**Guidance on Creating a Summer Assignment**

DP History

**Goal**

**Task**: Build a student-paced assignment aligned to Paper 1 DP Assessment

**Audience**: Incoming students to your DP History class

**Objective:** Exposing students to opportunities to build skills needed for a Paper 1 DP Assessment

**Procedure**

**Step 1**: Identify a subject/topic normally covered in your DP Class. Example: Japanese Imperialism in the 1930s or Resistance Movement to Apartheid in South Africa

**Step 2**: Gather a combination of 5-7 primary and secondary documents on the identified subject

Use the following websites to help you:

[Facing History and Ourselves](https://www.facinghistory.org/topics)

[Sparatacus](https://spartacus-educational.com/USA.htm)

[Fordham University](https://sourcebooks.fordham.edu/global/globalsbook.asp)

[Social History for Every Classroom](https://shec.ashp.cuny.edu/solr-search?facet=38_s:%22Modern%20America%20(1914-1929)%22)

**Step 3:** Using the attached sample document and the DP Subject Guide, create Paper 1 DP Assessment aligned questions and instructions for students. Questions should include prompts about OPCVL and should include a prompt asking students to use all sources provided.

**Step 4**: If possible, prepare students for the assignment by setting expectations about essay lengths, due dates, where to turn in the assignment, projected number of hours to set aside to complete the assignment & potential resources for help.

**Step 5**: Use the attached rubric to assess the completed assignment.

**EXAMPLE SUMMER ASSIGNMENT**

**Paper 1 Style Exam**

**Objective:** The student understands the impact of the American civil rights movement and will describe presidential actions to address minority rights in the United States, explain how Orval Faubus sought to maintain the status quo, and will evaluate changes in the United States that have resulted from the civil rights movement.

**Instructions:** Read through the following documents carefully. Respond to the following prompts:

1. With reference to its origin, purpose and content, analyze the value and limitations of Document 3 to historians studying resistance to the American civil rights movement. *Please respond in one full and complete paragraph.* (10 Points)
2. Using the sources and your own knowledge, evaluate the impact of Supreme Court’s rulings against lawful segregation in *McLaurin v. Oklahoma State Regents* and in *Brown vs. Board of Education. Please respond to this prompt in an essay 2-4 double spaced pages in length. Be sure to create a strong thesis statement directly answering the prompt and refer to all of the documents to support your claim.*  (20 Points)

**Document 1**

The supreme court of the United States handed down yesterday a decision (*McLaurin v. Oklahoma State Regents)* on race relations as historic as anything since the famous case of Dred Scott versus Sanford, which was - among other things - one of the causes of the civil war. In its last decision of the spring term, the supreme court held that the segregation of Negro students in white universities, and of Negroes in railway dining-cars, is unconstitutional in that it denies Negroes the "equal protection of the law" due to all citizens of the United States and guaranteed to them in the Fourteenth Amendment to the Constitution, which in 1868 proclaimed the citizenship of Negroes, by defining citizens as "all persons born or naturalised in the United States and subject to the jurisdiction thereof ..."

Some states have already given notice that they will defy the court's ruling and seek a rhetorical and more acceptable interpretation of the 'separate but equal' doctrine. Governor Herman Talmadge of Georgia announced in Atlanta yesterday: "As long as I am your governor, Negroes will not be admitted to white schools." In the end, Talmadge and his like will lose. But between the opening of the floodgates of new test cases and the peaceable end of segregation, the old South might well make a final and bloody stand.

**Source:** [Alistair Cooke](https://spartacus-educational.com/USAcooke.htm), [*The Civil Liberties Struggle*](http://media.guardian.co.uk/site/story/0,14173,1182477,00.html), [Manchester Guardian](https://spartacus-educational.com/PRguardian.htm), 7th June, 1950

**Document 2**

And the thing is that once you step inside of Central High School, it's so huge. And it was so dark in there, you know. And we were greeted by this sort of middle-aged, dark-haired woman, who was quite, I would say, unwelcoming and said she was going to take us to where we needed to go, which, at that point, was to the office. And so we were marched down this hall of screaming, yelling, spitting young people - young white people, who didn't want us there - to the principal's office. And there we gathered, and they were going to assign us classrooms.

Now, understand, if you've got seven floors of classrooms, but you've only got nine people, and you've got all those hundreds of students, I think you would've put them in close proximity to each other so you could guard them. But no, no, no, no, no. They said, hey, you want integration, you going to get integration. And they sent us nine different ways. And that was really - as we said goodbye to each other, that was really horrible. And among us was Thelma Jean Mothershed, who had a very bad heart. At this point, she turns kind of a purpley (ph) blue, and she's sitting down on her haunches, and we're waiting for her to turn the right color again. So that was a little unsettling.

**Source:** Melba Patillo, one of the nine high school students to integrate Central High School in Little Rock, Arkansas.Interview from January 15, 2018 with NPR.

**Document 3**

Those who would integrate our schools at any price are still among us. They have seized upon the present situation to promote and foment concern and discontent, because of the temporary closing of the schools. They have spread wild rumors and attempted to organize demonstrations. These are the same people and the same forces who have all along been opposed to the majority will of the people of Little Rock and Arkansas….

Last year, I stated during the September crisis that I was not elected Governor of Arkansas to surrender all our rights as citizens to an all-powerful federal autocracy…. It is my responsibility, and it is my purpose and determination, to defend the constitutional rights of the people of Arkansas to the full extent of my ability.…

The Supreme Court shut its eyes to all the facts, and in essence said—integration at any price, even if it means the destruction of our school system, our educational processes, and the risk of disorder and violence that could result in the loss of life—perhaps yours.

This price, you as a people are unwilling to pay. This price I could not see you pay without first offering to you a legal plan whereby a catastrophe can be avoided, and still provide the opportunity of an education of our children.

# **Source:** Orval Faubus’s Speech on School Integration (1958)

**Document 4**

Whereas certain persons in the state of Arkansas, individually and in unlawful assemblages, combinations, and conspiracies have willfully obstructed the enforcement of order of the United States District Court for the Eastern District of Arkansas with respect to matters relating to enrollment and attendance at public schools, particularly at Central High School, located in Little Rock School District, Little Rock, Arkansas; and

Whereas such willful obstruction of justice hinders the execution of the laws of that State and of the United States, and makes it impracticable to enforce such laws by the ordinary course of judicial proceedings; and

Whereas such obstruction of justice constitutes a denial of the equal protection of the laws secured by the Constitution of the United States and impedes the course of justice under those laws;

Now, therefore, I, Dwight D. Eisenhower, Preside of the United States under and by virtue of the authority vested in me by the Constitution and Statutes of the United States...do command all persons engaged in such obstruction of justice to cease and desist therefrom, and to disperse forwith.

**Source:** President Dwight Eisenhower’s Executive Orde**r** 10730: Desegregation of Central High School. September 23rd 1957.

**Document 5**

Faubus' alleged reason for calling out the troops was that he had received information that caravans of automobiles filled with white supremacists were heading toward Little Rock from all over the state. He therefore declared Central High School off limits to Negroes. For some inexplicable reason he added that Horace Mann, a Negro high school, would be off limits to whites.

Then, from the chair of the highest office of the State of Arkansas, Governor Orval Eugene Faubus delivered the infamous words, "blood will run in the streets" if Negro pupils should attempt to enter Central High School.

In a half dozen ill-chosen words, Faubus made his contribution to the mass hysteria that was to grip the city of Little Rock for several months.

The citizens of Little Rock gathered on September 3 to gaze upon the incredible spectacle of an empty school building surrounded by 250 National Guard troops. At about eight fifteen in the morning, Central students started passing through the line of national guardsmen - all but the nine Negro students.

I had been in touch with their parents throughout the day. They were confused, and they were frightened. As the parents voiced their fears, they kept repeating Governor Faubus' words that "blood would run in the streets of Little Rock" should their teenage children try to attend Central - the school to which they had been assigned by the school board.

#### **Source**: [Daisy Bates](https://spartacus-educational.com/USAbatesD.htm), president of the Arkansas [NAACP](https://spartacus-educational.com/USAnaacp.htm) from 1952-1970. She wrote about the struggle to bring an end to school segregation in her book, *The Long Shadow of Little Rock* (1962).

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| ***Question 1 Rubric*** | |
| *Failing (0-2 Points)* | The response does not reach a standard described by the descriptors below. |
| *Approaching (3-5 Points)* | The origin and purpose of the document is stated but may be missing two or more of the following; the author’s name, the date of publication, the type of document or intended audience and purpose.  Explanation of value of the document with respect to the origin, purpose, and content is attempted but requires clarity.  Explanation of limitations of the document with respect to  origin, purpose, and content is attempted but requires clarity. |
| *Passing (6-7 Points)* | The origin and purpose of the document is stated but may be missing one of the following; the author’s name, the date of publication, the type of document or intended audience and purpose.  Value of the document with respect to the origin, purpose, and content is clearly explained but requires elaboration.  Limitations of the document with respect to  origin, purpose, and content is explained but requires elaboration. |
| *Masterful (8-10 Points)* | The origin and purpose of the document is clearly and accurately stated and includes the author’s name, the date of publication, the type of document and intended audience and purpose.  Value of the document with respect to the origin, purpose, and content is relevant, insightful and clearly explained.  Limitations of the document with respect to  origin, purpose, and content are relevant, insightful and clearly explained, |

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| ***Question 2 Rubric*** | |
| *Failing (0-5 Points)* | The response does not reach a standard described by the descriptors below. |
| *Approaching (6-12 Points)* | The response lacks focus on the question.  References to the sources are made but at this level these references are likely to consist of descriptions of the content of the sources rather than the sources being used as evidence to support analysis.  No own knowledge is demonstrated, or where demonstrated it is inaccurate or irrelevant. |
| *Passing (13-16 Points)* | The response is generally focused on the question.  Clear references are made to the sources, and these references are used as evidence to support the analysis.  Where own knowledge is demonstrated, this lacks relevance or accuracy. There is little or no attempt to synthesize own knowledge and source material. |
| *Masterful (17-20 Points)* | The response is focused on the question.  Clear references are made to the sources, and these references are used effectively as evidence to support the analysis.  Accurate and relevant own knowledge is demonstrated. There is effective synthesis of own knowledge and source material. |