



# Struggles for Justice

## Objectives

1. Describe the efforts of African American leaders to fight discrimination.
2. Describe the life of Mexican Americans and the challenges they faced.
3. Explain why some Americans called for limits on Japanese immigration.
4. Discuss the problems facing religious minorities.

## Main Idea

African American leaders took different approaches to the problems of segregation and discrimination.

## Prepare to Read

### Reading Skill

#### Identify Central Problems

**From the Past** Understanding the problems of the past helps you understand the reactions of people from that time. As you read, identify problems and restate them in your own words. Think about how people of that time responded and how people today might respond to similar problems.

### Vocabulary Builder

#### High-Use Words

submit, p. 661

crisis, p. 664

#### Key Terms and People

Booker T. Washington, p. 660

W.E.B. Du Bois, p. 661

lynching, p. 661

parochial school, p. 665

anti-Semitism, p. 665

★ **Background Knowledge** After Reconstruction, African Americans in the South lost many rights. Jim Crow laws led to segregation in public places. In this section, you will see how African Americans and other groups opposed discrimination.

## African Americans

African Americans faced discrimination in the North as well as in the South. Landlords often refused to rent homes in white areas to African Americans. Across the nation, they were restricted to the worst housing and the poorest jobs.

**Booker T. Washington** During this time, educator Booker T. Washington emerged as the most prominent African American. Born into slavery, Washington taught himself to read. Later, he worked in coal mines, attending school whenever he could. In 1881, Washington helped found the Tuskegee Institute in Alabama. The school offered training in industrial and agricultural skills.

Washington advised African Americans to learn trades and seek to move up gradually in society. Eventually, they would have money and the power to demand equality. Washington declared:

“No race can prosper till it learns that there is as much dignity in tilling a field as in writing a poem. It is at the bottom of life we must begin, and not at the top. Nor should we permit our grievances to overshadow our opportunities.”

Washington's practical approach won the support of business leaders such as Andrew Carnegie and John D. Rockefeller. They helped him build trade schools for African Americans. At the same time, Presidents sought his advice on racial issues.

**W.E.B. Du Bois** W.E.B. Du Bois (doo BOYS) had a different view. A brilliant scholar, Du Bois was the first African American to receive a Ph.D. from Harvard University. He agreed with Booker T. Washington on the need for "thrift, patience and industrial training." However, Du Bois criticized Washington for being willing to accept segregation:

“So far as Mr. Washington apologizes for injustice, North or South, does not rightly value the privilege and duty of voting . . . and opposes the higher training and ambition of our brighter minds,—so far as he, the South, or the Nation, does this,—we must unceasingly and firmly oppose them.”

—W.E.B. Du Bois, *The Souls of Black Folk*

Du Bois urged blacks to fight discrimination rather than patiently submit to it. In 1909, he joined Jane Addams and other reformers in forming the National Association for the Advancement of Colored People, or NAACP. Blacks and whites in the NAACP worked for equal rights for African Americans.

**Campaign Against Lynching** In the 1890s, more than 1,000 African Americans in the South and elsewhere were victims of lynching, or murder by a mob. The epidemic of violence worsened after the depression of 1893. Often, jobless whites took out their anger on blacks.

### Vocabulary Builder

**submit** (sahb MIHT) v. to yield; to give up power or control



### Identify Central Problems From the Past

Identify the central problems facing African Americans in the late 1800s. How did people of the time respond to those problems?

### History Interactive

#### Booker T. Washington and W.E.B. Du Bois

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## Two African American Leaders

### Two African American Leaders

Booker T. Washington (left) was the most prominent African American leader of his day. He urged African Americans to work patiently to move up in society. W.E.B. Du Bois (right) admired Washington but criticized many of his ideas. Rather than patiently accepting discrimination, Du Bois urged African Americans to fight it actively.

**Critical Thinking: Contrast** How did Washington's and Du Bois's ideas about how to fight segregation differ?

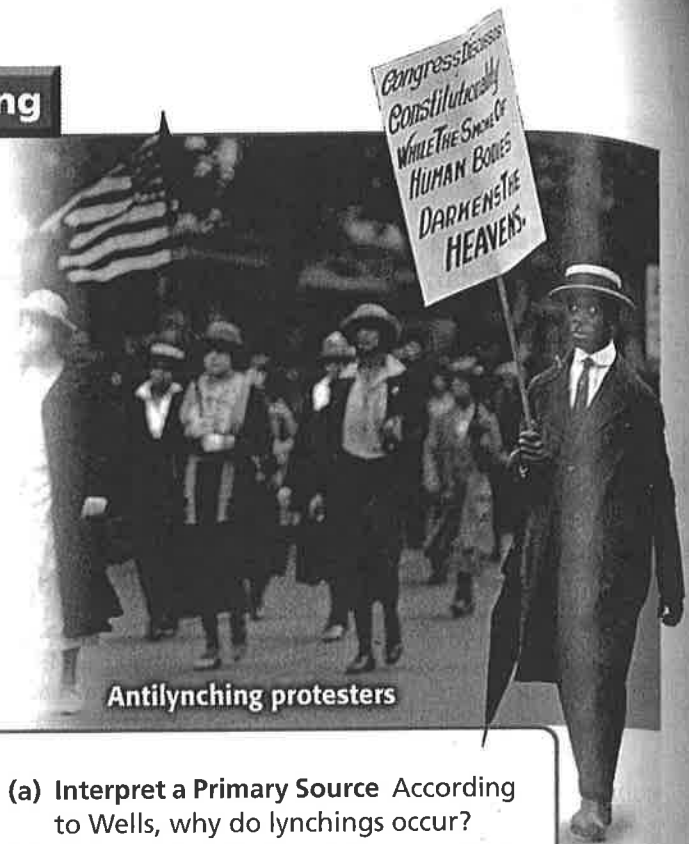
Booker T. Washington

W.E.B. Du Bois

## Ida B. Wells Fights Against Lynching

“The real purpose of these savage demonstrations is to teach the Negro that in the South he has no rights that the law will enforce. Samuel Hose [a lynching victim] was burned to teach the Negroes that no matter what a white man does to them, they must not resist. . . . The daily press offered reward for [Hose’s] capture and . . . incited the people to burn him as soon as caught.”

—Ida B. Wells, “Lynch Law in Georgia,” 1899



Antilynching protesters

### Reading Primary Sources

#### Skills Activity

In 1895, journalist Ida B. Wells published an analysis that exposed the truth about the lynching of African Americans.

- Interpret a Primary Source According to Wells, why do lynchings occur?
- Compare Ida Wells is often classified as a muckraker. How was her work similar to the work of Jacob Riis?

The murders outraged Ida B. Wells, an African American journalist. In her newspaper, *Free Speech*, Wells urged African Americans to protest the lynchings. She called for a boycott of segregated streetcars and white-owned stores. Wells spoke out despite threats to her life.

**Setbacks and Successes** Few white Progressives gave much thought to the problems faced by African Americans. President Wilson ordered the segregation of workers in the federal civil service. “Segregation is not humiliating, but a benefit,” he told protesters who came to talk to him.

Despite obstacles, some African Americans succeeded. Scientist George Washington Carver discovered hundreds of new uses for peanuts and other crops grown in the South. Sarah Walker created a line of hair care products for African American women. She became the first American woman to earn more than \$1 million.

Black-owned insurance companies, banks, and other businesses served the needs of African Americans. Black colleges trained young people for the professions. Churches like the African Methodist Episcopal Church became the training ground for generations of African American leaders.

**Checkpoint** On what grounds did W.E.B. Du Bois disagree with Booker T. Washington?

## Mexican Americans

By 1900, about half a million Mexican Americans lived in the United States. Like African Americans, Mexican Americans often faced legal segregation. In 1910, the town of San Angelo, Texas, built new schools for its Anglo children. Mexican children were forced to go to separate, inferior schools. When Mexican children tried to attend one of the new schools, officials barred their way.

**Increased Immigration** In 1910, revolution and famine swept Mexico. Thousands of Mexicans fled into the United States. They came from all levels of Mexican society. Many were poor farmers, but some came from middle-class and upper-class families.

At first, 90 percent of Mexican immigrants settled in the Southwest. In time, the migration spread to other parts of the country. People who could not find work in the Southwest began moving to the Midwest and the Rocky Mountain region.

**Daily Life** Mexican immigrants often worked as field hands, built roads, or dug irrigation ditches. Some lived near the railroads they helped build. Still others worked in city factories under harsh conditions. They were paid less than Anglo workers and were denied skilled jobs.

Like other immigrants, Mexican Americans sought to preserve their language and culture. They created barrios, or ethnic Mexican American neighborhoods. Los Angeles was home to the nation's largest barrio. Its population almost tripled between 1910 and 1920.

Within the barrio, Mexican immigrants and Mexican Americans took many steps to help each other. Some formed mutualistas, or mutual aid groups. These groups worked like other immigrant aid societies. Members of mutualistas pooled money to pay for insurance and legal advice. They also collected money for the sick and needy.

**Checkpoint** Why did emigration from Mexico rise after 1910?



## Main Idea

The growing Mexican American population faced prejudice but found support in close-knit communities.

## Mexican Americans Helping One Another

Like other groups, Mexican Americans formed mutual aid groups. Members of a mutualista in Arizona are shown marching in a parade (bottom left). Below is the symbol of the Cruz Azul Mexicana, or Mexican Blue Cross, which aided poor families.

### Critical Thinking: Draw

**Conclusions** Why were mutual aid groups like these important to Mexican American communities?



## Japanese Brides Arrive in the United States

The Gentlemen's Agreement between President Roosevelt and Japan allowed Japanese wives to join their husbands who were already in the United States. Here, a group of Japanese women arrive at San Francisco.

**Critical Thinking: Clarify Problems** What problem was Roosevelt trying to solve by allowing Japanese women to enter the United States?



## Main Idea

As large numbers of immigrants arrived from Japan, some Americans called for limits on Japanese immigration.

## Vocabulary Builder

**crisis** (KRĪ sihs) *n.* turning point; situation involving great risk

## Asian Americans

As you learned in the previous chapter, the Chinese Exclusion Act of 1882 kept Chinese from settling in the United States. Employers on the West Coast and in Hawaii began hiring workers from other Asian countries, mainly the Philippines and Japan.

**Japanese Immigrants** More than 100,000 Japanese entered the United States in the early 1900s. Most went first to Hawaii to work on sugar plantations. When the United States annexed Hawaii in 1898, many Japanese decided to seek a better life on the mainland.

Many of the newcomers were farmers. They settled on dry, barren land that Americans thought was useless. Through hard work, the Japanese made their farms profitable. Soon, they were producing a large percentage of southern California's fruits and vegetables.

**A Gentlemen's Agreement** Prejudice against Asians was high. In 1906, San Francisco forced all Asian students, including Japanese children, to attend separate schools. When Japan protested the insult, the issue threatened to cause an international crisis.

Unions and other groups put pressure on President Theodore Roosevelt to limit immigration from Japan. Because Roosevelt did not want to antagonize a growing naval power, he tried to soothe Japanese feelings. He condemned the segregated schools and proposed that if San Francisco ended segregation, he would restrict Japanese immigration.

In 1907, Roosevelt reached a "Gentlemen's Agreement" with Japan. Japan would stop any more workers from going to the United States. The United States, in exchange, would allow Japanese women to join their husbands who were already in the country.

Anti-Japanese feeling remained high. In 1913, California banned Asians who were not American citizens from owning land.

**Checkpoint** What was the Gentlemen's Agreement?



## Religious Minorities

Religious minorities also faced prejudice. As you have read, the immigration boom included large numbers of Roman Catholics and Jews. Nativist groups, such as the Anti-Catholic American Protective Association, worked to restrict immigration. Even Jews and Catholics who were not immigrants faced discrimination in jobs and housing.

Anti-Catholic feeling was common in schools. Some teachers lectured against the Pope, and textbooks contained references to “deceitful Catholics.” In response, American Catholics set up their own **parochial schools**, or schools sponsored by a church.

The most notorious case of **anti-Semitism**, or prejudice against Jews, in the United States took place in Georgia in 1913. Leo Frank, a Jewish man, was falsely accused of murdering a young girl. Newspapers inflamed public feeling against “the Jew.” Despite a lack of evidence, he was sentenced to death. When the governor of Georgia reduced the sentence, a mob took Frank from prison and lynched him.

In response to the lynching and other cases of anti-Semitism, American Jews founded the Anti-Defamation League. (Defamation is the spreading of false, hateful information.) The League worked to promote understanding and fight prejudice against Jews.

**Checkpoint** What problems did Jews and Catholics face?

**Looking Back and Ahead** Groups such as the NAACP and the Anti-Defamation League were formed to fight discrimination. Today, many Americans continue to work against prejudice.

### Main Idea

Immigration also led to increased prejudice against Jews and Roman Catholics.

## Section 4 | Check Your Progress

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### Comprehension and Critical Thinking

- (a) Contrast** How did Booker T. Washington and W.E.B. Du Bois propose to improve life for African Americans?  
**(b) Draw Conclusions** Whose ideas do you think would be more likely to help African Americans in the long run? Explain your reasons.
- (a) Identify** What was the Gentlemen’s Agreement?  
**(b) Analyze Cause and Effect** How did the Gentlemen’s Agreement affect Japanese immigration?

### Reading Skill

- Identify Central Problems From the Past** What central problems faced Asian Americans in the late 1800s? How did Japan respond to these problems? Can you connect their problems to the attitudes toward immigrants today?

### Vocabulary Builder

- Write two definitions for the key terms **lynching** and **anti-Semitism**. First, write a formal definition for your teacher. Second, write a definition in everyday English for a classmate.

### Writing

- Imagine that you are an editorial writer who attended a debate between Booker T. Washington and W.E.B. Du Bois about the best tactics for fighting discrimination. Write a topic sentence that states the central idea of each man’s argument. Then, write a paragraph endorsing one of these points of view and explaining your position.