# ¡NUEVOlution! Latinos and the New South

An Educator’s Resource Guide

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ABOUT THE EXHIBITION
¡NUEVOlution!: Latinos and the New South

Over the past 25 years, the South has emerged as the nation’s most vibrant area of Latino growth and has transformed itself from a place that previously held almost no immigrants to a multi-cultural, multi-ethnic and fast changing environment. ¡NUEVOlution!: Latinos and the New South explores the seismic demographic change that the South has and continues to experience, something that many historians consider to be the biggest story in southern history since the Civil Rights Movement. Today, Charlotte tops the Nielsen list of fastest growing major Latino metro areas, up over 400% since 2000. In Charlotte-Mecklenburg schools, 1 in 5 students is now Latino.

¡NUEVOlution! is divided into four different sections based on the concept of encuentros, or exchanges, in which the visitor will be able to connect southern history to his/her experience in the Latino New South. Relying heavily on first-person accounts (via video) and interactive questions, the exhibit seeks to help visitors connect through shared stories and experiences. The entire exhibit is transadapted, into English and Spanish, which unlike literal translation, takes into account the nuances and cultural richness of the Spanish language while retaining the core message, thus creating deeper connections with Latino visitors. Another unique feature of the exhibit is the inclusion of Latino artwork. These pieces help to convey the promising and challenging lived experiences of this demographic change.

We are excited to share the ¡NUEVOlution! curriculum, a foundation from which educators can further engage students around the themes and topics within the exhibit. The curriculum is divided into three units, each of which contains lesson plans that meet NC Essential Standards and Common Core objectives. To assist educators in bridging the gap between the classroom and the exhibit, each lesson plan incorporates videos from ¡NUEVOlution! that can be accessed online. Moreover, we encourage educators to be creative and adapt the lesson plans to meet the needs of their students.

It is our hope that the ¡NUEVOlution! curriculum enable educators to open the door for dialogue, build bridges between students of different backgrounds, introduce multiculturalism, and help students connect their personal stories to this new chapter in Southern history.
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UNIT 3: CONTEMPORARY ISSUES
From Brown v. Board to DREAMERS

**Common Core and NC Essential Standards:** 5.C&G.2; CCSS.ELA-Literacy.W.5.1

**Objective:** Students will be able to identify the progression of education equity in the United States and current challenges to it.

**Warm-up:** Ask students to write a paragraph addressing: Should everyone have equal access to a good education? Should this be a right? Why or why not? Discuss their responses as a class.

**Lesson:**

1. Ask students: Why is it important to get an education? Discuss their responses. Explain to students that the opportunity for a free public education has not always existed. The first public schools in North Carolina opened in 1840 in Rockingham County. Ten years later, there were over 2,500 public schools in the state. However, these schools only served white boys and girls. During this time it was illegal to educate enslaved and free African Americans. Southern whites did not want to educate African Americans, because they did not want blacks to move up in society. Moreover, they did not educate enslaved people, because they feared rebellion. Depriving people of an education is a tactic to ensure that they remain oppressed. Following the Civil War, schools opened up that served African Americans of all ages, teaching them to read and write for the first time. However, due to the Supreme Court’s ruling in Plessy v. Ferguson, segregated schools for black and white children lead to education inequity until the 1970s.

2. Have students conduct a close reading of the Brown v. Board of Education passage. What was the main idea? For whom was it written? What words were new to you? What stood out most to you in this passage? What questions do you have after reading this passage?

3. Show students the ¡NUEVolution! video _Integration/Integración_ and complete the associated worksheet. Discuss the answers as a class. You may need to explain to students that Alabama’s House Bill 56 required schools to report the citizenship status of their students. This concerned the parents of undocumented students, because they feared that sending their child to school may lead to deportation. You may also need to explain to students that children may be undocumented in the U.S. for many reasons. For example, sometimes people come to U.S. with the proper documentation, but then it expires. In any case, it is not the child’s decision or actions that lead to an undocumented status. Sometimes children come to the U.S. at an early age and grow up in the country just like any other American child only to find out as they get older that they are undocumented. Ask students: Does being undocumented mean you should not
receive an education? What challenges and problems might arise if laws prevent undocumented children from receiving an education?

4. Have students write a letter to their senator explaining their views on laws that might restrict access to education. They should address questions such as: Should everyone have equal access to an education? Giving three reasons, explain why or why not. What should your senator do to support your view?

**Additional Assignment:** To connect *Brown v. Board of Education* at a local level, also ask students to research the role of Rev. J. A. De Laine, from Clarendon County, South Carolina, in the court case. How are his actions similar to those in North Carolina fighting for access to college for undocumented students?

**Exit Ticket:** Why was *Brown v. Board of Education* significant in U.S. history? What are current challenges to the accessibility of education?

**See in jNUEVOlution! and/or watch online:** Dreamers/Visionarios; Integration/Integración; Interactive: What is your American Dream?; Hopes and Fears for the Future South
From Brown v. Board to DREAMERS

Common Core and NC Essential Standards: 8.H.3.4; CCSS.ELA-Literacy.W.8.1; 8.TT.1.1

Objective: Students will be able to identify the progression of education equity in the United States and current challenges to it.

Warm-up: Ask students to write a paragraph addressing: Should everyone have equal access to a good education? Why or why not? Discuss their responses as a class.

Lesson:

1. Ask students: Why is it important to get an education? Discuss their responses. Explain to students that the opportunity for a free public education has not always existed. The first public schools in North Carolina opened in 1840 in Rockingham County. Ten years later, there were over 2,500 public schools in the state. However, these schools only served white boys and girls. During this time it was illegal to educate enslaved and free African Americans. Southern whites did not want to educate African Americans, because they did not want blacks to move up in society. Moreover, they did not educate enslaved people, because they feared rebellion. Depriving people of an education is a tactic to ensure that they remain oppressed. Following the Civil War, schools opened up that served African Americans of all ages, teaching them to read and write for the first time. However, due to the Supreme Court’s ruling in Plessy v. Ferguson, segregated schools for black and white children lead to education inequity until the 1970s.

2. Have students research Brown v. Board of Education Topeka Kansas. Who was Thurgood Marshall? What was his argument about school segregation? How did segregated schools affect the education of African American students? This can be done using a textbook or technology in the classroom or library. Discuss the answers as a class.

3. Ask students: How many of you plan to go to college after high school? Now ask the class: Even if you do not plan right now to go to college, how many of you like knowing that you have the option to? Now ask: How many of you would be sad to find out that you could not go to college because the tuition was too high? Tell your students that perhaps students could apply for financial aid or scholarships to help, but perhaps they could not.

4. Show students the ¡NUEVolution! video Dreamers/Visionarios and have them complete the associated worksheet. Discuss the answers as a class. Be sure to explain to students that undocumented students who have spent majority of their lives in United States, made good grades in school, and dreamt of going to college often do not have the opportunity. Most states, including NC, do not offer undocumented students in-state tuition rates. For example, if a school charges $3,000 a year for in-state tuition, they
may charge $10,000 for out-of-state tuition. Not only is tuition then more expensive for undocumented students, but limited access to financial assistance prohibits them from overcoming the tuition hurdle. Federal financial aid typically requires recipients to be U.S. citizens or documented residents.

5. Have students conduct a close reading of SB 463L Increase Access to Education Press Release by Adelante NC. What is the main idea? For whom was the article written? What evidence does the author use? What words are unfamiliar? What information did you connect with? What questions do you have after reading the article?

**Homework:** Write a letter to your senator explaining your views on access to college. Should everyone have equal access? Use evidence to support your answer. What should your senator do to support your cause? Should your senator support SB 463?

**Additional Assignments:**

1. To connect *Brown v. Board of Education* at a local level, also ask students to research the role of Rev. J. A. De Laine, from Clarendon County, South Carolina, in the court case. How are his actions similar to those in North Carolina fighting for access to college for undocumented students?

2. Have students research the current status of SB 463 and the existence of similar laws in other states. Do other states have similar laws? Find an example. How has the law impacted its state? How might a similar law impact North Carolina?

**Exit Ticket:** Why was *Brown v. Board of Education* significant in U.S. history? What prevents undocumented students from attending college?

**See in ¡NUEVOLution! and/or watch online:** Dreamers/Visionarios; Integration/Integración; Interactive: What is your American Dream?; Hopes and Fears for the Future South
**Still Dreaming**

**Common Core and NC Essential Standards:** AH2.H.8.2; AH2.H.3.4; HS.TT.1

**Objective:** Students will be able to identify the progression of education equity in the United States and current challenges to it.

**Warm-up:** Write a paragraph answering the following questions: What is your American dream? How do you plan to reach it?

**Lesson:**
1. Share responses to the warm-up. Note how many students plan to attend college. Now ask students: What obstacles must you overcome to reach your goals? Discuss.
2. Next ask: How would you feel if there was a law preventing you from reaching your dream? How would you approach such a hurdle? (Note: You may have undocumented students in your classroom who openly share the challenges they face with access to higher education.)
3. Explain to students that some high schoolers in the United States do not have the ability to attend college because they are undocumented as you introduce the ¡NUEVOlution! video [Dreamers/Visionarios](#) and have them complete the associated worksheet. Discuss the answers as a class.
4. Explain to students that undocumented students who have spent the majority of their lives in United States, made good grades in school, and dreamt of going to college often do not have the opportunity. Most states, including NC, do not offer undocumented students in-state tuition rates. For example, if a school charges $3,000 a year for in-state tuition, they may charge $10,000 for out-of-state tuition. Not only is tuition then more expensive for undocumented students, but limited access to financial assistance prohibits them from overcoming the tuition hurdle. Federal financial aid typically requires recipients to be U.S. citizens or documented residents.
5. Introduce students to the DREAM Act. Some may be familiar with it. If so, ask them to share. Read as a class the “What is the DREAM Act” handout provided by the Anti-Defamation League. Ask your students how they feel about the proposed act. Should it be passed? Why or why not?
6. Have students conduct close readings of *Five Moral Arguments Against the DREAM Act* and *National Self-Interest: The Reason to Pass the Dream Act Now*. What is the main idea? For whom was the article written? What evidence does the author use? What words are unfamiliar? What information did you connect with? What questions do you have after reading the article? Discuss students’ responses, reactions, and questions when they are finished.
7. Ask students: Why is it important to get an education? Discuss their responses. Explain to students that the opportunity for a free public education has not always existed. The first public schools in North Carolina opened in 1840 in Rockingham County. Ten years later, there were over 2,500 public schools in the state. However, these schools only served white boys and girls. During this time it was illegal to educate enslaved and free African Americans. Southern whites did not want to educate African Americans, because they did not want blacks to move up in society. Moreover, they did not educate enslaved people, because they feared rebellion. Depriving people of an education is a tactic to ensure that they remain oppressed. Following the Civil War, schools opened up that served African Americans of all ages, teaching them to read and write for the first time. However, due to the Supreme Court’s ruling in *Plessy v. Ferguson*, segregated schools for black and white children lead to education inequity until the 1970s.

8. Have students research *Brown v. Board of Education Topeka Kansas*. Who was Thurgood Marshall? What was his argument about school segregation? How did segregated schools affect the education of African American students? This can be done using a textbook or technology in the classroom or library. Discuss the answers as class.

9. Ask students: How many of you plan to go to college after high school? Then ask the class: Even if you do not plan right now to go to college, how many of you like knowing that you have the option to? Then ask: How many of you would be sad to find out that you could not go to college because the tuition was too high? Tell your students that perhaps students could apply for financial aid or scholarships to help, but perhaps they could not.

10. Have students conduct a close reading of *SB 463L Increase Access to Education Press Release* by Adelante NC. What is the main idea? For whom was the article written? What evidence does the author use? What words are unfamiliar? What information did you connect with? What questions do you have after reading the article?

**Homework:** Write an essay about whether you think Congress should pass the DREAM Act. Be sure to use evidence from today’s lesson to support your position. Your essay should have an introduction, at least three paragraphs that cite evidence to explain your position, and a conclusion.

**Additional Assignments:**

1. After students have conducted a close reading of *SB 463L Increase Access to Education Press Release* by Adelante NC and considered: What is the main idea? For whom was the article written? What evidence does the author use? What words are unfamiliar? What information did you connect with? What questions do you have after reading the article? Then assign the following essay: Write a letter to your senator explaining your views on access to college. Should everyone have equal access? Use evidence to support your answer. What should your senator do to support your cause? Should your senator support SB 463?
2. To connect *Brown v. Board of Education* at a local level, also ask students to research the role of Rev. J. A. De Laine, from Clarendon County, South Carolina, in the court case. How are his actions similar to those in North Carolina fighting for access to college for undocumented students?

3. Have students research the current status of SB 463 and the existence of similar laws in other states. Do other states have similar laws? Find an example. How has the law impacted its state? How might a similar law impact North Carolina?

**Exit Ticket:** What is the DREAM Act? Why do people support it? Why are people against it?

**See in ¡NUEVOlution! and/or watch online:** Dreamers/Visionarios; Integration/Integración; Interactive: What is your American Dream?; Hopes and Fears for the Future South
Brown v. Board of Education

The National Association for the Advancement of Colored People (NAACP) was founded in 1909 and began challenging segregated South’s law of “separate but equal.” One of the biggest victories came in the case of Brown v. Board of Education of Topeka Kansas. In 1954, NAACP lawyer Thurgood Marshall led a court case that challenged the existence of separate schools for black and white students. Representing Linda Brown and other African America students, Marshall showed the court evidence that proved that separate schools created unequal opportunities in education. Marshall argued that separate schools did not hold up the fourteenth amendment’s promise of equal protection under the law for all citizens. Using research data, he also showed the court that separate schools caused minority students to grow up with low self-esteem, feeling inferior to white people. After hearing all of the evidence, the Supreme Court ruled that having separate schools for blacks and whites was unconstitutional. Chief Justice Earl Warren ordered the desegregation of all schools. However, there was much more work to be done before schools in the South started to desegregate.
Integration/Integración Worksheet

Name: ___________________________ Date: _______________ Class: __________________

1. What law was being protested in the video?

2. Why was Lewis Veloz sad?

3. What did Alabama’s law require schools to report? How was this affecting students and their families?

4. What do you think about Principal Michael Wilson’s reaction to the law?

5. Teacher Tasha Guthrie described Glen Iris Elementary as a place of “harmony, unity, and diversity.” How does your school compare to that description?

6. How do the students in the video represent the changing South? How do the students at your school represent the changing South?
Dreamers/Visionarios Worksheet

Name:_____________________________________ Date:_______________ Class:________________

1. What are the protestors fighting for?

2. What was the DREAM Act?

3. Why does Rubi Quiroz fear her younger brother and sister won’t have a chance to go to college?

4. Even though he made good grades in school, what is preventing Marco Cervantes from attending college?

5. How does the fight for access to college for undocumented students compare to Brown v. Board of Education?
SB 463: Increase Access to Education Press Release

Tuition equity bill would improve educational opportunities, future growth for North Carolina

Felicia Arriaga
March 31, 2015
http://www.adelantenc.org/2015/sb-463-increase-access-to-education/

RALEIGH (March 31, 2015) — Pro-education groups, along with their allies, applaud the NC General Assembly’s introduction of a bill last week that would increase educational opportunities for all North Carolinians.

Senate Bill 463, introduced by Sen. Fletcher Hartsell (R-Concord) with bipartisan support, calls for any individual who has attended school in North Carolina for at least three consecutive years immediately prior to graduation and has received a high school diploma or a general education diploma (GED) in North Carolina be granted resident tuition status.

The bill, experts say, would help North Carolina’s workforce compete for 21st century jobs. North Carolina’s state and local governments, business, and industry are currently recruiting college graduates from outside the state, as well as outside the US to fill shortages in the fields of business, education and health services.

“If you’ve worked hard in school, lived here for at least 3 years and graduated from a NC high school, you should qualify for in-state tuition to North Carolina community colleges, public colleges and universities,” said Marco Zárate, President of the NC Society of Hispanic Professionals. “This is about both rewarding students’ hard work and allowing them and all North Carolinians to contribute to the workforce and economic development of our state.”

Access to our state’s colleges will prepare an educated workforce that will increase the state’s collective productivity and strengthen economic growth. Enabling all students to attend college with also strengthen North Carolina’s future tax base.

“Especially with higher education growing increasingly less affordable, improving educational opportunities for all North Carolinians is a win for the students and a win for our state,” said Paul Cuadros of the Scholars Latino Initiative.

“I think that this is a great step forward. Now that we actually have a bill that has been introduced I hope students who will benefit will join the fight in helping the bill become a reality. I am really excited because we have been working on this for a very long time and if passed it would be more affordable for me to finish school,” Jessica Contreras, freshman at Central Piedmont Community College.
“This is not a special privilege afforded to any single group,” said Dr. Robert Landry, the first Latino-born principal and superintendent in NC and multicultural board member of BB&T. “All students must earn their spot at a public college or university. This way, we can all benefit from the investments we’ve made in students who are already here and have already been educated in the North Carolina school system.”
WHAT IS THE DREAM ACT?

• The DREAM Act is a bill introduced in Congress that addressed the needs of undocumented young people who grew up in the United States and came to this country from other countries as children. Under current immigration law, most of these young people have no way to gain legal residency even though they have lived in the United States most of their lives and have graduated from high school in the U.S. The DREAM Act would provide a pathway to U.S. citizenship to certain undocumented youth who go to college or join the armed services. There have been a few versions of the DREAM Act introduced in Congress but none have passed yet.

• It is estimated that only between 5–10% of undocumented high-school graduates go to college—not because they don’t want to, but because they cannot afford it (and some schools won’t allow them to enroll). Most are not eligible for in-state tuition and financial aid, both of which make college affordable. As a result, more than a dozen states have passed laws that offer in-state tuition rates for undocumented immigrants. However, only four states allow them to be eligible for financial aid—California, New Mexico, Washington and Texas. In terms of a path to citizenship, state laws cannot legalize the status of undocumented immigrants. Only the federal government can do that.

• Each year about 65,000 undocumented students graduate from U.S. high schools and face uncertain futures due to their lack of legal status. The Congressional Budget Office estimates that by 2020, 700,000 children and young adults would be eligible to earn permanent residence under the DREAM Act, if it passes.

• On June 15, 2002, President Obama issued an executive order, “Deferred Action for Childhood Arrivals,” also known as DACA. This is a temporary measure to tackle some of the needs addressed in the DREAM Act. It enables certain people who came to the United States as children and meet several key guidelines to request consideration for deferred action. Deferred action is a relief from deportation in which the Department of Homeland Security (DHS) allows a non-U.S. citizen to remain in the country temporarily. In this case the deferred action is for a period of two years, subject to renewal, and recipients would then be eligible for work authorization. It allows temporary work permits and provides protection from deportation. A recent survey of about 1,000 DACA recipients nationwide found that most were taking concrete steps to move up in U.S. society. More than 60% had found a new job and obtained a driver’s license. Over half had opened a bank account, and 38% had gotten a credit card, which they could not do previously without a legal ID.

• According to a 2010 survey conducted by First Focus called Public Support for the DREAM Act, 70% of Americans favor the DREAM Act, a notable increase in support compared to a similar 2004 poll that placed public support at 58%.

Five Moral Arguments Against the DREAM Act

Ira Mehlman
July 1, 2011
http://townhall.com/columnists/iramehlman/2011/07/01/five_moral_arguments_against_the_dream_act/page/full

It’s back. Sen. Dick Durbin (D-Ill.) is once again pushing the DREAM Act amnesty. Before a packed room (mostly of illegal aliens), the Senate Judiciary Committee held a hearing earlier this week stacked with witnesses who favor granting amnesty to millions of illegal aliens.

Leaving aside all of the deceitful provisions that have been built into the bill that makes it a much broader amnesty than proponents let on, it is important to address the fundamental premise that passing the bill is a moral imperative because the people who would benefit are blameless for being here illegally.

The DREAM Act fulfills the parents’ principle reason for breaking the law in the first place. Ask the typical illegal alien why he or she came to United States illegally, and invariably the answer is, “I wanted to do better for my family.” This is a perfectly rational and understandable response, but not a justification for violating the law. In essence, what the DREAM Act does is provide the parents precisely what they sought when they brought their kids illegally to the United States: a green card and all of the benefits that America has to offer. Even if the bill were to include a provision that DREAM Act beneficiaries could never sponsor the parents who brought them to the country illegally, it would still fulfill the parents’ primary objective for bringing them here.

The DREAM Act would touch-off an even greater wave of illegal immigration. Because the DREAM Act is being marketed as a moral imperative – as opposed to a more general amnesty, which is sold as bowing to reality – it comes with an absolute assurance that it will be repeated. If we have a moral imperative to provide amnesty to the current population of people who were brought here as kids, won’t we have the same moral imperative for the next generation of people who arrive under similar circumstances? The unmistakable message to people all around the world is: Get over here and bring your kids. America will feel morally obligated to give them green cards too.

The DREAM Act absolves illegal aliens of their fundamental responsibilities as parents. There is a fundamental principle that parents are responsible for the consequences that their actions and choices have on their kids. Unfortunately, children inevitably pay a price when parents make bad decisions or break laws. The DREAM Act carves out a single exception to this universal tenet of the social contract. The message it sends is that if you violate U.S. immigration law, American society is responsible for fixing the mess you created for your kids.
The absence of a reward or benefit is not the same as a punishment. DREAM Act proponents repeatedly argue that by not granting legal status to targeted beneficiaries we are, essentially, punishing children for the sins of their parents. This is an absolutely specious claim. By no stretch of the imagination are the children of illegal aliens being punished. Not rewarding them with legal residence and expensive college tuition subsidies is simply withholding benefits to which they never had any entitlement in the first place.

Adults have the obligation to do the right thing, even if their parents have done the wrong thing. Society glorifies people who do what is right, especially when doing what is right comes at some significant cost. Yes, many would-be DREAM Act beneficiaries have been dealt a bad hand (by their parents). As difficult (even unfair) as it may be, upon reaching adulthood they have the responsibility to obey the law. When, for example, Jose Antonio Vargas proclaims on the pages of The New York Times Magazine, that he knowingly engaged in illegal activities in order to remain and work in the United States illegally, he became culpable in his own right. While he, and others like him, may be more sympathetic than the people who committed the predicate offense, their situation does not excuse their own illegal acts.
Right now, at this very moment, the future of thousands of kids is being decided in Washington.

Will they have the opportunity to join America as productive members of society - or will they be shunted to the margins, forced to live lives of under-achievement and ostracism?

The DREAM Act, a piece of game-changing legislation that would create a conditional path towards citizenship for kids brought to this country by their undocumented parents, is now being considered for passage before the mid-term election.

According to the Senate Majority Leader, Harry Reid, one of the chief sponsors of the bill, the DREAM Act would address a significant problem impacting thousands of kids:

Currently, individuals who were brought to the U.S. illegally years ago through no fault of their own have no way to legalize their immigration status and go to college to improve their lives. The DREAM Act would address this problem by providing that upon graduation from high school, young people who have stayed in school and out of trouble would be able to apply for conditional legal immigration status. This status would be made permanent if they continue on to college or serve in the military. Students applying for these benefits would have to meet certain criteria, including earning a high school diploma, demonstrating good moral character, and passing criminal and security clearances.

The rational, economic and moral arguments in favor of the DREAM Act's passage are clear. As New York Mayor Mike Bloomberg recently said, our current immigration policy is a "national suicide pact." We need to work towards comprehensive immigration reform that addresses the strategic needs of our country. And the DREAM Act is a great place to start.

While the opposition cries out that the DREAM Act is a kind of back door amnesty for undocumented workers, it is actually a sensible, rational strategy to meet America's economic and social needs.

Denying educational opportunities to young people that can add to the nation's human and financial capital is simply not a smart national policy. Can you think of any culture that has survived suppressing its young people's dreams and aspirations? A country that has been successful by keeping its children from education?

To both Democrats and Republicans (and the bill does have bipartisan support) that have set their eyes on the growing Latino vote with equal parts desire and dread, the DREAM Act will
give them the opportunity to send Americans of Latino descent a clear message of inclusion and respect if enacted. We will not forget who stood with us.

Rejection of the DREAM Act will also be a clear signal to millions of Latino voters across the country.

Ultimately, I believe that smart politicians will chose to support the DREAM Act. Both Republicans and Democrats should support it, in part, because of basic fairness - these kids came to the U.S. as children, and therefore have never had a role in their own status.

Moreover, having been academically and socially successful in the U.S., these kids are now ready to add to the human capital of our economy. Does not rational self-interest call for their inclusion, through the DREAM Act, into our country's growth and future economic success?

And their future is no small matter for speeding-up our national economic growth engine. In a recent report published by the United States Federal Reserve Bank called "The Effect of Immigrants on U.S. Employment and Productivity," the overwhelmingly positive impact of immigration is quantitatively established. Simply put, immigrants raise the standard of living of all workers in the American economy.

This report is a significant, policy setting view of the value of immigration. It makes a powerful argument for why we must get our immigration policy working at optimum levels of efficiency in order to meet the nation's need for workers of all talents and qualifications - and continue to generate positive effects across the economy.

Rational national self-interest is the overarching reason for supporting the DREAM Act. But there is, perhaps, an even more powerful argument for enacting this bill. The DREAM Act is a quintessentially American idea. Fairness, common sense and logic drive it. It connects to the fundamental American Zeitgeist.

In fact, the vision of the Founding Fathers is very much in sync with the goals of the DREAM Act. They understood that a successful, democratic republic could only be maintained through an educated, engaged citizenry.

As Thomas Jefferson wrote, "Educate and inform the whole mass of the people... They are the only sure reliance for the preservation of our liberty."

Congress, for the good of America, it's time to pass the DREAM Act.
IMMIGRATION: Elementary School

Push and Pull Factors of Human Migration

Common Core and NC Essential Standards: 5.G.1.4

Objective: Students will be able to understand push and pull factors and how they relate to Latin American migration to the United States.

Warm-up: To get students thinking about push and pull factors, ask them to create a T-Chart about what factors would force them to move from Charlotte and what factors might attract them to move to a different place.

Lesson:

1. Introduce students to the concept of push and pull factors and how they influence human migration. View this film by PowToon: https://www.youtube.com/watch?v=QsU8geKLGEY. Before showing the film in class, make note of the push and pull factors covered in the video.

2. When your class has finished watching the video, ask them to make another T-Chart with the titles for each side being “Push” and “Pull.” Quiz the class on the examples given in the video by writing them on the board one at a time and asking if it is a push or pull factor. Discuss the answers and have students write the example in the correct T-Chart column.

3. Next, have students complete the Push and Pull Factors of Latino Immigration to the U.S. worksheet. Discuss the answers as a class.

Homework: Ask your parents what kind of push/pull factors have influenced their decision, their parents’ decision, or their ancestor’s decision to move. Write two paragraphs about what you learn.

See in ¡NUEVOlution! and/or watch online: America: Land of Immigrants; Pathway to Citizenship; Interactive: Citizenship Test; Interactive: What is your American Dream?; Healing/Curación; Struggle/Lucha; Dreamers/Visionarios
Perspectives on Immigration from One Turn of the Century to Another

Common Core and NC Essential Standards: 8.H.3; 8.V.2; 8.CX.2

Objective: Students will be able to identify continuity and change in perspectives on immigration since Reconstruction.

Warm-up: Ask students to write a paragraph about their family origins: When did your ancestors come to the United States? Under what circumstances? How were they received upon arrival? Were there stereotypes used to discriminate against your ancestors?

Lesson:

1. Divide students into six groups and distribute a pair of editorial cartoons to the corresponding group (for example, cartoons 1A and 1B would go to group 1). The cartoons in each pair share a similar theme. Explain to the students that these cartoons represent perspectives on immigration into the U.S. since Reconstruction. Give each group two copies of the “Cartoon Analysis Worksheet.” Ask the students to complete one worksheet for each of their group’s cartoons.

2. Reconvene as a class. Explain to students that since the founding of the United States, people have debated over who should be allowed to immigrate to the country and under what specific terms. Ask each group to share their worksheet responses as the cartoons are projected in front of the class. Be sure to note the publishing date. Discuss similar themes within the cartoons. Ask the students:

   (1) What reactions did you have to these editorial cartoons? (2) What conclusions can be made about the history of immigration in the U.S.?

3. Remaining within their groups, have students review the “Timeline of U.S. Immigration Policy since Reconstruction.” Ask the students to answer the following questions within their group:

   (1) What were your reactions to the laws? (2) What conclusions can you make about U.S. immigration policy since Reconstruction? (3) How has it changed and how hasn’t it changed?

4. As a class, watch one or all of the associated ¡NUEVOlution! videos: Struggle/Lucha, Dreamers/Visionarios, and Healing/Curación. Ask students to answer the following questions individually as they watch the videos:

   (1) What is the main idea behind the video? (2) Whose experience is being shared? (3) Were there any challenges, conflicts, or resolutions? (4) Do you
connect with this video? If so, how? If not, why? (5) What did this video convey about the changing South?

5. Discuss the answers as a class.

**Additional Assignment**: Ask students to create an editorial cartoon or comic strip that either (1) explores change or continuity in U.S. immigration policy since Reconstruction (2) expresses their personal views on immigration (3) demonstrates how Charlotte is increasingly becoming a multicultural city. The same prompt can be expanded to consider global immigration issues, such as those concerning Syrian refugees.

**Exit Ticket**: How has the debate over immigration changed or remained the same since Reconstruction?

**See in ¡NUEVOlution! and/or watch online**: America: Land of Immigrants; Pathway to Citizenship; Interactive: Citizenship Test; Interactive: What is your American Dream?; Healing/Curación; Struggle/Lucha; Dreamers/Visionarios
**Perspectives on Immigration from One Turn of the Century to Another**

**Common Core and NC Essential Standards:** AH2.H.3.4; AH2.H.8; CCSS.ELA-Literacy.RI.9-10.2; CCSS.ELA-Literacy.RI.11-12.1; CCSS.ELA-Literacy.W.9-10.1; CCSS.ELA-Literacy.W.11-12.1

**Objective:** Students will be able to identify similarities and differences in nativist reactions to immigration into the U.S. since the end of Reconstruction.

**Warm-up:** Ask students to write a paragraph about their family origins: When did your ancestors come to the United States? Under what circumstances? How were they received upon arrival? Were there stereotypes used to discriminate against your ancestors?

**Lesson:**

1. Divide students into six groups and distribute a pair of editorial cartoons to the corresponding group (for example, cartoons 1A and 1B would go to group 1). The cartoons in each pair share a similar theme. Explain to the students that these cartoons represent perspectives on immigration into the U.S. since Reconstruction Ask students to compare the cartoons and answer the following questions:
   
   (1) How far apart were these editorial cartoons published from one another? (2) What message(s) do they convey? (3) What similarities and differences can you find? (4) What reactions did you have to these editorial cartoons? (5) What conclusions can be made about the history of immigration in the U.S.?

2. Reconvene as a class. Explain to students that since the founding of the United States, people have debated over who should be allowed to immigrate to the country and under what specific terms. Ask each group to share their worksheet responses as the cartoons are projected in front of the class. Be sure to note the publishing date. Discuss similar themes within the cartoons.

3. Review the “Timeline of U.S. Immigration Policy since Reconstruction” with your students. This can be done as a class or have students break into small groups as they review the timeline. Reconvene as a class and discuss the timeline. Ask the students:
   
   (1) What were your reactions to the laws? (2) What conclusions can you make about U.S. immigration policy since Reconstruction? (3) How has it changed and how hasn’t it changed?

4. As a class, watch one or all of the associated ¡NUEVolution! videos: Struggle/Lucha, Dreamers/Visionarios, and Healing/Curación. Ask students to answer the following questions individually as they watch the videos:
(1) What is the main idea behind the video? (2) Whose experience is being shared? (3) Were there any challenges, conflicts, or resolutions? (4) Do you connect with this video? If so, how? If not, why? (5) What did this video convey about the changing South?

5. Within their original groups, have students read “Dropping the I-word from the Immigration Debate” and “Charlotte, Start Now Integrating Immigrants” and answer the corresponding questions. When finished, have the groups exchange the two articles and answer the questions for the new article.

(1) Who is the author’s audience? (2) What is the author’s purpose? (3) What specific evidence does the author use to support her/his claim? (4) How does this article relate to the editorial cartoons observed in class? (5) How does this article relate to the ¡NUEVOlution! videos? (6) What thoughts and reactions did you have to this article? (7) How does this article reflect change or continuity in the U.S. immigration debate?

6. As a class, discuss the articles and the answers to the questions.

**Exit Ticket:** How are contemporary perspectives of immigration similar or different from those around the turn of the twentieth century?

**Additional Writing/Discussion Prompt:** Additional research may be necessary.

1. Research the DREAM Act and write an argumentative essay either in support of or against the act. You must use five different sources to support your argument.
2. Based on what you know about immigration policy throughout U.S. history and current debates on the topic, create an editorial cartoon that expresses your views. Research key issues to further inform your opinion.

**See in ¡NUEVOlution! and/or watch online:** America: Land of Immigrants; Pathway to Citizenship; Interactive: Citizenship Test; Interactive: What is your American Dream?; Healing/Curación; Struggle/Lucha; Dreamers/Visionarios
1. An earthquake in Mexico causes an enormous amount of destruction. 
Push or Pull? Why?

2. For seventeen years, the leader of Chile, Augusto Pinochet, restricted political freedom and persecuted people who challenged his authority. 
Push or Pull? Why?

3. From 1942 to 1964, the Bracero Program welcomed Mexican workers into the United States. 
Push or Pull? Why?

Push or Pull? Why?

5. A mother and son emigrate from Honduras to Charlotte, North Carolina to be with their father/husband who has been living alone and working in the U.S. for seven years. 
Push or Pull? Why?
Published: 1916.

Uncle Sam, behind high wall marked "Literacy Test" which is spiked with pen points, says to immigrant family below: "You're welcome, if you can climb it".

http://www.loc.gov/pictures/item/2006681433/
Published: 2006.

http://archive.columbiatribune.com/2006/may/20060523comm051.asp
Published: 1899

The Hyphenated American. Uncle Sam—Why should I let these freaks cast whole votes when they are only half Americans?

http://hti.osu.edu/opper/lesson-plans/immigration/images/the-hyphenated-american
Published: 2003

Published: 1878

“Seventy millions of people are starving in the northern provinces of China. All who can do so are making preparations to come to the United States. Look out for the grasshoppers, Uncle Sam!

Published: 2010

http://www.pulitzer.org/winners/mike-keefe
Published: 1889

“The Mortar of Assimilation—And the One Element that Won’t Mix.” (the figure wielding a dagger and flag is meant to represent an Irish immigrant.)

http://museum.msu.edu/exhibitions/virtual/immigrationandcaricature/7572-126.html
"They say they’re building a wall because too many of us enter illegally and won’t learn their language or assimilate into their culture..."
Published: 1882

http://hti.osu.edu/opper/lesson-plans/immigration/images/what-shall-we-do-with-our-boys
# Cartoon Analysis Worksheet

## Level 1

<table>
<thead>
<tr>
<th>Visuals</th>
<th>Words (not all cartoons include words)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. List the objects or people you see in the cartoon.</td>
<td>1. Identify the cartoon caption and/or title.</td>
</tr>
<tr>
<td></td>
<td>2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon.</td>
</tr>
<tr>
<td></td>
<td>3. Record any important dates or numbers that appear in the cartoon.</td>
</tr>
</tbody>
</table>

## Level 2

<table>
<thead>
<tr>
<th>Visuals</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Which of the objects on your list are symbols?</td>
<td>4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so?</td>
</tr>
<tr>
<td>3. What do you think each symbol means?</td>
<td>5. List adjectives that describe the emotions portrayed in the cartoon.</td>
</tr>
</tbody>
</table>

## Level 3

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>A. Describe the action taking place in the cartoon.</td>
<td></td>
</tr>
<tr>
<td>B. Explain how the words in the cartoon clarify the symbols.</td>
<td></td>
</tr>
<tr>
<td>C. Explain the message of the cartoon.</td>
<td></td>
</tr>
<tr>
<td>D. What special interest groups would agree/disagree with the cartoon’s message? Why?</td>
<td></td>
</tr>
</tbody>
</table>
Timeline of U.S. Immigration Policy since Reconstruction

1875 Page Act – The first law to restrict immigration to the United States. It barred Asian forced laborers, prostitutes, and convicts from immigrating.

1882 Chinese Exclusion Act – Prohibited all immigration of Chinese laborers, becoming the first federal law to regulate entry into the U.S. though ethnicity.

1891 Immigration Act – Further prohibited “All idiots, insane persons, paupers..., persons suffering from loathsome or a dangerous disease,” persons convicted of a crime, and polygamists from immigrating. In 1903 and 1907, additional acts were passed to exclude epileptics, professional beggars, anarchists, the “feebleminded,” and persons found to be “mentally or physically defective.”

1917 Immigration Act – Mandated that each immigrant pass a literacy test in their native language. The test was not imposed on those seeking refuge from religious persecution.

1921 Emergency Quota Act – Introduced two new components of immigration policy: numerical restrictions and a quota system. The act limited the amount of immigrants from any country to 3% of that nationality’s representation in the 1910 U.S. Census. This system was designed to curtail immigration from eastern and southern Europe.

1924 National Origins Act – Revised the quota set in 1921. Admissions were reduced to 2% of the number of U.S. residents from that country as documented in the 1890 U.S. Census, further restricting immigration from eastern and southern Europe.

1952 McCarran-Walter Act – Eliminated racial restrictions but maintained a quota system for nationalities. The act also barred persons with certain political ideologies from entering the U.S., such as Communists.

1965 Immigration and Nationality Act – Abolished the nationality quota system. The new system took into account an immigrant’s skills and possible relationship to U.S. citizens or residents. The act also established a ceiling cap of 290,000 immigrants admitted annually.

1980 Refugee Act – Established a system for processing the admission of refugees into the U.S. The act assigned refugees into a separate class from general immigrants, and defined refugees as those escaping a country because of persecution of “race, religion, nationality, or political opinion.”

1986 Immigration Reform and Control Act – Raised the annual immigration ceiling to 540,000 and offered amnesty to undocumented immigrants who could prove continuous residence in the U.S. since January 1, 1982.
**1990 Immigration Act** – Increased the ceiling to 700,000 for three years and then lowered it to 675,000. The act also amended the McCarren-Walter Act so people could not be denied entry to the U.S. based on statements, beliefs, and associations.

**1996 Immigration Reform and Immigrant Responsibility Act** – Increased the U.S. Border Patrol to 10,000 agents and authorized the construction of fences along the busiest areas of the U.S.-Mexico border. The law also required undocumented immigrants present in the U.S. for over a year to remain outside of the U.S. for ten years before they may lawfully reenter the country.

**2012/2014 Deferred Action for Childhood Arrivals** – Permits undocumented immigrants who arrived to the U.S. before their sixteenth birthday and before June 15, 2012 to receive exemption from deportation and a renewable two-year work permit. It does not provide a path to citizenship.
Charlotte, start now integrating immigrants

Stefan Latorre and Emily Zimmern, Special to the Charlotte Observer
March 25, 2015
http://www.charlotteobserver.com/opinion/op-ed/article16310570.html

During the past quarter century, Charlotte has emerged as one of the nation’s leading new immigrant destinations. In 1990, 3.6 percent of the city’s population was foreign born. Today the U.S. Census estimates that number has grown to 15 percent.

Charlotte’s immigrants are incredibly diverse with 52 percent coming from Latin America, 27 percent from Asia, 10 percent from Europe and 9 percent from Africa. Students from 158 countries attend Charlotte Mecklenburg Schools. For a city and a region that didn’t experience the great waves of European immigration in the early 20th century and that has been long known for its black and white racial landscape, these seismic demographic shifts translate into a time of dramatic change. How does our community understand and adapt to the opportunities and challenges of a rapidly increasing multicultural population?

To begin to answer that question, Charlotte City Council formed the Charlotte Immigrant Integration Task Force. The 29-member group is made up of representatives from government agencies, immigrant organizations and immigrant and refugee-serving organizations. For the past year we have gathered community feedback through 16 listening sessions, a public forum and two surveys. We also heard from outside experts about demographic trends and best practices in other cities.

What did we learn from our 12 months of study?

▪ Like newcomers from across the U.S., our immigrant neighbors were attracted to Charlotte by its growing economy, the need for workers across the occupational spectrum, the promise of opportunity and overall quality of life.

▪ Immigrants are integral to our economy and live throughout the city. They are workers, customers, entrepreneurs, business owners, and taxpayers.

▪ Immigrant Charlotteans are eager to engage in the community. They seek language skills, job training and education for themselves and their children. They relish opportunities to celebrate and share their cultural traditions with others. They want help in removing barriers to their full participation. They want to create homes and plant roots for their families.

▪ Competition to attract talented immigrants has become intense. Peer cities like Atlanta, Nashville and Denver have created ambitious plans to encourage and sustain immigrant settlement and receptivity. Immigrants bring talent and global connections that create a competitive advantage.
On Monday, we presented to City Council 27 recommended strategies to maximize immigrants’ economic and civic contributions to Charlotte and increase connection and interaction between newcomers and longtime residents. The strategies promote entrepreneurship and economic development, citizenship, public safety, health, education and inclusion, and ensure and enhance access to services of local government.

The strategies will require further study to determine how best to implement them. A number of the recommendations build on current programs and require no additional funding. Others will need long term investment but thinking and planning can begin in the near term without budgetary impact.

To ensure a thriving, 21st century, global city where all residents have the opportunity to contribute their full potential, it’s imperative that we start now.
I love NPR. It’s the only station my car radio is ever tuned to. I love its in-depth reporting and broad scope of stories. I love that its journalists and guests speak to each other respectfully and at a reasonable volume. And I love how the stories I hear on the station weave their way into my daily conversations. However, there’s one thing NPR does that makes me cringe. It’s something that involuntarily causes me to squeeze my steering wheel a little tighter every time it happens: NPR continues to use the term “illegal” to describe human beings when covering the immigration debate. And it’s not just NPR. All mainstream media outlets do this, as do politicians, judges, academics, government officials…and the list goes on.

Here’s my question: Why is the word “illegal” used to describe human beings only in the context of immigration? When someone runs a red light, he isn’t called an “illegal driver.” A person who shoplifts isn’t an “illegal shopper.” Underage drinkers aren’t “illegal partiers.” And when I jaywalk, I’m not considered an “illegal pedestrian.” So, why “illegal immigrants?”

The only answer I can come up with is a painfully sad one. Most immigrants are persons of color. They speak with accents, eat different foods, wear different clothes, and have different customs. Calling them “illegal” highlights those differences.

I’m not saying that all who use the term are biased against immigrants, but there is a large and vocal contingent that uses “illegal” as a proxy for a long list of racial slurs that are no longer politically correct. If you’ve ever read the online comments on any story dealing with immigration in the Charlotte Observer, then you know what I’m talking about. Instead of using words that they know will get their comments removed, the bigots use the term “illegal” over and over, in capital letters, followed by exclamation points and calls for massive deportations. When confronted about their racism, they hide behind the same word. “This isn’t about race,” they say, “it’s about what’s ‘legal.’”

The thing is, even when it’s used to describe actions and not humans, “illegal” is often an inaccurate term. Many of the undocumented immigrants who live in this country entered legally and have simply overstayed their visas. Others were brought here against their will, sometimes by employers who exploit them for cheap labor. Calling immigrants illegal makes it sound like they are choosing to perpetually break the law, as though everything they do in this country is a violation. That’s simply not the case. All of the undocumented immigrants I know are hard working, family-oriented folk who are thankful for the opportunities this country has given them and would gladly participate in a path to citizenship. They don’t choose to be undocumented; our immigration system just doesn’t offer them any other options.
A quick Google search for “illegal vs. undocumented” led me to several blogs and articles characterizing the debate as trivial. “It’s just semantics,” they say, “a distraction from the real immigration problems.” I completely disagree. Words matter. If we continue to use language that dehumanizes these policies and pins the people at the center of the debate as criminals, we won’t resolve the immigration debate. The first step to reaching consensus on this issue is to see immigrants as real people, real lives, and not as the faceless abstraction the term “illegal” turns them into.

The Latin American Coalition, Charlotte’s oldest and largest Latino service agency, recently launched a campaign encouraging people to “Drop the i-word.” This campaign is a call to take racism and bigotry out of the immigration debate by no longer using the term “illegal.” At a recent festival put on by the organization, a group of volunteer students gathered over one thousand signatures from Charlotteans pledging to stop using the word. I strongly suggest you do so too. Don’t say “illegal” and don’t let your friends or family say it either. Start having conversations about what the word implies and ask others to use the term undocumented or unauthorized immigrant. Let’s work together to frame the immigration discussion around the proper subject matter: human beings.

Now, if we can get NPR and the rest of the media to do the same, my commute would be absolutely perfect.
Past and Present: Child Labor in North Carolina

**Common Core and NC Essential Standards:** 4.H.1.3; 5.E.1; CCSS.ELA-Literacy.RI.4.1; CCSS.ELA-Literacy.RI.5.2; CCSS.ELA-Literacy.W.4.2; CCSS.ELA-Literacy.W.5.2; 4.V.3.3; 5.V.3.2; 5.V.3.3

**Objective:** Students will be able to relate child labor in early-twentieth-century North Carolina to contemporary experiences of child laborers in North Carolina. Students will be able to discuss their opinions about child labor in agriculture.

**Warm-up:** Ask students to write a paragraph about chores/work they have done to earn money. How old were you? What kind of work did you do? How long did it take? Were/are you paid enough? What changes would you recommend to whomever you were working for? Discuss the warm-up as a class.

**Lesson:**

1. Tell students that one hundred years ago many children in North Carolina began working in factories at a young age. Children had once worked on family farms, but as textile mills created more jobs in the Carolinas, more families moved from farms to mill villages. Starting as young as six years old, children often worked long hours in textile mills, sunup to sundown, six days a week. Since they worked so much, they had little time to get an education.

2. Number and post the five quotes from the Early-Twentieth Century NC Child Worker Testimonies at different spots around your classroom. Divide your class into five groups. Have student groups rotate around the room, reading the quotes. Each student should number a sheet of paper from one to five and write down their initial thoughts after reading each quote. They should think about questions such as: What does the quote convey about child labor in NC at the turn of the twentieth century? How does the quote make you feel? Based on the quote, how was the life of a child laborer different from your life? Put yourself in the shoes of an early 20th century child laborer. How would you feel? What would you think?

3. Once the groups have read all five quotes, ask students to return to their seats to write a summary about child labor in the early twentieth century. Encourage them to use the notes they took while reading the quotes as a reference for their summary. Discuss student responses as a class.

4. Explain that child labor in the United States was not federally regulated until the passage of the Fair Labor Standards Act of 1938. In addition to enacting the forty-hour work week and the national minimum wage, the statute regulated child labor, including age requirements and employment restrictions. However, there are different regulations for farm workers and nonagricultural workers. Students should know that
the regulations for children working on farms are less strict than for children working in nonagricultural jobs. If you would like to compare the regulations between the two sectors with students, you can project or hand out “Comparing Regulations of Farm Jobs to Nonagricultural Jobs” (http://www.dol.gov/whd/regs/compliance/hrg.htm#11), and discuss the differences as a class.

5. Show students the ¡NUEVOlution! video Activism/Activismo and complete the accompanying worksheet. Discuss the answers as a class. As supplemental videos, you may choose to show your students Made in the USA: Child Labor and Tobacco (https://www.youtube.com/watch?v=0-8TBceaO5Q) by Human Rights Watch or End Child Labor in NC (https://vimeo.com/62369810) by the NC Council of Churches.

**Homework:** Have students write a poem or create a protest poster about child labor. Ask them to think about current child labor laws. Are there changes that need to be made? Students should present their poems and posters to the class.

**Exit Ticket:** How does working as a child today compare to working as a child in the U.S. one hundred years ago?

**See in ¡NUEVOlution! and/or watch online:** Activism/Activismo; Building/Construcción; Leadership/Liderazgo; Renaissance/Renacimiento; Hopes and Fears for the Future South
Fields and Factories: Child Labor in North Carolina

Common Core and NC Essential Standards: 8.H.3.2; 8.H.3.4; CCSS.ELA-LITERACY.RH.6-8.2; CCSS.ELA-Literacy.W.8.1; CCSS.ELA-Literacy.W.8.2; 8.V.2.3

Objective: Students will be able to relate child labor in early-twentieth-century North Carolina to contemporary experiences of child laborers in North Carolina. Students will be able to discuss their opinions about child labor in agriculture.

Warm-up: Ask students to write a paragraph about chores/work they have done to earn money. How old were you? What kind of work did you do? How long did it take? Were/are you paid enough? What changes would you recommend to whomever you were working for? Discuss the warm-up as a class.

Lesson:

1. Tell students that one hundred years ago many children in North Carolina began working in factories at a young age. Children had once worked on family farms, but as textile mills created more jobs in the Carolinas, more families moved from farms to mill villages. Starting as young as six years old, children often worked long hours in textile mills, sunup to sundown, six days a week. Since they worked so much, they had little time to get an education.

2. Number and post the five quotes from the Early-Twentieth Century NC Child Worker Testimonies at different spots around your classroom. Divide your class into five groups. Have student groups rotate around the room, reading the quotes. Each student should number a sheet of paper from one to five and write down their initial thoughts after reading each quote. They should think about questions such as: What does the quote convey about child labor in NC at the turn of the twentieth century? How does the quote make you feel? Based on the quote, how was the life of a child laborer different from your life? Put yourself in the shoes of an early 20th century child laborer. How would you feel? What would you think?

3. Once the groups have read all five quotes, ask students to return to their seats to write a summary about child labor in the early twentieth century. Encourage them to use the notes they took while reading the quotes as a reference for their summary. Discuss student responses as a class.

4. Explain that child labor in the United States was not federally regulated until the passage of the Fair Labor Standards Act of 1938. In addition to enacting the forty-hour work week and the national minimum wage, the statute regulated child labor, including age requirements and employment restrictions. However, there are different regulations for farm workers and nonagricultural workers. Students should know that...
the regulations for children working on farms are less strict than for children working in nonagricultural jobs.

5. Next, compare the regulations for the nonagricultural and agricultural sectors with students. You can project or hand out “Comparing Regulations of Farm Jobs to Nonagricultural Jobs” (http://www.dol.gov/whd/regs/compliance/hrg.htm#11). Discuss the differences as a class. Ask them to identify three differences between regulations for nonagricultural jobs and farm jobs using a Venn diagram comparing the two. Why do the differences exist? Are they fair?

6. Show students the ¡NUEVOlution! video Activism/Activismo and complete the accompanying worksheet. Discuss the answers as a class. As supplemental videos, you may choose to show your students Made in the USA: Child Labor and Tobacco (https://www.youtube.com/watch?v=0-8TBceaO5Q) by Human Rights Watch or End Child Labor in NC (https://vimeo.com/62369810) by the NC Council of Churches.

**Homework:** Write a letter to your senator sharing your views on child labor regulations. Do you think current regulations are fair? What changes do you think need to be made? Use evidence from Child Labor, “Comparing Regulations of Farm Jobs to Nonagricultural Jobs,” and Activism/Activismo to support your perspective.

**Additional Assignments:** Have students write a poem or create a protest poster about a cause that they feel strongly about. Students should present their poems and posters to the class.

**Exit Ticket:** How does working as a child today compare to working as a child in the U.S. one hundred years ago?

**See in ¡NUEVOlution! and/or watch online:** Activism/Activismo; Building/Construcción; Leadership/Liderazgo; Renaissance/Renacimiento; Hopes and Fears for the Future South
Objective: Students will be able to relate child labor in early-twentieth-century North Carolina to their current experiences as young workers. Students will be able to discuss their opinions about child labor in agriculture.

Warm-up: Ask students to write a paragraph about either their job or work they have done to earn money. At what age did you start working? What kind of work do/did you do? What are/were your hours? Are/were you paid a fair wage? What changes would you recommend to your employer? Discuss the warm-up as a class.

Lesson:

1. Have students read Child Labor, an excerpt from “The Story of Child Labor in the Cotton Mills,” provided by UNC Libraries. Have students write in class essay answering the following questions: Compare the work you have done to that of child laborers in early-twentieth-century North Carolina. What were the circumstances under which they went to work? Under which you went to work? How do your reasons for working compare to the reasons children worked in textile mills? How does the work you do/have done compare to the work done by children one hundred years ago? How does the environment in which you work/have worked compare to the environment in textile mills one hundred years ago? What has changed and what remains the same about child labor in North Carolina? Students should share their responses with the class.

2. Explain that child labor in the United States was not federally regulated until the passage of the Fair Labor Standards Act of 1938. In addition to enacting the forty-hour work week and the national minimum wage, the statute regulated child labor, including age requirements and employment restrictions.

3. Have students read “Comparing Regulations of Farm Jobs to Nonagricultural Jobs” (http://www.dol.gov/whd/regs/compliance/hrg.htm#11). Ask them to identify three differences between regulations for nonagricultural jobs and farm jobs. Discuss the differences as a class using a Venn diagram comparing the two. Why do the differences exist? Are they fair?

4. Show students the ¡NUEVolution! video Activism/Activismo and complete the accompanying worksheet. Discuss the answers as a class. As supplemental videos, you may choose to show your students Made in the USA: Child Labor and Tobacco.
(https://www.youtube.com/watch?v=0-8TBcea0SQ) by Human Rights Watch or End Child Labor in NC (https://vimeo.com/62369810) by the NC Council of Churches.

**Homework:** Write a letter to your senator sharing your views on child labor regulations. Do you think current regulations are fair? What changes do you think need to be made? Use evidence from *Child Labor*, “Comparing Regulations of Farm Jobs to Nonagricultural Jobs,” and *Activism/Activismo* to support your perspective.

**Additional Assignments:** Have students write a poem or create a protest poster about a cause that they feel strongly about. Students should present their poems and posters to the class.

**Exit Ticket:** How does working as a child today compare to working as a child in the U.S. one hundred years ago?

**See in ¡NUEVOlution! and/or watch online:** Activism/Activismo; Building/Construcción; Leadership/Liderazgo; Renaissance/Renacimiento; Hopes and Fears for the Future South
Early-Twentieth Century NC Child Worker Testimonies

Oral history excerpts from UNC’s *Documenting the American South* collection:

They wanted me to go on to school, yes, but I couldn’t see that. Back then, they didn’t too many children go on to high school. It was just a common thing that when they’d get old enough, let them go to work.

--Ila Hartsell Dodson, various cotton mills in N.C. and S.C.

I was about nine or ten years old when I got that hand hurt right there...We’d ride the elevator rope up to the pulley and slide back down. I was riding one day and was looking round over the spinning room and my hand got caught under the wheel...That thing was mashed into jelly, all of it was just smashed all to pieces...There were only two doctors in town at that time, and both of them was out of town on country calls, around town. I sat there until about four o’clock. Nobody done nothing in the world for me.

--James Pharis, Eden, N.C.

Oh, it was awful hot. You’d come out of there, your clothes was plumb wet. Awful hot...Out here, they didn’t have anything. All the windows that was open was right where you was workin’. You’d open one. That didn’t let much in. All that stuff a-runnin’ machinery makin’ heat. It was bad. Terrible hot out here.

--Alice P. Evitt, Concord, N.C.

There was a boy got his finger cut off in a machine out there at the Mercury Mill. They brought him out. I saw him when they brought him out with his hand wrapped up. They put him in a car and took him to the hospital.

--Eva Hopkins, Charlotte, N.C.

I was eleven years old when I went to work in the mill. They learnt me to knit. Well, I was so little that they had to build me a box to get up on to put the sock in the machine...Molly went to work in the hosiery mill...We worked twelve hours a day for fifty cents. When paydays come around, I drawed three dollars. That was for six days, seventy-two hours. I remember I lacked fifty cents having enough to pay my board.

--Bertha Miller
   Thomasville, N.C.

Comparing Regulations of Farm Jobs to Nonagricultural Jobs

Nonagricultural Jobs (Child Labor)

Regulations governing child labor in non-farm jobs differ somewhat from those pertaining to agricultural employment. In non-farm work, the permissible jobs and hours of work, by age, are as follows:

1. Youths 18 years or older may perform any job, whether hazardous or not, for unlimited hours;
2. Minors 16 and 17 years old may perform any nonhazardous job, for unlimited hours; and
3. Minors 14 and 15 years old may work outside school hours in various nonmanufacturing, nonmining, nonhazardous jobs under the following conditions: no more than 3 hours on a school day, 18 hours in a school week, 8 hours on a non-school day, or 40 hours in a non-school week. Also, work may not begin before 7 a.m., nor end after 7 p.m., except from June 1 through Labor Day, when evening hours are extended to 9 p.m. Under a special provision, youths 14 and 15 years old enrolled in an approved Work Experience and Career Exploration Program (WECEP) may be employed for up to 23 hours in school weeks and 3 hours on school days (including during school hours). In addition, academically oriented youths enrolled in an approved Work-Study Program (WSP) may be employed during school hours.

Fourteen is the minimum age for most non-farm work. However, at any age, minors may deliver newspapers; perform in radio, television, movie, or theatrical productions; work for parents in their solely-owned non-farm business (except in mining, manufacturing or on hazardous jobs); or gather evergreens and make evergreen wreaths.

Farm Jobs (Child Labor)

In farm work, permissible jobs and hours of work, by age, are as follows:

1. Minors 16 years and older may perform any job, whether hazardous or not, for unlimited hours;
2. Minors 14 and 15 years old may perform any nonhazardous farm job outside of school hours;
3. Minors 12 and 13 years old may work outside of school hours in nonhazardous jobs, either with a parent’s written consent or on the same farm as the parent(s);
4. Minors under 12 years old may perform jobs on farms owned or operated by parent(s), or with a parent’s written consent, outside of school hours in nonhazardous jobs on farms not covered by minimum wage requirements.

Minors of any age may be employed by their parents in any occupation on a farm owned or operated by their parents.
Activism/Activismo Worksheet

Name: _____________________________ Date: __________ Class: __________

1. What is Neftalí Cuello Villalobos fighting for?

2. How does Neftali use her talent to stand up for what she believes in?

3. What talent could you use to stand up for a cause that you believe in?

4. How does Neftali’s experience as a worker compare to the experiences of children in the early-twentieth century?

5. How does Neftali’s experience as a worker compare to work you have done and your experience as a worker?
Child Labor

From "The Story of Child Labor in the Cotton Mills."


“Labor” was not a new concept to children who went to work in the mills. Many spent their earliest years on their family’s farm, helping their parents with chores and working in the fields. Making a living on a family farm was difficult, especially when the family was renting the land from a large landowner. Everyone on the farm worked hard at raising enough crops and livestock to support the family, but farm families rarely made a profit. Some went into deep debt during years with poor crops.

Mill owners looking for employees capitalized on the frustrations of farm families. They sent recruiters to rural and mountain farm areas to hand out pamphlets singing the praises of mill life. For families struggling to grow enough food to feed themselves and make a small profit, the prospect of a regular paycheck was appealing. Ethel Shockley and her husband moved off the farm they were renting in Virginia to work in the cotton mills of Burlington, NC in 1921. They made about 75 cents a day working on the farm and could make 2 dollars a day working in the mills. Like the Shockleys, thousands of farmers across the South made the decision to trade in their self-sufficient farm life for life in the mill village, and they brought their children with them.

During the late 19th and early 20th century, the few laws prohibiting child labor were moderate and rarely enforced. In North Carolina, the age limit was 13 for employment in factories such as mills, and children under 18 were allowed to work up to a shocking 66 hours per week! Mill owners had to “knowingly and willfully” break these laws before they could be convicted. Even more lenient laws were in place in South Carolina, where the age limit for factory workers was 12 years old. However, orphans and children with “dependent” parents (those too sick to work) could work at any age and any amount of hours. These laws were rarely, if ever, enforced. Former child workers remember scrambling to hide in closets on the few occasions when factory inspectors would visit to check on working conditions in the mill.

The system of “helpers” was another way mill owners got around child labor laws. Very small children as young as 6 or 7 years old would visit the mill to bring meals to their parents or older siblings during the work day or simply to play amidst the machinery. These young “helpers” would begin to learn the jobs that older workers performed and try their hand at various tasks. The presence of tiny children in the mill could be explained to inspectors by saying the children were only “helping” and not on the payroll. As they got older, they spent more and more time helping until they began working full-time in the mills, usually between ages 10 to 14.

Many young mill laborers worked in the spinning room because mill owners felt their small hands were well-suited to this work. Work in the spinning room was not especially skilled or
difficult, but required a watchful eye. Spinners were usually preteen or teen girls, who had to constantly attend to the cotton being spun on machines. These were the workers who “put up ends”, or repaired breaks in the thread. Doffers, often small boys, walked back and forth in the spinning room, replacing the full bobbins of thread with empty ones. Sweepers, also small boys, swept up the cotton fiber and lint from the floor and machinery to keep things running smoothly. Spinners and doffers were usually required to keep up with a certain number of machines on a side, and many workers remember “running sides” or being paid by the number of sides they worked.

...Accidents and injury were a constant threat in the cotton mills. Employees worked amidst heavy, fast-moving machinery that could catch the fabric of a dress, a lock of hair, or even a worker’s hand in the blink of an eye. There were few laws in place to regulate workplace safety prior to the 1930's, and as a result, mills were one of the more dangerous places to work.

Accidents were unfortunately common among child workers, who were inexperienced and could at times be easily distracted. James Pharis began working at Spray Cotton Mill near Eden, NC as a child of eight years old. He permanently injured his hand at age nine while riding an elevator system rigged up with pulleys. “We’d ride the elevator rope up to the pulley and slide back down,” he explained. “I was riding one day and was looking round over the spinning room and my hand got caught under the wheel....that thing was mashed into jelly. All of it was just smashed all to pieces.”...

Many former child workers speak of their eagerness to earn money, which pushed them to drop out of school and begin working in the mill. Some even began working against their parents’ wishes. It was difficult for some to see the advantage in continuing their schooling when recruitment ads claimed they could make as much as adult mill workers. Workers under 16 usually began working for 25 to 50 cents per day during the early 20th century, and could increase to $1.50 per day or more as they became more experienced.

For the child workers, working in the mills wasn’t always uninterrupted drudgery. Children were allowed to take breaks when their work was caught up, and some of the less strict supervisors let them go outside to play during breaks. The child workers were also allowed to talk to one another in the mill across the openings in the machinery. Sometimes, the workers learned how to read lips because the machines were so loud they couldn’t understand each other otherwise!

Workers in the mills also played pranks on each other. Frank Durham remembered workers teasing new employees who had just moved from the farm and didn’t know much about mill work. “There was something like that going all the time, some little old tricks and then playing pranks,” said Durham. “A new hand would come in down there sometime to work, and they’d send him after a left-handed monkey wrench, or go down there and get the key to the elevator, or the bobbin stretcher and all that stuff. Somebody that didn’t know there was no such thing.”
Voting: Who has the right?

Common Core and NC Essential Standards: 5.C&G.2; CCSS.ELA-Literacy.W.5.1

Objective: Students will be able to analyze the significance of the 1965 Voting Rights Act and relate it to current debates.

Warm-up: Ask students to write a paragraph about what they know about voting rights in the United States. Who has the right to vote? Who does not have the right to vote? Who has not always had the right to vote in the U.S.? Why is voting important in the United States? Discuss their responses as a class.

Lesson:

1. Inform your students that there is an election for school president this week. It is a very important election, as one candidate is for decreasing homework and increasing time for recess while the other is for increasing homework and decreasing time for recess. Tell them that since they are all students at the school, they have the right to vote in school elections. Next tell them even though they have the right to vote, they still have to meet certain requirements. Ask the class as a whole if they could meet all five of the following requirements:
   a. You can only vote if you have never attended another elementary school.
   b. You can only vote if you can recite the names of all the administrators.
   c. You can only vote if you have a government issued ID card.
   d. You can only vote if you have $5 to pay for your voter registration fee.
   e. You can only vote after 6:00 p.m. on Friday at school.

   How many students could actually vote? How did those who could vote feel? How did those who could not vote feel? Even though everyone had the right to vote, was it fair that some requirements prevented some students from voting?

2. Show students the PBS Learn video The Right to Vote and have them complete the accompanying worksheet. The video can be accessed here: https://www.nbclearn.com/portal/site/learn/freeresources/finishing-the-dream/1965-we-shall-overcome. It is the last video on the webpage.

3. Discuss the answers as a class. Shift the conversation to focus on the significance of the 1965 Voting Rights Act and the power of voting. Guide students to the realization that voting rights have changed since Reconstruction because laws have changed. These laws have changed by two primary actions: voting and protesting. Voting empowers one to elect legislators who draft the laws. If denied the right to vote, then protesting is a way of getting one’s voice heard by those who can vote and those who write the laws.
4. Show students the ¡NUEVolution! videos *Power/Influencia* and *Struggle/Lucha*. Have them write down two interesting things they learned and one question that came to mind from each video. Discuss their responses as a class.

5. Ask students: Should kids be allowed to vote? If so, at what age?
   a. Using reason and information, have students write a letter to their representative, senator, or the president expressing whether kids should have the right to vote.
   b. Have students create their own protest sign expressing support for allowing kids to vote or for keeping the voting age requirement at 18.

**Homework:** Students should go home and ask their parent or guardian about the current voting rights debate in North Carolina or broader United States. Has the change of voting rights affected their family? Ask students to bring in a newspaper clipping, internet article, or summary about the topic.

**Exit Ticket:** How did the 1965 Civil Rights Act change the United States?

**See in ¡NUEVolution! and/or watch online:** Interactive: Politicians Voting Booth; Interactive: How do policies affect you?; Interactive: What is your American Dream?; *Power/Influencia*; *Struggle/Lucha*

***Portions of this lesson plan were modified from the Anti-Defamation League’s *The Current Events Classroom: Voting Rights Then and Now*: [http://www.adl.org/assets/pdf/education-outreach/voting-rights-then-and-now.pdf](http://www.adl.org/assets/pdf/education-outreach/voting-rights-then-and-now.pdf)***
VOTING RIGHTS: Middle School

Voting: Who has the right?

Common Core and NC Essential Standards: 8.H.3; CCSS.ELA-Literacy.W.8.1

Objective: Students will be able to evaluate the changes and challenges of voting rights in the United States.

Warm-up: Ask students to write a paragraph about what they know about voting rights in the United States. Who has the right to vote? Who does not have the right to vote? Who has not always had the right to vote in the U.S.? Why is voting important in the United States? Discuss their responses as a class.

Lesson:

1. Inform your students that there is an election for school president this week. Tell them that since they are all students at the school, they have the right to vote in school elections. Next tell them even though they have the right to vote, they still have to meet certain requirements. Ask the class as a whole if they could meet all five of the following requirements:
   a. You can only vote if you have never attended another middle school.
   b. You can only vote if you can recite the names of all the administrators.
   c. You can only vote if you have a government issued ID card.
   d. You can only vote if you have $5 to pay for your voter registration fee.
   e. You can only vote after 6:00 p.m. on Friday at school.

   How many students could actually vote? How did those who could vote feel? How did those who could not vote feel? Even though everyone had the right to vote, was it fair that some requirements prevented some students from voting?

2. Show students the PBS Learn video *The Right to Vote* and have them complete the accompanying worksheet. The video can be accessed here: [https://www.nbclearn.com/portal/site/learn/freeresources/finishing-the-dream/1965-we-shall-overcome](https://www.nbclearn.com/portal/site/learn/freeresources/finishing-the-dream/1965-we-shall-overcome). It is the last video on the webpage.

3. Discuss the answers as a class. Shift the conversation to focus on the significance of the 1965 Voting Rights Act and the power of voting.

4. With a partner, have students conduct a close reading of the “Voting Rights since the Civil War” handout. Ask students to identify unfamiliar terms, main ideas, and text that prompts questions. When students are finished, discuss the handout as a class.

5. Show students the ¡NUEVolution! videos *Power/Influencia* and *Struggle/Lucha*. Have them complete the accompanying worksheet, Connecting *The Right to Vote*, *Power/Influencia*, and *Struggle/Lucha*. Discuss the answers as a class. Guide students to
the realization that voting rights have changed since Reconstruction because laws have changed. These laws have changed by two primary actions: voting and protesting. Voting empowers one to elect legislators who draft the laws. If denied the right to vote, then protesting is a way of getting one’s voice heard by those who can vote and those who write the laws.

**Homework:** Reflecting on what you have learned today, write a paragraph answering the following question: Does having the right to vote mean you have the ability to vote? If you don’t have the ability then do you still have the right?

**Exit Ticket:** How have voting rights changed since the end of the Civil War?

**Extra Assignment:** Research the current debate over North Carolina’s voting reforms. What legislation has been passed? What affect will it have on voting rights? What are the arguments for and against the legislation?

**See in ¡NUEVOlution! and/or watch online:** Interactive: Politicians Voting Booth; Interactive: How do policies affect you?; Interactive: What is your American Dream?; **Power/Influencia; Struggle/Lucha**

***Portions of this lesson plan were modified from the Anti-Defamation League’s *The Current Events Classroom: Voting Rights Then and Now*:** [http://www.adl.org/assets/pdf/education-outreach/voting-rights-then-and-now.pdf](http://www.adl.org/assets/pdf/education-outreach/voting-rights-then-and-now.pdf)
VOTING RIGHTS: High School

Voting: Who has the right?


Objective: Students will be able to evaluate the changes and challenges of voting rights in the United States.

Warm-up: Ask students to write a paragraph about what they know about voting rights in the United States. Who has the right to vote? Who does not have the right to vote? Who has not always had the right to vote in the U.S.? Why is voting important in the United States? Discuss their responses as a class.

Lesson:

1. Inform your students that there is an election for school president this week. It’s an important election, as one candidate is for banning the use of cell phones at school and the other is for permitting the use of them. Tell them that since they are all students at the school, they have the right to vote in school elections. Next tell them even though they have the right to vote, they still have to meet certain requirements. Ask the class as a whole if they could meet all five of the following requirements:
   a. You can only vote if you have never attended another middle school.
   b. You can only vote if you can recite the names of all the administrators.
   c. You can only vote if you have a government issued ID card.
   d. You can only vote if you have $5 to pay for your voter registration fee.
   e. You can only vote after 6:00 p.m. on Friday at school.

   How many students could actually vote? How did those who could vote feel? How did those who couldn’t vote feel? Even though everyone had the right to vote, was it fair that some requirements prevented some students from voting?

2. At computers in the classroom or in the library, divide students into groups to complete the Who, What, When, Where, and Why of U.S. Voting Rights worksheet. Discuss the answers as a class.

3. Select eight students to each read a different profile from “People Affected by H.B. 589.” These profiles were originally printed by the ACLU of North Carolina in “How Eliminating Same-Day Registration Has Disenfranchised North Carolinians” and by the Advancement Project in “Who’s Affected by North Carolina’s Voter Suppression Law?” Ask the class for thoughts and reactions after each profile is read. Write the main issues raised in each profile on the board.
4. Show students the ¡NUEVOlution! videos Power/Influencia and Struggle/Lucha. Have them complete the accompanying worksheet, Connecting Power/Influencia and Struggle/Lucha to 1965. Discuss the answers as a class. Guide students to the realization that voting rights have changed since Reconstruction because laws have changed. These laws have changed by two primary actions: voting and protesting. Voting empowers one to elect legislators who draft the laws. If denied the right to vote, then protesting is a way of getting one’s voice heard by those who can vote and those who write the laws.

5. Within groups of 3-4, have students conduct a close reading of either “What's At Stake In The Trial Over North Carolina Voting Restrictions” or “NC elections-law trial begins in Winston-Salem.” Split the articles amongst the groups so that an equal number of groups read either article. Ask students to identify unfamiliar terms, main ideas, and text that prompts questions. When students are finished, discuss the articles as a class.

Homework: Reflecting and building on what you have learned today, write a three-four page research paper addressing the following topics and questions: How have voting rights in the United States changed since the passage of the 15th Amendment? Explain the current voting rights debate in North Carolina. What legislation has been passed? How will it affect voting rights? What are the arguments for and against the legislation? Does having the right to vote mean you have the ability to vote? If you don’t have the ability then do you still have the right? You may use the Who, What, When, Where, and Why of U.S. Voting Rights worksheet, notes taken during the reading of “People Affected by H.B. 589,” the Connecting Power/Influencia and Struggle/Lucha to 1965, your textbook, and additional research to complete your paper.

***The research paper should be assigned over the course of several days***

Exit Ticket: How have voting rights changed since the end of the Civil War?

See in ¡NUEVOlution! and/or watch online: Interactive: Politicians Voting Booth; Interactive: How do policies affect you?; Interactive: What is your American Dream?; Power/Influencia; Struggle/Lucha

***Portions of this lesson plan were modified from the Anti-Defamation League’s The Current Events Classroom: Voting Rights Then and Now: http://www.adl.org/assets/pdf/education-outreach/voting-rights-then-and-now.pdf***
The Right to Vote Worksheet

Name:_________________________________________ Date:________________

1. What prevented African Americans from registering to vote in the South?

2. Who was the sheriff of Selma, Alabama in 1965? What was his opinion toward civil rights?

3. Who was Jimmie Lee Jackson?

4. What happened on Sunday, March 7, 1965?

5. How many people attended the third attempt of the march from Selma to Montgomery? How many days did it take to complete the march?

6. Why did people march from Selma to Montgomery?

7. What happened on August 6, 1965?

8. Who is John Lewis? Why is he significant in the fight for civil rights in the U.S.?
Voting Rights since the Civil War

Ratified on February 3, 1870, the 15th Amendment to the United States Constitution declared that the "right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of race, color, or previous condition of servitude," thereby granting African American men the right to vote. During the era of Reconstruction (1865 – 1877), the federal government oversaw elections in the South in an attempt to protect the new rights of those who were formerly enslaved. During Reconstruction, black men were able to vote and hold political office in the South.

By 1900, however, white Southern leaders regained political authority and restored the social order of the antebellum South through their white supremacy campaign. These politicians used a variety of methods to prevent African Americans from voting, such as poll taxes, literacy and civics tests, grandfather clauses, and violence. In 1920, women were granted the right to vote with the ratification of the 19th Amendment, but both Southern African American men and women were still prohibited by state laws.

A century after slavery was abolished and at the height of the American Civil Rights Movement, Congress acted to protect the voting rights of citizens. Signed into law on August 6, the Voting Rights Act (VRA) of 1965 introduced new protections that enabled African Americans across the South to vote. The VRA declared: “No voting qualification or prerequisite to voting, or standard, practice, or procedure shall be imposed... to deny or abridge the right of any citizen of the United States to vote on account of race or color.” To ensure the voting rights of citizens, the VRA:

1. Prohibited the use of any “test” or “device” (literacy/civics tests, grandfather clauses) as a prerequisite for voting

2. Authorized the U.S. Attorney General to examine the use of poll taxes, which was banned in federal elections by the 24th Amendment in 1964 and in state elections by the Supreme Court in 1966.

3. Enforced federal supervision of voter registration, voting sites, and vote-counting sites in States that used any “test or device” to limit voting rights based on race and where less than 50% of the eligible voting population was registered.

4. Required states under federal supervision to obtain court approval before enacting any changes to voter qualifications or procedures.

Amendments were passed in 1970, 1975, 1982, and 2006 to strengthen and broaden the protections.
In 2013, the Supreme Court struck down key parts of the Voting Rights Act in *Shelby County v. Holder*. One of the parts deemed unconstitutional was the formula that the federal government used to determine whether a state required federal supervision (point 3 above). The Court’s ruling has weakened the VRA. Since then, several states have changed their voting qualifications and procedures, including North Carolina. Many of these changes have been criticized as discriminatory toward minorities and the young and elderly.
Connecting *The Right to Vote, Power/Influencia, and Struggle/Lucha*

Name: ______________________________________ Date: ________________ Class: ____________

**Power/Influencia**

1. Why does Alejandro Ramirez think it is important to register people within his community to vote?

2. Even though she has grown up in the U.S., what prevents Maria Palacios from having the right to vote?

3. How would you feel if you were in a similar situation as Maria?

4. Cristian Ramos believes that, “The American dream is not only the North American dream.” What does he mean by that? Do you agree? Why or why not?

**Struggle/Lucha**

1. What are people protesting in the video?

2. What role does La Jefa play?

3. Cesar Mata explains, “They’re the ones teaching us how we must keep on fighting, because their struggle still continues today.” What does he mean by this statement? Who is he talking about?

4. Based on this video, what similarities can you find between the American Civil Rights Movement and the current struggle for immigrant rights?

**Connecting The Right to Vote, Power/Influencia, and Struggle/Lucha**

1. In *The Right to Vote*, President Johnson said, “There is no issue of states’ rights or national rights. There is only the struggle for human rights.” How does his quote relate to these two videos?
Connecting **Power/Influencia** and **Struggle/Lucha** to 1965

Name:________________________________________ Date: ________________ Class:_____________

**Power/Influencia**

5. Why does Alejandro Ramirez think it is important to register people within his community to vote?

6. Even though she has grown up in the U.S., what prevents Maria Palacios from having the right to vote?

7. How would you feel if you were in a similar situation as Maria?

8. Cristian Ramos believes that, “The American dream is not only the North American dream.” What does he mean by that? Do you agree? Why or why not?

**Struggle/Lucha**

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8. Based on this video, what similarities can you find between the American Civil Rights Movement and the current struggle for immigrant rights?

**Connecting Power/Influencia and Struggle/Lucha to 1965**

2. In his Address on Voting Rights to Congress on March 15, 1965, President Lyndon B. Johnson said, “There is no issue of states’ rights or national rights. There is only the struggle for human rights.” How does his quote relate to these two videos? How does his quote relate to current voting rights struggles in North Carolina?

15th Amendment to the United States Constitution:

19th Amendment to the United States Constitution:

Voting Rights Act of 1965:

24th Amendment to the United States Constitution:

26th Amendment to the United States Constitution:

Shelby County v. Holder:

NC House Bill 589:
What's At Stake In The Trial Over North Carolina Voting Restrictions

Samantha Lachman
July 10, 2015
http://www.huffingtonpost.com/2015/07/10/north-carolina-voting-trial_n_7754876.html

When Army Spc. Timothy Patillo, 26, returned to Fort Bragg after an overseas deployment a month before the 2014 elections, he went to a North Carolina department of motor vehicles office to ask how to obtain a driver’s license and register to vote.

He was given a list of documents he would need to provide, but wasn't told of the approaching voter registration deadline. He returned to the DMV soon after that with his identification documents and signed up to vote. Days later, a notice came in the mail telling him he'd missed the voter registration deadline.

Patillo would have been able to vote if, as in previous elections, North Carolina allowed same-day registration. But because the Republican-controlled legislature voted to eliminate same-day registration in 2013, Patillo was disenfranchised.

The elimination of same-day registration was part of a wide-ranging package of voting restrictions signed into law by Republican Gov. Pat McCrory two years ago. On Monday, civil rights groups will begin presenting their case to overturn those provisions in court.

The law McCrory signed also reduced the state’s early voting period by a week, eliminated the counting of ballots cast by voters out of their home precinct, and ended pre-registration for those aged 16 and 17. The restrictions included a strict government-issued photo identification requirement for voters that would have gone into effect for next year’s presidential election. Arguments over the ID provision will be considered separately from the other voting restrictions after the legislature unexpectedly softened the requirement last month.

Republican lawmakers who backed the election changes have said they are aimed at preventing voter fraud.

"Even if the instances of misidentified people casting votes are low, that shouldn’t prevent us from putting this non-burdensome safeguard in place," McCrory wrote in a Raleigh News and Observer op-ed after he signed the law. "Just because you haven’t been robbed doesn’t mean you shouldn’t lock your doors at night or when you’re away from home."

Former state House Speaker Thom Tillis, now a Republican U.S. senator, said in a 2013 interview on MSNBC that voter fraud wasn’t “the primary reason” for the bill. Tillis was asked why his caucus was intent on voting reforms when proven cases of fraud are exceedingly rare.
“Well, we call this ‘restoring confidence in elections,’” Tillis said. “There is some voter fraud, but that’s not the primary reason for doing this. There’s a lot of people who are just concerned with the potential risk of fraud, and in our state it could be significant. This is just a measure that we think makes three-fourths, nearly three-fourths of the population more comfortable and more confident when they go to the polls.”

But civil rights advocates challenging the law say the measures disproportionately affect racial minorities and students. They filed a lawsuit to block the law during the 2014 elections. They lost in U.S. District Court, won in federal appeals court, and lost at the Supreme Court.

The Rev. William Barber, head of the North Carolina chapter of the NAACP, has compared next week’s trial to the Selma, Alabama, march that led to the landmark Voting Rights Act of 1965. North Carolina legislators passed the voting restrictions in 2013, after the Supreme Court gutted key provisions of the law two months earlier.

“This is our Selma,” Barber said in a press release. “North Carolina was the first state to pass a restrictive voting law after the Supreme Court weakened the Voting Rights Act in 2013, and it is the worst voter suppression law the country has seen since 1965. The people of North Carolina are standing up -- in the courts and the streets -- because we refuse to accept the revival of Jim Crow tactics used to block access to the ballot for African-American and Latino voters.”

Barber said on a press call in June that the law was a “calculated effort” at ending voting practices that African-Americans use more frequently than white voters. According to state data, 70 percent of the state's African-American voters in 2012 used early voting, compared with 56 percent of the voting population overall. While African-Americans make up about 22 percent of the state’s voting population, they accounted for 41 percent of voters who used same-day registration, and roughly 30 percent of those who cast ballots outside of their designated precinct.

In eliminating a week of early voting, the legislation also got rid of voting on the Sunday during which Black church congregations led “Souls to the Polls” drives.

The NAACP, with support from the Advancement Project, contends the law violates the constitutional right to vote and the Voting Rights Act’s Section 2 ban on discrimination against racial minorities in elections. The Supreme Court’s controversial Shelby v. Holder decision in 2013 struck down the Voting Rights Act’s Section 4, which mandated that states with a history of discrimination, like North Carolina, get pre-approval for changes to their voting procedures from the federal government or a federal court.

“These measures likely would not have survived federal pre-clearance,” Justice Ruth Bader Ginsburg wrote in her dissent from the Supreme Court’s decision allowing the law to go into effect last year.
“We have a strong case against North Carolina’s voting law, showing not only that the measure is discriminatory, but that lawmakers knew it would harm voters of color and passed it anyway,” Penda D. Hair, Advancement Project co-director, said in the press release. “Behind each statistic and legal argument, however, are the stories of real people whose voting rights have been assaulted. Our case is about these voters and ensuring that elections are free, fair and accessible for all.”

But attorneys representing the state argue that turnout figures from 2014’s elections don’t show that the law had a discriminatory impact.

“Notwithstanding the opinions of plaintiffs’ experts, African American participation in early voting and Election Day voting during the 2014 elections increased as compared to both the 2010 Primary and General Election,” the state’s pre-trial brief reads. “North Carolina remains one of the more generous States for voters who wish to engage in early voting. None of these practices constitute severe burdens and are therefore constitutional.

“It is significant to note that none of plaintiffs’ experts has ever testified — and they continue to decline to testify — that [the law] will cause a decline in African American registration or turnout or how [the law] will otherwise deprive African Americans of an equal opportunity to participate in the political process and to elect representatives of their choice,” the state’s brief continues, arguing that the burdens associated with registering and voting are race-blind. “Plaintiffs’ argument is that minorities are entitled to either the equivalent of election law affirmative action or practices that are favored by political organizations dedicated to maximizing Democratic turnout.”

Voting rights advocates say comparing the 2010 and 2014 midterm elections is inappropriate, because the 2014 Senate race between Tillis and former Sen. Kay Hagan (D) was the costliest in U.S. history. They also point to data from Democracy NC that shows rejected ballots in the most recent election were disproportionately cast by African-Americans.

The NAACP is leading a “Mass Moral Monday March for Voting Rights” in Winston-Salem on the day the trial is scheduled to begin, to echo the thousands of protesters who turned out earlier for “Moral Monday” marches at the state capitol in Raleigh.

The case will be heard in the U.S. District Court for the Middle District of North Carolina and is expected to last for about two weeks. The plaintiffs also include the League of Women Voters and North Carolinians represented by Democratic power lawyer Marc Elias (who also represents Hillary Clinton’s presidential campaign), the Southern Coalition for Social Justice and the American Civil Liberties Union. The U.S. Department of Justice is also involved in the case, as is the law firm Kirkland & Ellis.
NC elections-law trial begins in Winston-Salem

Anne Blythe
July 13, 2015

WINSTON-SALEM

The Rev. William Barber, head of the NAACP and an architect of the high-profile protest movement challenging much of the Republican agenda in North Carolina, has spent two years dogging key legislative leaders and the governor about sweeping changes to the elections law.

On Monday, during the first day of a federal trial on whether key provisions of the 2013 overhaul pass constitutional muster, attorneys for the lawmakers had their chance to cross-examine Barber.

They asked the civil rights leader, who has described the federal trial as “our Selma,” whether he had told participants of an NAACP banquet to intentionally vote at the wrong precinct to skew numbers. Barber said he told voters to vote as they usually did, asking for provisional ballots if needed.

They also questioned him about comments he made during a pre-trial deposition about NAACP members having identification to vote in the organization’s elections.

Barber, one of seven witnesses to testify either in person or by video during the opening day of the trial, responded that his organization had paying members. He questioned, to laughter in the courtroom, whether attorneys for the lawmakers were suggesting that North Carolina have poll taxes again.

The present discussion of voting laws was steeped in the past.

“This case is grounded in a pivotal moment in North Carolina and U.S. history,” said Penda Hair, co-director of the Advancement Project, a racial justice organization representing the NAACP at the trial. “For many African Americans in this courtroom and outside, the fight for equal voting rights is not ancient history. It is lived experience. ... The struggle to gain the right to vote in this state has been an arduous, slow effort to overcome one barrier placed in the path of African Americans after another.”


But, he said, “the history of North Carolina is not on trial here.”
The law changes, he said, applied “equally to everyone, regardless of race.”

The lawyers arguing for and against the North Carolina’s election law overhaul will get 45 hours for each side.

In opening statements that lasted about an hour and a half, attorneys for the voters and the voting rights organizations challenging key aspects of the overhaul laid out a guide for what they expected to present in the coming weeks.

U.S. District Judge Thomas Schroeder, who will preside over the trial, has removed the Voter ID portion from the proceedings. The N.C. General Assembly amended that portion of the law, which until the change had been described as the most restrictive in the country.

Schroeder will rule in the case without a jury. In a packed courtroom where space limitations left many turned away from the first day of the trial, the judge heard from four witnesses in the morning who testified either in person or by video about their difficulties voting last year.

The U.S. Justice Department, NAACP, League of Women Voters and an organization representing young voters argue that the changes made by the GOP-led legislature two years ago were designed to disenfranchise minority and young voters, who often lean Democratic.

In addition to the adoption of a Voter ID law that required voters to present one of six approved photo identification cards to cast a ballot, North Carolina also adopted measures that:

- Scale back the number of days for early voting;
- End the process of registering and voting on the same day;
- Prohibit casting a ballot out of the precinct where the voter is registered; and
- Do away with preregistration programs for 16- and 17-year-olds.

The trial comes amid a time when Southern states are being called on to confront histories of discrimination and slavery – as in the recent debate in South Carolina over the furling of the Confederate flag.

The challengers to North Carolina’s election law overhaul argued in many ways that the measures push the state back toward the days of poll taxes and literacy tests at the voting booth.

Republicans who shepherded the changes through initially described the measures as ones meant to ensure clean and fraud-free elections. They also talked about cost savings in cutting down on the number of days for early voting.
On more than one occasion, witnesses and attorneys recalled the “Bloody Sunday” protest 50 years ago on the Edmund Pettis Bridge in Selma, Ala., where civil rights crusaders risked their lives to fight for the passage of the Voting Rights Act of 1965.

In 2013, the U.S. Supreme Court struck down the heart of the act when it ended a requirement that nine states with histories of discrimination, including North Carolina, get federal approval before altering voter laws.

The act served as a “fragile historical bridge” to a time 50 years ago when African-American voters were not largely represented at the voting booth.

But in the first decade of the new millennium, the state adopted early voting, pre-registration for teens and other changes that increased voting participation.

Thomas Farr, an attorney representing the state, said in his opening statements that none of the changes was any more discriminatory toward one race than the other. He said everybody has the same opportunity to vote, and he pointed out that other states in the country, such as New York, do not have early voting periods or out of precinct voting.

He also pointed to the 2014, when turnout was high with a high-profile U.S. Senate race on the ballot, as evidence that black voters had not been disenfranchised.

“What we’ve heard throughout this case is that this is another Selma and that’s a pretty strong accusation,” Farr said.

What had happened, Farr added, was that the legislature “enacted election regulations that represent the majority rule in the country.”

But Hair and other attorneys for the challengers argued that North Carolina’s history of discrimination puts it in a different category from that of many other states and the witnesses on the first day highlighted their distrust in the system that allowed them to cast provisional ballots in the previous election, for a variety of reasons, that did not end up counting toward the overall results.

Provisional ballots come into play when a race is down to the wire. They are counted after election day.

“These are voter suppressions in search of a pretext,” Hair said, recalling the scant evidence of fraud, the lack of detailed explanations from legislators why the changes were needed.

Maria Palmer, a Chapel Hill city council member and longtime Hispanic leader, talked about trying to help voters whose first language was not English understand the new rules. Palmer, like others who testified, said she often ran into confusing or inaccurate information from poll workers and election officials.
A Cleveland County man gave a detailed story about trying to vote after changing his registration through the DMV, then discovering at an early voting site that his registration did not appear.

The first day of the trial was capped by a march and rally, organized by the NAACP, through downtown Winston-Salem. Several thousand gathered in a church on Sunday night for a prayer service.
People Affected by H.B. 589

Rosanell Eaton (pictured on right), 93, has voted in North Carolina since the 1940s—back when she was forced to take a literacy test by reciting the Preamble to the Constitution without any errors before she could register to vote. Despite having voted for over 70 years and dedicating much of her adult life to helping others do the same, under North Carolina’s new law Eaton may be denied her right to vote. While Eaton has a certified birth certificate, a current North Carolina driver’s license, and a voter registration card—the names on all three documents are spelled differently or use different last names. Because the names on her various identifying documents don’t match her voter registration, Eaton’s right to vote will be abridged under H.B. 589 if she does not incur the time and expense to correct the names on these documents.

Maria Teresa Unger Palmer, age 53, is a Council Member representing the town of Chapel Hill and the first Latina elected official in North Carolina. The name on Palmer’s driver’s license does not match the name on her Social Security card, or her voter registration card, because of different combinations of her given and married names. If Palmer is unable to obtain identification that is sufficient to vote under the new voter identification requirements of H.B. 589, she will be disenfranchised come the 2016 election cycle. Palmer, who plans to run for re-election, must further make amplified efforts to educate the Latino members of her constituency on H.B. 589’s new regulations, and to ensure that they meet the new requirements to vote.

Carolyn Coleman (pictured on left), age 71, has been engaged with voter participation efforts for the last half century, working for the NAACP in various roles across multiple southern states. Coleman now serves a predominately African-American constituent base as an elected commission in Guilford County. During the preliminary injunction hearing for H.B. 589, Coleman testified to the court that she was “devastated” when she first learned about the changes to North Carolina voting laws enacted through the bill. “I felt like I was living my life all over again,” she said. “Everything that I worked for [over] the last 50 years was now almost being lost.” Coleman expressed concern for her constituents that lack the means or transportation to make multiple trips to register and vote, and the many more who will be discouraged or intimidated from the ballot box due to restrictive new regulations.

Jocelyn Andreka Ferguson-Kelly and Faith Jackson are both students at Winston-Salem State University, a historically Black college in North Carolina. Ferguson-Kelly is studying clinical laboratory science and Jackson is pursuing a degree in nursing. They both registered to vote in North Carolina and voted in 2012 at the polling place on campus; however, neither has the forms of accepted identification now required to vote under H.B. 589. Both Ferguson-Kelly and Jackson plan to vote in future elections and will have to incur substantial time and expense to obtain the required identification needed to regain their right to vote. They are also concerned that the provisions of H.B. 589, such as the elimination of same-day registration and cuts to early voting, will have a particularly chilling impact on students and youth voters like them.
Rev. Jimmie Hawkins (pictured on left) serves as the senior pastor at Covenant Presbyterian Church in Durham. For the past 18 years, Rev. Hawkins has led a predominantly African-American congregation of approximately 220 members. In this time, the congregation has participated in extensive voter engagement projects, including voter registration and “Souls to the Polls” efforts where the church provides transportation to early voting locations after Sunday services. With the elimination of a full week of early voting under H.B. 589, the timespan for “Souls to the Polls” has been cut in half, leaving Rev. Hawkins and his congregation with less time to provide voters needed transportation. With only one 15-passanger van, the congregation will either be burdened to pay for additional vehicle services or will be unable to reach all the voters who rely on them for transport in order to cast their ballots. But even more damaging, the Pastor described, is the message of non-inclusion sent by the law. For African American voters, Hawkins testified in court, voting is “not just a political activity; it’s personal,” he said, recounting having to sit up in the balcony in his town’s segregated movie theater well into the 1970’s, and the emotion of coming back home in college just to watch a movie down on the main floor. African Americans feel like they are being relegated back to the balcony by this law, and it evokes a visceral response.

Rep. Henry “Mickey” Michaux, Jr. represents NC House District 21, and was the first African-American to serve as Assistant District Attorney in the state, as well as the first African American in the South to serve as a United State Attorney. In a declaration for the court, Rep. Michaux expressed concerns for the many ways that H.B. 589 may inhibit in-person voting opportunities for his constituents and African-American voters across the state through truncated early voting and longer lines on Election Day. “In-person voting is the ultimate demonstration of [the] hard-won fight of Black citizens to obtain the right to vote after a history of denial in the State of North Carolina.” Michaux fears that H.B. 589 “turns back the clock and re-enacts barriers to voting, especially for African Americans.”

Mary Perry, 84, is a longtime voter, but has encountered long lines and difficulty in parking at her voting site in Raleigh during early voting. This has resulted in her having to park long distances from the voting site and then stand for extensive periods of time in lengthy lines. Perry prefers to vote in person because of its historical significance to African Americans and to ensure that her ballot is counted. Due to her advancing age, however, she is unable to stand for long periods of time or walk far distances. With the inevitable increase in congestion at voting locations due to the reduction in early voting days under H.B. 589, longer lines and loaded parking lots may inhibit Perry’s ability to cast her ballot in person.

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