

How have issues changed/remained the same over time?

Directions: Use the charts on the following pages to keep track of your observations about the various sources in this unit and the information they provide about how issues such as gender equity laws, immigration policy, and civil rights activism have manifested in the United States over time. When you have finished analyzing all of the sources in the unit, use your charts to help you answer the following overarching question:

Looking across all three topic charts, what do you notice about how issues, or approaches to issues, have changed or remained the same over time in the United States?

Responses will vary, but students may note that while civil rights conflicts are ongoing in the United States, there have been shifts in the way we conceive of specific civil rights, how we fight for them, and specific policies related to them.

Gender Equity Laws

Sources:	Source 1 Title IX at 30: Report Card on Gender Equity, 2002 (describing Title IX legislation of 1972)	Source 3 Education Department No Longer Investigating Transgender Bathroom Complaints, 2018
Summary of historical topic depicted by source:	<ul style="list-style-type: none"> • Title IX was a small section of a 1972 education law that outlawed discrimination on the basis of sex. • It was necessary because of widespread discrimination against women and girls in the time period it was passed. • Has primarily been applied to issues in athletics. 	<ul style="list-style-type: none"> • In 2016, Obama administration said that, according to Title IX, school administrators must allow students to use bathrooms that match their gender identities. • This decision was rescinded by the Trump administration, claiming that Title IX only offers protections related to sex at birth, not gender identity.
<p>What similarities and/or differences do you notice about the themes depicted in the two sources? What does a side-by-side reading tell us about how this theme has or hasn't changed over time?</p> <p>While both sources relate to Title IX legislation, it is being talked about with respect to two very different domains: equal levels of participation between men and women in sports and gender-identity rights in school. Title IX requires ongoing interpretation as society continues to think about gender in more expansive ways.</p>		

<p>Description of source itself:</p> <p>(What is this text? Who created it? Why? What do you notice about how the text is crafted?)</p>	<ul style="list-style-type: none"> • National Coalition for Women and Girls in Education; commissioned report to evaluate Title IX effectiveness. • Report cites statistics to show that, while improvements have been made, there is still not gender equity in school athletics. 	<ul style="list-style-type: none"> • <i>Washington Post</i> article. • Written in news reporting style, with most opinions and viewpoints attributed to other sources.
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What similarities and/or differences do you notice about the two sources themselves (i.e., as texts)?

The first source is a report from a group of advocates who have studied how the Title IX situation with respect to athletics has played out over decades; it makes a clear argument. The second is a relatively unbiased news reporting of how Title IX was being debated and interpreted in the very recent past.

Immigration Policies

<p>Sources:</p>	<p style="text-align: center;">Source 4</p> <p style="text-align: center;">Illegal Aliens; Ineligibility for Public Services . . . , 1994</p> <p style="text-align: center;">(excerpt from California Proposition 187)</p>	<p style="text-align: center;">Source 6</p> <p style="text-align: center;">Deferred Action for Childhood Arrivals, 2012</p>
<p>Summary of historical topic depicted by source:</p>	<ul style="list-style-type: none"> • Prop 187, passed by California voters in 1994, sought to deny government services to undocumented individuals. • It was shut down by the courts and never became law, but it is evidence of some anti-immigrant sentiment. 	<ul style="list-style-type: none"> • Otherwise known as DACA, this Obama administration policy allowed young students/graduates who were brought to the US as children to remain and work in the US for two years (subject to some other conditions). • DACA was challenged by the Trump administration, but those who had been granted DACA status retained it.
<p>What similarities and/or differences do you notice about the themes depicted in the two sources? What does a side-by-side reading tell us about how this theme has or hasn't changed over time?</p> <p>Proposition 187 represents immigration policy primarily designed to protect non-immigrants, whereas DACA represents immigration policy primarily designed to treat a set of immigrants with compassion. While these sources represent very different approaches to immigration policy, considering them (and reactions to them) together shows that immigration policy has always been contentious.</p>		

<p>Description of source itself:</p> <p>(What is this text? Who created it? Why? What do you notice about how the text is crafted?)</p>	<ul style="list-style-type: none"> • This is actual text of the proposed law, introduced and promoted primarily by Republican lawmakers. • It outlines specific consequences for falsifying documentation and specific social services (such as schools and public healthcare) that undocumented immigrants would not have access to. • The opening repeats the words “suffered” and “suffering” to suggest the stakes of the law. • “Illegal alien” is the term used to refer to undocumented immigrants. (While this term was widespread at the time, you may wish to discuss how it relates to anti-immigrant sentiment and the ways language has shifted.) 	<ul style="list-style-type: none"> • This White House publication was originally on the Department of Homeland Security website. • It outlines what DACA status does and does not provide and the conditions a person must meet to apply for it. • Many points begin with the word “you,” showing that it is written for an audience of potential DACA applicants.
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What similarities and/or differences do you notice about the two sources themselves (i.e., as texts)?

Both of these texts are written in formal, legal language, as they represent government policies. The intended audiences of these texts differ, however. Proposition 187 does not seem to be written for undocumented immigrants and uses language to stoke fear of them. DACA, on the other hand, talks directly to them in a straightforward, if not kind, manner.

Civil Rights Activism

<p>Sources:</p>	<p style="text-align: center;">Source 2</p> <p style="text-align: center;">“Patient No More,” film and description, 2015</p> <p style="text-align: center;">(describing disability rights protests of 1977)</p>	<p style="text-align: center;">Source 7</p> <p style="text-align: center;">Black Lives Matter Collective Value Poster, 2018</p> <p style="text-align: center;">(depicting Black Lives Matter movement beginning in 2013)</p>
<p>Summary of historical topic depicted by source:</p>	<ul style="list-style-type: none"> • Section 504 of the Rehabilitation Act of 1973 required federally funded programs and facilities to be accessible to people with disabilities. • The 504 protests occurred because the law was not being enforced 4 years later; protesters succeeded in getting the leader of the Dept. of Health, Education, and Welfare to sign regulations that would lead to enforcement. 	<ul style="list-style-type: none"> • #BlackLivesMatter began trending in 2013 with the Trayvon Martin case. • Has become an organizing platform for intersectional civil rights and campaigns for social justice.
<p>What similarities and/or differences do you notice about the themes depicted in the two sources? What does a side-by-side reading tell us about how this theme has or hasn’t changed over time?</p> <p>There is some aspect of intersectionality present in both situations (e.g., the Black Panthers provided support for the 504 protesters), but thinking about multiple identities seems much more central to the Black Lives Matter movement. Also, the 504 protests represented a moment in the larger disability movement in which a centralized, physical protest led to immediate results. The Black Lives Matter movement has been more decentralized, with multiple smaller protests and existing in large part online.</p>		

<p>Description of source itself:</p> <p>(What is this text? Who created it? Why? What do you notice about how the text is crafted?)</p>	<ul style="list-style-type: none"> • Created by Longmire Institute, an important disability rights center to honor the 25th anniversary of ADA. • Video features voices of actual protesters telling their stories. • Video is attentive to accessibility needs with captioning of speech and voice descriptions of visuals. 	<ul style="list-style-type: none"> • Created by artist and educator Caryn Davidson to honor activists of the movement. • The poster depicts 3 fists and hearts of varying colors and patterns. • The title “Collective Value” is prominently displayed, and the text below explicitly states the value of Black lives and mentions many other identity markers.
<p>What similarities and/or differences do you notice about the two sources themselves (i.e., as texts)?</p> <p>Both sources seem to serve an educational purpose, but the Black Lives Matter poster not only depicts activism but is activism in itself in an ongoing movement. Also, in the film “Patient No More,” individual leaders and activists are in focus, but the Black Lives Matter poster has an element of anonymity to it.</p>		