

US History II (1865-Present)

(SOC STDY 7)

Learning in Place, Phase IV

May 15 – June 5



Norfolk Public Schools
The cornerstone of a proudly diverse community

Name: _____

School: _____

Teacher: _____

United States History 1865-Present: Learning in Place, Phase IV

May 18-22

✓	Task	Text	Write
	Why were the many aspects of the Civil Rights Movement important?	Document 1	<p>As you read, answer the following questions for each of the four sections:</p> <ol style="list-style-type: none"> What do you already know about this? How is this relevant to your life? Which words do you not understand? What is the most important detail in this section? <p>After you read, write a paragraph answering the question: How did these four aspects of the Civil Rights Movement change people's lives in the United States?</p>
	How can Americans with disabilities have equality?	Document 2 Document 3	<p>As you read Document 2, evaluate whether each principle of IDEA helps students. Explain whether you agree or disagree with each of the six main principles.</p> <p>As you read Document 3, list the things that make Michael Arnold different from other students.</p> <p>Then, answer the following questions with complete sentences.</p> <ol style="list-style-type: none"> Do you think students or teachers treat one another differently because of how they look, walk or talk? Why do you think that is? If you met Michael, what would you say to him? What are some misunderstandings about people who do not talk a lot, or who do not answer quickly? Can you think of other reasons people might be treated differently even if they want to be treated like everyone else? give examples
	Newspaper Article: Women in the workplace	Document 4 Document 5	<p>As you read, answer the following questions for both Documents 4 and Document 5:</p> <ol style="list-style-type: none"> What do you already know about this? How is this relevant to your life? Which words do you not understand? What is the most important detail in this section? <p>After you read, write a newspaper article that illustrates the struggles of women to gain equal treatment in employment. Compare and contrast the inequalities experienced during the 1960's and 1970's with any inequalities still being experienced today.</p> <p>Your article should include examples of discrimination in hiring practices, lower wages for women than for men doing the same job, and new options and advancement for women in business and public service.</p>

May 25 - 29

✓	Task	Text	Write
	How were different communities affected by automobiles?	Task 6	1. Examine Documents A and B and the provided claim that answers the driving historical question. Then, support the claim with evidence from both documents. In complete sentences, provide your reasoning/argument for why the evidence supports the claim. Use additional paper if necessary.
	How was space technology affected by the Cold War?	Document 7	2. Examine Document 7 and answer the following questions using complete sentences: a. Which two countries were involved in the “Space Race?” How do you know? b. What symbols are in the cartoon? What are they symbols of? c. Who is driving the “EXPLORER” car and what or who does he represent?
	Why was Katherine Johnson an important figure in recent American history?	Document 8	3. Read the passage. Then, write an essay about why Katherine Johnson is an important figure in American history. Your essay should answer the following questions: 1. Where and when was Ms. Johnson born? 2. What was her favorite subject in school? 3. At what age did she go to college? 4. What college did she attend? 5. At what age did she graduate college and what did she study there? 6. What jobs were available to her (and women like her) at that time? 7. What is NASA? What did she do for them? 8. Why is Katherine Johnson important to American history?

June 1- 5

✓	Task	Text	Write
	How do the Immigration policies of the late 1800s and of the present differ?	Documents 9 and 10	<p>1. Examine Documents 9 and 10 and answer the questions about immigration in the United States.</p> <p>Document 9</p> <ul style="list-style-type: none"> a. How has the number of immigrants changed from 1880 to 2020? b. How has the percentage of immigrants to the total U.S. population changed from 1880 to 2020? c. Why do you think the immigrant population decreased from 1910-1970? d. Why would the number of immigrants increase exponentially from 1970-2020? <p>Document 10</p> <ul style="list-style-type: none"> a. Read the excerpt and answer the questions that follow. Then, Choose two groups of people that were described in the article. How was their experience of the event similar? How was it different? Write a response that compares the perspectives of two groups of people using details from the article. (length: Write at least three paragraphs.)
	Explain how policies to protect the global environment are affected by the debate over climate change. .	Document 11	<p>2. After reading answer the following questions:</p> <ul style="list-style-type: none"> a. What policies did the World leaders put into place to protect the environment during the United Nations Climate Action Summit? b. What was Greta Thunberg’s reaction to the policies made?

Document 1

(1) Plessy v. Ferguson Court Case

Plessy v. Ferguson, 163 U.S. 537, was a landmark decision of the U.S. Supreme Court that upheld the constitutionality of racial segregation laws for public facilities as long as the segregated facilities were equal in quality – a doctrine that came to be known as "separate but equal". The decision legitimized the many state laws re-establishing racial segregation that had been passed in the American South after the end of the Reconstruction Era.

(2) Brown v. Board of Education of Topeka, 347 U.S. 483 (1954),^[1] was a landmark decision of the U.S. Supreme Court in which the Court ruled that U.S. state laws establishing racial segregation in public schools (which existed in almost half the states) are unconstitutional, even if the segregated schools are otherwise equal in quality. Handed down on May 17, 1954, the Court's unanimous (9–0) decision stated that "separate educational facilities are inherently unequal," and therefore violate the Equal Protection Clause of the Fourteenth Amendment of the U.S. Constitution. However, the decision's 14 pages did not spell out any sort of method for ending racial segregation in schools, and the Court's second decision in Brown II (349 U.S. 294 (1955)) only ordered states to desegregate "with all deliberate speed."

(3) The NAACP or National Association for the Advancement of Colored People was established in 1909 and is America's oldest and largest civil rights organization. It was formed in New York City by white and black activists, partially in response to the ongoing violence against African Americans around the country. In the NAACP's early decades, its anti-lynching campaign was central to its agenda. During the civil rights era in the 1950s and 1960s, the group won major legal victories, and today the NAACP has more than 2,200 branches and some half a million members worldwide.

(4) The Voting Rights Act of 1965 is a landmark piece of federal legislation in the United States that prohibits racial discrimination in voting. It was signed into law by U.S. President Lyndon B. Johnson during the height of the civil rights movement on August 6, 1965, and Congress later amended the Act five times to expand its protections. Designed to enforce the voting rights guaranteed by the Fourteenth and Fifteenth Amendments to the United States Constitution, the Act secured the right to vote for racial minorities throughout the country, especially in the South.

Document 2

Individuals with Disabilities Education Act

By law, states are required to educate students with disabilities IDEA provides financial support for state and local school districts. School districts must comply with six main principles set out by IDEA:

- Every child is entitled to a free and appropriate public education (FAPE).
- When a school professional believes that a student between the ages of 3 and 21 may have a disability that has substantial impact on the student's learning or behavior, the student is entitled to an evaluation in all areas related to the suspected disability.
- Creation of an Individualized Education Plan (IEP). The purpose of the IEP is to lay out a series of specific actions and steps through which educational providers, parents and the student themselves may reach the child's stated goals.
- That the education and services for children with disabilities must be provided in the least restrictive environment, and if possible, those children be placed in a "typical" education setting with non-disabled students.
- Input of the child and their parents must be taken into account in the education process.
- When a parent feels that an IEP is inappropriate for their child, or that their child is not receiving needed services, they have the right under IDEA to challenge their child's treatment (due process).

<https://www.apa.org/advocacy/education/idea/>

Document 3

I'm Smart in a Different Way: A high school student with Down Syndrome talks about his world -- and his life at school.

Teaching Tolerance: Issue 26, Fall 2004 MICHAEL ARNOLD

Down Syndrome is a "chromosomal anomaly." That means my chromosomes made a mistake when I was being made that caused a "structural" difference in my cells. Structure is the way something is made. The number of my chromosomes is different. The way they are put together in my cells is different from most other people's.

When chromosomes from my mom and dad came together to make me, a normal chromosome broke. The broken piece moved and stuck onto another chromosome. No one knows why. This is rare and doctors called it "spontaneous translocation." So in my cells, I have a short chromosome and the long one with the extra piece stuck on it. That is why I have Down Syndrome.

Besides my cell structure, and a few quirks we all have, I am just like everyone else! I go to school, like sports, have feelings, have different interests and things I like to do, and have lots of friends. I have some things that I need help with. I learn differently than some people do, but I am able to learn many things.

Sometimes it takes me longer to process incoming information, form my thoughts, and communicate with you. If you have introduced yourself and I know you, I don't forget who you are. Sometimes I know you because I have seen you but don't know your name. I have a great memory and will remember you!

So when you see me, don't think that I don't know who you are. Tell me "Hi" and I'll do my best to answer you! I want to be friendly! Sometimes I look away from you so I can concentrate and process what you've said to me. It doesn't

mean I'm not interested or don't understand. That kind of frustrates me.

I am bashful, quiet and don't talk much unless I am very comfortable. I have a large tongue because of Down Syndrome. That makes it harder for me, than most people, to breathe and talk clearly. That's probably one reason I don't talk much. I'm afraid you won't understand me, might ask me to repeat what I said, or might make fun of me. It's frustrating, so I just don't talk a lot. Some people confuse "not talking much" with "not knowing very much." That isn't true. I know a lot!

I try to do many different things, so I am very brave. I'm in your class, aren't I? When I'm in regular classes, I learn about the subject. Also, I learn how to fit into the mainstream of life with you.

When I'm learning things or taking directions, it's easier for me if information is broken into basic tasks or chunks. Getting the answer or information back to you takes me a

little longer. So sometimes it's helpful if there are different ways for me to do these things. That could mean talking, pointing, drawing, locating and showing things, selecting items or answers, or many other ways.

It frustrates me because some people think that I don't know or understand things when I do. I'm smart, too, but maybe in a different way. We just need to figure out easier ways for us to talk!

Besides my cell structure, and a few quirks we all have, I am just like everyone else!

So remember my report the next time you meet or see someone who isn't like you. Everyone is different. We are all unique individuals. No two are the same. God made us that way so we would have variety and be more interesting!

<https://www.tolerance.org/magazine/fall-2004/im-smart-in-a-different-way>

Document 4

The 1960s: A Decade of Change for Women

 By [Kenneth T. Walsh](#)

It was a decade of extremes, of transformational change and bizarre contrasts: flower children and assassins, idealism and alienation, rebellion and backlash. For many in the massive post-World War II baby boom generation, it was both the best of times and the worst of times.

There will be many 50-year anniversaries to mark significant events of the 1960s, and a big reason is that what happened in that remarkable era still resonates today. In the 1960s, deep cultural changes were altering the role of women in American society. More females than ever were entering the paid work-force, and this increased the dissatisfaction among women regarding huge gender disparities in pay and advancement and sexual harassment at the workplace.

One in 5 women with children under 6 and nearly one fourth of women whose children were over 16 held paid jobs in the Sixties. Their pay, however, was 60 percent of the male rate. In 1966, the National Organization for Women was formed.

Gradually, Americans came to accept some of the basic goals of the Sixties feminists: equal pay for equal work, an end to domestic violence, curtailment of severe limits on women in managerial jobs, an end to sexual harassment, and sharing of responsibility for housework and child rearing.

Over time, the feminist trends of the Sixties took hold and over the subsequent decades changed relationships between the genders. "Most young women, at least in the middle class, expected to have access to the same careers and to receive the same compensation as men," wrote historians Maurice Isserman and Michael Kazin in *America Divided: The Civil War of the 1960s*. "It was no longer surprising to see women leaders in formerly 'men's' fields like television production (Oprah Winfrey), diplomacy (Secretary of State Madeleine Albright), or the Supreme Court (Justices Sandra Day O'Connor and Ruth Bader Ginsburg). Even conservative Republicans recruited female candidates and urged them to be as aggressive on the stump as men."

Document 5

How Roles Have Changed for Women in the Military

 by Norwich University Online

World War II

Women found themselves pressed into ever greater service during World War II, having access to a variety of roles as pilots, drivers, and mechanics, as well as their traditional positions. The war saw almost half a million women in uniform in both theaters of the conflict.

The valuable role women played in World War II, and President Harry Truman's drive for change in the military led to the passage of the

Women's Armed Services Integration Act. For the first time, women were recognized as full members of the American military and could claim benefits as a result. Women who chose to serve could make a career for themselves in the Army or Navy.

Korean and Vietnam Wars

Tens of thousands of women volunteered in the Korean and Vietnam wars, primarily as nurses. During this time, women also made strides

across all branches of service, donning Marine and Air Force uniforms to serve alongside their sisters in the Army and Navy.

Korean and Vietnam Wars

Tens of thousands of women volunteered in the Korean and Vietnam wars, primarily as nurses. During this time, women also made strides across all branches of service, donning Marine and Air Force uniforms to serve alongside their sisters in the Army and Navy.

Post-Vietnam War

The late 1960s brought significant social changes to the United States, many of them led by women. The Women's Rights movement fought for equality in the workplace, carved out a place for women in the political arena, and opened further opportunities in higher education.

The military also made changes to the treatment of women, specifically by allowing them into the service academies. This change occurred more than two years after Norwich University, the nation's oldest private military college, granted women access to the Corps of Cadets. Women enrolling in the Corps of Cadets and service academies were monumental for their role in the military, as for the first time, they could achieve officer status, placing them in positions of leadership and authority within all branches of the military.

The 1990s

After a relatively quiet decade, the American military sprang into action during the first Gulf War in 1991. Women served with distinction in the war, and female pilots finally won the right to fly combat missions. By the end of the decade, women served on combat ships and flew warplanes from American aircraft carriers. Women did suffer a setback in 1994, when Secretary of Defense Les Aspin refused to allow women to serve in units whose primary purpose was ground combat.

The 2000s

The early 21st century has provided continued success for women in the military. Colonel Linda McTague became the first female

commander of a fighter squadron, while women in the Army and Marines edged ever closer to full combat duty.

In January 2013, Secretary of Defense, Leon Panetta, lifted the ban on women in combat roles and gave the military two years to complete integration. By August 2015, two women completed the prestigious Army Ranger School, leading to a decree from the Pentagon that all combat jobs must be open to women. The decision to open combat jobs to women is groundbreaking, not only because it expands the roles women can take in the military, but also because it opens opportunities for women to advance into the highest ranks of the military.

Examining the developing role of women in military history shows favorable momentum towards positions of high ranking officials held by females in the near future. As the evolution of women in the military continues, the United States is on a powerful track towards fully leveraging the power, intelligence, and influence of female military leaders.

Task 6

Task: Use Documents A and B to address the following question:

After World War II, more families owned cars and governments spent more money building roads. Interstate highways made it easier to travel longer distances in automobiles. This changed the way many people lived.

Driving Historical Question: *How were different communities affected by automobiles?*

Part A: Closely examine Documents A and B and determine what is important in each document by answering the accompanying question(s).

Document A

Aerial view of Park Forest, Illinois, 1952
Courtesy of Chicago Historical Society



After World War II, suburban housing developments spread across the landscape on a scale never before imagined, at a distance from the city never before acceptable. Park Forest, Illinois, one of the largest privately built communities in the country, opened in 1948. It was more than 30 miles from the jobs and services of downtown Chicago. The car influenced both the physical layout of the development and the daily lives of its residents.

Using Document A, describe the impact of automobiles on suburban communities.

Document B

Expressways, Congestion, and Urban Renewal

In the 1950s, Chicago built expressways that linked the suburbs with the center of the city. Intended to ease traffic flow, these high-speed corridors instead drove away residents and businesses and tore apart inner-city neighborhoods. The construction of the Congress Expressway involved the demolition of 250 buildings in the Loop alone and displaced thousands of households, at a cost of \$6.2 million a mile.

The cars pouring into Chicago had to park somewhere. In the 1950s, the city acquired enough land to build 74 garages that held over 14,000 cars. The number of parking garages grew until 1972. That year the city passed an ordinance banning new parking-garage construction in an effort to discourage people from driving downtown.

African Americans on Chicago's South Side, Mexicans and other recent immigrants on the West Side, and older immigrant communities on the Northwest Side all lost homes, neighborhoods, and livelihoods to highway construction. Chicago residents were not able to stop the construction of a new highway until 1972, when the city threatened to tear down more than 30,000 housing units to build the Crosstown Expressway.

Chicago's leaders saw expressway building as a way to clear slums. Between 1948 and 1956, more than 6,000 Chicago families lost their homes to "highway takes." Most of the new expressways went through poor and minority neighborhoods, like this one at 45th and Wentworth, which was demolished for the new 14-lane Southside Expressway (now called the Dan Ryan). Soon dubbed the world's busiest expressway, the Southside created a barrier between inner-city black and ethnic white neighborhoods.

National Museum of American History

<http://americanhistory.si.edu/america-on-the-move/city-and-suburb>

Using Document B, describe the impact of automobiles on urban communities. _____

Part B.

- Read the claim that is provided.
 - Support the claim with **at least 3** different pieces of evidence from the documents. These are facts that support the claim.
 - In complete sentences, provide your reasoning/argument for why the evidence supports the claim.
 - Use additional paper, if necessary.

Driving Historical Question: How were different communities affected by automobiles?

Claim: Automobile transportation after 1945 encouraged new neighborhoods in the suburbs and destroyed some neighborhoods in urban areas.

<i>Reasons</i>	<i>Evidence</i>

Document 7



Document 8

Katherine Johnson was an African American mathematician who worked for NASA from 1953 until 1986. She was a human computer. In a time when minorities held very few jobs in mathematics and science, Johnson was a trailblazer. Her work in calculating the paths for spaceships to travel was monumental in helping NASA successfully put an American in orbit around Earth. Then her work helped to land astronauts on the Moon.

What Was Katherine Johnson's Early Life Like?

As a very young girl, she loved to count things. She counted everything, from the number of steps she took to get to the road to the number of forks and plates she washed when doing the dishes.

Johnson was born with a love for mathematics. At a young age, she was very eager to go to school. Johnson vividly remembered watching her older siblings go to school, wishing so much that she could go with them. When Johnson finally did start school, she so excelled that by age 10, she was in high school. By age 15, she'd started college!

What Did She Study in College?

At West Virginia State College, Johnson became immersed in the math program. She loved being surrounded by smart people, she said, and knew all of the professors and students on campus. One of her math professors, the renowned Dr. William W. Schiefflin Claytor, recognized Johnson's bright and inquisitive mind. "You'd make a great

research mathematician," he told her. (A research mathematician does many things, one of which is solving large math problems.) Then Claytor helped her become one.

Johnson said, "Many professors tell you that you'd be good at this or that, but they don't always help you with that career path. Professor Claytor made sure I was prepared to be a research mathematician."

Claytor made sure that Johnson took all of the math classes she needed to pursue her life's passion. He even created a class about the geometry of outer space—just for her. Geometry is the study of lines, angles and shapes.

At age 18, Johnson graduated with very high grades and degrees in mathematics and French.

What Did She Do After College?

When Johnson graduated from college, the United States was still segregated. During this time, "segregation" meant that different races were separated from each other in many places and activities. African Americans were rarely able to have jobs in mathematics and science. It was also very unusual for women of any race to have degrees in mathematics. At that time, the only professional job available to Johnson after graduation was teaching. She taught school for a number of years but stopped when she married and had children. In 1952, she started teaching again to support her family after her husband became ill.

How Did She Get to NASA?

When Johnson was 34 years old, she applied for a job at the National Advisory Committee for Aeronautics, or NACA. NACA was the name of the government agency that later became NASA. In the early to mid-1950s, NACA was just beginning its work on studying space. The NACA was hiring women—including African Americans—to be "computers." These female computers calculated the mathematics for the engineers who were working on the space program. The first time Johnson applied, all of the jobs were already filled. She was disappointed, but she didn't give up. Johnson applied the following year, and that time the agency offered her a job. She took it and worked with a large group of women who were all computers like herself.

What Did She Do for NASA?

As Johnson worked on math problems with the other female computers, she would ask questions. She didn't want to just do the work—she wanted to know the "hows" and the "whys," and then the "why nots." By asking questions, Johnson began to stand out.

Women were not allowed to attend meetings with the male engineers and scientists. Johnson wanted to go to these meetings to learn more about the projects, so she went. She became known for her training in geometry and began to work with teams made up of men. Eventually, she was recognized as a leader, and the men increasingly relied on her to have the answers they needed.

In 1958, NACA officially became NASA. Shortly thereafter, Johnson became part of the space team. She began calculating the flight path, or trajectory path, for the rocket to put the first American in space in 1961. That American was astronaut Alan Shepard. The engineers knew when and where they wanted Shepard's space capsule to land, but the tricky part was to calculate when and where the rocket would have to launch. Johnson figured it out! And in February 1962, her calculations helped put the first American into orbit around Earth. His name was John Glenn.

In September 1962, President John F. Kennedy charged the country to send a man to the Moon. The math calculations for sending a man to the Moon were similar to those for putting a man into orbit. But this time, a *lot* more calculations were involved. This mission would include a crew of three astronauts launching from Earth to the Moon; two astronauts landing on the Moon; and then all three returning successfully back to Earth.

Johnson worked with the NASA team to figure out where and when the rocket needed to be launched to put it on the right path to land on the Moon. Once again, Johnson’s calculations were instrumental in NASA’s success. With the information she provided, astronauts walked on the Moon for the first time on July 20, 1969. They returned safely to Earth on July 24, 1969. All of this happened, in part, because of Johnson and her love of mathematics.

What Did She Do After NASA?

Katherine Johnson retired from NASA in 1986. In 2016, she received honorary doctorates in science from West Virginia University and West Virginia State University.

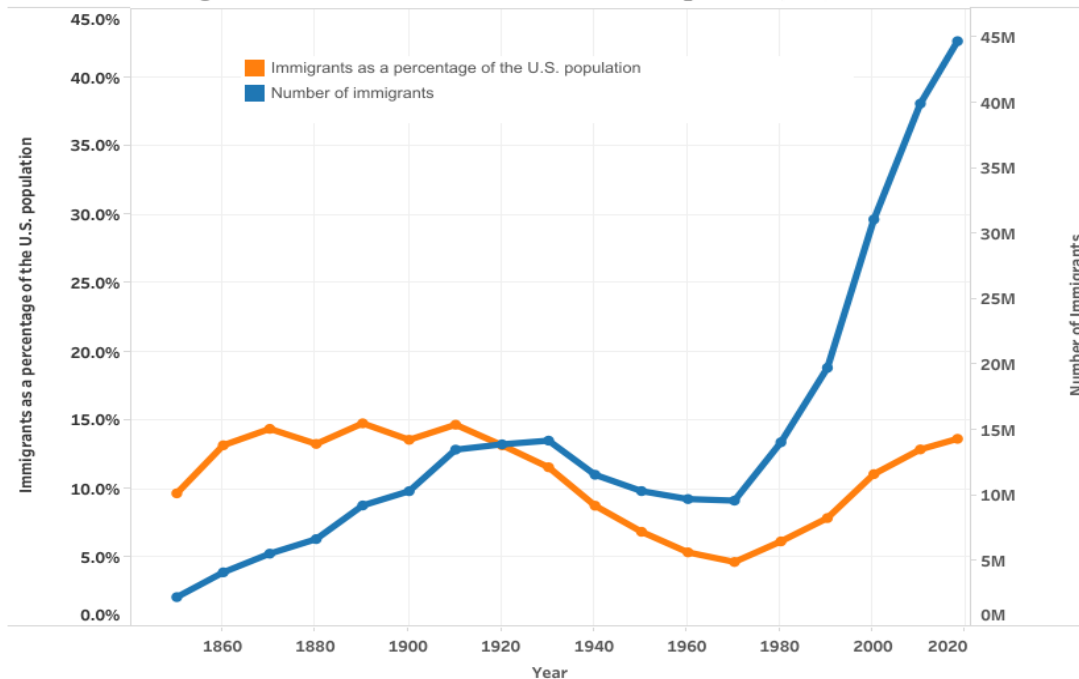
During her retirement, she enjoyed traveling, playing bridge (a card game), and spending time with her family and friends. She also liked to talk to students about school. She told students to keep studying and to work hard. She encouraged students to learn more about mathematics and science—and to never give up on their dreams.

How Long Did Katherine Johnson Live?

Katherine Johnson was born in 1918 in White Sulphur Springs, West Virginia. She died on Feb. 24, 2020. She was 101 years old.

Document 9

Number of Immigrants and Their Share of the Total U.S. Population, 1850-2018



Document 10

The checkered history of immigration in the United States

WASHINGTON, D.C. — For more than 200 years, people have been immigrating to the United States from other countries. Sometimes there are many immigrants, other times there are fewer. The number depends on how open the U.S. government is to immigrants. It also depends on the mood of the country and world events.

There are many factors that affect immigration laws. The need for workers can make a difference. If there is dislike for people of a different race or religion this can also have an effect. Other factors include the availability of jobs and national safety concerns.

Alan Kraut is a historian at the American University. He says that the United States is pulled between being generous and looking at its own needs. We have the image of the Statue of Liberty welcoming all people. At the same time, we argue about who gets to be here, he says.

President Donald Trump is making moves to build a border wall. He is also considering restricting refugees, or people fleeing from danger in their homelands, from coming to the United States. Now is a good time to look at how immigration has shaped our nation.

United States Most Welcoming For Its First 100 Years

The nation began to make immigration laws not long after the United States won independence from Britain, says a researcher named D'Vera Cohn.

One law from 1790 only allowed "free white persons" of "good moral character" who had lived in the United States for at least two years to become citizens. They required noncitizens to live in the United States for 14 years before becoming citizens.

The United States was mostly welcoming for its first 100 years.

But it brought in slaves, too. Slaves were people who were brought to the United States against their will from parts of Africa. These people were treated as property, not citizens. In 1870, people of African origin gained citizenship rights. Still, though they were given the right to vote, many were not allowed to in southern states because of locally enforced laws.

The years from 1820 to 1870 saw many newcomers from Northern and Western Europe, mostly German and Irish. These immigrants provided much-needed labor. About one-third came from Ireland, where people wanted to leave because at the time, there was not enough food for everyone.

The gold rush and jobs on the transcontinental railroad also attracted Chinese immigrants.

Newcomers Attacked Over Race and Religion

Some people did not want these new immigrants here. They used differences of race and religion as excuses for attacking them.

Starting in 1875, the United States began to put restrictions on the types of immigrants it would allow. People with criminal records, people with diseases and people who were against the government were some of the people who were not allowed to come. Fewer immigrants were allowed to come from China. The new laws even allowed Chinese people who lived in the United States to be forced to go back to China.

There was a need for workers, but the new immigrants were not always welcomed.

Between 1881 and 1920, more than 23 million people came to the United States. They came mostly from Southern Europe and Eastern Europe, from countries such as Italy, Russia, Ukraine and Poland. Traveling across the Atlantic Ocean was cheaper than ever and businesses in the United States were looking for workers.

Then came the Great Depression. Stricter laws were passed and the number of immigrants coming to the United States decreased for a long time. Limits called quotas were put in place for how many people were allowed to come in from each nation.

Fears of Terrorism

Then, in 1965, the U.S. government put in place a new immigration law. It began to let in immigrants who already had relatives in the United States or had skills needed by employers. Since then, most immigrants have come from Asia and Latin America rather than Europe, according to Cohn.

Immigration started growing again. The immigrant population reached 43.3 million people in 2015.

The 1965 law is still the foundation of the U.S. immigration system. But there have been big changes made to deal with rising concerns about immigration without permission and terrorism. One law allowed people who had immigrated without government permission to become legal citizens. Other laws have allowed the government to turn away immigrants if the government is worried about terrorism.

And now, President Donald Trump's interest in building a wall at the U.S. -Mexican border and his consideration of a plan to suspend the U.S. program for admitting refugees show there is still plenty of tension around immigration and national safety.

https://newsela.com/read/immigration-primer/id/26268/?collection_id=339&search_id=32ff4159-17fb-4d0a-b199-14cfd34c1198

Document 11

UNITED NATIONS — Dozens of world leaders touted their efforts to reduce greenhouse gas emissions at the United Nations Climate Action Summit Monday, September 23. However, they were largely upstaged by youth activists angry at officials for not doing enough to prevent a catastrophic heating of the planet.

The summit failed to produce new commitments from the world's largest countries to cut carbon pollution.

16-Year-Old Addresses U.N.

Sixteen-year-old Swedish activist Greta Thunberg delivered a blunt and emotional speech at the summit. She criticized leaders for their "empty words."

"We are in the beginning of a mass extinction and all you can talk about is money and fairy tales of eternal economic growth. How dare you?" Thunberg said. "If you choose to fail us, I say we will never forgive you."

Some 70 smaller countries pledged to boost their pollution reduction targets beyond what they agreed to under the 2015 Paris Climate Agreement. That agreement commits countries to holding down the increase in global temperature. President Barack Obama committed the United States to participating in the agreement. However, in 2017 President Donald Trump announced plans to withdraw.

The 70 countries that made the pledge on Monday are fewer than half of the nearly 200 that are part of the Paris Agreement. Dozens of others promised to slash emissions over the long term. Other leaders pledged to set aside billions in climate funding for developing countries. There were commitments to shift away from coal and get to net-zero emissions from some heavy industries. Getting to net-zero is finding ways to cancel out the carbon emissions being made.

No New Plans To Fight Climate Change

None of the major economies most responsible for global warming delivered new plans to cut carbon dioxide and other greenhouse gases.

Indian Prime Minister Narendra Modi promised to ramp up his nation's adoption of renewable energy. He did not mention any changes in India's reliance on coal, however. Coal is the greatest contributor to India's carbon emissions.

The country currently emitting the most greenhouse gases is China. It also disappointed many at the summit. It sent a representative who said the country would meet its Paris pledge. However, it detailed no plans for further improvements next year.

Leaders Are Tone Deaf

Laurence Tubiana is a French economist who was a key negotiator of the 2015 Paris Agreement. She heads the European Climate Foundation. She saw some progress at Monday's summit in the growing number of countries and companies pledging to move toward a carbon-free economy.

However, political leaders' response to youth protesters "is so weak that I am distressed," she said. "Their response is 'we are listening,' but I think they are tone deaf."

Despite a number of promising pledges, the gathering clearly fell short of the outpouring of decisive action U.N. Secretary-General Antonio Guterres had sought.

"Young people, rightly fearful for their futures, have called this moment a line in the sand, the moment for leaders to unite behind the science," said Christiana Figueres. She is the former executive secretary of the United Nations Framework Convention on Climate Change. "We saw some progress today, but most governments are still in the paradigm of incrementalism."

In one indication of the frayed state of leadership, several world powers were absent from the summit. These included Brazil, Australia and Japan.

Guterres had asked leaders "not to come with fancy speeches, but with concrete commitments." He had offered speaking time only to those countries taking the most ambitious actions in line with current science. That dictates a 45 percent reduction in greenhouse emissions by 2030 and carbon neutrality by mid-century to stave off catastrophe.

"It is my obligation, our obligation to do everything to stop the climate crisis before it stops us," Guterres said. By the end of the day, he had declared the summit a success.

The lack of participation by the United States was seen as a major setback. The U.S. is the world's largest economy and responsible for spewing the most planet-warming emissions over time.

Trump made a brief, unexpected appearance at the summit. Asked later why he had stopped by, he said, "I believe in clean air and clean water. Very simple."

The U.N.'s World Meteorological Organization released a new report September 22. It found that 2015 to 2019 is on track to be the hottest such period on record. Temperatures are already 1.1 degrees Celsius higher than in pre-industrial times, with no peak in emissions in sight.

The Paris Agreement aims to keep global warming "well below" 2 degrees Celsius, and within 1.5 degrees if possible. However, without dramatically stronger action to slash emissions, the planet is likely to warm 3 degrees or more.

Youths File Formal Complaint

After her remarks Thunberg, with 15 other young people, filed a formal U.N. complaint against five of the world's most powerful countries. The complaint said that the nations' failure to tackle climate change is a violation of their rights as children.

More youth-led protests were planned for Friday, September 27.