



AP[®] United States History 2002 Scoring Guidelines

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Question 1

The 8-9 Essay:

- contains a well-developed thesis that discusses reform movements between 1825-1850 and that evaluates whether the reforms expanded democratic ideals
- presents an effective analysis of several reform movements and how they relate to democratic ideals
- effectively uses a substantial number of documents
- supports thesis with substantial and relevant outside information
- is clearly organized and well written
- may contain minor errors

The 5-7 Essay:

- contains a thesis that identifies reform movements from 1825-1850 with connection to democratic ideals
- discusses reform movements with limited analysis, and some connection to democratic ideals
- effectively uses some documents
- supports thesis with some outside information
- shows acceptable organization and writing; language errors do not interfere with the comprehension of the essay
- may contain errors that do not seriously detract from the quality of the essay

The 2-4 Essay:

- contains a limited and/or undeveloped thesis
- deals with the question in a general manner; simplistic treatment of reform movements
- merely quotes or briefly cites documents
- contains little or no outside information or information that is inaccurate or irrelevant
- may be poorly organized and/or written
- may contain major errors

The 0-1 Essay:

- contains no thesis or a thesis that does not address the question
- exhibits inadequate or incorrect understanding of the question
- contains little or no understanding of the documents or ignores them completely
- is so poorly written that it inhibits understanding
- contains numerous errors

The — Essay:

- is blank or completely off task

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Question 1 (cont'd.)

DBQ Rationale:

Document A: Annual Report of Society for Reformation of Juvenile Delinquents in NYC, 1829

Document Information:

- Annual report of society for reforming juvenile delinquents
- first to adopt the penitentiary system for juveniles
- crime prevention among youth
- advocated moral instruction, education and industrial training
- importance of separating young from adult criminals
- establishment of the House of Refuge

Document inferences:

- differentiation between punishment (prison) and prevention
- juvenile delinquent reform reflected moral and religious objectives
- suggests the importance of environmental factors on criminal behavior
- education as a tool for reform

Document B: Charles Finney, 1834

Document information:

- role of church ...to be reformed and to engender reform
- stages in religious conversion
- need to reach prostitutes, drunks and infidels
- need for religious conversion

Document inferences:

- impact of the Second Great Awakening
- suggests ability to change human behavior and society through religion
- emphasis on free will, salvation, equality
- emphasis on emotion and feelings
- assumptions about “sinners”...prostitutes, drunks and infidels
- personalizing Christianity

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Question 1 (cont'd.)

Document C: Engraving by Patrick Reason, 1835

Document Information:

- engraving of an African-American woman
- an emotional appeal to recognize women as victims of slavery

Document inferences:

- slaves also have rights
- suggestion of family ties...a woman, mother, sister
- suggests the brutality of slavery
- suggests ties between women's rights issues and slavery and abolition
- engraver is promoting the cause of abolition
- chains indicate slavery

Document D: Samuel Morse, *Imminent Dangers.....*, 1835

Document Information:

- changing nature of immigration is a threat to democracy
- immigrants arriving in 1830's are different from earlier ones
- immigrants are controlled by priests
- there is a conspiracy
- advocates denying suffrage to immigrants even after naturalization

Document inferences:

- fear that Catholic immigrants are controlled by priests
- nativism
- need to limit political rights of immigrants because of their growing numbers and their potential political power

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Question 1 (cont'd.)

Document E: McGuffey, *Reader*, 1836

Document information:

- emphasizes hard work, parental respect, no idle time, family responsibility
- poor children should not envy wealthy counterparts
- wealth and poverty are determined by God
- virtues for children

Document inferences:

- public education as a reform movement
- use of the *Reader* to convey morals and values
- education as a vehicle for improvement and acceptance of social order
- encourages people to accept growing inequalities brought about by industrialism and the market revolution
- suggests contentment, and orderliness are important elements for a democratic republic
- reader used in public schools

Document F: Brook Farm, 1841

Document Information:

- seeks to establish a just society in harmony with God's laws
- seeks a voluntary association based on cooperation
- seeks to provide moral, physical and intellectual education
- seeks to discourage selfish competition and excessive wealth
- seeks to create efficiency and productivity
- places an emphasis on mutual support and spiritual progress

Document inferences:

- utopian reform
- emphasis on communalism
- harmony and cooperation
- competition replaced by a cooperative spirit
- reaction against economic changes of the market revolution

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Question 1 (cont'd.)

Document G: Orestes Brownson, 1844

Document information:

- critical view of some reformers
- criticizes efforts to change society
- reformers ignore accomplishments of the past

Document inferences:

- argues that existing social order is acceptable
- contrasts with Brook Farm (Document F)
- particularly critical of utopian communities
- sees some reform as a threat to existing democratic order

Document H: Drunkard's Progress, 1846

Document information:

- drunkard's progress harms family with women and children as victims
- depicts problems of drinking as increasing in severity
- the cartoon depicts economic and physical costs of drinking

Document inferences:

- example of temperance literature
- suggests that drinking is exclusively a male problem
- suggests that drinking is a threat to social order

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Question 1 (cont'd.)

Document I: Seneca Falls, 1848

Document information:

- speech summarizing the main points of the Seneca Falls convention
- women should have the right to be represented in the making of laws
- reveals inferior legal status of women
- advocates women's suffrage

Document inferences:

- attempts to ground women's rights in democratic principles (Declaration of Independence)
- beginning of women's rights movement
- role of Elizabeth Cady Stanton in furthering women's rights
- suggests legal reform is needed to improve women's lives
- challenge to the existing social order

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Question 1 (cont'd.)

Commonly Seen Outside Information

WOMEN
Cult of domesticity
Susan B. Anthony
Lucretia Mott
Margaret Fuller, <i>The Dial</i>
Declaration of Sentiments
TEMPERANCE
Temperance Societies
Temperance Legislation
<i>T.S. Arthur</i> , Ten Nights In A Bar Room And What I Saw There
Neal Dow
Maine laws
ABOLITION
William L. Garrison, <i>The Liberator</i>
American Anti-Slavery Society
Lyman Beecher
Lewis and Arthur Tappan
Theodore Dwight Weld
Wendell Phillips
David Walker, <i>Appeal to the Colored Citizens of the World</i> , 1829
Sojourner Truth
Frederick Douglass
Sarah and Angelina Grimke
American Colonization Society
Harriet Beecher Stowe, <i>Uncle Tom's Cabin</i>
RELIGION
Deism
Unitarianism
Baptist
Second Great Awakening
Evangelicalism
Mormons, Brigham Young and Joseph Smith
camp meetings
William Miller, Millerites, Adventists
Methodists, Peter Cartwright, Francis Asbury
Burned over district

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Question 1 (cont'd.)

UTOPIANISM
enlightened rationalism
Romanticism
Transcendentalism
Ralph Waldo Emerson
Henry David Thoreau
Robert Owen
Oneida Experiment
New Harmony
Shaker
IMMIGRATION
Nativism
Irish and German Immigration
Anti-Catholicism
Know-Nothing Party or American Party
EDUCATION
Public school movement
Horace Mann
Women's education
Troy Seminary/ Emma Willard
Mount Holyoke
Oberlin
Curriculum development
PRISONS AND MENTAL FACILITIES
Dorothea Dix and mental asylums
Eastern State Penitentiary (Pennsylvania System)
Auburn System
ECONOMIC OR OTHER FACTORS AFFECTING REFORM
Industrialization
establishment of factories
Lowell girls
growth of cities
Labor unions
Bank of the United States
Debtors prisons and changes in laws

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Question 1 (cont'd.)

POLITICAL REFORM
Jacksonian democracy
Universal manhood suffrage
Henry Clay and Whig Principles
John C. Calhoun, <i>The South Carolina Exposition and Protest</i>
Alexis De Tocqueville

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Question 2

The 8-9 Essay

- Contains a clear, well-developed thesis that focuses upon two regions in a relatively balanced manner and indicates a sense of change over time
- Develops the thesis with substantial relevant supporting information
- Has effective analysis
- Demonstrates a clear sense of region
- May contain minor errors
- Is well organized

The 5-7 Essay

- Contains a thesis concerning the impact of religion upon colonial societies that responds to the question, but may be partially developed
- Supports the thesis with some accurate, relevant information
- Offers limited analysis of the ways in which religion shaped colonial societies
- Treats both regions, but perhaps one more effectively than the other
- May contain errors that do not seriously detract from the quality of the essay
- Has acceptable organization

The 2-4 Essay

- Simply restates the question; lacks a thesis or contains a confused or unfocused thesis
- Provides few relevant facts, or lists facts with little or no application to the thesis
- Offers little or no analysis
- Focuses primarily on one region
- May contain major errors
- May be poorly organized and/ or written

The 0-1 Essay

- May paraphrase the question
- Exhibits inadequate or inaccurate understanding of the question
- Contains no analysis
- Contains numerous factual errors
- Is poorly organized and/or poorly written

The — Essay:

- Is completely off topic or booklet is blank

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Question 2 (cont'd.)

Fact Sheet

General Information:

- Henry VIII
- Founding of the Anglican Church
- George Whitefield
- Jonathan Edwards
- Great Awakening

New England

- Great Migration
- John Winthrop's "City on a Hill"
- Social order and class as God given
- Self-governing congregationalism
- Political control in the hands of male "saints" or church members
- Taxes used in support of the Congregational Church
- Meetinghouse used for both church and town meetings
- Town meetings
- Common lands for grazing
- Compact settlements close to the meetinghouse
- Importance of literacy in order to read the Bible; development of schools
- Old Deluder Act
- Demand for religious conformity; suppression of dissent: e.g., Roger Williams and Anne Hutchinson
- Role of the family; patriarchal society
- Halfway Covenant
- Salem Witch Trials
- Religious nonconformity in Providence and Newport
- William Bradford
- Mayflower Compact
- Thomas Hooker
- Harvard College
- predestination

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Question 2 (cont'd.)

Chesapeake

- John Smith
- John Rolfe
- Church of England; tax-supported
- Baptist dissent; relationship to class issues
- Church-administered poor relief
- Planter-backwoods division
- Secular (property) criteria for franchise
- Elected assembly, House of Burgesses
- County court system
- Indentured servitude
- Slavery
- Society for the Propagation of the Gospel in Foreign Parts
- Society for the Promotion of Christian Knowledge
- Maryland Toleration Act 1649
- Lords Baltimore, Catholic proprietors
- Coode's Rebellion
- Bacon's Rebellion

Middle Atlantic

- William Penn and Holy Experiment
- Diverse groups present: Anglicans, Quakers, Dutch Reformed, Puritans and Lutherans
- Policies of religious toleration: e.g., Penn's recruitment of German Reformed Protestants.
- Conversions of Quakers to Anglicanism
- Anglican/Quaker social elites
- Rise of evangelical religion
- Theodorus Frelinghuysen, William and Gilbert Tennent
- Scotch-Irish
- Leisler's Rebellion

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Question 3

The 8-9 Essay

- Contains a clear, well-developed thesis that analyzes the ways in which two individuals helped establish a stable government after the adoption of the Constitution
- Supports the thesis with substantial, specific, relevant information
- Has effective analysis of the impact of the contributions of both persons
- Presents a reasonably balanced treatment of both persons
- Is well-organized
- May contain minor errors

The 5-7 Essay

- Presents a thesis, which may be partially developed, that analyzes the ways in which the two individuals helped establish a stable government after the adoption of the Constitution
- Supports the thesis with some specific, relevant information
- Has some analysis of the impact of the contributions of both persons
- May be imbalanced in the treatment of the two persons
- Has acceptable organization
- May contain errors that do not seriously detract from the quality of the essay

The 2-4 Essay

- Simply restates the question or lacks a thesis, or contains a confused or unfocused thesis
- Provides few relevant facts, or lists facts with little or no application to the thesis
- Has little or no analysis; may contain only generalizations
- May deal with only one person, or two in a limited manner
- May be poorly organized
- May contain major errors that detract from the essay

The 0-1 Essay

- Contains no thesis or a thesis that does not address the question
- Exhibits inadequate or inaccurate understanding of the question
- Contains no analysis
- Is poorly organized and/or poorly written
- Contains numerous errors, both major and minor

The — Essay

- Is completely off-topic or blank

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Question 3 (cont'd.)

Fact Sheet

George Washington:

- First president to implement the new Constitution, setting many precedents
- Served only two terms; Cincinnatus symbol and republican ideal — government based on republican principles
- Rejected monarchical titles
- His stature reassured Americans about the new government
- Supported the Bill of Rights
- Appointed Cabinet members (War, State, Treasury, Attorney General) and members of the Supreme Court
- Supported Hamilton's financial plan on funding, revenues, creation of Bank of the United States, assumption of state debts
- Accepted compromise on location of national capitol to assure implementation of assumption of state debts
- Generally supported broad (Federalist) interpretation of the Constitution and a strong federal government
- "Proclamation of Neutrality," choosing not to honor the French treaty of 1778; skillful handling of the Citizen Genet affair
- Supported Jay Treaty to resolve conflict with Great Britain
- Supported Pinckney Treaty to keep open access to Mississippi River
- Remained aloof from party politics, condemning party factionalism
- Put down Whiskey Rebellion and enforced collection of federal excise taxes
- Sent troops into Old Northwest to control Indians on frontier
- Actions in office put constitutional principles into practice
- Took seriously the concept of separation of powers and took care to implement it
- Farewell Address urged disentanglement and condemned parties
- No major blunders or scandals during his presidency

John Adams:

- Served two terms as Vice-President
- Succeeded Washington as President
- Supported broad interpretation of the Constitution and a strong central government
- Urged funding for military preparedness; built up US navy
- Sought to avoid full-scale war with France: XYZ Affair and Convention of 1800
- Continued Hamilton's fiscal policies
- Tried to control cabinet officials and partisan extremists
- Accepted defeat and took part in peaceful transition of power: "Revolution of 1800"
- Alien and Sedition Acts may be mentioned as an example of threatening governmental stability
- The appointment of John Marshall as Chief Justice of the U.S. Supreme Court is a valid example of stabilizing the new government IF his long-term impact is noted..

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Question 3 (cont'd.)

Thomas Jefferson:

- Served as Secretary of State under Washington, 1789-1794
- Urged strict interpretation of the Constitution in the 1790s, yet proved to be flexible when in power as president
- Helped organize one of the first political parties, Democratic Republicans, and would subsequently provide leadership of the party as president
- Supported states rights and limited national government
- Elected Vice-President in 1796
- Opposed Alien and Sedition Acts and wrote Kentucky Resolutions condemning acts as unconstitutional and an abuse of republicanism
- Assumed presidency in 1801 in vital, peaceful transition of power
- Set example of simple, modest “republican” presidency
- Inaugural address urged reconciliation of political parties and set forth democratic republican principles
- Limited use of spoils system; did not dismiss all Federalists currently in government
- Restored naturalization law of five years; urged repeal of remaining sections of Alien and Sedition Acts, and pardoned those convicted under remaining sections
- Continued most of Hamilton’s financial programs in terms of limited import duties, payment of national debt, land sales, and the national bank
- Reduced military expenditures and other government expenses, as well as direct taxes; objective was a more frugal government
- Purchased Louisiana Territory to reduce foreign threat in the West and on the Mississippi, part of the ideal of the Empire of Liberty and the creation of an agrarian republic
- Louisiana Purchase doubled the size of the nation, involving broad interpretation of powers allowed the federal government by the Constitution
- Truce with the Barbary pirates following successful military action, which led to greater economic stability and expanded trade in the Mediterranean
- Accepted decisions of the Federalist (Marshall) U.S. Supreme Court
- Sponsored the Lewis and Clark expedition for multiple purposes — an example of a broad use of presidential power
- Economic coercion policies, such as the Embargo Acts — kept the U.S. out of war but could also be seen as destabilizing because it polarized New England Federalists

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Question 4

The 8-9 Essay

- contains a clear, well-developed thesis that compares/contrasts U.S. foreign policy after WW I and after WW II
- develops the thesis with considerable, relevant supporting information concerning US foreign policy after WWI and after WWII
- provides effective analysis of both time periods, though may treat one with less depth than the other
- may contain minor errors that do not detract from the overall quality of the essay
- is well organized and well written

The 5 -7 Essay

- contains a clear thesis that may be only partially developed that compares/contrasts U.S. foreign policy after WW I and after WW II
- supports the thesis with some accurate information concerning US foreign policy after WWI and after WWII
- provides some analysis of both time periods, but may be unbalanced in its coverage
- may contain errors that do not seriously detract from the quality of the essay
- has acceptable organization and writing

The 2-4 Essay

- contains a confused or unfocused thesis or simply paraphrases the question
- provides few relevant facts; or lists facts with little or no application to the thesis
- provides little analysis and/or may be largely descriptive or generalized
- may contain major errors
- may be poorly organized and/or written

The 0-1 Essay

- lacks a thesis or simply restates the question
- demonstrates an incompetent or inadequate response
- has little or no understanding of the question
- contains substantial factual errors
- is poorly organized and/or written

The — Essay

- completely off-topic or the booklet is blank

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Question 4 (cont'd.)

Fact Sheet

Post-WW I – common generalizations.

- The U.S. withdrew from overt intervention in international affairs.
- The United States pursued an isolationistic foreign policy after WW I.
- U.S. intervention was aimed at keeping American involvement in world affairs minimal.

Post-WW I – common specific factual information.

League of Nations
Russian Revolution
Nativism*

Treaty of Versailles
Sacco-Vanzetti*
Open Door Policy*

Red Scare
reparations

Nye Committee* (mid 1930s – attributed U.S. involvement in WW I in part to “merchants of death”)

Article X (required member nations to potentially contribute troops for peace-keeping efforts)

Henry Cabot Lodge (leading reservationist who opposed ratification of the Treaty of Versailles without reservations)

Irreconcilables (faction of Senators who opposed ratification of the Treaty of Versailles even with reservations)

Reservationists (Senators favoring amendments to the Treaty of Versailles to protect U.S. autonomy)

Palmer Raids (raids against suspected radicals and communists, 1919-20)

Washington Naval Conference (disarmament conference setting of a ratio of battleships)

4, 5, 9 Powers Treaties (Five Power Treaty formalized agreements of the Washington Naval Conference, Four Power Treaty ended the Anglo-Japanese Alliance, Nine Power Treaty maintained status quo in China)

Kellogg-Briand Pact (disavowed war as an instrument of national policy)

Dawes Plan (plan to loan money to Germany so reparations payments could be made to Britain and France who in turn could pay off war loans to the U.S.)

Emergency Quota (Immigration) Act (1921)* (began the quota system which limited immigrations particularly from Southern and Eastern European countries)

National Origins Act (1924)* (further restricted immigration into the U.S.)

Fordney-McCumber Tariff* - 1922 (raised tariffs)

Geneva Protocol (disarmament meeting which banned use of chemical weapons)

* = appropriate usage depends on relation to the question

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Question 4 (cont'd.)

Post-WW II – common generalizations.

- The United States pursued a policy of containment.
- The United States became more internationalist and interventionist.
- The United States became more aggressive and involved in world affairs.

Post-WW II – common specific factual information.

United Nations
Yalta
George Kennan
Berlin Airlift
CIA
Domino theory
Iran
McCarthyism*

Security Council
Potsdam
Truman Doctrine
NSC-68 (increased mil. spending)
NATO
Iron Curtain
atomic bomb
Red Scare

San Francisco Conference
containment
Marshall Plan
National Security Council
Korean War
Israel
Red China
Vietnam *

* = appropriate usage depends on relation to the question

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Question 5

The 8-9 Essay

- Contains a clear, well-developed thesis that addresses the relationship between the failures of Reconstruction and the actions of the 1950's/1960's Civil Rights movement
- Supports the thesis with considerable, relevant information
- Provides effective analysis of the linkage between the failures of Reconstruction and the actions of the 1950's/1960's Civil Rights movement
- May contain minor errors
- Is well organized and well written

The 5 -7 Essay

- Contains a thesis that partially develops the relationship between the failures of Reconstruction and the actions of the 1950's/1960's Civil Rights movement
- Supports the thesis with some accurate information
- Provides some analysis of the linkage
- May contain errors that do not seriously detract from the quality of the essay
- Has acceptable organization and writing

The 2-4 Essay

- May contain a confused or unfocused thesis, or simply paraphrases the question
- Provides few relevant facts
- Contains little or no analysis of the linkage
- May contain major errors
- May be poorly organized and/or written

The 0-1 Essay

- Lacks a thesis or simply restates the question
- Demonstrates an incompetent or inappropriate response; lists facts with little or no application to the question
- Has little or no understanding of the question
- Contains substantial factual errors
- Is poorly organized and/or written

The — Essay

- Is completely off-topic or blank

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Question 5 (cont'd.)

Fact Sheet

WHAT WE SAW FREQUENTLY

Failures of Reconstruction

sharecropping/crop lien
13th, 14th, 15th Amendments
Black Codes
Ku Klux Klan
segregation
Jim Crow laws
Plessy v. Ferguson, 1896
poll taxes/literacy tests/grandfather clauses
lynching/violence
lack of education

Civil Rights Movement

Brown v. Board of Education, 1954
Montgomery Bus Boycott, 1955
Rosa Parks
Martin Luther King, Jr.
SCLC (Southern Christian Leadership Conference)
Little Rock school desegregation, 1957
passive resistance
boycotts/sit-ins/protests
Greensboro sit-ins, 1960
SNCC (Student Nonviolent Coordinating Comm.)
March on Washington, 1963/ "Dream" speech
Malcolm X
Civil Rights Act, 1964
poll taxes outlawed, 1964
Voting Rights Act, 1965
use of federal marshals/troops
assassination of ML King, Jr., 1968

WHAT WE SAW OCCASIONALLY

Failures of Reconstruction

tenant farming
Freedmen's Bureau
Force Acts, 1870-71
Civil Rights Act, 1875
Supreme Court decisions and interpretation of amendments
Election 1876/Compromise 1877

Civil Rights Movement

CORE (Congress of Racial Equality)
Supreme Court declared segregation in public transport illegal, 1956
Freedom Rides, 1961
Letter from Birmingham Jail, 1963
Birmingham church bombings, 1963
JFK/LBJ
Medgar Evers
James Meredith
George Wallace
Bull Conner
Freedom Summer, 1964
Black Muslims/Nation of Islam
24th Amendment, 1964
Great Society programs
Selma march, 1965
race riots, 1964-68
Black Power
Black Panther Party
affirmative action

WHAT WE DID NOT SEE

Failures of Reconstruction

lack of land redistribution
"40 acres and a mule"
Civil Rights cases, 1883
Redemption/Redeemer governments
Mississippi Plan, 1890

Civil Rights Movement

Southern Manifesto, 1956
Civil Rights Acts, 1957, 1960
War on Poverty
ghettos
lack of economic opportunity
Kerner Commission Report, 1968