

Rights and Self-Rule

Compare two struggles for civil rights and sovereignty in the Western Hemisphere.

5.6c "Across time and place, different groups of people in the Western Hemisphere have struggled and fought for equality and civil rights or sovereignty."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline words or phrases that tell what each group wanted. Circle actions the groups took, then write 1 beside a goal about equality or civil rights and 2 beside a goal about sovereignty.

Two Paths to Rights

- ① In the 1800s, the Haudenosaunee, also called the Iroquois Confederacy, worked to protect their sovereignty in the northeastern United States and Canada. Sovereignty means the right of a people to govern themselves. Haudenosaunee nations had their own governments and laws. As settlers and governments took land and made decisions for them, Haudenosaunee leaders used councils, speeches, and agreements to defend their rights.
- ② In the United States during the 1950s and 1960s, African Americans challenged racial segregation, rules that separated people by race. They sought equality, meaning equal rights and chances under the law. People organized boycotts, marches, and court cases. In 1964, the Civil Rights Act banned segregation in many public places and job discrimination based on race, color, religion, sex, or national origin.
- ③ These struggles had different goals, but both groups sought greater control over their lives. The Haudenosaunee worked for sovereignty, including authority over their nations and lands. African Americans worked for civil rights, including equal treatment in public life. Their methods included speaking out, organizing people, and using laws. The passage of a law did not end unfair treatment, and both kinds of struggles continue today.

2 ANSWER WITH EVIDENCE Use the passage

1 How were the main goals of the Haudenosaunee and African Americans different?

2 Name one action the Haudenosaunee used and one action African Americans used to support their goals.

3 How did the Civil Rights Act of 1964 support the fight for equality?

4 Why does the passage say that struggles for rights can continue after a law is passed?

3 YOUR TURN Your own words

Create a four-sentence mini case about a made-up community in the Western Hemisphere. Name the community, tell whether it seeks equality and civil rights or sovereignty, describe two peaceful actions it takes, and explain why those actions fit its goal.

PART 1 • READ AND MARK

Underline words or phrases that tell what each group wanted. Circle actions the groups took, then write 1 beside a goal about equality or civil rights and 2 beside a goal about sovereignty. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How were the main goals of the Haudenosaunee and African Americans different?	The Haudenosaunee sought sovereignty, or authority to govern their nations and lands. African Americans sought civil rights and equal treatment in public life.
2	Name one action the Haudenosaunee used and one action African Americans used to support their goals.	The Haudenosaunee used councils, speeches, or agreements. African Americans used boycotts, marches, or court cases.
3	How did the Civil Rights Act of 1964 support the fight for equality?	It banned segregation in many public places and job discrimination based on race, color, religion, sex, or national origin.
4	Why does the passage say that struggles for rights can continue after a law is passed?	A law did not end unfair treatment, so people may still need to work for their rights.

PART 3 • YOUR TURN (SAMPLE ANSWER)

The Riverbend Nation wants sovereignty so it can make decisions about its community lands. Its leaders hold a council meeting and speak to government officials. Community members collect signatures supporting their right to govern local matters. These actions fit sovereignty because the group is asking for authority over its own community.

Accept equivalent descriptions of sovereignty as self-government and civil rights as equal treatment or equal rights. For the open response, accept a logical fictional community, a clearly identified goal, two peaceful actions, and an explanation connecting the actions to the goal.