

ZOOT SUIT RIOTS

LESSON PLAN

LESSON OVERVIEW

Fashion is often an expression of personal or group identity. In the 1940s, the “zoot suit” became closely associated African American, Mexican American, and Filipino American youth. In this lesson plan, students will learn about the Zoot Suit Riots of 1943 in Los Angeles, California, and how they sprang from deep-rooted tensions between white Americans and Mexican American youth. By examining primary and secondary sources from the period, including photographs and newspaper accounts, students will gain multiple perspectives on the issues surrounding the Zoot Suit Riots.

Note: This lesson plan uses the Stanford History Education Group's [Reading Like a Historian Framework](#). This method teaches students how to explore primary source documents and investigate historical questions by employing strategies such as sourcing, contextualizing, corroborating, and close reading. To see this process in action, watch this [video series](#) available on the Teaching Channel.

GRADES

7–12

OBJECTIVES

- Analyze the underlying causes of the Zoot Suit Riots.
- Analyze primary documents in order to recount multiple perspectives on the Zoot Suit Riots.

LESSON PROCEDURE

1. Warm-up:

The purpose of this section is to generate student interest in the lesson.

- Project the photographs of the zoot suit and of more typical adult white men’s fashion. Indicate that the zoot suit was a style that was popular among urban youth of color, especially Mexican American youth in the 1940s.
 - Ask students to describe in detail the clothing featured in the images.
 - Ask students what differences they see between the images.
 - Ask students why some young Mexican Americans might have worn the zoot suit style.
- Project the photograph “Crowd Gathers Around Beaten and Stripped Pachuco” and allow students to describe the image. Explain that this photograph was taken during the nine-day Zoot Suit Riots that took place in Los Angeles, California, in 1943.
- Transition by saying that students will watch a video clip exploring how zoot suits became a flashpoint for deep underlying racial tensions between whites and Mexican Americans in the 1940s.

2. Video and Discussion of Its Themes:

The purpose of this section is to discuss the events and themes presented in the video.

- Watch the clip from *Latino Americans* Episode 3: “War and Peace” (17:50–24:09) and have students complete the video worksheet.
- Once the students have completed the worksheet, ask the following questions:
 - What were the major events and who were the major players mentioned in this video? What is their significance?
 - What was the filmmakers’ point of view? How does this point of view affect the presentation of facts, events, and people?

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3. Build Background Knowledge:

The purpose of this section is to familiarize students with the events and underlying causes of the Zoot Suit Riots. This knowledge will help them in the exploration of primary source documents.

- If your students need more historical context beyond what was discussed in the video, provide the document “Governor’s Citizen’s Committee Report on Los Angeles Riots,” giving students time to read it.
- Remind them of the following facts:
 - During World War II, Los Angeles was home to several military bases. Many of the white soldiers and sailors stationed there had had no previous contact with Latino cultures.
 - In August 1942, José Díaz was found unconscious near Sleepy Lagoon, a local swimming hole near Los Angeles.
 - Six hundred Mexican American youths, targeted because of the zoot suits they wore, were rounded up by police in connection with the case.
 - Eventually, seventeen of the youths were arrested in connection with the case, and nine were convicted of the murder. The presiding judge would not allow the defendants to get new clothes or haircuts before the trial. Their convictions were later overturned due to improprieties in the proceedings, and the case was never solved.
 - At this time, the media targeted zoot suiters as part of a general panic about juvenile delinquency. Los Angeles authorities and the press criminalized many Mexican American youths.
 - Keep in mind that not *all* Mexican Americans wore zoot suits. Zoot suit culture was very much a youth-driven subculture that was not accepted by the Mexican American middle class and created generational tensions within families. Many Mexican American parents didn’t like their children dressing this way.

4. Exploration of Primary Documents:

In this section, students will use a Historical Thinking Chart to explore primary sources that describe the story of the Zoot Suit Riots. In preparation, make copies of each of the documents. These may then be posted around the room for a gallery walk, or the teacher can choose to make copies of all of the documents for all students. The Historical Thinking Chart is set up so that the teacher can decide which documents to present to the students (the main consideration being the amount of time the teacher can dedicate to the activity). The exploration can also be modified by telling students that they must explore a set number of documents within the time allotted.

- Pass out the blank Historical Thinking Chart.
 - If necessary, introduce students to the terms **sourcing**, **contextualization**, **corroboration**, and **close reading** as steps historians take to paint a full picture of any historical event and be critical consumers of information.
- If doing a gallery walk, bring students’ attention to the posted documents, and explain that they will circulate around the room reading the documents and filling out the notes template for each one. Give students at least thirty minutes to rotate around the room.
- Alternately, the teacher may give students copies of all the selected documents to work on individually or in small groups.
- Optional: Have students complete a Primary Source Worksheet for each corresponding document.

5. Discussing the Documents:

The purpose of this section is to explore the events and themes more deeply.

- Bring the class back together. If students were not able to see all of the documents in the time allotted, you may want to give them a few minutes to share notes with other students who were able to see documents they did not get a chance to view.
- Explore different responses to the question, “What were the underlying causes of the Zoot Suit Riots?” Rather than determining a “right” answer, encourage students to formulate their own theories and justify them using evidence from the documents.

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6. Closing:

The purpose of this section is to give students a chance to synthesize their thoughts independently in writing.

- Give students the following writing prompt:
What were the underlying causes of the Zoot Suit Riots? Use evidence from the class discussion and from at least two documents to write a paragraph supporting your thesis.
- Give students time to compose their paragraphs.

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WARM-UP WORKSHEET



Young man wearing a zoot suit, 1944. Shades of L.A. Collection, Courtesy Los Angeles Public Library.



Portrait of a man wearing a suit, 1940s. Kim Vintage Stock/Alamy Stock Photos.

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WARM-UP WORKSHEET

CROWD GATHERS AROUND BEATEN AND STRIPPED PACHUCOS, JUNE 7, 1943.

AP Photo.



VIDEO WORKSHEET

DIRECTIONS

Answer the following questions using the information provided in the episode.

1. How did the labor shortages caused by massive enlistments impact Latinos on the home front?
2. Who was Carmen Garola? What does her story reveal about the experiences of Latinos during World War II?
3. Why were racial tensions an outcome of defense industry growth in urban areas?
4. What connotations did the “zoot suit” and “pachuco” labels have in Los Angeles?

BUILDING BACKGROUND KNOWLEDGE WORKSHEET

CALIFORNIA GOVERNOR'S CITIZENS' COMMITTEE REPORT ON LOS ANGELES RIOTS, 1943.

Courtesy Digital History.

Following the Zoot Suit Riots in Los Angeles, California's governor, Earl Warren, created a committee dedicated to finding the cause of the riots. Below are excerpts from the committee's report.

There are approximately 250,000 persons of Mexican descent in Los Angeles County. Living conditions among the majority of these people are far below the general level of the community. Housing is inadequate; sanitation is bad and is made worse by congestion. Recreational facilities for children are very poor; and there is insufficient supervision of the playgrounds, swimming pools and other youth centers. Such conditions are breeding places for juvenile delinquency. . . .

Mass arrests, dragnet raids, and other wholesale classifications of groups of people are based on false premises and tend merely to aggravate the situation. Any American citizen suspected of crime is entitled to be treated as an individual, to be indicted as such, and to be tried, both at law and in the forum of public opinion, on his merits or errors, regardless of race, color, creed, or the kind of clothes he wears.

Group accusations foster race prejudice, the entire group accused wants revenge and vindication. The public is led to believe that every person in the accused group is guilty of crime.

It is significant that most of the persons mistreated during the recent incidents in Los Angeles were either persons of Mexican descent or Negroes. In undertaking to deal with the cause of these outbreaks, the existence of race prejudice cannot be ignored. . . .

On Monday evening, June seventh, thousands of Angelenos, in response to twelve hours' advance notice in the press, turned out for a mass lynching. Marching through the streets of downtown Los Angeles, a mob of several thousand soldiers, sailors, and civilians, proceeded to beat up every zoot suiter they could find. Pushing its way into the important motion picture theaters, the mob ordered the management to turn on the house lights and then ranged up and down the aisles dragging Mexicans out of their seats. Street cars were halted while Mexicans, and some Filipinos and Negroes, were jerked out of their seats, pushed into the streets, and beaten with sadistic frenzy. If the victims wore zoot suits, they were stripped of their clothing and left naked or half-naked on the streets, bleeding and bruised. Proceeding down Main Street from First to Twelfth, the mob stopped on the edge of the Negro district. Learning that the Negroes planned a warm reception for them, the mobsters turned back and marched through the Mexican cast side spreading panic and terror.

Throughout the night the Mexican communities were in the wildest possible turmoil. Scores of Mexican mothers were trying to locate their youngsters and several hundred Mexicans milled

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around each of the police substations and the Central Jail trying to get word of missing members of their families. Boys came into the police stations saying: “Charge me with vagrancy or anything, but don’t send me out there!” pointing to the streets where other boys, as young as twelve and thirteen years of age, were being beaten and stripped of their clothes . . . not more than half of the victims were actually wearing zoot suits.

A Negro defense worker, wearing a defense-plant identification badge on his workclothes, was taken from a street car and one of his eyes was gouged out with a knife. Huge half-page photographs, showing Mexican boys stripped of their clothes, cowering on the pavement, often bleeding profusely, surrounded by jeering mobs of men and women, appeared in all the Los Angeles newspapers. . . .

At midnight on June seventh, the military authorities decided that the local police were completely unable or unwilling to handle the situation, despite the fact that a thousand reserve officers had been called up. The entire downtown area of Los Angeles was then declared “out of bounds” for military personnel. This order immediately slowed down the pace of the rioting. The moment the Military Police and Shore Patrol went into action, the rioting quieted down.

QUESTIONS

1. According to the report, what were the living conditions for Latinos of Mexican descent in Los Angeles?
2. What does the report suggest about the prevalent attitudes in the city toward these individuals?
3. According to the report, how was it known that the riot was not a spontaneous event?
4. How does the report describe the riot?
5. What ended the riot?

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PRIMARY SOURCE WORKSHEET

“YOUTH GANGS LEADING CAUSE OF DELINQUENCIES,” LOS ANGELES TIMES, JUNE 2, 1943.

Los Angeles Times.

Gene Sherman wrote the following account of young gangs in Los Angeles prior to the Zoot Suit Riots.

Fresh in the memory of Los Angeles is last year’s surge of gang violence that made the “zoot suit” a badge of delinquency. Public indignation seethed as warfare among organized bands of marauders, prowling the streets at night, brought a wave of assaults, finally murders.

Gang activities constitute an important part of the juvenile delinquent problem in Los Angeles. Next to “desire for adventure and employment” the Police Department lists gangs as the chief cause of delinquency.

Many Over 18 in Gangs

There are, however, two exceedingly important things to remember when dealing with gangs—a large group of the membership of gangs comprises youths over 18 years of age and although many gang members wear “zoot suits,” thousands of “zoot suit” wearers are non-delinquents.

At the beginning of the year it was estimated that there were 30 gangs in the country, including approximately 750 juvenile boys.

This estimate is at variance, however, with the police statistics, which blame gang activity for the booking of 811 juveniles last year and the investigation (without booking) of 115 more.

Mark of “Distinction”

Although “zoot suits” became a uniform of delinquency because of their popularity among the gangs, their adoption by some of the city’s youth was more a bid for recognition, a way of being “different,” in the opinion of Heman G. Stark, County Protection Office chief of delinquency prevention. Stark and Superior Judge Robert H. Scott of Juvenile Court concur in the belief that the formation of gangs was an outgrowth of a feeling of inferiority on the part of minority groups.

Whitfeiffer, executive-secretary of the Council of Social Agencies, points out that, between native-born youths of native-born parents and native-born youths of foreign-born parents, the latter always poses the greater delinquency problem.

Language Marks Difference

Juvenile files repeatedly show that a language variance in the home—where the parents speak no English and cling to past culture—is a serious factor of delinquency. Parents in such a home lack control over their offspring. Motives for gang warfare are ridiculous in adult eyes but sometimes lead to planned and bloody fighting. One youth rallied his gang when a member of another East

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Side band made disparaging remarks about his automobile. A knife fight almost resulted when a member of one gang bumped into a member of another on Main St.

Many of the gang fights reported in newspapers have been planned conflicts with clubs, rods, lengths of pipe, knives and even guns—planned much like a football contest would be.

Detective Work Started

Using the gang idea, much has been done to direct the energies of groups of idle boys into constructive channels.

A plumber on Third Street not long ago was troubled by boys who broke his windows and raided other stores in the block. The plumber corralled the leader of the group, invited the whole group to have dinner with him, planned the organization of a club and personally raised money for athletic equipment. Window-breaking ceased and the merchants had the fun of backing a winning softball team!

The gang theory is used to superlative advantage in the Boy Scouts, Wood-craft Rangers, Campfire Girls and other youth organizations. Juvenile officers report instances where whole gangs, engaged in assorted depredations, have been formed into merit-badge-winning Scout troops. . . .

PRIMARY SOURCE WORKSHEET

LUPE ANGUIANO, ORAL HISTORY INTERVIEW BY VIRGINIA ESPINO, APRIL 6, 2011.

Courtesy Center for Oral History Research, University of California, Los Angeles.

My brother [Andrew Anguiano] was drafted. He really volunteered to go to World War II, and all my cousins went to serve in the war. My brother was the one that had the hardest time because he served in the infantry and was under [General George S.] Patton. He worked under Patton. He was in the invasion of Sicily, and so it's a miracle that he's alive. His story is just an incredible story, of his service in the war. Also my cousins, all of them went to war, all of them were.

I knew that there were gangs in Oxnard, but we always stayed away from gangs. My brothers were always very protective of us, and then I had cousins that were my age, José Sanchez and Ruben, Ruben Castro, who has been awarded for all of his social contributions and all. They were very protective of us, and so they would alert us to what some of the guys did, and they were there when we—they protected us from being abused.

Then there was the Pachuco area. That's where the Pachucos were. I remember I really liked Esperanza's brother, Tony Pillado. He was one of the ones—oh, I was starry-eyed about Tony Pillado, and he was a Pachuco. He ended up in jail, and I remember going with Esperanza to visit him. I think Tony Pillado's boots are still in the sheriff's case as a Pachuco.

During that time, I remember Point Hueneme was established and the sailors would come. Then they were all running around and going to the show, and sometimes some of the sailors took advances. For example, if we'd be in the show, they'd come and want to put their arms around us, and, boy, that caused—the guys, our friends, there were fights over that. Then a lot of the police would then break up these fights between the sailors and some of our friends, but then the police always protected the sailors and then they would imprison some of our friends. So that wasn't very fair.

Lupe Anguiano, interviewed by Virginia Espino, April 6, 2011. Center for Oral History Research, University of California, Los Angeles, <http://oralhistory.library.ucla.edu/>.

QUESTIONS

1. In what ways were the wartime experiences of Lupe Anguiano's family similar to the those of others in the United States during World War II?
2. How was Anguiano able to avoid gang association in Oxnard, California?
3. At the end of the interview, Anguiano discusses the events that led to the Zoot Suit Riots. From her perspective, how did the sailors' behavior create tensions between white and Latino communities?
4. According to Anguiano, what role did the police play heightening in those tensions?

PRIMARY SOURCE WORKSHEET

LILIA ACEVES, ORAL HISTORY INTERVIEW BY VIRGINIA ESPINO, DECEMBER 19, 2008, AND FEBRUARY 26, 2009.

Courtesy Center for Oral History Research, University of California, Los Angeles.

Espino

Do you think people started to spend more money on their clothing? Because it seems like at the same time that's when young men were taking more pride in their clothes and the whole drapes or the zoot suit.

Aceves

Well, no, the zoot suiters were always proud of how they dressed. But I remember one time being in the California Theatre, because we just went to the Spanish-speaking theaters, with my mother or the comadre that used to go to the bingo or the keno every week or so. We walked from where we lived down to the California, and the Million Dollar [Theatre] was Spanish-speaking, the Mayan Theatre was Spanish-speaking, and there was another one over there on Grand Street. I can see it. But anyway, I remember sitting there in the California in a movie and the sailors coming in, and there was a lot of commotion and all of that. Later on I realized that the sailors had come in and were, I don't know—anyway, but there was a lot of fighting between the pachucos and the sailors. I mean, at this point I really don't understand it, why the sailors here are going to war, they were going to go to war, they were sailors, there was a war going on. Why did they get this animosity against the pachucos? Unless it was just strictly racism, they were coming from the South or, I don't know. I read a lot about it. I read Carey McWilliams's books and some other books, but I still to this day don't quite understand it except that it's racism.

Espino

Did you know anybody who was hurt or got into an entanglement with the sailors?

Aceves

Well, they talked about it. I had a couple of friends that talked about it, but just that way, you know, "They came and they picked us up and los agarramos de chingazos," and stuff like that, but no real details. By that time we were all grown up. So I do remember friends saying going from one territory to another territory and getting all beaten up and landing, and it took forever to get well. I mean, there was the same thing here that's going on right now, that—but in those days there weren't so many guns. I mean, there were chains, but that's about the most I ever saw. I remember one time coming back from the movies. The Dorkal was right there on 7th Street, and there were bars all along 7th Street. I remember walking and somebody coming out of the bar and there was some shooting, and I remember I was with a neighbor and she just says, "Duck! Duck!" But I didn't see anything. I heard the shooting, and I heard the noise, but that's about it. I don't remember the details, whether I even saw them or I didn't see them or was I traumatized. I don't remember that.

Espino

You said earlier that you weren't really part of the pachuco group and you weren't really part of the—

Aceves

Well, this was in high school. Yes, in high school that was already toward the end of the pachuco era, but some of them still dressed that way and there was still the Temple. And the guys from Temple, they all worked as--well, I don't know about all of them, but some of them worked in some highfaluting restaurants as waiters, and they earned pretty good money. I know because I remember one of the gals went around with one of them, and I know that some of them didn't like Lencho at all, I don't know for what reason. But I guess when we get together it's so much to talk about; we forget to ask all the details.

Espino

Did you have an opinion about them, about the pachucos, positive or negative, or do you remember feeling any—

Aceves

No, I didn't. I know that a lot of people thought that they were not a part of the Mexican tradition to be proud of, but I myself didn't—like I say, by the time '45—I'm not too sure exactly. I guess we could look into exactly the dates. But I remember even them joking a lot about the fingertip jackets. I remember having some—there was Murry's store on 3rd and Broadway or something like that, and they would make tailor-made clothes. Well, you bought the clothes and then they would tailor-make them for you, and I remember getting some fingertip suits, suits with a fingertip jacket.

Lilia Aceves, interviewed by Virginia Espino, December 19, 2008, and February 26, 2009. Center for Oral History Research, University of California, Los Angeles, <http://oralhistory.library.ucla.edu/>.

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PRIMARY SOURCE WORKSHEET

SOLDIER'S LETTER TO THE EDITOR, *TIME* MAGAZINE, JULY 12, 1943.

TIME Magazine.

Below is a letter to the editor of TIME magazine from a soldier in Nebraska. The soldier was not on the scene of the Zoot Suit Riots but was commenting from afar.

“To a soldier who has been taken from his home and put in the Army, the sight of young loafers of any race, color, creed, religion or color of hair loafing around in ridiculous clothes that cost \$75 to \$85 per suit is enough to make them see red. You know they are loafers because no business house would allow them to work in such fantastic outfits. If the Mexicans and Negroes and all the rest of the zoot-suit fraternity want to avoid trouble, there is a very simple way. Just get out of a zoot suit and into a uniform or a pair of overalls.”

— Letter from a soldier

PRIMARY SOURCE WORKSHEET PRIMARY SOURCE WORKSHEET

CAREY MCWILLIAMS, ORAL HISTORY INTERVIEW BY JOEL GARDNER, JULY 13, 1978.

Courtesy Center for Oral History Research, University of California, Los Angeles.

Gardner

One question that occurs to me in relation to it all, and is not even on my two-page list of questions, is the relationship among the racial communities. In other words, the Zoot Suit Riots were a Chicano riot particularly, although some blacks were involved.

McWilliams

Yes, that's right.

Gardner

Yet, everywhere else the riots were white and black . . .

McWilliams

That's right.

Gardner

. . . during that time. Is there any reason why blacks were not included, didn't include themselves or weren't included by the mobs during the zoot suit riots?

McWilliams

Well, I think blacks were doing relatively better, of course, at that period of time than the Mexican Americans were doing. Jobs were plentiful and so forth. Mexican Americans had a lot of grievances, because a large number were drafted because the number that had draft deferral jobs was minimal. So more were drafted proportionately. The removal of the Japanese Americans had created further problems so far as manpower was concerned. As a matter of fact, the railroads had begun to recruit blacks from Louisiana; they brought in quite a number. And I think they were doing relatively better. So I don't know why they didn't get into this to a greater extent, but they were a fringe element in this thing. And the relationship between blacks and Mexican Americans was not very—it just never had been cultivated.

Gardner

Despite the fact that in many cases the neighborhoods were contingent.

McWilliams

That is right.

Gardner

Nor, on the other hand, were there problems between them. There were just no relations at all.

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McWilliams

I think it was more a question of their just never having established any kind of working relationship. I think that would be my impression.

Gardner

Do you want to describe just offhand something [of] what the riots were, how they came about and so forth?

McWilliams

Of course, there were a lot of soldiers and sailors moving in and out of Los Angeles. And there was a problem about housing; there were shortages. Shortages were all over the place in connection with rental units and you name it. These sailors began to mill around and were looking, I guess, for trouble or excitement, as sailors have a habit of doing. They began to go into some of these areas, and one thing led to another. There were some scuffling and some fighting. Then the next night the sailors came back in bigger force in taxicabs, and they began to chase Mexican American zoot suiters, particularly in the downtown theaters. They'd barge into the downtown theaters, and drag them out of the theaters, and work them over, and all that sort of thing. And the zoot suit costume was an incitation to these mobs that were roaming the city. They went on for about a week before it quieted down.

Gardner

And no one did anything about it.

McWilliams

Not very much. The police were sort of looking the other way when this was going on. They didn't do much of anything about it. And the tone of the press was very bad, very bad. Even after the governor's report was issued, the tone didn't improve too much. They had begun using words like "pachuco" to describe them, rather than Mexican Americans. It wasn't very much of an improvement.

Carey McWilliams, interviewed by Joel Gardner, July 13, 1978. Center for Oral History Research, University of California, Los Angeles, <http://oralhistory.library.ucla.edu/>.

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PRIMARY SOURCE WORKSHEET

“ZOOT SUIT ARMY ‘SURRENDERS’ IN LOS ANGELES,” SWEETWATER REPORTER, JUNE 12, 1943.

Courtesy Sweetwater Reporter.

**Zoot Suit Army
‘Surrenders’ In
Los Angeles**

LOS ANGELES, June 12 — (UP) — Zoot-suit rioting ended today in unanimous expressions of regret and good will. The sharpies and slick chicks themselves made the overtures.

Six cars packed with 53 representatives of East Side gangs hoisted American flags and white banners of truce above the radiators and paraded through the downtown area to central police headquarters.

“We’re good Americans,” they told Capt. Joe Reed, administrative officer. “We’re not Mexicans or anything else. And we want you to know we’re passing the word along to cut out the rough stuff.”

Reed guaranteed police cooperation and took eight of them home himself when he decided their automobiles were overloaded.

The entire metropolitan area was quiet, with only scattered disturbances which normally would not be noted.

Symbolic of the change was Luis “The Chief” Verdusco, 27-year-old master of an eight-suit zoot wardrobe. Jailed earlier this week he wore a neat outfit and the ducktail hairdo of the zoot clan.

Appearing yesterday for arraignment on a charge of violating the deadly weapon act, he had a neat haircut and a regulation suit.

“I’m through with zooting”, he said.

Army and navy officials earlier had called off soldiers and sailors who had been ripping the clothes off the zoot suiters in an attempt to halt the fighting.

Maj. Gen. Maxwell, commander of the southern sector of the western defense command, said adequate punishment by a military court would follow for soldiers guilty of street fighting.

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CLASSROOM ACTIVITIES, ASSIGNMENTS, AND FURTHER RESOURCES

CURATE A MUSEUM EXHIBITION

Gather images and documents that indicate the barriers faced by Latinos in acquiring rights and opportunities in the U.S. during and immediately after World War II. Make a similar exhibition for one of the following groups: women, African Americans, American Indians, or Japanese Americans. Compare and contrast the struggles of the two groups.

Groups may present their exhibitions as PowerPoint presentations or print images to create physical exhibitions.

ASSIGNMENT PROMPTS

- Using your textbooks or other sources, research the treatment of African Americans who served in the military during World War II. Write a brief essay explaining the differences between African Americans' service and Latinos' service. Conclude your essay by providing evidence for these differences.
- While Latinos faced barriers to equality and full citizenship during World War II, they also made gains in civil rights during this time. Write a brief essay describing how Latinos successfully challenged racism and segregation on the home front.
- Using your textbooks or other sources, examine the strategies employed by African Americans post-World War II to gain their civil rights. Using the provided primary source documents and the video, examine the strategies employed by Latinos. Write a brief essay identifying the two groups' strategies and conclude with an evaluation of the most effective strategy.
- Historians often collect articles of clothing to represent a time period, an event, or a particular culture. Either in a group or individually in writing, reflect on what items of clothing they would choose to teach future generations about today's youth and what values or concepts these items convey.