

Name: _____

Seat #: _____

Period: _____

Mr. T/Mrs. P - USHAG

DBQ: Supreme Court Cases

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. It is designed to test your ability to work with historical documents. Some of the documents have been edited for the purposes of the question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document.

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

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

Select two Supreme Court cases mentioned in the historical context and for each

- *Describe the historical circumstances leading to the case*
- *Discuss the impact of the Supreme Court's ruling on the United States and/or on American society*

In developing your answers, and writing your essay, be sure to keep these general definitions in mind:

(a) describe means "to illustrate something in words or tell about it"

(b) discuss means "to make observations about something using facts, reasoning, and argument; to present in some detail"

DBQ PRE-WRITING WORKSHEET

<p align="center">Task: Choose two of the Supreme Court cases discussed in the Docs</p>	<p align="center">What documents match this part of the task? <i>(include information from the docs; don't just write the #. Include the source of the document, as well as a brief description of the document itself)</i></p>	<p align="center">What Relevant Outside Info can I apply</p>
<p>1. Discuss the HISTORICAL BACKGROUND leading to each case:</p> <p>What was going on?</p> <p>What had happened that led to this case getting to the Supreme Court?</p>	<p>Case #1: <i>Plessy v. Ferguson</i>: In Louisiana, there was segregation between the races. Discrimination, prejudice and racism. White society did not view African Americans as equal.</p> <p>Doc 4: Shows that separate facilities were required, by law, for Blacks and Whites .</p> <p>Case #2:</p>	<p>Case #1: Black people were no longer slaves, b/c of the 13/14/15 amendments. 14th Amendment made Black people citizens. Even though African Americans were now citizens, these laws were passed to suppress their rights. These laws were known as Jim Crow Laws. Laws were also passed to keep Black people from voting.</p> <p>Case #2:</p>
<p>2. Discuss the IMPACT of the case on the US, and/or on American Society:</p> <p>How did the court rule?</p> <p>How was America, and/or the American people different because of this/these case(s)?</p>	<p>Case #1:</p> <p>Case #2:</p>	<p>Case #1:</p> <p>Case #2:</p>

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DBQ Pre-Writing Outline:

Intro:

Body /Case #1: Background on the Case Effects of the Court's Decision INCLUDE SUPPORTING DOCS and OUTSIDE INFO	Body #2/Case #2: Background on the Case Effects of the Court's Decision INCLUDE SUPPORTING DOCS and OUTSIDE INFO	Body #3 (optional)
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Conclusion:



Writing an Effective Introduction

Special Thanks to Mr. Murphy, teacher @ Frederick Douglass Academy

Introduction #1: “Zero to Hero”

This essay comes from the June 2008 GH&G Regents Exam

Idea: start with a **very specific** reference to one of the topics/people/events that you are going to write about. Then, *work your reader back* to the question choices, and be sure you provide over all direction for the essay.

Example: *“When the United States “liberated” Iraq in the spring of 2003, its intention was to prevent Saddam Hussein from being able to use weapons of mass destruction. WMD”s, along with growing environmental threats, are two issues that the international community has attempted to deal with in recent years. By focusing on the information given in the documents provided, a close examination of the nature of these threats will be provided. Further, we shall assess the various attempts made to resolve these concerns.”*

“The intense debate between the North and South over the issue of slavery eventually led to the Civil War. Social and Political tensions between the North and South were major causes of the Civil War By focusing on the information given in the documents provided, a close examination of the historical circumstances behind the Civil War will be provided.

As stated in The Letters of Theodore Dwight Weld, “..... (Doc 2a).”

RED = Zero In (Small Picture)

Blue: = Focus: here is where I link the two issues that I will deal with together.

Black = Direction: I take the task and condense it into at least two clear statements of purpose.

Introduction #2: “Go Big or Go Home!”

Idea: Capture the reader’s attention with a broad **but** interesting statement reflecting your understanding of the topics/people/events that have been provided. Then, you narrow your focus, providing the reader with your two choices. Finally, provide them with a basic directions statement that addresses at least two of the trigger words provided in the task.

Example: The international community has had to struggle over the past decades with critical issues that have had a very significant impact on our global society. Among the most problematic have been incidences of genocide, as well as the growing problems resulting from man-made environment threats. Through a careful examination of the documents that have been provided, we will be able to examine the many facets of these global concerns. Finally, an assessment concerning attempts made to address these problems will be included.

RED = "*Big Picture*"

Blue = *Focus*: Here is where I link the two issues that I will deal with together. I have made my choices clear to the reader.

Black = *Direction*: I take the task and condense it into at least two clear statements of purpose.

NAME:

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DBQ ESSAY RUBRIC

RUBRIC:

Student included the required rubric, and it has been signed by a parent (5 points)
Student included required rubric, but it was not signed by a parent (+3)
Student is missing required rubric (0)

STAPLE/FASTENER:

All pieces of work are handed in, having been fastened with a staple, or paper clip (+5)
Student did not bring in essay fastened with staple or paper clip (0)

NEATNESS:

Assignment is COMPUTER PRINTED, OR NEATLY WRITTEN (IN INK), and LEGIBLE! (+5)
Assignment is NOT NEATLY WRITTEN (IN INK), and LEGIBLE! (0)

OUTLINE/DRAFT:

Student submitted an OUTLINE as well as two ROUGH DRAFTS, with EVIDENCE OF REVISION (+5)
Student submitted an OUTLINE of his/her essay, as well as ONE ROUGH DRAFT, with EVIDENCE OF REVISION (+3)
Student is missing an outline, or a rough draft copy (+2)
Student did not submit a rough draft or outline (0)

UNDERSTANDING OF THEME:

The student's essay shows a THOROUGH understanding of the theme (+20)
The student's essay shows a GOOD understanding of the theme (+15)
The student's essay shows a LIMITED understanding of the theme (+12)
The student's essay shows a POOR understanding of the theme (+6)

ANALYSIS

The author was MORE ANALYTICAL THAN DESCRIPTIVE (+20)
The author was MORE DESCRIPTIVE THAN ANALYTICAL (+15)
The author was PRIMARILY DESCRIPTIVE, there is some attempt to analyze (12)
There is no attempt at analysis. The author simply described what happened (9)

DOCUMENTS

THE AUTHOR REFERRED TO AT LEAST FIVE DOCUMENTS (+5)
THE AUTHOR REFERRED TO 3-4 DOCUMENTS (+3)
THE AUTHOR REFERRED TO LESS THAN 3 DOCUMENTS (+1)

FACTS, EXAMPLES, DETAILS:

The essay is loaded with evidence. The author supported all of the bullet points with lots of relevant facts, examples and details. (+20)
The essay contains some facts, examples and details. (+12)
The essay contains few facts, examples and details. (+9)
The essay contains no relevant facts, examples and details. (6)

ORGANIZATION:

The essay is well organized. The introduction, and conclusion are written in the author's own words. The body paragraphs have transition words and phrases that lead the reader smoothly from one thought to the next. (+15)

The essay is satisfactorily organized. The author restated the theme or historical context in the intro and/or conclusion. Some of the body paragraphs have topic sentences, and the author uses some transition words and phrases that lead the reader smoothly from one thought to the next. (+12)

The essay is poorly organized. The author failed to address the theme or historical context in the intro and/or conclusion. The body paragraphs lack topic sentences, and the author did not use transition words and phrases. When read aloud, the essay sounds confusing (9)

The essay is not organized. It lacks a separate introduction, body paragraphs, or conclusion. It's just one "big blob of thoughts" that make no sense (6)

PARENT'S SIGNATURE: _____

DATE: _____

