

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

VOLUME
2 OF 2
DBQ

UNITED STATES HISTORY AND GOVERNMENT

Wednesday, June 12, 2013 — 9:15 a.m. to 12:15 p.m., only

RATING GUIDE FOR PART III A AND PART III B (DOCUMENT-BASED QUESTION)

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Visit the site at: <http://www.p12.nysed.gov/assessment/> and select the link "Scoring Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and several times throughout the Regents Examination period.

Contents of the Rating Guide

For **Part III A** Scaffold (open-ended) questions:

- A question-specific rubric

For **Part III B** (DBQ) essay:

- A content-specific rubric
- Prescored answer papers. Score levels 5 and 1 have two papers each, and score levels 4, 3, and 2 have three papers each. They are ordered by score level from high to low.
- Commentary explaining the specific score awarded to each paper
- Five prescored practice papers

General:

- Test Specifications
- Web addresses for the test-specific conversion chart and teacher evaluation forms

Mechanics of Rating

The procedures on page 2 are to be used in rating papers for this examination. More detailed directions for the organization of the rating process and procedures for rating the examination are included in the *Information Booklet for Scoring the Regents Examination in Global History and Geography and United States History and Government*.

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THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

Rating the Essay Question

- (1) Follow your school's procedures for training raters. This process should include:

Introduction to the task—

- Raters read the task
- Raters identify the answers to the task
- Raters discuss possible answers and summarize expectations for student responses

Introduction to the rubric and anchor papers—

- Trainer leads review of specific rubric with reference to the task
- Trainer reviews procedures for assigning holistic scores, i.e., by matching evidence from the response to the rubric
- Trainer leads review of each anchor paper and commentary

Practice scoring individually—

- Raters score a set of five papers independently without looking at the scores and commentaries provided
- Trainer records scores and leads discussion until the raters feel confident enough to move on to actual rating

- (2) When actual rating begins, each rater should record his or her individual rating for a student's essay on the rating sheet provided, *not* directly on the student's essay or answer sheet. The rater should *not* correct the student's work by making insertions or changes of any kind.
- (3) Each essay must be rated by at least two raters; a third rater will be necessary to resolve scores that differ by more than one point.

Rating the Scaffold (open-ended) Questions

- (1) Follow a similar procedure for training raters.
- (2) The scaffold questions are to be scored by one rater.
- (3) The scores for each scaffold question must be recorded in the student's examination booklet and on the student's answer sheet. The letter identifying the rater must also be recorded on the answer sheet.
- (4) Record the total Part III A score if the space is provided on the student's Part I answer sheet.

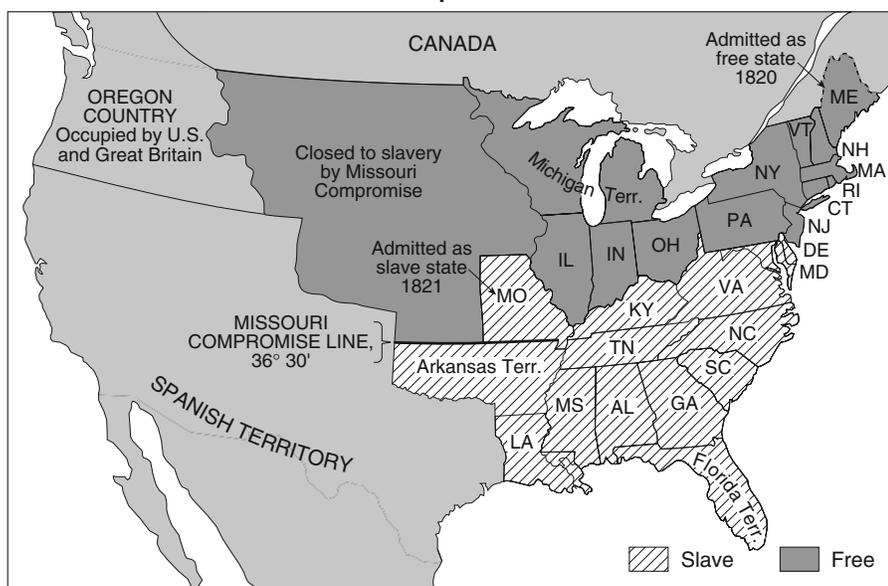
Schools are not permitted to rescore any of the open-ended questions (scaffold questions, thematic essay, DBQ essay) on this exam after each question has been rated the required number of times as specified in the rating guides, regardless of the final exam score. Schools are required to ensure that the raw scores have been added correctly and that the resulting scale score has been determined accurately. Teachers may not score their own students' answer papers.

The scoring coordinator will be responsible for organizing the movement of papers, calculating a final score for each student's essay, recording that score on the student's Part I answer sheet, and determining the student's final examination score. The conversion chart for this examination is located at <http://www.p12.nysed.gov/assessment/> and must be used for determining the final examination score.

United States History and Government
Part A Specific Rubric
Document-Based Question
June 2013

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?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* effect the Missouri Compromise had on the nation based on these documents

Examples: it created the 36°30' line as a division between slave and free territory/it closed the Louisiana Territory above the 36°30' line to slavery except for Missouri; the balance between free and slave states was maintained/there were an equal number of slave states and free states/there were 12 slave states and 12 free states; Maine was admitted as a free state; Missouri admitted as a slave state; it was no longer possible to pretend that the United States was a single nation with a single set of national interests; the society of slaveholders would henceforth be in conflict with the society of free labor

Note: To receive maximum credit, two *different* effects the Missouri Compromise had on the nation based on these documents must be stated. For example, *there were an equal number of slave states and free states* and *there were 12 slave states and 12 free states* are the same effect expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: it closed all territories to slavery; the United States became a single nation with a single set of national interests; Missouri was admitted as a free state
- Vague response
Examples: it was no longer possible; there were other territories; it created a society of free labor; it took two decades
- No response

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?

Score of 1:

- States an impact of the *Dred Scott* decision according to Jeffrey Coker
Examples: affirmed the repeal of the Missouri Compromise; challenged the concept of popular sovereignty in western territories; the rights of slaveholders were upheld; the due process clause of the fifth amendment was used to protect slaveholders; those opposed to slavery saw this decision as evidence that the South controlled national politics; it increased sectional mistrust

Score of 0:

- Incorrect response
Examples: affirmed the Missouri Compromise/achieved by the Kansas-Nebraska Act; blocked the rights of slaveholders; it created sectional unity
- Vague response
Examples: rights of slaveholders; they rejoiced; it repealed
- No response

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?

Score of 1:

- States an impact of the *Dred Scott* decision according to Frederick Douglass
Examples: slavery would no longer be controlled by local law/the rights of slaveholders are protected everywhere the Constitution extends/the rights of slaveholders do not depend on local law; Congress had no right to prohibit slavery anywhere; colored persons of African descent would have no rights that white men would be bound to respect; colored men of African descent were not/could not be citizens of the United States; slaves would be defined as property in the same sense as horses/sheep/swine are property

Score of 0:

- Incorrect response
Examples: slaves would not be property; colored men of African descent could be citizens; Congress would have the right to prohibit slavery
- Vague response
Examples: it could go anywhere; it was an old doctrine; it was secured; safety under the star-spangled banner; made local laws false
- No response

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?

Score of 1:

- States an effect of the *Dred Scott* decision on the nation according to Paul Finkelman
Examples: sparked an enormous political reaction, particularly in the North; destroyed any chance of agreement between the North and the South over slavery in the territories; pushed the nation closer to civil war; played a decisive role in the emergence of Abraham Lincoln as the Republican Party's presidential candidate/the election of Abraham Lincoln as president in 1860; it helped set the stage for secession/it was an underlying cause of the civil war

Score of 0:

- Incorrect response
Examples: there was an agreement between the North and South over slavery in the territories; the *Dred Scott* decision ended the Civil War; there was no/little political reaction in the North; it caused the Civil War/it was the cause of the Civil War; it was about the Civil War
- Vague response
Examples: it played a decisive role; it destroyed any chance; it pushed the nation; it was about the politics of slavery
- No response

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?

Score of 1:

- States an effect of this Louisiana law on African Americans based on this document
Examples: it forced African Americans to use separate accommodations on railway coaches; assigned seats on passenger coaches based on race; secured separate accommodations for white and African American/colored races; it segregated African Americans on railway cars; it discriminated against African Americans; passenger coaches could be divided by a partition to secure separate accommodations for whites and for African Americans; it legally created separate but equal accommodations for African Americans

Score of 0:

- Incorrect response
Examples: discrimination ended in Louisiana; ended discrimination for African Americans on railway coaches; accommodations no longer had to be separate; accommodations for whites; allowed whites to separate; it applied to street railroads
- Vague response
Examples: seats were occupied; all railway companies carried passengers; passengers were transported; separate but equal; accommodations were made; two or more coaches were provided
- No response

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?

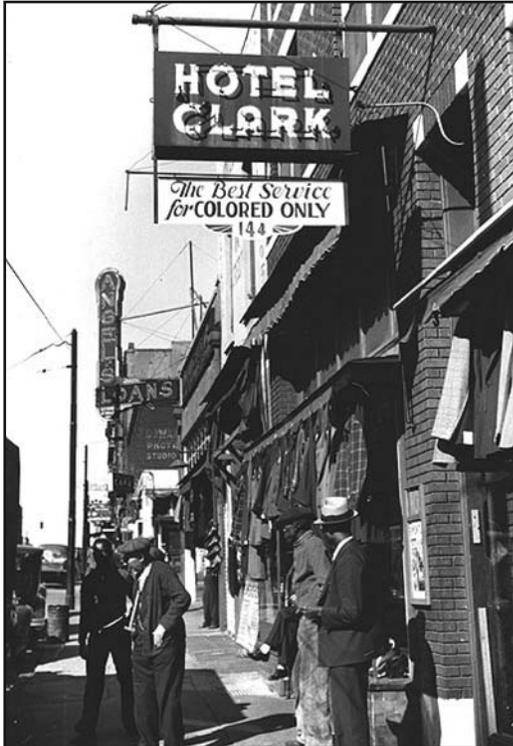
Score of 1:

- States an impact the *Plessy v. Ferguson* decision would have on white society according to Booker T. Washington
Examples: it would injure the white man; it would cause permanent injury to the morals of white society; it would lead to degradation of the white man; by inflicting an unjust law on African Americans, the white race would be morally injured

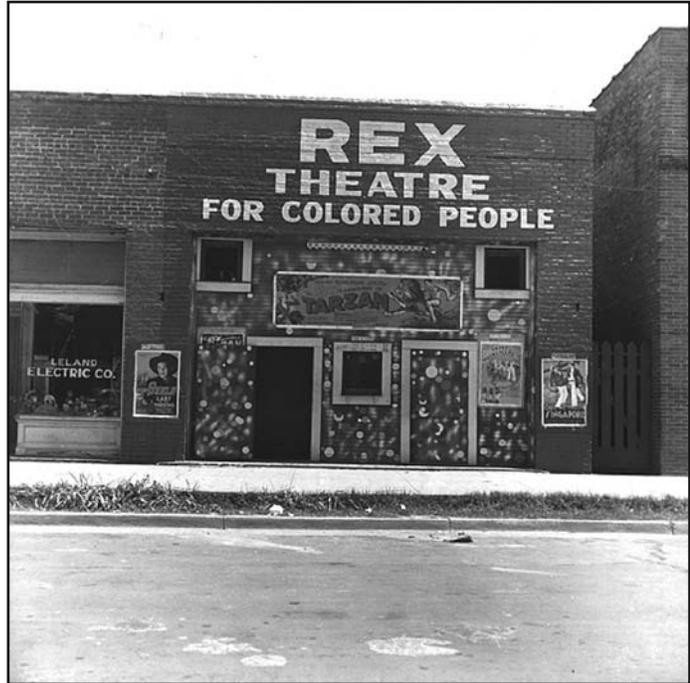
Score of 0:

- Incorrect response
Examples: it would inconvenience the whites; there was no response to the decision; unjust laws have no affect on people; it would inconvenience the African American; it would be a temporary inconvenience; they would be saved from degradation
- Vague response
Examples: it was a response; the article made a point; it has the power; an impact of ideas of justice; they are complaining
- No response

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?

Score of 1:

- States an impact of the *Plessy* decision on American society based on these photographs
Examples: separate hotels/theaters based on race; separate public facilities for African Americans; signs indicated which facilities were for African Americans/colored people; continued discrimination against African Americans; segregation

Score of 0:

- Incorrect response
Examples: no hotels/theaters could be used by African Americans; segregation ended; African Americans and whites shared the same facilities
- Vague response
Examples: it was the best service; signs were used
- No response

**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
<i>Note:</i> 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?

Score of 1:

- States *one* disadvantage faced by African American students in southern states in the early 1940s based on the chart
Examples: less money was spent on African American/Negro students; the per pupil spending for white students was much greater than for African American students; more was spent on white students than on African American students; southern states spent an average of \$58.69 for white students and \$18.82 for African American students; African Americans were denied equal educational opportunity

Score of 0:

- Incorrect response
Examples: more money was spent on African American/Negro pupils than on white pupils; less money was spent on white students than on African American students; less money was spent on African American students in Florida than in South Carolina
- Vague response
Examples: southern states were selected; it was an average; average daily attendance
- No response

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?

Score of 1:

- States a problem that existed within the Topeka, Kansas, school system in 1950 according to Chas. E. Bledsoe

Examples: the Board of Education maintained a dual system of education for African American/colored and white grade school children; African American children were prohibited from attending the school near where they lived/in their own district if they lived in a white district; African American children had to attend African American/Negro schools; African American children were bused to African American schools if they lived in a white district; segregated/separate schools for African American and white students; some African American children had to travel/were bused long distances to attend school; African American parents were taxed for schools their children could not attend; a Jim Crow system for the schools

Score of 0:

- Incorrect response
Examples: African American children were able to go to school in the district where they lived; a dual system of education was abolished; there were no buses for African American children
- Vague response
Examples: children were compelled to leave their home; African American children were prohibited; there were several districts; a pending controversy
- No response

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?

Score of 1:

- States a reason President Eisenhower issued Executive Order 10730 based on these documents
Examples: to enforce the order of the United States District Court; to remove the obstruction of justice in Little Rock School District; the governor of Arkansas was not allowing African American students to attend Central High School; the governor had ordered the Arkansas National Guard to prevent African American students from entering Central High School; to guarantee African American students entry to Central High School; to protect the African American students

Score of 0:

- Incorrect response
Examples: he was acting on the orders of Governor Faubus; to turn back African American students trying to enter Central High School; to support the Arkansas National Guard
- Vague response
Examples: to enforce orders; to carry out provisions; to authorize units; active military service
- No response

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?

Score of 1:

- States a way the ruling in *Brown v. Board of Education of Topeka* affected American society according to Mike Wenger

Examples: launched the struggle of African Americans for their constitutional rights; motivated African Americans to push for civil rights; it prompted various groups to seek rights; inspired the movement for Mexican farm workers rights/equal rights for women/rights of disabled citizens; inspired Chavez who formed the United Farm Workers

Score of 0:

- Incorrect response
Examples: it segregated African Americans; ended other movements for equal rights; the United Farm Workers was abolished
- Vague response
Examples: it led to campaigns; inspired decisions
- No response

United States History and Government
Content-Specific Rubric
Document-Based Question
June 2013

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: 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

Scoring Notes:

1. This document-based question has a minimum of *four* components (discussing the historical circumstances leading to *each* of *two* Supreme Court cases affecting civil rights and the impact of *each* ruling on the United States and/or American society).
2. The details of the Supreme Court case itself may be, but are not required to be, included in the discussion.
3. The discussion of the impact of the Supreme Court’s ruling may focus on immediate or on long-term results.
4. The discussion of the impact of the Supreme Court’s ruling may be on the United States, American society, or both the United States and American society.
5. The impact of the Supreme Court’s ruling may be discussed from differing perspectives as long as the position taken is supported by accurate historical facts and examples.
6. Only two Supreme Court cases should be chosen from the historical context. If three cases are discussed, only the first two cases may be rated.
7. Any document provided for this question may be used in the treatment of a Supreme Court case if the information is relevant to the case being discussed. For example, documents 7 and 8 could be used in the discussion of *Plessy*. Such usage should be evaluated on its relevance in each case.
8. Students should not be penalized for using terms that appear in the documents in their responses, e.g. historically accepted terms for African Americans.
9. For the purposes of meeting the criteria of using *at least four* documents in the response, documents 1a, 1b, 3a, 3b, 7a, 7b, 8a, and 8b may be considered as separate documents *if* the response uses specific separate facts from each document.

All sample student essays in this rating guide are presented in the same cursive font while preserving actual student work, including errors. This will ensure that the sample essays are easier for raters to read and use as scoring aids.

Raters should continue to disregard the quality of a student’s handwriting in scoring examination papers and focus on how well the student has accomplished the task. The content-specific rubric should be applied holistically in determining the level of a student’s response.

Score of 5:

- Thoroughly develops *all* aspects of the task evenly and in depth by discussing the historical circumstances leading to two Supreme Court cases affecting civil rights and the impact of each ruling on the United States and/or on American society
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *Dred Scott v. Sanford*: connects the ideological conflict between the legal precedents regarding slavery in territories established by Congress in the Northwest Ordinance, Compromises of 1820 and 1850, and the Kansas-Nebraska Act versus the Supreme Court’s interpretation of Dred Scott’s status to the role of the Supreme Court’s decision in increasing sectional tensions over the national future of slavery and the threat to the preservation of the Union; *Brown v. Board of Education of Topeka*: connects the establishment of segregated public schools that resulted from post–Reconstruction Jim Crow legislation and the denial of equal educational opportunity reinforced by the Supreme Court’s support for the “separate but equal” doctrine in *Plessy* to the impact President Eisenhower’s enforcement of *Brown* had on educational opportunities for African Americans and civil rights activism
- Incorporates relevant information from *at least four* documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to Supreme Court decisions affecting civil rights (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., *Dred Scott v. Sanford*: terms of Compromise of 1820; Louisiana Territory; role of Manifest Destiny; role of States rights; abolitionist movement; *Uncle Tom’s Cabin*; Frederick Douglass; Bleeding Kansas; Lincoln-Douglas debates; outbreak of the Civil War; *Brown v. Board of Education of Topeka*: segregation of the military; actions of President Truman; role of Thurgood Marshall; activities of the NAACP; role of Linda Brown; “all deliberate speed”; equal protection of the law; South’s opposition to *Brown* decision; Little Rock Nine; Montgomery bus boycott; Rosa Parks; Martin Luther King Jr.; Civil Rights Act of 1964; busing; de facto segregation
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops *all* aspects of the task but may do so somewhat unevenly by discussing all aspects of the task for one Supreme Court case more thoroughly than for the second Supreme Court case *or* discussing one aspect of the task less thoroughly than the other aspects
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *Dred Scott v. Sanford*: discusses how the legal precedents established in the Missouri Compromise and the Kansas-Nebraska Act regarding slavery in the territories were undermined by the Supreme Court’s determination of Dred Scott’s status and how that decision’s role in increasing sectional tensions eventually led to the Civil War; *Brown v. Board Education of Topeka*: discusses the “separate but equal” doctrine established in *Plessy*, its effects on African American children in public schools, and how the federal government’s enforcement of *Brown* in Little Rock had an impact on national integration efforts and the civil rights movement
- Incorporates relevant information from *at least four* documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

- Develops *all* aspects of the task with little depth *or* develops *at least three* aspects of the task in some depth
- Is more descriptive than analytical (applies, may analyze and/or evaluate information)
- Incorporates some relevant information from some of the documents
- Incorporates limited relevant outside information
- Includes some relevant facts, examples, and details; may include some minor inaccuracies
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that may be a restatement of the theme

Note: If *all* aspects of the task are thoroughly developed evenly and in depth for *one* Supreme Court case and if the response meets most of the other Level 5 criteria, the overall response may be a Level 3 paper.

Score of 2:

- Minimally develops *all* aspects of the task *or* develops *at least two* aspects of the task in some depth
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis
- Incorporates limited relevant information from the documents *or* consists primarily of relevant information copied from the documents
- Presents little or no relevant outside information
- Includes few relevant facts, examples, and details; may include some inaccuracies
- Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 1:

- Minimally develops some aspects of the task
- Is descriptive; may lack understanding, application, or analysis
- Makes vague, unclear references to the documents *or* consists primarily of relevant and irrelevant information copied from the documents
- Presents no relevant outside information
- Includes few relevant facts, examples, or details; may include inaccuracies
- May demonstrate a weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 0:

Fails to develop the task or may only refer to the theme in a general way; *OR* includes no relevant facts, examples, or details; *OR* includes only the historical context and/or task as copied from the test booklet; *OR* includes only entire documents copied from the test booklet; *OR* is illegible; *OR* is a blank paper

*The term *create* as used by Anderson/Krathwohl, et al. in their 2001 revision of Bloom's *Taxonomy of Educational Objectives* refers to the highest level of the cognitive domain. This usage of create is similar to Bloom's use of the term *synthesis*. Creating implies an insightful reorganization of information into a new pattern or whole. While a Level 5 paper will contain analysis and/or evaluation of information, a very strong paper may also include examples of creating information as defined by Anderson and Krathwohl.

Dred Scott v. Sanford (1857)

Key Ideas from Documents 1-3

Historical Circumstances	Impact of Ruling
<p>Doc 1—Balancing of slave and free states with Missouri Compromise (12 slave, 12 free) Admission of Maine as a free state, Missouri as a slave state Establishment of 36°30' line to divide slave and free territory, except for Missouri Closing of northern part of territory to slavery Ending the pretense of a unified nation Effort of politicians to suppress issue of slavery in national debate Conflict between society of slaveholders and society of free labor after 1820 Doc 2—Passage of the Kansas-Nebraska Act (concept of popular sovereignty)</p>	<p>Doc 2—Confirmation of the repeal of the Missouri Compromise by Kansas-Nebraska Act Challenge to popular sovereignty in western territories Protection of slaveholders’ rights using due process clause of fifth amendment Approval by supporters of slavery Evidence of southern control in national politics Fueling of sectional mistrust Doc 3—Consideration of slaves as property within contemplation of Constitution Consideration of slaves as property in same sense as horses, sheep, swine Right of slaveholder to own slaves not dependent on local law as slavery secured wherever Constitution extends No Congressional right to prohibit slavery No African American rights that white men are bound to respect African Americans not citizens and cannot be citizens Huge political reaction, especially in the North End of agreement between North and South over slavery in territories Nation closer to civil war Decisive role in emergence of Lincoln and his election</p>

Relevant Outside Information

(This list is not all-inclusive.)

Historical Circumstances	Impact of Ruling
<p>Implied sanctioning of slavery in United States Constitution (Three-fifths Compromise, ending of slave trade, fugitive slave provision) Precedents for banning slavery from territories (Northwest Ordinance of 1787) Banning of slavery in most of Louisiana Purchase Use of states’ rights doctrine as justification for slavery in territories Controversy over expansion of slavery issue in territories (Wilmot Proviso, Mexican Cession, Compromise of 1850, Bleeding Kansas) Political parties’ support for non-extension of slavery (Liberty Party, Free Soil Party, Republican Party) Details about Dred Scott and decision Involvement of abolitionist movement</p>	<p>Freeport Doctrine’s challenge to enforcement of decision Lincoln-Douglas debates Intensified abolitionist activities (John Brown, Frederick Douglass) Widened division in Democratic Party 1860 Republican platform opposition to expansion of slavery into territories Northern defiance a factor in secession of South Overturning of decision with passage of 13th and 14th amendments</p>

Plessy v. Ferguson (1896)

Key Ideas from Documents 4-6

Historical Circumstances	Impact of Ruling
<p>Doc 4—Requiring railway companies to provide separate but equal accommodations in Louisiana</p> <p>Need for two or more coaches on trains or division of one coach to separate races in Louisiana</p> <p>Permitting passengers to sit only in assigned seats on trains in Louisiana</p>	<p>Doc 4—Establishment of “separate but equal” rail facilities in Louisiana</p> <p>Doc 5—“Jim Crow Car” law unjust (inconvenience for African Americans, permanent moral injury for whites)</p> <p>Doc 6—Segregation of public facilities (hotels, theaters)</p> <p>Doc 7 and 8—Per pupil spending less for African American children than for white children in southern states</p> <p>Establishment of a dual system of education</p>

Relevant Outside Information

(This list is not all-inclusive.)

Historical Circumstances	Impact of Ruling
<p>Resentment of white South to Civil War loss and gains of African Americans under Reconstruction</p> <p>Non-enforcement of Civil Rights Act of 1875</p> <p>Impact of Compromise of 1877 on African Americans (control of state governments regained by white southerners; details about Jim Crow laws)</p> <p>Erosion of African American political power (literacy tests, poll taxes, grandfather clauses)</p> <p>Decisions in 1883 <i>Civil Rights</i> cases narrowing interpretation of 14th amendment</p> <p>Details about Homer Plessy and <i>Plessy</i> decision</p>	<p>Embedding of societal segregation (restaurants, military, cemeteries, hospitals, fountains, motels, professional sports)</p> <p>Expansion of de facto segregation in North during Great Migration and thereafter</p> <p>Debates over issues of African American equality (Booker T. Washington, W. E. B. Du Bois, Niagara Movement, NAACP)</p> <p>Increasing dissatisfaction with segregation and demands for equality (returning World War II veterans, Truman’s desegregation of armed forces, Martin Luther King Jr., Rosa Parks, Thurgood Marshall)</p> <p>Details about inequity of “separate but equal” in public education</p>

Brown v. Board of Education of Topeka (1954)

Key Ideas from Documents 7-9

Historical Circumstances	Impact of Ruling
<p>Doc 7—Spending of less money per pupil on African Americans than on whites in selected southern states</p> <p>Dual system of education in Topeka and elsewhere in Kansas for African American and white children in grade school</p> <p>NAACP’s legal concern about education in Topeka (African American children not allowed to attend schools in district where they live, busing of African American children over long distances to African American schools, parents of African American children paying taxes to schools their children cannot attend)</p>	<p>Doc 8—Order of Arkansas Governor Faubus to prevent African American students from entering Central High School</p> <p>Order for Arkansas National Guard not to admit African American students to Central High School</p> <p>Issuance of Executive Order 10730 by President Eisenhower</p> <p>Use of United States military to remove obstruction of justice in Little Rock public schools</p> <p>Doc 9—Continuing the struggle for African American constitutional rights</p> <p>Inspiration for other movements (Mexican farm workers rights, equal rights for women, rights for the disabled)</p>

Relevant Outside Information

(This list is not all-inclusive.)

Historical Circumstances	Impact of Ruling
<p>Application of <i>Plessy’s</i> “separate but equal” doctrine to public education</p> <p>Gains of African Americans after World War II (desegregation of armed forces)</p> <p>Growing judicial support for civil rights (Thurgood Marshall, equal protection clause of 14th amendment, details about work of NAACP)</p> <p>Increased public awareness of social injustices faced by African Americans (mass media)</p> <p>Details about experiences of Linda Brown and others</p> <p>Details about <i>Brown</i> decision</p>	<p>Ordering desegregation with “all deliberate speed”</p> <p>“Massive resistance” in reaction of southern states (compliance delayed by some southern states, increased Klan membership, riots, mob violence)</p> <p>Closure of some public schools; white children going to private schools</p> <p>Details of Little Rock Nine</p> <p>Increase in civil rights activism (Rosa Parks, Montgomery bus boycott, Martin Luther King Jr., sit-ins, Freedom Riders)</p> <p>Acceleration of school desegregation with Civil Rights Act of 1964</p> <p>Implementation of busing to achieve racial balance</p> <p>De facto segregation (housing, Fair Housing Act of 1968)</p> <p>Continued disparity in educational opportunities between suburban schools and inner-city schools</p> <p>Increased opportunities for African Americans (economic, political, social)</p>

The decisions of the United States Supreme Court in the cases *Dred Scott v. Sanford* and *Brown v. Board of Education of Topeka* have had monumental impacts on American society, both at the times of the decisions and later. In 1857, sectional tensions over slavery ran high in the nation, and the ruling on *Dred Scott v. Sanford* furthered the national divide, ultimately contributing to the Civil War in 1861. Likewise, the decision in *Brown v. Board of Education of Topeka* came at a time when, almost 100 years later, African Americans still fought for equality; however, *Brown v. Board* was a step toward civil rights. The court decisions in *Dred Scott v. Sanford* and *Brown v. Board* significantly influenced American society.

During the years leading up to the *Dred Scott v. Sanford* decision, sectional tensions ran high concerning slavery as more settlers moved west and statehood became more complicated. When Missouri applied for admission and the Tallmadge Amendment threatened slavery there, the North and the South argued over whether slavery should be allowed into new territories. The South also worried about losing power in the Senate as they had in the House. The debate ended with the North being comprised of 12 free states, the South of 12 slave states, and a clear national divide at the 36°30' line in the Louisiana Territory except for Missouri (Doc 1a). The Compromise of 1820 was passed to ease tensions and keep peace and balance in the nation (Doc 1b). However, issues involving slavery in the territories persisted as the idea of Manifest Destiny became popular, necessitating the Compromise of 1850, another attempt at agreement. This did not work for long because it added a new free state and the possibility of more, angering the South, and a stricter fugitive slave law, inflaming the

North and increasing their underground railroad activities. The Kansas-Nebraska Act of 1854 furthered disagreement when it repealed the Missouri Compromise (Compromise of 1820) by opening up the possibility of more slave states north of the 36°30' line through popular sovereignty (Doc 2). The disagreements prior to 1857 regarding slavery would only be intensified by the Supreme Court's ruling in *Dred Scott v. Sanford*.

In 1857, *Dred Scott*, a slave, sued for his freedom because his master had taken him to a free territory, and some abolitionists believed that made him free according to the Northwest Ordinance and the Missouri Compromise. However, the Supreme Court ruled that under the Constitution property was protected and Scott was the property of his master so the slave or free status of the territory was irrelevant; he also had no standing to sue in federal court because of his slave status (Doc 3a). This controversial decision caused outrage in the North and celebration in the South, deepening the national divide on slavery because some now believed slavery could go anywhere. Because of this decision, it was obvious to many that a compromise would no longer work; war was probably inevitable (Doc 3b). Just four years later, the Southern States, fearful that a Republican president might end slavery altogether, would secede, leading to the American Civil War. The *Dred Scott v. Sanford* Supreme Court ruling had a massive influence on national politics of the day and further set in motion a chain of events that would temporarily divide the nation.

Almost one-hundred years later, the Supreme Court case *Brown v. Board of Education of Topeka* marked the continued struggle of the African American. After the Civil War, African Americans had more

rights because slavery had been abolished in the 13th Amendment to the Constitution. Additionally, the 14th Amendment prohibited all infringements of citizenship and the 15th Amendment gave voting rights to African American males. However, the Supreme Court had ruled in the 1896 case *Plessy v. Ferguson*, that “separate but equal” railroad facilities for African Americans were legal, leaving them being denied their 14th Amendment rights in many areas of American life (Doc 6). Even after African Americans fought in two World Wars and were hailed as heroes, they still faced segregation and discrimination on the home front. This inspired African Americans to fight for equality at home.

In *Brown v. Board*, African Americans sued for the integration of public schools, which the Supreme Court granted. Segregated schools provided very unequal education for African Americans, leaving them less able to get good jobs and compete in life. They faced discrimination throughout the country. Linda Brown’s parents refused to accept this injustice in the Topeka schools. She was forced to attend an inferior school for African Americans further from home than the ones her parents paid taxes to support (Doc 7). The NAACP brought suit in her name and carried it to the Supreme Court. This decision inspired civil rights protests such as when Rosa Parks refused to give up her seat to a white person on a Montgomery, Alabama bus, challenging *Plessy v. Ferguson*. It also inspired other protests such as sit-ins and Freedom Rides throughout the South. The decision of *Brown v. Board* began to undo *Plessy v. Ferguson*; however, it was still met with resistance. Many Southern schools refused to integrate. Some states closed schools and some parents took their

children out of public schools. One famous example is the Little Rock Nine, where the governor of Arkansas blocked integration with State National Guard troops (Doc 8a), forcing President Eisenhower to send federal troops to enforce *Brown v. Board* (Doc 8b). The eventual legal success of the African American Civil Rights movement also inspired other groups to fight for rights in the 1960s, such as Hispanics, American Indians, homosexuals, the disabled, and women (Doc 9). The decision of *Brown v. Board* inspired a fight for civil rights that continues to this day.

Both the rulings of the Supreme Court in *Dred Scott v. Sanford* and *Brown v. Board of Education of Topeka* were influential in national politics and cultural life during times of turmoil, leading to a national war, demands for civil rights, and resulting in national tensions, some of which still exist today.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth for *Dred Scott v. Sanford* and *Brown v. Board of Education of Topeka*
- Is more analytical than descriptive (*Dred Scott*: sectional tensions ran high as more settlers moved west; there was a clear divide in the Louisiana Territory at 36°30' except for Missouri; Compromise of 1820 was passed to ease tensions and keep peace and balance; ruled that Scott was property so the slave or free status of a territory was irrelevant; caused outrage in the North and celebration in the South because some now believed that slavery could go anywhere; obvious to many that a compromise would no longer work and war was probably inevitable; set in motion a chain of events that would temporarily divide the nation; *Brown*: African Americans sued for integration of public schools which the Supreme Court granted; forced to attend an inferior school for African Americans further from home than the ones her parents paid taxes to support; decision began to undo *Plessy*; many southern schools refused to integrate; decision inspired civil rights protests)
- Incorporates relevant information from documents 1, 2, 3, 4, 6, 7, 8, and 9
- Incorporates substantial relevant outside information (*Dred Scott*: when Missouri applied for admission, North and South argued about slavery in new territories; South worried about losing power in the Senate as they had in the House; Compromise of 1850 did not work for long because it added new free states, angering the South, and a stricter Fugitive Slave Law, inflaming the North; Kansas-Nebraska Act furthered disagreement by opening up the possibility of more slave states with popular sovereignty; Scott had been taken into free territory and some abolitionists believed that made him free according to the Northwest Ordinance and Missouri Compromise; Southern states would later secede; *Brown*: African Americans had more legal rights because slavery was abolished in the 13th amendment; 14th amendment prohibited all infringements of citizenship; 15th amendment gave voting rights to African American males; *Plessy* ruled that “separate but equal” railroad facilities were legal; even after African Americans fought in world wars and were hailed as heroes they faced segregation and discrimination on the home front; segregated schools provided very unequal education for African Americans, leaving them less able to get good jobs and compete in life; Linda Brown’s parents refused to accept this injustice in the Topeka schools; Rosa Parks refused to give up her bus seat to a white person; inspired other protests such as sit-ins and Freedom Rides; some states closed schools and some parents took their children out of public schools; Little Rock Nine were prohibited from attending school)
- Richly supports the theme with many relevant facts, examples, and details (*Dred Scott*: North 12 free states; South 12 slave states; Manifest Destiny; Supreme Court ruled property protected under Constitution; *Brown*: governor of Arkansas blocked integration with state National Guard troops; federal troops sent by President Eisenhower to enforce decision)
- Demonstrates a logical and clear plan of organization; includes an introduction that describes the ruling in *Dred Scott* as a step toward a national war and in *Brown* as a step toward civil rights and a conclusion that states both cases were influential in national politics and cultural life

Conclusion: Overall, the response fits the criteria for Level 5. An understanding of territorial expansion and its relationship to sectional tensions helps to establish a basis for an analytic appraisal of the *Dred Scott* decision. The acknowledgement that tensions continue to the present indicates a good understanding of the ongoing impact of *Brown*.

Throughout the history of the United States, Supreme Court cases have played an indispensable role in limiting and extending the civil liberties of African Americans. The Dred Scott Decision of 1857 declared slaves property, denying them citizenship and rights during a period of growing sectional tensions surrounding the expansion of slavery. Nearly a hundred years later in *Brown v. the Board of Education* (1954), African American students gained their rights to equal education. Both of these decisions sparked great reactions in our nation, leading to hugely important events such as the Civil War and the Civil Rights Movement, and have significantly impacted our nation as a whole.

During the development of America as a nation, slavery was a root source of sectional debate and controversy among U. S. citizens. As borders expanded westward into Louisiana Purchase territory, questions arose as to whether slavery should be permitted in new states and who should make the decision. The Missouri Compromise of 1820 created a new way for the federal government to decide whether a new state would be free or slave (Doc 1a). Congress decided that the territory north of the 36°30' line would remain free of slavery, with the exception of Missouri as a slave state. Everything south of that line in the Louisiana Territory would be slave. Missouri statehood had sparked heated debate over slavery in new lands, and over the morality of slavery. Slavery continued to have an unsettling effect on the nation despite the hope that the issue was resolved—however, it was not. Over time opposition to slavery increased the growth of the abolition movement. Various laws meant to solve slavery-related disputes, such as the Compromise of 1850 and the Kansas-Nebraska act of 1854,

actually led to new tensions. Dred Scott, the slave of a doctor, moved with him north to Illinois and the Wisconsin territory to army posts in free territories under the Missouri Compromise. He married and started a family in the free portion of America. However, the Supreme Court ruled that living in a free territory did not make Scott free because slaves were completely property. Therefore, African Americans were denied both citizenship and the right to sue in federal court and Congress could not outlaw slavery as they had in the Missouri Compromise (Doc 3a). This Supreme Court decision sparked further debate, and stronger support for the abolition movement further dividing the country into two sections based on differing ways of life and schools of thought regarding slavery. It also contributed to Abraham Lincoln's views opposing the spread of slavery during the Republican campaign in 1860. Ultimately, the tensions fueled by the Dred Scott Decision took the country closer to the Civil War, which brought the country closer to guaranteeing African Americans' equal treatment.

Controversy and debate over the positions of African Americans in society continued even after the 13th, 14th, and 15th amendments were passed. When Reconstruction ended in the South, Jim Crow laws and racism led to Plessy v. Ferguson and a decision, which allowed "separate but equal railroad facilities for African American and white citizens. The requirement for separation of races was upheld, but "equal" did not accurately describe the accommodations of blacks and whites. Because schools were separated, black and white students did not receive equal education. Each year, many white schools received more than twice the funding for teachers and supplies than African

American schools did (Doc 7a). Additionally, many African American children were forced to attend schools in far-away districts, unable to attend local white schools fueled by their parents' tax money (Doc 7b). Linda Brown's family and others decided enough was enough. In *Brown v. the Board of Education of Topeka*, the NAACP's Thurgood Marshall argued against African Americans being prohibited from attending nearby white schools when the nearest African American school was miles away. Because equal protection was being denied, the Supreme Court agreed and said separate schools were not equal. Linda Brown eventually would be able to attend the school closer to her home overpowering the legal concept of *Plessy v. Ferguson* as it was applied to education. Even after the decision, a group of African Americans in Arkansas were prohibited from attending a white school by the state government (Doc 8a). The governor used military force against the "Little Rock Nine," resulting in presidential action. To prevent segregation from continuing, Dwight D. Eisenhower issued Executive Order 10730, using military action to allow these students to attend Central High School (Doc 8b). The president's support for *Brown* was important for integrating other schools. The Supreme Court Ruling also had a national response, sparking movements for the rights of the oppressed (Doc 9). The African American Civil Rights Movement began to gain momentum after this court victory carrying through the 60s and inspiring other actions as well. Cesar Chavez led a movement to get better conditions for Mexican American farm workers while gay activists rallied against police raids on gay bars. Women and disabled citizens also gained confidence to protest for their rights. *Brown v. the Board of*

Anchor Paper – Document-Based Essay—Level 5 – B

Education played an important role in not only the civil rights of African Americans, but also of other groups as well.

The United States Supreme Court's decisions regarding civil liberties of African Americans have played a crucial role in the evolution of democracy in our country. The Dred Scott Decision deemed slaves property and this led to important reactions such as a growing abolition movement and the Civil War which led to freedom for the slaves. The Civil rights struggle carried through to Brown v. Board of Education a century later, and caused a great movement for equal rights. Ultimately, African Americans might not be where they are today without the ruling of the Supreme Court in Brown which upheld their citizenship rights.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth for *Dred Scott v. Sanford* and *Brown v. Board of Education of Topeka*
- Is more analytical than descriptive (*Dred Scott*: denied African Americans citizenship and rights during a period of growing sectional tensions; Missouri statehood sparked heated debate over slavery in new lands and the morality of slavery; slavery continued to have an unsettling effect despite the hope that the issue was resolved; ruled that living in a free territory did not make Scott free because slaves were property; Congress could not outlaw slavery as they had in the Missouri Compromise; took the country closer to the Civil War and closer to guaranteeing African Americans' equal treatment; *Brown*: extended African American students their right to an equal education; the requirement for separation of races was upheld, but "equal" did not accurately describe the accommodations for blacks and whites; many African American children were forced to attend schools in far away districts and were unable to attend local white schools fueled by their parents' tax money; President Eisenhower's support was important for integrating other schools; women and disabled citizens gained confidence to protest for their rights)
- Incorporates relevant information from documents 1, 3, 4, 5, 7, 8, and 9
- Incorporates substantial relevant outside information (*Dred Scott*: questions arose as to whether slavery should be permitted in new states and who should make the decision; laws meant to solve slavery-related disputes, such as the Compromise of 1850 and the Kansas-Nebraska act of 1854, actually led to new tensions; slave Dred Scott moved with his owner to free territories under the Missouri Compromise; it sparked further debate and stronger support for the abolition movement; contributed to Lincoln's views opposing the spread of slavery; *Brown*: controversy and debate over positions of African Americans in society continued even after the 13th, 14th, and 15th amendments were passed; NAACP's Thurgood Marshall argued against African Americans being prohibited from attending nearby white schools; Supreme Court agreed equal protection was being denied and separate schools were not equal; civil rights movement began to gain momentum after court victory; gay activists rallied against police raids on gay bars)
- Richly supports the theme with many relevant facts, examples, and details (*Dred Scott*: territory north of the 36°30' line free with exception of Missouri; denied African Americans citizenship; *Brown*: African Americans prohibited from attending a white school in Arkansas; governor of Arkansas used military force; Little Rock Nine; Executive Order 10730; Central High School; sparked movements for the rights of the oppressed; Cesar Chavez; better working conditions; Mexican American workers)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that summarizes and links the Supreme Court decisions in *Dred Scott* and *Brown*

Conclusion: Overall, the response fits the criteria for Level 5. The citing of attempts at legal solutions associated with slavery offers analytic concepts that provide an important historical context for the *Dred Scott* decision. Information from the documents is well integrated and substantial outside information and analytic details are incorporated to accomplish the task.

When African Americans first arrived in the United States as slaves, many people never expected them to have major influence on our history. They were regarded as property, had no legal rights, and existed for the primary purpose of subordination and servitude. Over the course of history, however, the struggle of African-Americans to gain civil liberties has had a major influence on the path of democracy. The gradual equality they achieved as citizens has impacted and sparked events outside the issue of their civil rights. Such progress or lack of progress was often documented in Supreme Court cases such as *Dred Scott v. Sanford* and *Brown v. Board of Education*, whose rulings would change American society.

During the early 19th century, the issue of slavery continued to affect the United States. Small factories and farms had already separated the northern United States into a more diverse, free-labor economic system and a Southern portion dependent on the cash crop system, such as cotton, rice, and tobacco. When southern planters moved into the southwest with their slaves, the North-South separation became greater. The Missouri Compromise furthered this divide by drawing a geographical line permitting or forbidding the expansion of slavery into the Louisiana territory where this, Southern system might spread. This clash between the interests of slaveholders and the North's growing industrial interests seemed to be an ongoing issue for the country despite the Compromise (Doc 1b). Even in Northern states where slavery was not allowed, the South still had a large economic influence and most Americans did not want a permanent break between the two sections. Another compromise was needed in 1850 to lessen tensions but it didn't last long. A slave who moved to the North

(where slavery was illegal) was bound to his master and was not, in fact, free, as the *Dred Scott vs. Sanford* case ruled. The ruling led to an inflamed reaction from Northerners, as many felt that slavery might be acceptable anywhere in the United States, as Frederick Douglass warned (Doc 3a). Abolitionists like Douglass worked even harder to highlight the unfairness of slavery and fight for its removal. More importantly, the decision further divided the country politically, making the expansion of slavery a festering, serious issue. (Doc 3b). Such tensions accelerated the country towards the inevitable Civil War resulting in the abolition of slavery and in changing the country forever.

Even after the Civil War and the abolition of slavery, African-Americans still lacked many civil rights and equalities. Jim Crow laws in the South permitted the segregation of public institutions despite the 14th amendment; in reality, these separations left black citizens at a disadvantage compared to their white counterparts. One of the most serious inequalities was in public education, where schools for black children were minimally maintained, and black children could not attend better white schools near their homes. In addition, in such areas such as Topeka, Kansas, the black families who lived in the districts of white-only schools, still had to pay taxes for the schools they did not attend, as Chas. E. Bledsoe noted in his observations for the NAACP (Doc 7b.) The NAACP's efforts in the case of *Brown v. Board of Education of Topeka* underscored the belief that all children should receive the same opportunity for education. After the decision reversing Jim Crow in public schools, Southern schools were legally unsegregated, although the actual process still took time. Without a

specific time table and with uncooperative southern states, there were many obstacles, such as what happened at Little Rock. However, over time more people in the United States began to believe that the Brown vs. Board of Education ruling was a necessary step in the black civil rights movement (Doc 9). The opportunity for a more equal education for blacks eventually led to more social mobility, more equality in jobs and a higher standard of living. The changing status of blacks in American society led other groups to reconsider their own situation resulting in more movements and more equality.

While African-Americans have struggled throughout their history in the United States, their fight for racial equality has resulted in social and political progress. Comparing such court decisions as Dred Scott v. Sanford and Brown v. Board of Education of Topeka showed a change in African-American status from that of powerless property to that of being an actual citizen, while gradually reducing sectional differences that once had a strangle hold on the United States. The influence of the Supreme Court still stands today as one of the leading factors for social change in America.

Anchor Level 4-A

The response:

- Develops all aspects of the task for *Dred Scott v. Sanford* and *Brown v. Board of Education of Topeka*
- Is both descriptive and analytical (*Dred Scott*: Missouri Compromise furthered the divide by drawing a geographic line permitting or forbidding slavery in the Louisiana territory; ruled that a slave who had moved to the North was not free; led to inflamed reaction from Northerners as many felt slavery might be acceptable anywhere in the United States; further divided the country making the expansion of slavery a festering serious issue; tensions accelerated the country toward the inevitable Civil War; *Brown*: after the Civil War, African Americans still lacked many civil rights and equalities; separation left black citizens at a disadvantage compared to their white counterparts; one of the most serious inequalities was in public education where black schools were minimally maintained; efforts of the NAACP underscored the belief that all children should receive equal opportunities for education; changing status of blacks led other groups to reconsider their own situation resulting in more movements and more equality)
- Incorporates relevant information from documents 1, 3, 7, 8, and 9
- Incorporates relevant outside information (*Dred Scott*: small factories and farms had already separated the North into a more diverse, free labor economic system and a South dependent on the cash crop system; clash between interests of slaveholders and the North's growing industrial interests seemed an ongoing issue; most Americans did not want a permanent break between the two sections; another compromise was needed in 1850 to lessen tensions; Civil War resulted in abolition of slavery; *Brown*: Jim Crow laws in the South permitted the segregation of public institutions despite the 14th amendment; after the decision reversing Jim Crow in public schools, southern schools were legally desegregated; without a specific time table and with uncooperative southern states, there were many obstacles; opportunity for a more equal education for blacks led to more social mobility, more equality in jobs, and a higher standard of living)
- Supports the theme with relevant facts, examples, and details (*Dred Scott*: slaves bound to their masters; Frederick Douglass; *Brown*: black children could not attend schools near their homes; black families who lived in districts of white-only schools still had to pay for schools they did not attend; Little Rock)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that review the social and political progress of African Americans and mention the influence of the Supreme Court on social change in America society

Conclusion: Overall, the response fits the criteria for Level 4. Accurate historical details are used to argue that African Americans have struggled and fought to achieve equality in the United States. While document interpretation is effective, further explanation of ideas generated from the documents would have added to the analytic effort, especially in the discussion of *Dred Scott*.

In history, laws have been passed in attempt to avoid conflict. Often though, problems arise, and problems large enough often end up in the hands of the Supreme Court. As the Judicial Branch, they have the power of judicial review, able to state whether a set law by Congress is constitutional. Supreme Court Justices are able to make a decision with the Constitution in mind. For many years before the Civil War, the northerners and southerners were not seeing eye to eye. The addition of states set off more conflicts than could be resolved and the Civil War broke out. Even after the war, decisions about African American equality became controversial.

Prior to the Civil War, the Missouri Compromise was written up. Missouri would become a slave state, while Maine would be added as a free state. Within the Louisiana Purchase, only states below the 36°30' line would be allowed to have slavery. In this same area, anyone living north of this line, in any place except Missouri, could not own slaves. With this new law passed, the Senate would remain equal with 12 states free and 12 slave (1a). Although the Missouri Compromise resolved the problem for the time being, many feared that the divisive issue of slavery would lead to future conflict. The nation was now split at this 36°30' line and a wedge was being driven deeper with every territory that was acquired (1b). Part of this conflict focused on a slave, Dred Scott, who was taken to live in free territory by his owner. By tradition, this could make a slave free. This is what Scott later sought in Missouri through the courts. Eventually the case made it to the Supreme Court. Justice Roger Taney and the Court decided it was unconstitutional to take property from anyone. This meant no matter where Dred Scott lived, he would remain a slave. The Fifth

Amendment was violated and because of this, the Missouri Compromise was overturned. As Southerners rejoiced, Northerners felt Taney, a former slave owner, was choosing to side with the South (2). In a speech Frederick Douglas explained the court's opinion that slaves were nothing more than horses, sheep, or swine. Slaveholding was not based on local laws, but was protected by the Constitution. Also, Congress did not have the power to prohibit slavery in the territories (3a). Both the North and South knew that no matter what, there probably would be no chance of an agreement between the two on the issue of extending slavery because each section felt too strongly, especially after Dred Scott. As Abraham Lincoln became president in 1860, with plans, not to abolish slavery, but to contain it, the South was ready to secede (3b). They thought it was only a matter of time until slavery was abolished by the Northern majority.

Post Civil War, one of the biggest questions was what do we do with the former enslaved African Americans. Congress had passed the Civil War Amendments, abolishing slavery, granting citizenship, and granting suffrage, but African Americans were still not equal. When Reconstruction ended and white southerners were left on their own, the Grandfather Clause was passed enabling voting rights only if their grandfather had voted and literacy tests were passed enabling voting rights only if they passed these exams. The Jim Crow laws were passed as a way to keep African Americans separate from whites to not disrupt the old order of southern society. Plessy vs. Ferguson arose as a man with only a percentage of colored ethnicity tried to sit in a "whites only" section of a railroad car. His arrest eventually led to the Supreme Court ruling that separate but equal facilities were

Constitutional. This led to more separate theatres, separate hotels, separate everything (6). Colored people would continue to have a separate train car, or at least a train car separated by a partition. Coaches were assigned by race, and that's how it would remain (4). The facilities were not even close to equal. This case led to more public debate among African American civil rights leaders. Booker T. Washington, founder of the Tuskegee Academy for blacks to eventually learn a trade, said the Jim Crow laws were not the issue and integration could wait. He claimed any man, white or not, should feel guilty for wronging another race no matter the circumstances. Booker T. Washington explained that the colored people can deal with the inconvenience, but the white man would be hurt permanently. His morals would be affected (5). De Bois did not agree with Booker T. Washington's ideas on integration, but as a graduate from Harvard and a leader of the NAACP, he wanted equality now. He felt every man should have equal opportunities for learning, employment, transportation, and that simply wasn't occurring. Du Bois' demand for legal equality and voting rights became goals for the civil rights movement during the 1960s with the NAACP leading the way.

The cases that go to the Supreme Court get that far for a reason. These cases do not just impact one person, but an entire population of people. Dred Scott vs. Sanford impacted slaves and slaveholders while Plessy vs. Ferguson impacted blacks and whites. Although these cases occurred almost 40 years apart, they both denied equality for African Americans.

Anchor Level 4-B

The response:

- Develops all aspects of the task for *Dred Scott v. Sanford* and *Plessy v. Ferguson*
- Is both descriptive and analytical (*Dred Scott*: Missouri Compromise meant anyone living north of 36° 30' except for Missouri could not own slaves; Missouri Compromise solved the problem for a time; many feared that the divisive issue of slavery would lead to future conflict; a wedge was driven deeper with every new territory; no matter where Scott was, he would remain a slave; Northerners felt Taney chose to side with the South; Court's opinion that slavery was protected by the Constitution; *Plessy*: meant African Americans would continue to have a separate train car or a car separated by a partition; facilities were not even close to equal; Booker T. Washington said Jim Crow laws were not the issue and integration could wait; Washington explained that any man, white or not, should feel guilty for wronging another race no matter the circumstances)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 9
- Incorporates relevant outside information (*Dred Scott*: was taken to live in free territory by his owner; by tradition, this could make a slave free; Lincoln became president with plans not to abolish slavery but to contain it; South was ready to secede because they thought it was only a matter of time until slavery was abolished; *Plessy*: Congress passed the Civil War amendments, abolishing slavery, granting citizenship, and granting suffrage; Jim Crow laws were passed as a way to keep African Americans separate from whites to not disrupt the old order; *Plessy* was a man with only a percentage of colored ethnicity who tried to sit in a "whites only" section of a railroad car; led to the ruling that separate but equal facilities were constitutional; Du Bois did not agree with Washington's ideas on integration and felt that every man should have equal opportunities for learning, employment, and transportation; Du Bois' demands for equality and voting rights became goals for the civil rights movement during the 1960s with the NAACP leading the way)
- Supports the theme with relevant facts, examples, and details (*Dred Scott*: Missouri, a slave state and Maine, a free state; Senate equal with 12 states free and 12 slave; unconstitutional to take property from someone; Missouri Compromise overturned; Congress no power to prohibit slavery; *Plessy*: grandfather clause; literacy tests; separate theatres, separate hotels, separate everything)
- Demonstrates a logical and clear plan of organization; includes an introduction that refers to conflicts before and after the Civil War and a conclusion that states *Dred Scott* had an impact on slaves and slaveholders while *Plessy* had an impact on blacks and whites

Conclusion: Overall, the response fits the criteria for Level 4. The interpretation of document information results in a discussion that demonstrates a good historical understanding of both cases. Some generalizations used to connect ideas lack supporting details, making them less effective.

The judicial decisions of both *Dred Scott v. Sanford*, and *Brown v. BOE* (Board of Education) had racist impacts on American culture. They altered the *Zietgeist* (spirit of the times) of the nation. Primarily, they changed the perception of African Americans and sparked other reform movements.

In the mid-nineteenth century, during the antebellum period a slave named Dred Scott hoped to free his wife, Harriet, and their daughter from slavery. An opportunity to obtain freedom arose because Scott was moved into a free territory with his owner. These free territories were established by the Northwest Ordinance and the Missouri Compromise. The latter mentioned decision drove a “deeper wedge” between the North and South (Source: Document 1B). Even though each side gave up and gained something in compromising the angry arguments over slavery were not forgotten. As Western expansion increased (due mostly to the concept of Manifest Destiny), territorial disputes almost directly correlated with this question of slavery. Although it never passed, the Wilmot Proviso was proposed as an attempt to negate the spread of slavery in the territories obtained by the Mexican-American war. The Liberty Party and abolitionists ardently advocated for this proviso but Southerners insisted the territory belonged to all states and the federal government could not keep slavery out. With all of this sectional strife going on, Scott sued in the courts for his freedom claiming he had lived in free terrain. The Supreme Court’s decision was closer to the South’s position. The results of this case were a 7-2 decision, stating that slaves were “within the contemplation of the Constitution of the United States and should be protected as property,” (Document 3a). Therefore, according to Chief Justice Roger Taney, as

property, not citizens, slaves could not even sue in the U.S. Courts. This case had an enormous effect on American politics and social standing. "Supporters of slavery rejoiced," notes Jeffrey W. Coker, while sympathy for the abolition movement in the North was promoted (Document 2). Consequently, the decision further "destroyed any chance of agreement between the North and South" on the issue of slavery, (Document 3B). Northern criticism and defiance of the decision resulted in increased tensions, further fueling the desire for southern secession. Additionally, the Dred Scott decision led to the strengthening of the Republican Party throughout the North, Lincoln's election, and South Carolina's decision to secede. A civil war would be needed to bring the South back into the Union.

Another pivotal case related to African American civil liberties is *Brown v. Board of Education of Topeka* (1954). *Plessy v. Ferguson* had upheld the "separate but equal" policies and the Jim Crow laws. Oliver Brown disagreed with the segregation of schools. Inconveniently, his young daughter would have to take a bus a "long distance," to an all-colored school (Document 7B). Even though, there was a local white school closer and more easily accessible. Brown ended up winning, with a unanimous decision that segregated schools are unconstitutional. This led to the gradual integration of schools, which brought about many conflicts as Southern states rights supporters tried to get around the decision. Most notable is the Little Rock Nine incident. President Eisenhower had to issue Executive Order 10730 (Doc. 8b). The order deployed military "units" to Arkansas to enforce the desegregation orders. By overturning *Plessy v. Ferguson* as it was applied in schools, *Brown v. BOE* also stimulated the "struggle of

Anchor Paper – Document-Based Essay—Level 4 – C

African Americans” for civil rights (Doc 9).

Conclusively, Dred Scott v. Sandford and Brown v. BOE clearly established national impetus for change. Dred Scott helped ignite the match to begin the Civil War. Brown v. BOE offered hope to African Americans that change was achievable. It significantly laid the foundation for the Civil Rights Movement.

Anchor Level 4-C

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing *Dred Scott v. Sanford* more thoroughly than *Brown v. Board of Education of Topeka*
- Is both descriptive and analytical (*Dred Scott*: even though each side gave up and gained something in compromising, the angry arguments over slavery were not forgotten; Scott sued the courts for his freedom; the results were that slaves should be protected as property; supporters of slavery rejoiced at the decision; led to the strengthening of the Republican Party, Lincoln's election, and South Carolina's decision to secede; *Brown v. Plessy* had upheld "separate but equal" policies and Jim Crow laws; Brown's daughter had to take a bus long distances to an all-colored school; the decision led to the gradual integration of schools; led to the Little Rock Nine incident; stimulated the struggle of African Americans for civil rights)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*Dred Scott*: was moved into free territory with his owner; free territories were established by the Northwest Ordinance; as western expansion increased, territorial disputes almost directly correlated with the question of slavery; the Wilmot Proviso was proposed as an attempt to negate the spread of slavery in territories obtained as a result of the Mexican-American War; Southerners insisted territory belonged to all states and the federal government could not keep slavery out; as property, slaves could not sue in the United States courts; promoted sympathy for the abolitionist movement in the North; Northern criticism and defiance of the decision resulted in increased tensions, further fueling the desire for Southern secession; a civil war would be needed to bring the South back into the Union; *Brown v. Plessy*: Oliver Brown disagreed with the segregation of schools; Brown ended up winning a unanimous decision that segregated schools were unconstitutional; brought many conflicts as Southern States rights supporters tried to get around the decision)
- Supports the theme with relevant facts, examples, and details (*Dred Scott*: Manifest Destiny; slaves not citizens; *Brown v. Plessy*: President Eisenhower; Executive Order 10730; deployed military units to Arkansas to enforce the decision)
- Demonstrates a logical and clear plan of organization; includes an introduction that states *Dred Scott* and *Brown v. Plessy* changed the perception of African Americans and a conclusion that states the two court cases were the impetus for change

Conclusion: Overall, the response fits the criteria for Level 4. Good references demonstrate that the sectional political debate over slavery in the territories was ongoing. Further support for document analysis in the discussion of *Brown v. Plessy* would have created more balance in the development of the task. Although well chosen, the use of quotations from the documents somewhat weakens the response.

In United States history, the United States Supreme Court has made major decisions relating to the civil liberties and rights of African Americans. With each major decision there was a major impact on American society. Cases such as Plessy vs. Ferguson and Brown vs. Board of Education of Topeka are cases where the decision had a large impact on the nation.

After the Civil War Plessy vs. Ferguson was one of the first major cases about civil rights for African Americans. Directly following the Civil War the 13th Amendment, 14th Amendment, and 15th Amendment were added to the Constitution and ratified. The three amendments abolished slavery, granted all citizens equal protection under the law, and gave African American males the right to vote. These Reconstruction Era achievements made African Americans citizens believe that they had equal rights until Southern states started enacting Jim Crow laws and separating people based on race. In one case Louisiana made a law separating train cars based on race. (Doc 4) They made the law stating that the cars would be separate but equal. To try and push for full equality Plessy, who was $\frac{7}{8}$ caucasian and $\frac{1}{8}$ African American, intentionally sat in a train car that was for non-colored people. He was asked to move and didn't and then he was arrested and thrown in jail. To fight for his rights Plessy's case went to trial and Judge Ferguson made the decision that separate but equal was legal on railroads in Louisiana. Plessy then challenged Ferguson's decision in the Supreme Court case Plessy vs. Ferguson, but the Supreme Court agreed with Ferguson's decision that under the 14th amendment separate but equal is legal as long as the facilities are equal. After the courts decision segregation became legal and

American society in the South became an even more separated society with different theaters, hotels, restaurants, schools, and many other places for non-colored people and colored people. (Doc 6) The decision of Plessy vs. Ferguson legalized segregation for almost 60 years until another major civil rights case came along to challenge separate but equal schools in Topeka.

The case that began to overturn the separate but equal decision of Plessy vs. Ferguson was Brown vs. Board of Education of Topeka. Most southern states had laws segregating schools even before the Plessy decision and it seemed that southern schools would always be unequal and segregated. In Topeka, Kansas that was the same, almost everything was segregated legally. The problem with the separation was that the schools were not educationally equal. Many southern schools failed to provide an equal education for non-colored and colored students. The southern states would not pay equal amounts of money to provide for students needs. (Doc 7a) The schools in Topeka were also forcing African American children to travel farther to different schools, and forcing their families to pay taxes for the colored and non-colored schools. (Doc 7b) To fight for their daughter and other African American children's education the Brown's went to court with NAACP lawyers to defend their 14th amendment rights. In the Supreme Court decision it was ruled that separate was not equal and that public school segregation was unconstitutional. The supreme court's decision eventually led the civil rights movement to challenge segregation in all aspects of life. Originally there was resentment to the courts decision but President Eisenhower enforced the courts decision by having soldiers protect African Americans who were going

Anchor Paper – Document-Based Essay—Level 3 – A

to non-colored schools for the first time in Arkansas. (Doc 8a & 8b)
By enforcing the courts decision for school equality in Little Rock the society of America accepted the decision that desegregation would continue. The Brown vs. BOE decision was the beginning of the end of segregation in the United States and impacted American society in a major way.

Plessy vs. Ferguson and Brown vs. Board of Education of Topeka are two Supreme Court cases that have dealt with the civil liberties of African Americans. In both cases the decision had a major impact on the nation. Both of the decision's by the Supreme Court impacted the nation's history greatly.

Anchor Level 3-A

The response:

- Develops all aspects of the task with little depth for *Plessy v. Ferguson* and *Brown v. Board of Education of Topeka*
- Is more descriptive than analytical (*Plessy*: Judge Ferguson made the decision that “separate but equal” was legal on railroads in Louisiana; segregation became legal and the South became an even more separated society; *Brown*: challenged “separate but equal” schools; seemed southern schools would always be unequal and segregated; southern states did not pay equal amounts of money for student needs; President Eisenhower enforced the decision by having soldiers protect African Americans who were going to non-colored schools for the first time in Arkansas; decision was the beginning of the end of segregation)
- Incorporates some relevant information from documents 4, 6, 7, and 8
- Incorporates relevant outside information (*Plessy*: the 13th, 14th, and 15th amendments were ratified abolishing slavery, granting all citizens equal protection under the law, and giving African American males the right to vote; southern states started separating people based on race; Plessy who was $\frac{7}{8}$ ths Caucasian and $\frac{1}{8}$ th African American intentionally sat in a train car that was for non-colored people; Plessy was asked to move, did not, was arrested, and jailed; the Supreme Court agreed with Ferguson that under the 14th amendment “separate but equal” was legal as long as the facilities are equal; *Brown*: most southern states had laws segregating schools even before *Plessy*; Browns went to court with their NAACP lawyers to defend their daughter’s 14th amendment rights; ruled that “separate was not equal” and that public school segregation was unconstitutional; the decision eventually led to the civil rights movement challenging segregation in all aspects of life)
- Includes some relevant facts, examples, and details (*Plessy*: different theaters, hotels, restaurants, schools for colored and non-colored people; *Brown*: African American children traveled further to different schools; African American families paid taxes for colored and non-colored schools)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Although the impact of *Plessy* could be discussed in more depth, the historical references to the achievements of the Reconstruction Era establish a good context for the development of that case. The treatment of *Brown* centers on document interpretation; however, the inclusion of a few analytic statements demonstrates an understanding of the role played by *Brown* in ending segregation.

Throughout American History, the Supreme Court has made several landmark decisions that have affected the civil liberties of African Americans. The decisions have not only shaped American's views on race, but have also altered the course of history. Two of these cases are Plessy v. Ferguson (1896.) and Brown v. Board of Education of Topeka. (1957). These cases, and the historical circumstances that surround them, have helped shape American Society.

After the end of the Civil War in 1865, African Americans had been freed from slavery and had attained citizenship in the 14th amendment. However, racism still existed in many parts of the country, especially in the south. Groups such as the KKK were formed even before Reconstruction ended in 1877 and laws such as literacy tests and grandfather clauses prevented African Americans from voting. In 1892, a man that was 7/8th's white was seated in a white railroad car in Louisiana. After refusing to sit in a black railroad car where he "belonged," he was arrested and convicted. Plessy's court case went all the way to the Supreme Court where the court ruled that "seperate but equal" was constitutional, allowing African Americans to be discriminated against. Following that decision, segregation became even more widespread in the South. According to document 4, a Louisiana law had stated that "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. . ." and more laws such as this one were passed after Plessy. Segregation had officially been declared constitutional.

Following the courts ruling in Plessy v. Ferguson, the country was certainly seperate but not equal. According to document 7a, white

schools in the segregated south were given a substantially higher amount of money per pupil. For example, in Mississippi, \$52.08 was spent on the white student while \$7.36 was spent on the black student in the 1939–1940 school year. This unfair balance led to a poorer level of education in many African American schools. Another impact of the courts ruling was more segregation in public places. As seen in document 6, separate hotels and theatres were provided for blacks. This led to an even greater racial barrier in the country. Therefore, the court's ruling in Plessy vs. Ferguson made a huge impact on American society.

Another court case that the Supreme Court ruled in regarding the civil liberties of African Americans is Brown v. Board of Education of Topeka (1957). Leading up to this court case there was a huge racial barrier in the United States. People were segregated based on race and Black students were forced to attend different schools than whites. According to document 7b, "colored children [were] prohibited from attending the schools in these districts, and are compelled to leave their home and meet a bus" to take them to school further away from their neighborhood. This shows that African American children were greatly inconvenienced by long rides to and from school. They had to make a great effort to receive an education that was often not up to par with the education that white students were getting. In a democratic country that oppressed a group of people due to race, there was a great need as well as an opportunity for change.

The courts ruling of Brown v. Board of education of Topeka made a huge impact on American Society. After centuries of being oppressed, blacks could finally begin to walk more equally among whites.

Separate but equal was ruled as unconstitutional and segregation in public schools would finally be over. However, the picture in Document 8a depicts the Little Rock Nine trying to attend a formerly all white school. In Arkansas, there was still great opposition to the end of segregation despite the Supreme Court's ruling. President Eisenhower had to send federal troops to Little Rock to ensure the enforcement of this great advancement in society and as a result African Americans were one step closer to attaining their civil liberties. There would be a long road ahead but because of Brown v. Board of Education, a truly equal society finally seemed to be possible.

In American History, African Americans have faced great challenges regarding their rights. Supreme Court cases such as Plessy v. Ferguson and Brown v. Board of Education of Topeka both dealt with racism and Brown led to fairer treatment for all. Both of these Supreme Court cases have made a huge impact on society and have altered the course of history.

Anchor Level 3-B

The response:

- Develops all aspects of the task with little depth for *Plessy v. Ferguson* and *Brown v. Board of Education of Topeka*
- Is more descriptive than analytical (*Plessy*: racism still existed in many parts of the country especially in the South after the Civil War; segregation had officially been declared constitutional; after the ruling, the country was certainly separate but not equal; white schools in the segregated South were given a substantially higher amount of money per pupil; unfair balance on spending led to a poorer level of education in many African American schools; it led to more segregation in public places which led to an even greater racial barrier in the country; *Brown*: black students had to meet a bus which took them to school further away from their neighborhood; African American children had to make a great effort to receive an education that was often not up to par with the education of white students; it meant blacks could finally begin to walk more equally among whites; segregation in public schools would finally be over; the Little Rock Nine tried to attend a formerly all white school)
- Incorporates some relevant information from documents 4, 6, 7, and 8
- Incorporates limited relevant outside information (*Plessy*: after the Civil War, African Americans had been freed from slavery and had attained citizenship in the 14th amendment; groups such as the Ku Klux Klan were formed even before Reconstruction ended; literacy tests and grandfather clauses prevented African Americans from voting; a man who was 7/8ths white sat in a white railroad car in Louisiana; Plessy was arrested and convicted)
- Includes some relevant facts, examples, and details (*Plessy*: “separate but equal” constitutional; separate hotels and theaters for blacks; *Brown*: people segregated by race; “separate but equal” unconstitutional; federal troops sent to Arkansas)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Although outside information is used to establish the historical circumstances for *Plessy*, document information and explanations of document quotations characterize the development of the response. Versatility regarding document interpretation is illustrated in the use of document 7 as both an impact of *Plessy* and the historical circumstances for *Brown*; however, no outside information is added for *Brown*.

Supreme Court cases regarding the civil liberties of African Americans have had a great influence on our country. *Dred Scott v. Sandford* and *Plessy v. Ferguson* set the standard for the status of African Americans in many areas of American society before and after the Civil War. Both cases had a great impact on American society due to their far-reaching decisions.

The *Dred Scott v. Sandford* decision was caused by the polarization between the North and South and resulted in a legal view of the status of slaves that outraged the North. Tension between the North and South was rising in the early nineteenth century over the issue of slavery as illustrated by the need for the Missouri Compromise. As America expanded westward, both the North and South feared the decisions regarding slavery in the territories. In an effort to please both sides, Missouri was admitted into America as a slave state in 1820 but Maine was also admitted as a free state and North of the 36°30' would be free except for Missouri (Document 1a). This agreement led *Dred Scott*, a slave, to sue his owner for his freedom since they were traveling and lived for a time in a free state. Chief Justice Roger Taney ruled in favor of *Sandford*, the white owner at the time declaring that slaves were property and therefore could not be citizens. According to *Jeffrey W. Coker*, who analyzed the implications of this decision, hostility between North and South increased even more after this ruling because the North perceived it as evidence that Southerners had control of the National government and would take their slaves wherever they wanted. The South didn't like that the Northern abolitionists became more active (Document 2). *Frederick Douglass*, an abolitionist, and *Paul Finkelman*, in his book pointed out various

other results of the infamous case such as limiting Congress' ability to prohibit slavery anywhere in the United States, making the Missouri Compromise and Popular Sovereignty possibly unconstitutional. Abraham Lincoln's opposition to the decision even played a role in getting him nominated and elected in 1860 (Document 3). The Dred Scott decision played a tremendous part in pre-civil war politics and the drift toward war.

Plessy v. Ferguson was caused by reconstruction of the post-civil war South ending and Southern states finding ways to deny African Americans Civil Rights. After the Northern victory in the Civil War, the South was forced to give up its practice of slavery, but in no way were blacks treated as equals. Black Codes were one of the first ways Southern states tried to control African Americans. Violent actions of the KKK kept them from voting and Jim Crow laws were passed. A good example was an 1890 Louisiana law prohibiting blacks from sitting with whites when on trains and required the railway companies to provide separate accommodations (Document 4). The Supreme Court ruling in Plessy v. Ferguson supported this practice and legalized Southern segregation as long as "separate but equal" accommodations were made. Photographs of Southern establishments in Document 6 depict a Hotel and theater in the Jim Crow South only for African American use while whites had their own better facilities. Booker T. Washington responded to the Plessy v. Ferguson ruling declaring that whites passing discrimination laws against blacks was hurting the whites worst of all. Actually segregation laws hurt blacks most of all because they were made to feel inferior, especially children in schools (Document 5). Plessy v. Ferguson set the unfair standard

for segregated southern living for more than fifty years.

Both *Dred Scott v. Sanford* and *Plessy v. Ferguson* were major Supreme Court cases involving the civil liberties of African Americans that greatly impacted American society. Both cases limited African Americans rights that are now guaranteed by federal enforcement of amendments and federal laws.

Anchor Level 3-C

The response:

- Develops all aspects of the task with little depth for *Dred Scott v. Sanford* and *Plessy v. Ferguson*
- Is more descriptive than analytical (*Dred Scott*: caused by polarization between the North and the South and resulted in a legal view of the status of slavery that outraged the North; as America expanded westward, both the North and the South feared the decisions regarding slavery in the territories; Taney ruled that slaves were property and therefore could not be citizens; North perceived the decision as evidence that Southerners had control of the national government; Lincoln’s opposition to the decision played a role in getting him nominated and elected in 1860; decision played a part in pre-Civil War politics and the drift toward war; *Plessy*: legalized southern segregation as long as “separate but equal” accommodations were made; whites had their own better facilities in the South; Booker T. Washington responded to it by declaring that whites passing discrimination laws against blacks was hurting the whites; segregation hurt blacks most of all because they were made to feel inferior)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, 6, and 7
- Incorporates limited relevant outside information (*Dred Scott*: Scott sued his owner for freedom since they lived for a time in a free state; Northern abolitionists became more active after the decision; *Plessy*: caused by Reconstruction ending and southern states finding ways to deny African Americans civil rights; Black Codes were one of the first ways southern states tried to control African Americans after the Civil War; violent actions of the Ku Klux Klan kept blacks from voting)
- Includes some relevant facts, examples, and details (*Dred Scott*: Missouri admitted as slave state, Maine as free state, north of 36°30' to be free, except for Missouri; Frederick Douglass; Missouri Compromise; popular sovereignty; *Plessy*: Jim Crow laws; 1890 Louisiana law for railways to provide separate accommodations; hotels and theaters in Jim Crow South only for African American use)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Summation of document information leads to some analytic statements that support the role *Dred Scott* played in the polarized politics of the pre-Civil War period. Although a few outside references frame the background for *Plessy*, the discussion is limited in scope.

In American history, African Americans have been treated unfairly. From the beginning of American colonization, Africans have been used as slaves. Following the Civil War, blacks were no longer slaves, but free citizens. Although free, blacks were still discriminated against. The Supreme Court cases of Plessy v. Ferguson (1896) and Brown v. Board of Ed (1954) illustrated the unfair treatment of blacks and the impact these cases had on American society.

Plessy v. Ferguson was a significant court case in American history. Many factors led to this pivotal case. According to Document 4, railroad cars were to be segregated. Parts of the train were reserved for whites only, and the rest for “colored” people. To protest this, a man, who was only partially black (but was considered black for purposes of segregation) sat in the white only section of the train. He was arrested. When the court case was tried, “separate but equal” facilities were ruled legal. The impact of this court case is clearly illustrated by Document 6. Document 6 features 2 photos that show facilities made for blacks only showing the outcome of the Plessy case. The segregated facilities however were not equal. The ruler in this court case will lead to other cases such as Brown v. Board of Ed.

Brown v. Board of Ed was a turning point for the unjustly treated African Americans. Segregated facilities led to this case. For example, in Document 7a, it is shown that African Americans receive much less funding than whites only schools. This proves that blacks and whites do not go to equal facilities. In addition, in Document 7b, it is stated that blacks who live in the district area of white only schools cannot attend these schools. Instead they are bused to further locations

for black only schools. They have to pay taxes for both schools. Document 8a is a photo of an Arkansas National Guard member prohibited the integration of a school. President Eisenhower then issues an executive order which sent US troops to force the Arkansas schools to be integrated (Doc 8b). This important court case led to the integration of all public facilities. Furthermore, Brown v. Board of Ed inspired other movements such as the movement of Cesar Chavez for Mexican farm workers rights (Doc 9). Brown v. Board of Ed was a significant court case that helped earn rights for African Americans. Throughout American history, court cases have played a significant role in the search for more rights. From Plessy v. Ferguson to Brown v. Board of Ed, the Supreme Court's rulings completely evolved.

Anchor Level 2-A

The response:

- Minimally develops all aspects of the task for *Plessy v. Ferguson* and *Brown v. Board of Education of Topeka*
- Is primarily descriptive (*Plessy*: ruled “separate but equal” facilities legal; segregated facilities were not equal; led to other cases such as *Brown*; *Brown*: a turning point for unjustly treated African Americans; African American schools receive much less funding than white only schools; black students living in white districts bused to black schools; African American parents living in white districts pay taxes for both schools; Arkansas National Guard members prohibited integration of school; led to the integration of all public facilities; inspired other movements such as Chavez’s movement for Mexican farm workers rights)
- Incorporates limited relevant information from documents 4, 6, 7, 8, and 9
- Presents little relevant outside information (*Plessy*: a man who was only partially black, but was considered black for the purposes of segregation, sat in the whites only section of a train and was arrested)
- Includes relevant facts, examples, and details (*Plessy*: railroad cars segregated; parts of train reserved for whites only and rest for colored people; *Brown*: segregated facilities; President Eisenhower; executive order forcing the Arkansas school to be integrated)
- Demonstrates a general plan of organization; includes an introduction that briefly mentions the unfair treatment of African Americans in United States history and a conclusion that restates the theme

Conclusion: Overall, the response fits the criteria for Level 2. The response lists information from the documents instead of discussing it. However, the information chosen contributes to a relatively cohesive essay.

In the United States many civil liberties cases for African Americans have been brought to the attention of the Supreme Court. These Supreme Court cases have had a great impact on society and the nation. They had brought about feelings of doubt and also hopefulness in the fight for equality between African Americans and whites. These cases include *Brown vs. Board of Education of Topeka* (1954), *Plessy vs. Ferguson* (1896), and *Dred Scott vs. Sanford* (1857).

The issue of the court case *Brown vs. Board of Education of Topeka* in 1954 was an African American child in Topeka, Kansas had to ride the bus a long distance to get to her school. Her father was upset by this because there was a much closer school that she could go to, but because she was an African American and it was a school for whites only she was unable to attend. Her father (Brown) brought up this case and it was taken to the Supreme Court where they stated that the child could go to the white school, this gave hope for equality to many. Because of this Supreme Court ruling many other groups fought for equal rights. Some of these groups included women, disabled citizens, and also Mexican farm workers who formed the United Farm Workers in 1962. (document 9)

Another case that was brought to the Supreme Court was *Plessy vs. Ferguson* in (1896). The issue of this case was the fight against segregation, but unlike the first case that I stated this did not bring hope to the Blacks in America wanting equality. When a man was denied the right to a seat because of being an African American he objected but when this was brought to the Supreme Court they said that separate but equal was okay which allowed segregation everywhere. Not only schools were segregated but, libraries, movie theaters, hotels,

barbers, bathrooms and even churches were also. (document 6) Even when traveling you were separated into different rail cars, they were said to be equipped equally for the blacks and the whites but Blacks often got much lower quality. (document 4)

The last supreme court case was the one that is said to have started the struggle for equality very first. This case was Dred Scott vs. Sanford (1857), this case was dealing with an ex slave owning property but the Supreme Court said that he was to be owned and given no right or citizenship. This had to do with The Missouri Compromise which was created separating free states from slave states causing many disagreements because the nation could not govern or act as one when we did not agree on slavery's moral correctness or incorrectness. The north and south were not only separated by the Missouri Compromise line but also their feelings towards one another. (document 1a, document 1b)

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. The cases Dred Scott vs. Sanford (1857), Plessy vs. Ferguson (1896), and Brown v. Board of Education of Topeka (1954) all led to the equality between races that we now have today.

Anchor Level 2-B

The response:

- Minimally develops all aspects of the task for *Plessy v. Ferguson* and *Brown v. Board of Education of Topeka*
- Is primarily descriptive (*Brown*: the father was upset because there was a much closer school his daughter could go to but because she was African American and it was a school for whites only; Supreme Court stated the child could go to the white school; because of the ruling many other groups fought for equal rights; *Plessy*: the issue was the fight against segregation, but the ruling did not bring hope to blacks in America; man denied the right to a seat because of being African American; ruled “separate but equal” was okay, which allowed segregation everywhere; rail cars were said to be equipped equally for blacks and whites, but blacks often got much lower quality)
- Incorporates limited relevant information from documents 4, 6, 7, and 9
- Presents little relevant outside information (*Plessy*: libraries, barbers, bathrooms, and even churches were segregated)
- Includes few relevant facts, examples, and details (*Brown*: hope for equality to women, disabled citizens, Mexican farm workers; United Farm Workers; *Plessy*: schools, movie theaters, hotels segregated); includes an inaccuracy (*Brown*: Topeka, Arkansas)
- Demonstrates a general plan of organization; includes an introduction that is somewhat beyond a restatement of the theme and a conclusion that states all three Supreme Court cases led to the equality between races that we have today

Conclusion: Overall, the response fits the criteria for Level 2. In this response, all three Supreme Court cases are addressed; however, only the first two can be rated. A brief attempt is made to address the historical circumstances. Document information is used sparingly and with limited explanation to address the impact of both cases.

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

The *Dred Scott vs. Sanford* case in 1857 has a huge impact on American society. Document 2 is about Jeffery W. Coker's opinion on the decision of *Dred Scott* case. Coker talks about how the decision of *Dred Scott v. Sanford* created more sectionalism throughout the United States. It also explains how if you block a slaveowner's rights, it was a violation of the fifth Amendment. The decision of the Supreme Court inspired many reformers to try to get rid of slavery in the United States.

Paul Finkelman talks about the impact the *Dred Scott* case had on America. In Document 3b, Finkelman says that the decision destroyed any chance of agreement between the North and South. The North and South were fighting over how states would be admitted into the Union. The *Dred Scott* case was a major reason why Abraham Lincoln was elected President in 1860. The case also pushed the nation into the Civil War.

Document 4 is an example of how the *Plessy v. Ferguson* case affected American society. The decision said all men are created equal but they must have separate facilities (separate but equal). If an African American wanted to ride the bus, they must be seated in the color section. All men were considered equal but in reality, they weren't. All means of transportation must of had separate

accommodations for whites and African Americans.

Document 6 has photographs of separate facilities for African Americans. These places were created after the Supreme Court case *Plessy v. Ferguson*. If an African American walked into a white only restaurant he would not be served and he would be kicked out. It would also be applied if a white person walked into a black restaurant. This Supreme Court case influenced the likes of Martin Luther King Jr and Rosa Parks to end segregation in America.

The Supreme Court cases *Dred Scott v. Sanford* and *Plessy v. Ferguson* were major turning points in United States history about African Americans getting civil rights. These cases started many protests that led to the end of segregation.

Anchor Level 2-C

The response:

- Develops some aspects of the task in little depth for *Dred Scott v. Sanford* and *Plessy v. Ferguson*
- Is primarily descriptive (*Dred Scott*: created more sectionalism; if a slaveowner's rights are blocked, it is a violation of the 5th amendment; decision inspired many reformers to try and get rid of slavery in the United States; Finkleman says the decision destroyed any chance of agreement between the North and South; case was a major reason Lincoln was elected President in 1860; pushed the nation into the Civil War; *Plessy*: all men were considered equal, but in reality, they were not); includes faulty and weak application (*Plessy*: decision said all men are created equal, but they must have separate facilities; all means of transportation must have separate accommodations for whites and African Americans)
- Consists primarily of relevant information copied from documents 1, 2, 3, 4, and 6
- Presents some relevant outside information (*Plessy*: separate but equal; if an African American wanted to ride the bus, they must be seated in the colored section; if an African American walked into a white only restaurant, he would not be served and would be kicked out; case influenced people such as Martin Luther King Jr. and Rosa Parks to end segregation in America)
- Includes few relevant facts, examples, and details (*Dred Scott*: North and South fighting over how states would be admitted into the Union)
- Demonstrates a general plan of organization; includes an introduction that copies the historical context and a conclusion that states these cases were major turning points in United States history

Conclusion: Overall, the response fits the criteria for Level 2. A literal presentation of document information dominates the discussion and indicates a limited understanding of *Dred Scott* and *Plessy*. Historical circumstances are not given for either case, and the impact statements for both cases rely on selected document information.

During the United States history, there have been major court cases concerning the civil liberties of African Americans. The ruling on these court cases such as *Brown v. Board of Education* and *Plessy v. Ferguson* have had a significant impact on the nation as a whole.

Plessy v. Ferguson's impact on the nation was that it made segregation legal. Segregation was legal as long as the facilities were equal. As shown in the pictures of document 6 African Americans had to go to hotels and movie theaters that were meant for colored people only. As stated in document 4 African Americans had to ride in separate train cars than white people.

Brown v. Board of Education impacted the nation because the ruling on the case made segregation illegal. Brown was a young girl who wanted to attend an all white school simply because it was much closer than the other schools. As stated and show in document 8a and 8b, in Little Rock, Arkansas even after segregation was made illegal Governor Faubus ordered the National Guard to deny African Americans entry to the school. Once President Eisenhower heard this was happening he acted immediately. Arkansas National Guard was put under federal control. Document 9 states that due to the ruling in *Brown v. Board of Education* that other movements have been inspired to fight for equal rights.

The Supreme Court has had some significant cases that has affected African American civil rights. Some of these cases include *Plessy v. Ferguson* and *Brown v. The Board of Education*.

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task for *Plessy v. Ferguson* and *Brown v. Board of Education of Topeka*
- Is descriptive (*Plessy*: made segregation legal as long as facilities equal; *Brown*: in Little Rock, Arkansas, Governor Faubus ordered the National Guard to deny African Americans entry to the school; the Arkansas National Guard was put under federal control; inspired other movements for equal rights); includes faulty and weak application (*Brown*: it made segregation illegal; Brown was a young girl who wanted to attend a white school simply because it was much closer)
- Includes minimal information from documents 4, 6, 8, and 9
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Plessy*: hotels and movie theaters meant for colored people only; separate train cars for whites; *Brown*: President Eisenhower)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 1. Historical circumstances are not discussed for *Plessy* and a generalization establishes the circumstances for *Brown*. Although not explained, brief statements from documents indicate a limited understanding of the impact for each case.

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).

In *Brown v. Board of Education* it has to deal with a little girl named Linda Brown. She lived across the street from an all white school and wanted to go there. Unfortunately she was denied because she was black and had to walk many miles to attend school. She took this to court and after mad work she won and could attend the school.

In *Dred Scott v. Sanford*, Dred Scott was fighting for his freedom. His owner died, so he went to court to try and get free. The case was hard work and in the end he was sent to the South to remain a slave because slaves are considered property and can't be granted freedom.

Blacks had to deal with much racism. Some went to court for it. Some came out as winners and some losers. Good thing there is no more segregation.

Anchor Level 1-B

The response:

- Minimally develops the task for *Dred Scott v. Sanford* and *Brown v. Board of Education of Topeka*
- Is descriptive (*Brown*: she wanted to go to white school but was denied because she was black; after the court case, Brown could attend a white school; *Dred Scott*: slaves cannot be granted freedom because they are considered property); lacks understanding (*Dred Scott*: in the end, Scott was sent to the South to remain a slave)
- Makes vague, unclear references to documents 3 and 7
- Presents little relevant outside information (*Brown*: girl named Linda Brown; *Dred Scott*: his owner died)
- Includes few relevant facts, examples, and details (*Dred Scott*: he was fighting for his freedom); includes inaccuracies (*Brown*: Linda Brown lived across the street from an all white school; Brown had to walk many miles to attend school)
- Demonstrates a general plan of organization; includes an introduction that copies the historical context and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Basic facts about the two cases are indicated as is the recognition that both cases involved a struggle. While it is difficult to assess document usage, a minimal understanding of the task is demonstrated.

In United States History there has always been the fight for equality from African Americans. Throughout this history many Supreme Court cases have taken place regarding this search for freedom and equality. Two of these very important cases include Plessy v. Ferguson in 1896 and Brown v. Board of Education in 1954. Both of these cases were for the search of African American freedom even though they ended very differently.

In the 1896 Supreme Court case Plessy v. Ferguson separate but equal was ruled to be legal. There were different train cars, hotels, and theaters (doc 4, 6). African Americans were forced to use different bathrooms and water fountains and at the time this was legal in the U.S. The outcome of this case was supposed to stop the African Americans in their fight for equality since the separate facilities were supposed to be the same, but it only fueled the people more.

The 1954 Court case Brown v. Board of Education fought the Plessy v. Ferguson case. Brown argued that separate was not in fact legal. Less money was spent on African American schools and students (doc 7a). There were less Black schools than white and many Black families lived in white school districts. These families were forced to pay for the district they lived in and the school their child went to (doc 7b). The Supreme Court finally declared that separate was not equal but some southern schools still had segregation. The Little Rock Nine would be an example to many more schools to come. When Nine African American students in Little Rock, Arkansas the Governor sent police to stop them from entering the school. When the president heard about this he sent in army troops to personally escort the students to and from school and classes (doc 8). Brown v. Board of

Document-Based Essay—Practice Paper – A

education did not stop the movement though. It was just the beginning. According to Mike Wegner the case lead the way for the movement for Mexican farm workers rights and the civil rights movement. (doc 9).

The out come of these Supreme court cases have shaped the United States history. These cases have tested the Supreme Court, the constitution and the American people themselves. In African Americans fight for equality many good things came out of the courts decisions.

Document-Based Essay—Practice Paper – B

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. Scaford* (1857) *Plessy v. Ferguson* (1896) and *Brown v. Board of Education of Topeka* (1954).

The historical circumstances for the Board of Education making a colored and whites schools together is because most of the colored never showed up at school because they had to work so they can survive. Now if they open the colored and whites school they are all gonna have to school because they can't work no more because some of them are too young.

The impact of the Supreme Court ruling the United States and/or American Society is that they can stop slavery and all racism that is around. So that the colored and the whites can live together and not always argue about where who can sit where and where who can go to what store. Now if everyone had the same rights then nothing would happen no one would be getting killed.

Through all the bad times that the whites and colored went through now in the 21st century we all get along and no one argues that who can go where and what store.

The Nations Struggle Towards Equality

The United States Supreme Court has historically decided major court cases that have impacted the civil liberties of African Americans. Also, the decisions have impacted the American nation drastically. Two of these court cases that separated the nation into a society of two different races were *Dred Scott v. Sanford* and *Plessy v. Ferguson*. Both have impacted the United States and American society.

After America declared its independence from Great Britain, the country gradually began to gain territory, such as Louisiana and grow. One issue that grabbed the nations attention was that of slavery. The North was generally anti-slavery while the South was generally pro-slavery. After Lewis and Clark explored the Louisiana territory, United States citizens became unsure of whether or not the new territory should become slave or free. One event that stirred this debate was the Missouri Compromise. According to document 1, it states that after the Missouri crisis it was no longer possible to pretend that the United States was a single nation with a set of national interests. Ultimately, the compromised added the State of Maine to be free and Missouri to be slave. This helped ease the debate by keeping an equal number of slave and free states, but it did not answer the question of whether or not slavery was just.

As time progressed, the United States Supreme Court was faced with a case that would unfortunately anger the North. The *Dred Scott* decision was a historically important case. The question that was asked of the United States Supreme Court was whether or not *Dred Scott* was a free or slave African American after living in places that were free. The Supreme Court ruled that *Dred Scott* was in fact a slave

because Scott was the “property” of his slave owner. Document 2 states that supporters of slavery rejoiced at the decision. Those opposed to the expansion of slavery saw Taney’s work as further evidence that national politics was firmly under the control of Southerners. The federal government could no longer keep slavery out of territories like they had in the Missouri Compromise. Document 3 states that according to the Dred Scott decision, slaves were property in the same sense that horses, sheep and swine are property and were not citizens. The United States society was significantly impacted by this decision and as stated in document 3, the decision played a decisive role in the emergence of Abraham Lincoln as the Republican party Presidential candidate. As a result of Lincoln’s election victory, some southern states fled from the union and formed the Confederacy. After the Civil War (Northern victory) and the reconstruction of the South, many asked the question of what would happen to the former southern slaves who were now free citizens.

The southern slaves after the civil war were no longer slaves and could enjoy freedom. This new status of African Americans made many of the southern whites angry because they couldn’t see them as equals. Southern whites acted to limit the rights of African Americans. Threats from the KKK made voting dangerous. The new economic system kept African Americans as laborers or sharecroppers, quickly making them in debt to the wealthier whites. Jim Crow laws were passed to force segregation on more and more parts of society. The decision of Plessy v. Ferguson answered questions asked by American citizens on how the races would co-exist. The Supreme Court decision of Plessy v. Ferguson meant that the United States would be a country

Document-Based Essay—Practice Paper – C

that had separate but equal elements. The photograph in document 6 shows a hotel and theater that is for colored people only. These restrictions were similar to Louisiana's railroad law which states that all railway companies carrying passengers in their coaches in this state shall provide equal but separate accommodations for the white and colored races. The decision declared that this was constitutional. (Document 4) During this time period, the white citizens discriminated against colored citizens. In the North, discrimination was de facto (just happened) and in the South, discrimination was de jure (by the law). The "separate but equal" decision of Plessy v. Ferguson was eventually reversed. Leaders of the civil rights movement, including Rosa Parks and Doctor Martin Luther King Jr., helped fight the impact of that unjust decision.

The United States Supreme Court decisions, Dred Scott v. Sanford and Plessy v. Ferguson, both created a nation broken up by two races. American society was drastically changed and the American citizens had to adjust. Events such as the conflict of the civil war and the jim crow world were unjust times in American History. It took a great deal of time, but with hard work the United States pulled together and became more tolerant.

Document-Based Essay—Practice Paper – D

In the late nineteenth century the United States Supreme Court made numerous decisions that changed forever the fabric of American history. Among these cases were the Dred Scott v. Sanford case, in 1857, and the Plessy v. Ferguson case in 1896. Both of these cases greatly impacted the United States, especially the lives of African Americans.

Before the Dred Scott case in 1857, sectional differences were obvious between the North and South. The major difference was slavery. The North had gradually abolished slavery but the South saw slaves as more important, especially after the invention of the cotton gin. The most controversial issue of the early 1800s was whether slavery could go beyond the South. Politicians such as Henry Clay from all regions of the country tried to prevent the issue from becoming too large, as it might split the country in half, as it later would. The North worried that if the South was able to take slaves into western territories, they could gain the upper hand in government and would install slavery in new territories. The South worried that if the North gained control they would eliminate slavery. In 1820 to prevent either side from gaining a major political advantage, states such as Missouri and Maine were admitted in pairs; one slave and one free, in order to prevent an upset in the balance of political power in the Senate. According to a map that details the agreement, the Missouri Compromise attempted to solve this problem. (Doc 1a) All future states above the line 36°30' in the Louisiana Territory would be admitted as free states while all future states below the line were to be slave. This agreement would be ended by the Dred Scott case. Dred Scott was an African American who argued he was free because he had lived an

extended period of time in a free state. The Court decided, however, that he was property and thus unable to be free because no law can take private property just because it crossed state lines. This rendered the Missouri Compromise unconstitutional and might essentially open the entire country up to slavery. According to *Jeffrey v. Coker*, this decision and the earlier Kansas-Nebraska Act led those opposed to slavery to believe that “Southern apologists” had the government under their control (Doc 2). Southerners were getting what they wanted – more states for slavery, even above the 36°30’ line. The result of these government actions was an increase in sectional tensions, the full nature of which was revealed when Kansas erupted into violence when pro and anti-slavery settlers from each area tried to influence elections. The issue of slavery in the territories was worsened by violent abolitionists, such as John Brown. The Kansas-Nebraska Act and the *Dred Scott* decision also led to the emergence of Abraham Lincoln who did not want slavery to spread into the territories. He became the presidential candidate of the Republican Party in 1860. However, he was not even on the ballot in southern slaveholding states. His election as president in turn led to the secession of South Carolina and ultimately the Civil War. The Civil War did not result in long term gains for African Americans because many Southerners would not accept them as equal.

Emerging another 40 years down the road, the *Plessy v. Ferguson* case would uphold inequality in Louisiana once again negatively impacting African Americans just as the *Dred Scott* case had done. After the Civil War, freed slaves who wanted to gain economic freedom were forced into tenant farming and sharecropping. They were often

Document-Based Essay—Practice Paper – D

threatened if they tried to vote or the literacy tests they had to take were too hard. They faced more Jim Crow laws that segregated them even more. This system of restrictions was strengthened by Plessy. The decision stated that separate but equal accommodations on railroads for black and white were constitutional. This ruling confirmed what already had been Jim Crow practice throughout the South and would lead to even more segregation of white and black, and although facilities were separate, they were anything but equal. A chart outlining state's per pupil expenditures in 1939 and 1940 on students of black and white skin in Southern states shows that Southern states spend on average more than three times the amount of money on white students (Doc 7a). Until the Civil Rights Movement in the 1960s, African Americans would suffer more discrimination in life, and would remain segregated. The decision in the Brown v. Board of Education of Topeka case in 1954 would be a major step towards ending "separate but equal" in schools and eventually segregation in all accommodations.

Both the Dred Scott and Plessy v. Ferguson decisions would greatly impact the United States greatly, but none would feel the impact more than the African Americans.

In the history of the United States, the Supreme court has had a massive impact on American society, specifically in cases related to African American civil liberties. Plessy v. Ferguson racially separated a nation while Brown v. Board of Ed. of Topeka began to bring it back together. Both cases had a unique impact on society.

During the post-Civil War era, the 13th, 14th, and 15th amendments were designed to create a more equal society. Unfortunately, the still bitter white South did not agree with this agenda and over time refused to give equal opportunities to former slaves. Sharecropping put poor African Americans in a near slave-like position, being forced into debt and to work for their former masters with little pay. At the same time, techniques like the grand father clause, literacy tests, and the poll tax were used to prevent freedman from voting and participating in government. Eventually, Jim Crow laws were passed, segregation continued, and Plessy v. Ferguson, which stated that separate railway facilities for different races were legal as long as they were equal, allowed segregation to affect American society (doc 4).

The immediate impact of this decision was that many facilities and services such as hotels, restaurants, and trains became segregated (doc 6). Many civil rights leaders of the time, such as W. E. B. DuBois and Booker T. Washington criticized the ruling. Booker T. Washington stated that "unjust laws injured the white man." (doc 5). The racist attitude of the times also led to a growth in membership of the KKK, a white supremacist group especially after WW I. The impact of Plessy v. Ferguson, in fact, stretches to the next landmark civil rights case after WWII.

Several factors contributed to the Brown v. Board of Ed. decision in

1954. The first was that of the baby boom and WWII. Many soldiers who came home after the war and contributed to the baby boom were African American and with such an influx of children into public schools flaws in the education system become more apparent. As it stood, much less money went to education for African American districts than their counterpart white districts in Southern states (doc 7a). At the same time, many African American families were forced into economic situations where they would be funding a school their child could not attend (doc 7b). Eventually, the inherent inequality in the system was revealed in *Brown v. Board of Ed.*, and public schools nationwide were forced to desegregate.

Of course, the most immediate reaction to this decision was a large “No!” from several southern states. One egregious example of this was the “Little Rock Nine”, where nine African American students were prevented from entering a formerly white school by the state national guard (doc 8a). President Eisenhower had to step in and override the decisions of the Arkansas governor with executive order 10730. This discouraged further efforts by states to defy the Supreme Court leading to more integrated schools and more equality. This however, was just one of the impacts of this court case. Another, larger, impact was that the movement for full equality was given a large boost, along with others, and the legal battle for racial equality continued with the Civil Rights Act of '64 and the Voting Rights Act of '65 (doc 9). Finally the amendments during the post Civil War Era really meant something.

Throughout the history of the United States, the fight for racial equality has been both hurt and helped by the Supreme Court.

Practice Paper A—Score Level 2

The response:

- Minimally develops some aspects in some depth for *Plessy v. Ferguson* and *Brown v. Board of Education of Topeka*
- Is primarily descriptive (*Plessy*: supposed to stop African Americans in their fight for equality since the separate facilities were supposed to be the same, but it only fueled the people more; *Brown*: argued that separate was not legal; the Little Rock Nine were stopped from entering school; president sent army troops to personally escort African American students to and from school and classes; case led the way for the movement for rights of Mexican farm workers and the civil rights movement);
- Incorporates limited relevant information from documents 4, 6, 7, 8, and 9
- Presents little relevant outside information (*Plessy*: African Americans were forced to use different bathrooms and water fountains; *Brown*: there were fewer black schools than white schools)
- Includes few relevant facts, examples, and details (*Plessy*: different train cars, hotels, and theaters; *Brown*: less money spent on African American schools and students; black families lived in white school districts); includes an inaccuracy (*Brown*: the governor sent police to stop the Little Rock Nine)
- Demonstrates a general plan of organization; includes an introduction that includes several overgeneralizations and a conclusion that states both cases tested the Supreme Court, the Constitution, and the American people

Conclusion: Overall, the response fits the criteria for Level 2. The impact of *Plessy* is not supported by facts and details. However, the recognition of *Plessy*'s connection to *Brown* and statements taken from document information indicate some understanding of the issues surrounding school segregation.

Practice Paper B—Score Level 0

The response:

Fails to develop the task

Conclusion: Overall, the response fits the criteria for Level 0. The response includes no relevant facts, examples, or details.

Practice Paper C—Score Level 3

The response:

- Develops all aspects of the task with little depth for *Dred Scott v. Sanford* and *Plessy v. Ferguson*
- Is more descriptive than analytical (*Dred Scott*: after the Missouri crisis, it was no longer possible to pretend that the United States was a single nation with a set of national interests; ruled Scott was a slave because he was the “property” of his owner; supporters of slavery rejoiced at the decision; those opposed to the expansion of slavery saw it as further evidence that national politics was firmly under the control of southerners; *Plessy*: the new status of African Americans made many of the southern whites angry because they could not see them as equals; Southern whites acted to limit the rights of African Americans; meant that the United States would be a country that had separate but equal elements)
- Incorporates some relevant information from documents 1, 2, 3, 4, and 6
- Incorporates relevant outside information (*Dred Scott*: United States citizens became unsure of whether or not the Louisiana territory should become slave or free; the Missouri Compromise did not answer the question of whether slavery was just; the question was asked if Dred Scott was slave or free after living in places that were free; the federal government could no longer keep slavery out of territories like they had in the Missouri Compromise; some southern states fled from the Union and formed the Confederacy; after the Civil War and Reconstruction, many asked the question of what would happen to the former southern slaves who were now free citizens; *Plessy*: threats from the KKK made voting dangerous; the new economic system kept African Americans as laborers or sharecroppers, quickly making them in debt to the wealthier whites; in the North, discrimination was de facto (just happened), and in the South, discrimination was de jure (by the law); leaders of the civil rights movement including Rosa Parks and Martin Luther King Jr. helped fight the impact of the decision)
- Includes some relevant facts, examples, and details (*Dred Scott*: Maine a free state and Missouri a slave state; slaves not citizens; Lincoln, the Republican party presidential candidate; *Plessy*: Jim Crow laws; hotels and theaters for colored people only; “separate but equal” doctrine eventually reversed)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that states *Scott* and *Plessy* changed American society and American citizens had to adjust and become more tolerant

Conclusion: Overall, the response fits the criteria for Level 3. Although the historical development of circumstances leading to *Dred Scott* is more thorough than it is for *Plessy*, important concepts regarding segregation are referred to in the discussion of the latter. More supportive facts and details would have strengthened the use of information primarily selected from the documents.

Practice Paper D—Score Level 4

The response:

- Develops all aspects of the task but discusses *Dred Scott v. Sanford* more thoroughly than *Plessy v. Ferguson*
- Is both descriptive and analytical (*Dred Scott*: in 1820 to prevent either side from gaining a major political advantage, states were admitted in pairs to prevent an upset in the balance of political power; Court decided Scott was not free because no law can take private property; might open the entire country up to slavery; led those opposed to slavery to believe that “Southern apologists” had the government under their control; Lincoln’s election ultimately led to the Civil War; the Civil War did not result in long term gains for African Americans because many Southerners would not accept them as equal; *Plessy*: freed slaves who wanted to gain economic freedom were forced into tenant farming and sharecropping; freed slaves often threatened if they tried to vote; ruling confirmed what already had been Jim Crow practice throughout the South; southern states spent on average more than three times the amount of money on white students; *Brown* decision would be a major step towards ending “separate but equal” in schools and eventually segregation in all accommodations)
- Incorporates relevant information from documents 1, 2, 3, 4, 6, and 7
- Incorporates relevant outside information (*Dred Scott*: South saw slavery as important, especially after invention of the cotton gin; politicians tried to prevent the slavery issue from splitting the country; Scott argued he was free because he had lived in a free state; Southerners were getting what they wanted—more states for slavery; the increase in sectional tensions was revealed when Kansas erupted into violence; issue of slavery in the territories was worsened by violent abolitionists; Lincoln did not want slavery spread into the territories; Lincoln was not on the ballot in southern slaveholding states; Lincoln’s election led to the secession of South Carolina; *Plessy*: until the Civil Rights movement, African Americans would suffer more discrimination and would remain segregated)
- Supports the theme with relevant facts, examples, and details (*Dred Scott*: Henry Clay; Missouri slave and Maine free; all future states above 36°30' to be free while states south to be slave; rendered the Missouri Compromise unconstitutional; John Brown; *Plessy*: upheld inequality in Louisiana; mandated “separate but equal” accommodations on railroads)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a brief conclusion that states both *Dred Scott* and *Plessy* had an impact on the United States but no one would feel the impact more than African Americans

Conclusion: Overall, the response fits the criteria for Level 4. An overview of issues surrounding the Kansas situation complement the *Dred Scott* discussion and further reinforce the political tensions associated with slavery in the territories. Although the discussion of *Plessy* contains good impact statements, additional historical information would have added more depth to the response.

Practice Paper E—Score Level 3

The response:

- Develops all aspects of the task with little depth for *Plessy v. Ferguson* and *Brown v. Board of Education of Topeka*
- Is more descriptive than analytical (*Plessy*: the still bitter white South did not agree with the agenda of a more equal society; the South refused to give equal opportunities to former slaves; Jim Crow laws were passed and segregation continued; separate railway facilities for different races were legal as long as they were equal; *Brown*: many African American families were forced into economic situations where they would be funding a school their child could not attend; the most immediate reaction to the decision was a large “No!” from several southern states; “Little Rock Nine” were African American students prevented from entering a formerly white school by the state national guard; Eisenhower’s executive order discouraged further efforts by states to defy the Supreme Court leading to more integrated schools and more equality; much less money went to education in African American districts than their counterpart white districts in southern states; gave the movement for full equality a large boost; finally, the amendments of the post–Civil War Era meant something)
- Incorporates some relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*Plessy*: 13th, 14th, and 15th amendments were designed to create a more equal society; sharecropping put poor African Americans in a near slave-like position, being forced into debt and being forced to work for their former masters for little pay; techniques such as the grandfather clause, literacy tests, and the poll tax were used to prevent freedmen from voting and participating in government; racist attitude of the times led to a growth in membership of the Ku Klux Klan, a white supremacist group; *Brown*: many soldiers who contributed to the baby boom were African Americans; with an influx of children into public schools, the flaws in the education system became more apparent)
- Includes some relevant facts, examples, and details (*Plessy*: Civil War; hotels, restaurants, and trains became segregated; Booker T. Washington; W.E. B. DuBois; World War I; *Brown*: World War II; Civil Rights Act of 1964; Voting Rights Act of 1965)
- Demonstrates a satisfactory plan of organization; includes an introduction that states *Plessy* racially separated the nation while *Brown* began to bring it back together and a conclusion that states the fight for racial equality has been both hurt and helped by the Supreme Court

Conclusion: Overall, the response fits the criteria for Level 3. Occasional analytic references and outside information strengthen a discussion that is somewhat reliant on document information. References to post-war events in both *Plessy* and *Brown* enhance the treatment of the task.

United States History and Government Specifications June 2013

Part I Multiple-Choice Questions by Standard

Standard	Question Numbers
1—United States and New York History	2, 5, 6, 10, 13, 14, 16, 18, 19, 21, 22, 24, 25, 27, 28, 30, 33, 34, 36, 37, 38, 40, 41, 48
2—World History	20, 31, 35, 50
3—Geography	1, 12, 29, 47, 49
4—Economics	15, 17, 26, 39, 42, 44, 45
5—Civics, Citizenship, and Government	3, 4, 7, 8, 9, 11, 23, 32, 43, 46

Parts II and III by Theme and Standard

	Theme	STANDARDS
Thematic Essay	Foreign Policy; Presidential Decisions and Actions; Places and Regions	Standards 1, 2, 3, 4, and 5: United States and New York History; World History; Geography; Economics; Civics, Citizenship, and Government
Document-based Essay	Citizenship; Civic Values; Constitutional Principles; Diversity; Change; Government; Presidential Decisions and Actions; Reform Movements	Standards 1, 3, 4, and 5: United States and New York History; Geography; Economics; Civics, Citizenship, and Government

Notes:

Part I and Part II scoring information is found in Volume 1 of the Rating Guide.

Part III scoring information is found in Volume 2 of the Rating Guide.

The *Chart for Determining the Final Examination Score for the June 2013 Regents Examination in United States History and Government* will be posted on the Department's web site at: <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for the previous administrations of the United States History and Government examination must NOT be used to determine students' final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

Suggestions and feedback from teachers provide an important contribution to the test development process. The Department provides an online evaluation form for State assessments. It contains spaces for teachers to respond to several specific questions and to make suggestions. Instructions for completing the evaluation form are as follows:

1. Go to <http://www.forms2.nysed.gov/emsc/osa/exameval/reexameval.cfm>.
2. Select the test title.
3. Complete the required demographic fields.
4. Complete each evaluation question and provide comments in the space provided.
5. Click the SUBMIT button at the bottom of the page to submit the completed form.