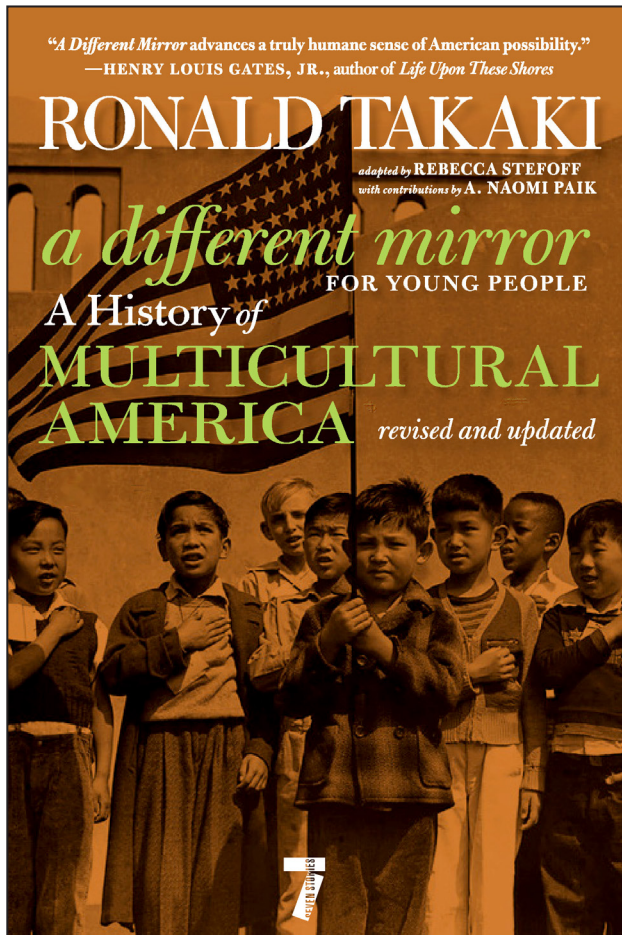


TEACHING GUIDE



a different mirror FOR YOUNG PEOPLE

A History of Multicultural America

Ronald Takaki

Adapted by Rebecca Stefoff

Revised by A. Naomi Paik

SEVEN STORIES PRESS

TRIANGLE SQUARE BOOKS FOR YOUNG READERS

PAPERBACK: 9781644215968

HARDCOVER: 9781644215951

EBOOK: 9781644215975



A Different Mirror for Young People is adapted from the 529-page book *A Different Mirror* (1993, 2008) by Ronald Takaki (1939–2009). The 2026 edition of *A Different Mirror for Young People* builds on Takaki’s foundational work in multicultural history by expanding its analysis into the early 21st century, presenting history from the perspectives of diverse communities whose experiences have often been excluded from dominant historical narratives.

The 2026 edition also continues Takaki’s challenge to the “master narrative” of United States history by centering the voices, struggles, and contributions of Indigenous, Black, Asian, Latine, immigrant, and other historically marginalized peoples. The new material highlights how education can serve as a tool of empowerment and democratic participation, reflecting the legacy of ethnic studies as a field rooted in social movements seeking justice and fuller representation of the nation’s history.

A key goal of this revision is to help young readers better understand the complexity of United States history in ways that are accessible and relevant to contemporary issues. The updated edition emphasizes that the United States remains a nation still striving and struggling to realize its stated ideals of equality, liberty, and justice for all. Drawing connections between past and present, the book illustrates how social movements, collective action, and solidarity across communities continue to shape the evolving meaning of democracy. The new 2026 edition has been updated by A. Naomi Paik and—like the original edition—is adapted for young readers by Rebecca Stefoff.

RONALD TAKAKI (1939–2009) is recognized as one of the foremost scholars of American ethnic history. Born and raised in Oahu, Hawai'i, the descendent of Japanese immigrant field workers, Takaki became the first member of his family to receive higher education, attending The College of Wooster in Wooster, Ohio, and later receiving a doctorate in history from the University of California, Berkeley. Takaki helped found the nation's first ethnic studies department and rose to national prominence publishing works on the history of immigration and the understanding of ethnicity in the Americas. His 1989 title *Strangers from a Different Shore: A History of Asian Americans* was nominated for a Pulitzer Prize. Takaki died in 2009.

REBECCA STEFOFF has published many nonfiction books for young readers and has also adapted major works of history and science for a young audience. She first worked with Ronald Takaki when she turned his book *Strangers from a Different Shore, A History of the Asian American Experience*, into a multi-volume series for young readers.

A. NAOMI PAIK is an associate professor of Criminology, Law, & Justice and Global Asian Studies at the University of Illinois, Chicago. Her research and teaching interests include comparative ethnic studies, US imperialism, US militarism, social and cultural approaches to legal studies, transnational and women of color feminisms, carceral spaces, and labor, race, and migration.

A NOTE ABOUT THIS TEACHING GUIDE

Following the introductory chapters, the guide for each chapter in the book may be used as separate reading assignments. This teacher's guide follows a general pattern:

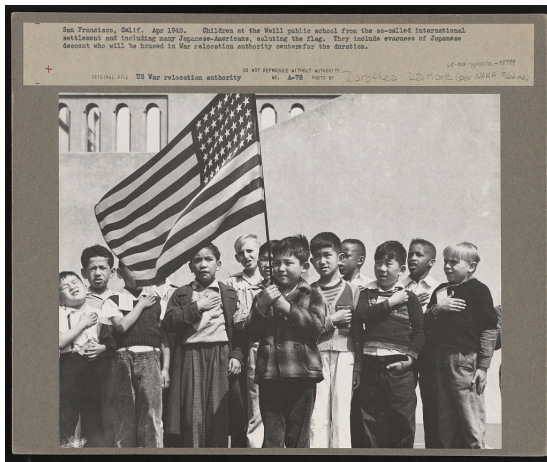
- I. Chapter summary
- II. Vocabulary
- III. Open-ended discussion questions
- IV. Activities for small groups and individuals
- V. Connections: films, readings, websites that can extend the chapter content
- VI. Questions for the teacher to consider

Finally, the teacher's guide closes with ideas that could be used either for end-of-book response projects or for enrichment.

Preliminary Activities

Anticipatory:

1. Project an enlarged image of the front cover of *A Different Mirror for Young People* on a screen (or provide each student with a copy to examine). Allow two minutes for students to look closely and to take notes on what they see. (Later, this skill of deep observation will be developed further as we learn to analyze photographs as primary documents). Then, in small groups, have students compare notes, particularly noticing what they might have seen that others did not observe. Provide these questions for discussion, noting that sharing will be expected later in the larger group. Encourage the observations to be detailed and ask students to take some risks in speculating about what they find.
2. Discuss the historical context for the photograph with students by reviewing the item description and photograph in the Library of Congress digital archive: <https://www.loc.gov/pictures/item/2001705928/>



Thinking About the Photograph (Children at the Weill Public School. San Francisco, California, 1842, Dorothea Lange for the War Relocation Authority) on the Cover*

1. What do you see in the photograph?
2. Describe the children in the photograph.
3. Where do you think this photograph was taken?
4. What can you say about the setting?
5. Who took the photograph (and why)?

* A thorough and teacher-friendly resource for the classroom analysis of primary documents (written, photographs, films, recordings, maps, material artifacts) is on the Library of Congress website at <http://www.loc.gov/teachers/usingprimarysources/>. This site includes a wealth of teaching ideas, reproductions of primary sources, and forms for classroom analysis.

Thinking About the Title

1. Explain what you think the title *A Different Mirror* means.
2. What is meant by “multicultural America”?

Speculating About the Reading Experience

1. Why do you think your teacher (or school) has chosen this particular book for you to use?
2. What do you think you might learn that you don’t already know after we have finished reading and studying this book?
3. If this is a history book, how do you think it will compare to other history textbooks you have used in school?
4. How have you felt about other history textbooks you have used in the past? Why?
5. If you were in charge of choosing history textbooks for students like you, how would they differ from the books you may have used previously?

INTRODUCTION

MY STORY, OUR STORY

by Ronald Takaki

In his introduction to the book, Ronald Takaki briefly outlines his life. Raised in Hawai'i (which was not yet a state), his father was a Japanese immigrant and his mother was Japanese American. His neighborhood was working class and multicultural. Young Ron would have been content to be a surfer, but his parents, who had not had much schooling, wanted a more respectable, educated future for their son.

An inspiring teacher motivated Ron to go to college far away in Ohio. It was 1957 and the campus was rather homogeneous. Peers kept asking him where he was from, assuming that he was not American because of his Asian heritage. When he married a white woman he had fallen in love with on campus, it took several years for her parents to accept their biracial union.

Ron earned a doctorate and went on to teach Ethnic Studies at universities and to author several books on this topic. His extended family soon grew to include representatives from many races, nations, and ethnicities. He realized that this wide diversity within his own family was a true reflection of the history of the United States, its present patchwork of differences, and it foretold the future when "all Americans will be minorities."

Discussion Questions for Students

1. Takaki writes that when he went to college in Ohio, others thought he "did not look like an American." What is an American? What does an American look like?
2. After four years of being upset that Ron married their white daughter, Takaki's father-in-law, Mr. Rankin, began to warm up. Mr. Rankin's "racist attitudes were not frozen." What does Takaki mean? Do you think racism can be "unfrozen"? How? Share your experiences.

Activities

Print one copy of the “Identity wheel” for each student from <https://iss.wisc.edu/wp-content/uploads/sites/174/2020/10/Social-Identity-WheelDefinitions.pdf>

This exercise asks participants to examine the various identities they carry with them and then to create a visual model that assigns importance to each of these identities.

Teachers should first share how they see their own identities before students begin the activity. After sharing the teacher model, direct students to complete the handout “pie-chart” style, labeling each of their “master identities” and deciding, based on how they see their identities’ importance, what portion of 100% each identity takes.

Ask students to share their identity wheels in small groups (respecting students who choose not to share at all), then sharing and discussing with the larger group.

Ask:

1. What did you think about doing this activity?
2. How did it feel to have to name your identities?
3. Are there some identities people might choose not to disclose?
4. Do our identities remain the same throughout our lives?
5. How did your identities differ from your peers?
6. Why would some identities (like race or religion, for instance) be more, or less important to different people?

Question for the Teacher

What should we consider if we are teaching in an area where there appears to be minimal diversity?

INTRODUCTION

GETTING FREE OF THE MASTER NARRATIVE

by A. Naomi Paik

In this chapter, A. Naomi Paik reflects on growing up in Texas and learning a simplified version of the Battle of the Alamo in school. As a child, the story was presented to her as one in which white American settlers were heroes fighting against cruel Mexican forces. But years later, Paik realized that important parts of the story had been left out, including the role slavery played in the conflict and the experiences of Mexican Americans and Indigenous people.

She also remembers being taught in high school that Japanese Americans were imprisoned during World War II “for their own safety.” As an Asian American student, this explanation felt painful and dishonest. These experiences led the author to question what is taught in schools and whose perspectives are included or excluded.

The chapter discusses the idea of the “Master Narrative,” a version of history that centers certain groups and leaves out the experiences of others. The author explains how textbooks sometimes use language in misleading ways. For example, slaveholders are described as “kind,” and the passive voice is used in sentences describing violence against enslaved people.

Paik believes students are capable of learning difficult truths about history and argues that honest education helps strengthen democracy. The chapter also highlights the importance of Ethnic Studies, a field created through activism and student movements that fought for a more truthful and inclusive education.

Discussion Questions for Students

1. The author says that some history lessons leave out important perspectives. Why do you think this happens? How can hearing different viewpoints change our understanding of history?

2. The chapter discusses the idea of a “Master Narrative.” What do you think this phrase means? Can you think of examples where one version of a story is told more often than others?
3. Why does the author pay close attention to the language used in textbooks? How can word choice influence the way people think about history?
4. The author says students are “smarter and stronger than we might think” and can handle difficult truths about history. Do you agree? Why or why not?
5. The chapter connects education to democracy. Why might learning alternatives to the “Master Narrative” in history be important for creating a just society?

CHAPTER ONE

WHY A DIFFERENT MIRROR?

Essential Question

What does it really mean to be “American,” and why have people of color so often been treated as outsiders in a country their labor and history helped build?

Chapter Thesis

The mirror that we have used to see American history has reflected only a partial picture, primarily accounts of the rich, white, powerful male. We need a different mirror, one that restores and reflects the whole image, the stories of all the different groups who shaped this nation.

Chapter Summary

Takaki relates an incident in which he once more had to prove he was really an “American.” A white taxi driver had complimented him on his spoken English and asked him where he was from. Because many chapters of American history had been lost, the cabdriver, as many Americans, did not realize that the United States had always been multicultural.

Takaki goes on to introduce the real, “more inclusive” history he is about to tell: African, Asian, Irish, Jewish, Latine, Mexican, Muslim, and Indigenous stories.

By 1676, the English colonies had become increasingly dependent on the labor of enslaved Africans, making racial diversity a permanent feature of colonial society. These Africans became the “central minority” and their struggle for freedom and equality is woven through the American story. Asians, too, arrived, but laws were passed to limit their numbers.

The Irish followed, eventually overcoming nativist prejudice because they could be seen as “white.” Jewish people fled European persecution to become new Americans, striving to overcome hostility to enter the mainstream. As their territory was annexed into the United States, Mexicans tried to

participate in the life of the relatively new country. Other Spanish-speaking immigrants joined the multicultural experiment. More recently, a religious minority, Muslims, sought a place at the table, but their assimilation was complicated by the backlash of some Americans after the 2001 terrorist attacks in New York City.

Immigrants came to fulfill their dreams, but dominant groups tended to perceive the dream as theirs alone. All came to a land that had originally been home to native peoples; white settlers, seeking to control these original Americans, claimed their land, perpetrating the myth that they were savages, and thus, in the way of progress.

So, the American story has not been told fully. Leaving people out of history is, to Takaki, like using a flawed mirror, unreliable because it does not reflect the whole story, the telling of which empowers those who have been forgotten or silenced.

The chapter ends with brief excerpts of the songs of those nameless Asian, Irish, Mexican, and Black laborers who built the transcontinental railroad in the 19th century, “one of the greatest achievements of American industry.”

Vocabulary

multicultural	immigrant	minorities	Protestan
colonizers	diversity	ethnic segregation	pogrom
narrative	demography	lynching	anti-Semitism
migration	ancestry	alien	refugee

Discussion Questions

1. Discuss the importance of tobacco in the development of America.
2. What did Walt Whitman mean when he called the United States “a teeming nation of nations”?
3. What does Takaki mean by the “Master Narrative”?
4. In Oscar Handlin’s book, *The Uprooted* (1951), why do you think he wrote as if the only immigrants who really mattered were from Europe? What other histories need to be challenged?
5. On page 15, Takaki lists whom he will focus on in this book. Identify any groups that are still left out. Why are they missing?
6. At first, English plantation owners wanted the new world to be white, but in 1676, they began to import Africans to work for them. Prior to the arrival of enslaved Africans, how was “white” defined?
7. Who, besides Black Americans, participated in the Civil Rights Movement?
8. When did the first wave of Asian immigrants arrive in the New World? From where did they come?

9. Were the Irish always regarded as “white”?
10. Historically, immigrants have been played against one another. How has this strategy affected those involved?

Activities

1. Research the demographics (race, gender, ethnicity, family size, religious affiliations, etc.) for the town, city, or county where you live. Locate these statistics from 50 years ago. Demonstrate these visually. How have they changed? Reflect on how these changes have impacted your area. Follow up these findings by interviewing local residents about how they react to what you discovered.
2. Create an Immigration Timeline. What were the numbers for each group of immigrants? Include various groups and the peaks of their immigration. Integrate the laws enacted for or against these immigrations.
3. Collect, share, and analyze a sample of songs and their lyrics about work stretching from the time of the first Americans up to the present day. What do these songs have in common? How do they differ? How, if at all, have they influenced the songs that followed?

Suggested resources to explore for this activity:

Library of Congress American Folklife Center:

<https://www.loc.gov/research-centers/american-folklife-center/>

Smithsonian Folkways:

<https://folkways.si.edu/>

Primary Document Analysis

Print: Dutch Slave Ship Arrives in Virginia

Retrieved from <http://www.gettyimages.com/detail/news-photo/engraving-shows-the-arrival-of-a-dutch-slave-ship-with-a-news-photo/3190638>

CHAPTER TWO

REMOVING THE “SAVAGES”

Essential Question

How did English colonizers use the idea of “savagery” to justify taking Indigenous land, and what were the consequences for Native people?

Chapter Thesis

From the time the first Europeans (Vikings) set foot on the North American continent, through Columbus and to the colonizing English, the original inhabitants, Native people were regarded as savages to be subdued or exterminated by the “civilized” invaders. But who was really uncivilized?

Chapter Summary

Takaki names the first violent interaction between white people and Indigenous people when Vikings landed in Eastern Canada and killed the people they found, beginning a long history of attacks and retaliations. It was another 500 years before Columbus landed, and then other Europeans followed.

Having colonized Ireland and treated its people as savage pagans to be moved onto reservations, England soon brought this concept of a binary world to North America, remarking that the Indigenous people were too much like the “wild Irish.” The relationships were uneasy ones. In Jamestown, poorly prepared colonists faced starvation and sometimes Indigenous people rescued them. Tobacco growers saw potential profit and so wanted more land to cultivate. When Indigenous people resisted the taking of their land, the brutality escalated. The colonists had claimed they wanted to “civilize” and “convert” and “educate” the original inhabitants, but increasingly they acted to destroy them.

In New England, Indigenous numbers had already been decimated by new diseases brought by the settlers, who attributed these mass deaths to God’s will. They regarded the Native people as little more than wild animals, who had no need of land or homes. Both the Pequot War and King Philip’s War dented

the colonists' holds, so England sent its army to secure the territory to which it felt entitled. And God, too, they claimed, wanted a Christian triumph over the demonic Indigenous people. However, some surviving narratives by white people who had been Indigenous captives drew a more complex picture that went beyond primitive savagery, one of people with humanity and compassion.

The inevitable proceeded. White towns grew larger and prospered. Indigenous territory shrank and Native people suffered with disease and from lack of access to the nature that had sustained them. The colonists won independence from England. Thomas Jefferson revealed his animosity: Native people must be civilized or wiped out. Being civilized meant giving up their culture: religion, language, and ways of life that defined them. The conformity that Jefferson required would give them little choice but to assimilate, accrue debt, and give up their land.

Vocabulary

frontier	curiosities	ancestral	export massacre
pagan	barbarous	cannibalism	stereotype
reservation	treacherous	profitable	savages

Discussion Questions

1. What was the first (recorded) encounter between white people and Native people? What was the result?
2. What was the “accident of history”?
3. Speculate: what would have happened if the earliest explorers to reach North America had not stayed?
4. How did the way the English treated the Irish become a model for how they would later relate to the Indigenous people in North America?
5. How did Columbus regard the Native people he encountered?
6. Discuss examples of early English settlers’ attitudes toward Indigenous people.
7. How would you react if you were ordered to abandon your culture?
8. Describe Powhatan civilization when the first English settlers arrived.
9. Discuss the relationship between the Jamestown settlers and the Powhatans.
10. Why do you think the English had come to Jamestown so poorly prepared to survive?
11. What role did tobacco play in the Virginia settlers’ lives?
12. Describe the war against the Powhatans.
13. Describe New England’s Indigenous settlements in the early years of English colonists.
14. At first, it seemed very easy for the English to take over Indigenous land in New England. Why?

15. What role did the New England settlers think God played in their occupation of the land?
16. How did New England settlers justify taking over Indigenous land?
17. What was King Philip's War?
18. Who was Mary Rowlandson? How did her account of her kidnapping challenge stereotypes of Indigenous people?
19. Discuss Thomas Jefferson's conflicting views of Native Americans.
20. Do you see this chapter as a documentation of progress or one of change? Why?
21. White captives of Indigenous people often wrote about their experiences after they were released. How do you think their identities (points of view) affected how they wrote about their experiences?

Activities

1. Some of the Indigenous nations that Takaki lists throughout this text include: Beothuk, Abenaki, Powhatan, Wampanoa, Pequot, Narragansett, Mohegan, Seneca, Delaware, Shawnee, Choctaw, Creek, Sioux, Pawnee, Susquehanna, Cherokee, and Kaskaskia. Students will choose one of these tribes (or one of many others listed at <http://www.native-languages.org/original.htm>). Search for maps that show the territory of the tribe they have chosen before white settlement. What was their population? How has the size (and location) of that territory changed since then? What is that tribe's current population?

Primary Document Analysis

Have students read and analyze portions of the Narrative of the Captivity and Restoration of Mary Rowlandson.

Retrieved from <https://open.maricopa.edu/earlyamericanliteratureanthology/chapter/a-narrative-of-the-captivity-and-restoration-of-mrs-mary-rowlandson-1682/>

CHAPTER THREE

THE HIDDEN ORIGINS OF SLAVERY

Essential Question

How and why did racial slavery gradually develop in colonial Virginia, and who benefited from turning race into the defining line between freedom and bondage?

Chapter Thesis

In 1619 Virginia, colonists soon understood that they could make a good living growing tobacco, but indentured servants they had imported would work for them for only a few years; they needed workers for the long term. When both white and Black workers organized to protect their interest, the elite panicked and instigated slavery of Africans. Now working class and poor white people had someone lower on the social ladder than they were and the ruling class had a steady supply of exploitable labor.

Chapter Summary

The tobacco industry in Virginia grew rapidly as European demand escalated. Because indentured servants only stayed on the job until their passage and expenses were repaid, more workers were needed to grow, harvest, and process the plant. In the Caribbean, Africans had been imported to work in the colonies; these enslaved Africans had become the majority of the population. Virginia colonists resisted becoming a white minority, but they needed laborers.

After 1670, the number of imported African workers increased. The reason for this change was that indentured servants had begun to rebel against the mistreatment of the ruling class. In 1676, Nathaniel Bacon, a planter, organized a militia for protection against Native Americans. The elite were uneasy with an armed underclass and Governor Berkeley charged Bacon with treason. Bacon then led his men, both white and Black, to Jamestown. They burned it to the ground.

The upper class was terrified at their vulnerability to a united underclass. They began to rely more and more on enslaved Africans. Their strategy was to separate and alienate enslaved people from lower class white people by initiating laws that kept Black workers on the bottom. Among other restrictions, Black people could not be armed or move about freely.

A hundred years later, Thomas Jefferson recognized slavery's profoundly immoral nature. Yet, he retained enslaved people in his own estate. He believed that slavery had to end, but that it was not feasible for freed Blacks to live among those who had once owned them. Jefferson wanted to send the former enslaved people to a place such as Haiti, a new Black republic. Jefferson saw the dilemma of slavery; it was as if the nation had a wolf by its ears, unable to hold it, yet afraid to let it go.

Vocabulary

indentured servant	class war	rabble	abolition
exploitation	elite	militia	inferior
interracial	underclass	squadron	prejudice
servitude	rebellion	insurrection	

Discussion Questions

1. Compare and contrast indentured servitude with slavery.
2. What were the differences between Barbados's and Virginia's use of enslaved people? Why did Virginia resist becoming like Barbados?
3. At first, there were both white and Black indentured servants. How, if at all, were they treated differently?
4. What was Bacon's Rebellion? Why were landowners so threatened by it?
5. Explain Jefferson's "the ears of the wolf" metaphor.
6. How do you explain the profound paradox of how Jefferson lived and what he thought about slavery?

Activities

1. Research today's tobacco growing industry. Compare it to the tobacco industry of the early colonies in the eighteenth century.
2. Graph the change in Black population in Virginia from 1619 to the time of the American Civil War.
3. Research the tobacco plant, its discovery, history, size, properties, life cycle, cultivation, and how it has been modified.

4. Research the life of Nathaniel Bacon. Create a monologue that reveals how he came to rebel against the ruling class. Find props and appropriate dress and perform live or make a video of this monologue for the class.
5. Trace Bacon's rebellion on a period map of Virginia.
6. Thomas Jefferson thought that freed enslaved people should be sent away to somewhere such as the island nation of Haiti. Why would he choose that location? What was unique about that nation's history?
7. Read excerpts from the Olaudah Equiano's autobiography. Trace his journey on maps from where he said he originated in West Africa to where he landed, was sold, and where he went as a free man. Research the Middle Passage. How did Equiano learn to read and write? How did he become free?

Primary Document Analysis

There are two possible images to analyze around Bacon's rebellion, both to be found on Getty images:

<https://www.gettyimages.com/detail/news-photo/engraving-depicting-bacons-rebellion-virginian-settlers-led-news-photo/482639031>

<https://www.gettyimages.com/detail/news-photo/illustration-entitled-bacons-rebellion-depicts-a-news-photo/167891454?>

Tobacco label: El Alabama fabrica de tabacos de las mejores vegas de la vuelta abajo Retrieved from <http://www.loc.gov/pictures/resource/cph.3g01996/>

CHAPTER FOUR

THE ROAD TO THE RESERVATION

Essential Question

How did the US government force Native nations off their ancestral lands in the 1800s, even when those nations had legal treaties meant to protect their rights?

Chapter Thesis

Message to Indigenous people: adapt or face extermination. Even before the time of Thomas Jefferson, the federal government claimed to want to help Indigenous people to survive by accepting the new reality of white European takeover, but the policies it initiated only pushed native people further west, moved them to less desirable land, and decimated their population. The building of the transcontinental carried still more white settlers across the Great Plains and the world the Indigenous people had known soon disappeared.

Chapter Summary

President Jefferson advised Andrew Jackson to encourage Indigenous people to abandon the wilderness and become farmers. But even after they had become farmers, Jackson, by then a noted ruthless fighter against Indigenous people, eventually took their land, benefiting as a speculator. Jackson refused to intervene as Georgia and Mississippi removed Indigenous people and allowed white people to settle on their land. In 1830, treaties, soon broken, coerced the Choctaw of Mississippi to abandon their farms to trek west across the Mississippi River. Eight years later, the Cherokee people were force from their homeland; their arduous journey, on foot and in winter, killed one-fourth of their population. Railroads were big business. They wanted to expand their territory and bring in new markets. As they pushed west, native tribes resisted, but they were no match for the large numbers of white settlers, cultivating

what had been wild land, hunting the once plentiful buffalo to near extinction, and fencing in the once boundless prairie.

Vocabulary

speculator

ratified

exterminated

reservation

Discussion Questions

1. How do you think a white man in Tennessee in 1835 would regard Andrew Jackson? What do you think a Choctaw or a Cherokee person at the same time would say about him?
2. Do you think Andrew Jackson was a war criminal?
3. Do you think the US government intentionally misled the Indigenous people? Why?
4. What would American life be like now if the US government had different policies toward Indigenous people?
5. How could the US government get away with breaking its treaties with Indigenous people?
6. How did the railroad impact Indigenous people?
7. How did Indigenous people react to what was happening to them? In what ways did they resist?

Activities

1. Research: Identify various treaties between Indigenous people and the United States.
2. What were these treaties called? Why were they enacted? What did they promise? How long were they in effect? How, if at all, were they broken?
3. Research: Identify cotton-growing areas on a map from the 1800s. How much of this land came from Native people?
4. Research: Who was Alexis de Tocqueville? Describe his other experiences with Native people.
5. Research: Takaki mentions that the Cherokees had a newspaper in the 1830s. This was unusual. How did this newspaper come about? Did other tribes have a written language?
6. Find examples of this early newspaper.
7. Research: Trace the Trail of Tears on a map. Find first-person accounts of the journey. Using transcripts, write several monologues of the travelers for students to present in a dramatic way.

8. Research: Show the growth of the railroad on a map of the United States and its territory circa 1800 to 1890.
9. Research: Look into missionary schools for Indigenous people. Where were some of these schools located? Who ran them? Who went to them? What were these experiences like for native children? Are any of these schools still operating today?

Primary Document Analysis

Print: Slaughter of the plains buffalo:

<https://theconversation.com/historical-photo-of-mountain-of-bison-skulls-documents-animals-on-the-brink-of-extinction-148780>

Newspaper: front page Cherokee Phoenix (1828):

<https://www.loc.gov/item/sn83020866/1828-07-30/ed-1/>

<https://www.loc.gov/item/sn83020866/1828-10-01/ed-1/>

CHAPTER FIVE

LIFE IN SLAVERY

Essential Question

What were the daily realities of life under slavery for Black Americans, and how did they resist, survive, and hold onto their humanity?

Chapter Thesis

Black people faced harsh lives in both the South as enslaved people and in the North as free people. They resisted oppression by advocating violence, pursuing education, or fighting on the Union side in the American Civil War. Yet, the powerful would not give up their positions; they looked for ways to be sure that Black people would remain on the bottom of society; thus, in some ways, how they lived after slavery was little different from how they had lived before emancipation.

Chapter Summary

Although Indigenous people faced racism and discrimination, in most cases, they were at least able to limit their interactions with white people. But, in contrast, Black Americans were forced to confront social inequality constantly because they had to live and work among their oppressors. Black people in the north, though free, still lived with laws and attitudes that limited their ability to thrive and care for their families. If they were enslaved to white southerners, their lives were even more wretched.

It is important to recognize how often these oppressed Americans seized agency and looked for ways to resist being victims: David Walker called for violence in response to slavery; Nat Turner led an uprising that killed sixty white people; Frederick Douglass learned to read and became an intellectual force against slavery; Black men joined the Union Army to defeat the Confederacy. Yet, parallel with Reconstruction, harsh laws were created to limit the freedom of emancipated Black people, who faced constant economic oppression and terroristic violence.

Vocabulary

ghetto	segregation	barbarian	Emancipation
pretense	plantation	punitive	Proclamation
menial	psychological	sharecropper	
abolished	illiterate	Reconstruction	
discrimination	minstrel	lynching	

Discussion Questions

1. In what ways did enslaved Black Americans resist slavery?
2. How do you resist/respond when you feel your own freedom is threatened?
3. What was “hiring out”? How did it weaken the system of slavery?
4. Why was education of enslaved people forbidden?
5. Could education also be seen as dangerous today? Where and why?
6. Argue for reparations to descendants of slaves. What are the counter-arguments against reparations and why?
7. What were the risks of trying to escape to freedom as an enslaved person or for those who wanted to help an enslaved person escape to freedom?

Activities

1. Research the history of Little Black Sambo. This book was once very popular. Why is it no longer considered appropriate?
2. Research: What were minstrel shows? Who performed in them? Who did they entertain? How did they reinforce the racist attitudes of the day?
3. Research: Who was Nat Turner? What were the details of his rebellion? Were there any other enslaved people who led violent acts against their owners?
4. Research: What were “slavebreakers”? What did they do?
5. Research: Describe the relationship between Abraham Lincoln and Frederick Douglass.
6. Research: At one time, freed enslaved people were to be repaid with “forty acres and a mule.” What was the value of such a grant at that time (depending on the location of the land)?
7. If a family got these 40 acres in 1865, speculate on what this property would be worth today. How might family wealth have been affected by this earlier acquisition?
8. Research: What is “scrip”? How did the use of scrip reinforce the sharecropping system?

9. Research: What was the Underground Railroad? How close did it come to where you or your family members live? Show the location(s) on maps.
10. Research: Who was Jim Crow?

Primary Document Analysis

DISCLAIMER: Caution and care are urged here, as many of the resources below are quite racist and potentially offensive. It would be expedient to moderate a class discussion about why such artifacts are preserved and whether (and how) we should use them.

Audio: Michael Ealy reads J.W. Loguen, Letter to Mrs. Sarah Logue (March 28, 1860).

Retrieved from <https://www.youtube.com/watch?v=7Ub9APQDw7o>

Minstrel show & Jim Crow ephemera (many images) Retrieved from

<http://www.loc.gov/pictures/search/?q=minstrels%20performances&sg=true>

Music: Jim Crow Blues, performed by Leadbelly (Huddie Ledbetter)

https://youtu.be/tA1dvEknIqs?si=i3P3lAF8IFzw_gKc

Black recruitment poster for Union Army.

Retrieved from:

<https://www.war.gov/Multimedia/Photos/igphoto/2002570880/>

CHAPTER SIX

THE FLIGHT FROM IRELAND

Essential Question

What drove Irish immigrants to flee to America, and how did their struggle to survive in a new country put them in conflict with other marginalized groups?

Chapter Thesis

Irish immigration to the United States began in the early nineteenth century. Indigenous people had already been consigned to reservations, and recently freed Black Americans were kept down by Jim Crow laws and widespread prejudice. The Irish fled famine and British oppression, but they received a cold reception in the US. They helped to build the rapidly industrializing land's infrastructure, while they were also pitted against other new arrivals and the already downtrodden Black workers. It was a difficult assimilation.

Chapter Summary

In the early 1800s, a million-plus Irish immigrants left a land they felt had been taken from them by English landlords. Those who stayed tried to survive as migrant farmers, but their rented plots of potato crops had been struck by a widespread blight that meant starvation for many families. Up to two million more Irish immigrated before the twentieth century. They sought jobs and many worked on building roads, canals, and railroads. They felt disposable because so many died or were injured in dangerous work. Factory owners undermined their efforts to unionize by bringing in Chinese workers willing to work for less. Like African Americans, Indians, and Mexicans, the Irish were reviled as “inferior.” Trying to rise above other workers, the Irish used racism against black workers to promote themselves as white. This hostility came to a head during the Civil War when the Irish in New York rioted against black citizens who they believed were bent on stealing their jobs.

In 1830, Black people held most domestic positions. The Irish influx, which consisted of more than half women, however, shifted this balance because many unmarried women got household jobs. They emigrated because their cottage industries no longer had viable markets. But life in domestic service was isolated, so many women took jobs in textile factories. When they had their own families, their daughters were less likely to continue in the work of their mothers. Instead, they became nurses, secretaries, and teachers. Unlike Chinese and African Americans, the Irish were eventually regarded as white. They used this to get other Irish into positions of power and they, in turn, hired Irish firms. They founded organizations to help other Irish to connect to useful influences.

Vocabulary

oppressors	exploited	domestic white-collar	manufacturer
tenant	prejudice	job	prosperity
tyranny	assimilate	naturalized	
blight	dowry	suffrage	

Discussion Questions

1. Why were so many women among the wave of Irish immigrants in the early nineteenth century?
2. What is the difference between emigration and immigration?
3. What was life like in Ireland for the Irish under British control?
4. Why did the Irish immigrants want to unionize their workers?
5. What are “scabs”? How did they impact the Irish unions?
6. Explain “divide and conquer” as it applies to Irish, Black people, and Chinese workers.

Activities

1. Develop an immigration timeline for the United States, beginning with the first group that came to Jamestown in 1619. Show the changing numbers of immigrants over the years.
2. There is a saying, “An Irishman is buried under every tie” about the building of the American railroads. Find other sayings about American immigrants; explain their meanings and put them into context.
3. Research the history of the labor union, the Knights of Saint Crispin. How and where was it begun? What did it do for the workers? Who could become a member? Is it still in existence? If not, why?
4. What labor unions are still active today? How many Americans are members of labor unions? What problems do these unions face?

5. Who was Mother Jones? How did she become the most dangerous woman in America? What causes was she involved with?
6. Research child labor in America. In what industries were children employed?
7. Research: What is the origin of the term “scab”?

Primary Document Analysis

Photographs: children at work, by Lewis Hine.

Retrieved from <https://www.loc.gov/pictures/search/?st=grid&co=nclc>

(See, especially, “Katie, 13 years)

<http://lcweb2.loc.gov/service/pnp/nclc/04100/04129v.jpg>

Photographs: Mother Jones

Retrieved from <http://www.loc.gov/search/?q=mother+-+jones&st=gallery>

Song Lyrics: Lament of the Irish Immigrant

Retrieved from <http://www.loc.gov/resource/amss.as107440>

CHAPTER SEVEN

THE WAR AGAINST MEXICO

Chapter Thesis

Some Mexicans became Americans without changing where they lived. As the US empire expanded through war and settlement, it took in the territory. Texas and a good part of the southwest, including California, had actually been part of Mexico. The US then enacted policies to ensure white dominance.

Chapter Summary

The American empire was not satisfied with controlling only territory east of the Mississippi River. One of the first territories it wanted next was Tejas, or Texas. Slaveholders wanted more cotton-growing land and Texas seemed perfect for that, but it was Mexican territory and slavery was illegal there. Americans had been migrating to Texas and they outnumbered the native Mexicans. When Mexico outlawed more immigration, Stephen Austin called for white citizens to bring their guns to “Americanize” the territory.

The battle of the Alamo resulted in Mexican victory, but rallied the Americans to seek revenge. They killed 630 Mexican soldiers and declared Texas to be an independent nation. In 1845, it became a US state, but there was a dispute over whether its southern border was the Rio Grande or Nueces Rivers, a distance of 150 miles. After a skirmish, President Polk declared war on Mexico; the hostilities were an excuse to also acquire Californian territories. California was desirable for several reasons: it produced cattle hides for leather, and it had ocean access, good for ports and trade with Asia. While a small group of armed rebels declared California independent from Mexico with little violence, the war in the Southwest was brutal. American troops were accused of rape, robbery, and murder of Mexican citizens. In 1848, Mexico accepted \$15 million from the US for these territories. Mexicans were now foreigners in the land that had once been their home.

Laws were soon enacted to make sure Mexicans and Black people fell to the bottom and stayed there. Foreign miners had to pay a separate tax. Voting rights were limited. Land titles held by Mexicans were contested. Anglo squatters claimed Mexican land. They got better rates on loans so they were able to

maintain their farms during droughts and to buy the land forfeited by Mexicans who could not afford the upkeep.

Increasingly, these original settlers went from landowning to working for white Americans in agriculture and railroad construction, but were often used to do the menial and most dangerous work for lower pay than their Anglo counterparts. Yet the Mexican farm workers found solidarity with Japanese workers, forming the Japanese-Mexican Labor Association (JMLA) in 1903. They went on strike together. They petitioned to join the more powerful American Federation of Labor (AFL), but were turned down by a racist leadership who objected to the inclusion of Japanese or Chinese members. But the Mexican workers kept on organizing for more just working lives, confounding the stereotype of docility and passivity.

Vocabulary

expansion	skirmish	descendant	vaquero
conflagration	Anglos	suffrage	irrigation
civilized	naturalized	dominated	ethnic solidarity
mongrel	commerce	squatter	mutualista
recourse	atrocities	dwindling	

Discussion Questions

1. Why was the US so eager to get its hands on Mexican territory?
2. What did the Mexican government do to try to keep Americans from taking over Texas?
3. What happened at the Alamo?
4. Where do you think the “real” border between Mexico and Texas was?
5. What does Takaki identify as the real reason behind President Polk’s decision to go to war with Mexico in 1846?
6. Why did the US want to control California?
7. What was Ulysses S. Grant’s perspective on the US’s attempt to take the Southwest from Mexico?
8. What did the Treaty of Guadalupe Hidalgo mean for the Mexicans who were now inside the US?
9. How did the California legislature impact Mexican miners?
10. What did Texas do to limit Mexicans’ political power?
11. How did Anglos take over the ownership of Mexican land?
12. After so many Mexicans lost their land, how did they make their living?

13. How do you respond to what Mowry said about Mexicans: “faithful, good servants . . . they have been peons for generations. They will remain so, as it is their natural condition”?
14. How did Mexicans use labor unions to improve their working lives?

Activities

1. Research: Compare how history textbooks that are used in Mexico present the loss of the Southwest territories with how American textbooks cover that topic. You may want to look specifically at the battle of the Alamo.
2. Look at maps. Illustrate Mexican territory before the war of 1846 and after.
3. Research: Were Americans united in their support of the war with Mexico? What evidence do you find to support your answer?

Primary Document Analysis

Painting: Frederick Remington, A Vaquero, 1881–1901

Retrieved from http://www.paintingmania.com/vaquero-181_17804.html

Frederick Remington: A Mexican Vaquero 1890

Retrieved from <https://www.artic.edu/artworks/97907/a-mexican-vaquero>

Cartoon: The patriots getting their beans

Retrieved from <https://www.loc.gov/pictures/resource/cph.3a12360/>

Cartoon: Manifest destiny and expansion in the Americas

Retrieved from <https://www.classroomelectric.org/volume1/gruesz/cartoon.htm>

CHAPTER EIGHT

FROM CHINA TO GOLD MOUNTAIN

Essential Question

What obstacles did Chinese immigrants face as they moved to California in 1848, and how did US laws and society work to exclude them despite their essential contributions?

Chapter Thesis

In 1848, the United States needed workers to build the transcontinental railroad and to help farm its new acquisition, California. Allowing Chinese workers who were escaping a chaotic homeland to come into the US solved the problem for the railroads, but their continued presence rankled white workers, who thought they were losing jobs to the immigrants. Racism reared its head and brought misery and loneliness to the Chinese immigrants: US law forbade them to send for their families.

Chapter Summary

California's statehood opened up new markets with Asia. It also meant Chinese immigrants came, leaving their homeland's problems for opportunity in America. They found jobs in agriculture and in completing the transcontinental railroad. The gold rush of 1849 also brought more Chinese people willing to take risks to earn a fortune.

Thousands of Chinese people came, not only to California, but also to all parts of the United States. They were not white, so the Naturalization Act of 1790 forbade them from becoming citizens. Some white Americans resented their presence, so California passed a miners' tax of \$3.00 a month, aimed at those who could not become citizens, Chinese people. Two-thirds of Chinese people worked as gold prospectors and the state collected a sizable tax.

When the gold rush waned, the railroad, especially the Central Pacific, needed workers. Chinese immigrants, doing dangerous jobs in harsh weather, were crucial to its completion. White laborers

resented Chinese people because they would work for lower wages. When Chinese people went on strike for more money, they were cut off from food supplies and soon gave up their fight. After the tracks were laid, the workers headed to San Francisco and to farmlands, because many Chinese people had come from farms in their home country.

White resentment led many Chinese immigrants to abandon labor and open their own businesses, especially laundries. Laundry was usually seen as “woman’s work” in China, but few women had been allowed to come. Opportunities were limited. Laws were enacted so that America could retain its whiteness and so people of color, Black, Indigenous, and Chinese people would become a permanent underclass of foreign laborers. One such law was the Chinese Exclusion Act of 1882. Every concession for civil rights that the American government granted was hard won. Without American birth certificates, few rights were theirs.

Not many women had come from China, chiefly because it was against tradition. Gradually, though, as conditions improved, Chinese women began to join the men, who continued to outnumber the women. The growing families established “Chinatowns” in the cities. After the 1906 earthquake devastated San Francisco and most public records had been burned or lost, the immigrants took this as an opportunity to claim they from China to gold mountain had been born in America. No one could disprove this and so a new wave of immigrants began to come through Angel Island. This influx included “paper sons,” Chinese men who claimed they had parents in the United States.

Vocabulary

prospector	exclusion	tongs	catastrophe
tenant farmer	opium	fongs	paper son
hostility	servitude	clan	marginal man

Discussion Questions

1. How did the annexation of California influence the immigration of Chinese workers?
2. Why did so many Chinese people begin to migrate to America in 1849?
3. Why did the US pass a Naturalization Act in 1790?
4. Why was a miner’s tax passed in California in 1872?
5. How, once more, do we see an example of how those in power “divide and conquer” to control workers (in this case, Chinese immigrants)?
6. What were the industries in San Francisco that employed Chinese people?
7. Why do you think Chinese people were successful farmers in California?
8. Why did so many Chinese men get involved in the laundry business?
9. Takaki writes (page 158): This idea was rooted in the racist notion that “American” meant “white.” Discuss whether this is still a “truism,” being sure to back up your arguments.

10. Compare how some white workers resented Chinese laborers and how Indigenous and Black people may have also been regarded.
11. What laws did California enact to be sure that Chinese people would stay on the bottom socially?
12. What did the 1870 Civil Rights Act attempt to do for people of color?
13. For many years, there were very few women among the Chinese immigrants. Why?
14. Describe the lives of immigrant Chinese men in San Francisco.
15. Why were Chinese laborers discouraged from immigrating, yet Chinese merchants were allowed to immigrate?
16. What natural disaster in 1906 changed the fortunes of Chinese immigrants in San Francisco? In what ways?
17. Why were some Chinese sons allowed to come to America?
18. What were some things that “paper sons” did to try to get into the United States?

Activities

1. Research: Takaki writes that in China in the 1860s, a laborer could earn three to five dollars a month, while on California rail construction, he could earn thirty dollars a month. What was the cost of living like in California at that time? What would thirty dollars buy?
2. On a map of the United States, show the concentrations of Chinese immigrants in 1870.
3. Examine a timeline of racism: pinpoint the incidents of discrimination against Chinese people in particular; investigate three of these to report to the class. (Retrieved from https://guides.library.stanford.edu/Anti_Asian_American_Violence)
4. Research: By 1870, five million dollars had been collected from Chinese workers in California as the miner’s tax. What would that be worth today?
5. Trace the Chinese and Chinese American population demographics in San Francisco from 1860 to the present.
6. Many large US cities (New York, San Francisco, and Chicago) have Chinatowns. Research what other cities have Chinatowns; choose one and trace its history.
7. Research the religious lives of Chinese immigrants in California. What faith(s) did they follow? How likely were they to bring their religious faiths from their homelands or convert to the faiths of their new homes?
8. Research: Compare Angel Island on the west coast to Ellis Island on the east coast.

Primary Document Analysis

Cartoon: The great fear of the period that Uncle Sam may be swallowed by foreigners: The problem solved Retrieved from <https://www.loc.gov/pictures/item/98502829/>

Film: Scenes of San Francisco (1906) Retrieved from <http://www.loc.gov/item/00694427>

Print: Chinese Immigrants at the San Francisco Customs House (1877) Retrieved from <https://www.loc.gov/pictures/item/93510092/>

Brochure: Chinese workers on railroad

Retrieved from https://www.mocanyc.org/wp-content/uploads/2021/05/Chinese-Railroad-Workers_Final.pdf

Oral histories (and other resources) from Angel Island

Retrieved from <http://www.angel-island.com/intro.html>

CHAPTER NINE

DEALING WITH THE NATIVES

Essential Question

How did the US government use reservations, forced boarding schools, and violence to destroy Native cultures and push Indigenous people toward assimilation?

Chapter Thesis

As the American nation swept west to claim the land to the Pacific, the frontier was now conquered. Nature and distance had been subdued, but the Native people were still in the way, although this problem, too, could be solved, if not entirely with violence and extermination, then through law.

Chapter Summary

Frederick Jackson Turner posited that conquering the frontier had made Americans “strong and self-reliant.” This exceptionalism reaffirmed the view that the United States was primarily a European and white nation. The non-whites, Indigenous people, were to be either wiped out or moved out of sight onto reservations. A series of events marked the close of the frontier. In 1868, George Custer led an attack on the Cheyenne on the Washita River in Oklahoma; the odds were against the Indians. But eight years later, the tables were turned as Custer met Chief Crazy Horse at Little Big Horn River in Montana. He and his men were utterly defeated.

In 1889 in Nevada, an Indigenous prophet, Wovoka, claimed that if they began a fervent “Ghost Dance,” Indigenous people who had been wiped out would return to life and the game they once hunted would be “thick everywhere.” The message resonated with the Sioux and culminated with the US Cavalry slaughtering the outnumbered warriors and also women and children. This was the Massacre at Wounded Knee. How, other than using warfare, could these native peoples be contained? Francis A. Walker, Commissioner of Indian Affairs, thought that technology and commerce would surely act as

a “civilizing force,” but that the only way to “save” the Indigenous people was to move them to one or two large reservations where they could adopt white ways—working, learning industrial skills, going to school—by doing as they were told.

The Dawes Act of 1887 proposed another solution. Indigenous people would become property owners and US citizens. The president could award land to families and any leftover plots could be sold to white settlers. The communal tribal system, it was claimed, led to “savage habits and laziness.” The end result of the awards, it was hoped, meant larger land holdings for white men. Railroads also benefited greatly as more rights-of-way were granted. By 1891, one-seventh of Indigenous land had passed into white hands. In 1902, congress accelerated that shift; when an Indian landowner died, his heirs were not entitled to the land. They would have to buy it at open auction. The US Supreme Court upheld that law; by 1933, Indigenous people had lost 60 percent of the land they had owned in 1887.

By 1934, John Collier, Commissioner of Indian Affairs, replaced the allotment program with the Indian Reorganization Act. Collier felt that the communal lives of Indigenous peoples should be respected. Collier wanted to use federal monies so the tribes could buy land and govern themselves. 71 percent of the 245 tribes voted to accept reorganization. One tribe that declined the offer was the Navajo. They felt that white people had no right to tell Indians what to do. These long-term livestock herders had lost their orchards and cattle to Kit Carson and his army. The government replaced the livestock with sheep. Now the Navajo were being told that they kept too many sheep, which were causing erosion and silting the Colorado River. But the Navajo knew that these cycles happened now and then, and once again they had to comply with an ill-advised government program.

Vocabulary

reservation	assimilate	guardian
commerce	allotments	hydroelectric
communal	self-reliant	social engineering

Discussion Questions

1. Explain Turner’s thesis on the American Frontier. What were the implications?
2. What was the Ghost Dance? Why would Native Americans at that time believe this?
3. What happened at Wounded Knee?
4. Describe the Massacre at Washita River.
5. Who was Francis A. Walker? Explain his vision for a reservation system.
6. Who was Henry Dawes? What was his criticism of reservations?
7. What was the Dawes Act of 1887? How did it differ from Walker’s policy?
8. Who would benefit from the Dawes Act?

9. According to Congress (in 1902) what was to become of land owned by an Indian when the owner died? What were the eventual results of that law?
10. How did Lone Wolf dispute the seizure of Indian lands? What was the response of the US Supreme Court?
11. Explain Collier's Indian Reorganization Act of 1934. Why did Collier think that the communal life of Indians was worth protecting?
12. Why did the Navajos reject Collier's reorganization plan?
13. Who was Kit Carson?
14. What was the Long Walk?
15. Why did Collier claim that the Navajo needed to reduce the number of their sheep? What was the Navajo's reaction? Who was right?
16. Why do you think Collier perceived the Navajos as "anxious and hostile"?

Activities

1. Research the life of one of these Native American leaders: Sitting Bull, Big Foot, Black Kettle, Wovoka, Crazy Horse, Lone Wolf.
2. Research the history of scalping.
3. Research: On a map of North America, show the shifting sizes and locations of the following Indigenous territories: Navajo, Cheyenne, Lakota, Paiute.
4. Research: on a map, show the location and length of the Long Walk.

Primary Document Analysis

Photographs: Navajo sheep herding images

Retrieved from <https://www.navajosheepproject.org/news>

Print: General Custer's Death Struggle

Retrieved from <http://www.loc.gov/pictures/resource/pga.04166/>

Photograph: US troops surrounding the Indians on Wounded Knee battlefield,

Retrieved from <http://www.loc.gov/pictures/resource/cph.3c33722/>

CHAPTER TEN

THE JAPANESE AND “MONEY TREES”

Essential Question

What dreams brought Japanese immigrants to the United States, and what forms of discrimination and racism did they encounter when they arrived?

Chapter Thesis

Japanese immigrants, wanting to escape high taxation and limited land, came to Hawai'i and the US mainland where they heard “money grew on trees.” They found hard work, exploitation, and prejudice on the Hawaiian plantations. Here they learned to unite with other immigrants to gain dignity. Life on the mainland was not much easier. They brought California farmland to life, but even in their second generation, they had to prove they were worthy to be called “American.”

Chapter Summary

Japan saw China being colonized in the nineteenth century and to avoid that fate, it strengthened its central government. This resulted in high taxes and loss of land. Hundreds of thousands of Japanese emigrated to Hawai'i and the US mainland.

Unlike the Chinese, equal numbers of Japanese men and women emigrated. In Japan, women had less traditional status; they were educated and well represented in the labor force. Many women came as “picture brides,” following exchanged photographs into arranged marriages. In the Kingdom of Hawai'i, US sugar plantations systematically imported a diverse workforce. Their strategy was that different nationalities would be easier to manage, less likely to unite against management. There would be a hierarchy: white supervisors would be above field workers of color.

Plantation life was harsh. Fieldwork, done by both women and men, was grueling. But the Japanese workers did advocate for themselves, organizing into “blood unions.” They went on strike; the Portuguese

workers had been paid \$22.50 a month while the Japanese got \$18 a month. The planters tried importing other nationalities to break the strike. The Japanese began to realize that unity across all workers was needed. The planters responded with the familiar tactic of “divide and control,” and the strikers suffered greatly, but eventually won significant wage increases.

The plantation workers separated into ethnic communities, but they needed each other. Because they spoke different languages, a common tongue, Pidgin English, developed. This language was simple English made up of elements of Hawaiian, Japanese, Portuguese, and Chinese. The immigrants began to see themselves as permanent residents. Other Japanese had settled on the mainland. In California, they helped to transform the Sacramento and Imperial Valleys into productive and intensively cultivated farmland. Confronting white racism, the immigrants became successful members of their communities. Yet, race-based limits were enacted; non-white immigration was halted in 1924. Issei (Japanese-born) immigrants could not become citizens or buy land. Their children, Nisei, born in America, were citizens. Nisei, too, faced discrimination. Even with good education, it was hard to find jobs. Many young Nisei were turned away from positions for which they were highly qualified. They found themselves part of two cultures, the traditional Japanese ways of their parents and also of the new American society.

Vocabulary

picture bride	blood unions	taiko drums	intensive agriculture
haole	conspiracy	Pidgin English	Nisei
bango	propaganda	hostility	Isei
luna	obon	Oriental	
machete	kimonos	backlash	

Discussion Questions

1. In the mid-1800s, what did Japan do to try to prevent what was happening in China?
2. Find these locations on a world map: Japan, Hawai'i, China, Korea, the Philippines, and Portugal.
3. How does this chapter portray life for women in Japan versus women's lives in China?
4. What was the 1907 Gentleman's Agreement?
5. Explain the status system of employment on Hawaiian plantations. What was a workday like in a Hawaiian canefield?
6. Discuss the Japanese strike of 1909.
7. As we have seen in previous chapters, the planters used “divide and control” as a tactic on the plantation workers. Explain.
8. What were living conditions like for workers on the Hawaiian plantations?
9. Describe the Japanese communities on the plantations.

10. What was Pidgin English?
11. Planters wanted to keep workers from getting too much education. Where have we encountered this attitude before?
12. What developments made a difference in food shipment in 1920s California?
13. Find the Sacramento and Imperial Valleys on a map of California.
14. Explain the differences between Issei and Nisei. How did their lives in the US differ?
15. Monica Sone writes (page 217) how growing up in the US gave the Nisei a sense of “twoness.” What did she mean?

Activities

1. Research: How did Hawai’i change from its own kingdom to becoming US territory?
2. Research the development of the sugar industry in Hawai’i. How did sugarcane come to be a major crop?
3. Research: What would economic life be like in 1915 in Hawai’i for a fieldworker?
4. Research: Find a detailed map of Hawai’i. How much of the land was devoted to crops? What were they?
5. Research: Where did the word pidgin come from? How did the language develop? What are some basic words and from where did they come?
6. Research: Who was Daniel Inouye? What was remarkable about his life?
7. Research: What is the value of California’s agriculture industry today? How do Japanese Americans play a part?
8. Research: What is the connotation of the word oriental? Why is the use of the word to describe people considered inappropriate?
9. Research: Takaki writes of “the depth of the belief that America was meant to be white.” Where did this idea come from? Is this belief still current?

Primary Document Analysis

Cartoon: Patient waiters are no losers

Retrieved from <https://www.loc.gov/pictures/resource/cph.3g04133/>

Cartoon: As to Japanese exclusion

Retrieved from <https://www.loc.gov/pictures/item/2011647184/>

Photograph: Japanese sugarcane worker, Maui, Hawaii, 1932.

Retrieved from: <https://digital.library.manoa.hawaii.edu/items/show/32736#?c=o&m=o&s=o&cv=o&xywh=86%2C844%2C1334%2C1071>

Song lyrics: Hole Hole Bushi

Retrieved from https://folkways-media.si.edu/docs/folkways/lessons/SFLNo74_WSo1_holehole_bushi_lyrics.pdf

Resource: Film, *Picture Bride*, (1995). Miramax Films.

CHAPTER ELEVEN

JEWISH PEOPLE ARE PUSHED FROM RUSSIA

Essential Question

What drove Jewish immigrants from Russia and Eastern Europe to America, and how did they build new lives while fighting prejudice in their adopted country?

Chapter Thesis

From 1880 to the early twentieth century, anti-Semitism, particularly in Russia, drove large waves of Jewish people to immigrate to the United States. There they succeeded as merchants, factory workers, and skilled craftsmen. Here, also, they were met with distrust and bias as they became successful citizens, labor leaders, and educated Americans.

Chapter Summary

Anti-Semitism was at its peak in Eastern Europe and Russia in the 1880s. Jewish people there were confined to ghettos and victimized by pogroms. Residents were convinced that they had to leave for America; unlike other nationalities that had emigrated, the Jews already knew they would not return home someday.

By 1914, one-third of Jewish people had fled, mostly to the United States. They braved long unpleasant sea voyages. Although poor, most of these immigrants were educated and they came as whole families. After clearing Ellis Island, many settled in New York's Lower East Side, often crammed into crowded tenements. They began businesses and civic organizations in their neighborhoods. Many Jewish émigrés had sewing skills, so they got involved in the garment industry. Concentrated in these new ghettos, many sweatshops thrived. Immigrants did piecework, which meant hard and monotonous work and long hours, getting paid for turning out as many garments as possible. One garment factory, the Triangle Shirtwaist Company, became notorious as the site of a tragic fire where 146 young Jewish and Italian

women workers died. Workers had been agitating for few hours and more pay. The International Ladies' Garment Workers Union had just been founded, but it was not yet powerful enough to make an impact. The workers took action on their own; up to 20,000, mostly Jewish women, demanded a fifty-two hour workweek, overtime pay, and recognition of the union. Other strikes followed and the workers began to make progress.

Jewish immigrants were called “greenhorns” when they didn’t blend in quickly enough. They worked avidly at losing their foreignness to prove they were now Americans. They dressed like Americans, abandoned Yiddish, changed their names, and adopted American holidays such as Christmas. The young men enrolled in colleges to enter the professions, but many of the schools, such as Harvard, began to screen out Jewish applicants who were often resented because they made the non-Jewish students look like underachievers.

This immigrant group faced the same nativism as have other groups. Americans viewed the Russian and Eastern European Jewish people as culturally different and invasive. Americans felt threatened by Jewish advocacy for labor reform and the strikes that followed. In 1924, Congress passed the Immigration Law that established a maximum quota for admission to the United States. Now, only 2 percent of the total numbers of a nationality already in the US were allowed to enter.

Vocabulary

Gentile	anti-Semitic	enraptured	compromise
repression	pogrom	ghetto	greenhorn
Pale of Settlement	Passover	tenement	assimilation
shtetl	synagogue	peddler	Yiddish
inevitable	persecution	sweatshop	

Discussion Questions

1. Show on a world map where most of the Jewish people in this movement originated.
2. Why did so many Jewish people leave Russia in the 1880s?
3. What was the overseas passage like for Jewish immigrants?
4. In what ways did Jewish immigrants differ from those from southern Italy?
5. Why did such a slight percentage of Jewish immigrants return to their homelands?
6. What was tenement life like?
7. Why did the garment (clothing) industry attract so many Jewish immigrants?
8. Why had the New York garment industry changed so much in the latter half of the nineteenth century?
9. What were New York sweatshops like in the early twentieth century?

10. What were working conditions like in the Triangle Shirtwaist Company? Describe the tragedy that drew attention to these conditions.
11. What was the life of a Jewish working girl like in early 1900s New York?
12. What was the Great Strike of 1909–10? What were the results?
13. How did “greenhorns” assimilate into their new American environment?
14. What were the signs that Jewish immigrants were becoming Americans?
15. How was life different for Jewish immigrant daughters than for sons?
16. How did many top American colleges and universities react to the influx of Jewish students?
17. Why were student applicants to Harvard in the 1920s required to submit a photograph?
18. How did the “quota system” work in the Immigration Law of 1924?
19. Why were native-born Americans threatened by the arrival of Jewish people?

Activities

1. Research: List the many different reasons that people become refugees. Create a poster that explains each.
2. Research: What is the etymology (origin of the words) of the “Pale of Settlement”? On a world map, show where these areas were.
3. Research: Trace the growth of anti-Semitism in Russia and Eastern Europe. What are some examples?
4. Research: What happened in the pogroms in Russia and Eastern Europe?
5. Research: By World War I’s beginning, a third of the Jews in Russia and Eastern Europe had emigrated. How many people was that?
6. Research: Who was Emma Goldman? How did her experiences lead to her life of activism?
7. Research: How did Ellis Island become the arrival station for immigrants to the eastern United States? What was it before it became an immigration entry point?
8. Research: Describe the experience for an immigrant upon arriving at Ellis Island.
9. Research: Draw a diagram of a typical New York tenement around the time of the peak of Jewish immigration.
10. Research: Who was Jacob Riis? Why is he important?
11. Research: What is the status of the sweatshop today?
12. Research: The International Ladies Garment Workers’ was new at the time of the Great Strike. How did that organization influence the garment industry afterwards?
13. Research: Dig deeper into the life of Clara Lemlich. Who were some other activist workers in the early twentieth century? Why do some people become activists while others do not?

14. Research: How did Yiddish and other immigrant languages influence English? What word became part of American English?
15. Research: How (if at all) has your family name (and names of relatives) changed since your own family left (or lost) its original homeland?
16. Research: What is physiognomy?
17. Research: What was the impact of the Immigration Law of 1923? How long did the quota system stay in effect? Is there still a quota system in the United States today?
18. Research: What were attitudes toward Jewish (or any other) immigrants in your own community in the early twentieth century?

Primary Document Analysis

Letters to the *Jewish Daily Forward*

Retrieved from https://cdnsm5-ss1.sharpschool.com/UserFiles/Servers/Server_10640642/File/bugge/Chapter%2023/Letters%20to%20the%20Jewish%20Daily%20Forward.pdf

Photograph: Home-work (crochet) in eastside tenement home

Retrieved from <https://www.loc.gov/pictures/collection/nclc/item/2018677314/>

Photographs (a large selection of tenement photographs)

Retrieved from <http://www.loc.gov/search/?q=tenement&-fa=site%3Apictures&st=gallery>

Photographs (and documents) of the Triangle Shirtwaist Factory

Retrieved from <http://www.loc.gov/search/?q=triangle+shirtwaist+company&st=gallery>

Song: (Yiddish) (What can you do, it's America?),

Retrieved from https://youtu.be/uDvugB1_bH4?si=A8KIbZve1XFQKklz

Additional Resources

Audio: Only in America: Program 1: The first Jews, Retrieved from <https://exchange.prx.org/pieces/18211?m=false>

Audio: Only in America: Program 2: The streets were paved with gold: A journey through the Jewish Lower East Side of New York, Part 2, Retrieved from <https://exchange.prx.org/pieces/18203?m=false>

Audio: Only in America: Program 3: Becoming Americans: A journey through the Jewish Lower East Side of New York, Part 2, Retrieved from <https://exchange.prx.org/pieces/18202?m=false>

Website: Ellis Island, Retrieved from <https://www.statueofliberty.org/arrival-search/>

Website: Tenement Museum, Retrieved from <http://www.tenement.org/>

CHAPTER TWELVE

UP FROM MEXICO

Essential Question

What forces pushed and pulled Mexican immigrants to the United States in the early 1900s, and how were they used and mistreated once they arrived?

Chapter Thesis

Because of proximity to the United States, Mexican immigration was somewhat easy. Poverty and violence in Mexico in the early 1900s drove a Mexican exodus; the US needed the laborers for low-level jobs. Active participation in labor movements confounded the stereotype of the passive Mexican, but when economic hardship such as the Great Depression came to the gringos, Mexican workers were scapegoated as the cause. By living close together in barrios, Mexicans found solidarity that helped them survive.

Chapter Summary

In the early twentieth century, passage from Mexico into the United States was not difficult. Across the border was el norte, economic opportunity, but it was not only to escape poverty that the immigrants came. In 1910, Mexico was rocked by a revolution. A new railroad into Mexico also facilitated the exit. More than 750,000 Mexicans left their country.

The immigrants worked in low-level jobs doing manual labor in factories and as janitors and gardeners. Many followed the crops with the seasons. Their temporary homes were little more than shacks. When the Great Depression arrived, Mexican farm workers' wages got even smaller. In 1933, a Mexican labor union began a strike against these cuts, which angered the owners. Eventually, after much sacrifice on the part of the laborers, the bosses relented and wages were increased.

An interesting development was the joining together of farm workers from the Indian Punjab and the Mexican laborers. These Sikhs could not be American citizens because they were not considered white. Non-citizens could not buy land. Some married Mexican wives who were US citizens and so they acquired acreage; another result was hybrid culture.

These Mexican workers often lived together in barrios, segregated poor neighborhoods that reinforced Mexican culture and supported new immigrants. At that time, their children were not allowed to go to white schools. They were often victimized by teachers' low expectations. At the same time, the popular press fed white fears of the Mexicanization of America. In turn, there were mass deportations back to Mexico, and even some of those were American-born, and therefore citizens.

Vocabulary

El Norte	gringo	barrio	nostalgia
migratory	Sikh	nativist	Nuyorican
squalid	rotis	repatriation	destitute
Great Depression	compadrazgo	deportation	
passive	Anglo	dilapidated	
militancy	inferiority	asistencia	

Discussion Question

1. How did most Mexicans enter the United States in the early 1900s?
2. What was life like for many rural people in Mexico in the early 1900s?
3. What technological development in 1895 increased Mexican immigration? Why?
4. How many Mexican immigrants entered the US between 1900 and 1930? Where did they settle?
5. What were the primary jobs that these Mexican immigrants worked?
6. Why did California farmers turn to hiring Mexican labor in the early 1900s?
7. Describe the living conditions for many Mexican migrant laborers.
8. Why were Mexican workers likely to join in with labor struggles?
9. Describe the 1933 San Joaquin Labor Strike.
10. Why did some Sikh men want to marry Mexican women?
11. Describe a Mexican barrio. Discuss the role of social class in the barrios.
12. Once again, we read of people in power who did not want their workers to get an education: "Educated Mexicans are the hardest to handle." What is so dangerous about education?
13. Why were nativists hostile to Mexican immigrants?
14. Why was life for Mexican immigrants even harsher during the Great Depression?

Activities

1. Research: What were the issues of the Mexican Revolution of 1910?
2. Research: Using maps of the US and Mexico, show the origins of Mexican immigrants and where they settled in the US between 1900 and 1930.
3. Research: Using a current US map, show the areas of heaviest Mexican population today.
4. Research: What are the issues about Latine immigration that are being debated today?
5. Research: What is the economic impact of the presence of Latine immigrants in the US today? Provide statistics and visuals.
6. Research: What are Sikhs? What do they believe?
7. Research: Takaki writes about marriages between Sikhs and Indigenous people. Find evidence of these families today; how have they combined their cultural practices?
8. Research: Show Spanish Harlem on a map of New York. What is that neighborhood's history and culture? What is life like there?

Primary document analysis:

Song/video: Planewreck Over Los Gatos Canyon (written by Woody Guthrie) Performed by Johnny Rodriguez.

Retrieved from <https://youtu.be/H-frhFlrzCo?si=tV-pBUr3qsVx5i2A>

Photograph: Mexican emigrating to US, Nuevo Laredo, Mexico, 1912

Retrieved from <https://www.loc.gov/pictures/item/89713363/>

Photograph: Homes of Mexican field workers, Brawley, Imperial Valley, California, 1935

Retrieved from <https://www.loc.gov/pictures/item/2017762970/>

Photographs and documents of Mexican repatriation of the 1930s

Retrieved from [https://newspapers.ushmm.org/search/advanced-results?topic_id\[\]=42](https://newspapers.ushmm.org/search/advanced-results?topic_id[]=42)

Photograph:

Retrieved from <https://www.latimes.com/visuals/photography/la-me-fw-archives-1950-surge-in-border-crossings-20180821-htmlstory.html>

CHAPTER THIRTEEN

BLACK COMMUNITIES FORM IN NORTHERN CITIES

Essential Question

Why did hundreds of thousands of Black Southerners move north during the Great Migration, and what did they find and build when they got there?

Chapter Thesis

Social conditions for this ethnic/racial group forced it to immigrate within its own country. Racism's residue of poverty and violence led to thousands of Black Americans fleeing the South for a better life in the North. They found higher pay and more jobs, but they also encountered racism in other forms. Rents were high, neighborhoods segregated, hiring was selective, and violence was used to terrorize. Still, these immigrants persisted and in doing so, created new opportunities for self-determination.

Chapter Summary

Just as Mexicans traveled north in the early twentieth century, so did southern Black people. Living in poverty and a harsh racial apartheid, many had worked as sharecroppers, a system only a few steps from slavery. Young Black people were no longer so willing to defer to the older southern expectation that they ought to be polite and passive. They wanted new lives and fair wages. Two million emigrated.

World War I was raging in Europe, and so factories needed workers to replace those who had gone to be soldiers. Chicago was one destination, but not all white residents wanted the new immigrants. Whites resisted having Black neighbors and co-workers, often with violence. Black people were often exploited to subvert the growing power of unions. In one case, company owners were behind the formation of a Black union, a blatant effort to keep people of color and white labor at odds. Still, Black leaders began to recognize that they needed to pursue self-reliance by forming businesses and associations within their own communities.

Harlem, in New York City, also attracted many of the southern migrants. Rents rose and the neighborhoods soon became crowded, but still they came. It was the time of the “New Negro Renaissance.” Artists, musicians, and intellectuals promoted a sense of Black pride. During this time, a Black nationalist, Marcus Garvey, began a movement to unite Black Americans to move en masse to Africa to create a “Negro nation.”

In contrast to the bright promise of the renaissance, Harlem had actually become a ghetto. The Great Depression hit poor Black people particularly hard. They were often the first to be let go from their jobs. Many of their southern relatives were unemployed. The major unions, the United Mine Workers and the United Auto Workers, had begun to recruit Black members, which was contrary to the usual racial divisions. Also, the Democratic Party had begun to recognize their demands, and in turn, Black citizens began to turn away from Republicans, Lincoln’s party.

Vocabulary

sharecropper

NAACP

tenant farmer

New Negro Renaissance

Discussion Questions

1. In what ways was the life of a sharecropper different from or like the life of an enslaved person?
2. How had Black people in the South changed since emancipation?
3. How did many white southerners regard young Black people in the early twentieth century? Why?
4. How did Black migrants counter the racism they found in Chicago?
5. Describe the demographic changes of Harlem from 1790 to the present.
6. How did the Great Depression affect various races and classes, especially Black people?
7. Why did unemployment rates differ between Black and white people?
8. Discuss the roles of unions in ending racial discrimination.
9. Explain the widespread shift of Black Americans from Republicans to Democrats.

Activities

1. Research the life and work of Zora Neale Hurston.
2. Research the effect that the Great Migration had on areas that were abandoned and the cities the migrants moved to.
3. Research: Takaki quotes a Black worker who once made \$1.25 to \$1.50 a day in Georgia who then made \$2.75 a day after he moved to New Jersey. What quality of life could someone expect to have at those wages at that time?

4. Research: What were some of the jobs that black migrants got in Chicago? What did they pay? Did white workers who did the same jobs get the same wages?
5. Research the terrorism Southern Black people lived with (as Takaki cites on page 265).
6. Research: locate a descendant of the Great Migration and interview him or her about the family's legacy.
7. Research: Label a map of the United States to show where many Southern Black people originated and where they ended up after the Great Migration.
8. Research: How much was train fare from various southern locations (during the Great Migration) to Chicago and New York?
9. Research: Describe life in 1917 Chicago for Black people who wanted to live in previously white neighborhoods.
10. Research: What was "the Negro Capital of the World" (Harlem, New York) like in the 1910s and 1920s?
11. Research: Choose a figure from the Harlem Renaissance: Langston Hughes, Claude McKay, Jean Toomer, Countee Cullen, Paul Robeson, Romare Bearden, Jacob Lawrence, Anne Bethel Spencer, May Howard Jackson, Jesse Redmon Fauset, Gwendolyn Bennett, Georgia Douglas Johnson (or other). Who were they? Why were they special? What did they contribute to American life?
12. Research: What is the NAACP? Who began it and when? What has been its role in Black history? Who can presently be a member and how?
13. Research: Who was Marcus Garvey? What was his contribution to twentieth century Black history?

Primary document analysis:

Document: Draft of Langston Hughes poem

Retrieved from <https://www.loc.gov/resource/mcc.024/?st=pdf>

Photograph: Renaissance Casino in Harlem

Retrieved from <https://themetropole.blog/2024/10/15/one-hundred-years-of-the-renaissance-theater-and-ballroom-casino/>

Photograph: Sharecropper's cabin in Arkansas, 1935

Retrieved from <https://encyclopediaofarkansas.net/media/sharecroppers-house-18669/>

Song: Strange Fruit (includes video of performance by Billie Holiday and lyrics), Retrieved from <https://youtu.be/oKovEq9RNZo?si=teQspETlmouJQn2s>

Website: Black Business Network. Features photographs of Marcus Garvey and other primary documents (newspaper, flyer) that promoted Black Nationalism,
Retrieved from <https://www.international.ucla.edu/africa/mgpp/>

Teacher's Guide Primary Source Set: The Harlem Renaissance,
Retrieved from <https://www.loc.gov/classroom-materials/harlem-renaissance/>

CHAPTER FOURTEEN

WORLD WAR II AND AMERICA'S ETHNIC PROBLEM

Essential Question

How did World War II expose the contradiction between the US fighting for democracy abroad while practicing racism and discrimination at home?

Chapter Thesis

No matter the unjust treatment they had received, the non-white citizens of the United States still tried to prove their loyalty to a country that had not always returned that affection.

Chapter Summary

In the context of World War II, Takaki revisits each of the race/ethnic groups he had centered on in previous chapters. One irony is that war was framed as a struggle with the fascist German “master race” which sought to eliminate “inferior” non-Aryans (along with Gypsies, the disabled, homosexuals, and Catholics); others saw that the United States needed to confront and repair its own racist history and its present.

After Japan attacked Pearl Harbor, Japanese Americans were rounded up into internment camps, kept separate from their own country, based not on their actions, but on their heritage. Still these citizens enlisted by the thousands in the fight against the Axis; some served in intelligence, helping to translate (and foil) Japanese battle plans. Some returned as military heroes, but were made to feel unwelcome in their hometowns.

Black Americans, too, joined the war effort. The segregation they had experienced in everyday life continued in the armed forces. They were often placed into the basest or most hazardous jobs. Yet, the Tuskegee Airmen flew with distinction; Black combatants prevailed in battle. Black citizens were outraged that FDR continued to preserve a segregated military, but as the defense industry faced labor

shortages, the president had to permit integration. Black workers kept the factories going, but the outside environment was unwelcoming and sometimes violent.

In addition, Chinese Americans responded patriotically to the war, and felt that enlisting would earn them respect. Both men and women worked in the defense industry. The Chinese Exclusion Act, still in effect, was at last repealed, allowing for naturalization.

Mexican Americans also served, seeking to prove their worthiness as citizens. Some became heroes; many died. Mexican immigrants came as *braceros*, or guest workers, to fill in on farms for those who had gone to war. Mexican Americans, both men and women, worked in defense plants. Not only were they contributing to the war effort, they were integrating themselves into mainstream America.

Takaki addresses the paradox of Indigenous patriotism. Why would they join the US armed forces after hundreds of years of losing their homelands to this country? They were proud and patriotic, but they were also looking for a way out of the poverty into which American policies had herded them. Navajos made a special contribution. Their language, which was exceptionally complex, proved to be ideal for use as an unbreakable code to send highly classified messages. Their skill was invaluable in the Marine's conquest of Iwo Jima. Yet, on their return to their reservations, their economic prospects had not improved, but perhaps even worsened.

The substantial Jewish population in the United States was safe, but how were they to respond to the Nazi's anti-Semitism and persecution of their people in Europe? Their fellow Americans seemed opposed to taking action. Symptomatic of the prevailing isolationist mood, President Roosevelt denied US entry of the *St. Louis*, a ship full of German Jewish refugees. Eventually, FDR partially relented by planning for removal of Jewish people to North Africa and for 1,000 to come to the United States, but it was too little, and too late, as up to six million Jewish people were eventually exterminated. It is because of the US's slow response to the Holocaust that the Zionist call for a Jewish homeland increased and so, in 1948, Palestine was divided to create the new nation, Israel.

After FDR died, President Truman wanted the war to end and for the Japanese to pay dearly. The Manhattan Project had produced a workable atomic bomb. Truman authorized its use on the Japanese cities of Hiroshima and Nagasaki. In 1945, both cities were incinerated; hundreds of thousands of Japanese were obliterated. That war had ended. Still, the struggle against racial and ethnic prejudice at home had yet to be resolved.

Vocabulary

persecution	barracks	Jim Crow	riveter
fascism	Holocaust	civilian	refugee
internment	regiment	naturalized	Zionism
internee	hypocrisy	bracero	

Discussion Questions

1. Which countries formed the Axis powers and the Allies during World War II?

2. Why did the United States think people of Japanese descent were more suspect of disloyalty than German or Italian Americans?
3. Who was General John Dewitt?
4. How did the United States arrive at the decision to round up Japanese Americans? What happened to the property (homes, farms, and businesses) left behind Japanese American internees?
5. What contributions did Japanese Americans make to the war effort?
6. What were the roles of Black Americans in WWII?
7. Who were the Tuskegee Airmen?
8. What were FDR's attitudes toward race?
9. Why did FDR give in to integrating the defense industry?
10. Why would Chinese Americans join the military in WWII? How did WWII affect Chinese employment?
11. What had been the history of the Chinese Exclusion Act? How long had it been in force? How was it changed?
12. How did Mexican American civilians contribute to the war effort?
13. Why did Indigenous Americans enlist?
14. What unique contribution did the Navajos make to winning the war?
15. Why do you think Americans resisted letting in Jewish refugees during WWII?
16. What was the story of the ship, the St. Louis?
17. Explain FDR's WWII Jewish policy.
18. What was the Manhattan Project?
19. Do you think the war with Japan would have ended if Hiroshima and Nagasaki had not been bombed?
20. What is the relevance of James G. Thompson in the context of this chapter?

Activities

1. Research: Create a War World II timeline, noting when each of the world powers entered the war.
2. Research: We have studied the Holocaust and its systematic extermination of Jewish people. What other groups were targeted? Why? What was the result? How, if at all, did they resist?
3. Research: Sometimes, we may think that victims of the Holocaust, specifically the Jews, were passive, accepting their fates. This was, however, not the case, as there were many

Jewish people, called partisans, who actively resisted the Nazis. Who were some of those partisans? How did they take action?

4. Research: Who was Fred Korematsu? What was his story and why is it important?
5. Research: What are reparations? When if ever, did Japanese Americans receive them?
6. Research: Where were the Japanese internment camps (show them on a map)? What was daily life like in these internment camps? Where can we still see what remains of these camps?
7. Research: Some white citizens were allies to the Japanese Americans when they were being interned into camps. Who were these people and what are some of their stories?
8. Research: Who were the Tuskegee airmen? What were their individual stories?
9. Research: Guy Louis Gabaldon was a war hero. What did he do? What was his life story?
10. Research: Navajos' unique language was used as an unbreakable code in WWII. Who were these codetalkers? What are some of their stories?
11. Research: Many Indigenous people had been sent to "boarding schools." On a map, show where these schools were located. What were they like? What do Indigenous people remember about them? How do they feel about them now?
12. Research: The Jewish Holocaust is one of several genocides in the twentieth century. What other racial, religious, or ethnic groups have been chosen for extermination? Create a timeline to demonstrate 1) what groups have been targeted 2) where each group is from 3) over what time period the genocides took place 4) how many people perished.
13. Research: How did the world react when Israel became a state in 1948? Explain the reasons for differing views.
14. Research: What were the physical impacts of the use of the atomic bombs on Hiroshima and Nagasaki?

Primary Document Analysis

Audio: The Port Chicago 50: An oral history, Retrieved from <http://www.prx.org/pieces/1227-the-port-chicago-50-an-oral-history>

Cartoons: WWII-themed by Dr. Seuss; Dr. Seuss went to war,
Retrieved from <http://libraries.ucsd.edu/speccoll/dswenttowar/>

Propaganda: A selection of American-made propaganda posters from World War II,
Retrieved from <https://www.archives.gov/education/lessons/wwii-posters>

Song: The House I Live In: Paul Robeson
Retrieved from <http://www.youtube.com/watch?v=U3syulBjkng>

CHAPTER FIFTEEN

CALLS FOR CHANGE

Essential Question

How did the Civil Rights Movement and the struggles of racial and ethnic minorities after World War II begin to reshape US laws, institutions, and society?

Chapter Thesis

It took a while to gain momentum, but after World War II and the widespread participation of non-white American citizens, various ethnic and racial groups were no longer willing to accept a subordinate social status. Black, Japanese, and Mexican Americans continued to pressure legislators and courts to recognize them as fully American.

Chapter Summary

How were the ethnic and racial minorities to be satisfied with the treatment they still received in the United States even though they had sacrificed as much as any other citizen in World War II? One indicator of this new consciousness was the 1948 desegregation of the armed forces by President Truman in response to A. Philip Randolph's advocacy.

Japanese Americans challenged California's Alien Land Law of 1913, which forbade non-white land ownership. In 1948, the Supreme Court supported the petitioners, and then in 1952, Congress rescinded the Naturalization Act of 1790 that had limited citizenship to white immigrants only. It was not until 1988 that the nation apologized to its Japanese Americans for their internment during WWII; each survivor was paid \$20,000.

Mexican Americans did not want to regress to pre-war discrimination. Many became activists for equal employment rights. Caesar Chavez emerged as an advocate for farm workers to overcome prejudice, obtain higher pay, and work in safety. Mexican American women, too, wanted to be sure that

the progress they had made to be economically viable would not be eroded. Finally, these citizens took their demands to schools, which ended in outlawing segregation of any ethnic or racial groups.

The desegregation of schools in California opened the door for a Supreme Court case (*Brown v. Board of Education*) that would impact all US public schools. Segregation in any school was illegal, but it took many years for that ruling to be taken seriously everywhere. With or without the law, some people were determined to get American society to face inequality. In 1955, Rosa Parks' refusal to change seats on a Montgomery bus started a bus boycott by Black citizens that helped to push Martin Luther King into leadership.

The Civil Rights Movement grew. All over the South, Black young people challenged segregation at lunch counters with sit-ins. White and black "freedom riders" risked their safety, sharing buses headed south, directly challenging the segregated status quo. Activists were murdered, and others beaten. In August of 1963, Dr. King led a huge march on Washington, D.C. where he gave his noted "I have a dream" speech.

Jewish seemed to be natural allies for Black in the Civil Rights Movement because their own persecution was recent and fresh. Many of them joined in to register Black southern voters. Sadly, some of that mutual good will was lost when African Americans recognized that Jewish owned many of the businesses and rental properties in the north, and thus perceived them to be exploiting impoverished Black people. Also, new young Black leaders like Stokely Carmichael and Malcolm X believed that Black liberation needed to be initiated by Blacks, not controlled by whites. Even with internal dissension, the movement did result in legislation that banned discrimination in housing, voting rights, and jobs.

But laws could not change everything. Poverty among Black Americans was still far more egregious than among other groups. Leaders such as MLK, Robert Kennedy, and Malcolm X, who advocated for change, had been assassinated. It was a violent age. Many cities, primarily minority neighborhoods, erupted. The police who beat Rodney King in 1991 were exonerated in 1992 and Los Angeles exploded, and it was not only Black people who showed their anger. Latine people also expressed their frustration. Yet, in spite of the rawness and pain of racism, Americans elected their first Black president in 2008.

Vocabulary

unconstitutional

rabbi

alliance

boycott

congregation

Discussion Questions

1. Who was A. Philip Randolph?
2. Why do you think Harry Truman agreed to integrate the armed forces?
3. Who were the Oyamas?
4. What was California's Alien Land Law?

5. How did the Naturalization Act of 1790 change in 1952? Why do you think it took so long to change this law?
6. What was the GI Forum? What did it do?
7. Who was Caesar Chavez?
8. Discuss the significance of Mendez v. Westminster School District of Orange County.
9. How did Brown v. Board of Education affect US schools?
10. What was the significance of the actions of Rosa Parks?
11. Why were lunch counter sit-ins held? Why were they important?
12. What do you know about the August, 1963 March on Washington?
13. Why do you think so many Jewish people felt they should be involved in the Civil Rights Movement?
14. Why was Black and Jewish solidarity eventually threatened?
15. Not all Black people were satisfied with the tactics Martin Luther King, Jr. used to fight racism. Why?
16. What did the 1964-65 civil rights laws do? Do you think they solved the problems of racism?
17. Why do you think Koreans were targeted in the Los Angeles riots of 1992?
18. What does “post-racial” mean? Since Barack Obama was been elected (and re-elected) as president, can we say that we are in a “post-racial America”? Why or why not?
19. Can you identify injustices still evident in the world today? What injustices would you risk getting arrested to stop?

Activities

1. Research: What is the background of A. Philip Randolph? Why was he able to influence Harry Truman to integrate the armed forces?
2. Research: Where in the country were the Japanese internment camps? What has happened to these structures?
3. Research: How did César Chávez become a leader in the United Farm Workers movement? What impact did the union have on farmworkers’ lives? Is the union still active today? How has public understanding of Chávez’s legacy changed over time?
4. Research: What was the Lemon Grove Incident? Why was it important?
5. Research: What was the background of the Brown v. Board of Education? Who was the “Brown” in the case? How did American schools respond to the order to desegregate?

6. Research: Who was Thurgood Marshall? How did he rise to become a Supreme Court Justice?
7. Research: What was Rosa Parks's background? Discuss whether what she did was just the spontaneous act of a tired workingwoman or something she had been planning to do for a while.
8. Research: Who was Claudette Colvin?
9. Research: What was life like for Dr. King and his family during the Montgomery Bus Boycott?
10. Research: Who were the leaders of the Greensboro, North Carolina Woolworths sit-ins? Why did they get involved? What were their lives like after their actions?
11. Research: Ask local people if they know anyone who participated in the Civil Rights Movement, especially as a freedom rider. Try to locate such a person and interview him or her about the experiences they had and why they chose to act.
12. Research: Who was Medgar Evers?
13. Research: Find original newspaper articles about the 1963 March on Washington. Who planned it? How many people participated? What impact do you think the event had?
14. Research: Who were Chaney, Goodman, and Schwerner?
15. Research: Some other civil rights leaders sometimes thought Dr. King should have been more aggressive. Look for background on some of these figures: Malcolm X, Stokely Carmichael, Eldridge Cleaver, and Angela Davis.
16. Research: Compare unemployment rates of Black Americans with those of white Americans over time. Show these statistics in a graph or table.
17. Research: How did President Lyndon Johnson attempt to address the problem of poverty in America?
18. Research: Who was Rodney King?

Primary Document Analysis

Newspaper: Letters to the editor against freedom riders, Retrieved from
https://www.crmvet.org/lets/6107_fr_durr-let.pdf

Newspaper: Front page of Greensboro News and Record on day of sit-ins, Retrieved from
<https://americanhistory.si.edu/explore/exhibitions/greensboro-lunch-counter>
<https://snccdigital.org/events/sit-ins-greensboro/>

Newspaper: Bus Mixers Beaten, Retrieved from
<https://www.crmvet.org/images/imgfr.htm>

Video: Short clips and photographs of the Greensboro Sit-ins, Retrieved from https://youtu.be/6qZtF-qHr_M?si=O_qc39tXD4rPYb2x

Website: The Sit-Ins; several photographs of lunch counter sit-ins, Retrieved from <http://www.crmvet.org/images/imgcoll.htm>

CHAPTER SIXTEEN

RISING INEQUALITY

Essential Question

Why do racial inequality and injustice still exist in the United States today, even after the Civil Rights Movement won so many important victories?

Thesis

Even after the Civil Rights Movement's landmark legal victories, racial inequality persisted and deepened in the United States through economic policies that dismantled the social safety net, rolled back school integration and voting rights, and fueled a racially targeted "War on Drugs" and related mass incarceration, all while appearing (or hoping to appear) as race-neutral on the surface.

Summary

The Civil Rights Movement transformed US law, but it could not dismantle poverty or alter the economic structures that kept Black and working-class people on the bottom. Beginning in the 1970s, government policy shifted sharply away from funding social programs. Inspired by the belief that government spending caused economic downturns, President Ronald Reagan and others gutted programs like food stamps while demonizing recipients through racist stereotypes such as the "welfare queen."

Simultaneously, globalization and automation eliminated stable industrial jobs, hollowing out cities like Buffalo and Detroit where many Black families had built working class lives during the Great Migration (1910-1970). As communities lost their economic footing, the government withdrew the safety net rather than strengthening it. Despite moving at "a glacially slow pace," school desegregation was proven successful in closing the racial achievement gap and reducing incarceration rates for Black students. However, white parents enrolled children in private schools or moved to white majority suburbs, and courts progressively stripped away integration mandates. Much of the progress made by

school integrations was steadily dismantled through parent lawsuits, SCOTUS decisions (2007), and vague guidelines for integration.

By the twenty-first century, many US schools had returned to near complete racial segregation, with some scholars using the term “apartheid schools.” Meanwhile, the 2013 Supreme Court decision in *Shelby County v. Holder* gutted the Voting Rights Act of 1965, triggering a wave of voter ID laws and other restrictions that disproportionately blocked Black, Latinx, low-income, and transgender voters from the polls. As with policies that result in mass incarcerations, and laws around school (de)segregation, immigration, and so on, voting laws in the US cause profoundly racist effects while attempting to appear on paper as “race neutral.”

Perhaps the most devastating US policy of this era was the “War on Drugs,” launched by President Nixon and escalated by every subsequent administration. This campaign was explicitly designed to target Black communities and antiwar activists, and gave law enforcement sweeping tools to criminalize entire neighborhoods. Mandatory minimum sentencing laws drove the incarceration of millions of Americans, mostly Black and poor, rocketing the United States into the world’s most incarcerated nation.

The story of Kalief Browder illustrates the human cost of a racist criminal legal system that routinely sacrifices justice for control: accused of stealing a backpack, he spent three years at Rikers Island without trial, endured years of solitary confinement, and died by suicide after his release. Taken together, these economic, educational, political, and carceral policies functioned as a coordinated system designed, in the words of Nixon’s chief of staff H. R. Haldeman, “to devise a system that recognizes [the problem of Black people] while not appearing to.” This chapter challenges students to see through the race-neutral surface of these policies to the racial inequality they were built to maintain.

Vocabulary

social safety net	finance capital	War on Drugs	racial profiling
austerity	deregulation	mass incarceration	coded language
welfare queen	white flight	mandatory minimum	dog whistle
SNAP	school resegregation	sentencing	economic racism
globalization	voter suppression	plea bargain	
automation	disenfranchisement	solitary confinement	

Discussion Questions

1. What were the Civil Rights Movement’s major legal achievements? Why weren’t legal victories alone enough to end racial inequality?
2. What is the “social safety net”? How did it change after the 1970s? Who was most affected by those changes, and why?
3. What is the “welfare queen” stereotype? Who created and promoted it? How did it influence public support for cutting welfare programs?

4. What is globalization? What did the story of steelworker Joseph Kemp reveal about how large economic shifts affected ordinary workers and communities?
5. What is “white flight”? How did it reshape American cities and schools after the Civil Rights Movement?
6. What does the research show about the effects of school desegregation on students? Why do you think politicians and courts moved to dismantle integration despite this evidence?
7. What is “coded language” in politics? Give specific examples from the chapter. Why would political leaders use it instead of openly racist rhetoric?
8. What did the 2013 Supreme Court ruling in *Shelby County v. Holder* change? What happened in Texas on the same day? What does this sequence reveal?
9. Though not discussed in this chapter due to its 2025 publication, discuss *Louisiana v. Cantrill* (April 2026) and related SCOTUS rulings leading up to the 2026 midterm elections that further weakened the Voting Rights Act.
10. Describe the obstacles Eddie Lee Holloway Jr. faced in trying to vote. Do you think voter ID laws are a reasonable precaution or a form of voter suppression? Defend your answer with evidence.
11. What was the War on Drugs? According to John Ehrlichman, what were its real purposes? How does this compare to how the policy was publicly justified?
12. What are mandatory minimum sentencing laws? How did they contribute to mass incarceration, and how did they produce racially unequal outcomes?
13. What is a plea bargain? How does the widespread use of plea bargains undermine the principle that a defendant is innocent until proven guilty?
14. Describe what happened to Kalief Browder from his arrest to his death. What systems and failures does his story expose?
15. The chapter argues that mass incarceration, school resegregation, and voter suppression are “race-neutral” on the surface but produce racist outcomes. Do you agree? Why or why not? What are some other policies (or school rules) that do the same?
16. Who benefits from racial inequality remaining in place? Who is harmed? Does anyone benefit without intending harm?

Activities

1. Research: Look up current SNAP (Supplemental Nutrition Assistance Program) enrollment data in your state. What percentage of residents receive benefits? What demographic groups benefit most from SNAP? How has enrollment changed during major economic events like the 2008 recession or the COVID-19 pandemic? Create a chart or graph to display your findings.

2. Research: Investigate school funding and demographics in your own district or county. What percentage of students at the highest-funded schools are white compared to the lowest-funded? What does this suggest about equity in education? Present your findings visually.
3. Research: Map the most heavily incarcerated counties in the United States. What racial, economic, and geographic patterns do you notice? What might explain them?
4. Research: The 1986 Anti-Drug Abuse Act set the crack-versus-powder cocaine sentencing disparity at 100:1. The Fair Sentencing Act of 2010 reduced it to 18:1. Investigate this history: who advocated for change, who resisted, and what did reform require? What does this reveal about the relationship between law and racial justice?
5. Research: Interview a family member or community member about how their neighborhood, school, or workplace has changed over the past 30 to 40 years. Have demographics shifted? Have services or opportunities improved or declined? Present your findings to the class.
6. Research: Using data from the chapter and other sources, create a visual timeline showing the growth of the US prison population from 1970 to today. Label key policy events such as the launch of the “War on Drugs,” the 1986 Anti-Drug Abuse Act, and the The Violent Crime Control and Law Enforcement Act of 1994 (aka the “Clinton Crime Bill”). What story does the data tell?
7. Research: Choose one organization working on criminal justice reform. Some examples include For the People, Equal Justice Initiative, the Innocence Project, or JustLeadershipUSA. What problem do they address? What strategies do they use? What have they accomplished? How are they working within and outside of formal government systems?

Primary Source Analysis

Video: Ava DuVernay, *13th* (Netflix, 2016). This documentary examines the connection between the 13th Amendment’s exception for prisoners, the history of slavery, and the rise of mass incarceration. Available on Netflix (free on their YouTube channel: <https://youtu.be/krfcq5pF8u8?si=fNFbmssgjnEQS2G>)

Document: Dan Baum, “Legalize It All,” *Harper’s Magazine* (April 2016). Includes John Ehrlichman’s admission that the War on Drugs was designed to target Black communities and antiwar activists. Retrieved from <https://harpers.org/archive/2016/04/legalize-it-all/>

Data: The Sentencing Project. “Trends in US Corrections.” Racial breakdown of incarceration rates over time. Retrieved from <https://www.sentencingproject.org/research/>

Photograph/Profile: Kalief Browder. Jennifer Gonnerman, “Before the Law,” *The New Yorker* (October 6, 2014). Retrieved from <https://www.newyorker.com/magazine/2014/10/06/before-the-law>

Document: *Shelby County v. Holder* (2013), Supreme Court decision. Retrieved from <https://supreme.justia.com/cases/federal/us/570/529/>

CHAPTER SEVENTEEN

NEW WAVES OF NEWCOMERS

Essential Question

How did the Civil Rights Movement and the struggles of racial and ethnic minorities after World War II begin to reshape US laws, institutions, and society?

Chapter Thesis

The world keeps coming to the United States, and each new arrival confronts both familiar issues and new ones: The previously settled group seems to say, “now that we are here, let us shut the door.” US foreign policy has helped to create new refugees: Chinese, Vietnamese, and Afghan people. Proximity has tempted Latin Americans, mostly Mexicans, to enter the US; they have contributed labor and paid taxes, but are denied citizenship. As a nation of immigrants, what should our response be?

Chapter Summary

After the gains of the Civil Rights Movement of the 1960s, race was still an issue. War, poverty, and persecution still drives people from their homelands. This has been so for Chinese, Caribbean, Vietnamese, and Afghan people.

After Congress passed the Civil Rights Act in 1965, there were calls to address other issues of racial discrimination. Congress eliminated the racial quota system for immigration. As a result, Chinese entered the US in droves, especially to pursue higher education and be employed as skilled workers. Others were not so qualified and they resorted to sweatshops where they worked long hours and had minimal protection from exploitation. Even highly educated Chinese immigrants have had to work at menial jobs because their English skills had not been developed. With the Vietnam War ending in 1975, a new wave of immigration began. Many Vietnamese immigrants had an education and were familiar

with American ways. But times back home in a post-war Vietnam were difficult, and in 1979 a new surge of refugees took to the sea; this wave of Vietnamese were poor and many did not speak English.

A group from Afghanistan also came; their country had been ravaged by war, first by the Soviet Union, and then post 9-11 by the United States trying to eradicate the Taliban, fundamentalist Muslims who wanted to return their country to a strict theocratic patriarchy. Afghan refugees in the US faced “Islamaphobia” so they pretended to be Mexican, Greek, or Italian. In fact, anyone who even looked Arabic might be attacked.

Perhaps most controversial of all, the large number of Latine people in this country, mostly from Mexico, prompted calls for immigration reform. Some Americans thought anyone who was undocumented had no right to stay but ought to be arrested and deported. Others argued that these foreign workers were already contributing, paying taxes, and doing jobs that were vital to the economy. Some of these workers had come because US policies, perhaps indirectly, had flooded Mexico with our agricultural products, underselling farmers there, and helping to devastate their economy. The debate goes on. Should a clear path to citizenship be established? Can those undocumented immigrants, who have been living good lives and acting as citizens, be allowed to stay?

Vocabulary

tapestry	slur	enmeshed	DREAM Act
menial	hijab	recession	undocumented
assimilate	nativist	subsidy	
sanctuary	undeportable	NAFTA	

Discussion Questions

1. What are the various reasons why people leave their homelands?
2. Why did Congress wait until 1965 to remove restrictions on Asian immigrants?
3. Why do you think there have been such a high number of international students (especially Asians) in US universities?
4. There were two waves of Vietnamese refugees; what drove each of these groups to immigrate?
5. Why do you think there was so much discrimination against Vietnamese immigrants in the US?
6. Discuss the problems Vietnamese immigrants faced in adapting to life in the US.
7. What was the Cold War?
8. Discuss the wars in Afghanistan since the late 1970s.
9. Why did the September 11 attacks (9-11) result in an attack on Afghanistan?
10. Why have Afghan immigrants to the US sometimes pretended to be from other countries?

11. What is NAFTA? What have been its effects?
12. What is the DREAM Act?

Activities

1. Research: Create a table that shows US immigration quotas for ethnicities/nationalities for the twentieth century.
2. Research sweatshops in the present day US. What can consumers do to improve conditions?
3. Research: What is the Comprehensive Training Act? Does it still exist?
4. Research: What were the causes of the Vietnam War? Why was this war so divisive in the US?
5. Research: Interview Vietnam veterans for their perspectives on the war.
6. Research: Interview Vietnamese immigrants (or their descendants) about their experiences in America.
7. Research: Where in the United States are the largest Vietnamese communities? Show these on a map. What are their populations?
8. Research: What other groups of Asians have immigrated to the US since the Vietnamese came? Where did they settle?
9. Research: Who/what are the Taliban. What do they believe? Why would a group like the Taliban gain strength in Afghanistan?
10. Research: What are the major branches of Islam? On what beliefs do they differ?
11. Research: What are the positions that politicians take today about Mexican immigration? Using interviews with immigrants and other research as resources, create teams to debate how the current controversies over (Mexican) immigrant reform could be resolved.

Primary Document Analysis

Newsreel: Fall of Saigon

Retrieved from https://youtu.be/6IoPJ5k4D_I?si=rZ7Vm42mDK2GaQZX

Photograph: Vietnamese Boat People

Retrieved from <https://www.nma.gov.au/defining-moments/resources/vietnamese-refugees-boat-arrival>

Posters: Several posters on contemporary immigrants' rights

Retrieved from <https://calhum.org/programs-initiatives/initiatives/aos-favianna-rodriguez/>

Traffic Sign: Mexican Immigrants Retrieved from

<https://worldhistorycommons.org/immigrant-crossing-road-sign>

CHAPTER EIGHTEEN

FOREVER WARS OVER THERE AND RIGHT HERE

Essential Question

How did globalization, the War on Terror, and the creation of the Department of Homeland Security reshape the lives of immigrants and communities of color in the United States?

Thesis

After the Cold War, the United States entered a new era defined by economic globalization, endless military conflict, and an expanding domestic security state, all of which intensified racial inequality by criminalizing immigrants and communities of color, while corporations and the national security apparatus grew richer and more powerful.

Summary

This chapter traces three interlocking threads that have reshaped American life since the 1990s. The first is economic globalization, especially the 1994 North American Free Trade Agreement (NAFTA), which permitted the free movement of goods and capital across borders while confining workers behind them. NAFTA devastated Mexican farmers: 1.5 million lost their livelihoods as cheap, subsidized US agricultural products flooded Mexican markets. The rural poverty rate rose from 35 to 55 percent. Millions of displaced workers had little choice but to migrate northward. The chapter follows Roberto Ortega, a Mexican pig farmer ruined by NAFTA's trade policies, who ended up working for the very US corporation that had destroyed his livelihood in Mexico.

Rather than reducing migration, the US border enforcement strategy known as “Prevention Through Deterrence” (implemented alongside NAFTA) shifted migrant routes into the deadly Sonoran Desert, where at least ten thousand people have officially died. Increased enforcement also transformed what had been seasonal labor migration into permanent immigration: crossing became too dangerous to repeat

annually. The children of these migrants grew up as Americans and organized powerful “coming out of the shadows” movements, winning Deferred Action for Childhood Arrivals (DACA), a protection that remains vulnerable to executive reversal. The second thread is the September 11, 2001 terrorist attacks and the Global War on Terror that followed. The chapter describes the US invasion of Afghanistan, the false pretense invasion of Iraq, and the prison camp at Guantanamo Bay where 779 men were detained without due process or trial.

At home, the USA PATRIOT Act expanded government surveillance and weakened constitutional protections for everyone. The National Security Entry-Exit Registration System required 83,000 men from Muslim-majority countries to register with the government; nearly 14,000 were flagged for deportation despite only eleven having had any suspected ties to terrorism. The third thread is the 2002 creation of the Department of Homeland Security (DHS), which placed all immigration agencies under a national security framework, recasting immigrants as threats rather than contributors. Immigrations and Customs Enforcement (ICE) and Customs and Border Patrol (CBP) grew into the largest federal law enforcement agencies in the country. Their budgets surged while social programs were cut. The chapter also examines how “terrorist” labels have been used against social justice movements, including Indigenous and environmental activists at Standing Rock. Despite this, organized communities have pushed back: labor organizations, Dreamers, sanctuary movements, and civil rights advocates have resisted, and have sometimes won.

Vocabulary

globalization	DACA	Global War on Terror	ICE Department of
NAFTA	Prevention Through	Guantanamo Bay	Homeland Security
free trade	Deterrence	due process	(DHS)
subsidy	9/11 terrorism	USA PATRIOT Act	sanctuary city
undocumented	Al-Qaeda	racial profiling	Standing Rock
deportation	Taliban		water protectors
Dreamers	AUM		

Discussion Questions

1. What is economic globalization? According to this chapter, who benefits from it and who is harmed? Is it possible for globalization to be structured differently?
2. What was NAFTA? What were its effects on workers and farmers in Mexico? On working class communities in the United States?
3. How did NAFTA contribute to increased migration from Mexico to the United States, even as the US was spending more money to prevent migration?
4. What is “Prevention Through Deterrence”? What were its intended effects? What were its actual effects on migration, on migrants’ safety, and on border communities?

5. Why did increased border enforcement lead to more permanent immigration rather than less? What does this suggest about the relationship between cause and effect in immigration policy?
6. Who are the Dreamers? What is DACA? Why is it considered a temporary solution, and what would a permanent solution require?
7. What happened on September 11, 2001? How did Congress respond with the AUMF? Why is it significant that only one member of Congress voted against it?
8. Describe conditions at Guantanamo Bay. Why do critics argue that the detention camp violates the democratic principles the United States claims to defend?
9. What did the USA PATRIOT Act do? Which constitutional rights did it weaken? Do you think national security concerns can justify suspending these protections?
10. What was the National Security Entry-Exit Registration System (NSEERS)? What was its “success rate” at identifying terrorists? What does this reveal about racial profiling as a security strategy?
11. How did the creation of the Department of Homeland Security (DHS) change how immigration was understood and enforced? What shift in language and logic does this represent?
12. Balbir Singh Sodhi was Sikh, not Muslim. Why was he killed in the days after 9/11? What does his murder reveal about how racialization and racism operate?
13. How has the “terrorist” label been applied to environmental and social justice movements like Standing Rock? What historical patterns from earlier chapters in this book does this echo?
14. The chapter argues that globalization created a “borderless world for money” but not for people. Who designed this double standard? Who benefits from it?
15. Workers in the United States and in Mexico were hurt by the same economic forces. Why, then, were they often set against each other? Who benefits from this division?

Activities

1. Research: Trace the supply chain of a product you use every day – clothing, electronics, or food. Where was it made? Who made it, under what conditions, and for what wages? What does this reveal about how globalization operates?
2. Research: On a map of the US-Mexico border, mark the urban areas where enforcement was concentrated after NAFTA (San Diego/Tijuana, El Paso/Ciudad Juarez), and the desert regions where migrants were then forced to cross. Research one documented death in the Sonoran Desert and present that person’s story to the class.

3. Research: Look up the current status of the Guantanamo Bay detention center. How many people remain imprisoned there? Have any been tried? What legal challenges have been brought? Present a brief factual summary.
4. Research: What are the current policies of your local police department regarding cooperation with ICE? Does your city or county have sanctuary policies? Research both perspectives and present them to the class.
5. Create a timeline of US military involvement in Afghanistan from 2001 to 2021, annotating key events. Then research: what is the situation in Afghanistan today? What has happened to women's rights, education, and civil liberties?
6. Research: Find one or two personal accounts from Dreamers about growing up undocumented in the United States (United We Dream and the National Immigrant YouthAlliance have published many such stories). What do their accounts reveal about the human impact of immigration policy?
7. Research: Choose one organization that works on behalf of immigrants or detained people. Some examples include the ACLU Immigrants' Rights Project, Detention Watch Network, or the National Immigrant Youth Alliance. What is their mission? What strategies do they use? What have they accomplished?

Primary Source Analysis

Video/Website: No Mas Muertes / No More Deaths — testimonies and documentation from the US-Mexico border desert. Retrieved from <https://nomoredeaths.org/>

Photograph: Memorial crosses at the US-Mexico border memorializing migrants who died during desert crossings (found via AP Images and Getty Images news archives).

Document: USA PATRIOT Act — summary and key provisions. Available at Congress.gov: <https://www.congress.gov/bill/107th-congress/house-bill/3162>

Video: Standing Rock water protectors — footage and testimonies (Democracy Now! Standing Rock coverage archive, 2016). Retrieved from https://www.democracynow.org/topics/dakota_access

Photograph: “Coming Out of the Shadows rally — Immigrant Youth Justice League (Chicago Tribune archives, 2010-2012).

Data: “The Cost of Immigration Enforcement and Border Security.” DHS immigration enforcement budget growth — American Immigration Council analysis. Retrieved from <https://www.americanimmigrationcouncil.org/research/the-cost-of-immigration-enforcement-and-border-security>

Video: The Mauritanian (2021, directed by Kevin Macdonald). Dramatization based on Mohamedou Ould Slahi-Houbeini's Guantanamo Diary. Available on Netflix and other streaming platforms.

CHAPTER NINETEEN

“WE WILL ALL BE MINORITIES”

Essential Question

As the United States becomes a nation with no racial majority, what does our multicultural history teach us about who we are and what kind of country we can still become?

Chapter Thesis

Sometime in the twenty-first century, the American population will have shifted so that whites are no longer in the majority. In fact, there will be no majority at all, as the many different ethnicities, cultures, and nationalities will each be strongly represented. The challenge to us as Americans is to admit the errors we have made as well as to celebrate and encourage the contributions of all people.

Chapter Summary

During the Clinton presidency, Takaki was a consultant as the president prepared a speech about race. Clinton used this speech to launch The President’s Initiative on Race. Its content acknowledged the hard road many non-white minorities had been walking in trying to become full Americans.

Although we have many different origins, we need to identify how this wide variety of immigrants has contributed to America’s unique cultures. Through pain, they have worked to abolish slavery, integrated the armed forces, desegregated public schools, brought in new citizens of all races, supported interracial marriages, tried to rectify the treatment of Japanese Americans in WWII, and helped the US to see how diversity strengthens it.

Vocabulary

demography

Discussion Questions

1. Explain the chapter title, “We will all be minorities.”
2. Why should we acknowledge all of our nation’s history, even its mistakes and flaws?
3. What does Takaki identify as “America’s dilemma”? Why?
4. What do you think the future holds for diversity in the US?
5. Is racism and discrimination behind us now? Explain your answer.

Activities

1. Research the name of your state, town, county, street, and school. Determine whether any of these names indicate connections to ethnic or racial diversities.
2. Research: What do demographers predict about the percentages of US racial populations in fifty years?

Primary Document Analysis

Cartoon: Non-white babies now outnumber white babies

Retrieved from <http://indiancountrytodaymedianetwork.com/article/white-babies-114622>

not a cartoon but chart

<https://www.livescience.com/20467-minority-babies-outnumber-whites.html>

Resource

One America in the 21st Century: The President’s Initiative on Race, 1998

Retrieved from <https://www.ncjrs.gov/pdffiles/173431.pdf>

CHAPTER TWENTY

AN ONGOING STRUGGLE FOR JUSTICE

Essential Question

How can ordinary people, particularly young people like yourselves, come together across their differences to fight injustice and protect democracy?

Thesis

The United States faces converging crises: economic inequality, climate change, endless war, and authoritarian threats to democracy. Still, its history shows that ordinary people, especially when they come together across racial, ethnic, and class lines, have always had the power to resist injustice, protect one another, and move toward a more democratic society.

Summary

A. Naomi Paik opens the final chapter by acknowledging the multiple, overlapping crises of the present moment: climate change, exploding economic inequality, the Global War on Terror, the rise of authoritarianism both abroad and at home, and the threat posed by artificial intelligence to labor, democracy, and human cognition. The United States is moving further away from the democratic ideal of “we, the people,” while its culture of individualism combined with the systematic dismantling of the social safety net has left many Americans isolated and too exhausted by economic survival to engage in collective life. And yet the chapter insists on hope grounded in history. The United States has always been a country where diversity, when divided, serves the powerful, but where diversity, when united, has driven the most meaningful change.

Paik illustrates this with Occupy Wall Street (2011), which named and shamed the wealthiest 1 percent and permanently shifted how Americans talked about economic inequality, and with the Black Lives Matter movement, which grew after the murder of George Floyd by a Minneapolis police officer in 2020

into one of the largest mass movements in US history. Both were met with government surveillance, new domestic terrorism categories, and prosecution of activists, yet both reshaped public consciousness and spawned lasting organizing. The chapter also describes the spring 2024 pro-Palestine student encampments at hundreds of universities across the United States and around the world. Like the water protectors at Standing Rock in 2016, these students demanded that their institutions divest from Israel’s military campaign in Gaza, which has killed tens of thousands of Palestinians and displaced over a million. The encampments were not only sites of political protest, but were communities of mutual care that included students sharing food, providing first aid and other support, teaching each other, and modeling the society they wanted to build. Many faced violent police crackdowns, academic expulsion, and ICE threats for exercising constitutionally protected rights.

The chapter closes with a firsthand account of “Operation Midway Blitz” (2025) in Chicago, where masked federal agents terrorized communities across the city. The response from ordinary Chicagoans was immediate and creative: teachers, students, judges, business owners, pastors, and neighbors organized rapid response networks that threw a wrench in the works of the raids. Paik calls this “democracy at work,” and argues it can happen anywhere. She closes with the conviction that each person, including young people, can always do something: political education, mutual aid, solidarity, and accountability to each other. The only path forward is together.

Vocabulary

climate change	solidarity	encampment	democracy
economic inequality	Occupy Wall Street	ICE raid	collective action
authoritarianism	the 1 percent	rapid response network	resistance
artificial intelligence	Black Lives Matter	sanctuary	water protectors
mutual aid	divestment	accountability	
political education	genocide	multiracial	

Discussion Questions

1. What global and national crises does this chapter identify? Which do you think is most urgent, and why? Do any of them connect to or worsen the others?
2. What does Paik mean when she says the United States is moving away from “we, the people” as a core democratic principle? Do you agree with her assessment? What evidence do you see in your own community? Have we ever truly embodied this core democratic principle for all in the US?
3. What was Occupy Wall Street? What did it accomplish and what were its limitations? Why did the “1 percent versus 99 percent” framing resonate so widely?
4. What was the Black Lives Matter movement? How did the government respond to it? What historical parallels from earlier chapters in this book do you recognize?

5. Why do you think the FBI created a “Black Identity Extremists” category to surveil BLM protesters? What earlier programs from this book does this remind you of?
6. What was the significance of George Floyd’s murder and the protests that followed? Why did demonstrations spread internationally?
7. What happened during the 2024 student encampments? What were the students demanding? How were they treated by university administrators and law enforcement?
8. What is mutual aid? How does it differ from charity? What examples of mutual aid appear in this chapter? Can you think of examples in your own community?
9. What was Operation Midway Blitz in Chicago? How did ordinary residents respond? What “levers of power” did the chapter describe people using, and why does the variety matter?
10. The chapter argues that “diversity, when divided against itself, increases profits for the wealthy.” What does this mean? Find at least two examples from this book that support this argument.
11. The chapter argues that “diversity, when united, is our strength.” What historical examples does Paik offer? Can you add others from earlier in the book?
12. Paik writes that “acts of refusal and resistance, no matter how seemingly tiny, add up.” Do you believe this? Can small, individual actions actually change large, entrenched systems?
13. What does Paik mean by political education, mutual aid, and accountability? What do each of these look like in practice? Which feels most accessible to you right now, and why?
14. Looking back across the whole book: what patterns of oppression do you see repeating across different groups and different eras? What patterns of resistance and solidarity give you hope?
15. Takaki writes that *A Different Mirror* studies the past for the sake of the future. What future do you want to help build? What have you learned in this book that will shape how you act?

Activities

1. Research: Choose one movement described in this chapter—Occupy Wall Street, Black Lives Matter, Standing Rock, or the 2024 student encampments for Gaza. Research its origins, demands, tactics, government response, and outcomes. Present your findings as a short documentary, poster, or oral presentation.
2. Research: Find out whether any mutual aid networks operate in your community. What needs do they address? Who runs them? How did they start? If possible, interview an organizer. How can you get involved?
3. Class teach-in: Each student researches one of the crises Paik identifies (climate change, economic inequality, AI and labor, the rise of authoritarianism, or the situation in Gaza).

Each person presents a brief overview of what they learned and what ordinary people are doing in response.

4. Research: Interview someone in your community who has been involved in any form of activism or organizing at any scale and in any era. What issue motivated them? What did they do? What did they learn? What would they tell students your age?
5. Research: What is the current situation in Gaza? How many people have been killed or displaced? What international laws have been alleged to have been violated? Present a balanced, factual overview drawing on multiple sources.
6. *Final reflection*: Return to the essential question from the beginning of the book, “Whose stories are missing from traditional American history, and why does it matter?” Write a final essay using at least four examples from the book. Has your answer changed? What will you carry forward?

Primary Document Analysis

Video: News coverage of George Floyd’s murder and subsequent BLM protests (AP, The Guardian, NPR archives). **Teachers should prepare students with trauma-informed framing before showing graphic footage.

Photographs: Spring 2024 student encampment at Columbia University Getty Images <https://www.gettyimages.ca/search/2/image?family=editorial&phrase=Columbia%20encampment%202024>

Video: Standing Rock water protector footage, statements, and police response (Democracy Now! archives, 2016). Retrieved from https://www.democracynow.org/topics/dakota_access

Poem: Mahira Raihan, spoken word poem found at the bottom of this article (Begins with, “Our art lives in our people / When we feel and listen and dream and fight...”). Analyze as a primary

Document: What argument does it make? What feelings does it convey? What does it ask of the listener? Retrieved from <https://www.drumnyc.org/media/youthpower/mahira/>

Data: Oxfam. “Survival of the Richest” (2023). Documents global wealth concentration. Retrieved from <https://www.oxfam.org/en/research/survival-richest>

Report: Movement for Black Lives policy platform. Retrieved from <https://m4bl.org/policy-platforms/>

Local news (2025): Coverage of “Operation Midway Blitz” and community response in Chicago (began on September 9, 2025). Chicago Tribune - <https://www.chicagotribune.com/2025/12/28/chicago-immigration-operation-midway-blitz-2/> , Chicago Sun Times- <https://chicago.suntimes.com/immigration/2026/02/20/operation-midway-blitz-effects-latino-neighborhoods-pilsen-little-village-southeast-side>

Notes for the Instructor

This chapter was written by A. Naomi Paik in October 2025, during the events she describes. Several political situations it references, including ICE enforcement operations, the status of DACA, and the conflict in Gaza, are ongoing and may have changed significantly since publication. Teachers should supplement this chapter with current news sources and be prepared to help students navigate difficult, evolving events. Consider creating space for students to share their own knowledge or direct experience, particularly for students who may be personally affected by immigration enforcement.

EDUCATION STANDARDS

A Different Mirror for Young People is appropriate for middle grades and for lower high school grades. The standards used to create this text are listed below:

The Common Core State Standards

Retrieved from <http://www.corestandards.org/ELA-Literacy/RH/6-8>
<https://www.thecorestandards.org/ELA-Literacy/RH/6-8/>

Key Ideas and Details

- Cite specific textual evidence to support analysis of primary and secondary sources.
- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). Craft and Structure
- Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- Describe how a text presents information (e.g., sequentially, comparatively, causally).
- Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

- Distinguish among fact, opinion, and reasoned judgment in a text.
- Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity

- By the end of grade 8, read and comprehend history/ social studies texts in the grades 6–8 text complexity band independently and proficiently.

The Ten Themes Identified by the National Council for the Social Studies

Retrieved from [http://www.socialstudies.org/standards/ strands](http://www.socialstudies.org/standards/strands)

- I. Culture: Social studies programs should include experiences that provide for the study of culture and cultural diversity.
- II. Time, Continuity, and Change: Social studies programs should include experiences that provide for the study of the past and its legacy.
- III. People, Places, and Environments: Social studies programs should include experiences that provide for the study of people, places, and environments.
- IV. Individual Development and Identity: Social studies programs should include experiences that provide for the study of individual development and identity.
- V. Individuals, Groups, and Institutions: Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.
- VI. Power, Authority, and Governance: Social studies programs should include experiences that provide for the study of how people create, interact with, and change structures of power, authority, and governance.
- VII. Production, Distribution, and Consumption: Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.
- VIII. Science, Technology, and Society: Social studies programs should include experiences that provide for the study of relationships among science, technology, and society.
- IX. Global Connections: Social studies programs should include experiences that provide for the study of global connections and interdependence.
- X. Civic Ideals and Practices: Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic

ABOUT THIS TEACHING GUIDE'S AUTHORS

This teaching guide was originally written by Dr. Russell Binkley for the first (2012) edition of *A Different Mirror for Young People*. He was Associate Professor of Social Studies Education at Western Carolina University at the time and was a researcher of race, class, gender, religion, and sexual orientation in teaching for social justice. It has been updated for the new (2026) edition by Natalee Kehaulani Bauer who taught in Bay Area public schools for eight years before completing her doctorate in Social and Cultural Studies at U.C. Berkeley. She conducts participatory action research with Bay Area teachers on the implementation of ethnic studies curriculum in K-12 classrooms and its potential to foster transformative learning among students of all backgrounds.