

AP[®] UNITED STATES HISTORY

2009 SCORING GUIDELINES (Form B)

Question 1—Document-Based Question

In what ways did African Americans shape the course and consequences of the Civil War?

Confine your answer to the years from 1861 to 1870.

The 8–9 Essay

- Articulates a clear, well-constructed thesis focusing on the ways that African Americans shaped both the course and consequences of the Civil War from 1861 to 1870.
- Effectively employs a significant number of documents to examine the ways that African Americans shaped both the course and consequences of the Civil War from 1861 to 1870.
- Provides substantial, relevant outside information taken from the period 1861 to 1870 concerning the ways that African Americans shaped both the course and consequences of the Civil War.
- Clearly analyzes the ways that African Americans shaped both the course and consequences of the Civil War from 1861 to 1870.
- Is well organized and well written.
- May contain minor errors.

The 5–7 Essay

- Contains a thesis, which may be partially developed, addressing the ways that African Americans shaped both the course and consequences of the Civil War from 1861 to 1870.
- Satisfactorily employs a reasonable number of documents to examine the ways that African Americans shaped both the course and consequences of the Civil War from 1861 to 1870.
- Provides ample, relevant outside information from the period 1861 to 1870 concerning the ways that African Americans shaped both the course and consequences of the Civil War.
- Analyzes to some extent the ways in which African Americans shaped both the course and consequences of the Civil War from 1861 to 1870.
- May present an imbalanced treatment between the ways that African Americans shaped the course and consequences of the Civil War or the war and its aftermath.
- Has acceptable organization and writing.
- May contain errors that do not seriously detract from the essay.

The 2–4 Essay

- Presents a thesis that may be simplistic, confused, or undeveloped in addressing the ways in which African Americans shaped both the course and consequences of the Civil War from 1861 to 1870; or presents no thesis.
- Uses few documents concerning the ways that African Americans shaped both the course and consequences of the Civil War from 1861 to 1870.
- Includes little relevant outside information from the period 1861 to 1870 concerning the ways in which African Americans shaped both the course and consequences of the Civil War.
- Has little analysis of the ways in which African Americans shaped both the course and consequences of the Civil War from 1861 to 1870; may treat only one part of the question.
- May be poorly organized and/or poorly written.
- May contain major errors.

The 0–1 Essay

- Lacks a thesis or restates the question.
- Refers to few, if any, of the documents.

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Question 1—Document-Based Question (continued)

- Includes no relevant outside information from the period 1861 to 1870.
- Contains no analysis.
- Is poorly organized and/or poorly written.
- May contain numerous errors, both major and minor.

The — Essay

- Is completely off topic or blank.

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Question 1 Time Line

Year	Month/Day	Place	Event
1860	December 20	South Carolina	South Carolina is the first state to secede from the Union.
1861	April 12	South Carolina	Civil War erupts at Fort Sumter.
1861	May 24	Virginia	At Fort Monroe, Union general Benjamin Butler decrees that fugitive slaves were “contraband of war,” i.e., confiscated property, and would no longer be returned.
1861	July 22 and 25	Washington, D.C.	Congress approves the Crittenden Resolution, attesting that the war is being fought to preserve the Union and not to interfere with slavery.
1861	August 6	Washington, D.C.	Congress passes the First Confiscation Act.
1862	January 15	South Carolina	Union general Thomas Sherman suggests what becomes the Port Royal experiment.
1862	March 13	Washington, D.C.	Congress forbids returning fugitive slaves to their masters.
1862	May 9	South Carolina	Union general David Hunter, Lincoln’s friend, forms the first all-Black unit, the First South Carolina Volunteer Regiment, to take over South Carolina’s Sea Islands.
1862	July 17	Washington, D.C.	Congress enacts the Second Confiscation Act.
1862	July 17	Washington, D.C.	Congress enacts Militia Act of 1862, which calls for a draft of 300,000, including “Colored Troops,” into the Union army.
1862	July 19	Washington, D.C.	Congress abolishes slavery in Washington, D.C., and the territories.
1862	September 22	Washington, D.C.	In the wake of the Battle of Antietam, Lincoln issues the Preliminary Emancipation Proclamation that would free all enslaved Africans in Confederate territory as a matter of “military necessity.”
1862	October 27–29	Missouri	First Kansas Colored Volunteers repulse Confederates at Battle of Island Mound; the first known engagement of Black troops in the Civil War.

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Question 1 Time Line (continued)

1863	January 1	Washington, D.C.	Lincoln's Emancipation Proclamation takes effect, freeing enslaved Africans in Confederate areas and encouraging Black enlistment in the Union army.
1863	March 30	Washington, D.C.	Fifty-fourth Massachusetts Regiment is mustered into the Union army.
1863	May 27	Louisiana	Black troops bravely advance under the command of Union general Nathaniel Banks but ultimately fail against deadly fire in the Battle of Port Hudson—the first major battle involving Black troops.
1863	July 1	Washington, D.C.	Union imposes the first military draft.
1863	July 13–16	New York City	Draft opponents riot in New York City, killing 105, destroying \$2 million in property (including the Colored Orphan Asylum), and mutilating their victims. The riot ends when Union troops return from Battle of Gettysburg.
1863	July 18	South Carolina	Assault on Fort Wagner by the Fifty-fourth Massachusetts Regiment; the Fifty-fourth loses half its officers (including Robert Gould Shaw) and half its troops before being repulsed.
1864	April 12	Tennessee	Confederate general Nathan Bedford Forrest leads 2,500 men against Fort Pillow, which was held by 292 Black soldiers and 285 White soldiers. As Blacks surrender, Confederates indiscriminately shoot and bayonet men, women, and children. In all, 200 Black people are killed.
1864	June 15	Washington, D.C.	Congress grants equal pay for all Black soldiers who were free when the Civil War began.
1864	September 29	Virginia	The Black division of the Eighteenth Corps heroically charges up the slopes against Confederate troops in the Battle of New Market Heights (Chaffin's Farm); 14 Blacks receive the Medal of Honor.
1865	January 16	South Carolina	In Special Field Orders No. 15, Union general William T. Sherman temporarily sets aside 80,000 acres along the coast of South Carolina, Georgia, and Florida to be rented or purchased by 18,000 Black families and promises to loan them surplus army horses and mules to work this land; Andrew Johnson later rescinds the order, returning the land to its original owners.
1865	March 3	Washington, D.C.	Bureau of Refugees, Freedmen, and Abandoned Lands (Freedmen's Bureau) is established.

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Question 1 Time Line (continued)

1865	March 13	Richmond	Confederate Congress passes and Jefferson Davis signs an order to arm slaves.
1865	April 9	Virginia	Civil War ends at Appomattox Court House as Confederate general Robert E. Lee surrenders to Union general Ulysses S. Grant.
1865	April 11	Washington, D.C.	Lincoln expresses his wish that the new southern state governments being set up under his Reconstruction program grant at least some Blacks, including Union army veterans, the right to vote.
1865	April 14	Washington, D.C.	John Wilkes Booth murders President Abraham Lincoln.
1865	May	Washington, D.C.	New president Andrew Johnson pardons all White southerners except Confederate leaders and the very wealthy and orders all abandoned plantations to be returned to their owners.
1865	Spring and summer	The South	Perhaps half of all freedpeople begin searching for long-lost relatives who had been sold away from them. Blacks build schools and churches, organize mutual-aid societies, and meet in conventions throughout the South to demand full rights of citizenship.
1865	June 19	Texas	Union general Gordon Granger belatedly announces to enslaved Africans in Galveston that they are free, the event known as Juneteenth.
1865	Fall	The South	Black Codes are enacted, which make sure that Blacks remain subordinate to Whites.
1865	December 6	Georgia	Thirteenth Amendment is ratified, abolishing slavery; slavery then existed only in Delaware, Kentucky, and Missouri.
1866	April 9	Washington, D.C.	Civil Rights Act of 1866 is passed over Andrew Johnson's veto.
1866	May 1–4	Memphis	Memphis race riot takes place, killing 46 freedpeople and 2 Whites.
1866	Summer	Tennessee	Ku Klux Klan forms in Pulaski, Tennessee.
1866	July	Washington, D.C.	Congress authorizes a Second Freedmen's Bureau.
1866	July 30	Louisiana	New Orleans race riot breaks out, killing 34 Blacks and 3 White allies.

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Question 1 Time Line (continued)

1866		The South	265 Blacks are among the approximately 1,000 Republican delegates to new state constitutional conventions.
1867	March 2	Washington, D.C.	Congress enacts the Military Reconstruction Act.
1868	March–May	Washington, D.C.	Radical Republican Thaddeus Stevens prosecutes Andrew Johnson for high crimes and misdemeanors; Johnson survives impeachment by a single vote.
1868	June 22– July 14	Arkansas	Arkansas, Florida, Louisiana, North Carolina, South Carolina, and Alabama are readmitted into Union.
1868	July 9	South Carolina	Fourteenth Amendment is ratified, giving African Americans basic rights of citizenship, due process, and equal protection.
1868	Fall	The South	Ku Klux Klan and Knights of the White Camellia murder approximately 1,000 Republicans to drive Republican voters away from southern polls.
1868		Washington, D.C.	Freedmen's Bureau ceases operations.
1868	December 25	Washington, D.C.	Andrew Johnson pardons all but highest-ranking former rebels.
1869		Louisiana	African Americans James Lewis, John Willis Menard, and P.B.S. Pinckney are elected to Congress but are not seated.
1870	January 26– July 15	Virginia	Virginia, Mississippi, Texas, and Georgia are readmitted into Union and establish Redeemer governments.
1870	February 3	Iowa	Fifteenth Amendment is ratified.
1870	February 25	Mississippi	Hiram Revels becomes first African American chosen for the U.S. Senate.
1870	February 25	South Carolina	Joseph Rainey becomes first African American to serve in the U.S. House of Representatives.
1870	March 31	Washington, D.C.	Civil Rights (Enforcement) Act of 1870 is passed, to enforce the Fourteenth and Fifteenth amendments
1871	April 14	Washington, D.C.	Mary Ann Shadd Cary tries unsuccessfully to vote and asks Congress for help.

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Question 1 Possible Outside Information: General List

Civil War Battles/Skirmishes

Antietam	Jenkin's Ferry
Brice's Crossroads	Milliken's Bend
Bull Run	New Market Heights (Chaffin's Farm)
The Crater	Overton Hill
Fort Pillow Massacre	Petersburg
Fort Sumter	Poison Spring
Fort Wagner	Port Hudson
Fredericksburg	Saltville
Gettysburg	Sherman's March to the Sea
Honey Hill	Vicksburg
Island Mound	

People

Armstrong, Samuel Chapman	Lynch, John
Banks, Nathaniel	McClellan, George
Booth, John Wilkes	Menard, John Willis
Bowser, Mary Elizabeth	Nell, William Cooper
Bruce, Blanche K.	Pennington, J. W. C.
Butler, Benjamin	Phillips, Wendell
Carney, William	Pinchback, P. B. S.
Cary, Mary Ann Shadd	Quantrill, William
Chesnut, Mary Boykin	Rainey, Joseph
Cleburne, Patrick	Remond, Charles Lenox
Davis, Henry	Revels, Hiram
Delany, Martin	Rock, John
Douglass, Frederick	Shaw, Robert Gould
Early, Jubal	Sherman, Thomas
Ewell, Richard	Sherman, William Tecumseh
Forrest, Nathan Bedford	Smalls, Robert
Frémont, John C.	Stanton, Edwin
Garnet, Henry Highland	Stephens, Alexander
Garrison, William Lloyd	Stevens, Thaddeus
Grant, Ulysses S.	Sumner, Charles
Greeley, Horace	Tappan, Lewis
Green, James K.	Trumbull, Lyman
Harper, Frances Ellen Watkins	Truth, Sojourner
Higginson, Thomas Wentworth	Tubman, Harriet
Howard, Oliver O.	Wade, Benjamin
Hunter, "Black Dave"	Walker, William
Johnson, Andrew	Welles, Gideon
Langston, John Mercer	

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Question 1 Possible Outside Information: General List (continued)

Occupations/Positions

army major	scout
carpenter	sheriff
chaplain	skilled artisan
city councilor	spy
congressman	steamboat pilot
cook	surgeon
guard	tax collector
infantryman	teacher
justice of the peace	teamster
laborer	state legislator
nurse	U.S. senator
petty officer	

Military Units

(145 infantry regiments, 7 cavalry, 12 heavy artillery, 1 light artillery, 1 engineering)

Corps d’Afrique

Fifty-fourth Massachusetts Volunteer Regiment, including William Carney and Frederick Douglass’ sons (Charles and Lewis)

First and Second South Carolina Volunteers (first slave regiment)

First Kansas Colored Volunteers (fought in twelve battles, more than any other Black unit)

First, Second, Third Louisiana Native Guard (first Black unit to join the Union army, August 1862);

Ninth Louisiana Infantry of African Descent

Other Black soldiers included Martin Delany’s son (Toussaint L’Ouverture Delany) and Sojourner Truth’s grandson (James Caldwell).

Groups/Organizations/Institutions/Agencies

American Colonization Society	fugitive slaves
American Missionary Association	Knights of the White Camellia
blackfaced minstrels	Ku Klux Klan
Carpetbaggers	mulatto
Colored Orphan Asylum	National Union Party
Confederate Congress	Night Riders
Confederate States of America	Peace Democrats
Copperheads	Radical Republicans
Emancipation League	Redeemers
free Blacks	Scalawags
Freedmen/Freedpeople	Southern Democrats
freedom seekers	Union League

Churches

African Methodist Episcopal (AME) Church	Presbyterian Church
African Methodist Episcopal (AME) Zion Church	Southern Baptist Church
Quakers (Society of Friends)	

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Question 1 Possible Outside Information: General List (continued)

Schools

Alabama State College
Dillard University
Fisk University
Hampton Institute

Howard University
Morehouse College
Morgan State University
Tougaloo College

Places

Boston, Massachusetts
Cincinnati, Ohio
Delaware
Detroit, Michigan
Edisto Island, South Carolina
Haiti
Hartford, Connecticut
Kentucky
Liberia
Maryland
Massachusetts

Missouri
Nashville, Tennessee
New Orleans, Louisiana
Panama
Philadelphia, Pennsylvania
Pittsburgh, Pennsylvania
Pulaski, Tennessee
Richmond, Virginia
St. Helena Island, South Carolina
Washington, D.C.

Developments

Appomattox
apprenticeship laws
Black and Tan conventions
Black Codes
Civil Rights Act of 1866
Confiscation Acts
Congressional Reconstruction
Crittenden Resolution
crop lien system
Dalton Conference
District of Columbia Emancipation Act
Emancipation Proclamation
Enticement Acts
Ex Parte Milligan (1866)
fear of slave insurrection
Fifteenth Amendment
Force Acts
Fourteenth Amendment
Freedman's Monument
Freedmen's Bureau
Freedmen's Savings Bank
Frémont's Edict
Fugitive Slave Law
General Order 233
Hampton Roads Conference

"Iron-clad" oath
Jim Crow
Johnson's "Swing Around the Circle"
Juneteenth
Lincoln's 10 Percent Plan
Lincoln's Second Inaugural
Medal of Honor
Military Reconstruction Act
Militia Act
National Negro Convention movement
New York City draft riots
Planter
Port Royal Experiment
Preliminary Emancipation Proclamation.
Presidential Reconstruction
Proclamation of Amnesty and Reconstruction
race riots (Memphis and New Orleans)
Radical Reconstruction
Reconstruction Acts of 1867
Savannah Colloquy
secession
sharecropping
Sherman's Land
Special Field Order No. 15
state constitutions

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Question 1 Possible Outside Information: General List (continued)

states' rights
Thirteenth Amendment
Tenure of Office Act

Texas v. White (1869)
Twenty-Negro law
Wade–Davis Bill

Publications/Media

Anglo-African Magazine
Douglass' Monthly
Glory (1989)
Life & Times of Frederick Douglass
"Men of Color, To Arms"

New York Tribune
"The Prayer of Twenty Millions"
We (Charles Fuller play, 1988)
Weekly Anglo-African

Sayings/Expressions

"Due process" and "equal protection of the laws" (Fourteenth Amendment)
"Four score and seven years ago, our forefathers brought forth upon this continent a new nation conceived in liberty and dedicated to the proposition that all men are created equal . . . and that government of the people, by the people, and for the people, shall not perish from the earth." (Abraham Lincoln)
"40 acres and a mule"
"If I could save the Union without freeing any slave, I would do it, and if I could save it with freeing all slaves, I would do it; and if I could save it by freeing some and leaving others alone, I would also do that." (Abraham Lincoln)
"Negro domination"
"Negro-first policy"
"Papa Linkum" (African American reference to Abraham Lincoln)
"A rich man's war and a poor man's fight"
"Waving the bloody shirt"
"A white man's war" (William Tecumseh Sherman)
"With malice toward none, with charity for all" (Abraham Lincoln)

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Question 1 Document Information and Inferences

DOCUMENT A

Source: Major General Benjamin F. Butler, report to the secretary of war, July 30, 1861.

In the village of Hampton there were a large number of Negroes, composed in a great measure of women and children who had fled thither within my lines for protection, who had escaped from marauding Rebels who had been gathering up able-bodied blacks to aid them in constructing their batteries on the James and York rivers . . .

First, what shall be done with them? Second, what is their state and condition? Upon these questions I desire the instruction of the department.

. . . Are these men, women, and children slaves? Are they free? Is their condition that of men, women, and children, or of property, or is it a mixed relation? What has been the effect of rebellion and a state of war on their status? When I adopted the theory of treating the able-bodied Negro fit to work in the trenches as property liable to be used in aid of rebellion, and so contraband of war, that condition of things was insofar met, as I then and still believe, on a legal and constitutional basis.

Document Summary:

Early in the Civil War, Union general Benjamin Butler wrote to Secretary of War Simon Cameron on the chaotic conditions he found in Virginia. Butler reported that many desperate enslaved African Americans sought protection from Confederates who wanted to force them to build river fortifications. These freedom seekers forced Butler and the Lincoln administration to decide whether fugitive slaves entering Union lines would be returned to their “owners” in accordance with the law or taken into custody, with the government assuming a degree of responsibility for their welfare. Butler’s own answer was that these freedom seekers were “contraband of war” who could serve the Union army in useful capacities, such as digging trenches. This document thus points to the pressure that Union forces faced in handling the many escaped slaves who came their way and the temptation to make strategic use of this suddenly available labor source. Other Union generals would have similar questions about freedom seekers and would handle the question of enslavement to their advantage, at least until President Abraham Lincoln made abundantly clear who held the powers of commander-in-chief.

Document Information:

- Slaves had fled to Union lines.
- There is no Union policy on fleeing slaves.
- Butler advances his theory on contraband of war.
- Union army is using fugitive slave labor.

Document Inferences:

- Many slaves fled the slave-holding South as Union troops approached.
- Enslaved African men, women, and children’s actions were compelling the federal government to confront slavery.
- Foreshadows Lincoln’s Emancipation Proclamation.

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Question 1 Document Information and Inferences (continued)

DOCUMENT A (continued)

Potential Outside Information Triggered by Document:

Confiscation Acts	Hunter, David
Emancipation Proclamation	Lincoln initially refused to accept slaves as contraband
Fort Monroe	McClellan, George
Frémont's edict	
fugitive slaves/freedom seekers	

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Question 1 Document Information and Inferences (continued)

DOCUMENT B

Source: Resolution of African Americans in Newtown, New York, August 20, 1862.

We, THE COLORED CITIZENS of Queens County, N.Y., having met in mass meeting . . . to consider the speech of Abraham Lincoln, . . . [wish] to express our views on the subject of being colonized in Central America or some other country. . . .

While bleeding and struggling for her life against slaveholding traitors, and, at this very time, when our country is struggling for life and 1 million freemen are believed to be scarcely sufficient to meet the foe, we are called upon by the President of the United States to leave this land and go to another country, to carry out his favorite scheme of colonization. But at this crisis, we feel disposed to refuse the offers of the President, since the call of our suffering country is too loud and imperative to be unheeded.

Document Summary:

A group of African Americans met during the Civil War to consider President Abraham Lincoln's proposal for Black resettlement in a foreign land, particularly the Caribbean or Latin America. These "colored citizens" from New York dismissed the idea of colonization out of hand. The burden of fighting all-out war, this group observed, was so great that even a million White soldiers might not carry the day. Under such trying circumstances, the very idea of removing Black citizens through colonization was unthinkable. This letter did not persuade the president. Although Lincoln did not think colonizing millions of African Americans was possible, he remained convinced that the profound differences between the White and Black races made such resettlement desirable.

Document Information:

- There are one million free Black American citizens.
- There was a mass meeting of African Americans to rebut President Lincoln's call for colonization of Blacks in Central America.

Document Inferences:

- African Americans wished to serve in the military.
- The Union was going to have to pursue some other solution to race besides colonization.
- Lincoln rejected a truly multicultural society.
- Free Blacks were loyal, contributing citizens; colonization wasted contributions from Black citizens.

Potential Outside Information Triggered by Document:

American Colonization Society
Greeley, Horace
Liberia
Lincoln's plan for compensated emancipation in border states
"The Prayer of the Twenty Millions"

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Question 1 Document Information and Inferences (continued)

DOCUMENT C

Source: Abraham Lincoln, a published letter, August 26, 1863.

There are those who are dissatisfied with me . . . to be plain, you are dissatisfied with me about the negro. Quite likely there is a difference of opinion between you and myself upon that subject. I certainly wish that all men could be free, while I suppose you do not. . . . You say you will not fight to free negroes. Some of them seem willing to fight for you; but, no matter . . . negroes, like other people, act upon motives. Why should they do anything for us, if we will do nothing for them? If they stake their lives for us, they must be prompted by the strongest motive—even the promise of freedom. And the promise being made, must be kept.

Document Summary:

Here, President Abraham Lincoln responded to a White letter-writer, apparently from the North, who opposed equality for African Americans. While Lincoln realized his racial views were not universally popular, he wondered why the letter-writer would not support freedom for African Americans when they had expressed a willingness to fight for Whites in the Civil War. In any case, Lincoln observed that freedom had been promised to African Americans and that he intended to honor that commitment. Less than a month after this letter appeared, Lincoln issued a carefully worded proclamation declaring the freedom of enslaved Africans in Confederate territory.

Document Information:

- Lincoln has decided what to do about slavery.
- Lincoln intends to free the slaves.
- Lincoln's views on slavery are controversial.
- Lincoln intends to remain steadfast in his plans for emancipation.

Document Inferences:

- Lincoln's views on slavery were evolving.
- Black soldiers were fighting for the Union and their own freedom, e.g., Fort Wagner.
- Confederates did not follow the rules of war in treating Black soldiers.
- The Civil War will recast the American South.
- Lincoln recognized qualities in African Americans that he had not previously recognized.

Potential Outside Information Triggered by Document:

Antietam	Lincoln's Preliminary Emancipation
The Crater	Proclamation
Crittenden Resolution	Militia Act of 1862
Fifty-Fourth Massachusetts Regiment	New Market Heights (Chaffin's Farm)
<i>Glory</i>	

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Question 1 Document Information and Inferences (continued)

DOCUMENT D

Source: Republican Party platform, 1864.

. . . 3. Resolved, That as slavery was the cause, and now constitutes the strength of this Rebellion . . . justice and the National safety demand its utter and complete extirpation from the soil of the Republic; and that, while we uphold and maintain the acts and proclamations by which the Government, in its own defense, has aimed a deathblow at this gigantic evil, we are in favor, furthermore, of such an amendment to the Constitution . . . [that] shall terminate and forever prohibit the existence of Slavery

7. Resolved, That the Government owes to all men employed in its armies, without regard to the distinction of color, the full protection of the laws of war . . .

Document Summary:

In its reelection platform, the Republican Party—the party of freedom—blamed slavery for causing the Civil War and sustaining the Confederate war effort. With the stakes so high, Republicans urged passage of a constitutional amendment to abolish slavery permanently. The Republican Party had come some distance in its thinking about slavery since its previous platform had been promulgated. In 1860 the Republicans believed that slavery would gradually die out if it was kept from spreading like cancer to the territories; in 1864 the Republicans could no longer tolerate human bondage and sought to end it everywhere with a single stroke of the constitutional pen. Another objective of the 1864 Republican platform was to afford all races who fought for the Union every available protection, an apparent reference to African American troops who were sometimes mutilated or massacred in combat.

Document Information:

- Republican Party identifies slavery as the cause of the Civil War.
- Republican Party calls for the elimination of slavery.

Document Inferences:

- Fundamental shift in Republican Party’s position on slavery, i.e., no slave extension.
- African American troops were being mistreated, if not massacred.
- Democrats were responsible for the Civil War.
- Serious challenge by the Peace Democrats, i.e., George McClellan.

Potential Outside Information Triggered by Document:

African Americans serve in the military
Copperheads
Douglass, Frederick
Forrest, Nathan Bedford
Fort Pillow Massacre
General Order 233

Johnson, Andrew
Quantrill, William
Thirteenth Amendment
Union Party
Wade–Davis Bill

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Question 1 Document Information and Inferences (continued)

DOCUMENT E

Source: Charlotte Forten, African American teacher in the South Carolina Sea Islands, March 1864.

I never before saw children so eager to learn, although I had had several years' experience in New England schools. Coming to school is a constant delight and recreation to them. They come here as other children go to play. The older ones, during the summer, work in the fields from early morning until eleven or twelve o'clock, and then come to school, after their hard toil in the hot sun, as bright and as anxious to learn as ever.

. . . Many of the grown people are desirous of learning to read. It is wonderful how a people who have been so long crushed to the earth . . . can have so great a desire for knowledge, and such a capacity for attaining it.

Document Summary:

Charlotte Forten, who came from a prominent abolitionist family in Philadelphia, Pennsylvania, was the first northern Black teacher to instruct former slaves in the South in 1862. In what was later called the Port Royal Experiment on St. Helena Island, South Carolina, the cultured, idealistic, and driven 24-year-old Forten was amazed by the hunger for learning that African American children and adults exhibited. Their thirst for an education was not slowed by youthful distractions, grueling field work under a hot sun, or a lifetime of oppression. Forten stayed on the island for 18 months, hoping she would form a bond with her students, but her precarious health broke first. In truth, Forten's upbringing, education, and temperament gave her more in common with White teachers who worked alongside her than with her unsophisticated and unlettered students, whose first language was Gullah. Forten later wrote about her memorable experience in a series of essays entitled "Life on the Sea Islands" that appeared in the *Atlantic Monthly*.

Document Information:

- New England women, including African Americans, went to the South to teach formerly enslaved African children how to read.
- African Americans of all ages were eager to learn.

Document Inferences:

- African American northerners contributed to the African American community generally.
- The initial optimism of the Port Royal Experiment would turn sour, eliciting fierce White opposition.
- African Americans tried to dismiss the myths of slavery.

Potential Outside Information Triggered by Document:

abolitionists

American Missionary Association

Armstrong, Samuel Chapman

Edisto Island, South Carolina

Fisk University

"40 acres and a mule"

Freedmen's Bureau

Freedmen's Savings Bank

Hampton Institute

Port Royal Experiment

Sherman's Special Field Orders No. 15

Sherman, Thomas

St. Helena Island, South Carolina

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Question 1 Document Information and Inferences (continued)

DOCUMENT F

Source: *The New York Times*, March 7, 1864.

There has been no more striking manifestation of the marvelous times that are upon us than the scene in our streets at the departure of the first of our colored regiments.

. . .

Eight months ago the African race in this City were literally hunted down like wild beasts. They fled for their lives. When caught, they were shot down in cold blood, or stoned to death, or hung to the trees or the lamp-posts. Their houses were pillaged; the asylum which Christian charity had provided for their orphaned children was burned . . .

How astonishingly has all this been changed! The same [African American] men . . . now march in solid platoons, with shouldered muskets, slung knapsacks, and buckled cartridge-boxes down through our gayest avenues and our busiest thoroughfares to the pealing strains of martial music, and are everywhere saluted with waving handkerchiefs, with descending flowers, and with the acclamations and plaudits of countless beholders.

It is only by such occasions that we can at all realize the prodigious revolution which the public mind everywhere is experiencing. Such developments are infallible tokens of a new epoch.

Document Summary:

This article/editorial marvels at the rapid acceptance that African Americans received in New York City during the Civil War. In July 1863, after a military draft was announced to support the Union effort to crush the Confederate rebellion, White urban residents, particularly Irish Americans, went on a racist rampage to kill any Black person they encountered. To many Whites, not only were Blacks the main reason the war was being fought, but they were stealing blue-collar jobs away from White workers. Eight months later, however, Black troops, looking smart in their new uniforms and with their erect military posture, were greeted by admiring crowds of White well-wishers. Such a dramatic change in attitude in such a short time, the newspaper wrote, offered indisputable proof of a social revolution.

Document Information:

- White society's views about Blacks had changed.
- Racial violence over the war.
- African American troops.

Document Inferences:

- The Civil War was now for social change.
- African Americans were greatly appreciated.
- African American military service promoted this change.
- Blacks were willing to fight in the war despite mistreatment/riots.
- The Union would win, and winning meant defining the society.

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Question 1 Document Information and Inferences (continued)

DOCUMENT F (continued)

Potential Outside Information Triggered by Document:

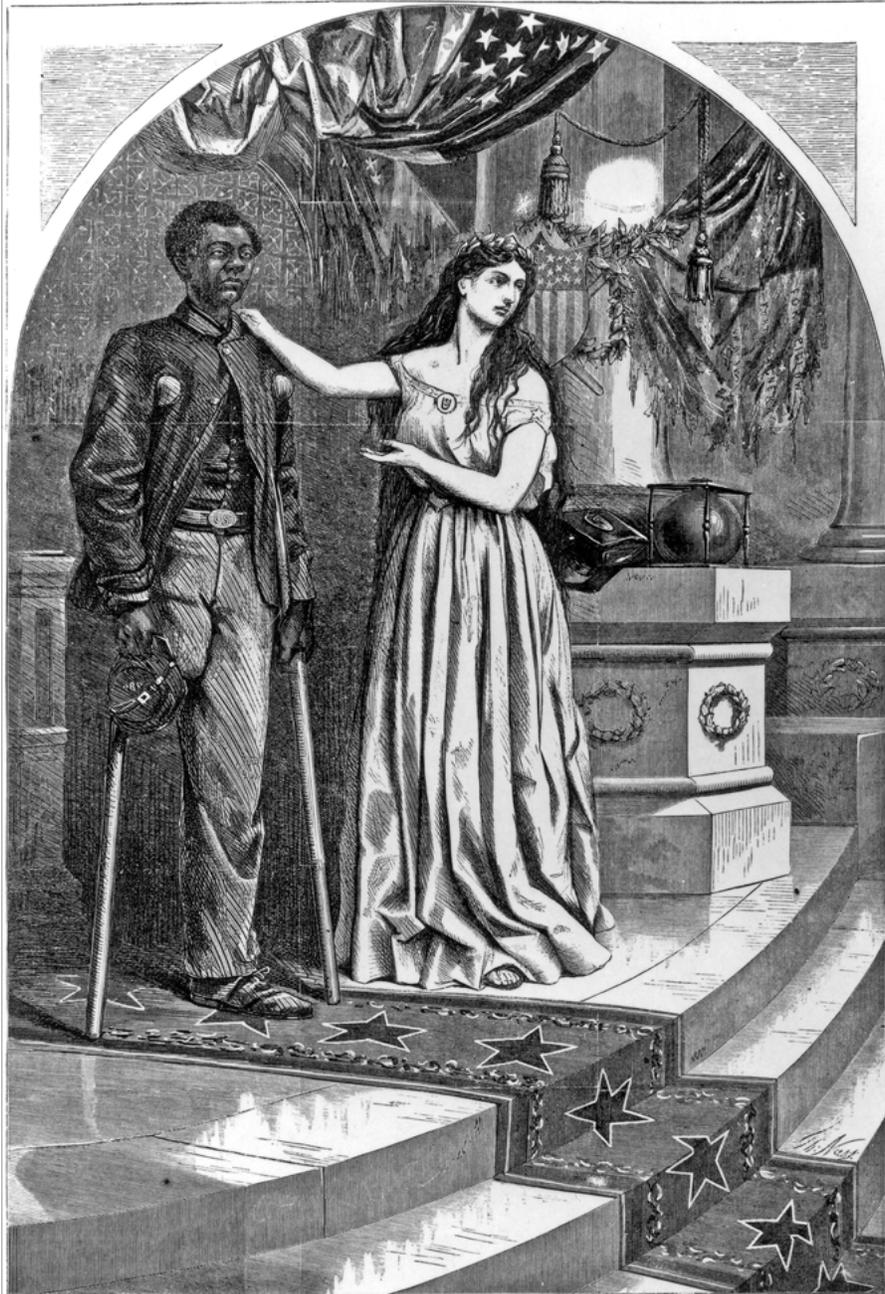
Banks, Nathaniel	Higginson, Thomas Wentworth
Bowser, Mary Elizabeth	Island Mound
Carney, William	Louisiana Native Guard
Dalton Conference	Milliken's Bend
Delany, Martin	New York City draft riots
Fifteenth Amendment	Poison Spring
Fifty-fourth Massachusetts Regiment	Port Hudson
First and Second South Carolina Volunteers	Shaw, Robert Gould
First Kansas Colored Volunteers	Smalls, Robert
Fort Wagner	Tubman, Harriet
Fourteenth Amendment	U.S. Colored Troops
Gettysburg Address	Walker, William
<i>Glory</i>	

**AP® UNITED STATES HISTORY
2009 SCORING GUIDELINES (Form B)**

Question 1 Document Information and Inferences (continued)

DOCUMENT G

Source: Thomas Nast, *Harper's Weekly*, August 5, 1865.



“And Not This Man?”

Library of Congress

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2009 SCORING GUIDELINES (Form B)

Question 1 Document Information and Inferences (continued)

DOCUMENT G (continued)

Document Summary:

A Thomas Nast cartoon that depicts Lady Liberty in a chamber bedecked with United States flags, pointing to an African American soldier who has lost a leg and is on crutches. Lady Liberty wonders why this impassive, disabled veteran in uniform—“This Man”—is not considered fit for American democracy. The cartoon reflects the empathetic view that the North had toward African Americans for a short time after the Civil War.

Document Information:

- Lady Liberty asks for equality for Black veterans.
- Black soldiers sacrificed greatly for the war effort.

Document Inferences:

- Concerns Black suffrage.
- Black people, especially black troops, were not well treated after the war.
- The South had not changed as much as the North had thought it had.

Potential Outside Information Triggered by Document:

Civil Rights Act of 1866
Fifteenth Amendment
Fourteenth Amendment

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2009 SCORING GUIDELINES (Form B)

Question 1 Document Information and Inferences (continued)

DOCUMENT H

Source: Proceedings of the Convention of the Colored People of Virginia, August 1865.

We claim, then, as citizens of this State, the laws of the Commonwealth shall give to all men equal protection; that each and every man may appeal to the law for his equal rights without regard to the color of his skin; and we believe this can only be done by extending to us the elective franchise, which we believe to be our inalienable right as freemen, and which the Declaration of Independence guarantees to all free citizens of this Government and which is the privilege of the nation. We claim the right of suffrage . . .

Document Summary:

Meeting a few months after the Civil War ended, African Americans in Virginia made an impassioned plea for suffrage. This inalienable right, the convention maintained, is guaranteed to all free men, including Black men, through the Declaration of Independence. This limited excerpt does not include some important elements of the document, including that the delegates were former slaves whose great fear was that former Confederates were recovering their citizenship rights before African Americans ever got theirs. Maintaining that ex-Confederates possessed a loyalty that was no more than “lip deep,” the Black delegates warned of their vulnerability in being “sheep in the midst of wolves.” Only the armed might of the United States government, the former slaves insisted, prevented Blacks from being driven from the land they had lived and worked on all their lives. Ultimately, Black pressure from such groups as this one in Alexandria, helped win ratification of the Fourteenth and Fifteenth amendments to the United States Constitution, guaranteeing equal protection before the law and Black male suffrage.

Document Information:

- Black southerners met to demand equality.
- Black people call themselves “citizens.”
- Black people view the franchise as a means to achieve equal rights.
- Black people apply the Declaration of Independence.

Document Inferences:

- Black people did not have equal rights.
- Black people were part of the Reconstruction process.

Potential Outside Information Triggered by Document:

Civil Rights Act of 1866
Fifteenth Amendment
Fourteenth Amendment
Gettysburg Address

Knights of the White Camellia
Ku Klux Klan
Radical Republicans
race riots in Memphis and
New Orleans

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Question 1 Document Information and Inferences (continued)

DOCUMENT I

Source: Affidavit of Rebecca Parsons, former slave, 1867 (given to a Freedmen's Bureau agent).

Before me came Rebecca Parsons—a freedwoman . . . she was . . . a Slave of T. A. Parsons . . . she has four children now in possession of said Parsons. That when she was freed she informed said Parsons that she was going to her kindred. . . . He told her that she might go but her children belonged to Him & she could not have them . . . she found a home . . . & in February last she went to Parsons & demanded her children—Parsons told her “they were bound to him and that she should not have them unless she paid Him four thousand dollars.” . . . she was thus compelled to return without them—And she left them crying to go with Her.

Document Summary:

Rebecca Parsons, who had been enslaved by T. A. Parsons, declared her intention to leave his plantation and live with her extended family. The planter consented—he had no other choice, given the Thirteenth Amendment—but demanded that Rebecca pay him \$4,000 to recover her children. She did not have such a large sum and so departed alone, with her children wailing as she left. This document illustrates the great difficulty that African Americans had in becoming free and in building a normal life, particularly with family members scattered throughout the South.

Document Information:

- Slavery is abolished.
- Freedmen's Bureau helps former slaves.
- Problems from the Civil War still exist for Blacks.
- Blacks are trying to reunite their families long after the war.

Document Inferences:

- White attitudes persisted that Blacks were enslaved or property.
- Things had not changed as much as former slaves wanted.
- Reconstruction had begun to reshape southern society.

Potential Outside Information Triggered by Document:

Black Codes

Blacks create their own society, e.g., churches,
missionary societies

Civil Rights (Enforcement) Act of 1870

Fourteenth Amendment

Howard, Oliver O.

Juneteenth

Military Reconstruction Act

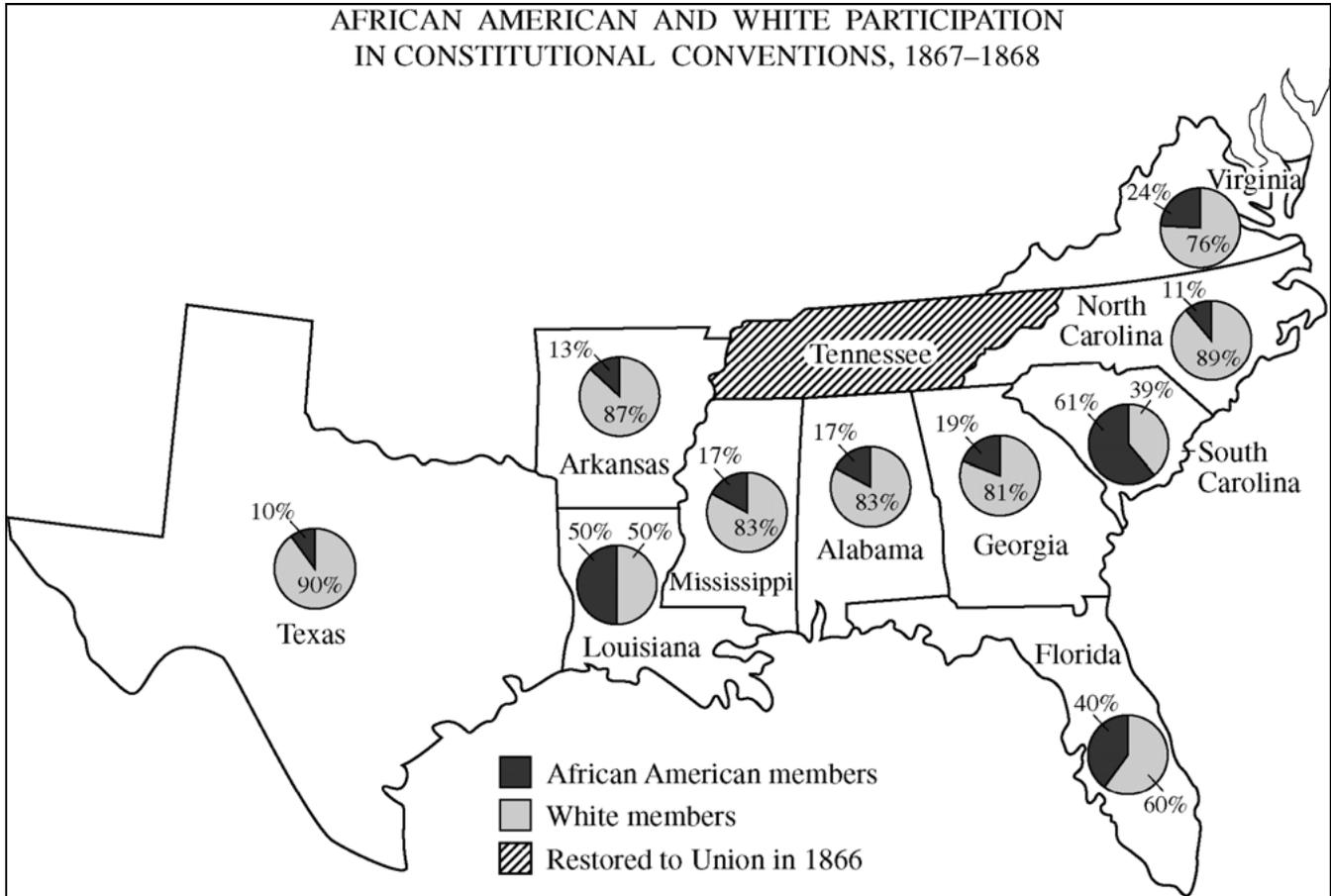
Reconstruction

Thirteenth Amendment

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2009 SCORING GUIDELINES (Form B)

Question 1 Document Information and Inferences (continued)

DOCUMENT J



Document Summary:

This political map reflects the racial makeup of the constitutional conventions of the 10 former Confederate states still awaiting full reconstruction into the Union. Far from showing what many White southerners then believed, Whites controlled the delegate slate of every constitutional convention except for South Carolina. This racial imbalance prevailed even though Black men constituted the majority of the voting public in five southern states—Alabama, Florida, Louisiana, Mississippi, and South Carolina.

Document Information:

- The state of Tennessee was restored to the Union in 1866.
- Every other former Confederate state held a constitutional convention in 1867 and 1868.
- Blacks attended every postwar constitutional convention in the South.
- White delegates outnumbered Black delegates in these postwar constitutional conventions in every southern state except South Carolina and Louisiana.

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Question 1 Document Information and Inferences (continued)

DOCUMENT J (continued)

Document Inferences:

- New southern state constitutions instituted progressive reforms, e.g., free public education and abolition of the death penalty for many offenses.
- Ex-Confederate officials won many offices.
- White southerners were preparing to redeem the South.

Potential Outside Information Triggered by Document:

Black Codes	Pinchback, P. B. S.
Bruce, Blanche K.	public schools
Carpetbaggers	Radical Reconstruction
Enticement Acts	Rainey, Joseph
Fifteenth Amendment	Reconstruction Acts, esp. Military Act
Grant, Ulysses S.	Revels, Hiram
hiring out	Scalawags
Johnson, Andrew, impeachment	Stephens, Alexander
Johnson, Andrew, "Swing Around the Circle"	vagrancy
labor contracts	Wade–Davis Bill
Langston, John Mercer	"waving the bloody shirt"

Circle the Section II question number you are answering on this page.

Mandatory <u>1</u>	Part B — Circle one 2 or 3	Part C — Circle one 4 or 5
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1A
(1 of 3)

When the civil war began in 1961, it began for many political reasons, all of which were affected by the question of slavery, but not ^{entirely} ~~wholly~~ concentrated on. Although we have been taught that Lincoln and the North fought for freedom from the start, this was not so. Most fought to preserve the union, while the south fought to preserve what they believed to be inalienable state rights. However, the eager and willing compliance of African Americans ^{throughout} ~~at~~ the civil war led to a significant alteration in the goals of the war, and therefor a later contribution to the new culture and politics that followed.

Major Butler presents the question that many must have asked at the time ^{regarding fugitive slaves;} "are they free?", and if so, "what do I do with them?" (source A). At the onset of the war, when slavery was not the central issue, but merely the flame which kindled the fighting, the question of what to do with fugitive slaves was a large one. Many adopted these slaves to work in the war as servants, cooks, and soldiers. As the union began to realize the usefulness of these slaves, the course of the war began to shift. Upon realizing the heart and dedication of such African Americans who refused to leave this land "in favor of heeding "the call of our suffering country", the North decided to make the abolition of slavery a primary goal of the war (Doc. B). By thrusting themselves into the war effort, these African Americans changed a war based on political disagreements and state power into a war to "terminate and forever prohibit" slavery (Doc. D).

Circle the Section II question number you are answering on this page.

Mandatory 1	Part B — Circle one 2 or 3	Part C — Circle one 4 or 5
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1A
(2 of 3)

This change was primarily apparent when Lincoln announced the Emancipation Proclamation. While this statement only freed slaves in areas of rebellion, it demonstrated a shifted purpose, and a moral side of the war that had not been readily apparent before. Where Lincoln had previously taken the stance of neutrality, ("if I could end this war by freeing the slaves, I would ~~do so~~ ^{the eagerness} of blacks to "stake their lives for us" persuaded him to make the promise of freedom (Doc. C). Therefore, the willing participation of blacks in the Civil War with the hopes of achieving freedom caused an entirely new course to form for the Union.

As a consequence, the outcome of the Civil War differed from what had previously been anticipated. Where originally, the reforming of the USA ^{and evaluation on the question} ~~was a primary concern~~ ^{of slavery in the new territories (popular sovereignty or not?)} was a primary concern, now the government was faced with the issue of appealing an angry South. According to the Republican Party Platform of 1864, the creation of the 13th amendment was inevitable and necessary. If the African Americans had not pushed so hard, this would not have been so. The addition of the 14th and 15th amendments ^{and citizenship} granting the right of suffrage ^{demand} demanded by the convention of colored people only further aggravated the war to the South (Doc. H). As a result, the government was forced to focus the majority of Johnson's presidency on Reconstruction. Blacks

Circle the Section II question number you are answering on this page.

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1A
(3 of 3)

were avid supporters of reconstruction, as shown by their extremely instrumental involvement in ^{constitutional} conventions (Doc J).

Although grandfather clauses and poll taxes eventually curtailed this involvement, blacks were able to gain full citizenship and suffrage; feats that would have been impossible had they not so dramatically altered the course and outcome of the war.

African American also shaped major social changes in the years that followed the civil war. Not dissuaded by southern harassment, many joined colored regiments or obtained other jobs (Doc F). Where they had previously been kept illiterate, African Americans now attended schools, showing a startling eagerness to obtain knowledge. (Doc E). Racial tensions lessened in the North, where a greater realization that color doesn't matter arose, as demonstrated in Nat's political cartoon of Lady Liberty and a black soldier. ~~These~~ ^{This} participation in the military and education helped to shape a more tolerant and integrated society in postbellum America.

African Americans' involvement during the civil war helped to shift to a ^{greater focus} on freedom which led to more political and social changes as the war drew to a close. Without this involvement, America would not be as it is today; an embodiment of the inalienable rights granted to us by the U.S. constitution.

Circle the Section II question number you are answering on this page.

Mandatory 1	Part B — Circle one 2 or 3	Part C — Circle one 4 or 5
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1 B
(1 of 3)

African-Americans and the Civil War

During the Antebellum era, the United States experienced a gradually intensifying sectional conflict that threatened the unity of the nation. The Civil War was a result of the North-South conflict over a number of policies and issues, but most importantly, the status of African-Americans. Compromises between the two sides had become futile, and a full-fledged civil war erupted in 1861. The debate over slavery shaped the course of the Civil War by acting as a catalyst for the fighting, and the status of African-Americans profoundly affected the issues of Reconstruction in the South after the war.

As the Civil War progressed, the Union's policies regarding the fate of black slaves began to experience a 180-degree turn. In the 1860 Republican presidential campaign, none of the parties took a strong stand for the abolition of slavery, and Lincoln only advocated free soil in new territories. However, with the Union victory at the Battle of Antietam a few years into the war, his stance toward slavery changed drastically in issuing the Emancipation Proclamation. In one of his letters written in 1863, he also stated, "the promise of freedom must be kept." This statement shows a change in Lincoln's policies and goals, driven by the desire to enlist black aid in fighting to preserve the Union. As a result of this, freed blacks were encouraged to enlist in the Union army, "now marching in solid platoons" and "saluted with waving handkerchiefs", a departure from their previous treatment as slaves and "wild beasts" (doc. F). This represents a great improvement in the identity of blacks during the course of the Civil War, after being emancipated, and their addition into the fight against the Confederacy were

Circle the Section II question number you are answering on this page.

Mandatory 1	Part B — Circle one 2 or 3	Part C — Circle one 4 or 5
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1B
(2 of 3)

of a great asset to the Union. At the same time, they were able to enjoy unprecedented civil rights as outlined in the Republican Party platform of 1862. They were granted "the full protection of the laws of war," ^(Doc. D) a first step towards black integration into the army that would be achieved in the Korean War. ~~African Americans~~ The dispute over slavery and African-American participation in the war effort greatly ~~affected~~ shaped the course of the Civil War, contributing to a Union victory.

Upon the Confederacy's defeat in the Civil War, the fate of African-Americans raised problems and changed the goals of Reconstruction in the South. Although ~~the~~ black slaves were freed in the 13th Amendment, ^{it did not answer} General Benjamin Butler's ~~unresolved~~ ^{unresolved} question regarding "the effect of rebellion and a state of war on their status." (Doc. A). Freed slaves were still subject to discrimination, ~~discrimination~~ and ~~their~~ ^{their} owner's refusal to free them, as seen in Rebecca Parson's attempt to demand the freedom of her enslaved children (Doc. I). ~~The~~ The 15th Amendment also proved to be ineffective in ending racial discrimination in the South. Blacks advocated "equal rights without regard to the color of skin" but they were still restricted from voting in most of the Southern states, especially North Carolina and Texas (Doc. J). Reconstruction raised a number of controversies regarding the rights of former slaves, ^{also} marking this time period an era of stalemate between the President and Congress. Andrew Johnson's ^{impeachment} ~~impeachment~~ resulting from his dispute with ~~some~~ radical Republicans over Reconstruction reflected the tensions ~~in~~ within the national government after the Civil War. Although the Civil War appeared to be a turning point for the status of black people, it was in reality ~~entirely~~ ^{largely} ineffective in ~~enforcing laws protecting black~~ ^{with a} ~~rights~~ relieving the plight of African-Americans.

Circle the Section II question number you are answering on this page.

Mandatory 1	Part B — Circle one 2 or 3	Part C — Circle one 4 or 5
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1B
(3 of 3)

until ^{later on in} the 20th century. Reconstruction only provided fleeting benefits for African-Americans, ~~and~~ ^{and} ~~set~~ ^{set} the foundation for ~~a~~ ^a civil rights movement that would fight for ^{the} full equality of blacks and whites.

These documents are effective in reflecting the whites' sentiments and opinions towards slaves and emancipated blacks, as seen in Lincoln's letter, the 1864 Republican party platform, and the article from the New York Times. The changing roles of blacks are ~~reflected~~ presented in the New York Times article and ^{the} Convention of blacks in Virginia, ~~although~~ However, these documents fail to provide bias regarding anti black sentiment.

The ^{events within and following} Civil War were influenced greatly by the debate between ^{the} treatment of ~~blacks~~ African-Americans. Freed slaves played an important role in the Union's victory, but failed to ~~gain~~ ^{protection of their} gain immediate rights in the South during Reconstruction. From 1870 onwards, blacks would suffer from ~~the~~ ^{the bonds} greater racial discrimination although they were already freed from the bondage of slavery.

Circle the Section II question number you are answering on this page.

Mandatory ①	Part B — Circle one 2 or 3	Part C — Circle one 4 or 5
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1C
(1 of 4)

The onset of the Civil War raised many questions for the northerners whom were seeking to preserve the Union. Many of these questions related to the burdening issue of slavery. While the preservation of the nation was the main objective of the war, an equally important aspect was to end slavery and liberate African Americans. Was the fight for freedom worth the bloodshed and loss? This is the question many Northerners found themselves asking. At the end of the Civil War many realized that the price paid was indeed worth it. Yet sadly many of these expected liberties that African-American expected to gain were not yet given them.

In regards to the African American, a large question mark was looming over the North. Who were these slaves that we were beginning a Civil War in order to liberate? Even noted authorities such as secretary of war Benjamin F. Butler questioned whether they were human or simply property.
(D-A) This reveals that considerably little

Circle the Section II question number you are answering on this page.

Mandatory 1	Part B — Circle one 2 or 3	Part C — Circle one 4 or 5
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1C

(2 of 4)

was known about the state and condition of African Americans at the time. Yet many blacks in the north were making their voices heard. Prominent abolitionist Frederick Douglass and former slaves helped spark the emotions and call for morale in order to fight the civil war. His autobiography depicted the atrocities of slavery. Other literature of the time including Harriet Beecher Stowe's "~~that~~ Uncle Tom's Cabin" helped the nation see how dispiritingly wrong the issue of slavery is. Many blacks voiced their opinion to Abraham Lincoln on how they didn't wish to move once liberated. An African colony was initially set up in order to send blacks back to Africa. (D-B). The voice of African American was an important and useful element -- if only it were listened to more often. Yet many African Americans were able to stay in their homeland desired land in this case.

Due to many men not wanting to fight for the freedom of African Americans. Abraham Lincoln published

Circle the Section II question number you are answering on this page.

1 C

Mandatory 1	Part B — Circle one 2 or 3	Part C — Circle one 4 or 5
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(3 of 4)

a letter addressing this issue (D-C). In this letter he ~~is~~ questioned how the men should expect the African American to do anything for them if they were not willing to fight for their freedom. A promise made by the union that had to be kept. ~~drafts were needed that many men did not wish to fight for black~~ ~~liberty~~. Although Lincoln was uncertain himself of the place blacks would assume in society, it was his job to recognize slaves as people and give them freedom. African Americans were also a significant effort to the war. The Republican platform of 1864 recognized this. This showed that for the first time the Government established the fact that they owed the black soldiers "full protection of the laws of war (D:P). This demonstrated that (the black soldiers had earned their liberty (P:G).

The New York Times after the civil war noted how a distinct change had occurred in the city (P:F) Now that slaves had been liberated they were ~~enjoying~~ enjoying the freedom to learn.

Circle the Section II question number you are answering on this page.

Mandatory 1	Part B — Circle one 2 or 3	Part C — Circle one 4 or 5
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1 C
(4 of 4)

a teacher in South Carolina was ecstatic and grateful for the well-known eagerness to learn that she saw in her black students (D: E)

Sadly many former slave owners choose to disregard the Emancipation Proclamation after the war had ended. One slave woman was denied the right to have custody over her children. Her former slave owner claimed that the children were his property. (P: I) Luckily organizations like the Freedmen's Bureau were hunting out and reporting such injustices.

While the nation found that the price paid for the liberty of African Americans was well paid, the blood shed appeared to be shed in vain.

50% of

AP[®] UNITED STATES HISTORY
2009 SCORING COMMENTARY (Form B)

Question 1

Sample: 1A

Score: 8

This well-crafted essay voices a clear thesis in the opening paragraph that actions taken by African Americans altered the course of the Civil War and helped form the culture and politics of the postwar period. The essay skillfully utilizes information from eight documents to support the contention that Blacks were active agents in their emancipation and attempted integration into mainstream American life. This effort is buttressed by a sizable portion of relevant outside information (states' rights, popular sovereignty, Andrew Johnson, Thirteenth to Fifteenth amendments, poll taxes, grandfather clauses) and a generous serving of analysis regarding the ways African Americans affected the period. The essay's misunderstanding of the Nast cartoon (Document G) and the realities of post-Civil War race relations prevented it from receiving the highest score.

Sample: 1B

Score: 5

This essay has a two-part thesis, arguing that “[t]he debate over slavery shaped the course of the Civil War” and that “the status of African-Americans profoundly affected the goals of Reconstruction.” The thesis and analysis are only partially developed because they focus on African Americans as objects of debate rather than as actors. The essay contains substantial outside information, but again it tends to focus on the political history of the Civil War, for example, citing the Union victory at Antietam as allowing the Emancipation Proclamation. It discusses a majority of the documents adequately, for example, using Document I to highlight continued discrimination following the war. The essay slightly misreads other documents, such as equating the Republican Party platform (Document D) with actual policies. The writing and organization are acceptable.

Sample: 1C

Score: 3

This essay has an undeveloped thesis that is mainly descriptive. It uses most documents but in an almost laundry list approach, and there is an error in the use of Document A. It contains a fair amount of outside information, but some pieces are outside the time frame, for example, *Uncle Tom's Cabin*. Although fairly well organized and written, the analysis is simplistic at best and kept this essay from the top of the 2–4 score category.