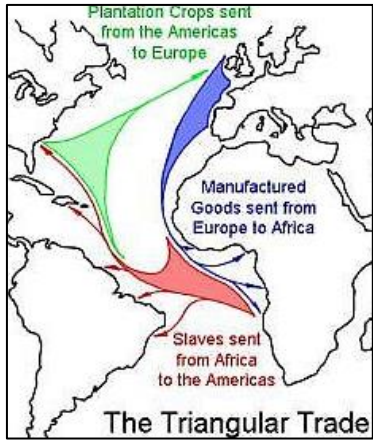


HISTORICAL ANALYSIS – *Continuity and Change Over Time...*

CIVIL RIGHTS



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. **Highlight the three items/dates**, and explain how they maintained continuity and/or fostered change in the lives of African Americans and the role of the U.S. government.

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: The items in the word bank below are *NOT* in chronological order and may or may not be represented on the timeline. Review these terms, and discuss in your group which ones are the most significant. Choose one item that occurred prior to the Civil War to center your contextualization on.

(bold items are explicit in the framework and/or explicit in state curriculum)

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

Step 3: Consider the following prompt. Discuss in your groups how you will address the prompt, and then write a complete introductory paragraph with contextualization and thesis. ATFP!!! Target both sides of the skill!

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 the role of government as Civil Rights activists and political leaders addressed the failure of Reconstruction.

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

Step 3: Analyze the each document using your 3-step strategy. Remember your purpose (topic/skill) and CLOSE THE LOOP! If you do not have your three steps memorized yet, reference your writing guidelines. Practice, Practice, Practice! You only have four documents... practice all three steps on all four!

DOCUMENT 1

Source: Martin Luther King, Jr., Washington D.C., 1963, "I Have a Dream"

Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity.

But one hundred years later, the Negro still is not free; one hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination; one hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity; one hundred years later, the Negro is still languished in the corners of American society and finds himself in exile in his own land.

So we've come here today to dramatize a shameful condition. In a sense we've come to our nation's capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was the promise that all men, yes, black men as well as white men, would be guaranteed the unalienable rights of life, liberty, and the pursuit of happiness.

It is obvious today that America has defaulted on this promissory note in so far as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check, a check which has come back marked "insufficient funds." But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. And so we have come to cash this check, a check that will give us upon demand the riches of freedom and the security of justice.

DOCUMENT 2

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.

DOCUMENT 3

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



DOCUMENT 4

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.

Written by Rebecca Richardson, Allen High School

Outside Evidence... **Step 4:** What piece of outside evidence will you use in your essay to further the defense of your argument? Remember this piece of evidence CANNOT come from a document.

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.

Complexity **Step 5:** To ensure complexity, consider three things: **Does the thesis give value? (X)** **Does the analysis address both sides of the skill while connecting back to the values given in the thesis?** **Does the document analysis include at least two sentences explaining how two or more documents corroborate or contradict each other?** If you can answer yes to all three, you have secured this point! Below, practice corroboration/contradiction and CLOSE THE LOOP!