

Second Grade DBQ – Core Knowledge

Fighting for a Cause

A DBQ (Document Based Question) is an authentic assessment where students interact with historical texts. Document Based Questions were first used in high school AP classes. However, after several years of implementing DBQs in grades 4-12 in WCSD for all students, it was determined that the same skills could be practiced with students in K-3. A DBQ asks students to read and analyze historical records, gather information and fill in short scaffolding response questions. Students then assimilate and synthesize information from several documents, and finally respond in writing to an assigned task, by using information gleaned from the documents, as well as, their own knowledge. For grades K-3, these tasks have been refined to include pictures and text from the Core Knowledge units of study. In this way, students who have been immersed in a unit of literacy study are able to demonstrate their knowledge of the unit while also practicing the skills used in social studies in later grades with a DBQ.

This DBQ is aligned with the Core Knowledge Listening and Learning domain, *Fighting for a Cause*. It is meant to follow the unit so that students have already been exposed to the knowledge and vocabulary gained from the read alouds.

With ***prompting, scaffolding, and support***, the students will review a series of pictures and text to explore the people and the cause or causes for which each historical figure fought. This DBQ can be implemented two ways:

- Students can review each documents and then choose two historical figures to write about or,
- Students can choose two historical figures first, and only those two documents.

After reviewing the documents, students will compare and contrast these two people and their accomplishments, then write to the prompt independently.

Helpful Vocabulary:

civil rights	discrimination	admirable	activist
courage	suffrage	boycott	injustice
nonviolence	human rights	segregation	obstacles

Writing Task: Throughout history, people have fought for equal rights for themselves and others. Using evidence found in the following documents, knowledge of our readings, and at least four vocabulary words listed above, please compare and contrast the lives of two of these people and the causes for which they fought.

Teacher Notes:

1. Students should be given the opportunity to discuss the documents with partners and/or small groups.
2. Students should not be expected to work through the documents independently. You should monitor student understanding of the documents through whole group discussion before moving on to the independent writing task.
3. As a teacher, you know where your students are as developing writers. After students have a solid understanding of the documents, they are expected to tackle the writing piece independently. However, please scaffold and support this writing as needed by your students. For example, you could provide additional support through shared writing beforehand as an example, or provide additional graphic organizers as needed.
4. Allow several class sessions to complete this DBQ.

Name _____

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Document A



Susan B. Anthony was born in 1820. Susan's family was different from other families. They were Quakers. Quakers did not judge people based on color or whether they were male or female. Susan's parents wanted her to receive a good education, but back then only boys went to school. When Susan was six years old, she went to school. One day, a teacher at the school refused to teach Susan a difficult math problem because she was a girl. As a result, her parents decided that she should be educated at home. She eventually became a teacher, but quickly discovered that female teachers earned less money than male teachers for doing the same job.

1. Describe what Susan's family was like.

2. How did Susan's family help her receive an education?

Later, she met some brave people who were trying to abolish, or end, slavery in the United States. These abolitionists held secret meetings in her family's home. Susan decided that she would join the fight to abolish slavery. Susan helped to organize women's groups to speak out about slavery. Susan and her supporters traveled in horse-drawn carriages and communicated by letter. Newspapers printed articles that criticized her views and called her a trouble-maker. Susan did not care. She was fearless.

3. What did Susan decide to do after meeting the abolitionists holding meetings in her family's home?

4. What did people think about Susan when she was fighting for the rights of slaves? How did Susan react?

After the Civil War, the laws were changed that allowed former slaves to become citizens, and male slaves were given the right to vote. Susan was happy that the former male slaves had gained these rights, but was unhappy that women did not have the same rights. Her next fight was about to begin. At this time, women had very limited roles, or small jobs in their communities. Many people did not think it was important to educate girls. Women were not allowed to become doctors or lawyers.

Susan joined forces with other women to campaign to give women suffrage, or the right to vote. She traveled all over the country speaking for women's suffrage, organized petitions, and wrote newspaper articles. She helped to start the National Suffrage Association. In 1872 she and several other women cast their ballots for the president of the United States, fifty years before it was legal to do so. Susan was arrested and charged with illegal voting. Her arrest caused a national uproar. She was fined \$100, but refused to pay the penalty.

5. What cause did Susan fight for after the Civil War ended? Describe the ways she fought for that cause.

By the end of the nineteenth century, people's views about Susan began to change. She had become a national heroine. She continued to travel around the country speaking for women's voting rights. Now, people couldn't wait to hear her speak. She became President of the National American Women Suffrage Association, a job she held until the age of eighty, when she retired. Susan died six years later on March 13, 1906. She had worked for more than fifty years, half a century, for women's rights. Although she did not live to see women get the right to vote, she had helped to make it happen.

6. How did Susan B. Anthony change the lives of people in the United States?

Document B



Anna Eleanor Roosevelt was born in 1884. Her family was very wealthy, but they believed in helping those less fortunate. From an early age, Eleanor learned to care about people who struggled to survive. Eleanor did not have a happy childhood. For part of it, Eleanor and her brother were raised by their grandmother. Her grandmother was very strict because she did not let Eleanor read books in bed, and she made Eleanor wear long, black stockings – even in the summertime! When Eleanor was fifteen, she was sent to an English boarding school for girls. She was very happy there and developed a love of learning.

1. In your own words, describe Eleanor's early life.

When Eleanor was eighteen, her uncle, Theodore Roosevelt had just become president of the United States. Eleanor attended parties where wealthy young girls might meet wealthy young boys to marry. Eleanor met Franklin D. Roosevelt and eventually they married. In 1911, Franklin began working as a politician in New York. Then in 1921, he was stricken with polio, a disease that can cause paralysis. Because of the polio, Franklin could not get around easily and was afraid that he would no longer be able to become president one day. Eleanor was determined to do everything she could to help her husband. Nine years later, with Eleanor's help, Franklin became the thirty-second president of the United States.

1. What happened to Franklin Roosevelt that made him think he could no longer be president? How did Eleanor react?

The 1930s was one of the most difficult times in American history. Millions of people were unemployed, or without a job. Many were hungry and desperate. Eleanor traveled all over the United States, acting as her husband's "eyes and ears". She told Franklin what she saw, and that helped him make decisions. Eleanor convinced her husband to create an advisory group called the "Black Cabinet" to find ways to improve the lives of African Americans living in poverty. Eleanor also campaigned for the rights of Native Americans. She highlighted the fact that they were being pushed off their land, and that their way of life was continually being threatened.

2. How Eleanor was the "eyes and ears" for her husband while he was president?

In 1939, Eleanor took a stand against discrimination. Eleanor belonged to an organization called the Daughters of the American Revolution. This organization would not allow a talented African American singer named Marian Anderson to sing at a hall they owned in Washington D.C. Eleanor left the organization. Then she got permission for Marian to sing at the Lincoln Memorial where seventy-five thousand people came to support her and hear her wonderful voice.

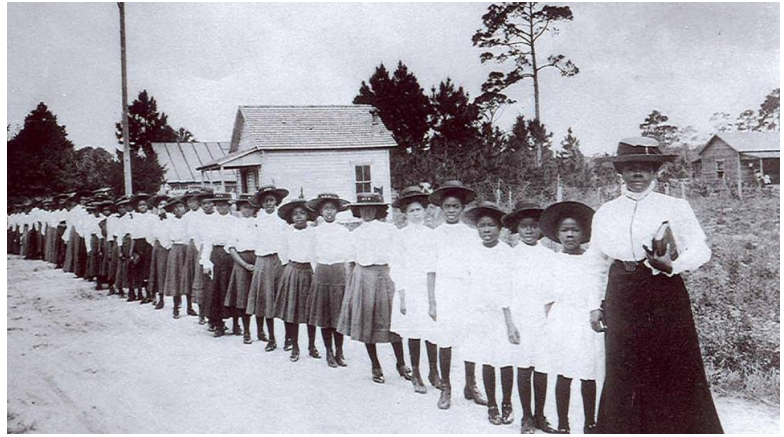
3. What did Eleanor do when the Daughters of the American Revolution would not allow Marian Anderson sing at their hall?

Even after her husband's death, Eleanor continued to work for human rights. She was asked to work at the United Nations, whose goals include reducing poverty and helping all people in need. She helped write an important document called the Universal Declaration of Human rights, which states that all people should have the right to work, the right to rest, the right to an education, and the right to share in the life of their own community. Eleanor considered this her biggest achievement.

4. In your own words, describe the causes that Eleanor fought for even after her husband died.

5. How did Eleanor Roosevelt change the lives of people in the United States?

Document C



Mary Jane McLeod was born in 1875, on her parents' small farm in South Carolina. She was the fifteenth of seventeen children. Mary was the only member of her family to go to school and receive an education. It wasn't easy for Mary to go to school – she walked five miles to school each day, and then she walked home again. Mary didn't mind because going to school was a privilege that few African American children had – especially girls. She learned quickly and easily and then raced home to teach her brothers, sisters, and her neighbor's children what she had learned at school. When Mary was thirteen, she received a scholarship to study at a school for African American girls. Mary's mom was very proud of her and made a special dress for her to wear at her new school.

1. In your own words, describe Mary's early life and education.

After graduating from school, Mary returned to South Carolina to become a teacher at the school she once attended. She was determined to educate African American children and soon decided to start a school of her own. Later, Mary moved to a town in Florida where many African American men were helping to build a railroad there. Mary began to teach the children of these men how to cook and sew, as well as reading, writing, and math. Not everyone liked what Mary was doing. They tried to scare her in hopes that she would close her school and leave town. Mary would not be bullied.

2. What did Mary decide to do after she graduated?

3. What did Mary do when she first moved to Florida? How did people react?

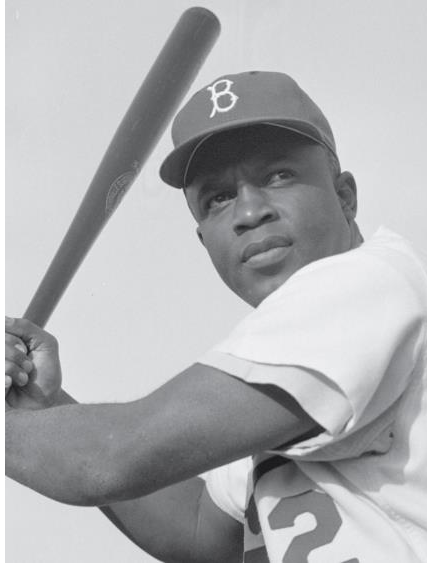
Three years later, Mary moved her school to a new and larger location. This school eventually became a university, which still exists today. Mary also opened her own hospital where African Americans came to receive treatment. Mary joined forces with various groups who were campaigning for the right for women to vote. Mary opened up a library that provided free reading material to anyone who wanted it. She held classes at night so that African American men could learn to read and write. At that time, many African American men weren't always able to vote because they had to be able to read and write. Mary wanted to give these men the opportunity to go to school to learn these skills and therefore be able to vote. Once again, people tried to scare Mary away. Mary ignored them and continued her work.

4. Three years later, Mary moved her school to a larger location. What other things did Mary do besides opening up a new school?
5. Once again, people tried to scare Mary away. How did Mary react? What does this tell you about her?

Mary's efforts had not gone unnoticed. Three U.S. presidents asked Mary for advice. For many years, Mary worked closely with Eleanor Roosevelt and became Director of the Division of Negro Affairs and of the National Youth Administration. Mary wanted all African Americans to become fully involved in American society. She received many honors for her work. A statue of Mary was placed in Lincoln Park in Washington, D.C.

6. In what ways is Mary honored for her hard work?
7. How did Mary Jane McLeod change the lives of people in the United States?

Document D



Jack Roosevelt (Jackie) Robinson was born in 1919, in Cairo, Georgia. He was the youngest of five children. His parents were sharecroppers – people who worked the land for others for very little pay. When Jackie was a baby, his father left the family. His mother moved the family to Pasadena, California, to be near relatives who would help her raise her family. His mother worked many different jobs to support her family. Despite hardships, Jackie grew up in a close and loving family.

From an early age, Jackie was a talented athlete. When he went to high school, his brothers encouraged him to play sports. Jackie played football, basketball, baseball, and tennis, and he ran track, too. After high school, Jackie went to a junior college and played sports there, too. Before long, the University of California in Los Angeles offered Jackie an athletic scholarship. While there, Jackie proved himself to be a good student and an amazing athlete. When he left college, he played football in Hawaii, and then joined the United States Army when World War II began.

1. In your own words, describe Jackie's early life and education.

Growing up, Jackie had been aware of discrimination. When he joined the army, he realized there was discrimination there, too. Jackie felt the need to challenge these attitudes. He refused an order to sit at the back of a military bus. Jackie felt that the color of his skin should not determine where he could or could not sit.

2. How did Jackie face discrimination after he joined the military?

Jackie left the army toward the end of the war and began to play baseball for the National Negro League. It was in this league that African Americans were allowed to play baseball. One day, a man named Branch Rickey saw Jackie play. Branch was the president of the Brooklyn Dodgers. He thought Jackie was an incredible player and wanted Jackie to play for his team. The only problem was that the Brooklyn Dodgers was an all-white team.

Branch met with Jackie and explained that he wanted Jackie to be brave and “break the color barrier”. Jackie needed to be strong enough to show self-control and courage because fans and his teammates might treat him badly. Jackie agreed to join his team and not fight back. Jackie joined the team and played well. During this time, he was not allowed to stay in the same hotels as his teammates, or eat in the same restaurants. Some players did not want to play with him. But one teammate, Pee Wee Reese came to his defense. “You can hate a man for many reasons,” Pee Wee said, “Color is not one of them.”

3. What did Branch Rickey want Jackie to do?

People called him names, and some of his teammates would not sit with him. But Jackie focused on playing, even when pitchers threw balls and tried to hit him. One time, a player tried to intimidate him by cutting Jackie deliberately on the leg. Jackie refused to quit. Jackie could run, hit, steal, bases, and play second base like nobody else. Jackie retired from baseball in 1957 after helping the Dodgers play in six World Series and becoming Rookie of the Year in 1947 and the most valuable player in 1949. He was the first African American to be inducted into the Baseball Hall of Fame. Major League Baseball also retired his number in 1997, which means that no other player on any team can ever wear number forty-two. Jackie proved that the world of professional sports is far better when everyone can participate in it.

4. What types of discrimination did Jackie face while he played baseball for the Dodgers?

5. How did Jackie respond to the discrimination? What does this tell you about him?

6. How did Jackie Robinson change the lives of people in the United States?

Document E



Rosa Parks was born in 1913, in Tuskegee, Alabama. Rosa grew up on a small farm with her brother, mother, and grandparents. Rosa was a happy child and loved her family, but she lived at a time and place where African Americans faced discrimination. This was especially true in the South, where Rosa lived, because in that part of the United States there was segregation. Because of segregation, African Americans and white people did not go to the same schools, eat at the same restaurants, or go to the same movie theaters. When traveling by bus, African Americans were expected to sit in certain seats.

When Rosa was a little girl, she attended a school that was just for African American children. Far too often, there weren't enough desks or school supplies for the students. When Rosa was sixteen years old, she had to leave school to take care of her grandmother and mother who had both become ill. To help support her family, Rosa worked in a shirt factory. When she was nineteen, she married Raymond Parks, who was actively involved in the National Association for the Advancement of Colored People (NAACP). This organization wanted to make life in the United States fairer and safer for all African Americans and end segregation in the South. Rosa also became involved in the organization.

1. In your own words, describe Rosa's early life and education.

On the evening of December 1, 1955, Rosa's work day had ended and she was rushing to catch the bus to take her home. Because the section at the back of the bus where African Americans usually sat was so full, Rosa found a seat in the middle of the bus. Before long, all of the seats on the bus were full and several white people were left

standing. The bus driver had the authority to move people, and ordered several African American people to give up their seats. All of them did as he asked, except for Rosa. The bus driver called the police, and Rosa was arrested and taken to the police headquarters.

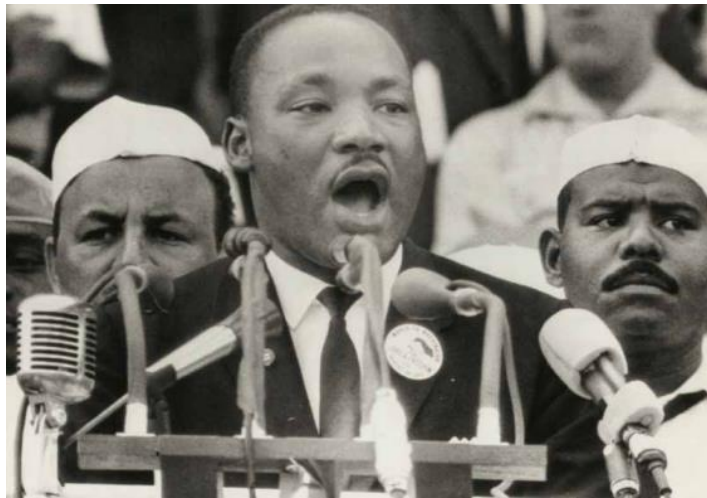
Rosa had refused to move, and now others would show their support for her. It was decided that hundreds of African Americans who rode the buses to work would walk instead. The NAACP began to organize what became known as the Montgomery Bus Boycott. The boycott lasted for 382 days. Without passengers to ride the buses, the buses couldn't afford to run. Businesses were disrupted. Many white people supported the boycott, too. On November 13, 1956, the United States Supreme Court decided that Montgomery's segregated bus seating was unconstitutional, or against the law. The boycott ended, and the buses were integrated and African American people could sit wherever they wanted. That boycott became a powerful way for people to peacefully protest.

2. On December 1, 1955, something happened to Rosa that changed her life and the lives of many others. What happened on that day?
3. After Rosa was arrested, many people participated in the Montgomery Bus Boycott and refused to ride city buses. What was the result of that boycott?

Rosa Parks's actions helped to start the civil rights movement. In fact, Rosa became known as the "mother of the civil rights movement". She remained an active member of the NAACP and showed her support of Martin Luther King Jr. by participating in civil rights marches. She received several awards for her courage and her work. She received the Presidential Medal of Freedom in 1996 and the Congressional Gold Medal of Honor in 1999.

4. Why was Rosa called the "mother of the civil rights movement"?
5. How was Rosa honored for her work?
6. How did Rosa Parks change the lives of people in the United States?

Document F



Martin Luther King Jr. was born in 1929, in Atlanta, Georgia. Martin had an older sister and a younger brother. They lived in a loving home with their parents and grandparents. Martin's father, Martin Luther King Sr., was the pastor of Ebenezer Baptist Church in Atlanta. Martin was a member of his father's church. Martin was a bright boy and began attending school when he was five. Because he was such a good student, Martin skipped two grades. He started college when he was just 15 years old. At first, Martin considered becoming a doctor or a lawyer, but he later changed his mind and decided to become a minister like his father and grandfather before him.

1. In your own words, describe Martin's early life and education.

In college, Martin met a beautiful young lady named Coretta Scott. She had been studying music in Boston. They married and moved to Montgomery, Alabama, where Martin became the minister of the Dexter Avenue Baptist Church. Martin had experienced discrimination growing up in the South and thought it was humiliating. And so, being a pastor, Martin decided that he would become a civil rights activist.

When Rosa Parks challenged racial segregation, and a bus boycott began, Martin was asked to be the leader of this movement. The African American community stood together under his leadership. They refused to ride the buses until they were able to choose a seat freely. African Americans living in the South where segregation was legal began to protest. They held "sit-ins" at lunch counters that would not serve them. People rode from state to state and protested peacefully in places that practiced segregation.

2. How did Martin become involved in the civil rights movement?

3. How did the African American community protest under his leadership?

During one demonstration in Birmingham, Alabama, Martin was sent to jail. There he wrote his famous "Letter from the Birmingham Jail" where he explained that it was his view that fair laws must be obeyed, but unfair laws, such as segregation, must be ignored. The following year, he led a march into Washington D.C. to pressure the government into changing segregation laws. There he delivered his famous "I Have a Dream" speech when he said that he hoped for a day when people would be judged not by the color of their skin, "but by the content of their character".

4. Explain what Martin wrote in the "Letter from Birmingham Jail".

Later, Martin was given one of the highest awards anyone can achieve: the Nobel Peace Prize. Martin donated the \$54,000 award money to a number of civil rights groups. Martin often felt threatened and feared for his own safety and that of his family. He was jailed thirty times, but he was a peaceful warrior who fought with his words. Sadly, Martin was killed while in Memphis, Tennessee while supporting workers who were not being treated fairly.

5. What did Martin do with the money he received from the Nobel Peace Prize? What does this tell you about him?

Because of Martin Luther King Jr. and those people involved in the civil rights movement, a law was passed called the Civil Rights Act, which banned segregation. This was followed by a law called the Voting Rights Act which removed any restrictions on the right to vote for African Americans. Martin Luther King Jr. had led the way for a better, brighter future. Now, we remember him with a federal holiday in Martin's honor on the third Monday in January. A monument was also built near the Lincoln Memorial where Martin delivered his famous "I Have a Dream" speech.

6. What important events happened after Martin was killed?

7. How did Martin Luther King, Jr. change the lives of people in the United States?

Document G



Cesar Estrada Chavez was born in 1927, in the Gila River Valley, near Yuma, Arizona. Cesar was the second of six children. Cesar was named after his grandfather who had come to the United States from Mexico in the 1880's. Cesar's grandfather had settled on a small ranch in the Gila River Valley. The Chavez family worked hard, and their farm was prosperous. Then the rain stopped falling in the Gila River Valley – first one year, and then the next. Without rain, the crops could not grow, and the cattle died. There was nothing to do but sell the ranch.

Cesar and his family moved to California to become migrant workers, traveling from farm to farm, picking fruits and vegetables during harvest time. Like most migrant workers, Cesar and his family were poor and often treated unfairly by the people who hired them. They were paid very little money for the work they did, and that work was very difficult.

Cesar's family was considered to be Hispanic because they were originally from the Spanish-speaking country of Mexico. Hispanic people, just like African Americans, faced discrimination and segregation. Although it wasn't easy, Cesar did go to school in various places in California. Cesar was not able to go on to high school because he was wanted to work in the fields. However, during World War II, Cesar wanted to serve his country. He joined the navy, and his family was very proud of him. After two years, Cesar returned to his life as a migrant farmworker. Soon after his return, he met and married Helen Fabela.

1. In your own words, describe Cesar's early life and education.
2. What important event in Cesar's life caused him to become a migrant worker?

Cesar continued his work as a migrant farmworker. The work was hard, the hours were long, and many workers found that their health suffered. When they became injured or sick, they found it difficult to pay their medical bills. Migrant workers did not earn money when the weather was bad or when they were waiting for the crops to ripen. Cesar believed that migrant workers deserved to be treated more fairly. He set out to change the treated of farmworkers.

3. In what ways is the life of a migrant farmworker difficult?

One day, Cesar met an organizer for a social service group known as the Community Service Organization (CSO). This organization wanted to improve the lives of Latino people. Cesar began to volunteer for the CSO and went farm to farm, helping farmworkers become U.S. citizens and register to vote. Immediately, some of the farm owners thought Cesar was a troublemaker.

4. Why did some farm owners think Cesar was a troublemaker after he began working for the CSO?

In addition to speaking Spanish, Cesar spoke very good English. As a result, he was able to communicate with both the farm owners and the farmworkers. Slowly, many farmworkers became brave enough to attend meetings and rallies organized by Cesar. Without intending to, Cesar had become a labor leader and civil rights activist. He created a union for the workers which was eventually called the United Farm Workers.

One time, some grape growers in Delano, California had decided to cut the little pay the farmworkers received. Cesar responded by organizing a strike, and many farmworkers refused to harvest the grapes. He also organized a march, and thousands of farmworkers set off for the state capital of Sacramento. People across the nation noticed what was happening and refused to buy California grapes. Without their workers, the farm owners would lose money. They agreed to discuss higher wages and health care for the farmworkers.

5. How did the strike and march against the grape growers help the migrant farmworkers?

Cesar continued his work with the United Farm Workers fighting for the rights of poor migrant farmworkers who seemed to have no voice in society. Cesar Chavez died in 1993. Thousands of people attended his funeral. One year after his death, Cesar was awarded the Presidential Medal of Freedom, the highest civilian honor in the United States.

6. How was Cesar honored for his work?

7. How did Cesar change the lives of people in the United States?

Use this venn diagram to compare and contrast the two people that you chose. Write each of their names at the top of each circle. Inside the circles, write what was different about each person and their causes. In the middle, write about the similarities.

