

In developing your answers to Part III, be sure to keep these general definitions in mind:

- (a) **describe** means “to illustrate something in words or tell about it”
- (b) **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”

Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. The question is designed to test your ability to work with historical documents. Some of these documents have been edited for the purposes of this question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document. Keep in mind that the language used in a document may reflect the historical context of the time in which it was written.

Historical Context:

Throughout United States history, the United States Supreme Court has decided major cases related to the civil liberties of African Americans. These decisions have had a significant impact on the nation. These cases include *Dred Scott v. Sanford* (1857), *Plessy v. Ferguson* (1896), and *Brown v. Board of Education of Topeka* (1954).

Task: Using the information from the documents and your knowledge of United States history, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay in which you will be asked to

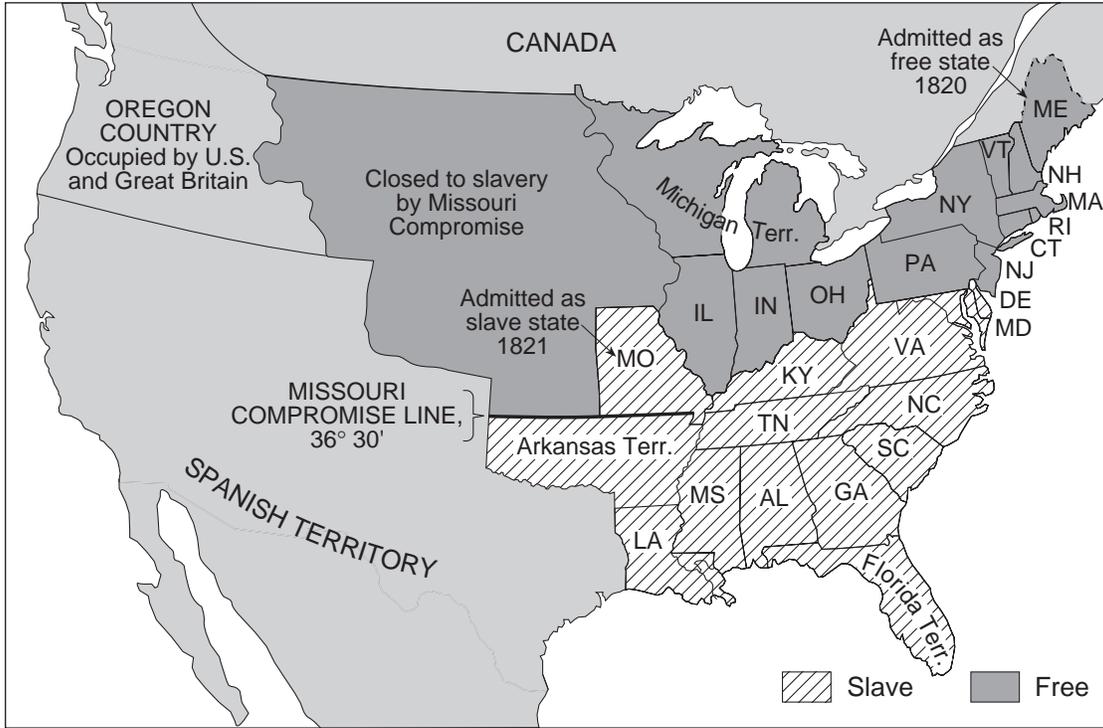
- Select **two** Supreme Court cases mentioned in the historical context and for **each**
- Describe the historical circumstances leading to the case
 - Discuss the impact of the Supreme Court’s ruling on the United States and/or on American society

Part A
Short-Answer Questions

Directions: Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Document 1a

Missouri Compromise of 1820



Source: <http://voteview.com>, University of California, San Diego (adapted)

Document 1b

... After the Missouri crisis it was no longer possible to pretend that the United States was a single nation with a single set of national interests. Although politicians in both North and South worked hard over the next two decades to suppress the issue of slavery in the national debate lest it drive a deeper wedge between the northern and southern wings of both national parties, the society of slaveholders would henceforth be in conflict with the society of free labor...

Source: Robert Kagan, *Dangerous Nation: America's Foreign Policy from Its Earliest Days to the Dawn of the Twentieth Century*, Alfred A. Knopf, 2006

1 Based on these documents, what were **two** effects the Missouri Compromise had on the nation? [2]

(1) _____

Score

(2) _____

Score

Document 2

Chief Justice Roger Taney wrote the majority opinion in the *Dred Scott* case.

... Taney's decision, which represented the entire Court, not only affirmed the repeal of the Missouri Compromise that had been achieved by the Kansas-Nebraska Act but also challenged the concept of popular sovereignty in any Western territory. As Southern Senator John C. Calhoun had argued, Taney stated that any move to block the rights of slaveholders to own slaves in a territory violated the due process clause of the Fifth Amendment. Supporters of slavery rejoiced at the decision, while those opposed to the expansion of slavery saw Taney's work as further evidence that national politics was firmly under the control of Southern apologists [defenders of slavery]. In the end, the *Dred Scott* case only fueled the already growing flames of sectional mistrust...

Source: Jeffrey W. Coker, *Presidents from Taylor Through Grant, 1849–1877: Debating the Issues in Pro and Con Primary Documents*, Greenwood Press, 2002

2 According to Jeffrey W. Coker, what was **one** impact of the *Dred Scott* decision? [1]

Score

Document 3a

This is an excerpt from a speech by Frederick Douglass in which he analyzed and criticized the Supreme Court's *Dred Scott* decision.

... This infamous [*Dred Scott*] decision of the Slaveholding wing of the Supreme Court maintains that slaves are within the contemplation [meaning] of the Constitution of the United States, property; that slaves are property in the same sense that horses, sheep, and swine are property; that the old doctrine that slavery is a creature of local law is false; that the right of the slaveholder to his slave does not depend upon the local law, but is secured wherever the Constitution of the United States extends; that Congress has no right to prohibit slavery anywhere; that slavery may go in safety anywhere under the star-spangled banner; that colored persons of African descent have no rights that white men are bound to respect; that colored men of African descent are not and cannot be citizens of the United States....

Source: Frederick Douglass, Speech on the *Dred Scott* Decision, May 1857

3a According to Frederick Douglass, what would be **one** impact of the *Dred Scott* decision? [1]

Score

Document 3b

... The third story [of *Dred Scott*] is about the politics of slavery and the coming of the Civil War. The Supreme Court decision sparked enormous political reaction, particularly in the North. It destroyed any chance of agreement between the North and the South over slavery in the territories. It would be an exaggeration to say that the *Dred Scott* decision *caused* the Civil War. But it certainly pushed the nation far closer to that war. The decision played a decisive role in the emergence of Abraham Lincoln as the Republican Party's presidential candidate in 1860 and his election later that year. That in turn set the stage for secession and civil war...

Source: Paul Finkelman, *Dred Scott v. Sandford [Sanford]: A Brief History with Documents*, Bedford Books, 1997

3b According to Paul Finkelman, what was **one** effect of the *Dred Scott* decision on the nation? [1]

Score

Document 4

TRANSPORTATION OF PASSENGERS.

Act III, 1890, p. 152

... SECTION 1. **Separate Accommodations, etc.**—That all railway companies carrying passengers in their coaches in this State, shall provide equal but separate accommodations for the white, and colored [African American] races, by providing two or more passenger coaches for each passenger train, or by dividing the passenger coaches by a partition so as to secure separate accommodations; *provided* that this section shall not be construed to apply to street railroads. No person or persons, shall be permitted to occupy seats in coaches, other than the ones assigned to them on account of the race they belong to....

Source: *Revised Laws of Louisiana*, F. F. Hansell & Bro.

4 Based on this document, what was **one** effect of this Louisiana law on African Americans? [1]

Score

Document 5

This is an excerpt from an article written by Booker T. Washington in response to the decision in *Plessy v. Ferguson*.

... Now the point of all this article is not to make a complaint against the white man or the “Jim Crow Car” law, but it is simply to say that such an unjust law injures the white man, and inconveniences the negro [African American]. No race can wrong another race simply because it has the power to do so, without being permanently injured in morals, and its ideas of justice. The negro can endure the temporary inconvenience, but the injury to the white man is permanent. It is the one who inflicts the wrong that is hurt, rather than the one on whom the wrong is inflicted. It is for the white man to save himself from this degradation that I plead.

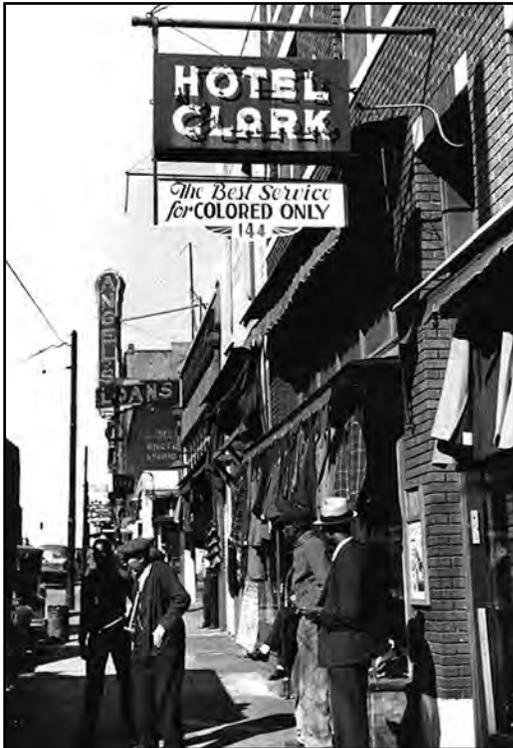
If a white man steals a negro’s ballot, it is the white man who is permanently injured. Physical death comes to the negro lynched—death of the morals—death of the soul—comes to the white man who perpetrates the lynching....

Source: Louis R. Harlan, ed., *The Booker T. Washington Papers, Volume 4: 1895–98*, University of Illinois Press, 1975

- 5 According to Booker T. Washington, what would be **one** impact of the *Plessy v. Ferguson* decision on white society? [1]

Score

Document 6



Source: Marion Post Walcott, photographer, October 1939, Library of Congress



Source: Dorothea Lange, photographer, June 1937, Library of Congress

6 Based on these photographs, what was *one* impact of the *Plessy* decision on American society? [1]

Score

Document 7a

Per-Pupil Expenditures in Selected Southern States,
1939–1940 School Year

State	Spending per Pupil	
	White	Negro
Alabama	\$47.59	\$14.63
Arkansas	36.87	13.73
Florida	69.76	26.95
Georgia	55.56	16.95
Louisiana	77.11	20.49
Mississippi	52.01	7.36
North Carolina	46.02	28.30
South Carolina	57.33	5.42
Texas	72.72	28.49
Average	\$58.69	\$18.82

Note: Data are based on average daily attendance.
(Total spending average does not equal the sum of the state averages.)

Source: Jaynes and Williams, eds.,
A Common Destiny: Blacks and American Society,
National Academy Press, 1989 (adapted)

7a Based on this chart, what was **one** disadvantage faced by African American students in these southern states in the early 1940s? [1]

Score

Document 7b

This letter was sent by the Topeka, Kansas, chapter of the NAACP to the national organization.

September 5, 1950

The National Association for the Advancement of Colored People
Legal Department
20 West 40th
New York City 18, New York

Gentlemen:

I represent the legal branch of N.A.A.C.P., of Topeka, Kansas, and I wish to inform your office of the pending controversy existing in the city of Topeka, and elsewhere in the state of Kansas.

The facts are briefly these: The Board of Education of the aforesaid city is maintaining and has maintained a dual system of education for colored and white grade school children. In doing so, the Board is acting under a permissive statute of the state of Kansas.

The white children have several districts; in these districts, some colored children live, and their parents own property in these so-called districts. However, said colored children are prohibited from attending the schools in these districts, and are compelled to leave their home and meet a bus (said bus is provided by the Board of Education) that carries them, often for long distances, to the various Negro schools.

The parents of the said Negro children are taxed for all of the schools, and the whole thing results in a jim-crow system. . . .

Very truly yours
Chas. E. Bledsoe

Source: Kansas Historical Society

7b According to Chas. E. Bledsoe, what was **one** problem that existed within the Topeka, Kansas, school system in 1950? [1]

Score

Document 8a

Lieutenant Colonel Marion Johnson, commander of Arkansas National Guard troops, is pictured turning back a group of African American students seeking to enter Central High School in Little Rock on September 4, 1957. He said he was acting on orders of Governor Orval Faubus not to admit them.



Source: Arkansas National Guard

Document 8b

Executive Order 10730

PROVIDING ASSISTANCE FOR THE REMOVAL OF AN OBSTRUCTION OF JUSTICE WITHIN THE STATE OF ARKANSAS

SECTION 2. The Secretary of Defense is authorized and directed to take all appropriate steps to enforce any orders of the United States District Court for the Eastern District of Arkansas for the removal of obstruction of justice in the State of Arkansas with respect to matters relating to enrollment and attendance at public schools in the Little Rock School District, Little Rock, Arkansas. In carrying out the provisions of this section, the Secretary of Defense is authorized to use the units, and members thereof, ordered into the active military service of the United States pursuant to Section 1 of this Order.

DWIGHT D. EISENHOWER

THE WHITE HOUSE
September 24, 1957

Source: Eisenhower Presidential Library & Museum

8 Based on these documents, why did President Dwight D. Eisenhower issue Executive Order 10730? [1]

Score

Document 9

What other movements, campaigns or causes did *Brown v. Board* aid or inspire?

Mike Wenger: The *Brown* decision, in my opinion, launched the struggle of African Americans over the next decade and one-half for their constitutional rights.

That struggle inspired a number of other movements, including the movement for Mexican farm workers rights led by Cesar Chavez, who formed the United Farm Workers in 1962.

The movements for equal rights for women and for the rights of disabled citizens also can be traced to the civil rights struggles of African Americans, and therefore, to the *Brown* decision.

Source: Excerpt of interview with Mike Wenger, special consultant to the Joint Center for Political and Economic Studies, "Brown v. Board Is...," *Teaching Tolerance*, Spring 2004 (adapted)

9 According to Mike Wenger, what was **one** way the ruling in *Brown v. Board of Education of Topeka* affected American society? [1]

Score

Part B

Essay

Directions: Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Use evidence from *at least four* documents in your essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

Throughout United States history, the United States Supreme Court has decided major cases related to the civil liberties of African Americans. These decisions have had a significant impact on the nation. These cases include ***Dred Scott v. Sanford (1857)***, ***Plessy v. Ferguson (1896)***, and ***Brown v. Board of Education of Topeka (1954)***.

Task: Using the information from the documents and your knowledge of United States history, write an essay in which you

- Select **two** Supreme Court cases mentioned in the historical context and for **each**
- Describe the historical circumstances leading to the case
 - Discuss the impact of the Supreme Court's ruling on the United States and/or on American society

Guidelines:

In your essay, be sure to

- Develop all aspects of the task
- Incorporate information from *at least four* documents
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme