Pressure for Change

How organized groups asserted their rights, 1964 to 1972

USH.6.5 "Explain the efforts of minority groups and women to assert their social, economic, and civic rights during this period."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline a barrier each group faced and circle an action people took against it. Number the changes they sought 1 to 3 in the order they appear.

Organizing for Rights

1. In 1964, volunteers traveled to Mississippi for Freedom Summer, a campaign to help Black residents register to vote. Local officials had used unfair tests and threats to keep many Black citizens from the polls. Volunteers opened Freedom Schools and helped people complete registration forms, while residents risked their jobs and safety to demand a voice in government. Their efforts drew national attention to voter suppression and helped build support for the Voting Rights Act of 1965.

2. Farmworkers in California faced low pay and dangerous working conditions. In 1965, Filipino American workers began a grape strike in Delano; Mexican American workers led by César Chávez and Dolores Huerta joined them. The workers and their supporters marched and urged shoppers to boycott grapes, putting pressure on growers beyond the fields. In 1970, several growers signed union contracts that raised wages and improved working conditions. Collective action helped workers claim more power over their economic lives.

3. Women also organized to challenge unequal opportunities. The National Organization for Women, founded in 1966, pressed employers and federal agencies to enforce the ban on sex discrimination in employment under the Civil Rights Act of 1964. Activists also pushed for Title IX, a 1972 law that barred sex discrimination in federally funded education programs. These efforts targeted access to jobs and schools, showing that legal rights needed organized pressure to change daily life.

2 ANSWER WITH EVIDENCE

Use the passage

1. How did Freedom Summer participants challenge a barrier to voting?

2. How did the grape boycott help farmworkers press for better conditions?

3. What actions did women's rights activists take to expand access to jobs and schools?

4. How did farmworkers and women's rights activists use different routes to pressure institutions?

3 YOUR TURN

Your own words

Imagine a group in 1975 challenging an unfair barrier not named in the passage. In three sentences, identify the group and barrier, propose two actions aimed at a decision-maker, and explain which right or opportunity could expand.

Pressure for Change

PART 1 · READ AND MARK

Underline a barrier each group faced and circle an action people took against it. Number the changes they sought 1 to 3 in the order they appear. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How did Freedom Summer participants challenge a barrier to voting?	**They helped Black residents register despite unfair tests and threats, drawing attention to voter suppression.**
2	How did the grape boycott help farmworkers press for better conditions?	**It brought shoppers into the campaign and put pressure on growers beyond the fields. Several growers later signed contracts that improved pay and conditions.**
3	What actions did women's rights activists take to expand access to jobs and schools?	**They pressed for enforcement of the ban on sex discrimination in employment and pushed for Title IX in education.**
4	How did farmworkers and women's rights activists use different routes to pressure institutions?	**Farmworkers struck and organized a boycott to pressure growers. Women's rights activists pressed employers and federal agencies to enforce a law and pushed for Title IX.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

In 1975, a group of Asian American residents who speak limited English could challenge a city hall that offers forms only in English. They could gather testimony and petition the city council for translated forms. These actions could make it easier for residents to use city services and take part in local decisions.

Accept answers that connect a group's actions to the barrier and right or opportunity described in the passage. For Part 3, accept plausible proposals that name a different barrier, two actions, a decision-maker, and a possible effect.