

# DBQ Project

By:

Susan Snodgrass

Andrea Siefkes

Brandy Morelli

Brown vs. Board of Education  
Race Relations



Name \_\_\_\_\_

Class Hr \_\_\_\_\_

### **Kansas Standards**

HS8B4I2 Examines a variety of different types of primary sources in United States history and analyzes them in terms of credibility, purpose, and point of view (e.g. census records, diaries, photographs, letters, government documents).

CGS8B3I2 Researches historical examples of how legislative, executive, and judicial powers have been challenged at the national level

**Task:** You will be answering an essay question based on the accompanying documents. Some of these documents have been edited for the purposes of task. This question is designed to test your ability to work with historic documents. As you analyze the documents, take into account both the sources of the document and the author's point of view.

### **Historic Context:**

The Supreme Court combined five cases under the heading of *Brown v. Board of Education*, because each sought the same legal remedy, to end school segregation. The combined cases came from Delaware, Kansas, South Carolina, Virginia and Washington, DC.

**Directions:** For part A, look at each document and answer the questions after each document. For part B, use your answers to the questions to help write a well-organized essay.

## Part A: Short Answer

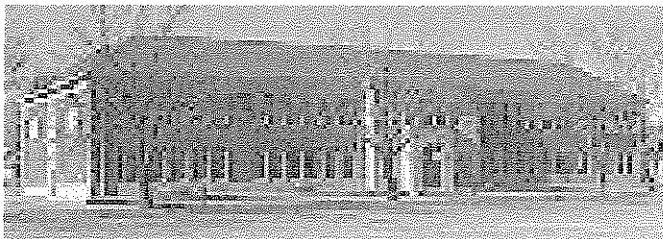
The documents below relate information about the Brown v Board case. Examine each document carefully, and then answer the question that follows it. These answers will help you in part B.

<http://www.lib.umich.edu/exhibits/brownarchive/gallery.html>



**What do you see in these pictures?**

<http://brownvboard.org/index.html>



**How does the picture of the Monroe Elementary School in Topeka compare to the other 4 school pictures?**

(Information regarding teacher salaries in Topeka schools will be forthcoming)

*Salaries of Teachers and Amount of Money Spent on Students before the  
Brown Case*

Information- [www.epi.elpis.ut.edu/SYMPOSIUM/PW.htm](http://www.epi.elpis.ut.edu/SYMPOSIUM/PW.htm)

Lets take a look at some of the realities of public funding of public education in Virginia?and across the South, in the age of segregation. When Alabama reported spending \$23 for schooling each white child, compared to just under \$1 per black child, Booker T. Washington observed: "This is [perhaps] too high a compliment to pay to our natural intelligence."

In Virginia in a typical school year (1914-15), this is what we find if we compare teachers salaries in the city of Richmond: The average black salary was \$59, the average white salary \$91 or more than half again as much. Go to majority-black Prince Edward County, and you find the black salaries averaging \$28, white salaries \$60 or more than twice as much. Now go to largely-white Bland County, and you find black salaries averaging \$34 and white salaries \$37 white incomes in Bland were higher than black, but not by much.

Comparing these sample counties? One eastern and black, one western and white, though with both races present in both counties but in very different proportions? We find little to distinguish the salaries of black teachers, east or west, or, in fact, even white teachers in the west. But white teachers in the east, that is another matter. Western whites, together with blacks all over the state, subsidized eastern whites. White supremacy? Racial solidarity? White solidarity forever, indeed?purest poltroonery: some whites used blacks as weapons against other whites.

**What conclusion do you draw from this document?**

### *Testimony of Professor Kenneth Clark - Doll Test*

[http://varenne.tc.columbia.edu/class/common/dolls\\_in\\_brown\\_vs\\_board.html](http://varenne.tc.columbia.edu/class/common/dolls_in_brown_vs_board.html)

At trial in *Brown's* consolidated case *Briggs v. Elliott*, the National Association for the Advancement of Colored People (NAACP) presented dramatic testimony by Professor Kenneth Clark of the City College of New York. Professor Clark performed innovative psychological tests utilizing dolls to identify harms inflicted on the plaintiff children due to segregation. Professor Clark described the tests and his conclusion in response to questioning by Robert Carter of the NAACP:

A. I made these tests on Thursday and Friday of this past week at your request, and I presented it to children in the Scott's Branch Elementary school, concentrating particularly on the elementary group. I used these methods which I told you about--the Negro and White dolls--which were identical in every respect save skin color. And, I presented them with a sheet of paper on which there were these drawings of dolls, and I asked them to show me the doll--May I read from these notes? JUDGE WARNING: You may refresh your recollection. THE WITNESS: Thank you. I presented these dolls to them and I asked them the following questions in the following order: "Show me the doll that you like best or that you'd like to play with," "Show me the doll that is the 'nice' doll," "Show me the doll that looks 'bad'," and then the following questions also: "Give me the doll that looks like a white child," "Give me the doll that looks like a colored child," "Give me the doll that looks like a Negro child," and "Give me the doll that looks like you." By Mr. Carter: Q. "Like you?" A. "Like you." That was the final question, and you can see why. I wanted to get the child's free expression of his opinions and feelings before I had him identified with one of these two dolls. I found that of the children between the ages of six and nine whom I tested, which were a total of sixteen in number, that ten of those children chose the white doll as their preference; the doll which they liked best. Ten of them also considered the white doll a "Nice" doll. And, I think you have to keep in mind that these two dolls are absolutely identical in every respect except skin color. Eleven of these sixteen children chose the brown doll as the doll which looked "bad." This is consistent with previous results which we have obtained testing over three hundred children, and we interpret it to mean that the Negro child accepts as early as six, seven or eight the negative stereotypes about his own group. . . . Q. Well, as a result of your tests, what conclusions have you reached, Mr. Clark, with respect to the infant plaintiffs involved in this case? A. The conclusion which I was forced to reach was that these children in Clarendon County, like other human beings who are subjected to an obviously inferior status in the society in which they live, have been definitely harmed in the development of their personalities; that the signs of instability in their personalities are clear, and I think that every psychologist would accept and interpret these signs as such. Q. Is that the type of injury which in your opinion would be enduring or lasting? A. I think it is the kind of injury which would be as enduring or lasting as the situation endured, changing only in its form and in the way it manifests itself. MR. CARTER: Thank you.

**What is the importance of the information in this document?**



[Http://www.americanhistory.si.edu/brown/history/4-five/detail/clark-doll-test.html](http://www.americanhistory.si.edu/brown/history/4-five/detail/clark-doll-test.html)  
Kenneth Clark  
Baby Doll Test

What does this photograph tell us?

Part B:

Your essay must include the following:

- An introduction, or opening paragraph, that includes a thesis statement pertaining to your answer to the question
- Three paragraphs (relate to the three documents) each of which presents a main idea that supports your thesis statement
- A conclusion, or ending paragraph, that summarizes the rest of your paper

Essay Question: Why did the NAACP include the Brown case in their attempt to desegregate schools?

## Document-Based Essay Rubric

### 5

- Thoroughly addresses all aspects of the *Task* by accurately analyzing and interpreting all of the documents
- Incorporates information from the documents in the body of the essay
- Incorporates relevant outside information
- Richly supports the theme or problem with relevant facts, examples, and details
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme or problem by establishing a framework that is beyond a simple restatement of the *Task* or *Historical Context* and concludes with a summation of the theme or problem

### 4

- Thoroughly addresses all aspects of the *Task* by accurately analyzing and interpreting at least 3 of the documents
- Incorporates information from the documents in the body of the essay
- Incorporates relevant outside information
- Includes relevant facts, examples and details, but discussion may be more descriptive than analytical
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme or problem by establishing a framework that is beyond a simple restatement of the *Task* or *Historical Context* and concludes with a summation of the theme or problem

### 3

- Addresses most aspects of the *Task* or addresses all aspects of the *Task* in a limited way, using some of the documents
- Incorporates some information from the documents in the body of the essay
- Incorporates limited or no relevant outside information
- Includes some facts, examples and details, but discussion is more descriptive than analytical
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme or problem by repeating the *Task* or *Historical Context* and concludes simply by restating the theme or problem

### 2

- Attempts to address some aspects of the *Task*, making limited use of the documents
- Presents no relevant outside information
- Includes few facts, examples and details; discussion restates contents of the documents
- Is a poorly organized essay, lacking focus
- Fails to introduce or summarize the theme or problem

### 1

- Shows limited understanding of the *Task* with vague, unclear references to the documents
- Presents no relevant outside information
- Attempts to complete the *Task*, but essay demonstrates a major weakness in organization
- Includes little or no accurate or relevant facts, details or examples
- Fails to introduce or summarize the theme or problem

### 0

Fails to address the *Task*, is illegible, or is a blank paper.