Hello Students,

This resource packet includes a project that you can work on independently at home. You should also have project packets for some of the other courses you are enrolled in. These projects are standards-aligned and designed to meet the Remote Learning instructional minutes guidelines by grade band.


<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>Apx 160 minutes</th>
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</thead>
<tbody>
<tr>
<td><strong>Grade Level Standard(s)</strong></td>
<td></td>
</tr>
<tr>
<td>RH.9-10.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</td>
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<tr>
<td>RH11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</td>
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<tr>
<td>SS.IS.1.9-12: Address essential questions that reflect an enduring issue in the field.</td>
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<tr>
<td>SS.IS.4.9-12: Gather and evaluate information from multiple sources while considering the origin, credibility, point of view, authority, structure, context, and corroborative value of the sources.</td>
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<tr>
<td>SS.IS.5.9-12: Identify evidence that draws information from multiple sources to revise or strengthen claims.</td>
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<tr>
<td>SS.IS.6.9-12: Construct and evaluate explanations and arguments using multiple sources and relevant, verified information.</td>
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<tr>
<td>SS.IS.7.9-12: Articulate explanations and arguments to a targeted audience in diverse settings.</td>
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<tr>
<td><strong>Caregiver Support Option</strong></td>
<td>Caregiver support could include discussing current events, or ongoing actions in the city to expand human rights.</td>
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<tr>
<td><strong>Materials Needed</strong></td>
<td>Paper, writing utensils.</td>
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<tr>
<td><strong>Question to Explore</strong></td>
<td>How are individuals and groups working to ensure* human rights for all? And what are some challenges?</td>
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<tr>
<td>*Ensure: make certain that (something) shall occur or will be provided.</td>
<td></td>
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<tr>
<td><strong>Student Directions</strong></td>
<td>See below for step-by-step directions. Do all work on your own paper.</td>
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</table>
Activity 1: Accessing Prior Knowledge and Unpacking the Question to Explore.
Step 1: Accessing Prior Knowledge.
What do you already know about Human Rights? Try to list at least 3 details. You may ask your family or friends for help.

Step 2: Opening Up the Investigation. Once you have as many details as you can think of for Step 1, read Document A. How has Document A added to your understanding of Human Rights? Try to list at least one detail.

Step 3: Preliminary Reflection. Given your responses in Step 1 and Step 2, as well as your best thinking, give an initial answer to the Question to Explore:
- How have individuals and groups worked to ensure human rights for all? And what are some challenges?

Activity 2: Beginning the Investigation
Step 1: Choose a Topic
- Option 1 - Human Rights and Education
- Option 2 - Human Rights and Healthcare
- Option 3 - Human Rights and Housing

Step 2: The Universal Declaration of Human Rights
a. Read Document B. Take notes or annotate as you read. Look for information that pertains to your topic from Step 1 (Education, Healthcare, or Housing)
b. List at least 3 articles that connect to your topic, and explain how you think it’s connected.

Step 3: Expanding Your Reflection
Now that you have read the Universal Declaration of Human Rights, revisit your reflection from Activity 1, Step 3.
- Using your best thinking and what you’ve read in Document B, How have individuals and groups worked to ensure human rights for all? And what are some challenges? Write 1-2 sentences that expand on your initial reflection.

Activity 3: Document Analysis
For Activity 3, you will analyze secondary and primary source documents related to the topic you selected. Education Documents are C.1-C.5, Healthcare Documents are D.1-D.5, Housing Documents are E.1-E.5.

Step 1: Secondary Source Analysis
The secondary source documents for your topic are labeled. These documents provide context and background information for the topic you selected. Read your secondary source documents and then answer the following questions.
- What are some human rights violations that are connected to your topic? To what extent are the human rights you identified for your topic, not ensured for all? (Look at Document B to help you answer this question)
- What are people fighting for in this document? List 3 details to answer the question.
- How have individuals and groups worked to ensure human rights for all? And what are some challenges? Then, cite 2 pieces of evidence from the text to support your answer.
Step 2: Primary Source Analysis: Looking at the Details
The primary source documents for your topic are labeled. These documents provide additional information on your selected topic. There are images, maps, and charts. Answer the following questions for the primary source documents.

a. **What do you see?** Be very concrete in your observations.

b. **What do you think?** Read the caption and source. What can you infer about the document?

c. **Author’s Intent:** Why do you think this document was created? Who was expected to see / read it?

Step 3: Expanding Your Reflection
Now that you have looked at all of the documents, answer the following two questions below.

- Go to your answer in Activity 2, Step 2, based on all the documents, what are some human rights violations that are connected to your topic? To what extent are the human rights you identified for your topic, not ensured for all?

- How have individuals and groups worked to ensure human rights for all? And what are some challenges?

Next, go back and review your answer to Activity 1, Step 3. Write 1-2 sentences that expand on your initial reflection to the Question to Explore: *How have individuals and groups worked to ensure human rights for all? And what are some challenges?*

Has your answer changed at all? If so, how? If not, why not?

Activity 4: Drawing Conclusions and Reflection
Now that you have read and analyzed all of the documents, it’s time to answer the Question for Exploration in 3 paragraphs: *How are individuals and groups working to ensure human rights for all? And what are some challenges?*

- In **Paragraph 1**, explain the human rights violations connected to your topic. Include at least 2 pieces of evidence from different documents to support your answer.

- In **Paragraph 2**, explain how individuals and groups have worked to ensure human rights for all; as well as challenges. Include at least 2 pieces of evidence from different documents to support your answer.

- In **Paragraph 3**, revisit your initial answer to the Question for Exploration in Activity 1, Step 3. Include at least one “I used to think...now I think...” statement.

Cross Content Connection: Math/Science (Docs C.4-5, D/E.2-5) ELA (Doc analysis) CTE (Docs D/E.3) FA (Docs C/D.3,D/E.4, E.5)

Document A: From Civil Rights to Human Rights

**Civil Rights Basics**
Civil rights are protections provided by individual countries that assure people receive equal treatment by the government. Civil rights are protected in places such as schools, jobs, housing, and public spaces. In the US, it is a violation of a person’s civil rights to deny them housing based on their status as a parent, or to deny a person with disabilities accommodations to do their job. In the US, there have been civil rights movements by many historically marginalized groups including:
African-Americans, Asian-Americans, Indigenous and Latinx communities, women, the LGBTQ community, and people with disabilities.

In the US, civil rights are enforceable through both civil suits and criminal charges. For example, if a disabled person has faced discrimination at school, the family can sue the school district for damages caused by that discrimination. Or if a person is attacked because they are Native American, this is considered a hate crime, as well as assault. Although most laws guaranteeing civil rights originate with federal legislation, civil rights can also be protected through Supreme Court cases, and by state laws. State laws can sometimes be more protective of civil rights than national laws. However, state and local laws are also where most discrimination takes place, which highlights the need for federal protection, as well.

Because civil rights are created at the state and national level, they vary from one country to another. In the European Union, for example, all people have a right to healthcare. However, in the US, healthcare is not a guaranteed civil right, and people are denied healthcare every day. At the same time, the LGBTQ community is protected in several ways in the US, while being gay is still punished as a crime in some other countries.

**Human Rights Basics**

Human rights are rights that all people have because they are human, rather than because they are citizens of a specific country. They are more inclusive than civil rights, and expand beyond jobs, housing, and government policy to include rights that people need to be healthy, safe, and productive. They include civil and political rights, as well as economic, social, and cultural rights. Human rights as outlined in the Declaration of Human Rights, which was written by the United Nations in 1948, include things like a right to education, healthcare, rest and leisure, and food and housing.

However, because the UN is an International Government Organization, and it relies on countries to voluntarily participate, the Universal Declaration of Human Rights (UDHR) is not legally binding. That means that the UN can’t force countries to follow the UDHR, even if that country signed on to it in agreement. What the UN can do is pressure countries who refuse to follow the UDHR with economic or political boycotts until they agree to comply.

**Human Right Violation:** A violation of economic, social and cultural rights occurs when a State fails in its obligations to ensure that they are enjoyed without discrimination or in its obligation to respect, protect and fulfil them. Often a violation of one of the rights is linked to a violation of other rights. Ex: Failure to ensure a minimum wage sufficient for a decent living (rights at work)


**Document B: Excerpts from the Universal Declaration of Human Rights**

<table>
<thead>
<tr>
<th>Article</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Article 1.</td>
<td>All human beings are born free and equal in dignity and rights, and endowed with reason...</td>
</tr>
<tr>
<td>Article 2.</td>
<td>Everyone is entitled to all the rights in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political opinion, national origin, property, birth or other status...</td>
</tr>
<tr>
<td>Article 3.</td>
<td>Everyone has the right to life, liberty and security of person.</td>
</tr>
<tr>
<td>Article 4.</td>
<td>No one shall be held in slavery or servitude...</td>
</tr>
<tr>
<td>Article 5.</td>
<td>No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.</td>
</tr>
<tr>
<td>Article 12.</td>
<td>No one shall be subjected to arbitrary interference with his privacy, family, home or reputation...</td>
</tr>
<tr>
<td>Article 13.</td>
<td>(1) Everyone has the right to freedom of movement, the right to leave and return to any country...</td>
</tr>
<tr>
<td>Article 14.</td>
<td>(1) Everyone has the right to seek and to enjoy in other countries asylum from persecution...</td>
</tr>
<tr>
<td>Article 15.</td>
<td>(1) Everyone has the right to a nationality, nor shall be deprived of his nationality...</td>
</tr>
<tr>
<td>Article 16.</td>
<td>(1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry, divorce, and to found a family, and marriage shall be entered consensually...</td>
</tr>
<tr>
<td>Article 17.</td>
<td>(1) Everyone has the right to own property alone as well as in association with others.</td>
</tr>
<tr>
<td>Article 19.</td>
<td>Everyone has the right to freedom of opinion and expression; including sharing ideas...</td>
</tr>
<tr>
<td>Article 23.</td>
<td>(1) Everyone has the right to: free choice of employment, favourable work conditions, equal pay...</td>
</tr>
<tr>
<td>Article 24.</td>
<td>Everyone has the right to rest and leisure, including limits on work, and holidays...</td>
</tr>
<tr>
<td>Article 25.</td>
<td>(1) Everyone has the right to a standard of living including food, clothing, housing, medical care, and necessary social services...Motherhood and childhood are entitled to special assistance...</td>
</tr>
<tr>
<td>Article 26.</td>
<td>(1) Everyone has the right to free education... Parents have a right to choose which education...</td>
</tr>
<tr>
<td>Article 27.</td>
<td>(1) Everyone has the right freely to participate in the cultural life of the community...</td>
</tr>
<tr>
<td>Article 30.</td>
<td>Nothing here implies that there is a right to destroy any of the rights and freedoms set forth here...</td>
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</table>

The landmark Supreme Court case Brown vs Board of Education of Topeka Kansas in 1955 led to dramatic shifts in school attendance boundaries across the US. As the country was compelled to undo centuries of segregated school practices, districts struggled to find ways to deal with communities deeply steeped in racism. Two main tactics were used to integrate schools: bussing and redrawing school boundaries. Both led to protests from white parents as they refused to send their children to school on busses, and attempted to stop African-American, Latinx, Asian, and Native American students from attending schools in areas that had been historically white. In spite of this resistance, between 1955 and the early 1990s, many school districts successfully integrated.

During this same time period, however, neighborhoods often remained mostly segregated. White families left urban areas, moving to the suburbs in a shift called “white flight”. While historically marginalized families gained access to new neighborhoods in nearly all American cities because of this, this housing shift did not promote integration. Because many suburbs have separate school districts from the cities they neighbor, white families successfully maintained their preference for segregated schools. This was particularly true in Northern cities, like Chicago, LA, and New York.

By the mid-1990s, many major cities had found ways to begin re-segregating schools. In Chicago, a set of selective enrollment schools created to help integrate the district struggled to maintain that racial balance. In Louisville (Kentucky), Charlotte (North Carolina), and Seattle (Washington), parents effectively lobbied for an end to bussing, and a reinstatement of neighborhood schools based in segregated neighborhoods. In New York City, the white population simply left the city for predominantly white suburbs, leaving Black, Latinx, and Asian students as the overwhelming majority in the city’s schools. Los Angeles became a mix of New York and Chicago, with white residents primarily moving to suburbs, while also offering integrated selective enrollment schools.

By the early 2000s, the federal government removed itself from desegregation decrees across the country. It was widely accepted that integration had not been a success, and that the expense of continuing to attempt integration was too great. Meanwhile, in Southern California, some movement into the suburbs by Latinx residents showed that integrated educational policies had allowed for some upward mobility over the last generation, proving that integration was only “too costly” to those fighting against it. The school integration focus also began to shift from race to class. In Chicago, not only were fifty schools closed in Black and Latinx communities, resulting in over-crowding in dozens of other schools, the district ramped up a Charter school push and shifted the selective enrollment schools from racial categories to socioeconomic tiers in their selection process. Together, these policies further segregated the city along both racial and class lines.


Document C.2: Diverse Learners and Equal Access in Education (Secondary Source)

The Civil Rights Movement and the 1954 *Brown v. Board of Education* decision which extended equal protection under the law to minorities, paved the way for similar gains for those with disabilities. Parents, who had begun forming special education advocacy groups as early as 1933, became the prime movers in the struggle to improve educational opportunities for their children.

In 1975, Congress passed the Education for All Handicapped Children Act, better known at the time as Public Law 94-142, to change what was clearly an untenable situation. Despite education laws that had been in place nationwide since 1918, many children with disabilities were routinely excluded from public schools.

Reauthorized in 1990 and 1997, the law was renamed the Individuals with Disabilities Education Act (IDEA) and spawned the delivery of services to millions of students previously denied access to an appropriate education. Thanks to IDEA, these students were not only in school, but also, at least in the best case scenarios, assigned to small classes where specially trained teachers tailored their lessons to each student's individual needs. Schools also were required to provide any additional services - such as interpreters for the deaf or computer-assisted technology for the physically impaired - that students needed in order to reach their full potential. And, in more and more cases, special education students began spending time every day in regular classroom settings with their non-special education peers.

The continued fight for equal access and supports for students with diverse learning needs continues to this day.


Document C.3: Schools and Immigrant Rights (Primary Source)

In 1982, the Supreme Court ruled that undocumented youth have a right to free public education, just as all other children in the US have this right. This allows schools to protect students from federal and state agencies investigating citizenship status. In August of 2019, as immigration arguments ramped up across the US, Immigration Customs Enforcement (ICE) agents arrested hundreds of undocumented immigrant parents during the first week of the school year. Students found that their parents had been arrested when no one came to school to pick them up, or they arrived home to an empty house. Schools often served as a safe place for these young people until they were reunited with their parents.

One of the unintended consequences of the Brown v Board Supreme Court case was the firing of Black teachers and Principals. White district leaders and politicians supported white parents who did not want Black educators in front of white students. One impact of this has been the continued segregation of schools by race. Chicago, the population of African-American teachers has also declined due to the closure of schools in Black communities. Meanwhile, both Latinx and white teachers have increased over the same time period. Percentages of Asian and Native American teachers remains under 5% each.

Over the last 2 decades, a variety of efforts has been made by local and state officials to try to change this trend. In Chicago, the program Grow Your Own prioritizes applications from historically marginalized communities in order to bring more Latinx, Asian, African-American, and Indigenous teachers to Illinois schools. There has also been an expansion of Career and Technical Education programs, many of which are located in schools with high populations of Black and Latinx students. This expansion includes Early Childhood Development and Teaching programs, which has helped encourage more African-American and Latinx teens to become teachers.

https://cps.edu/about_cps/at-a-glance/pages/stats_and_facts.aspx
Nearly a dozen studies completed between the 1980s and 2000s highlighted the importance of increasing racial diversity in teachers. This is an important factor in the academic success of Latinx, Asian, Black, and Indigenous students, but the success of white students also increases when the teaching staff is more racially diverse. Nationwide, white students are enrolled in AP courses in higher numbers than both Latinx and Black students.


In the United States, affordable healthcare is often tied to employment. This was a precedent set in the 1940s, during World War II. Wages were frozen by President Roosevelt in an attempt to stop inflation during the war. However, the US faced a massive labor shortage while soldiers were enlisted. So, in order to attract workers, business owners began to offer healthcare benefits to employees. By the end of the decade, the war was over and other countries around the world began to offer healthcare through their governments. In the US, both American businesses and Unions, who had won healthcare benefits for their workers during the war, fought against shifting American healthcare out of private control. This system of healthcare benefits worked for several decades as the American economy grew and unions remained stable. However, as the economy has shifted and unions have declined, in addition to the increasing costs of healthcare, health insurance has become more of a burden on Americans.

In 2017, 91% of Americans had some form of health insurance. Almost half of that healthcare was paid, at least in part, by an employer. Nearly 35% of people were receiving health insurance from...
the federal government through the Medicaid and Medicare programs. The remaining insurance was bought through private insurance companies by individuals and families. For people paying insurance premiums through their employer or privately, those premiums have increased by more than 50% since 2009. In comparison, wages have only grown 15-25% in the last 50 years, with the federal minimum wage remaining the same since 2009.

There has been growing concern about this privatized healthcare system, which prioritizes the profit of the insurance companies and business-model hospitals over the healthcare of people. This concern gets revisited and highlighted during economic downturns, like the Recession of 2007-2009, or the Covid-19 Pandemic currently taking place. With more than half of Americans able to afford healthcare only because they are employed, losing a job means not only losing income to pay for housing, food, and utilities, it means being unable to afford medical treatment.

In the US, this has several different outcomes. First, people remain at jobs for the healthcare benefits, even if the job itself is causing a healthcare concern. Another outcome is that employees lose real wages to negotiations around health insurance premiums. Employers cite increased premiums as a reason to forgo wage raises, and because of the fear of losing health coverage altogether, many employees are forced into accepting these lower wage agreements. Finally, people who lose their jobs face a sudden end to healthcare benefits, or a sharp increase in the cost of that care. Although individuals can continue employer-provided health insurance through COBRA legislation if they lose their job, doing so often means increasing out of pocket expenses by 50-80%. All of these outcomes impact our most vulnerable populations most - people with disabilities and chronic illnesses, people who are already in poverty or on the edge of poverty, and other groups of people who face discrimination in hiring practices and from the healthcare industry such as immigrants, Indigenous communities, African-Americans, and the LGBTQ community.


Document D.2: Alternatives to Individual Health Insurance (Primary Source)

Single-payer healthcare systems operate like Medicaid, where taxes paid to the government ensure that all people have the healthcare access they need. In the US, some state legislatures have attempted to create single-payer plans for their residents. Senators Elizabeth Warren and Bernie Sanders support single-payer
legislation at the federal level. Medical organizations across the US have also spoken in support of single-payer healthcare.


**Document D.3: Access to Healthcare and Employment in Certain Communities (Primary Source)**

While the Affordable Care Act (ACA) increased access to health insurance for many Americans, some populations remain uninsured or under-insured. Between 2015-2017, the LGBTQ community and people with disabilities faced higher unemployment and less access to healthcare due to high costs.

**Source:** “Persons with Disabilities...” CDC. October 2019. https://www.cdc.gov/ncbddd/disabilityandhealth/features/unrecognizedpopulation.html

**Document D.4: Fight for $15 and 2020 Strikes (Primary Source)**

The Fight for $15 began in 2012 when two hundred fast-food workers walked off the job to demand $15/hr and union rights in New York City. It’s a global movement, today, in over 300 cities on six continents. The Fight for $15 is for
Under-Paid Workers everywhere: fast-food workers, home health aides, child care teachers, airport workers, adjunct professors, retail employees. These workers can’t feed their families, pay bills, or pay rent on current minimum wages. A majority of these workers are Black, Latinx, Indigenous, and women, further highlighting the discrimination being faced. While skeptics called these workers dreamers when they first began this fight in 2012, the workers organized for what they knew was right. And they won because they elected supportive politicians to office with the power of direct action, taking to the streets, and organizing like the union that all workers deserve to have supporting them.

In March and April, 2020, Essential Workers from grocery stores to fast food, delivery drivers to Amazon, nurses to public transit drivers, began to strike for hazard and sick pay, and Personal Protective Equipment to protect them during the Covid-19 pandemic. Many of these workers, as minimum wage or part-time workers, had no benefits when they began these strikes. Even already unionized workers, such as nurses and public transit drivers, saw the need to demand protections not currently provided in their contracts.

The Affordable Care Act (ACA) was signed into law by President Obama in 2010. It promised healthcare access to all Americans through new insurance plans. It saw historic gains in access to health insurance by groups of people who had been previously uninsured, such as African-Americans and the Latinx community. By 2015, the gap between white Americans and all other racial groups was at an all-time low. Since 2016, the ACA has been rolled back, however. The impact has been an increase in premiums, a decline in people enrolling, and a loss of health insurance for people who are living close to the poverty line and applying for Medicaid.


Document E.1: Human Rights and Housing (Secondary Source)

Property ownership in the US has a long history deeply rooted in racism and sexism. Although the end of the Civil War in 1865 signaled a shift in federal legislation around racist property ownership limitations, local and state laws continued to segregate people. White Americans continued to enjoy access to better paying jobs, lower interest loans, and property ownership, while African-American, Latinx, and Asian-Americans continued to face discrimination. In addition to facing these same biased practices, Native Americans have also struggled to preserve ownership of their own reservations during this same time period. Women didn’t win equitable property rights until the last quarter of the 20th century, when divorce laws were finally rewritten. Similarly, many protections weren’t extended to people with disabilities until the last 40 years.

In order to address these inequalities, numerous pieces of legislation have been passed. Federal guidelines include things like minimum wage laws, Affirmative Action, and the Fair Housing Act of 1968. State and local governments have also attempted to narrow the gap in property ownership with their own local minimum wage laws, property tax credits, and incentives for producing affordable housing. While there have been some gains in property ownership among historically marginalized groups, the most persistent discriminations have maintained over many generations.
For example, redlining is one of the most enduring practices of property discrimination. Redlining is the practice of refusing access to certain neighborhoods or services to a group of people. This has primarily focused on racism, but has also included discrimination against the LGBTQ community. In Chicago, Black residents were originally allowed to live only in the Bronzeville neighborhood. As the population of Chicago shifted, and African-Americans began to expand into other areas, banks refused to provide loans for homes located in neighborhoods that had been deemed “white”. Today, this practice is used in reverse: rather than locking one group into a single neighborhood, cities and private businesses opt to invest only in certain areas. This might be indirect investments such as new infrastructure (streets, sewer, etc), or more direct investment such as grocery stores.

Coupled with redlining is “white flight”. Between 1960-2000, more than 40% of America’s urban white population moved to the suburbs. This movement was directly linked to failed attempts to maintain segregated neighborhoods in cities. Because of on-going racism in wages and hiring, the departure of white residents left cities with significantly less income. This, in turn, impacted the services available to city residents while simultaneously increasing the need for more services. As recently as 2015, federal guidelines against housing discrimination were being systematically ignored in Milwaukee and Chicago, where it was discovered that banks and realtors refused to lend to Black residents, or sell homes in African-American communities.

Today, Chicago is facing a reverse population shift as white suburban residents move back to the city. These white residents are bringing new income to Chicago, but they are also bringing higher rent and mortgage costs, which is further segregating (and re-segregating) the city. This gentrification of Chicago has brought in new services and locally-owned businesses. It has also displaced families, and shined a spotlight on the persistent existence of discrimination in Chicago housing.

https://www.citylab.com/equity/2018/05/what-will-it-take-to-de-segregate-chicago/560390/
Document E.2: Payday Loans (Primary Source)

Payday and title loan shops can be found across Chicago. However, they are more concentrated in historically marginalized communities where Section 8 housing vouchers dominate the neighborhoods, where banks have historically discriminated against providing credit to residents, and where a heavy percentage of minimum wage workers who are living paycheck to paycheck. Even residents who own their homes are finding it difficult to keep up with the rising cost of property taxes as Chicago gentrifies.

The Illinois People’s Action and Citizen Action Illinois are both working to pass more loan protections for low-income Illinoisans who have no safety net to fall back on, which leads to the need for the payday loans in the first place. Fight for $15 is working from another angle, fighting to increase wages and job benefits so that people don’t need the loans in the first place.


Document E.3: Homelessness (Primary Source)

Homelessness in Chicago is a persistent challenge that disproportionately impacts the city’s Black residents, as well as LGBTQ youth. While the city has recorded fewer homeless people in the last 5 years, other organizations have recognized an increase in multi-family, crowded, and temporary living arrangements during that same time period. Multiple organizations are working to end homelessness and temporary living arrangements. These range from Aldermen working to improve wages and affordable housing to the Center on Halsted, Brave Space Alliance, and the Chicago Coalition for the Homeless.

In 1940, an overwhelming majority of Chicago was white. Due to redlining, only Bronzeville allowed African-American residents. Between 1970 and 1990, African-American, Latinx, and Asian communities in Chicago grew significantly as white flight took white residents to the suburbs. Today, many of these areas are facing a reverse population shift as suburban residents move back to the city. These residents are bringing new income to Chicago, but they are also bringing higher rent and mortgage costs, which is pushing out Latinx and African-American residents.

There is a new push for affordable housing in Chicago because of this gentrification. Aldermen and community activists are suggesting new city ordinances to limit the cost of housing, and to provide housing to Chicagoans on lower incomes.

Sources: University of Illinois Chicago, Chicago Area

Geographic Information Study, 2000 Census data.
https://www.huffpost.com/entry/chicago-racial-demographi_n_2575921
In Chicago, not only are residents protected from housing discrimination based on race, religion, disability, and sex, they are also protected based on gender identity, sexual orientation, and parenting status. Still, housing discrimination has been increasing since 2016. Hate crimes by neighbors have increased, and housing costs have skyrocketed. People with disabilities continue to face a lack of accommodations, even as simple as ramps to first floor units. Meanwhile, lending practices continue to exclude many protected groups, leaving ownership of a home out of reach.

In Chicago, there are many groups dedicated to ensuring people have equal access to housing. This includes tenant rights organization, Aldermen devoted to affordable housing plans, the Neighborhood Lending Service, and the Chicago Lawyers Committee for Civil Rights.

Equitable Community Development and Housing. www.clccru.org/equitable-comm-dev-housing