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DBQ Assessment

Topic: Civil Rights Era

Explanation: This DBQ assessment is relevant in one of the final units in an 11th grade American History class. In this unit when learning about the Civil Rights Era, students are exposed to historical figures who were a part of movements to make a difference in having equal rights and the historical events that took place in response from those opposed to it. In giving this assessment to students at the end of the unit, it helps students further elaborate what they learned in learning about this topic by looking at texts we did not cover during lecture.

Standards:

HS.H2.3 Evaluate the short- and long- term impacts of conflicts and their resolutions.

HS.H3.1 Analyze how societies, leaders, institutions, and organizations respond to societal needs and changes.

HS.H3.2 Analyze how ideologies, religion, and belief systems have influenced economic, political, and social institutions over time.

HS.H4.1 Examine how historically marginalized groups have affected change on political and social institutions.

HS.H4.4 Examine how a diverse society can be a force for unity and/or Disunity.

Grading Criteria: Essays will be scored on a 0-5 scale. The following rubric will be used when grading student essays.

5 essay:

- A **well written thesis statement** is written that states clearly what will be important points
- The organization throughout the paper is **clear and smooth** when reading it
- There is **a lot of relevant information** provided from the texts; **correct citations** throughout paper
- The **answer to the DBQ questions is clear** in the introduction
- The essay includes an **introduction, body, and conclusion** paragraphs
- **No** errors at all

4 essay:

- A **thesis statement** is written that states **somewhat clearly** what will be important points
- The organization throughout the paper is **okay, but understandable** when reading it
- There is **some relevant information** provided from the texts; **some correct citations** throughout paper
- The **answer to the DBQ questions is somewhat clear** in the introduction
- The essay includes an **introduction, body, and conclusion** paragraphs
- **Minimal** errors

2-3 essay:

- Thesis statement lacks clear points of the essay
- The organization throughout the paper is **a little off** when reading it
- There is **few relevant information** provided from the texts; **incorrect citations** throughout paper
- The **answer to the DBQ questions is not clear** in the introduction
- The essay includes an **introduction, body, and conclusion** paragraphs
- **Many** errors

0-1 essay:

- The **thesis statement** is not clear at all
- The organization throughout the paper is **not smooth and good** when reading it
- There is **no relevant information** provided from the texts; **all incorrect citations** throughout paper
- The **answer to the DBQ questions is not provided** in the introduction
- The essay includes an **introduction, body, and conclusion** paragraphs
- **Many errors**

Prompt: The Congressional Black Caucus and the Mexican American Civil Rights movement were two of the major groups formed during the Civil Rights Era. Explain the comparison between these two groups such as similarities and differences in their leaders, main focus/goals they were aiming for, and the discrimination they faced.

Directions: You will analyze and do critical thinking of the following texts provided for you. These texts will help you in brainstorming ideas that will help you in writing your essay. Feel free to use any background knowledge as well when writing your essay. If you use any information from any of these texts, make sure to cite it. I.e. "(title of source)".

Grading Notes

Document 1: For this document students are supposed to pay attention to who is in the image and what is going on. The ratio of men to women and the significance of this photo. From the text provided, students are to highlight some points that may be important in explaining their reason for establishing this group.

Document 2: For this document, students are supposed to highlight some struggles that the black community faced at this time period. What was it like? What happened? They are also supposed to point out one of the members who was a voice for the black community.

Document 3: For this document students are to analyze a speech by Shirley Chisholm, one of the congressional members in 1970. Students are to highlight the purpose of the speech and some examples she provides that are a conflict to the situation that is being spoken about. They will identify how these issues come from the amendments as well.

Document 4: For this document students are to read and be able to explain the reason for the Chicano movement. What are some issues that the Chicano community faced and how it impacted them as a whole. This is background knowledge for students.

Document 5: For this document students are to read the poem and write in the margins or underline lines that explain the purpose of it. Students are to also underline lines that help them better understand the experiences and the life that Mexicans had during this time period.

Documents

Document 1

Caption: *In this image are members of the Congressional Black Caucus committee. There were a total of 13 members who decided to come together to make a difference in the black community.*



During the late 1960s, Rep. Charles Diggs (D-Mich.) created the Democracy Select Committee (DSC) in an effort to bring black members of Congress together. Diggs noticed that he and other African-American members of Congress often felt isolated because there were very few of them in Congress and wanted to create a forum where they could discuss common political challenges and interests.

“The sooner we get organized for group action, the more effective we can become,” Diggs said. The thrust of our elections was that many black people around America who had formerly been unrepresented, now felt that the nine black members of the House owed them the obligation of also affording them representation in the House,” Rep. Louis Stokes (D-Ohio) said. “In addition to representing our individual districts, we had to assume the onerous burden of acting as congressman-at-large for unrepresented people around America.”

Document 2

Caption: *This text was written by a woman named Nancy MacLean from a teacher website that gave a rundown of important events that occurred during the Civil Rights Era. In this specific section, it talks about the changes that occurred during this time and its impact on the Black Caucus. It also adds how one of the founders of the Congressional Black Caucus was the voice in these changes.*

As African Americans gained new access to white-dominated institutions, the freedom struggle moved inside from the streets. On college campuses, black students fought for and won the creation of Afro-American Studies programs and financial aid policies that would allow children of lower-income families to get college educations. In the military, one of the largest employers of African Americans, affirmative action and other policies produced one of the most racially equitable workplaces in the nation—indeed, the only one in which whites routinely have black supervisors. In just about every occupation, from auto work to librarianship, black caucuses arose to create a “safe space” where members would no longer be lonely “tokens”; they could raise consciousness about white privilege and organize for fair treatment and other institutional changes. The Congressional Black Caucus was only the best-publicized and most influential of these. Created in 1969 by Shirley Chisholm (D-NY, 1924-2005) and others, it joined together a new critical mass of African American representatives as it enabled them to speak with a common voice on issues of concern to their constituents.

Document 3

Caption: *This text was taken from a speech by Shirley Chisholm (1970), "I am for the Equal Rights Amendment. Shirley is one of the founders of the Congressional Black Caucus. In her speech, she speaks about the issue of the equal rights amendment and how it's being interpreted by her community.*

Mr. Speaker, House Joint Resolution 264, before us today, which provides for equality under the law for both men and women, represents one of the most clear-cut opportunities we are likely to have to declare our faith in the principles that shaped our Constitution. It provides a legal basis for attack on the most subtle, most pervasive, and most institutionalized form of prejudice that exists. Discrimination against women, solely on the basis of their sex, is so widespread that it seems to many persons normal, natural and right.

Legal expression of prejudice on the grounds of religious or political belief has become a minor problem in our society. Prejudice on the basis of race is, at least, under systematic attack. There is reason for optimism that it will start to die with the present, older generation. It is time we act to assure full equality of opportunity to those citizens who, although in a majority, suffer the restrictions that are commonly imposed on minorities, to women.

The argument that this amendment will not solve the problem of sex discrimination is not relevant. If the argument were used against a civil rights bill, as it has been used in the past, the prejudice that lies behind it would be embarrassing. Of course laws will not eliminate prejudice from the hearts of human beings. But that is no reason to allow prejudice to continue to be enshrined in our laws — to perpetuate injustice through inaction.

The amendment is necessary to clarify countless ambiguities and inconsistencies in our legal system. For instance, the Constitution guarantees due process of law, in the 5th and 14th amendments. But the applicability of due process of sex distinctions is not clear. Women are excluded from some State colleges and universities. In some States, restrictions are placed on a married woman who engages in an independent business. Women may not be chosen for some juries. Women even receive heavier criminal penalties than men who commit the same crime. What would the legal effects of the equal rights amendment really be? The equal rights amendment would govern only the relationship between the State and its citizens — not relationships between private citizens. The amendment would be largely self-executing, that is, and Federal or State laws in conflict would be ineffective one year after the date of ratification without further action by the Congress or State legislatures.

Opponents of the amendment claim its ratification would throw the law into a state of confusion and would result in much litigation to establish its meaning. This objection overlooks the influence of legislative history in determining intent and the recent activities of many groups preparing for legislative changes in this direction.

Document 4:

Caption: *This text was taken from an article about the Chicano Civil Rights Movement. In expressing their voices of the discrimination that Mexican-Americans faced, they wrote songs and performed them.*

The African American Civil Rights Movement was intended by many of its leaders to include all Americans of color struggling for equality, regardless of their origins. In response to the efforts of Dr. Martin Luther King, among others, Hispanic Americans of various backgrounds began organizing their own struggle for civil equality and fairness. In Philadelphia, Chicago, and New York, Puerto Ricans held marches to protest unequal treatment. Among Mexican Americans in the Southwest, this struggle came to be known as the Chicano Civil Rights Movement. While each of these groups had similar goals, some of the particular issues they faced were different. Puerto Ricans could only be regarded as Americans, at least officially, while Mexican Americans faced suspicion that they were not, regardless how many generations of their families had lived in the United States. Many Puerto Ricans had moved to the cities, and faced problems of urban slums, while this was true for only part of the Mexican American population, many of whom were rural farmers and migrant workers. Many of the issues of Hispanic American rights are as familiar to us today as they were in the 1960s.

People who had become Americans when western territories were made part of the United States in the Treaty of Guadalupe Hidalgo that ended the Mexican-American War in 1848 felt that the promise of that treaty, to treat colonial Mexican settlers of that territory who chose to remain as U.S. citizens with full civil rights, had never been fulfilled. Discrimination, educational segregation, voting rights, and ethnic stereotyping were principle issues of the activists, as well as the need for a minimum wage for migrant agricultural workers and citizenship for the children of Mexican-born parents. The emerging Chicano Civil Rights Movement included strikes and demonstrations with issues expressed through songs in both English and Spanish. This presentation includes a performance by Agustín Lira, who composed and sang activist songs during the 1960s and 70s along with Quetzal, a group that composes and performs Chicano music related to activism of the 1990s through the present.

Document 5:

Caption: *This poem was written by Rodolpho Corky Gonzales. In this poem he discusses what it is like being chicano and being discriminated against. He also “embraces Cesar Chavez and the farm workers, turns to the struggles of the urban youth, and culminates in growing political awareness and participation with La Raza Unida Party” (NLCC Educational Media, 1996.).*

Yo soy Joaquín,

perdido en un mundo de confusión:

I am Joaquín, lost in a world of confusion,

caught up in the whirl of a gringo society,

confused by the rules, scorned by attitudes,

suppressed by manipulation, and destroyed by modern society.

My fathers have lost the economic battle

and won the struggle of cultural survival.

And now! I must choose between the paradox of

victory of the spirit, despite physical hunger,

or to exist in the grasp of American social neurosis,

sterilization of the soul and a full stomach.

Yes, I have come a long way to nowhere,

unwillingly dragged by that monstrous, technical,

an industrial giant called Progress and Anglo success....

I look at myself.

I watch my brothers.

I shed tears of sorrow. I sow seeds of hate.

I withdraw to the safety within the circle of life --

MY OWN PEOPLE

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