Pressure for Change

Compare how movements turn public attention into action.

USH.7.8 "Evaluate and compare various social and political movements from 1980 to the present."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline a tactic used by each movement and circle each movement's goal. Write 1 and 2 beside two sentences that help you compare the movements.

Three Movements, Different Paths

1 In 1987, people living with AIDS and their allies formed ACT UP in New York City. At the time, effective treatment was limited, and many patients faced stigma as well as a deadly illness. Members staged loud demonstrations at government offices and drug companies. They demanded faster access to experimental medicines and a voice in how research was conducted. Their pressure helped change how federal agencies reviewed drugs and included patients in research decisions. ACT UP used disruption to make a health crisis impossible to ignore, but its gains depended on years of organizing and scientific work, not protests alone.

2 Black Lives Matter began in 2013 after the acquittal of the man who killed Trayvon Martin. The movement grew through social media and street protests, especially after police killings of Black people. Its organizers called for an end to police violence and broader racial injustice. In 2020, protests after George Floyd's murder reached communities across the country. Like ACT UP, the movement used public pressure to demand change from powerful institutions. Unlike ACT UP's focus on medical research and treatment, Black Lives Matter sought changes in policing and public safety. Some cities revised police policies, but reforms varied widely, and activists continued to call for deeper change.

3 After a gunman killed 17 people at a high school in Parkland, Florida, in 2018, students helped launch March for Our Lives. They organized marches, spoke to lawmakers, and registered voters to press for stricter gun laws. Florida lawmakers raised the minimum age to buy a gun to 21 that year, although disagreements over gun policy continued. Like the other two movements, March for Our Lives turned personal loss into a public demand. Its student leaders stressed voting as a tool, alongside demonstrations. These movements differed in goals and targets, but all tried to turn attention into lasting policy change.

2 ANSWER WITH EVIDENCE

Use the passage

1. How were ACT UP's and Black Lives Matter's goals different, and what method did they share?

2. Compare how ACT UP and March for Our Lives tried to influence decisions made by people in power.

3. How did the results described for Black Lives Matter and March for Our Lives differ? What limit to change does the passage identify for each?

4. Which movement used voting most directly as a strategy? Compare that strategy with a tactic used by one other movement.

3 YOUR TURN

Your own words

Imagine a student group wants to improve access to mental health care in your community. In 5 to 6 sentences, propose a goal and two tactics drawn from two different movements in the passage, compare how the tactics could help, and name one obstacle.

Pressure for Change

PART 1 · READ AND MARK

Underline a tactic used by each movement and circle each movement's goal. Write 1 and 2 beside two sentences that help you compare the movements. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How were ACT UP's and Black Lives Matter's goals different, and what method did they share?	**ACT UP sought faster access to AIDS medicines and a voice in research. Black Lives Matter sought an end to police violence and broader racial injustice. Both used demonstrations to pressure institutions.**
2	Compare how ACT UP and March for Our Lives tried to influence decisions made by people in power.	**ACT UP demonstrated at government offices and drug companies to press for changes in treatment and research. March for Our Lives marched, spoke to lawmakers, and registered voters to press for stricter gun laws.**
3	How did the results described for Black Lives Matter and March for Our Lives differ? What limit to change does the passage identify for each?	**Some cities revised police policies, but reforms varied and activists wanted deeper change. Florida raised the minimum gun-buying age to 21, but disagreements over gun policy continued.**
4	Which movement used voting most directly as a strategy? Compare that strategy with a tactic used by one other movement.	**March for Our Lives registered voters to build influence through elections. By contrast, ACT UP used demonstrations at government offices and drug companies, or Black Lives Matter used social media and street protests.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our group would seek evening appointments at the community mental health clinic. Inspired by ACT UP, we would demonstrate outside a public health office to draw attention to long waits. Inspired by March for Our Lives, we would help eligible residents register to vote for local officials who could support clinic funding. A demonstration might get attention quickly, while voter registration could give our campaign influence in later elections. Neither tactic guarantees the clinic will have enough funding or trained staff. We would look for added appointment hours to judge whether our campaign worked.

Accept other passage-supported comparisons in Part 2. For Part 3, look for a specific new goal, two tactics linked to different movements, a comparison of their potential effects, and a plausible obstacle.