Continuity/Change over Time, Causation, & Comparison, African American History

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

FYI…Emphasis on African American history has been increasing in recent years. Nearly every test in the last 15 years has had at least one essay over this thread. The word “African” appears 31 times in the new framework, a number only American Indians exceed. The word “black” appears five times, “race” six times, “racial” 20 times, “slavery” appears 30 times, and “civil rights” seven.

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.

1995 - Evaluate the extent to which the 1960s was a turning point in the civil rights movements in American society.

1996 - Evaluate the legal, religious, and economic factors which led to the defense of the institution of slavery.

1997 - 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.

1999 - 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.

2001 - Evaluate the causes which led to the development of the abolitionist movement prior to the Civil War.

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.

- Evaluate the impact of the American Revolution on both slavery and the status of women.

- 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.

- 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.

- 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.

- 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.

- 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.

- Evaluate the causes and consequences of the growing opposition to slavery in the United States from 1776 to 1856.

- 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.

Historical Analysis Activity written by Rebecca Richardson, Allen High School using the 2012 College Board APUSH Framework and other sources as cited in document
Continuity/Change over Time, Causation, & Comparison, African American History

Thematic Learning Objectives
African American history objectives cover the spectrum of themes. The main ones that are relevant to this thread of study are listed below. Remember it is wise to be aware of the content AND the skills that will be tested on the AP exam.

Identity (ID)
This theme focuses on the formation of both American national identity and group identities in U.S. history. Students should be able to explain how various identities, cultures, and values have been preserved or changed in different contexts of U.S. history, with special attention given to the formation of gender, class, racial, and ethnic identities. Students should be able to explain how these sub-identities have interacted with each other and with larger conceptions of American national identity.

Overarching questions:
➤➤ How and why have debates over American national identity changed over time?
➤➤ How have gender, class, ethnic, religious, regional, and other group identities changed in different eras?

ID-4 Explain how conceptions of group identity and autonomy emerged out of cultural interactions between colonizing groups, Africans, and American Indians in the colonial era.
ID-5 Analyze the role of economic, political, social, and ethnic factors on the formation of regional identities in what would become the United States from the colonial period through the 19th century.
ID-6 Analyze how migration patterns to, and migration within, the United States have influenced the growth of racial and ethnic identities and conflicts over ethnic assimilation and distinctiveness.
ID-8 Explain how civil rights activism in the 20th century affected the growth of African American and other identity-based political and social movements.

Work, Exchange, and Technology (WXT)
This theme focuses on the development of American economies based on agriculture, commerce, and manufacturing. Students should examine ways that different economic and labor systems, technological innovations, and government policies have shaped American society. Students should explore the lives of working people and the relationships among social classes, racial and ethnic groups, and men and women, including the availability of land and labor, national and international economic developments, and the role of government support and regulation.

Overarching questions:
➤➤ How have changes in markets, transportation, and technology affected American society from colonial times to the present day?
➤➤ Why have different labor systems developed in British North America and the United States, and how have they affected U.S. society?
➤➤ How have debates over economic values and the role of government in the U.S. economy affected politics, society, the economy, and the environment?

WXT-1 Explain how patterns of exchanging commodities, peoples, diseases, and ideas around the Atlantic World developed after European contact and shaped North American colonial-era societies.
WXT-4 Explain the development of labor systems such as slavery, indentured servitude, free labor, and sharecropping from the colonial period through the end of the 18th century.
Peopling (PEO)
This theme focuses on why and how the various people who moved to, from, and within the United States adapted to their new social and physical environments. Students examine migration across borders and long distances, including the slave trade and internal migration, and how both newcomers and indigenous inhabitants transformed North America. The theme also illustrates how people responded when “borders crossed them.” Students explore the ideas, beliefs, traditions, technologies, religions, and gender roles that migrants/immigrants and annexed peoples brought with them, and the impact these factors had on both these peoples and on U.S. society.

Overarching questions:
➤➤ Why have people migrated to, from, and within North America? ➤➤ How have changes in migration and population patterns affected American life?

(PEO-5) Explain how free and forced migration to and within different parts of North America caused regional development, cultural diversity and blending.

Politics and Power (POL)
Students should examine ongoing debates over the role of the state in society and its potential as an active agent for change. This includes mechanisms for creating, implementing, or limiting participation in the political process and the resulting social effects, as well as the changing relationships among the branches of the federal government and among national, state, and local governments. Students should trace efforts to define or gain access to individual rights and citizenship and survey the evolutions of tensions between liberty and authority in different periods of history.

Overarching questions:
➤➤ How and why have different political and social groups competed for influence over society and government in what would become the United States?
➤➤ How have Americans agreed on or argued over the values that guide the political system, as well as who is a part of the political process?

POL-1 Analyze the factors behind competition, cooperation, and conflict among different societies and social groups in North America during the colonial period.
POL-3 Explain how activist groups and reform movements, such as antebellum reformers, civil rights activists, and social conservatives, have caused changes to state institutions and U.S. society.
POL-4 Analyze how and why the New Deal, the Great Society, and the modern conservative movement all sought to change the federal government’s role in U.S. political, social, and economic life.
POL-7 Analyze how debates over civil rights and civil liberties have influenced political life from the early 20th century through the early 21st century.

Ideas, Beliefs, and Culture (CUL)
This theme explores the roles that ideas, beliefs, social mores, and creative expression have played in shaping the United States. Students should examine the development of aesthetic, moral, religious, scientific, and philosophical principles, and consider how these principles have affected individual and group actions. Students should analyze the interactions between beliefs and communities, economic values, and political movements, including attempts to change American society to align it with specific ideals.

Overarching questions:
➤➤ How and why have moral, philosophical, and cultural values changed in what would become the United States?
➤➤ How and why have changes in moral, philosophical, and cultural values affected U.S. history?

CUL-1 Compare the cultural values and attitudes of different European, African American, and native peoples in the colonial period and explain how contact affected intergroup relationships and conflicts.
CUL-5 Analyze ways that philosophical, moral, and scientific ideas were used to defend and challenge the dominant economic and social order in the 19th and 20th centuries.
CUL-6 Analyze the role of culture and the arts in 19th- and 20th-century movements for social and political change.
CUL-7 Explain how and why “modern” cultural values and popular culture have grown since the early 20th century and how they have affected American politics and society.
Continuity/Change over Time, Causation, & Comparison, African American History

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

Period 1, 1491-1607
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. 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.

Period 2, 1607-1754
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.

Historical Analysis Activity written by Rebecca Richardson, Allen High School using the 2012 College Board APUSH Framework and other sources as cited in document
Skill Type 1: Chronological Reasoning
Historical thinking involves the ability to identify, analyze, and evaluate the relationships among multiple historical causes and effects, distinguishing between those that are long-term and proximate, and among coincidence, causation, and correlation.

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

1503 - Spanish and Portuguese begin replacing Native American slaves with African slaves in South America
1619 - First African slaves arrive in Jamestown
1641 - Body of Liberties, Massachusetts becomes the first colony to recognize slavery as legal
1651 - Rhode Island declares an enslaved person must be freed after 10 years of service
1662 - Slave Codes define slavery in racial terms and slaves as "chattel" (property)
1663 - A Virginia court decides a child born to an enslaved mother is also a slave
1676 - Bacon's Rebellion, Virginia revolt of indentured servants
1688 - A Minute Against Slavery, Mennonites in Pennsylvania protest slavery
1712 - New York City Slave Revolt, 12 whites killed, 21 blacks executed
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
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.
1750 - Georgia is the final colony to legalize slavery
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.
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)
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 justify it. However culpable my conduct... I believe a time will come when an opportunity will be offered to abolish this lamentable evil."
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 ..."
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.
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
- New state constitutions in New England begin defining northern states as free states, figuratively
- Slavery clause rejected by Southern states
1780 - Gradual Emancipation Act passed in Pennsylvania, slaves free at age 28
1785 - John Jay leads New York organization, "Society for Promoting the Manumission of Slaves"
1787 - Founding of the American Association for the Abolition of Slavery, formed in Philadelphia by free blacks, the first independent black organization and a mutual aid society
- 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
- Rhode Island outlaw the slave trade
1789 - Constitution ratified; the word "slave" or "slavery" is not included; "servitude" is included

*Thomas Jefferson's Draft of the Declaration of Independence paragraph on slavery, rejected by the Continental Congress; 1776


“...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 obstructed 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.”

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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.

Period 3, 1754-1800

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.

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 multiracial, 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.

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 that 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.
Continuity/Change over Time, Causation, & Comparison, African American History

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

Period 4, 1800-1848

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, antiblack 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.

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.

Historical Analysis Activity written by Rebecca Richardson, Allen High School using the 2012 College Board APUSH Framework and other sources as cited in document
Causation, African American History

Skill 1: Historical Causation (cause and effect/impact)
Historical thinking involves the ability to identify, analyze, and evaluate the relationships among multiple historical causes and effects, distinguishing between those that are long-term and proximate, and among coincidence, causation, and correlation.
Proficient students should be able to...
- Compare causes and/or effects, including between short-term and long-term effects.
- Analyze and evaluate the interaction of multiple causes and/or effects.
- Assess historical contingency by distinguishing among coincidence, causation, and correlation, as well as critiquing existing interpretations of cause and effect.

Directions:
1. Analyze parameters by defining major turning points in this historical thread. Remember your answer must span the parameters!
2. Identify the main idea/concept of the prompt and contextualize it.
3. Address the prompt using your thesis formula and contextualization skill by writing a complete introductory paragraph.

Prompt: Analyze the role of economic, political, social, and ethnic factors on the formation of regional identities in what would become the United States from the colonial period through the 19th century.

1619  1620  1676  1733  1754  1763  1776  1789  1800  1820

Contextualize the main topic...

Local Context:

Comparative Context:

Identify and explain one specific way each factor impacted regional identity.

- economics…
- social…

Which factor was most responsible for the development of regional identities? Explain your reasoning.

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Period 5, 1844-1877

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.

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 1837 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)
Continuity/Change over Time, Causation, & Comparison, African American History

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

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.

* 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. — TGW] 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.

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.
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], 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

Review the timeline on the next page, and then pause and answer the short answer questions below.

Short Answer Objective:
Explain how activist groups and reform movements such as antebellum reformers have caused changes to state institutions and U.S. society from the 17th century through the Civil War.

On a separate sheet of paper, answer the following questions in complete sentences. Remember to consider your answers as three parts to one paragraph on the topic/objective. Label each part a-b-c.

a. Briefly explain ONE way antebellum reformers addressed the institution of slavery.
b. Briefly explain ONE way the federal government addressed the institution of slavery.
c. Briefly explain ONE way southerners responded to the action addressed in a. or b.

Juneteenth
June 19, 1865, news of the Emancipation Proclamation finally reaches Texas. Juneteenth is a Texas holiday celebrating emancipation.
Chronological Reasoning, Slavery

Skill Type 1: Chronological Reasoning
Historical thinking involves the ability to identify, analyze, and evaluate the relationships among multiple historical causes and effects, distinguishing between those that are long-term and proximate, and among coincidence, causation, and correlation.

1799 - New Republic begins under the Constitution; replacing Articles of Confederation; northern states have abolished slavery
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
1793 - Eli Whitney patents Cotton Gin, begins massive increase in demand for slave labor in deep south
- First Fugitive Slave Act passed by Congress requiring the return of runaway slaves
1794 - American Convention for Promoting the Abolition of Slavery founded, a national organization joining several regional and state organizations
- 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
- Congress enacts the federal Slave Trade Act of 1794 prohibiting American vessels to transport slaves to any foreign country from American ports
1797 - First black initiated petition to Congress, Philadelphia free blacks protest North Carolina laws re-enslaving blacks freed during the Revolution
1800 - Gabriel Prosser plans a slave rebellion, plan leaked and Prosser and 20+ others were executed, VA
1780s: - 1st antislavery society created in Philadelphia; Society of Friends; Ben Franklin
1791: - Vermont in as free state, Kentucky in as slave state
1796: - Tennessee in as slave state
1803: - Ohio in as free state
- Louisiana Purchase
1804: - slavery eliminated from last northern state.
1807: - the legal termination of the slave trade, enforced by the Royal Navy.
1812: - Louisiana in as slave state
1817: - American Colonization Society founded Liberia and transports 15,000 slaves over the next 40 years
1819: - Alabama in as slave state
1820: - Missouri Compromise brings in Missouri as slave state and Maine as a free state; maintaining balance between slave and free states
- newly independent Republics of Central & So. America declared their slaves free.
1821: - Nat Turner’s Rebellion

1831: - William Lloyd Garrison begins publishing The Liberator (publishing ends after 13th Amendment)
1833: - slavery abolished throughout the British Empire.
1830s: - Second Great Awakening inspires “Lane Rebels” (Theodore Weld & Lyman Beecher)
1835: - Law preventing postmasters from delivering abolitionist mailings in south
1836: - Gag Resolution, antislavery appeals silenced (repealed 8 years later)
- Angelina Grimke writes An Appeal to the Christian Women of the South
- Arkansas in as slave state
1837: - Michigan in as free state
1839: - Theodore Weld publishes American Slavery As It Is
1844: - slavery abolished in the French colonies.
1845: - Narrative of the Life of Frederick Douglass, an American Slave published; autobiography
- Texas annexed, another slave state; Florida in as slave state too
1846: - Iowa in as free state
1848: - Wisconsin in as free state
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
1852: - Uncle Tom’s Cabin published; Harriet Beecher Stowe
1854: - Kansas-Nebraska Act allows popular sovereignty to decide whether or not Kansas and Nebraska come in as slave or free states
1857: - Dred Scott vs Sandford rules slaves are property and cannot sue, declares Missouri Compromise unconstitutional; undermines previous compromises
- Bleeding Kansas (mini-Civil war in territory over slavery... Kansas will later come in as free state after the Civil War begins
1858: - Minnesota in as free state
1859: - John Brown executed for Raid on Harper’s Ferry, trying to incite slave rebellion
- Oregon in as free state
1861: - serfs of Russia were emancipated.
1863: - Emancipation Proclamation (freeing slaves in Confederate states)
1865: - 13th Amendment ratified; officially ending slavery in the U.S.
Skill 2: Patterns of Continuity and Change over Time

Historical thinking involves the ability to recognize, analyze, and evaluate the dynamics of historical continuity and change over periods of time of varying lengths, as well as the ability to relate these patterns to larger historical processes or themes.

Proficient students should be able to:
- Analyze and evaluate historical patterns of continuity and change over time.
- Connect patterns of continuity and change over time to larger historical processes or themes.

Prompt: To what extent did the economic and political development of the United States from the colonial era through Civil War maintain continuity or foster change in labor systems?

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

Identify three major turning points and briefly explain how they maintained continuity or fostered change. Be sure to address EXTENT!

a)

b)

c)

Which one fostered more change? (specific event)

What fostered more change (economic or political development)?

Which one maintained continuity the most? (specific event)

What maintained continuity the most (economic or political development)?
Continuity/Change over Time, African American History

Prompt: To what extent did the economic and political development of the United States from the colonial era through Civil War maintain continuity or foster change in labor systems?

Evaluate the following essay.

1. Identify and label each part of the thesis. Although X, Y because ABC.
   
   X = Opposing View, Alternate View
   
   Y = Thesis/Answer
   
   ABC = themes/categories

   Labor systems in the colonies and pre-Civil War states included free labor, indentured servitude, and slavery. Although social reform efforts to end slavery began in the 17th century shortly after slavery took hold in the British colonies such as Quaker and Mennonite protests, economic and political forces maintained continuity to a great extent as slavery continued and strengthened into the 18th and 19th century until it ended with the Thirteenth Amendment in 1865 while also fostering change in indentured servitude and free labor.

   2. Besides using the thesis formula, what else makes this introductory paragraph effective?

   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).

   During the colonial era, economic development led to the development of and then, at least in the South, continuation of slavery. The need for a large labor force in Southern plantations such as Virginia tobacco plantations fueled the development of two labor systems, indentured servitude and slavery. Indentured servants through the Headright System earned passage to the New World in exchange for labor, and planters in need of labor would fund their transport. This system worked fairly well. However, the death rate was high in the South and servants were continuously demanded. After the life expectancy increased and more and more servants earned their freedom and moved to the frontier where the available land was, frontier conflicts with Indians led to political conflict in the colonies. Bacon’s Rebellion was an important turning point. Following this disaster which ended with much destruction and death in Jamestown, planters began to transition to slavery as a permanent source of labor. In the South, the need for a large labor force maintained continuity from Bacon’s Rebellion through the Civil War while also leading to a change from indentured servitude to slavery.
Continuity/Change over Time, African American History

Continued from the previous page...

Politically, the colonies maintained continuity through slave codes such as the Virginia Slave Laws that were passed causing slaves to be defined by race and to be treated and sold as personal property, instead of human beings for slave labor or indentured servitude. This “chattel” system would continue due to economic expansion of plantation agriculture in the South, although Northern states would outlaw it following the Declaration of Independence. Northern colonies at one time all had slavery, as it was encouraged through the Atlantic System and Triangular Trade. When colonies tried to limit their importation when populations in Southern colonies became high, Britain refused to allow them to end it. British laws perpetuated the system. After independence, states in the North ended slavery in their state constitutions. Under the Articles of Confederation, the Northwest Territory was declared free. This was a change for the Northern region and free labor became the norm for them, but for African Americans most would remain chattel. Abolitionists increased over time and sectionalism was largely driven over the slavery issue which led to more political actions that perpetuated it. Although the Constitution declared 1808 the last year slaves could be imported, slavery increased through natural reproduction and some smuggling. Following the invention of the cotton gin, Southern agriculture spread across the Deep South and King Cotton demanded a very large workforce. The Constitution and a fugitive slave law maintained continuity of Southern slavery into the 19th century. The Compromise of 1850 created an even stronger fugitive slave law and as Civil War approached the Supreme Court ruled in Dred Scott vs. Sandford that slaves had no rights even if they were in a free territory. It would take war to finally cause change in the labor system and that came with the 13th Amendment at the end of the war.

4. Identify and label each part of the conclusion formula. Therefore, Y + BC. BC is similar/different to OC, because E.
   Y = thesis/answer
   BC = Broad Context (theme/big picture)
   OC = Other Context (comparing BC to another era)
   E = Explaining how or why

Therefore, economic and political developments from the colonial era to the Civil War maintained continuity in the slave labor system to a large extent while fostering some change primarily in the Northern states. Important turning points included Bacon’s Rebellion and the Declaration of Independence. The political forces had a greater impact on maintaining continuity, because they legitimized slavery and reinforced a chattel system. The laws which perpetuated slavery were similar to the Jim Crow laws that were developed following Reconstruction. Both were political forces that perpetuated a labor system where one race of people was treated as lower class with limited freedom or liberty. It would not be until the 1950s and 1960s that political forces would create dramatic change.

5. What would you give this essay?
### Skill 7: Appropriate Use of Relevant Historical Evidence

Historical thinking involves the ability to **describe and evaluate evidence about the past from diverse sources** (including written documents, works of art, archaeological artifacts, oral traditions, and other primary sources) and requires the students to pay attention to the content, authorship, purpose, format, and audience of such sources. It involves the capacity to **extract useful information, make supportable inferences, and draw appropriate conclusions** from historical evidence, while also noting the context in which the evidence was produced and used, recognizing its limitations and assessing the points of view it reflects.

Proficient students should be able to...

- Analyze features of historical evidence such as **audience, purpose, point of view**, format, argument, limitations, and context germane to the evidence considered.
- Based on analysis and evaluation of historical evidence, make supportable inferences and draw appropriate conclusions.

### 6. 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 to incorporate context and one of the IPP, 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.*

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


"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."
Period 6, 1865-1898

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.

On a separate sheet of paper, answer the following questions in complete sentences. Remember to consider your answers as three parts to one paragraph on the topic/objective. Label each part a-b-c

Short Answer Objective:
Explain how civil rights advocates have caused changes to state institutions and U.S. society from the end of Reconstructions to the World War II; 1877-1945.

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

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

c. Briefly explain ONE major event which that influenced positive social reform regarding civil rights from 1877 to 1945.
**Continuity/Change over Time, Causation, & Comparison, African American History**

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

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.

**Period 8, 1945-1980**

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 disproportionally in minority populations].

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.

On a separate sheet of paper, answer the following questions in complete sentences. Remember to consider your answers as three parts to one paragraph on the topic/objective. Label each part a-b-c

**Short Answer Objective:**

Explain how civil rights advocates have caused changes to state institutions and U.S. society from the end of World War II to modern times, 1945-2015.

- a. Briefly explain ONE way civil rights activists addressed the issues of segregation and racial discrimination in the post WWII era.
- b. Briefly explain ONE way the federal government addressed the issue of segregation and racial discrimination in the post WWII era.
- c. Briefly explain ONE major event which that influenced positive social reform regarding civil rights in the post WWII era.
### Chronological Reasoning, Civil Liberties

#### Skill Type 1: Chronological Reasoning
Historical thinking involves the ability to identify, analyze, and evaluate the relationships among multiple historical causes and effects, distinguishing between those that are long-term and proximate, and among coincidence, causation, and correlation.

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1861-65</td>
<td>Civil War, Emancipation</td>
<td>1896</td>
<td><em>Plessy v Ferguson</em></td>
</tr>
<tr>
<td>1865-67</td>
<td>Reconstruction; Black Codes, KKK, Force Acts, Compromise of 1877</td>
<td>1901</td>
<td><em>Up From Slavery</em>; <em>Booker T. Washington</em></td>
</tr>
<tr>
<td></td>
<td>13(^{th}), 14(^{th}), 15(^{th}) Amendments</td>
<td>1909</td>
<td><em>NAACP</em></td>
</tr>
<tr>
<td>1877-90</td>
<td><em>Jim Crow</em>, literacy tests, poll taxes, residency requirements</td>
<td>1910</td>
<td><em>The Crisis</em> began publication; <em>W.E.B.DuBois</em></td>
</tr>
<tr>
<td>1875</td>
<td>Civil Rights Act; <em>U.S. Grant</em></td>
<td>1917</td>
<td>U.S. enters WWI</td>
</tr>
<tr>
<td>1876</td>
<td><em>United States v. Cruikshank</em></td>
<td>1919</td>
<td>Black Star Line; <em>Marcus Garvey</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1920s</td>
<td>KKK resurgence</td>
</tr>
</tbody>
</table>

*Historical Analysis Activity written by Rebecca Richardson, Allen High School using the 2012 College Board APUSH Framework and other sources as cited in document*
### Chronological Reasoning, Civil Liberties

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
</table>
| 1941 | March on Washington; **A. Philip Randolph**  
  WWII  
  Franklin Roosevelt - desegregation of wartime industry |
| 1952 | McCarran-Walter Act |
| 1954 | **Brown v Board of Education**  
  Thurgood Marshall |
| 1963 | March on Washington; Martin Luther King, Jr.  
  “I Have a Dream” |
| 1964 | **Civil Rights Act** signed  
  24th Amendment |
| 1965 | Immigration and Nationality Act  
  Voting Rights Act |
  (Mississippi Burning Trial) |
| 1992 | George H.W. Bush signs **Civil Liberties Act Amendments** |
| 2002 | Bobby Frank Cherry convicted  
  (last of Birmingham Church bombers) |
| 2006 | George W. Bush signs Voting Rights Act - extended another 25 yrs; |
## Comparison, African American History

### Historical Thinking Skill 4: Comparison (comparing AND contrasting)

Historical thinking involves the ability to describe, compare, and evaluate multiple historical developments within one society, one or more developments across or between different societies, and in various chronological and geographical contexts. It also involves the ability to identify, compare, and evaluate multiple perspectives on a given historical experience. …it’s not just about similarities and differences… its about the significance of those similarities and differences…

- Proficient students should be able to …
- Compare related historical developments and processes across place, time, and/or different societies, or within one society.
- Explain and evaluate multiple and differing perspectives on a given historical phenomenon.

### 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.

---

<table>
<thead>
<tr>
<th>Similarity between the two eras’ activism</th>
<th>Difference between the two eras’ activism</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Similarity between the two eras’ federal policies</th>
<th>Difference between the two eras’ federal policies</th>
</tr>
</thead>
</table>

Were there more similarities or differences?

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

Write your thesis…
**Chronological Reasoning, Civil Rights Movement**

**Skill Type 1: Chronological Reasoning**

Historical thinking involves the ability to identify, analyze, and evaluate the relationships among multiple historical causes and effects, distinguishing between those that are long-term and proximate, and among coincidence, causation, and correlation.

Directions: Review the Mnemonic Device below. Because the Civil Rights Movement is heavily tested and having adequate outside evidence is essential. Memorize this saying and be ready to explain it on the next review quiz! 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.**

M artin Montgomery Bus Boycott, Rosa Parks, SCLC, 1955  
L eads Little Rock Crisis, 1957  
G reen Greensboro sit-in, 1960  
F reedom Freedom Riders, 1961  
J unkies James Meredith, 1962  
U ntil University of Alabama, 1962  
B irmingham Birmingham March, 1963  
M archers March on Washington, 1963  
C laim Civil Rights Act of 1964  
V ictory Voting Rights Act of 1965  
A gainst Affirmative Action  
B igoted Black Power (Malcolm X – Nation of Islam, Stokely Carmichael - Black Panthers)  
F reaked Forced busing, 1971

Source: This mnemonic device was created by Mr. Steven Mercado, Chaffee High School.
Historical Thinking Skill 3: Periodization

Historical thinking involves the ability to describe, analyze, evaluate, and construct models that historians use to organize history into discrete periods. To accomplish this periodization of history, historians identify turning points and recognize that the choice of specific dates gives a higher value to one narrative, region, or group than to other narratives, regions, or groups. How a historian defines historical periods depends on what the historian considers most significant — political, economic, social, cultural, or environmental factors. Changing periodization can change a historical narrative. Moreover, historical thinking involves being aware of how the circumstances and contexts of a historian’s work might shape his or her choices about periodization.

Proficient students should be able to …

- Explain ways that historical events and processes can be organized within blocks of time.
- Analyze and evaluate competing models of periodization of United States history.

The historical context of this topic is ____________________________________________

The previous era was:__________________________________________________________ An important turning point within this period was:____________________________

The era was ushered in with:____________________________________________________ Another important turning point within this period was:__________________________

What are the defining characteristics of this era?

1. __________________________

2. __________________________

3. __________________________

What is the turning point being analyzed defining? (A change from WHAT to WHAT?)

Address the following prompt by writing a thesis.

Support, Refute, or Modify the following statement, “The most significant turning point in the battle for African American civil rights came with the “I Have a Dream” speech given by Dr. Martin Luther King, Jr. at the 1963 March on Washington.”

Historical Analysis Activity written by Rebecca Richardson, Allen High School using the 2012 College Board APUSH Framework and other sources as cited in document