

AP[®] UNITED STATES HISTORY

2013 SCORING GUIDELINES

Question 5

Between 1945 and 1975 various groups in the United States engaged in protest. Analyze the reasons that protest emerged in the period for TWO of the following groups:

African Americans
College students
Latino Americans
Women

The 8–9 Essay

- Contains a clear, well-developed thesis that addresses the reasons for the protests of two groups between 1945 and 1975.
- Develops the thesis with substantial and relevant historical information regarding the emergence of protests of two groups within the time period.
- Provides effective analysis of the reasons for protest; treatment of the two groups' protests may be somewhat uneven.
- May contain minor errors that do not detract from the quality of the answer.
- Is well organized and well written.

The 5–7 Essay

- Contains a partially developed thesis that addresses the reasons for the protests of two groups between 1945 and 1975.
- Supports the thesis with some relevant historical information related to the emergence of the protests.
- Provides some analysis of the reasons for the protests of two groups, but treatment of two groups' protests may be uneven.
- May contain errors that do not seriously detract from the quality of the essay.
- Has acceptable organization and writing.

The 2–4 Essay

- Contains an unfocused or limited thesis, or simply paraphrases the question.
- Provides minimal relevant information related to protests, or lists facts with little or no application to the question.
- Provides simplistic analysis that may be generally descriptive; treatment of the two groups may be substantially uneven or the essay may address only one group's protests.
- May have major errors.
- May be poorly organized, or written, or both.

The 0–1 Essay

- Lacks a thesis or simply restates the question.
- Demonstrates an irrelevant or inappropriate response.
- Has numerous errors.
- Is organized or written so poorly that it inhibits understanding.

The – Essay

- Is blank.

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Question 5 (continued)

Potential Outside Information

African Americans

1945– (ongoing)

Continuation of Great Migrations
Jim Crow system
De jure, de facto
Double V Campaign
GI Bill (black vets only attend segregated colleges, no farm purchases allowed)
Ongoing existence of “Solid South”

1945 *Black Boy*, Richard Wright

An American Dilemma, Gunnar Myrdal

1947 “To Secure These Rights;” President Truman, Committee on Civil Rights, and Ex. Order 9981
Jackie Robinson

1949 Southern senators defeat African American civil rights legislation

End of discrimination in government employment

1950s Suburbanization, redlining, and white flight

1954 *Brown v. Board of Education of Topeka*, 1954, NAACP, Thurgood Marshall; Chief Justice Earl Warren (groundwork cases *Sweatt v. Painter* and *McLaurin v. Oklahoma State Regents*);
reemergence of Ku Klux Klan and White Citizens Councils

1955 *Brown II*, “all deliberate speed”

Montgomery Bus Boycotts, Rosa Parks, Martin Luther King, Jr. (MLK), Southern Christian Leadership Council (SCLC)

Emmett Till

1956 Southern Manifesto

1957 Little Rock Nine, Orval Faubus, Eisenhower sends 101st

Civil Rights Act (passed with weak federal protection for voting rights)

1959 Motown (Berry Gordy; crossover acts sold black records to white audiences)

1960 Greensboro, N. C.; segregated lunch counters; sit-ins

1961 Student Non-Violent Coordinating Committee (SNCC) organized

Freedom Rides sponsored by Congress of Racial Equality (CORE)

Ella Baker, SCLC, grassroots organizer, mobilized workers, farmers, housewives

1962 *Baker v. Carr*, attempt to end gerrymandering

James Meredith, “Ole Miss,” Ross Barnett

1963 Birmingham protests, Bull Connor; *Letter from a Birmingham Jail*; George Wallace;

Medgar Evers murder

March on Washington, MLK’s “I have a Dream Speech”

Kennedy proposes civil rights legislation

Sixteenth Street Baptist Church bombing, Birmingham

1964 Civil Rights Act

Freedom Summer, SNCC, voter registration (Chaney, Goodman, Schwerner murdered)

Mississippi Freedom Democratic Party (integrated alternative, Fannie Lou Hamer; Democratic National Convention 1964)

Malcolm X (Nation of Islam, Elijah Muhammad; black nationalism; “white devils”)

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Question 5 (continued)

- 1965 Selma; Bloody Sunday
Voting Rights Act of 1965; Twenty-fourth Amendment (banned poll tax)
Affirmative action; Lyndon Johnson
Watts Riots
Autobiography of Malcolm X; Malcolm X assassinated
- 1966 Black Power (Stokely Carmichael, Afro, dashiki, Black Studies)
Black Panthers: militant group organized by Huey Newton and Bobby Seale, Oakland, CA
- 1967 “Long Hot Summer” (Detroit)
Thurgood Marshall appointed to U.S. Supreme Court
Cassius Clay refused military induction (changed named in 1964 to Muhammad Ali)
- 1968 Kerner Commission on Civil Disorders
Sanitation workers strike in Memphis; Poor People’s Campaign;
MLK, Jr. assassinated; led to rioting in 60 cities; conservative backlash
1968 election; Wallace campaign; Nixon: “law and order”
Summer Olympics in Mexico City (Tommie Smith, John Carlos raised fists)
- 1969 Philadelphia Plan (Nixon, quotas, exploit black-white divisions)
- 1971 *Swann v. Charlotte Mecklenburg Board of Education* (forced busing)
Congressional Black Caucus created by Shirley Chisholm
- 1972 National Black Political Convention, Gary, Indiana (reject calls for third party)
- 1974 *Milliken v. Bradley* (rejected plan to transfer students across district lines)

College Students

1940s–1950s

- Baby Boom
Increase in college enrollments from GI Bill
National Defense Education Act
Restrictive rules at universities (*in loco parentis*)
Impersonality of the large multiversities and bureaucracies
- 1950s Campaign for Nuclear Disarmament, peace symbol
Elvis Presley; Little Richard; Chuck Berry; Fats Domino; Jerry Lee Lewis
James Dean, *Rebel Without a Cause*
Beats, Alan Ginsburg, Jack Kerouac, William S. Burroughs
- 1960 Sit-ins, Greensboro, N.C., etc.
Student Nonviolent Coordinating Committee (SNCC)
Students for a Democratic Society (SDS), Port Huron Statement, Tom Hayden
Timothy Leary, Harvard Psilocybin Project, LSD
- 1963 Assassination of Kennedy, disillusionment
Princeton Spring Riot (early campus riot 1960s)
- 1964 Gulf of Tonkin Resolution
Anti-Vietnam War Movement
Mississippi Freedom Summer project
Beatles on *Ed Sullivan Show*
Mario Savio and Free Speech Movement at University of California, Berkeley
Passage of Civil Rights Bill
Bob Dylan, “The Times They Are a-Changin’” and other protest songs

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Question 5 (continued)

- 1965 Operation “Rolling Thunder”
Voting Rights Act shifts the focus of student protest toward antiwar movement
First teach-in, University of Michigan
Escalating protests (anti-ROTC; burning draft cards)
- 1967 March on Pentagon
Counterculture and hippies
“Summer of Love,” Human Be-in
“Turn on, tune in, drop out”, Timothy Leary
- 1968 Columbia University occupation, Mark Rudd
Abbie Hoffman, formation of Youth International Party
Tet Offensive
Democratic National Convention
Chicago Riots; Chicago 7 Trial
Growth of international New Left
- 1969 Breakup of SDS; Formation of Weather Underground, Bernadine Dohrn, William Ayers, etc.
“Days of Rage” in Chicago
Peace Moratorium, 2 million protestors
Woodstock and Altamont
Stonewall Riots
- 1970 Kent State and Jackson State Shootings
Hard Hat Riot in New York
Large-scale antiwar protests in Washington
- 1971 Twenty-sixth Amendment grants 18-year-olds the right to vote
- 1973 Cease-fire in Vietnam
End of draft
Last troops officially in Vietnam

Latino Americans

- 1940s Second World War events: *bracero*; Zoot Suit Riots; *barrio* culture
- 1945 *Mendez v. Westminster*, precedent for Brown decision
- 1948 “Operation Bootstrap” led to rise in Puerto Rican migration
- 1948 Hector Garcia founds American GI Forum
- 1949 Felix Longoria Affair, World War II veteran, buried in Arlington due to Senator Lyndon Johnson’s intercession
- 1954 *Hernandez v. Texas*: Mexican Americans have Fourteenth Amendment rights;
Eisenhower’s “Operation Wetback”
Discrimination, low wages, harsh working conditions for Chicano workers
- 1959 Cuban Revolution
Growing numbers of Latino Americans (Mexicans, Puerto Ricans, Cubans)
- 1962 United Farm Workers (Cesar Chavez, Dolores Huerta)
- 1963 First bilingual education program, Miami, Fla.
- 1965 United Farm Workers (UFW) grape boycott
Immigration and Nationality Act of 1965
- 1967 Young Chicanos for Community Action, David Sanchez, evolved into Brown Berets

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Question 5 (continued)

- 1968 Young Lords Party, Puerto Rican nationalist organization
Formation of Mexican American Legal Defense and Education Fund
Bilingual Education Act of 1968, (Title VII), advent of English as a Second Language (ESL),
East LA High School Walkouts
- 1969 Crusade for Justice: Rodolfo "Corky" Gonzáles (Chicano Pride)
First National Chicano Moratorium Committee, Vietnam a racial war
- 1970 *La Raza Unida*: José Gutierrez (Chicano empowerment and political organization)
- 1974 Equal Educational Opportunity Act broadened bilingual education funding

Women

World War II

Rosie the Riveter; Government girls, WACs and WAVEs; latchkey children

1945–1960

postwar female workers often relegated to “pink collar ghetto”

Congress of American Women (child-care programs, full employment, civil rights)

1946 *Baby and Child Care*, Benjamin Spock

1948 *Sexual Behavior in the Human Male*, Alfred Kinsey

1950s Baby Boom

suburban domesticity; conformist culture dictated women’s roles

TV programming reinforced gender roles

1953 *Sexual Behavior in the Human Female*, Alfred Kinsey

Playboy, Hugh Hefner

1960 Birth control pill becomes available in United States

1961 Presidential Commission on Status of Women

1963 Equal Pay Act

1963 *Feminine Mystique*, Betty Friedan, “comfortable concentration camp”

1964 Civil Rights Act (Title VII) no gender-based discrimination, Equal Employment Opportunity
Commission (EEOC)

1965 *Griswold v. Connecticut* (right to contraception)

1966 National Organization for Women (NOW)

Second Wave feminism

1967 consciousness-raising groups; “the personal is political”

SCUM (Society for Cutting Up Men) manifesto by Valerie Solanas

Kathrine Switzer (Boston Marathon)

1968 Miss America pageant, WITCH (Women’s International Terrorist Conspiracy from Hell)

1969 Princeton, Yale admitted women

1970s “Women’s Lib”

increase of women in workforce (“double day”)

1970 Women’s liberation march, Washington, D.C.

Sexual Politics, Kate Millett

1971 National Women’s Political Caucus (Bella Abzug, Shirley Chisholm, Gloria Steinem, equal rights
legislation, tax deductions for child care)

Our Bodies, Ourselves, Boston Women’s Health Book Collective

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Question 5 (continued)

- 1972 ERA (Equal Rights Amendment) repropoed (Alice Paul Amendment), Congress approved (states defeat 1982)
Phyllis Schlafly STOP-ERA
Title IX, prohibits sex discrimination in any federally assisted education program
Equal Credit Opportunity Act
Joy of Sex, Alex Comfort
- 1973 *Roe v. Wade*
The Total Woman, Marabel Morgan
“Battle of the Sexes,” Billie Jean King vs. Bobby Riggs tennis match
- 1975 *Ms.* Magazine officially published

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

5A

Part A — Mandatory

1

Part B — Circle one

2 or 3

Part C — Circle one

4 or 5

1 of 4

Between 1945 and 1975 there ~~was~~ was a steep increase in the number of groups protesting because many people were rejecting social normalcies and begging for a social ~~re~~ and political Reform. Two groups during this time period that were particularly active with protests were African Americans and Women. Both groups wanted complete equality and rejected the social standards of racism and sexism. African Americans protested for their equality and the end of racism in our nation. The 1960s were particularly tumultuous for this group, during their civil rights movement. In ~~the~~ the mid 1950s, one court case, Brown vs. The Board of Education, started a revolution for ~~the~~ integration and equality. This court case overturned the previous decision of Plessy vs. Ferguson which stated that separate schools and public facilities are equal. Brown vs. Board of Ed in Little Rock Arkansas came to the verdict that separate is not equal. This gave the civil rights movement the support of the federal government, where they could solidly base their campaign. ~~Protests~~ Protests ~~such as~~ such as the Bus Boycott, was

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

SA
2 of 4

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

instigated by an older woman named Rosa Parks who was arrested for refusing to give up her seat to a white man on a public bus. The injustice of this act by police sparked nation wide boycotts of public busses and had lots of media coverage. Civil rights leaders Martin Luther King Jr. and Malcolm X also created many protests on the behalf of equality for African Americans. MLK's most famous protest was the march on Washington where he was joined by millions of other Americans. Here he made his famous "I have a dream" speech that spoke about the evils of racism and the need for ~~civil~~ the civil rights of all Americans to be protected. These many protests for civil rights were instigated by the unjust actions of our police and justice systems along with the cruel and ignorant attitudes of racism that plagued our nation. Women during this time period were also fighting for equality. Many women felt undermined and unequal to men in the workforce and in society. During WWII

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

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

women helping the homefront were empowered by the difference they were making in their country. many joined the industrial work force and left their stay-at-home life styles. After the war many of these women's jobs were taken by returning veterans, causing them to return to their "separate sphere" of the house hold. The cult of domesticity has ~~been a large part of~~ played a large role throughout history on our societal expectations of women. ~~After~~ ~~return~~ During the 1950s many women felt stifled by this expectation that they were in charge of house work ~~and~~ and children. These women craved ~~the~~ equality from men and rejected the cult of domesticity. The book *The Feminine Mystique* captured many of the sentiments of these women and empowered them to fight back. In the 1960s many women felt the need to take action and fight for their equality. The National Organization of Women (NOW) was formed, and this organization radically protested many events and ideas ~~that~~ that were undermining women

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

5A
4#4

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

and making them feel ~~less~~ inferior to men. This group protested the Miss America Beauty Contest, claiming that it ~~degraded~~ objectified women, treating them like animals. Also during this time period was the invention of birth control, which caused women to embrace their sexuality and ~~gave~~ gave them the ability to ~~do~~ plan their families and when they wanted to have children. Also during our period was the controversial Roe vs. Wade case that made abortion legal nationwide during the first trimester of pregnancy. This empowered women with the ability to choose their own life paths. Overall, ~~these~~ the protests of these two groups was in response to the inferiority they felt in society, politics and in the work force.

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

5B

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

The mid 1900s was a somewhat turbulent period, in which many groups of people were quite unhappy. Two groups that were especially unhappy during this period were African Americans and college students, both for multiple different reasons.

Throughout American history, African Americans have always been unhappy. Though they did achieve freedom from enslavement in 1865, they still were subjected to unequal treatment due to Jim Crow Laws and other racist laws and regulations.

~~Jim Crow~~ Plessy v. Ferguson had ruled in the 19th century, that blacks could be separated from whites, but still technically get the same rights as the whites (separate but equal). However, ~~writing~~ as they continued to live "separate but equal lives," they began realizing that they were really actually more separate but unequal. ~~American~~ For example, blacks were not allowed to sit at the front of public buses, while whites were if there was a white who wanted to sit there. Rosa Parks one December day, was asked to give up her seat for a white person, and she was arrested when she refused. This shows the power and superiority

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

Part A — Mandatory

1

Part B — Circle one

2 or 3

Part C — Circle one

4 or 5

SB

2 of 3

whites had over blacks during that time period. In ~~addition~~ *Brown v. Board of Ed.*, it was shown that it was true, blacks were feeling inferior and unequal to whites. A black psychologist by the name of Ken Clark, argued that these "separate but equal" laws were having a very negative psychological impact on the children. He conducted a study in which he showed both black and white children ~~black~~ a black doll and a white doll, and asked them to point out which one was more "pretty" and "correct." Both the black and the white children, a majority of the time, said that the white doll was the good one. Though it did help allow for segregation in schools, it also showed how unfairly blacks were being treated during this time period.

Another group that began protesting during this period was the college students. One way in which they protested was through the hippie movement during the 1960s. This movement was caused by their strong rejection to the middle class conformist society, as well as their fear of cold war escalation. Following the path set by the

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

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

3 of 3

Beatniks in the 1950s, many college students began experimenting with drugs and taking other steps to reject the conformity around them. They strongly disliked the cookie cutter culture that they were growing up, and they did not want to turn into their parents, men with identical ~~business~~ business jobs living in an identical suburban house. They were also quite fearful of the cold war. Many college students went as far as to drop out of school, because they felt it was pointless to get an education if they were just going to get blown up by the Russians. They felt it was a more productive use of their time to get high. ■

1945 marked the start of an uneasy period ~~during~~ of American history. Many people were very unhappy, including college students and African Americans. Though they were unhappy for very different reasons, the college kids fearful of the future, the African Americans angry about laws still imposed on them from the past, both groups made their cries for change heard loud and clear.

~~* College students were also protesting the Vietnam war. Though college students were~~

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

Part A — Mandatory 1	Part B — Circle one 2 or 3	Part C — Circle one 4 or 5
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50

152

During the time period of 1945 through 1975, ~~men~~ the people who ran the county were mainly white males. They had all the ~~the~~ rights, too. They were the only ones who could vote, so no one else had a say. Plus, they were the only ones who could hold an office. This did not make many groups happy, ~~ess~~ especially the women and African Americans.

Women were pretty much treated like the African Americans at that time. They did not like this at all. They did not like how the men got to run everything, and they were supposed to sit at home and take care of the kids. ~~that's~~ Unless they had kept their job that ~~that~~ they had gotten during WWII. But those women were also mad because they were not paid the same amount that the men were.

African Americans had the same problem the women did, but worse. Black men could not even come close to being able to ~~to~~ do the same things that the white men could. Although they were free, they

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

2 of 2

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

still did not get very many benefits. The black women were treated with even less respect.

All everyone, except most white males, was for everyone to be ~~that~~ equal. Women started protesting about ~~that~~ their ~~not~~ getting a right to vote. Also, they protested that they should be able to have birth control. The blacks did the same thing, about voting. They also wanted the right to hold an office, just like the women wanted.

Eventually a law was passed where women were allowed to vote at a certain age. Equal pay for equal work was enforced. Blacks also gained the right to vote. And anyone, over a certain age, can now hold an office, if voted in.

AP[®] UNITED STATES HISTORY 2013 SCORING COMMENTARY

Question 5

Overview

Question 5 asked students to analyze the reasons behind the *emergence* of social protest in the third quarter of the 20th century (1945–1975) for two of four groups: African Americans, college students, Latino Americans, and women. To answer this question, students had to connect broad social and cultural processes (long-term causes) and events close to the given dates (proximate causes) to post-war protest movements and illuminate the reasons for the emergence of these movements. This made answering the question trickier than it first appeared.

The intent of the question was to engage students in analysis of causes rather than just have them write a descriptive narrative concerning protests in the time period. The question required students to assess the large pool of related information by looking at cause and effect, rather than change over time (as is usually the case in Question 5). Rather than requiring students to address the entire breadth of the time period, the question instead used those organizing years, because the various protests emerged at different times throughout the period. Students were asked to examine the transformative influence of World War II and its impact on the reasons that these groups had particularly intense waves of protest in this period.

A very large percentage of students took this question (71 percent). This is likely because the amount of information available for students to use in addressing this question is very broad. Additionally, many students are familiar with at least the basic historical information from the period. Another factor that may explain the large percentage of students choosing this question is the familiarity of students with some of the major figures in the civil rights movement.

The intent of the question was to assess students' understanding of the postwar social, political, and economic milieu in which protest emerged. The relative popularity of the question reflected students' familiarity with the time period, protest group(s), or both, as well as how recently their teacher had covered that material.

Sample: 5A

Score: 7

This essay contains a clear thesis that cites racism and sexism as causes of protest. While coverage is strong for both African Americans and women, its analysis lacks the sophistication of a superlative essay. It contains minor errors that do not detract from the overall quality of this strong essay.

Sample: 5B

Score: 5

This essay begins with a simple thesis that argues that unhappiness was the cause of protest, although a more complex argument emerges at the end of the essay. Analytically, this essay notes different reasons for African Americans' and college students' protests, though in a relatively limited and simplistic manner, inclining toward the descriptive. The essay supports its thesis with limited information, especially regarding college students.

Sample: 5C

Score: 2

While this essay has a thesis, its scope is severely limited and undeveloped. It is poorly organized and contains little relevant information. It almost entirely lacks analysis.