

# HISTORICAL ANALYSIS – *Continuity and Change Over Time...* Civil Rights

**From the 2015 Revised Framework:**  
*Students Will...*

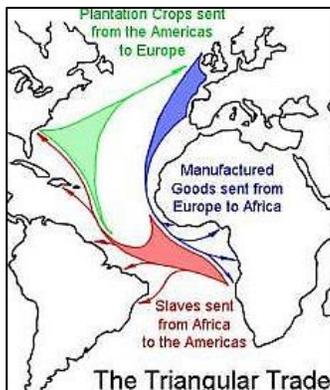
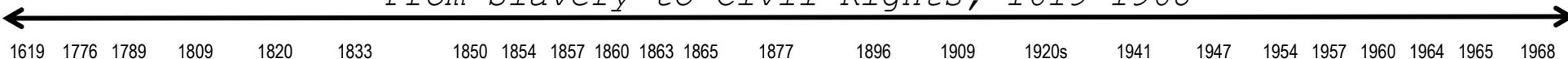
**ANALYZE PATTERNS OF CONTINUITY AND CHANGE OVER TIME...**

1. Identify patterns of continuity and change over time and explain the significance of such patterns.
2. Explain how patterns of continuity and change over time relate to larger historical processes or themes.

**ANALYZE HISTORICAL PERIODS...**

1. Explain ways historical events and processes can be organized into discrete, different, and definable historical periods.
2. Evaluate whether a particular event or date could or could not be a turning point between different, definable historical periods, when considered in terms of particular historical evidence.
3. Analyze different and/or competing models of periodization.

## *From Slavery to Civil Rights, 1619–1968*



**Step 1:** Identify the historical significance of the dates on the timeline, and evaluate which three are the most pivotal turning points for the history of slavery in North America and the battle for civil rights for African Americans. The items in the word bank below are *NOT* in chronological order and may or may not be represented on the timeline. **Highlight the three items/dates that indicate these turning points**, and *explain your reasoning* in the space above. You may include items not provided in the word bank, as well, and you may write on a separate sheet of paper if you prefer. **(bold items are explicit in the framework and/or explicit in state curriculum)**

<p><b>Harlem Renaissance</b>                  Nat Turner</p> <p><b>Emancipation Proclamation</b>  <i>Dred Scott v Sanford</i>                  Dwight Eisenhower                  Lyndon B. Johnson                  Booker T. Washington                  Voting Rights Act of 1965                  Marcus Garvey</p>	<p><b>Triangular Trade</b>                  Benjamin Franklin                  William Lloyd Garrison</p> <p><b><i>Plessy v Ferguson</i></b>  <b>13<sup>th</sup> Amendment</b>                  Emmett Till                  Buffalo Soldiers  <b>Black Panthers</b>                  Langston Hughes</p>	<p><b>Middle Passage</b>  <b>Thomas Jefferson</b>                  Harriet Beecher Stowe                  Compromise of 1877  <b>14<sup>th</sup> Amendment</b>  <b>Montgomery Bus Boycott</b>                  Tuskegee Airmen                  Watts Riot                  N.A.A.C.P.</p>	<p>Society of Friends                  Angela Grimke  <b>Missouri Compromise</b>  <b>Compromise of 1850</b>  <b>15<sup>th</sup> Amendment</b>                  Jackie Robinson  <b>Double V Campaign</b>                  John Brown  <b>Sharecropping</b></p>	<p><b>Declaration of Independence</b>                  American Colonization Society  <b>Kansas Nebraska Act</b>                  Ku Klux Klan  <b>24<sup>th</sup> Amendment</b>                  Reconstruction Acts                  A. Phillip Randolph                  Anti-Lynching Laws  <b>Great Migration</b></p>	<p><b>Dr. Martin Luther King, Jr.</b>  <b>Malcolm X</b>  <b>Rosa Parks</b>  <b><i>Brown v Board of Education</i></b>  <b>Election of 1960</b>                  Freedman's Bureau  <b>W.E.B. DuBois</b>                  Stono Rebellion  <b>Civil Rights Acts (1957,1960,1964)</b></p>
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## Creating and Defending an Argument...

**CREATE AND DEFEND AN ARGUMENT...** Articulate a defensible claim about the past in the form of a clear and compelling thesis that evaluates the relative importance of multiple factors and recognizes disparate, diverse, or contradictory evidence or perspectives.

### From the College Board Content Outline:

Key Concept 8.2: New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses.

- I. Seeking to fulfill Reconstruction-era promises, civil rights activists and political leaders achieved some legal and political successes in ending segregation, although progress toward racial equality was slow.
  - A) During and after World War II, civil rights activists and leaders, most notably Martin Luther King Jr., combatted racial discrimination utilizing a variety of strategies, including legal challenges, direct action, and nonviolent protest tactics.
  - B) The three branches of the federal government used measures including desegregation of the armed services, *Brown v. Board of Education*, and the Civil Rights Act of 1964 to promote greater racial equality.
  - C) Continuing resistance slowed efforts at desegregation, sparking social and political unrest across the nation. Debates among civil rights activists over the efficacy of nonviolence increased after 1965.

**Step 2:** Consider the following prompt. Discuss in your groups how you will address the prompt, and then write a complete thesis and introductory paragraph. Make sure to use your thesis formula and include historical context. See your Writing Guidelines if you do not remember the thesis formula. ATFP!!!

### Prompt:

**Evaluate the extent to which the modern civil rights movement of the 1950s and 1960s maintained continuity as well as fostered change in United States society and politics as Civil Rights activists and political leaders addressed the failure of Reconstruction.**

## Analyzing Evidence, Interpreting Documents, and Defending an Argument...

### From the 2015 Revised Framework:

**Students will...ANALYZE EVIDENCE...** Explain the relevance of the author's point of view, author's purpose, audience, format or medium, and/or historical context as well as the interaction among these features, to demonstrate understanding of the significance of a primary source. Evaluate the usefulness, reliability, and/ or limitations of a primary source in answering particular historical questions.

**INTERPRET DOCUMENTS...** Analyze a historian's argument, explain how the argument has been supported through the analysis of relevant historical evidence, and evaluate the argument's effectiveness. Analyze diverse historical interpretations.

**CREATE AND DEFEND AN ARGUMENT...** Evaluate evidence to explain its relevance to a claim or thesis, providing clear and consistent links between the evidence and the argument. Relate diverse historical evidence in a cohesive way to illustrate contradiction, corroboration, qualification, and other types of historical relationships in developing an argument.

**Step 3:** Analyze the each document using your HIPP strategy. Consider how each document could be used to help you defend your thesis or your opposing viewpoint. Remember in this essay, you will be evaluating both continuities and changes.

#### DOCUMENT 1

**Historical Context, Intended Audience, Author's Purpose, or Author's Point of View:**

**Source: Abraham Lincoln, 1862, Emancipation Proclamation**

That on the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, all persons held as slaves within any State or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free; and the Executive Government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons, and will do no act or acts to repress such persons, or any of them, in any efforts they may make for their actual freedom.

**How this document supports or contradicts your thesis:**

**What other document(s) corroborates or contradicts this analysis?**

#### DOCUMENT 2

**Historical Context, Intended Audience, Author's Purpose, or Author's Point of View:**

**Source: Black Reconstruction, 1935, W.E.B. DuBois**

The espousal of the doctrine of Negro inferiority by the South was primarily because of economic motives and the inter-connected political urge necessary to support slave industry.... The South could say that the Negro, even when brought into modern civilization, could not be civilized, and that, therefore, he and the other colored peoples of the world were so far inferior to the whites that the white world had a right to rule mankind for their own selfish interests.

**How this document supports or contradicts your thesis:**

**What other document(s) corroborates or contradicts this analysis?**

DOCUMENT 3

Source: Thomas Nast, "Worse Than Slavery," 1876



Historical Context, Intended Audience, Author's Purpose, or Author's Point of View:

How this document supports or contradicts your thesis:

What other document(s) corroborates or contradicts this analysis?

DOCUMENT 4

Source: 1955 Headline



Historical Context, Intended Audience, Author's Purpose, or Author's Point of View:

How this document supports or contradicts your thesis:

What other document(s) corroborates or contradicts this analysis?

**DOCUMENT 5**

**Source:** Student Nonviolent Coordinating Committee (SNCC) statement of purpose, April 1960

We affirm the philosophical or religious ideal of nonviolence as the foundation of our purpose, the presupposition of our faith, and the manner of our action. Nonviolence as it grows from Judaic-Christian traditions seeks a social order of justice permeated by love. Integration of human endeavor represents the crucial first step towards such a society.

**Historical Context, Intended Audience, Author's Purpose, or Author's Point of View:**

**How this document supports or contradicts your thesis:**

**What other document(s) corroborates or contradicts this analysis?**

**DOCUMENT 6**

**Source:** President John F. Kennedy in a radio and television report to the American people June 11, 1963

We are confronted primarily with a moral issue. It is as old as the scriptures and is as clear as the American Constitution. The heart of the question is whether all Americans are to be afforded equal rights and equal opportunities. . . . The fires of frustration and discord are burning in every city, North and South, where legal remedies are not at hand. Redress is sought in the streets, in demonstrations, parades, and protests which create tensions and threaten violence and threaten lives.

We face, therefore, a moral crisis as a country and a people. It cannot be met by repressive police action. It cannot be left to increased demonstrations in the streets. It cannot be quieted by token moves or talk. It is a time to act in the Congress, in your state and local legislative body and, above all, in all of our daily lives. . . . Next week I shall ask the Congress of the United States to act, to make a commitment it has not fully made in this century to the proposition that race has no place in American life or law.

**Historical Context, Intended Audience, Author's Purpose, or Author's Point of View:**

**How this document supports or contradicts your thesis:**

**What other document(s) corroborates or contradicts this analysis?**

**DOCUMENT 7**

**Source:** *Daily News*, 1968

2C      DAILY NEWS, FRIDAY, APRIL 5, 1968

# Rev. King Slain by Memphis Sniper

Memphis, April 4 (Special)—Civil rights leader Dr. Martin Luther King Jr., who won the 1964 Nobel Peace Prize, was shot to death shortly before 6 p.m. tonight as he stood on the balcony of the Lorraine Hotel in downtown Memphis.

As police with rifles and shotguns sealed off the entire block around the hotel, the leading U.S. advocate of non-violence in the civil rights movement was first reported in critical condition at St. Joseph's Hospital.

Police said they were looking for "a young, white male, well dressed" who was seen running from a building across the street from the hotel, at 406 Mulberry St., in a predominantly Negro section.

Police said the man, wearing a dark suit, dropped the weapon (which they did not specify) about a block from the shooting scene and jumped into a late model white car. The car roared away seconds before the first police unit screamed to the scene.

Police later picked up two men near the scene.

King, who arrived in Memphis yesterday, was staying with his assistants in the Lorraine Hotel.

... pending a planned second mass civil rights march through the downtown area in support of striking sanitation workers.

King, president of the Southern Christian Leadership Conference, was considered an exponent of nonviolence.

Although Andrew Young, ex-

... ective vice president of the conference, said King was apparently hit in the neck, King was holding a white towel over his face as he was taken into the hospital emergency room.

Federal District Judge Bailey Brown was scheduled to rule tomorrow whether he would allow King to lead another march in the city. He issued a temporary injunction Wednesday banning any march for 10 days.

But after hearing arguments by King's lawyers and high police officials, Brown said he would



The Rev. Martin Luther King Jr.—shot to death.

(Continued on page 6, col. 3)

**Historical Context, Intended Audience, Author's Purpose, or Author's Point of View:**

**How this document supports or contradicts your thesis:**

**What other document(s) corroborates or contradicts this analysis?**

*Outside Evidence...* Step 4: **What piece of outside evidence will you use in your essay to further the defense of your argument?**

**From the 2015 Revised Rubric:** 1 point - Provides an example or **additional piece of specific evidence** *beyond those found in the documents* to support or qualify the argument. This example must be ***thoroughly explained [in several sentences]***. Other outside evidence assessed as parts of the introduction, conclusion, or document analysis will not count.

*Contextualization & Synthesis...* Step 5: **Using your conclusion formula and skills, write a conclusion. Remember to**

**THOROUGHLY EXPLAIN HOW OR WHY your two topics/eras are similar or different. This should be SEVERAL sentences.**

**From the 2015 Revised Framework:** *Students will...* **CONTEXTUALIZE...** Situate historical events, developments, or processes within the broader regional, national, or global context in which they occurred in order to draw conclusions about their relative significance. AND **SYNTHESIZE...** Make connections between a given historical issue and related developments in a different historical context, geographical area, period, or era, including the present.