



African American History

Images captured from <http://www.africanamericanhistorymonth.gov/>

FYI...Emphasis on African American history has been intense in the last two decades; however none of the essays or short answers on last year's test focused on it. Nearly every test in the last 15 years has had at least one essay over this thread. The word "African/African American" appears 27 times in the new framework, a number only "American Indians" exceeds. The word "black" appears three times, "race" six times, "racial" 34 times, "slavery/slave/enslaved" appears 65 times, and "civil rights" nine times.

Past Prompts Regarding African American history

(reworded to match new framework by a collaboration of APUSH teachers; collected and edited by John P. Irish)

- 1992 -Evaluate the extent to which the political, economic and social reform goals of Reconstruction contributed to continuity as well as fostered change in the United States between 1864 and 1900.
- 1993 -Evaluate the ways in which state and federal legislation and judicial decisions, including those of the Supreme Court, affected the efforts of African Americans and farmers to improve their position in society between 1880 and 1920.
-Compare and contrast the development of society within different colonial regions from 1607 to 1700.
- 1995 -Evaluate the extent to which the 1960s was a turning point in the civil rights movements in American society.
-Evaluate the legal, religious, and economic factors which led to the defense of the institution of slavery.
- 1996 -Explain the extent to which constitutional and social developments contributed to maintaining continuity as well as fostering change from the Civil War to the end of Reconstruction.
- 1997 -Evaluate the economic, social and cultural consequences of the Civil War during the period of 1865-1880.
- 2000 -Explain how the acquisition of new territories in the West contributed to increased political tension and ideological conflict over slavery.
-Evaluate the causes which led to the development of the abolitionist movement prior to the Civil War.
- 2001 -Evaluate the economic, geographic, and social factors which impacted the growth of slavery in the southern colonies between 1607 and 1775.
- 2002 -Evaluate the causes of nationalism and sectionalism prior to the Civil War.
- 2003 -To what extent did the Civil Rights movement of the 1950s and 1960s constitute a turning point for African-Americans.
-Evaluate the impact of the civil war, politically and economically, in different regions of the United States.
- 2004 -Evaluate the impact of the American Revolution on both slavery and the status of women.
- 2006 -Evaluate the extent to which womanhood changed between the American Revolution (1770) and the outbreak of the Civil War. Be sure to consider the issues of race and class.
-Explain the causes which led to a shift in political power as a result of the impact of the Civil War on the federal government from 1861 to 1877.
- 2008 -Evaluate the extent to which Africa Americans developed a distinct culture in slavery.
-Evaluate the extent to which politics and race relations contributed to maintaining continuity as well as fostered change from the end of Reconstruction till WWI in the South.
- 2009 -Evaluate the extent to which the expansion of slavery contributed to maintaining continuity as well as fostered change in the lives of African-Americans prior to the Civil War.
-Explain the social, political, and economic forces that led to the emergence of sectional political parties before the Civil War.
-"The Civil War was a turning point in the lives of African-Americans." Agree, disagree, or modify this statement.
-Evaluate major changes and continuities in the institution of slavery in the South during the 18th and 19th centuries.
- 2010 -Explain the ways in which controversy over the extension of slavery into western territories contributed to the causes of the Civil War from 1800 to 1860.
- 2011 -Compare and contrast goals and strategies of African American leaders in the 1890s-1920s with the goals and strategies of African American leaders in the 1950s-1960s.
-Explain the causes and consequences of the existence of slavery in the development of Britain's North American colonies prior to the American Revolution.
- 2013 -Evaluate the causes and consequences of the growing opposition to slavery in the United States from 1776 to 1856.
- 2014 - Evaluate the extent to which the goals of Reconstruction (1865 – 1877) regarding African Americans were achieved by 1900. Be sure to address both continuities as well as changes during this time period.



African American History

Brief Summary – *Read, Review, Study... and Highlight Cues and main ideas!*

MAIN IDEA: European overseas expansion resulted in the Columbian Exchange, a series of interactions and adaptations among societies across the Atlantic.

The arrival of Europeans in the Western Hemisphere in the 15th and 16th centuries triggered extensive demographic and social changes on both sides of the Atlantic. Christopher Columbus “discovered” the Americas in 1492, although he thought he was in the Indies (Indonesia). He claimed the land for Spain. Spanish and Portuguese exploration and conquest of the Americas led to widespread deadly epidemics, the emergence of racially mixed populations, and a caste system defined by an intermixture among Spanish settlers, Africans, and Spanish and Portuguese traders reached West Africa and partnered with some African groups to exploit local resources and recruit slave labor for the Americas. In the economies of the Spanish colonies, Indian labor, used in the *encomienda* system to support plantation-based agriculture and extract precious metals and other resources, was gradually replaced by African slavery.

Contacts among American Indians, Africans, and Europeans challenged the worldviews of each group. European overseas expansion and sustained contacts with Africans and American Indians dramatically altered European views of social, political, and economic relationships among and between white and nonwhite peoples. Many Europeans developed a belief in white superiority to justify their subjugation of Africans and American Indians, using several different rationales. Native peoples and Africans in the Americas strove to maintain their political and cultural autonomy in the face of European challenges to their independence and core beliefs. In spite of slavery, Africans’ cultural and linguistic adaptations to the Western Hemisphere resulted in varying degrees of cultural preservation and autonomy. Some groups escaped slavery and set up maroon communities in Brazil and the Caribbean in which much of their African culture was preserved. Many slaves became Christian and mixed their African culture with Christianity. African music, instruments like the banjo, dance, language, manners of speaking including the ringshout, helped to develop into a rich African American and unique culture over time.

Stop and Write!

Briefly explain ONE way European colonization impacted the identity of African groups.

Briefly explain ONE cause of African migration to colonial North America.

Briefly explain ONE effect of African migration to colonial North America.

African American History

Brief Summary – *Read, Review, Study... and Highlight Cues and main ideas!*

MAIN IDEA: Differences in imperial goals, cultures, and the North American environments that different empires confronted led Europeans to develop diverse patterns of colonization.

The British–American system of slavery developed out of the economic, demographic, and geographic characteristics of the British-controlled regions of the New World. Unlike Spanish, French, and Dutch colonies, which accepted intermarriage and cross-racial sexual unions with native peoples (and, in Spain’s case, with enslaved Africans), English colonies attracted both males and females who rarely intermarried with either native peoples or Africans, leading to the development of a rigid racial hierarchy. The abundance of land, a shortage of indentured servants, the lack of an effective means to enslave native peoples, and the growing European demand for colonial goods led to the emergence of the Atlantic slave trade. Reinforced by a strong belief in British racial and cultural superiority, the British system enslaved black people in perpetuity and altered African gender and kinship relationships in the colonies. Africans developed both overt and covert means to resist the dehumanizing aspects of slavery. Overt included using Christianity and music to maintain morale and covert included work slow-down or property sabotage. Some rebellions took place like Nat Turner’s, but rebellions only resulted in stricter codes rather than freedom.

Along with other factors, environmental and geographical variations, including climate and natural resources, contributed to regional differences in what would become the British colonies. The New England colonies, founded primarily by Puritans seeking to establish a community of like-minded religious believers, developed a close-knit, homogeneous society and — aided by favorable environmental conditions — a thriving mixed economy of agriculture and commerce. The demographically, religiously, and ethnically diverse middle colonies supported a flourishing export economy based on cereal crops, while the Chesapeake colonies and North Carolina relied on the cultivation of tobacco, a labor-intensive product based on white indentured servants and African chattel. The colonies along the southernmost Atlantic coast [South Carolina and Georgia] and the British islands in the West Indies [Caribbean] took advantage of long growing seasons by using slave labor to develop economies based on staple crops; in some cases, enslaved Africans constituted the majority of the population. In the 1600s, the main source of labor in the Chesapeake and the Carolinas was indentured servitude. Following Bacon’s Rebellion, planters made the transition to African slavery and eventually — by the end of the 17th century — Slave Codes defined slavery by race, as chattel, and as a permanent status. Georgia was not founded until the 18th century after this transition was already in motion. Indentured servitude continued to the Revolution; however the numbers were quite small compared to those before Bacon’s Rebellion.

Stop and Write!

Briefly explain ONE reason for development of the African slave system in the English colonies.

Briefly explain ONE way indentured servitude differed from slavery.

Briefly explain how ONE of the following relates to your answer in part (b): Slave Codes, Racial Stereotyping, Rebellion.

African American History

Brief Summary – Read, Review, Study... and Highlight Cues and main ideas!

MAIN IDEA: The increasing political, economic, and cultural exchanges within the “Atlantic World” had a profound impact on the development of colonial societies in North America.

“Atlantic World” commercial, religious, philosophical, and political interactions among Europeans, Africans, and American native peoples stimulated economic growth, expanded social networks, and reshaped labor systems. The growth of an Atlantic economy throughout the 18th century created a shared labor market and a wide exchange of New World and European goods, as seen in the African slave trade and the shipment of products from the Americas. The presence of slavery and the impact of colonial wars stimulated the growth of ideas on race in this Atlantic system, leading to the emergence of racial stereotyping and the development of strict racial categories among British colonists, which *contrasted* with Spanish and French acceptance of racial gradations.

MAIN IDEA: In the late 18th century, new experiments with democratic ideas and republican forms of government, as well as other new religious, economic, and cultural ideas, challenged traditional imperial systems across the Atlantic World.

While the new governments continued to limit rights to some groups, ideas promoting self-government and personal liberty reverberated around the world. During and after the American Revolution, an increased awareness of the inequalities in society motivated some individuals and groups to call for the abolition of slavery and greater political democracy in the new state and national governments. The Pennsylvania Gradual Emancipation Law and other state constitutions which provided an immediate or gradual end to slavery contrasted with the continuation of the system in Southern states. The constitutional framers postponed a solution to the problems of slavery and the slave trade, setting the stage for recurring conflicts over these issues in later years. The American Revolution and the ideals set forth in the Declaration of Independence had reverberations in France, Haiti, and Latin America, inspiring future rebellions. In Haiti, African Americans were the majority, so Haiti’s independence was the creation of a Black state. This inspired slave rebellions in the United States and instilled fear among slave owners.

MAIN IDEA: Migration within North America, cooperative interaction, and competition for resources raised questions about boundaries and policies, intensified conflicts among peoples and nations, and led to contests over the creation of a multiethnic, multiracial national identity.

Following Eli Whitney’s invention of the cotton gin in 1793, demand for slave labor skyrocketed in the deep south where cotton production increased into the 19th century. The expansion of slavery in the lower South and adjacent western lands, and its gradual disappearance elsewhere, began to create distinctive regional attitudes toward the institution.

Stop and Write!

Briefly explain ONE way interpretations of the Constitution and debates over rights, liberties, and citizenship affected American society.

Briefly explain ONE way interpretations of the Constitution and debates over rights, liberties, and citizenship affected American politics.

Briefly explain ONE way interpretations of the Constitution and debates over rights, liberties, and citizenship affected American values.

African American History

Brief Summary – *Read, Review, Study... and Highlight Cues and main ideas!*

MAIN IDEA: The new republic struggled to define and extend democratic ideals in the face of rapid economic, territorial, and demographic changes.

The United States developed the world's first modern mass democracy and celebrated a new national culture, while Americans sought to define the nation's democratic ideals and to reform its institutions to match them. The nation's transformation to a more participatory democracy was accompanied by continued debates over federal power, the relationship between the federal government and the states, the authority of different branches of the federal government, and the rights and responsibilities of individual citizens.

Many white Americans in the South asserted their regional identity through pride in the institution of slavery, insisting that the federal government should defend that institution. Concurrent with an increasing international exchange of goods and ideas, larger numbers of Americans began struggling with how to match democratic political ideals to political institutions and social realities. The Second Great Awakening, liberal social ideas from abroad and Romantic beliefs in human perfectibility fostered the rise of voluntary organizations to promote religious and secular reforms, including abolition and women's rights. Frederick Douglass was a former slave who became a prominent leader in the abolition movement. Despite the outlawing of the international slave trade, the rise in the number of free African Americans in both the North and the South, and widespread discussion of various emancipation plans, the U.S. and many state governments continued to restrict African Americans' citizenship possibilities. One attempt to remedy the conflict was the creation of the American Colonization Society which resulted in the creation of Liberia. Slave owners were encouraged to emancipate their slaves and then freed slaves would be returned to Africa. Resistance to initiatives for democracy and inclusion included proslavery arguments, rising xenophobia, anti-black sentiments in political and popular culture, and restrictive anti-Indian policies.

While Americans celebrated their nation's progress toward a unified new national culture that blended Old World forms with New World ideas, various groups of the nation's inhabitants developed distinctive cultures of their own. A new national culture emerged, with various Americans creating art, architecture, and literature that combined European forms with local and regional cultural sensibilities. Various groups of American Indians, women, and religious followers developed cultures reflecting their interests and experiences, as did regional groups and an emerging urban middle class. Enslaved and free African Americans, isolated at the bottom of the social hierarchy, created communities and strategies to protect their dignity and their family structures, even as some launched abolitionist and reform movements aimed at changing their status.

Developments in technology, agriculture, and commerce precipitated profound changes in U.S. settlement patterns, regional identities, gender and family relations, political power, and distribution of consumer goods. Regional economic specialization, especially the demands of cultivating southern cotton, shaped settlement patterns and the national and international economy. Southern cotton furnished the raw material for manufacturing in the Northeast, while the growth in cotton production and trade promoted the development of national economic ties, shaped the international economy, and fueled the internal slave trade. The South remained politically, culturally, and ideologically distinct from the other sections, while continuing to rely on its exports to Europe for economic growth. Regional interests continued to trump national concerns as the basis for many political leaders' positions on economic issues including slavery, the national bank, tariffs, and internal improvements.

African American History

Brief Summary – *Read, Review, Study... and Highlight Cues and main ideas!*

U.S. interest in increasing foreign trade, expanding its national borders, and isolating itself from European conflicts shaped the nation's foreign policy and spurred government and private initiatives. Following the Louisiana Purchase, the drive to acquire, survey, and open up new lands and markets increased. With expanding borders came public debates about whether to expand and how to define and use the new territories. This further divided free and slave states, increasing sectionalism. The American acquisition of lands in the West such as annexing Texas and gaining the Mexican Cession [Mexican-American War; Treaty of Guadalupe Hidalgo] gave rise to a contest over the extension of slavery into the western territories as well as a series of attempts at national compromise. The 1820 Missouri Compromise created a truce over the issue of slavery that gradually broke down as confrontations over slavery became increasingly bitter. As over-cultivation depleted arable land in the Southeast, slaveholders relocated their agricultural enterprises to the new Southwest, increasing sectional tensions over the institution of slavery and sparking a broad scale debate about how to set national goals, priorities, and strategies.

Stop and Write!

Briefly explain ONE way beliefs about the federal government's role in the U.S. economy, including labor, affected Blacks living in the United States.

Briefly explain ONE way political debates regarding slavery impacted government policies.

Briefly explain ONE way political debates regarding slavery impacted national identity.

MAIN IDEA: As the nation expanded and its population grew, regional tensions, especially over slavery, led to a civil war — the course and aftermath of which transformed American society.

The United States became more connected with the world as it pursued an expansionist foreign policy in the Western Hemisphere and emerged as the destination for many migrants from other countries. Enthusiasm for U.S. territorial expansion fueled by economic and national security interests and supported by claims of U.S. racial and cultural superiority, resulted in war, the opening of new markets, acquisition of new territory, and increased ideological conflicts. The idea of Manifest Destiny, which asserted U.S. power in the Western Hemisphere and supported U.S. expansion westward, was built on a belief in white racial superiority and a sense of American cultural superiority, and helped to shape the era's political debates. The acquisition of new territory in the West and the U.S. victory in the Mexican-American War were accompanied by a heated controversy over allowing or forbidding slavery in newly acquired territories. Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war.

African American History

Brief Summary – Read, Review, Study... and Highlight Cues and main ideas!

The institution of slavery and its attendant ideological debates, along with regional economic and demographic changes, territorial expansion in the 1840s and 1850s, and cultural differences between the North and the South, all intensified sectionalism. The North's expanding economy and its increasing reliance on a free-labor manufacturing economy contrasted with the South's dependence on an economic system characterized by slave-based agriculture and slow population growth. Abolitionists, although a minority in the North, mounted a highly visible campaign against slavery, adopting strategies of resistance ranging from fierce arguments against the institution and assistance in helping slaves escape to willingness to use violence to achieve their goals. Harriet Tubman was one of many Underground Railroad conductors which helped thousands of slaves escape the South and move to Mexico or Canada where slavery had already been outlawed. States' rights, nullification, and racist stereotyping [communicated in literature and theatre such as Minstrel Shows] provided the foundation for the Southern defense of slavery as a positive good*. This theory supported slavery as preferable to free labor by claiming the life of a slave was better than a northern worker and that slavery was in the best interests of African Americans.

*What exactly a "positive good?"

Defenders of slavery believed the institution was divine, and that it brought Christianity to the heathen from across the ocean. Slavery was, according to this argument, a good thing for the enslaved. John C. Calhoun stated in 1937 that slavery was a positive good, "I hold that in the present state of civilization, where two races of different origin, and distinguished by color, and other physical differences, as well as intellectual, are brought together, the relation now existing in the slaveholding States between the two, is, instead of an evil, a good—a **positive good**." He also said, "Never before has the black race of Central Africa, from the dawn of history to the present day, attained a condition so civilized and so improved, not only physically, but morally and intellectually." They also asserted that in comparison with the poor of Europe and the workers in the Northern states, that slaves were better cared for. They said that their owners would protect and assist them when they were sick and aged, unlike those who, once fired from their work, were left to fend helplessly for themselves. Slavery was a "peculiar institution" but in the eyes of pro-slavery Southerners it was beneficial to both their economy and the slaves themselves. (SOURCE: Adapted from *Southern Arguments Against Slavery*, <http://www.ushistory.org>)

MAIN IDEA: Repeated attempts at political compromise failed to calm tensions over slavery and often made sectional tensions worse, breaking down the trust between sectional leaders and culminating in the bitter election of 1860, followed by the secession of southern states.

Prior to the election of Lincoln in 1860, national leaders made a variety of proposals to resolve the issue of slavery in the territories, including the Compromise of 1850, the Kansas–Nebraska Act, and the *Dred Scott* decision, but these ultimately failed to reduce sectional conflict. The second party system ended when the issues of slavery and anti-immigrant nativism weakened loyalties to the two major parties and fostered the emergence of sectional parties, most notably the Republican Party in the North and the Midwest. Lincoln's election on a free soil platform in the election of 1860 led various Southern leaders to conclude that their states must secede from the Union, precipitating civil war.

African American History

Brief Summary – *Read, Review, Study... and Highlight Cues and main ideas!*

* **Abraham Lincoln's response to the Dred Scott decision, 1857**

Source: Condemnation of the slave trade deleted because of objections from South Carolina and Georgia. — TGWJ From Papers of Thomas Jefferson, ed. Julian P. Boyd, Princeton: Princeton University Press, 1950), 1:426.

"I think the authors of that notable instrument intended to include all men, but they did not intend to declare all men equal in all respects. They did not mean to say all were equal in color, size, intellect, moral developments, or social capacity. They defined with tolerable distinctness, in what respects they did consider all men created equal—equal in "certain inalienable rights, among which are life, liberty, and the pursuit of happiness." This they said, and this meant. They did not mean to assert the obvious untruth, that all were then actually enjoying that equality, nor yet, that they were about to confer it immediately upon them. In fact they had no power to confer such a boon. They meant simply to declare the right, so that the enforcement of it might follow as fast as circumstances should permit. They meant to set up a standard maxim for free society, which should be familiar to all, and revered by all; constantly looked to, constantly labored for, and even though never perfectly attained, constantly approximated, and thereby constantly spreading and deepening its influence, and augmenting the happiness and value of life to all people of all colors everywhere. "

Westward expansion, migration to and within the United States, and the end of slavery reshaped North American boundaries and caused conflicts over American cultural identities, citizenship, and the question of extending and protecting rights for various groups of U.S. inhabitants. Asian, African American, and white peoples sought new economic opportunities or religious refuge in the West, efforts that were boosted during and after the Civil War with the passage of new legislation promoting national economic development. Freedmen migrating to Kansas were known as exodusters. Many African American men who served in the Union army continued to work in the military [Buffalo Soldiers, Indian Wars] and many became cowboys or farmers in the West.

MAIN IDEA: The Union victory in the Civil War and the contested Reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights.

The North's greater manpower and industrial resources, its leadership, and the decision for emancipation eventually led to the Union military victory over the Confederacy in the devastating Civil War. Both the Union and the Confederacy mobilized their economies and societies to wage the war even while facing considerable home front opposition. Lincoln's decision to issue the Emancipation Proclamation changed the purpose of the war, enabling many African Americans to fight in the Union Army, and helping prevent the Confederacy from gaining full diplomatic support from European powers. Although Confederate leadership showed initiative and daring early in the war, the Union ultimately succeeded due to improved military leadership, more effective strategies, key victories, greater resources, and the wartime destruction of the South's environment and infrastructure.

African American History

Brief Summary – *Read, Review, Study... and Highlight Cues and main ideas!*

MAIN IDEA: The Civil War and Reconstruction altered power relationships between the states and the federal government and among the executive, legislative, and judicial branches, ending slavery and the notion of a divisible union, but leaving unresolved questions of relative power and largely unchanged social and economic patterns.

The 13th Amendment abolished slavery, bringing about the war's most dramatic social and economic change, but the exploitative and soil-intensive sharecropping system endured for several generations. Efforts by radical and moderate Republicans to reconstruct the defeated South changed the balance of power between Congress and the presidency and yielded some short-term successes, reuniting the union, opening up political opportunities and other leadership roles to former slaves, and temporarily rearranging the relationships between white and black people in the South. Radical Republicans' efforts to change southern racial attitudes and culture and establish a base for their party in the South ultimately failed, due both to determined southern resistance and to the North's waning resolve. The constitutional changes of the Reconstruction period embodied a *Northern* idea of American identity and national purpose and led to conflicts over new definitions of citizenship, particularly regarding the rights of African Americans, women, and other minorities. Although citizenship, equal protection of the laws, and voting rights were granted to African Americans in the 14th and 15th Amendments, these rights were progressively stripped away through segregation [Black Codes, Jim Crow], violence [KKK], Supreme Court decisions [*Plessy v. Ferguson*, 1896], and local political tactics [grandfather clause]. The Civil War Amendments established judicial principles that were stalled for many decades but eventually became the basis for court decisions upholding civil rights.

The RECONSTRUCTION AMENDMENTS (or Civil War Amendments) are HEAVILY tested. You need to know them by number, by era, and by topic.

Amendment #13- Abolishes slavery

Amendment #14- Provides equality and due process of the law for all citizens including African Americans; state governments must follow previously passed amendments; if you're born here... you're a citizen

Amendment #15- All males have the right to vote regardless of race

Stop and Write!

Briefly explain ONE way antebellum reformers addressed the institution of slavery.

Briefly explain ONE way the federal government addressed the institution of slavery.

Briefly explain ONE way southerners responded to the action addressed in a. or b.



June 19, 1865, news of the **Emancipation Proclamation** finally reached Texas. Juneteenth is a Texas holiday celebrating emancipation. It is also a state holiday, Confederate Heroes Day. Hmmm...Interesting?

African American History

Brief Summary – *Read, Review, Study... and Highlight Cues and main ideas!*

MAIN IDEA: An increasingly pluralistic United States faced profound domestic and global challenges, debated the proper degree of government activism, and sought to define its international role.

Governmental, political, and social organizations struggled to address the effects of large-scale industrialization, economic uncertainty, and related social changes such as urbanization and mass migration. Progressive reformers responded to economic instability, social inequality, and political corruption by calling for government intervention in the economy, expanded democracy, greater social justice, and conservation of natural resources. Booker T. Washington's Atlanta Compromise created a plan of gradual reform through the acceptance of Jim Crow segregation in exchange for economic enfranchisement and vocational training. W.E.B. DuBois suggested a Talented Tenth plan in which the top African Americans focus on higher education and demand equality now. He helped found the National Association for the Advancement of Colored Peoples. Ida B. Wells-Barnett fought for women's suffrage as well as anti-lynching laws.

A revolution in communications and transportation technology helped to create a new mass culture and spread "modern" values and ideas, even as cultural conflicts between groups increased under the pressure of migration, world wars, and economic distress. New technologies led to social transformations that improved the standard of living for many, while contributing to increased political and cultural conflicts. New technologies contributed to improved standards of living, greater personal mobility, and better communications systems. Technological change, modernization, and changing demographics led to increased political and cultural conflict on several fronts: tradition versus innovation, urban versus rural, fundamentalist Christianity versus scientific modernism, management versus labor, native-born versus new immigrants, white versus black, and idealism versus disillusionment. The rise of an urban, industrial society encouraged the development of a variety of cultural expressions for migrant, regional, and African American artists (expressed most notably in the Harlem Renaissance movement, Duke Ellington, Louis Armstrong, Langston Hughes); it also contributed to national culture by making shared experiences more possible through art, cinema, and the mass media.

National, state, and local reformers responded to economic upheavals, laissez-faire capitalism, and the Great Depression by transforming the U.S. into a limited welfare state. The liberalism of President Franklin Roosevelt's New Deal drew on earlier progressive ideas and represented a multifaceted approach to both the causes and effects of the Great Depression, using government power to provide relief to the poor, stimulate recovery, and reform the American economy. Although the New Deal did not completely overcome the Depression, it left a legacy of reforms and agencies that endeavored to make society and individuals more secure, and it helped foster a long-term political realignment in which many ethnic groups, African Americans, and working-class communities identified with the Democratic Party.

Stop and Write!

Briefly explain ONE way civil rights activists addressed the issues of segregation and racial discrimination from 1877-1945.

Briefly explain ONE way the federal government addressed the issue of segregation and racial discrimination between 1877 and 1945

Briefly explain ONE major event which that influenced positive social reform regarding civil rights from 1877 to 1945

African American History

Brief Summary – *Read, Review, Study... and Highlight Cues and main ideas!*

MAIN IDEA: The global ramifications of World War I and wartime patriotism and xenophobia, combined with social tensions created by increased international migration, resulted in legislation restricting immigration from Asia and from southern and eastern Europe.

As labor strikes and racial strife disrupted society, the immediate postwar period witnessed the first “Red Scare,” which legitimized attacks on radicals and immigrants. Economic dislocations, social pressures, and the economic growth spurred by World Wars I and II led to a greater degree of migration within the United States, as well as migration to the United States from elsewhere in the Western Hemisphere. Although most African Americans remained in the South despite legalized segregation (Jim Crow; *Plessy v. Ferguson*) and racial violence (KKK), some began a “Great Migration” out of the South to pursue new economic opportunities offered by World War I.

The mass mobilization for WWII of American society to supply troops for the war effort and a workforce on the home front ended the Great Depression and provided opportunities for women and minorities to improve their socioeconomic positions. Wartime experiences, such as the internment of Japanese Americans, challenges to civil liberties, debates over race and segregation, and the decision to drop the atomic bomb raised questions about American values.

MAIN IDEA: After World War II, the United States grappled with prosperity and unfamiliar international responsibilities, while struggling to live up to its ideals.

Liberalism, based on anticommunism abroad and a firm belief in the efficacy of governmental and especially federal power to achieve social goals at home, reached its apex in the mid-1960s and generated a variety of political and cultural responses. Seeking to fulfill Reconstruction-era promises, civil rights activists and political leaders achieved some legal and political successes in ending segregation, although progress toward equality was slow and halting. Following World War II, civil rights activists utilized a variety of strategies — legal challenges, direct action, and nonviolent protest tactics — to combat racial discrimination. Decision-makers in each of the three branches of the federal government used measures including desegregation of the armed services [President Harry Truman], *Brown v. Board of Education* [1954, Thurgood Marshall], and the Civil Rights Act of 1964 [President Lyndon Johnson signed this Congressional Act] to promote greater racial justice. Continuing white resistance slowed efforts at desegregation, sparking a series of social and political crises across the nation, while tensions among civil rights activists over tactical and philosophical issues increased after 1965 [Martin Luther King’s passive resistance vs Malcolm X’s violence or Black Panthers militarism]. Stirred by a growing awareness of inequalities in American society and by the African American civil rights movement, activists also addressed issues of identity and social justice, such as gender/sexuality and ethnicity. Despite the perception of overall affluence in postwar America, advocates raised awareness of the prevalence and persistence of poverty as a national problem, sparking efforts to address this issue. [poverty was concentrated disproportionately in minority populations].

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Brief Summary – *Read, Review, Study... and Highlight Cues and main ideas!*

Liberalism reached its zenith with Lyndon Johnson's Great Society efforts to use federal power to end racial discrimination, eliminate poverty, and address other social issues while attacking communism abroad. Liberal ideals were realized in Supreme Court decisions that expanded democracy and individual freedoms, Great Society social programs and policies, and the power of the federal government, yet these unintentionally helped energize a new conservative movement that mobilized to defend traditional visions of morality and the proper role of state authority. Groups on the left also assailed liberals, claiming they did too little to transform the racial and economic status quo at home and pursued immoral policies abroad.

Stop and Write!

Briefly explain ONE way civil rights activists addressed the issues of segregation and racial discrimination in the post WWII era.

Briefly explain ONE way the federal government addressed the issue of segregation and racial discrimination in the post WWII era.

Briefly explain ONE major event which that influenced social reform regarding civil rights in the post WWII era.

Chronological Review, *Slavery*

READ, REVIEW, STUDY!!!! Highlighted items are explicit on framework.

Slavery in America, From the beginning of slavery in the colonies through the 13th Amendment, A Brief Timeline Review

<p>1503 -Spanish and Portuguese begin replacing Native American slaves with African slaves in south America</p> <p>1619 -First African slaves arrive in Jamestown</p> <p>1641 -Body of Liberties, Massachusetts becomes the first colony to recognize slavery as legal</p> <p>1651 -Rhode Island declares an enslaved person must be freed after 10 years of service</p> <p>1662 -Slave Codes define slavery in racial terms and slaves as "chattel" (property)</p> <p>1663 -A Virginia court decides a child born to an enslaved mother is also a slave</p> <p>1676 -Bacon's Rebellion, Virginia revolt of indentured servants, turning point from servants to slavery</p> <p>1688 -A Minute Against Slavery Mennonites in Pennsylvania protest slavery</p> <p>1712 -New York City Slave Revolt, 12 whites killed, 21 blacks executed</p> <p>1739 -Stono Rebellion; South Carolina Slave Revolt, led by "Jemmy" 20 whites killed, 44 blacks executed, some tried to escape to Florida but were captured and sold to West Indies</p> <p>1740 -Negro Act (South Carolina) Response to Stono Rebellion, laws restricting slave assembly, education and movement, 10-year moratorium against importing African slaves, established penalties against slaveholders' harsh treatment of slaves, required legislative approval for manumissions (freeing one's slaves), which slaveholders had previously been able to arrange privately.</p> <p>1750 -Georgia is the final colony to legalize slavery</p> <p>1754 -John Woolman (b. New Jersey 1720; d. York, England 1772) addresses his fellow Quakers in Some Consideration of the Keeping of Negroes and exerts great influence in leading the Society of Friends to recognize the evil of slavery.</p> <p>1759 -Anthony Benezet's pamphlet, Observations on the Inslaving,, Importing and Purchasing of Negroes, first of many anti-slavery works by the most influential antislavery writer of 18th century America. (PA)</p> <p>1773 -Patrick Henry: "Would anyone believe I am the master of slaves of my own purchase? I am drawn along by the general inconvenience of living here without them. I will not, I can not</p>	<p>justify it. However culpable my conduct... I believe a time will come when an opportunity will be offered to abolish this lamentable evil."</p> <p>1774 -The American Association (nonimportation/boycott agreement) included ban on slave imports, and it included a clause stating, "after which we will wholly discontinue the slave trade ..."</p> <p>1775 -Founding of the Pennsylvania Society for Promoting the Abolition of Slavery (PAS), the world's first antislavery society and the first Quaker anti-slavery society. Benjamin Franklin helps found.</p> <p>-Thomas Paine speaks out against slavery and joins the PAS, publishes pamphlet, "African Slavery in America"</p> <p>1776 -Slaves fight in the Revolution in exchange for freedom. 50,000 freed by British and are moved to Canada, Britain, and other places within empire, thousands freed by Patriots remain in America</p> <p>-New state constitutions in New England begin defining northern states as free states, figuratively</p> <p>-slavery clause in the Declaration of Independence rejected by Southern states *</p> <p>1780 -Gradual Emancipation Act passed in Pennsylvania, slaves free at age 28</p> <p>1785 -John Jay leads New York organization, "Society for Promoting the Manumission of Slaves"</p> <p>1787 -Northwest Ordinance bans slavery in new territories ceded by colonies</p> <p>-Free African Society formed in Philadelphia by free blacks, the first independent black organization and a mutual aid society</p> <p>-U.S. Constitution allows a male slave to count as three-fifths of a man in determining representation in the House of Representatives, and sets 1808 as the date for ending slave trade (slavery compromise)</p> <p>-Rhode Island outlaws the slave trade</p> <p>1789 -Constitution ratified; the word "slave" or "slavery" is not included; "servitude" is</p>
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***Thomas Jefferson's Draft of the Declaration of Independence paragraph on slavery, rejected by the Continental Congress; 1776**

Source: *Condemnation of the slave trade deleted because of objections from South Carolina and Georgia.* — TGWJ From Papers of Thomas Jefferson, ed. Julian P. Boyd, Princeton: Princeton University Press, 1950), 1:426.

"...he [the king of Britain] has waged cruel war against human nature itself, violating it's most sacred rights of life & liberty in the persons of a distant people who never offended him, captivating & carrying them into slavery in another hemisphere, or to incur miserable death in their transportation thither. this piratical warfare, the opprobrium of *infidel* powers, is the warfare of the CHRISTIAN king of Great Britain. determined to keep open a market where MEN should be bought & sold, he has prostituted his negative for suppressing every legislative attempt to prohibit or to restrain this execrable commerce: and that this assemblage of horrors might want no fact of distinguished die, he is now exciting those very people to rise in arms among us, and to purchase that liberty of which *he* has deprived them, by murdering the people upon whom *he* also obtruded them; thus paying off former crimes committed against the *liberties* of one people, with crimes which he urges them to commit against the *lives* of another."

Chronological Reasoning, *Slavery*

READ, REVIEW, STUDY!!!! *Highlighted items are explicit on framework.*

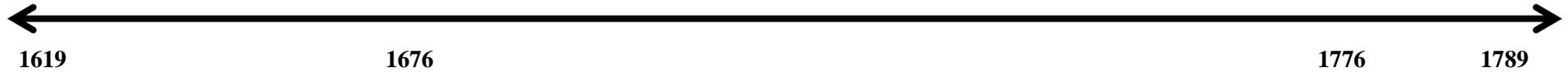
<p>1789 -New Republic begins under the Constitution; replacing Articles of Confederation; northern states have abolished slavery</p> <p>1791 -Slave revolt in Haiti begins independence movement, many slaves move to America, Toussaint L'Overture creates new independent society and inspires slave revolts, and abolition movements in America</p> <p>1793 -Eli Whitney patents Cotton Gin, begins massive increase in demand for slave labor in deep south</p> <p>-First Fugitive Slave Act passed by Congress requiring the return of runaway slaves</p> <p>1794 -American Convention for Promoting the Abolition of Slavery founded, a national organization joining several regional and state organizations</p> <p>-Free blacks form the first independent black churches in America (St. Thomas African Episcopal Church and Bethel Church) in protest of segregation and as acts of self determination</p> <p>-Congress enacts the federal Slave Trade Act of 1794 prohibiting American vessels to transport slaves to any foreign country from American ports.</p> <p>1797 -First black initiated petition to Congress, Philadelphia free blacks protest North Carolina laws re-enslaving blacks freed during the Revolution</p> <p>1800 -Gabriel Prosser plans a slave rebellion, plan leaked and Prosser and 20+ others were executed, VA</p> <p>1780s: -1st antislavery society created in Philadelphia; Society of Friends; Ben Franklin</p> <p>1791: -Vermont in as free state, Kentucky in as slave state</p> <p>1796: -Tennessee in as slave state</p> <p>1803: -Ohio in as free state</p> <p>-Louisiana Purchase</p> <p>1804: -slavery eliminated from last northern state.</p> <p>1807: -the legal termination of the slave trade, enforced by the Royal Navy.</p> <p>1812: -Louisiana in as slave state</p> <p>1817: -American Colonization Society founded Liberia and transports 15,000 slaves over the next 40 years</p> <p>1819: -Alabama in as slave state</p> <p>1820: -Missouri Compromise brings in Missouri as slave state and Maine as a free state; maintaining balance between slave and free states</p> <p>1820s: -newly independent Republics of Central & So. America declared their slaves free.</p> <p>1821: -Nat Turner's Rebellion</p> <p>1831: -William Lloyd Garrison begins publishing <i>The Liberator</i></p>	<p>1833: -slavery abolished throughout the British Empire.</p> <p>1830s: -Second Great Awakening inspires "Lane Rebels" (Theodore Weld & Lyman Beecher)</p> <p>1835: -Law preventing postmasters from delivering abolitionist mailings in south</p> <p>1836: -Gag Resolution, antislavery appeals silenced (repealed 8 years later)</p> <p>-Angelina Grimke writes <i>An Appeal to the Christian Women of the South</i></p> <p>-Arkansas in as slave state</p> <p>1837: -Michigan in as free state</p> <p>1839: -Theodore Weld publishes <i>American Slavery As It Is</i></p> <p>1844: -slavery abolished in the French colonies.</p> <p>1845 -Narrative of the Life of Frederick Douglass, an American slave published; autobiography</p> <p>-Texas annexed, another slave state; Florida in as slave state too</p> <p>1846: -Iowa in as free state, Mexican-American War begins</p> <p>1848: -Wisconsin in as free state, Mexican-American War ends (Mexican Cession, new territory... more tension over the expansion of slavery)</p> <p>1850: -Compromise of 1850 brings California in as free state – now more free states than slave; also ends slave trade in D.C., creates new fugitive slave law, and allows popular sovereignty in Utah and New Mexico territories – negating Missouri Compromise Line</p> <p>1852: -<i>Uncle Tom's Cabin</i> published; Harriet Beecher Stowe</p> <p>1854: Kansas-Nebraska Act allows popular sovereignty to decide whether or not Kansas and Nebraska come in as slave or free states</p> <p>1857: -Dred Scott vs Sandford rules slaves are property and cannot sue, declares Missouri Compromise unconstitutional; undermines previous compromises</p> <p>-Bleeding Kansas (mini-Civil war in territory over slavery... Kansas will later come in as free state after the Civil War begins</p> <p>1858: -Minnesota in as free state</p> <p>1859 -John Brown executed for Raid on Harper's Ferry, trying to incite slave rebellion</p> <p>-Oregon in as free state</p> <p>1861: -serfs of Russia were emancipated.</p> <p>1863: -Emancipation Proclamation (freeing slaves in Confederate states)</p> <p>1865: -13th Amendment ratified; officially ending slavery in the U.S. soon followed by 14th & 15th Amendments guaranteeing civil rights and voting rights to freedmen</p>
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Slavery at the time of the Constitution

In 1787 when the **Constitutional Convention** began, most blacks living in the U.S. were slaves. The issue was removed from the **Declaration of Independence** and not mention in the **Articles of Confederation**, but with the **Constitution** the debate roared back to life. For the most part, Northerners want to end it because it was contrary to American principles of democracy and Southerners wanted to preserve it as it was vital to their economy. Southerners claimed that the decision to end slavery must come from the state and not the federal government, as northern states had abolished slavery. In the end that is what happened... it was left to the states. The issue of states' rights vs federal power was a fierce political debate during the Constitutional Convention and ratification process. The **compromises in the Constitution** that are linked to this debate included **Three-Fifths Compromise** and the **Slave Trade Compromise which limited extension of slave importation for only 20 more years. At the time of the Constitution, slavery was on the decline, however following the cotton gin... the trend reversed.** The **Three-Fifths Compromise** decided how slaves would be counted for the census which decides how many seats in the **House of Representatives** and how many **electoral votes** each state gets. Delegates for the Northern states where the economy did not rely heavily on slavery felt those slaves should not be counted towards representation. This would provide the South with a greater number of representatives. On the other hand, Southern states fought for slaves to be counted in terms of representation. The compromise between the two became known as the three-fifths compromise because every five slaves would be counted as three individuals in terms of representation.

Causation, *African American History*

Prompt: Evaluate the reasons for the development of slavery in the colonies, and explain how this labor system impacted the development of the United States. Confine your analysis to the seventeenth and eighteenth centuries.



What is the skill? How will you address the skill in your thesis? Is there a qualifier?

What are your parameters? What people, processes, or events do you know within these parameters that could be used as evidence?

Contextualize the main topic...

Local Context:

Broad Context:

Identify and explain two reasons for the development of slavery. Think thematically!

Which one was *most* responsible for the development? Explain your reasoning.

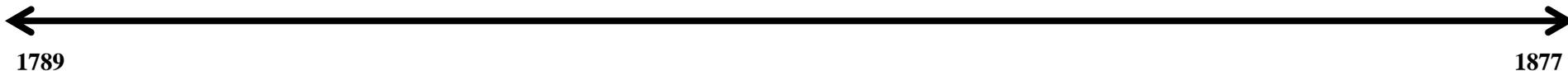
Identify and explain one way the slave system impacted the development of the United States. Think thematically!

On a separate sheet of paper, write your complete introduction using the formula for causation!

Continuity/Change over Time, *African American History*

Prompt: To what extent did economic factors, national identity, and the federal government maintain continuity and foster change in the lives of African Americans from 1789-1877?

Define your parameters, and analyze important turning points referenced on the timeline.



What is the skill? How will you address the skill in your thesis? Is there a qualifier? How will you address it?

What are your parameters? What people, processes, or events do you know within these parameters that could be used as evidence?

Contextualize the main topic...

Local Context:

Broad Context:

Explain how each of the three items/categories provided in the prompt maintained continuity or fostered change for African Americans.

Which one fostered the most change?

Which one maintained the most continuity?

Explain your reasoning.

Continuity/Change over Time, African American History

Continued from the previous page...

Prompt: To what extent did economic factors, national identity, and the federal government maintain continuity and foster change in the lives of African Americans from 1789-1877?

Evaluate the following essay.

1. Identity and label each part of the thesis. If something is missing, explain.

LC + BC. Although X, Y because AB w/ Q. (with qualifier!)

LC = local context **BC** = broad context

X = Opposing View, Alternate View

Y = Thesis/Answer

AB = themes/categories

Q = the qualifier... “to what extent” or “support, refute, modify”

Labor systems in the United States from 1789 to 1877 included free labor and slavery. In Southern states slavery was a major part of the agricultural economy as slaves worked on large plantations helping to grow and harvest cotton and other crops. African Americans were mostly enslaved, living a life without liberty and at the mercy of slave masters. Although abolition efforts and the 13th Amendment ended slavery by 1865, the lives of most African Americans did not improve by much because of white supremacy and Jim Crow laws. Although the federal government fostered change in the lives of African Americans by ending slavery and guaranteeing civil rights protections with the Civil War Amendments, economic factors and national identity maintained more continuity.

2. Is this introductory paragraph effective? Would it earn the thesis point? Explain why or why not.

3. Read the body paragraphs. Highlight each piece of specific evidence. Underline each explanation of how or why (closing the loop). Circle every reference to change or continuity (SKILL/closing the loop).

During the colonial era, economic development led to the development of and continuation of slavery. Life for African Americans was difficult and often violent. The slave trade resulted in families being separated and civil rights were not applied to them until after the Civil War. The federal government passed three Amendments after the Civil War which ended slavery, guaranteed equal protection under the law, and guaranteed black men the right to vote. This fostered much change in the life of many African Americans because they were now free and could now participate in government. The government also sponsored programs like the Freedman's Bureau which helped African Americans become educated.

Economic factors maintained more continuity for the lives of African Americans. The need for a large labor force in Southern plantations in the South, which is why so many slaves lived in the South. The need for a large labor force remained following the Civil War so slave owners worked hard to maintain continuity through things like sharecropping and the crop lien system.

National identity was based on the ideals of the founding documents like the Declaration of Independence and the Constitution and Bill of Rights. However identity was also very much about white supremacy. Even though you had people fighting for civil rights for African Americans from 1789-1877 identity still was largely racist.

Would this student earn zero, one or two points for supporting the thesis with outside evidence? Explain why or why not.

Supports the stated thesis (or makes a relevant argument) using specific evidence *from relevant era* (at least 3 specific pieces of evidence) (1) and clearly and consistently states how the evidence supports the thesis or argument, and **establishing clear linkages** (close the loop... connect back to your thesis!) (1)

Would this student earn zero, one, or two points for effective use of the skill? Explain why or why not.

CCOT... describes historical continuity and change over time (1) and clearly and thoroughly explains reasons for continuity and change over time. (1)

Continuity/Change over Time, African American History

Continued from the previous page...

4. Identify and label each part of the conclusion formula. Therefore, Y + BC. BC is similar/different to OC, because E. Remember that to get the contextualization and/or the synthesis point there should be SEVERAL sentences thoroughly explaining with evidence!

- Y = thesis/answer
- BC = Broad Context (theme//big picture)
- OC = Other Context (comparing BC to another era)
- E = Explaining how or why

Therefore, national identity and the economy ended up maintaining a life of limited opportunity for African Americans even though the federal government outlawed slavery which fostered change to a small degree. The federal government tried to improve the lives of African Americans but they were not successful. Jim Crow laws and terrorist groups like the KKK prevented real progress. Real change did not happen until nearly a hundred years later. The modern era civil rights movement saw more successful changes for the lives of African Americans including desegregation of schools. When Southerners tried to prevent it, the government sent in troops to make it happen. Modern government therefore fostered more change than the reconstruction government.

5. What did this essay earn? It's not a 6... BTW.

Thesis: Introductory Paragraph Skill: ARGUMENTATION Must use thesis formula! <i>Although X, Y because ABC. Don't forget to ATFP!</i>	◇
Presents a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, the introduction. The thesis must DO MORE than restate the question, it <u>must have</u> complex analysis including opposing/varying viewpoint or evaluation of significance [depending on prompt].	◇
Support for Argument: Body Paragraphs Skill: ARGUMENTATION Explain Your Evidence + Close the Loop! Stay within parameters!	◇
Supports the stated thesis (or makes a relevant argument) using specific evidence <i>from relevant era</i> (at least 3 specific pieces of evidence) and clearly and consistently states how the evidence supports the thesis or argument, and establishing clear linkages (close the loop... connect back to your thesis!)	◇
Application of Targeted Skill: Body Paragraphs Skill: TARGETED "BIG FOUR" SKILL Apply the Skill with Evidence!	◇
Change Over Time Describes historical continuity and change over time. and Clearly and thoroughly explains <i>at least 3 specific reasons/examples</i> that both maintained continuity and fostered change...	◇
Comparison Describes similarities and differences among historical individuals, events, developments, or processes. and Clearly and specifically explains <i>at least 3 specific reasons</i> for both similarities and differences or, [depending on prompt], and evaluates the significance historical individuals, events, developments, or processes.	◇
Causation Describes causes and/or effects of a historical event, development, or process. and Clearly and thoroughly explains <i>at least 3 specific reasons</i> for the causes and/or effects of the historical event, development, or process. (If prompt asks for both... analysis must cover both!)	◇
Periodization Describes the ways in which the historical development specified in the prompt was different from and similar to developments that preceded and/or followed. and Clearly and thoroughly explains the extent to which the historical development specified in the prompt was different from and similar to other developments that preceded and/or followed.	◇
Synthesis: Concluding Paragraph Must use conclusion formula! <i>Therefore, Y + BC. BC is similar/different to OC, because E.</i>	◇
Accurately and explicitly extends the argument by explaining the connections between the argument and a development in a <u>different historical period, situation, era, or geographical area.</u>	◇

Making Inferences, *African American History*

Continued from the previous page...

- 6. Now... Imagine the essay you just evaluated was a DBQ. Analyze the following documents and then write two to four sentences incorporating it into one of the body paragraphs of the sample essay. Do not repeat anything already stated in the essay... you are ADDING evidence based on the documents. Remember to use your HIPP strategy, and EXPLAIN *how or why* the document supports the thesis. Do NOT quote or describe... ANALYZE!**

Source: Number of slaveholders in the United States in 1850.
Atlas of Historical Geography of the United States.

Holders of 1 Slave	68,820
2 - 4 Slaves	105,683
5 - 9 Slaves	80,765
10 - 19 Slaves	54,595
20 - 49 Slaves	29,733
50 - 99 Slaves	6,196
100 - 199 Slaves	1,479
200 - 299 Slaves	187
300 - 499 Slaves	56
500 or more Slaves	11
Total Number of Slaveholders	347,525

Source: Richard D. Brown. *Slavery in American Society*. 1969

"Every slave state made it a felony to say or write anything that might lead, directly or indirectly, to discontent or rebellion. In 1837, the Missouri legislature passed an act 'To prohibit the publication, circulation, and promulgation of the abolition doctrines.' *The Virginia Code of 1849* provided a fine and imprisonment for any person who maintained 'that owners have no right of property in their slaves' Louisiana made it a capital offense to use 'language in any public discourse, from the bar, the bench, the stage, the pulpit, or in any place whatsoever' that might produce 'insubordination among the slaves'. Most Southern states used their police power to prohibit the circulation of incendiary material through the United States."

Comparison, *African American History*

Prompt: Compare and contrast the goals, methods, effectiveness of Reconstruction Era activists and federal policies with activists and federal policies of the Modern Civil Rights Movement.

What is the skill being tested? How will you ensure your thesis addresses this skill?

Identify and explain one specific way Reconstruction Era activists and policies were either similar or different from modern era activists and policies. Make sure each item has at least one piece of specific evidence.

Similarity between the two eras' activism ...

Difference between the two eras' activism...

Similarity between the two eras' federal policies...

Difference between the two eras' federal policies...

Were there more similarities or differences?

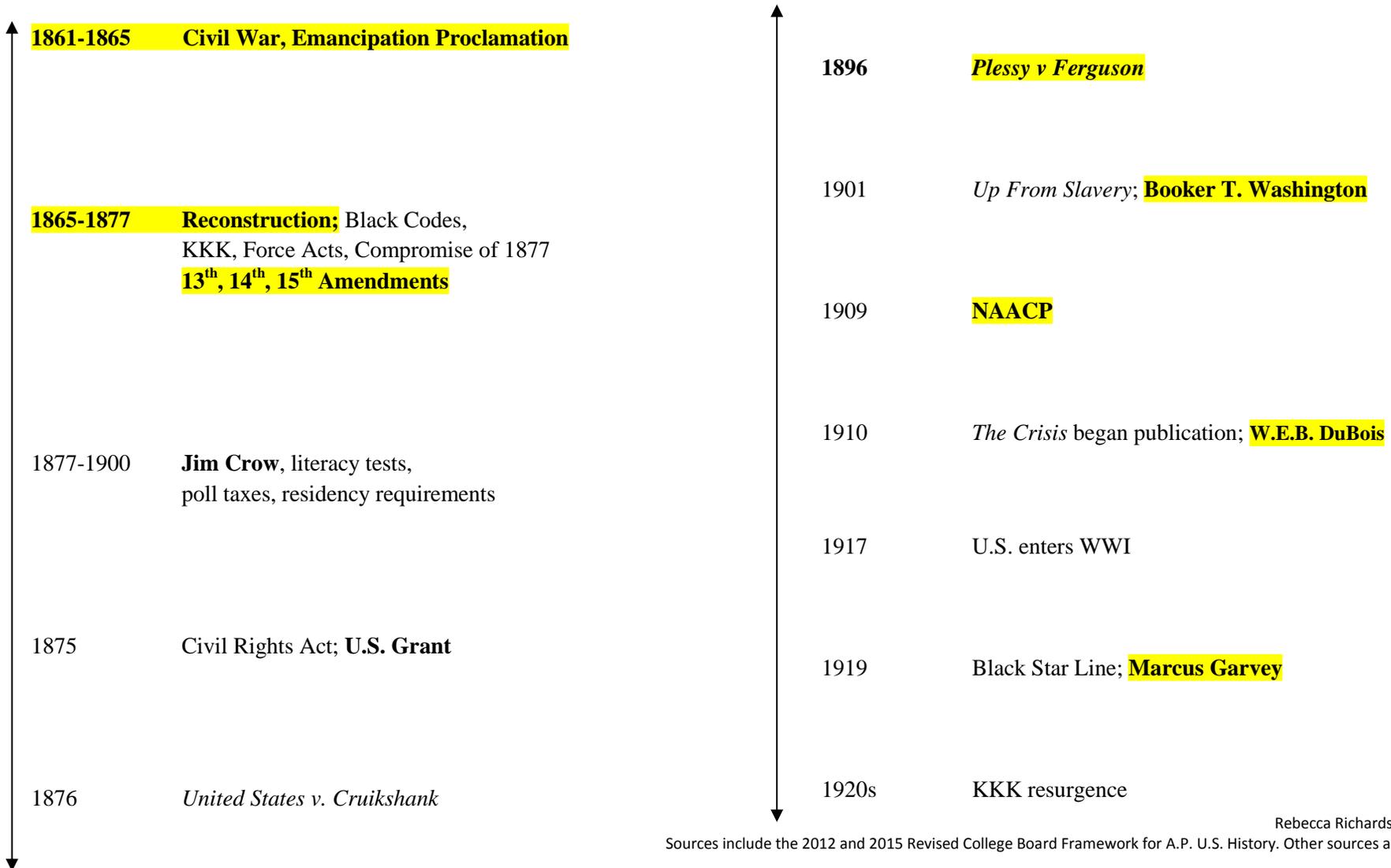
Which category had the most significant similarities or differences (activism or policy)?

Write your thesis...

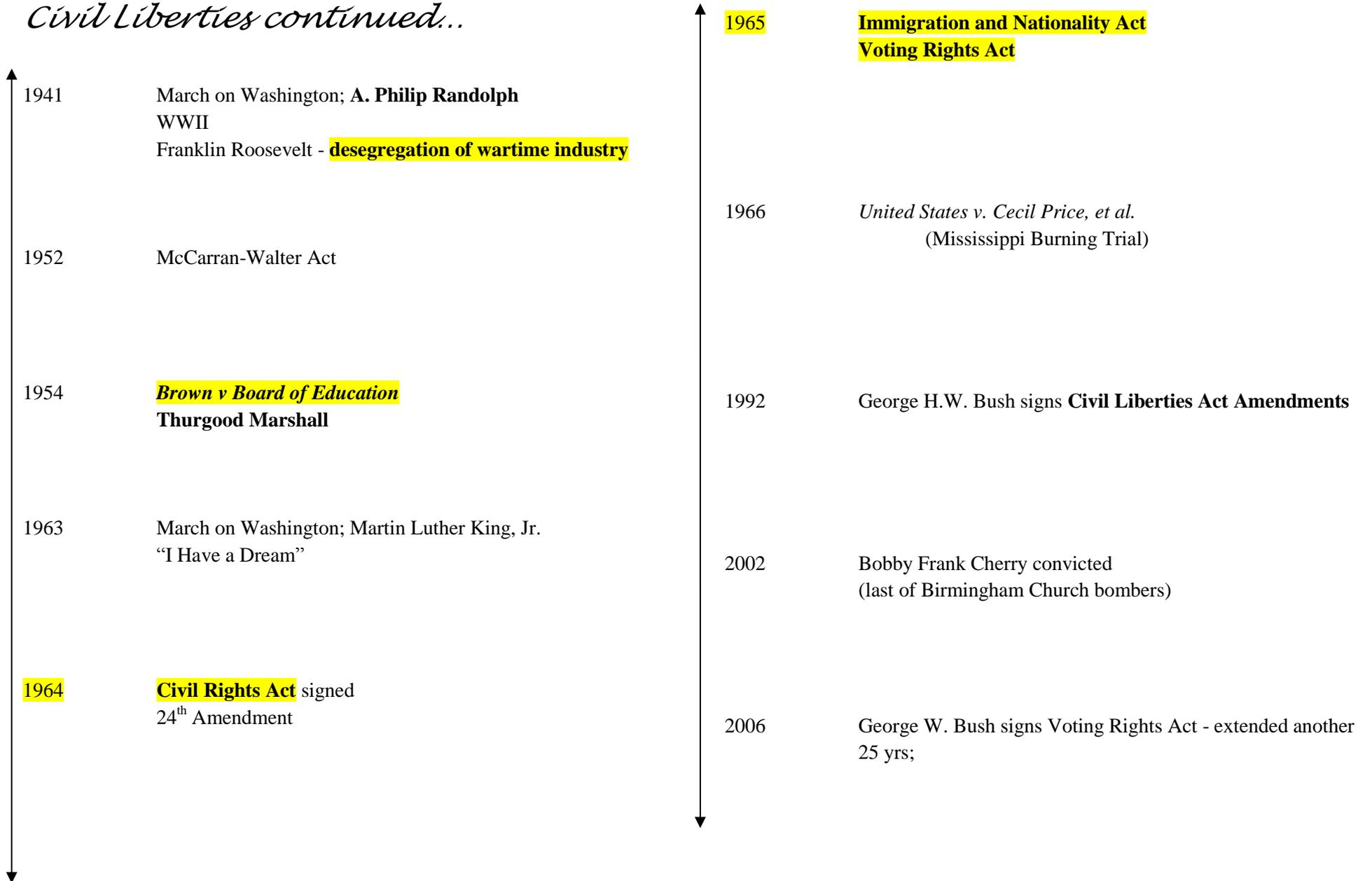
BONUS: Using the timeline this page and the page that follows, trace some key events in the evolution of American civil liberties. Explain how things changed... don't just define or describe. Highlighted items are the ones most likely to show up on the test. Consider these two pages the continuation of the timeline on pages 13 and 14.

Chronological Reasoning, *Civil Liberties*

Directions: Create a thematic review for Civil Liberties by defining and reviewing the events on the timeline.



Chronological Reasoning, *Civil Liberties continued...*



Chronological Reasoning, *Civil Rights Movement*

Bonus...

Directions:

Review the Mnemonic Device below. Because the Civil Rights Movement is heavily tested and having adequate outside evidence is essential, consider learning this saying! If you do not know the events listed, add notes to this page.

Brave Martin Leads Green Freedom Junkies Until Birmingham Marchers Claim Victory Against Bigoted Freaks.

B rave **B**rown v. Board of Education, 1954

Martin **M**ontgomery Bus Boycott, Rosa Parks, SCLC, 1955

Leads **L**ittle Rock Crisis, 1957

Green **G**reensboro sit-in, 1960

Freedom **F**reedom Riders, 1961

Junkies **J**ames Meredith, 1962

Until **U**niversity of Alabama, 1962

Birmingham **B**irmingham March, 1963

Marchers **M**arch on Washington, 1963

Claim **C**ivil Rights Act of 1964

Victory **V**oting Rights Act of 1965

Against **A**ffirmative Action

Bigoted **B**lack Power (Malcolm X – Nation of Islam, Stokely Carmichael - Black Panthers)

Freaks **F**orced busing, 1971



Source: This mnemonic device was created by Mr. Steven Mercado, Chaffee High School.