

Integrated Learning Assessment (ILA)



HIGH SCHOOL U.S. HISTORY

ASSESSMENT PART 1

ISSUES FACING AFRICAN AMERICANS DURING WORLD WAR II

Student ID	
Teacher ID	

ILA High School U.S. History Assessment Part 1

U.S. HISTORY CONTENT

Use what you know from your studies in U.S. history to answer the following questions. Circle the letter next to the correct response.

1. The experiences of African Americans serving in the military forces during World War II influenced their postwar decision to
 - A. renew support for the principle of separate but equal
 - B. join the armed forces in record numbers
 - C. increase efforts to end racial discrimination
 - D. move back to the rural south
2. What was the primary reason for the increased migration of African Americans to cities during World War II?
 - A. An increase in civil rights legislation occurred during this period
 - B. The South was experiencing a major economic recession
 - C. Industry in the North was expanding rapidly
 - D. They had a patriotic desire to join integrated military units
3. "Jim Crow" laws were written to
 - A. ensure full citizenship rights for freedmen
 - B. promote investments in factories in the South
 - C. enforce segregation practices
 - D. diversify the Southern economy
4. One social effect of the large migration of African Americans to U.S. industrial centers between 1940 and 1950 was
 - A. increased racial tensions
 - B. the peaceful integration of southern schools
 - C. a 20th-century revival of the arts
 - D. improved public transportation systems

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5. After WWII, President Harry Truman advanced the cause of civil rights for African Americans by
 - A. ordering the desegregation of the Armed Forces
 - B. appointing the first African American to the Supreme Court
 - C. supporting the ratification of the 14th and 15th amendments
 - D. establishing affirmative action policies for industry

6. Which of the following benefited most from federal spending during World War II?
 - A. Cotton states in the South
 - B. Ports and air force bases in the West
 - C. The “Corn Belt,” from Kansas to Ohio
 - D. Oil states in the Southwest

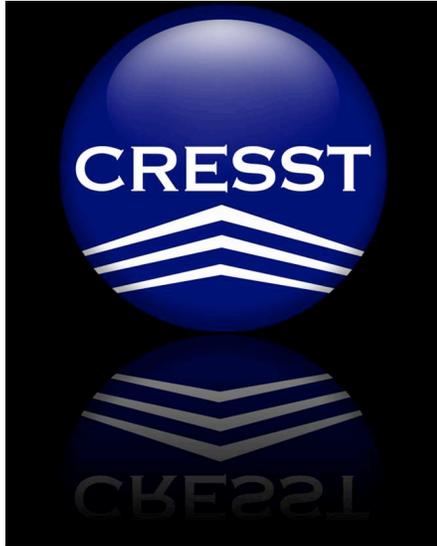
7. All of the following occurred during the Second World War EXCEPT
 - A. A dramatic increase of married women entering the paid work force
 - B. The forced relocation of Japanese-Americans from the West Coast to camps in the interior
 - C. The prohibition of interstate travel without government permission
 - D. An increase of African American immigration to urban areas

8. Which of the following was true of Black soldiers in the United States Army during the **First** World War?
 - A. Black soldiers and White soldiers served in fully integrated units
 - B. Black soldiers served in segregated units often commanded by White officers
 - C. Black Americans were drafted into the armed forces but were not allowed to enlist
 - D. Black Americans were not allowed in the armed forces, but were encouraged to take factory jobs in war industries

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9. Both World War I and World War II led to changes for women and minorities. Which of the following improved their status in society as a result of these wars?
- A. Participation in combat
 - B. New job opportunities
 - C. Favorable court cases
 - D. Integration of public schools
10. During World War II, African-Americans in the military
- A. could serve only in the Army
 - B. were integrated for the first time into white units
 - C. served in leadership positions
 - D. received training as airplane pilots

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ASSESSMENT PART 2

ISSUES FACING AFRICAN AMERICANS DURING WORLD WAR II

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ASSESSMENT OVERVIEW

In this assessment you will be asked to complete a history reading task about the issues African Americans confronted on the home front during World War II. This is an assessment of your reading in history. You will have one class period to complete the assessment.

Thinking ahead: In Assessment Part 3, half of the class will go on to write an essay in response to the documents in this assessment, while the other half will complete additional reading tasks.

READING TASK DIRECTIONS

Please carefully read the following 4 excerpts from documents written about African Americans during WWII. As you read the documents, consider each one individually, as well as how they relate to one another and build a picture of the African American experience.

Show your thinking by taking notes in the margins or on the texts. These notes will be scored as part of the assessment on your reading.

Next, respond to the multiple choice and short answer questions after each document. You will be asked about each document and also how the document relate.

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DOCUMENT 1: Read carefully, record your thinking, and answer the questions that follow.

The following document is an excerpt from a newspaper article published less than one year before the United States entered World War II.

A. Philip Randolph, international president of the Brotherhood of Sleeping Car Porters, this week called upon President Roosevelt to issue an executive order immediately to abolish discrimination in the Army, Navy, Air Corps, Marine, and in all industries working on defense contracts awarded by the federal government....

President Roosevelt should order protective clauses inserted in defense contracts to protect minority groups, stated Randolph, but, he added, "As the President of the United States and as a statesman and a politician, he will grant no more to anybody, regardless of race or color, than he is compelled to grant. No government administration will do more for any group of citizens."

Therefore, Randolph urged, Negroes should organize into strong pressure groups to secure the maximum results for the benefit of the Negro in the national defense program.

"It is the growing opinion of the Negro today that he must fight for his rightful place in national defense with everything he has got," declared Randolph.

"Hence," he continued, "in order effectively to grapple with this problem, plans for an all-out march of 10,000 Negroes on Washington is in the making, and a call will be issued in the next few weeks to Negroes everywhere to keep in their minds night and day the idea that all roads lead to Washington, D.C.

"There we shall go by every means possible and present our demands that the President issue an executive order to abolish discrimination in all departments of the government and on all government jobs for national defense."

Source: "A.P. Randolph In Appeal To F.D.R. On Bias," *The Chicago Defender (National edition)*, April 12, 1941.

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DOCUMENT 1 QUESTIONS:

1. What did Phillip Randolph believe President Roosevelt would be likely to do regarding discrimination without being pressured?
 - A. Issue an executive order to abolish discrimination in the military
 - B. As little as possible
 - C. Support a march on Washington
 - D. Fight for African Americans' rightful place in national defense

2. How did Randolph view politicians?
 - A. As a proven allies in the fight against racism
 - B. As enemies that must be ignored
 - C. As self-interested, but potential agents of change
 - D. As immovable

3. Why was 1941 an opportune time for the march?
 - A. Because African Americans were already a central part of the U.S. military in Europe
 - B. Because of the recent passage of the Civil Rights Act
 - C. Because of the need to improve military readiness
 - D. Because the African American population was now over 10,000 in Washington

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DOCUMENT 2: Read carefully, record your thinking, and answer the questions that follow.

The following document is a letter written by James G. Thompson that was originally printed in the Pittsburgh Courier shortly after the attack on Pearl Harbor.

“Like all true Americans, my greatest desire at this time...is for a complete victory over the forces of evil which threaten our existence today. Behind that desire is also a desire to serve this, my country, in the most advantageous way.

“Most of our leaders are suggesting that we sacrifice every other ambition to the paramount one, victory. With this I agree, but I also wonder if another victory could not be achieved at the same time....

“Being an American of dark complexion...these questions flash through my mind: ‘Should I sacrifice my life to live half American?’ ‘Will things be better for the next generation in the peace to follow?’ ‘Would it be demanding too much to demand full citizenship rights in exchange for the sacrificing of my life?’ ‘Is the kind of America I know worth defending?’ ‘Will America be a true and pure democracy after this war?’ ‘Will colored Americans suffer still the indignities that have been heaped upon them in the past?’...

“I suggest that while we keep defense and victory in the forefront that we don’t lose sight of our fight for true democracy at home.

“The V for victory sign is being displayed prominently in all so-called democratic countries which are fighting for victory over aggression, slavery and tyranny. If this V sign means that to those now engaged in this great conflict, then let we colored Americans adopt the double V V for a double victory. The first V for victory over our enemies from without, the second V for victory over our enemies from within. For surely those who perpetuate these ugly prejudices here are seeking to destroy our democratic form of government just as surely as the Axis forces.”

Source: James G. Thompson, “Should I Sacrifice to Live ‘Half American?’” *Pittsburgh Courier*, January 31, 1942. Quoted in Patrick S. Washburn, *The African American Newspaper: Voice of Freedom*, (Evanston: Northwestern University Press, 2006), 143-144.

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DOCUMENT 2 QUESTIONS:

1. What “forces of evil” did Thompson believe faced the United States in 1942?
 - A. War and ambition
 - B. Racial discrimination and violence, at home and abroad
 - C. Aggression and the anti-democratic nature of our allies
 - D. Japan, The Soviet Union, and Germany

2. What do you think Thompson means by the phrase, “victory over our enemies from within?”
 - A. Defeating communism in the United States
 - B. Overcoming our personal demons
 - C. The expulsion or imprisonment of Nazi sympathizers
 - D. Victory over racism in the United States

3. How would Thompson have felt about the march on Washington that Randolph discussed in Document 1?
 - A. He would have opposed it, because he thought African Americans should not participate in the war under any circumstances.
 - B. He would have supported it, because he supported the Axis forces.
 - C. He would have supported it, since he wanted to win WWII and the fight for equality.
 - D. He would have opposed it, because winning the war was his top priority.

4. Parts of this document were complex. What did you do as you were reading to improve your understanding? Please be as detailed as possible. _____

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DOCUMENT 3: Read carefully, record your thinking, and answer the questions that follow.

The following document is a secondary source published in the 1990s that documents incidents of racial violence in the United States during 1943.

The more than 240 racial incidents in 47 different towns and cities during 1943 ranged from full-scale riots in Detroit, Harlem, and Los Angeles, through to industrial conflicts, 'hate strikes,' in places such as Mobile, Alabama, and lynchings in a number of different states. While some riots predominantly involved whites attacking blacks, in others, such as Harlem, African Americans focused their anger and frustration on property. Each outbreak had its unique causes, but underlying them all was the sense of change brought about by the war. As black Americans demanded more, whites called for less. These tensions were exacerbated by wartime migrations, overcrowding in [defense] areas, competition for jobs, and conflict over housing.

Source: Neil A. Wynn, "The 'Good War:' The Second World War and Postwar American Society," *Journal of Contemporary History* 21.3 (July 1996): 472.

DOCUMENT 3 QUESTIONS:

1. According to the document, what is meant by "wartime migrations?"
 - A. The flight to safety
 - B. Movement of people to cities
 - C. Draft-dodging
 - D. Illegal immigration

2. Racial conflicts took all of the following forms in 1943, EXCEPT
 - A. White people attacking black people
 - B. Emigration to Africa
 - C. Destruction of property
 - D. Housing disputes

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3. How does the racial violence described in this document relate to the call for “the double VV for a double victory” in Document 2?
- A. It proves that the United States could not win both wars
 - B. It explains why black Americans and white Americans could not fight together
 - C. It suggests that the war effort may have intensified racial problems at home
 - D. It describes 47 towns and cities that would need to be defeated to win the struggle for equal rights at home
4. What did you think about as you were answering question number 3 on this page? Please be as detailed as possible.

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DOCUMENT 4: Read carefully, record your thinking, and answer the questions that follow.

The following document is a table describing the greater Los Angeles area's population data from 1940-1950, including information about race and nationality.

Population	1940	1950	Percent Change
White (including Hispanic)	1,406,430	1,758,773	25% Increase
White (U.S. born)	1,191,182	1,511,719	27% Increase
White (foreign born)	215,248	247,054	15% Increase
Non-White	97,847	211,585	116% Increase
African-American	63,774	171,209	168% Increase
Other non-White	34,073	40,376	19% Increase
Total	1,504,277	1,970,358	31% Increase

Source: U.S. Bureau of the Census. *Population and Housing Statistics for Census Tracts*. U.S. Government Printing Office, Washington, D.C., 1942; U.S. Bureau of the Census. *U.S. Census of Population: 1950*. Vol. III. *Census Tract Statistics*. Chap. 28. U.S. Government Printing Office, Washington, D.C. 1952.

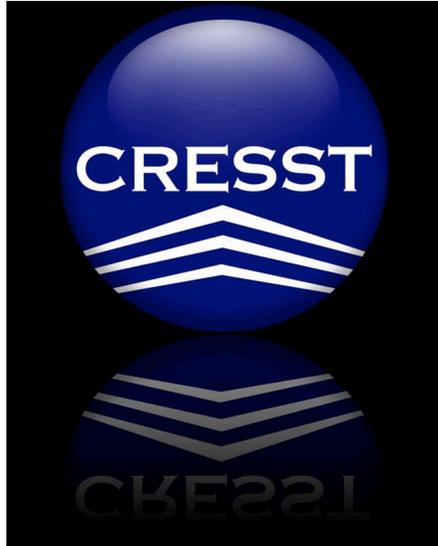
DOCUMENT 4 QUESTIONS:

1. Which group made up the largest number of people in Los Angeles in 1940?
 - A. White (foreign born)
 - B. White (U.S. born)
 - C. African-American
 - D. Other non-White

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2. Based on the table, which one of the following statements is correct?
- A. African Americans experienced the largest population growth in Los Angeles from 1940-1950
 - B. The foreign born white population decreased from 1940 to 1950
 - C. Hispanics were the second fastest growing group in Los Angeles from 1940-1950
 - D. Non-White residents made up a majority of the population in Los Angeles in 1950
3. Based on the information in the table, all of the following might be used to explain some of the racial incidents described in Document 3 EXCEPT
- A. Hispanics and Whites combined forces to compete with African Americans
 - B. The rapid rate of growth of the African American population may have made them the target of racial aggression in Los Angeles
 - C. The overall increase in the population may have caused job competition
 - D. The more than doubling of the non-white population could have contributed to housing shortages

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HIGH SCHOOL U.S. HISTORY

ASSESSMENT PART 3A

ISSUES FACING AFRICAN AMERICANS DURING WORLD WAR II

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Assessment Overview

This is an assessment of your writing in history as well as the history content you have learned. For this writing task you will write an essay using information from the documents you read in Part 2 and from your studies in U.S. History. You will need Assessment Part 2 from your teacher so that you can refer to the documents while working on your essay.

WRITING TASK DIRECTIONS

Imagine that you are a journalist. The editor of a magazine has asked you to write an essay about African Americans on the home front during World War II. Specifically, the Editor would like you to write an essay that:

- *addresses the issues African Americans confronted on the home front during World War II; and*
- *includes a discussion about the (1) labor discrimination, (2) migration, and (3) racial violence problems they faced.*

The Editor would like you to go beyond a simple retelling of what happened and provide insights into the problems African Americans faced during this time period (for example, you can discuss cause and effect). Please make sure that you:

- cover the 3 sub-topics in your essay;
- use information from at least two of the documents to support your ideas; and
- make connections to relevant information you learned in class.

