ADVANCED PLACEMENT U.S. HISTORY THEMES/LEARNING OBJECTIVES

The enclosed activities for the Eisenhower and the Little Rock Crisis (1957) lesson will help students address the following themes and learning objectives of the AP U.S. History Course:

Identity 2: impact of various historical events on popular beliefs about progress & national destiny

Identity 8: how civil rights activism affected the growth of African-American & other identity-based political & social movements

Politics and Power 3: how activist groups and reform movements, such as ...civil rights activists and social conservatives, have caused changes to state institutions & U.S. society

Politics and Power 5: Analyze how arguments over the meaning and interpretation of the Constitution have affected U.S. politics since 1787

Politics and Power 7: Analyze how debates over civil rights and civil liberties have influenced political life from the early 20th century through the early 21st century

In addition, this lesson will help students develop the following historical thinking skills:

- Patterns of continuity and change over time
- Periodization
- Comparison and contextualization
- Crafting historical arguments from historical evidence
- Historical argumentation
- Historical interpretation and synthesis
Background

The Supreme Court case of Brown v. Board of Education (1954), with its declaration that segregated public schools were unconstitutional, overturned decades of precedent and challenged deeply-held social traditions. Southern resistance to the decision was widespread. President Dwight D. Eisenhower was not enthusiastic about federal judicial intervention in public education, but he carried out his constitutional responsibility to enforce the law by implementing desegregation in the District of Columbia. Not all state governments were quick to comply with the Supreme Court’s order to integrate “with all deliberate speed” and many fought against it openly. Arkansas Governor Orval Faubus ordered his state’s National Guard to block the entry of nine newly-enrolled African American students to Central High School in Little Rock. A violent mob gathered in front of the school, and city police failed to control it. Finally, when asked for assistance by the Mayor of Little Rock, President Eisenhower believed his constitutional duty to take care that the laws were faithfully executed left him no choice but to intervene, even to the point of using military force against American citizens.
TEACHING TIPS: EISENHOWER AND THE LITTLE ROCK CRISIS

LEARNING OBJECTIVES

- Students understand the events leading up to and including the Little Rock Crisis.
- Students analyze President Eisenhower’s constitutional justification for his actions.
- Students assess the President’s decision to use military force to prevent violent opposition to a court order.

ACTIVITIES

1. Have students read the background essay, Handout A: Eisenhower and the Little Rock Crisis, and answer the questions.

2. Lead students to compare and contrast the three photographs in the DBQ lesson: Documents D, I, and J, using the scaffolding questions provided for each document.

3. Assign appropriate documents for student analysis.

4. Have students complete handout, Handout B: Analyzing Documents, to show how each document is related to the Constitution, and how the documents are related to each other.

5. Use key question, “Assess President Eisenhower’s constitutional justification for his decision to send federal troops to Little Rock, Arkansas, to enforce a federal court’s order to integrate public schools.” for class discussion or writing assignment, focusing on the constitutional principles involved in the event.

6. Extensions:
   - A. Have students read Eisenhower’s entire radio address and summarize its key points.
   - B. Have students research the lives of the Little Rock Nine: Carlotta Walls, Jefferson Thomas, Elizabeth Eckford, Thelma Mothershed, Melba Pattillo, Terrence Roberts, Gloria Ray, Minnijean Brown, and Ernest Green.

See Appendix for additional Graphic Organizers.
Segregation and the Courts
Since Reconstruction, many aspects of American life were segregated. In Southern states, as well as some Northern ones, laws known as Jim Crow laws permitted and often required segregated bathrooms, drinking fountains, parks, restaurants, and other public spaces. The Supreme Court upheld this legal practice in the case of *Plessy v. Ferguson* (1896).

A half century later, the Court ruled that “separate but equal” had no validity in public schools. *Brown v. Board of Education* (1954) declared segregation in public schools “inherently unequal” and unconstitutional. In a related case known as *Brown II* (1955), the Court ordered schools to desegregate “with all deliberate speed.”

Responses to Brown
The *Brown* decision was hailed as a victory for equal treatment under law. It recognized the color-blind nature of the Constitution, and that government cannot treat people differently based on their race. But the decision was also criticized by some for not relying on strict constitutional principles and depending too heavily on social science. Southern resistance to the *Brown II* order was widespread. Many saw the decision as an infringement on powers reserved to the states under the Constitution.

President Dwight D. Eisenhower was among those who had reservations about the decision. He believed that schools were the wrong place to begin desegregating American society. He thought it would be more prudent to begin with places like parks and restaurants. Finally, Eisenhower believed that changes to traditional social practices could not be imposed by law, but had to come from the people themselves.

Despite his personal beliefs, Eisenhower performed his duty to ensure the laws were faithfully executed by enforcing desegregation in schools and other public facilities in the District of Columbia.

The Little Rock Crisis
The Little Rock school board had developed a plan to start integration in the 1957-58 school year and the federal district court ordered it to begin. Nine African American students enrolled at Central High School. Segregationists threatened to protest. Arkansas Governor Orval Faubus ordered the state’s National Guard to the school to “keep order.” But in fact, the Guard members blocked the African American students from entering the school. The federal district court ordered Governor Faubus to withdraw the Guard, which he did.

The nine students tried again three weeks later, this time escorted by city police.

They went in a rear door to avoid the angry mob that had once again gathered. African American journalists who had come to cover the event were attacked. Protesters soon forced their way into the building. Police escorted the students out for their own safety.

The Mayor of Little Rock sent President Eisenhower a telegram describing the events and concluding with a suggestion: “If the Justice Department desires to enforce the orders of the federal court in regard to integration in this city, the city police will be available to lend such support as you may require.”

Less than twenty-four hours later came a second telegram from the Mayor, telling of a violent mob larger than the day before and now begging for help: “I am pleading to you
... in the interest of humanity, law, and order ... to provide the necessary federal troops within several hours.”

Eisenhower hated the idea of using federal troops against Americans. However, he believed that his constitutional duty to enforce the law was, in his words, “inescapable.” His decision was the result of reflection and discussion with advisors. His handwritten notes show that he was concerned with protecting the image of the US as a nation committed to the rule of law.

The troops would be there “NOT to enforce integration, but to prevent opposition by violence to orders of a court.” He and his Attorney General discussed similar events from American history, including George Washington’s response to the Whiskey Rebellion. Finally, he reasoned that federalizing the Arkansas National Guard and sending the Army to Little Rock to enforce the court order would prevent pitting “brother against brother.”

Executive Order 10730

Eisenhower issued a proclamation ordering the mob around the school to “disperse.” But again the mob returned. The next day, Eisenhower issued Executive Order 10730. This Order authorized military force “for the removal of obstruction of justice ... with respect to matters relating to enrollment and attendance at public schools in the Little Rock School District, Little Rock, Arkansas.”

A thousand members from the 101st Airborne Division arrived to keep the peace. Exercising his constitutional power, the President also placed all 10,000 men of the Arkansas National Guard under federal control, removing them from the command of Governor Faubus. The soldiers kept the crowd under control, in some cases escorting protesters away at gunpoint.

The students were able to attend class almost a month into the school year. But images of US soldiers pointing rifles and other weapons at Americans shocked the nation. Governor Faubus protested Eisenhower’s actions, saying, “My fellow citizens, we are now an occupied territory ... What is happening in America?” During the summer of 1958, a state law called for all four of Little Rock’s public high schools to be shut down for the 1958-59 school year. One US Senator from Georgia compared the US troops to Adolf Hitler’s storm troopers. Eisenhower did not make the decision lightly, and the debate over the wisdom of his response continues.

Critical Thinking Questions

1. Describe the significance of *Plessy v. Ferguson* (1896), *Brown v. Board of Education* (1954), and *Brown II* (1955) in one brief sentence each.

2. What was the “Little Rock Crisis”?

3. How did Eisenhower respond to the situation in Little Rock?

4. What was the constitutional support for his action?

5. Are there constitutional arguments against Eisenhower’s action? Explain.
EISENHOWER AND THE LITTLE ROCK CRISIS

CONSTITUTIONAL PRINCIPLES

Limited government
Federalism
Separation of powers

KEY QUESTION

Assess President Eisenhower’s constitutional justification for his decision to send federal troops to Little Rock, Arkansas, to enforce a federal court’s order to integrate public schools.

A  The United States Constitution, Article II (1789)
B  The Tenth Amendment (1791)
C  The Fourteenth Amendment (1868)
D  “Terrence Roberts and Two Arkansas National Guardsmen,” September 4, 1957
E  Telegram from Little Rock Mayor Mann to President Eisenhower, 6:24 PM, September 23, 1957
F  Proclamation 3204, September 23, 1957
G  Telegram from Mayor Mann to President Eisenhower, 9:16 AM, September 24, 1957
H  Executive Order 10730, September 24, 1957
I  “Operation Arkansas: A Different Kind of Deployment Photo,” September 25, 1957
J  “Bayonet Point,” September 25, 1957
K  Eisenhower’s Address to the Nation, September 24, 1957
DOCUMENT A

The United States Constitution, Article II (1789)
The executive power shall be vested in a President of the United States of America. ...The President shall be commander in chief of the Army and Navy of the United States, and of the militia of the several states, when called into the actual service of the United States. ...He shall take care that the laws be faithfully executed....

1. Summarize these constitutional duties of the President.
2. What is the militia?

DOCUMENT B

The Tenth Amendment (1791)
The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.

1. If a power is not given to the national government in the Constitution, who keeps it?

DOCUMENT C

The Fourteenth Amendment (1868)
No state shall ... deny to any person within its jurisdiction the equal protection of the laws.

1. Put this clause of the Fourteenth Amendment in your own words.
DOCUMENT D

“Terrence Roberts and two Arkansas National Guardsmen,” September 4, 1957

1. What date was this photograph taken?

2. What duties do the National Guard members seem to be carrying out with respect to student Terrence Roberts?

Courtesy of Central High Museum Historical Collections/UALR Archives and Special Collections
Telegram from Little Rock Mayor Mann to President Eisenhower, 6:24 PM, September 23, 1957

1. When was this telegram sent?

2. What is Mayor Mann’s message to the President?

3. How does Mann describe the “agitators”?

www.eisenhower.archives.gov
1. What does President Eisenhower order the people gathered in front of Central High School to do?

2. What constitutional authority does he claim?
Telegram from Mayor Mann to President Eisenhower, 9:16 AM, September 24, 1957

1. When was this telegram sent?

2. How does the message in this telegram differ from Mann’s telegram in Document E? Why is this significant?

www.eisenhower.archives.gov
EXECUTIVE ORDER 10730

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

... WHEREAS the command contained in ... Proclamation [3204] has not been obeyed and willful obstruction of enforcement of said court orders still exists and threatens to continue....

Section 1. I hereby authorize and direct the Secretary of Defense to order into the active military service of the United States as he may deem appropriate to carry out the purposes of this Order, any or all of the units of the National Guard of the United States and of the Air National Guard of the United States within the State of Arkansas to serve in the active military service of the United States for an indefinite period and until relieved by appropriate orders.

SEC. 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....

1. What type of document is this?
2. Why does Eisenhower refer to his earlier proclamation (Document F)?
3. What action does Eisenhower “authorize and direct” in Section 1?
4. What action does Eisenhower “authorize and direct” in Section 2?
1. What date was this photograph taken?

2. What duties are the members of the 101st Airborne Division carrying out with respect to the African American students?

3. Why might this photo have been entitled “A Different Kind of Deployment Photo”? 
1. What duties are the members of the 101st Airborne Division carrying out with respect to the integration protestors?

2. How does this action compare with the one depicted in Document D?
Eisenhower’s Address to the Nation, September 24, 1957

Our personal opinions about the [Brown v. Board of Education] decision have no bearing on the matter of enforcement. ...During the past several years, many communities in our Southern States have instituted [integration] plans. They thus demonstrated to the world that we are a nation in which laws, not men, are supreme. I regret to say that this truth—the cornerstone of our liberties—was not observed [at Central High School in Little Rock]....

The very basis of our individual rights and freedoms rests upon the certainty that the President and the Executive Branch of Government will support and insure the carrying out of the decisions of the Federal Courts, even, when necessary with all the means at the President’s command. Unless the President did so, anarchy would result. There would be no security for any except that which each one of us could provide for himself. ...Mob rule cannot be allowed to override the decisions of our courts.

The running of our school system and the maintenance of peace and order in each of our States are strictly local affairs and the Federal Government does not interfere except in a very few special cases and when requested by one of the several States. In the present case the troops are there, pursuant to law, solely for the purpose of preventing interference with the orders of the Court. The proper use of the powers of the Executive Branch to enforce the orders of a Federal Court is limited to extraordinary and compelling circumstances. Manifestly, such an extreme situation has been created in Little Rock....

1. What does Eisenhower mean when he says the US is “a nation in which laws, not men, are supreme”?

2. What “certainty” does Eisenhower call the “very basis of our individual rights and freedoms”?

3. What two conditions does Eisenhower state must be present in order for the federal government to interfere in state and local affairs?
ANALYZING DOCUMENTS

Directions: For each document, explain how the Constitution applies, then draw additional lines between documents and explain the connections you see.
Classroom Applications
Case Briefing Sheet
Constitutional Issue Evidence Form
Documents Summary
Attorney Document Analysis
Moot Court Procedures
Tips for Thesis Statements and Essays
Rubric for Evaluating a DBQ Essay on a 9-Point Scale
Key Question Scoring Guidelines for All Essays
CLASSROOM APPLICATIONS

Scaffolding questions are provided as an option. Teachers of AP or honors classes may choose not to have students write answers to these.

Context/Background information for some documents is provided as an option to brief students on historical/legal context and significance.

DBQ Strategies:

- Write the Key Question on the board and give each student a copy of one document. Ask this question: Does this document help you to answer this question? If so, how? If not, what additional information might you need? Allow students 3-4 minutes to answer these questions. Then, have students pair up, sharing their documents and answering the same questions. Have each pair join another and repeat the process. Finally, bring the entire class together and answer the Key Question as a group.

- Write the Key Question on the board and spend one class period having students analyze documents and answer the scaffolding questions, followed by one class period writing their answers to the key question.

- Divide students into pairs or trios and assign one or more documents per group. Then ask groups to report on their documents to the class, being sure that they explain how their specific documents can help to answer the Key Question.

- Go over DBQs as a large group, using scaffolding questions and key questions as discussion prompts.

- Give students the documents from a case and have them craft a key question.

- Have students complete a Case Briefing Sheet (see p. 231) to reinforce key concepts.

- Have students determine for each document which side would be more likely to use it in oral argument of the case. (See graphic organizers, p. 232.)

- Conduct a Moot Court presentation (see p. 235 for directions).

- Lightning Round Moot Court: This strategy might be especially helpful to provide a quick review of a number of cases. Assign two students to each case-one to present the petitioner’s position and one to present the respondent’s. Each student has two minutes to present his/her position to the entire class, which then must vote on this question: Is the law in question a valid exercise of government power under the relevant constitutional principles?

- Have students conduct research to discover more details about the people involved in a case, and then report to the class.

- Develop an illustrated timeline to depict changes and trends in interpretation of a given constitutional principle.

- Develop political cartoons to highlight the important issues in a case.
ONLINE RESOURCES

Consult any of the following websites for additional resources to learn more about the Supreme Court and landmark cases.

http://billofrightsinstitute.org/resources/educator-resources/landmark-cases/
www.oyez.org
http://www.supremecourt.gov/
http://www.law.cornell.edu/supct/cases/name.htm
http://www.scotusblog.com/
CASE BRIEFING SHEET

Case Name and Year: ________________________________

Facts of the Case: ____________________________________

What is the constitutional question that the Supreme Court must answer? (This is a yes/no question and spells out the specific part of the Constitution at issue.)

What constitutional principles are indicated in the case? ____________________________

Summary of one side’s arguments: ____________________________________________

Summary of the other side’s arguments: ______________________________________

How would you decide the case and why? ________________________________________

How did the Supreme Court majority decide the case and why?____________________

What were the main points raised in any dissenting opinions? _____________________

What other Supreme Court cases are related in important ways? ________________
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<tr>
<th>No (Source/Evidence)</th>
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Constitutional Issue:

Case Name and Year:

How would you use the documents provided to answer the constitutional question?
# DOCUMENTS SUMMARY

Use this form to develop an overview of the evidence available.

<table>
<thead>
<tr>
<th>Document name &amp; date</th>
<th>Author</th>
<th>Answer to scaffolding question</th>
<th>How each side might use this document to answer the Key Question —OR— What is the main idea of this document?</th>
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How did majority/dissenting opinions align with each attorney’s position?

Additional notes:
MOOT COURT PROCEDURES

Preparation

- Encourage students to use the background knowledge they have developed. Attorneys and Justices of the U.S. Supreme Court apply a great deal of background and historical knowledge.

- Caution students that “gotcha” questions within the classroom context are not productive. “Justices” should not ask questions that, based on their background and class activities, would not be fair game.

- Decide whether students will be allowed to use online resources via their smartphones during the exercise—there are good arguments both for using and for not using them.

- Recommendation—do not allow “Justices” to interrupt the attorneys in the first time or two that you run moot courts. They can ask their questions at the end of each attorney’s oral arguments.

- Encourage teamwork among “attorneys” in their presentations. Each team should have a lead attorney, but others will help fill in as needed.

Divide class into 3 groups: 9 Justices, advocates for the petitioner, and advocates for the respondent (A fourth group could be journalists.)

- Give time for planning: Justices decide what questions they want answered in oral arguments; advocates for each side plan their oral arguments.

- Allow equal time for presentation of each side, including interruptions from Justices (or not—your choice). In the U.S. Supreme Court, each side has 30 minutes, and the Justices interrupt continuously.

- Justices deliberate and announce decision. Deliberation is actually done in strict privacy in the U.S. Supreme Court conference, but you decide for your class.

At the beginning of each session of the Supreme Court, the Marshal of the Court (Court Crier) announces:

“Oyez! Oyez! Oyez! All persons having business before the Honorable, the Supreme Court of the United States, are admonished to draw near and give their attention, for the Court is now sitting. God save the United States and this Honorable Court!”

The Chief Justice will begin the oral argument phase by saying, “Petitioner, you may begin.”

The petitioner’s attorney says, “Mr. Chief Justice, and may it please the Court...”

Debrief: Discuss both the content of the case (Constitutional principle and its application) and the processes employed. Consider thinking and planning process, civil discourse process, and the application of these skills outside the classroom.
TIPS FOR THESIS STATEMENTS AND ESSAYS

Thesis Statement: The thesis statement condenses your arguments to a nutshell and appears in the opening paragraph, but it is not written until AFTER you have planned your overall response. (Planning process shown in table below.)

A good thesis statement—
• Fully addresses all parts of the prompt, while acknowledging the complexity of the issue.
• Clearly takes a side—makes a declarative statement that one thing was more important, more persuasive, etc. than another. Since the verb in the prompt is often something like “assess” or “evaluate,” the thesis statement should show which side the writer takes.
• Suggests a “table of contents ”or road map for the essay—shows what elements enter into consideration.
• Begins an essay that is proven by abundant and persuasive facts and evidence.

In a DBQ essay, the student writes a well-organized response to target a specific prompt, analyzing pertinent documents in order to support his/her thesis. The steps described here will guide the process of handling the documents. (For Advanced Placement US History the response must include BOTH outside information AND information from the documents. On US History AP exams, one of the essays that must be written under timed conditions is the DBQ.)

DBQ Do and Don’t

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<tr>
<th>Steps</th>
<th>Do</th>
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<tr>
<td>1. Analyze the prompt</td>
<td>Fully address the prompt. It is better to address all parts of the</td>
<td>Neglect part of the prompt because you spent too much time on the part</td>
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<td>and divide it into its</td>
<td>prompt, even if you must do some in a way that is less complete,</td>
<td>you know more about.</td>
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<td>components. A graphic</td>
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<td>2. Plan to prove your</td>
<td>Organize your thoughts before writing the thesis statement. What</td>
<td>Write a “laundry list” that simply summarizes each document.</td>
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<td>point. It is best to</td>
<td>are the logical points your essay needs to include?</td>
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<td>documents.</td>
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<td>3. Check the documents to see how you can use them as tools.</td>
<td>Strive to use all the documents; but be sure you accurately understand their main ideas.</td>
<td>Take quotes or ideas out of context to use them in a manner other than the author intended.</td>
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<tr>
<td>4. Ask yourself when writing every paragraph: “How does this help to prove my thesis?”</td>
<td>Analyze to prove the position asserted in the thesis statement. Analysis is not the same thing as description or narrative. Merely making a series of true statements is not analysis. Key to analysis—is the essay answering the “So what?” question?</td>
<td>Use 1st-or 2nd-person pronouns “I think the Supreme Court has the authority to use judicial review because...” “Have you ever wondered how the Supreme Court got the authority to overturn federal laws?”</td>
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<td>5. Manage time wisely; writing long quotes will eat up thinking time.</td>
<td>Use relevant facts, evidence, proof. A well-chosen brief phrase in quotations and worked into your own sentence is powerful.</td>
<td>Use lengthy quotes. Pad the paper in an attempt to conceal a lack of analysis.</td>
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<tr>
<td>6. Give credit to sources.</td>
<td>Cite sources using the author’s name and/or document title.</td>
<td>Write “According to Document B,...”</td>
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<tr>
<td>7. Think as you write!</td>
<td>Let logic and analysis drive the essay.</td>
<td>Let documents drive the essay.</td>
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</tbody>
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### RUBRIC FOR EVALUATING A DBQ ESSAY ON A 9-POINT SCALE

Adapted from AP US History guidelines

<table>
<thead>
<tr>
<th>Score</th>
<th>Thesis</th>
<th>Evidence &amp; Analysis</th>
<th>Organization &amp; Argument</th>
<th>Use of Documents</th>
<th>Error-Free Writing</th>
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<tr>
<td>9</td>
<td>Clear &amp; well-conceived</td>
<td>Powerful &amp; supported</td>
<td>Strong &amp; coherent</td>
<td>Thorough &amp; relevant</td>
<td>Free of errors</td>
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<td>7</td>
<td>Reasonable &amp; well-developed</td>
<td>Some support</td>
<td>Coherent &amp; logical</td>
<td>Partially relevant</td>
<td>Few errors</td>
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<td>5</td>
<td>Reasonable or adequate</td>
<td>Little support</td>
<td>Unclear or weak</td>
<td>Inadequate</td>
<td>Many errors</td>
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<td>3</td>
<td>Limited</td>
<td>Minimal or no support</td>
<td>Disorganized</td>
<td>Irrelevant</td>
<td>Major errors</td>
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<td>1</td>
<td>No clear thesis</td>
<td>No evidence</td>
<td>Incoherent</td>
<td>Irrelevant or minimal</td>
<td>Numerous errors</td>
</tr>
</tbody>
</table>

**Notes:**
- Summarize key documents.
- Analyze data/numbers.
- Use of evidence.
- Flow of ideas.
- Factual errors.

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*Example: “Get this writer to proofread your next paper!”*
KEY QUESTION SCORING GUIDELINES FOR ALL ESSAYS

The Good-Excellent Essay
- Asserts a strong, clear, and well-developed thesis in response to the key question.
- Supports the thesis with outstanding analysis of Founding documents, custom, legal precedent and contemporary views.
- Intelligently applies and/or critiques the Court’s opinion(s).
- Effectively uses many documents and incorporates prior knowledge.
- Contains only minor errors; is clearly organized and exceptionally well-written.

The Average-Good Essay
- Asserts a thesis in response to the key question.
- Supports the thesis with some analysis of Founding documents, custom, legal precedent and/or contemporary views. Analysis of some aspects may be cursory or absent.
- Critiques and/or applies the Court’s opinion(s), but may demonstrate less command of nuance than the Good-Excellent Essay.
- Effectively uses many documents and incorporates prior knowledge.
- Contains few significant errors; is acceptably organized and written.

The Below Average-Average Essay
- Asserts a limited thesis or does not fully address the key question.
- Analysis is largely incomplete, superficial, or incorrect; may merely paraphrase or quote documents.
- Contains simplistic or incorrect application/critique of the Court’s opinion(s).
- Uses few documents and incorporates little prior knowledge.
- Contains some significant errors and is poorly organized and written.

The Poor-Below Average Essay
- Lacks a thesis.
- Exhibits inadequate understanding of the question and the documents.
- Offers no application/critique of the Court’s opinion(s).
- Uses very few documents and incorporates no prior knowledge.
- Contains numerous significant errors and is poorly organized and written.

1. The constitutional ideals mentioned by President Bush were freedom, equality, and justice.

2. The ideals come from our constitutional principles of limited government, equal protection, and due process.

3. Accept reasoned responses with respect to the remaining question.


1. Based on this document, it appears clear that the relocation policy was not in any way based on military necessity.

2. Accept reasoned responses.

The Issue Endures

1. Covered persons includes anyone who was involved in planning or carrying out the Sept. 11, 2001 attacks on the U.S., as well as anyone connected with al-Qaeda, the Taliban, or others engaged in hostilities against the U.S.

2. Actions authorized against covered persons include indefinite detention without trial until the end of hostilities.

3. Access by covered persons to legal representation “will be balanced with national security considerations.”

4. Eisenhower described his constitutional duty to take care that the laws were faithfully executed as “inescapable.”

5. Students may say that the Constitution says the states and the people keep all the powers not given to the federal government and that therefore states are rightfully in charge of matters such as public education. They may also say that Article II says the President is Commander in Chief of the militia of the several states when called into actual service of the states, but that it does not say who can call them into service. Since Congress can declare war and provide for calling forth the militia, perhaps it is also Congress’s power to call the militia into service.

Handout A: Eisenhower and the Little Rock Crisis Background Essay

1. The Plessy case upheld mandated segregation in public rail cars. The Brown decision invalidated segregation, holding that separate facilities were inherently unequal.

2. The Little Rock Crisis took place when the Governor of Arkansas refused to intervene when a mob prevented nine African American students from attending their school. A federal court had approved their desegregation plan as consistent with the Brown ruling and ordered integration to begin.

3. Eisenhower ordered the mob to disperse and when it did not, sent the 101st Airborne Division to keep the peace. He also federalized the Arkansas National Guard, removing those men from the Arkansas governor’s command.

EISENHOWER AND THE LITTLE ROCK CRISIS DBQ

Document A: The United States Constitution (1789)

1. The President has the power to carry out the laws. He is in charge of the armed forces, and he is responsible for making sure the laws are enforced.

2. The militia could refer to the National Guard.
**Document B: The Tenth Amendment (1791)**
1. the states or the people

**Document C: The Fourteenth Amendment (1868)**
1. States cannot make laws that do not apply to everyone equally.

**Document D: “Terrence Roberts and Two Arkansas National Guardsmen,” September 4, 1957**
1. September 4, 1957;
2. The Guard members do not seem to be taking any action with respect to Roberts. They are standing in front of the direction Roberts is facing, implying they are blocking him. Additional guard members seem to also be blocking the crowd.

**Document E: Telegram from Little Rock Mayor Mann to President Eisenhower, 6:24 PM, September 23, 1957**
1. the evening of September 23, 1957
2. There is a well-organized mob in front of Central High School. If the President wants to enforce the Court’s order, the city police will help them;
3. political allies of the Governor

**Document F: Proclamation 3204, September 23, 1957**
1. to disperse;
2. the need to enforce the laws; the need to enforce equal protection of the laws

**Document G: Telegram from Mayor Mann to President Eisenhower, 9:16 AM, September 24, 1957**
1. the morning of September 24, 1957
2. This message sounds much more urgent and begs the President for help. This message does not contain a note that the request will remain private, unlike the telegram in Document E. Accept reasoned answers.

**Document H: Executive Order 10730, September 24, 1957**
1. an executive order;
2. to show that he has attempted to resolve the situation without force but that the obstruction of the laws continues;
3. calling the US military into service, including the National Guard in Arkansas;
4. steps to disperse the mob and enforce desegregation in Little Rock.

**Document I: “Operation Arkansas: A Different Kind of Deployment Photo,” September 25, 1957**
1. September 25, 1957;
2. escorting and protecting them;
3. These servicemen are not in combat with anyone, as usually happens when troops are “deployed.”

1. They are forcing the protestors to leave at gunpoint.
2. This is a more forceful kind of crowd control than depicted in Document D.

**Document K: Eisenhower’s Address to the Nation, September 24, 1957**
1. Violent obstruction of the law is not an acceptable way to express disagreement;
2. the assurance that the Executive Branch will enforce the laws faithfully;
3. in cases with extraordinary circumstances and when the state requests help.