helped to restore spiritual leaders and elders to their former positions of esteem for the wisdom and the history they hold. All of these actions are in concert with the principles of AIM and came into being at this time in history because Indian people have refused to relinquish their sovereign right to exist as free and uncolonized people.

**Timeline Review**

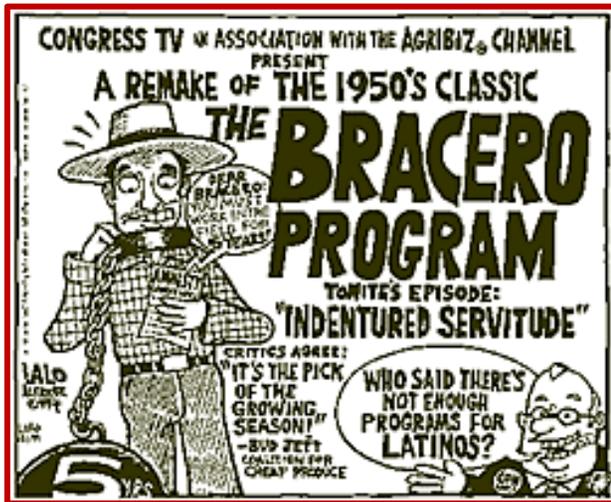
1968 **American Indian Movement (AIM)**

**Indian Civil Rights Act**

Indian tribes of the United States and makes many, but not all, of the guarantees of the Bill of Rights applicable within the tribes; so as their sovereignty is increased... they are unable to limit rights of its members just as others may not limit their rights.

- 1969 **Alcatraz** Island occupied, 9 months... claimed that unused federal land (Alcatraz prison had basically been abandoned) be returned to the Indians (citing 1800s Sioux treaty). They didn't get the land.
- 1970 **Mayflower replica seized by AIM**... painted Plymouth Rock red... and fought for "red power"
- 1972 **Trail of Broken Treaties**; March on Washington; Occupation of BIA (Bureau of Indian Affairs building)... brought attention to the history of broken treaties and treatment of natives throughout American history... part of Native civil rights movement.
- 1973 **Standoff at Wounded Knee**, South Dakota... occupied it for 71 days against law enforcement... protesting unfair justice and inadequate civil rights for natives on reservations.
- 1978 **American Indian Religious Freedom Act** protected and preserved the traditional religious rights and cultural practices of American Indians, Eskimos, Aleuts, and Native Hawaiians. These rights include, but are not limited to, access to sacred sites, freedom to worship through ceremonial and traditional rights, and use and possession of objects considered sacred. The Act required policies of all governmental agencies to eliminate interference with the free exercise of Native American religion, based on the First Amendment.
- 1980 **United States v. Sioux Nation of Indians** Court held that: 1) the enactment by Congress of a law allowing the Sioux Nation to pursue a claim against the United States that had been previously adjudicated did not violate the doctrine of separation of powers; and 2) the taking of property that was set aside for the use of the tribe required just compensation, including interest. The Sioux REFUSED to accept payment. They want land back... not money.
- 2010 population up to 2.5 million American Indians in America (after three centuries of the population declining... the 20<sup>th</sup> century saw the population increasing once again)

## United Farm Workers (UFW) (source: ufw.org)



**In a Nutshell...** For more than a century farmworkers had been denied a decent life in the fields and communities of California's agricultural valleys. Essential to the state's biggest industry, but only so long as they remained exploited and submissive farmworkers had tried but failed so many times to organize the giant agribusiness farms that most observers considered it a hopeless task. And yet by the early 1960's things were beginning to change beneath the surface. Within another fifteen years more than 50,000 farmworkers were protected by union contracts.

**FYI... YOU NEED TO KNOW BOTH CESAR CHAVEZ AND DOLORES HUERTA FOR EOC!**

**Additional Insight...** The Bracero program, an informal arrangement between the United States and Mexican governments, became Public Law 78 in 1951. Started during World War II as a program to provide Mexican agricultural workers to growers, it continued after the war. Public Law 78 stated that no bracero—a temporary worker imported from Mexico—could replace a domestic worker. In reality this provision was rarely enforced. In fact the growers had wanted the Bracero program to continue after the war precisely in order to replace domestic workers. The small but energetic National Farm Labor Union, led by dynamic organizer Ernesto Galarza, found its efforts to create a lasting California farmworkers union in the 1940's and 50's stymied again and again by the growers' manipulation of braceros. Over time, however, farmworkers, led by **Cesar Chavez**, were able to call upon allies in other unions, in churches and in community groups affiliated with the growing civil rights movement, to put enough pressure on politicians to end the Bracero Program by 1964.

### CONDITIONS OF FARM WORKERS & THEIR WORK

...But some things hadn't changed. Grape pickers in 1965 were making an average of \$.90/hour, plus ten cents per "lug" (basket) picked. State laws regarding working standards were simply ignored by growers. At one farm the boss made the workers all drink from the same cup "a beer can" in the field; at another ranch workers were forced to pay a quarter per cup. No ranches had portable field toilets. **Workers' temporary housing was strictly segregated by race, and they paid two dollars or more per day for unheated metal shacks—often infested with mosquitoes—with no indoor plumbing or cooking facilities. Farm labor contractors played favorites with workers, selecting friends first, sometimes accepting bribes. Child labor was rampant, and many workers were injured or died in easily preventable accidents. The average life expectancy of a farmworker was 49 years.**

### NEW ORGANIZATIONS, NEW POSSIBILITIES

Two organizations attempted to represent and organize the farmworkers. One had been formed in 1959 by the AFL-CIO, called the Agricultural Workers Organizing Committee. It was an outgrowth of an earlier farmworker organization, the Agricultural Workers Association (AWA), founded by **Dolores Huerta**. AWOC was mostly composed of Filipinos, Chicanos, Anglos and Black workers. The Filipino workers in particular had experience organizing unions in the fields and with strikes. Two of its early leaders were Larry Itliong, a Filipino, and **Dolores Huerta**, a Chicana.



The **National Farm Workers Association (NFWA)** was started by a young Chicano named **Cesar Chavez** in 1962. Chavez, the son of a family of extremely poor farmworkers, had risen through the ranks of the grassroots Community Service Organization (CSO) to become its national director. CSO worked with communities to solve problems through organizing and direct action. But when CSO refused to concentrate its efforts on organizing farmworkers, Chavez left to found the NFWA. From his base in Delano, he traveled for three years from town to town in the central valleys of California; meeting with groups of farmworkers in their homes, tirelessly building an organization he hoped would one day become an effective union. His co-founder was **Dolores Huerta**, one of the CSO's farmworker activists. The organization grew and led **series of strikes** beginning in 1965, when the mostly Filipino farmworkers of the AWOC in California initiated a **grape strike, which inspired further non-violent protests and strikes which resulted in better wages and living and working conditions for migrant farm workers.**

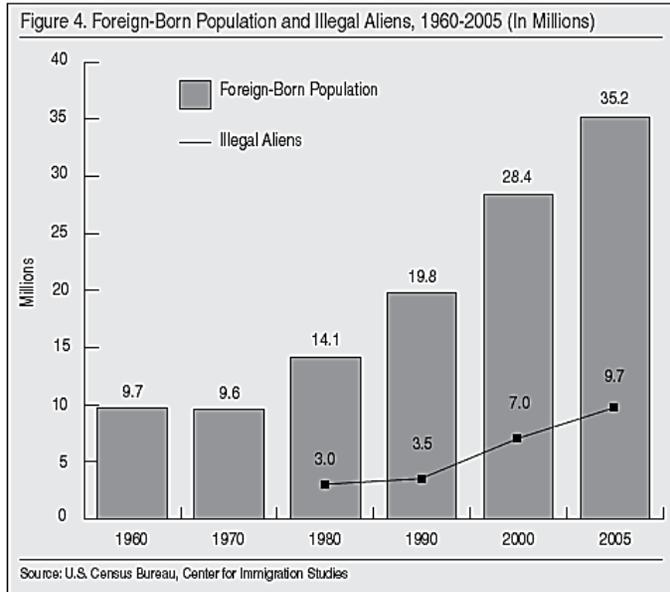
## Review of Mexican American (and other Hispanics or Latin-American) Events Regarding Discrimination and Progress

(adapted from timeline located at <http://www.pbs.org/latino-americans/en/timeline/> )

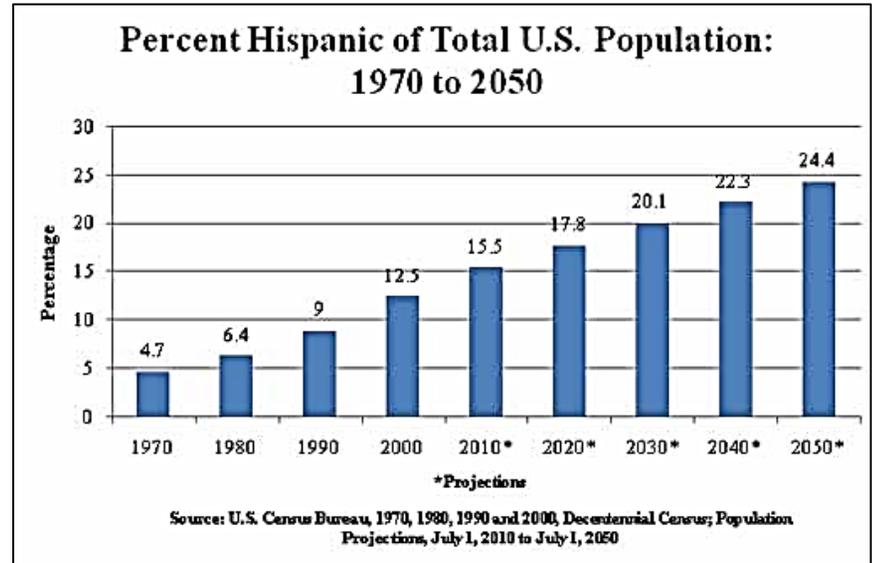
*Items emphasized by larger font indicate testable items!*

<p>1925 The "Border Patrol" is created by Congress.</p>	<p>1932 The United States government begins to deport Mexicans. Between 300,000 and 500,000 Mexican Americans would be forced out of the United States in the 1930s. <b>(Repatriation)</b></p>	<p>1943 Prompted by the <b>WWII labor shortage</b>, the U.S. government launches an agreement with Mexico to import temporary workers (<b>braceros</b>), to fill the void in agricultural work.</p>	<p>1951 The <b>Bracero Program</b> is formalized as the Mexican Farm Labor Supply Program and the Mexican Labor Agreement, and will bring an annual average of 350,000 Mexican workers into the United States until its end in 1964.</p>	<p>1954 In the case <b><i>Hernandez v. The State of Texas</i></b>, the Supreme Court recognizes that Latinos are suffering inequality and profound discrimination, paving the way for Hispanic Americans to use legal means to fight for their equality. This is the first Supreme Court case briefed and argued by Mexican American attorneys.</p>	<p>1954 to 1958 Operation Wetback is put into place by the U.S. government. The initiative is a government effort to locate and deport undocumented workers—over the four-year period, 3.8 million people of Mexican descent are deported.</p>	<p>1956 Nearly a dozen bills are introduced into the Senate to preserve segregation. Henry B. Gonzalez, determined to stop them, stages an effective filibuster, speaking for 22 straight hours. He would later represent San Antonio in Congress.</p>	<p>1964 Congress passes the <b>Civil Rights Act of 1964</b>. The act establishes affirmative action programs, prohibiting discrimination on the basis of gender, creed, race, or ethnic background: "to achieve equality of employment opportunities and remove barriers that have operated in the past" (Title VII). The Equal Employment Opportunity Commission (EEOC) is also established through Title VII to prevent job discrimination.</p> <p>The <b>Bracero Program</b>, the government program initially put in place during WWII, ends. It brought Mexican laborers into the country to replace the American men who were fighting overseas. When the war ended the program continued.</p>	<p>1966 Striking workers are subjected to physical and verbal attacks throughout their peaceful demonstrations, and on March 16, the Senate Sub-Committee on Migratory Labor held hearings in Delano. (pre-cursor to UFW)</p> <p>Also in 1966 - March 17, the morning following the hearings, <b>Cesar Chavez</b> sets out with 100 farm workers to begin his pilgrimage to the San Joaquin Valley. After 25 days, their numbers swell from hundreds, to an army of thousands.</p>	<p>1968 On March 6, a walkout is planned and coordinated among East L.A. high schools. Approximately 10,000 students peacefully walk out of four schools and are joined by parents and supporters. Police are sent to maintain order—and things get out of hand. Following the police riot, on March 7 the students walk out again. The walkouts continue for two weeks until the demands are met.</p> <p>Just days after the opening of the Hemis Fair in San Antonio, Chicano high school students stage walkouts—first in San Antonio, then in 39 towns across Texas, eventually spreading to nearly 100 high schools in 10 states.</p>	<p>1974 Willie Velasquez of San Antonio organizes thousands of voter registration drives across the Southwest, encouraging the Latino population to vote. He notices, however, that the problem is not the number of Latino voters, but the electoral system. He later would file voting rights lawsuits—never losing a case. Congress passes the <b>Equal Educational Opportunity Act</b> to create equality in public schools by offering <b>bilingual education</b> to Hispanic students.</p>	<p>1986 Seeking to bring <b>illegal immigration</b> under control while maintaining a stable agricultural labor force, <b>President Ronald Reagan</b> signs the <b>Immigration Reform and Control Act (IRCA)</b>. It is intended to toughen U.S. immigration law; border security is to be enforced and employers are now required to monitor the immigration status of their employees. It also, however, grants <b>amnesty</b> to nearly three million immigrants – mostly Mexicans – who had quietly slipped across the border during the 1970s and '80s.</p>	<p>1990 President George H. W. Bush appoints the first woman and first Hispanic surgeon general of the United States: Antonia C. Novello.</p>	<p>1991 The proposed <b>North American Free Trade Agreement (NAFTA)</b> between Canada, the United States, and Mexico expands and exploits the maquiladora concept, offering potential tax reductions to U.S. businesses.</p>
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- 1993 **Ellen Ochoa becomes the first Hispanic woman to go to space aboard the Space Shuttle Discovery.**  
  
President Bill Clinton names Federico Peña as Secretary of Transportation and Henry Cisneros as Secretary of Housing and Urban Development, making them both the first Hispanics to hold those positions. He also appoints Norma Cantú, former Director of the Mexican American Legal Defense and Education Fund, to the position of Assistant Secretary for Civil Rights within the Department of Education. Twenty-five other Hispanics are appointed to positions needing Senate confirmation under this presidency.
- 1994 **NAFTA takes effect, eliminating all tariffs between Canada, Mexico, and the United States within 15 years. Imports from the maquiladoras become duty-free.**  
  
On November 8, Californians pass **Proposition 187** with 59 percent of the vote. This bans undocumented immigrants from receiving public education and benefits such as welfare and subsidized health care (with the exception of emergency services); makes it a felony to manufacture, distribute, sell, or use false citizenship or residence documents; and requires any city, county, or state officials to report any suspected or apparent illegal aliens.
- 1996 **Proposition 187 is ruled unconstitutional, on the grounds that only the federal government has the authority to regulate immigration. Eliseo Medina spearheads the movement to file lawsuits against Proposition 187.**



- 2003 **Hispanics are pronounced the nation's largest minority group—surpassing African Americans**
- 2004 **Frustration over illegal immigration in border states spurs Arizonans organize a group of volunteers known as "The Minutemen" to patrol the border. They report unauthorized border crossings or other illegal activity to the U.S. Border Patrol.**
- 2009 **Puerto Rican – American Sonia Sotomayor is sworn in as the first Latina Supreme Court Justice.**
- 2010 **With no new comprehensive federal immigration policy in place, states began to enact their own. In April, Arizona Governor Jan Brewer signs the broadest and toughest anti-illegal immigrant law in U.S. history. The legislation, SB-1070, cracks down on anyone harboring or hiring undocumented immigrants and gives local police unprecedented powers.**  
  
Marco Rubio, a second-generation Cuban American, is elected U.S. Senator from Florida. (He is now running for President)
- 2011 **Georgia enacts its own version of Arizona's SB-1070—anyone stopped without a driver's license or proof of residency can be handed over to the immigration authorities.**
- 2015 **President Obama issues several executive actions aimed at preventing the deportation of millions of illegal immigrants while also providing ways they can earn legal status.**



## Asian – American Civil Rights Movement... **Yellow Power**

(one example of Asian American Civil Rights activism)

(source: racerelations@about.com) *Items emphasized in bold are testable!*

In watching African Americans expose institutional racism and government hypocrisy, Asian Americans began to identify the ways in which they, too, had faced discrimination in the U.S. “The ‘**black power**’ movement caused many Asian Americans to question themselves,” wrote Amy Uyematsu in “The Emergence of **Yellow Power**,” a 1969 editorial. **Yellow power** is [the articulated mood] rather than a program—disillusionment and alienation from white America and independence, race pride and self-respect.” African American radicals often cited the writings of China’s communist leader Mao Tse-tung. Also, a founding member of the **Black Panther Party**—Richard Aoki—was Japanese American. A military veteran who spent his early years in an internment camp, Aoki donated weapons to the Black Panthers and trained them in their use.

Like Aoki, a number of Asian-American civil rights activists were **Japanese American internees** or the children of internees. The decision of **President Franklin Roosevelt** to place more than 110,000 Japanese Americans in [relocation] camps during World War II had a detrimental impact on the community. **Interned based on fears that they still maintained ties to the Japanese empire, Japanese Americans strove to prove that they were authentically American by assimilating.** Yet, they continued to face discrimination. Speaking out about it, however, felt risky considering their past treatment.

“Unlike other groups, Japanese Americans were expected to be quiet and behave and thus did not have sanctioned outlets to express the anger and indignation that accompanied their racially subordinated status,” writes Laura Pulido in *Black, Brown, Yellow and Left: Radical Activism in Los Angeles*.

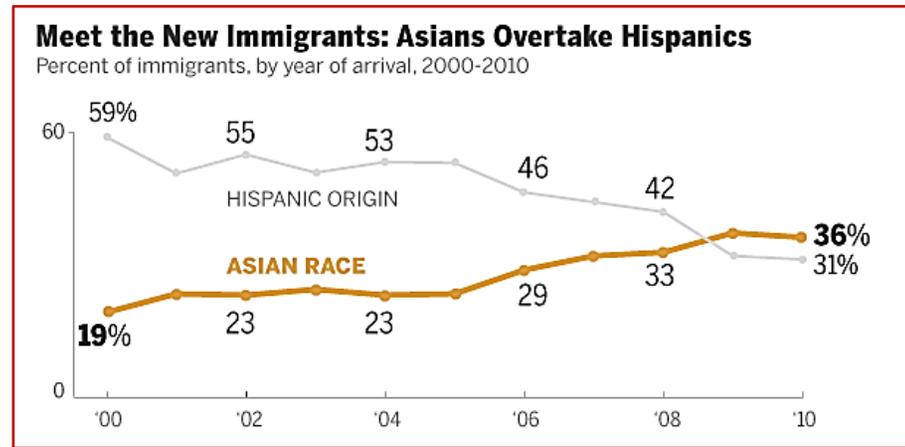
When not only blacks but Latinos and Asian Americans from various ethnic groups began to share their experiences of oppression, indignation replaced fear about the ramifications of speaking out. **Asian Americans on college campuses demanded a curriculum representative of their histories.** Activists also sought to prevent **gentrification** from destroying Asian American neighborhoods.

“The more we examined our collective histories, the more we began to find a rich and complex past. And we became outraged at the depths of the economic, racial and gender exploitation that had forced our families into roles as subservient cooks, servants or coolies, garment workers and prostitutes, and which also improperly labeled us as the ‘**model minority**’ comprised of ‘successful’ businessmen, merchants or professionals,” explained activist Gordon Lee in a 2003 *Hyphen* magazine piece called “**The Forgotten Revolution.**”

### Vietnam and the Formation of a Pan-Asian Identity...

A challenge of the **Asian-American Civil Rights Movement** from the outset was that Asian Americans identified by ethnic group rather than as a racial group. The **Vietnam War** changed that. During the war, Asian Americans—be they Vietnamese or not—faced hostility. “The injustices and racism exposed by the Vietnam War also helped cement a bond between different Asian groups living in America,” Lee said. “In the eyes of the United States military, it didn’t matter if you were Vietnamese or Chinese, Cambodian or Laotian, you were a ‘gook,’ and therefore, sub-human.” After the Vietnam War, many radical Asian American groups dissolved. There was no unifying cause to rally around. For Japanese Americans, though, the experience of being interned had left festering wounds. Activists organized to have the federal government apologize for its actions during World War II.

In **1976, President Ford signed Proclamation 4417** in which internment was declared a “national mistake.” A dozen years later, **President Reagan signed the Civil Liberties Act of 1988**, which distributed \$20,000 in reparations for internees and contained an apology from the federal government.



## Timeline Review of a few key events for Asian American History in the 20<sup>th</sup> century (source: cetel.org) *Items emphasized in bold are testable!*

1904	<b>Chinese exclusion</b> made indefinite and applicable to U.S. insular possessions.	1947	Amendment to 1945 War Brides Act allows Chinese American veterans to bring brides into the U.S.
1905	Chinese in the U.S. and Hawaii support boycott of American products in China. <b>San Francisco School Board</b> attempts to segregate Japanese schoolchildren. Asiatic Exclusion League formed in San Francisco. Section 60 of California's Civil Code amended to forbid marriage between whites and "Mongolians."	1949	U.S. breaks off diplomatic ties with newly formed People's Republic of China. 5,000 highly educated Chinese in the U.S. granted refugee status after China institutes a Communist government.
1906	Major earthquake in San Francisco destroys all municipal records, including immigration records, so Chinese immigrants are able to claim they are U.S. citizens and have the right to bring wives and children to America. Japanese scientists studying the aftermath of the San Francisco earthquake are stoned.	1956	California repeals its alien land laws.
1907	Japan and the U.S. reach " <b>Gentlemen's Agreement</b> " whereby Japan stops issuing passports to laborers desiring to emigrate to the U.S.	1974	Lau v. Nichols rules that school districts with children who speak little English must provide them with bilingual education.
1910	<b>Angel Island Immigration Station</b> opens to process and deport Asian immigrants.	1975	More than 130,000 refugees enter the U.S. from Vietnam, Kampuchea, and Laos as Communist governments are established there following the end of the Indochina War.
1911	Chinese men in America cut off their queues following revolution in China.	1976	<b>President Gerald Ford rescinds Executive Order 9066</b> , 34 years after WWII.
1913	California passes alien land law prohibiting "aliens ineligible to citizenship" from buying land or leasing it for longer than three years.	1978	National convention of the Japanese American Citizens League adopts resolution calling for redress and reparations for the internment of Japanese Americans. Massive exodus of " <b>boat people</b> " from Vietnam.
1917	<b>Immigration Law</b> defines a geographic "barred zone" (including India) from which no immigrants can come.	1979	Establishment of diplomatic relations between the People's Republic of China and the U.S. reunites members of long-separated Chinese American families.
1918	Servicemen of Asian ancestry who had served in World War I receive right of naturalization.	1980	The Socialist Republic of Vietnam and the United Nations High Commissioner for Refugees set up an Orderly Departure Program to enable Vietnamese to emigrate legally.
1924	<b>Immigration Act</b> denies entry to virtually all Asians.	1981	Commission on Wartime Relocation and Internment of Civilians (set up by Congress) holds hearings across the country and concludes the internment was a "grave injustice" and that Executive Order 9066 resulted from "race prejudice, war hysteria and a failure of political leadership."
1934	<b>Tydings - McDuffie Act</b> spells out procedure for eventual Philippine independence and reduces Filipino immigration to 50 persons a year.	1987	First formal signing of the Proclamation of <b>Asian Pacific American Heritage Week</b> by the White House.
1942	<b>President Franklin D. Roosevelt signs Executive Order 9066</b> authorizing the secretary of war to delegate a military commander to designate military areas "from which any and all persons may be excluded" - primarily enforced against Japanese Americans.	1987	<b>The U.S. House of Representatives votes 243 to 141 to make an official apology to Japanese Americans and to pay each surviving internee \$20,000 in reparations.</b>
1943	<b>Congress repeals all Chinese exclusion laws</b> , grants right of naturalization and a very small immigration quota to Chinese (105 per year).	1988	The U.S. Senate votes 69 to 27 to support redress for Japanese Americans, creating The Civil Liberties Act of 1988.
1946	Philippines become independent. U.S. citizenship offered to all Filipinos living in the United States, not just servicemen.		American Homecoming Act allows children in Vietnam born of American fathers to immigrate to the U.S.

### ***Document 1 -- To the Great White Father***

*The following is an excerpt from the proclamation "To the Great White Father and All His People," written by an activist who occupied Alcatraz Island in 1969.*

We, the Native Americans, re-claim the land known as Alcatraz Island in the name of all American Indians by right of discovery. . . . We will purchase said Alcatraz Island for twenty-four dollars [\$24] in glass beads and red cloth, a precedent set by the white man's purchase of a similar island [Manhattan] about 300 years ago.

We feel that this so-called Alcatraz Island is more suitable for an Indian Reservation, as determined by the white man's own standards.

1. It is isolated from modern facilities, and without adequate means of transportation.
2. It has no fresh running water.
3. It has inadequate sanitation facilities.
4. There are no oil or mineral rights.
5. There is no industry and so unemployment is very great.
6. There are no health care facilities.
7. The soil is rocky and non-productive; and the land does not support game (animals).
8. There are no educational facilities.
9. The population has exceeded the land base.
10. The population has always been held prisoners and kept dependent upon others.

### ***Document 2 – Photograph, "You Are On Indian Land," Alcatraz Island, California, 1969***



**Evaluate the impact of social activists who sought to change American society and institutions during the Modern Civil Rights Movement. Incorporate your analysis of the two documents into your answer. Remember you are defending an argument as well as interpreting documents. This should include several complete sentences... one paragraph.**

### ***Document 3 -- Speech by Cesar Chavez***

“My friends, as we enter a new decade, it should be clear to all of us that there is an unfinished agenda, that we have miles to go before we reach the promised land. The men who rule this country today never learned the lessons of Dr. King, they never learned that non-violence is the only way to peace and justice. The powers that be rule over a racist society, filled with hatred and ignorance. Our nation continues to be segregated along racial and economic lines. The powers that be make themselves richer by exploiting the poor. Our nation continues to allow children to go hungry, and will not even house its own people. . . .

The **United Farm Workers** are dedicated to carrying on the dream of Reverend Martin Luther King, Jr. My friends, I would like to tell you about the struggle of the Farm workers who are waging a desperate struggle for our rights, for our children’s rights, and for our very lives. . . .The same inhumanity displayed at Selma, in Birmingham, in so many of Dr. King’s battlegrounds, is displayed every day in the vineyards of California. The farm labor system in place today is a system of economic slavery. . . .Our workers labor for many hours every day under the hot sun, often without safe drinking water or toilet facilities. Our workers are constantly subjected to incredible pressures and intimidation to meet excessive quotas. These women who work in the fields are routinely subjected to sexual harassment and sexual assaults by the grower’s thugs. When our workers complain, or try to organize, they are fired, assaulted, and even murdered. . . .”



### ***Document 4 – Yellow Peril, Photograph***

**Explain how changing relationships among ethnic and racial groups in the United States impacted national identity. Incorporate your analysis of the document into your answer. Remember you are defending an argument as well as interpreting documents. This should include several complete sentences... one paragraph.**