

AP[®] UNITED STATES HISTORY

2014 SCORING GUIDELINES

Question 4

To what extent were the goals of Reconstruction (1865–1877) regarding African Americans achieved by 1900?

0–9 points

The 8–9 Essay

- Contains a clear, well-developed thesis that assesses the extent to which the goals of Reconstruction regarding African Americans were achieved by 1900.
- Develops the thesis with substantial and relevant historical information.
- Provides an effective analysis of the extent to which the goals of Reconstruction regarding African Americans were achieved by 1900; treatment of achievement of goals and coverage of the entire time period may be somewhat uneven.
- May contain minor errors that do not detract from the overall quality of the answer.
- Is well organized and well written.

The 5–7 Essay

- Contains a partially developed thesis that assesses the extent to which the goals of Reconstruction regarding African Americans were achieved by 1900.
- Supports the thesis with some relevant historical information.
- Provides some analysis of the extent to which the goals of Reconstruction regarding African Americans were achieved by 1900; treatment of achievement of goals and coverage of the entire time period 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 undeveloped, confused, or unfocused thesis or simply paraphrases the question.
- Provides minimal relevant information or lists facts with little or no application to the question.
- May address the question only partially, with limited or no analysis; largely descriptive.
- 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 or, is off topic (0).
- Has numerous errors.
- Is organized or written so poorly, or both, that it inhibits understanding.

The — Essay

- Is blank.

AP[®] UNITED STATES HISTORY

2014 SCORING GUIDELINES

Question 4 (continued)

Information List

Goals:

- Ensure citizenship and civil liberties for former slaves
- Ensure political enfranchisement
- Provide economic opportunities for former slaves
- Provide educational opportunities for former slaves
- Expectations of cultural change

Primary Reconstruction Laws and Constitutional Amendments

- Abraham Lincoln – Proclamation of Amnesty and Reconstruction Ten Percent Plan.
- Radical Republicans – Wade-Davis Bill – half eligible voters, oath of allegiance; pocket veto.
 - Neither of the two plans supported black suffrage.
- Thirteenth Amendment (ratified 1865) – abolished slavery.
- Andrew Johnson – Presidential Reconstruction – pardon and amnesty with oath; required passage of Thirteenth Amendment.
- Civil Rights Act of 1866 – declared African Americans citizens of the United States.
- Freedmen’s Bureau (Bureau of Refugees, Freedmen, and Abandoned Lands) (1865) – agency to provide social, educational, and economic services, advice, and protection to former slaves and destitute white Southerners.
- Fourteenth Amendment (ratified 1866) – prohibited states from violating the rights of their citizens; “due process of law”; “equal protection of the law”.
- Reconstruction Act of 1867 (Congressional Reconstruction/Military Reconstruction Acts) – divided former Confederate states (with the exception of Tennessee) into five military districts; voters would elect conventions and prepare state constitutions, which were to include black suffrage; had to ratify Fourteenth Amendment.
- Fifteenth Amendment (ratified 1870) – forbade states and federal government to deny suffrage to any citizen on account of “race, color, or previous condition of servitude”.
- Enforcement Act of 1870 and Ku Klux Klan Act of 1871 (Force Acts/Ku Klux Klan Acts) – prohibited states from discriminating against voters on the basis of race; gave national government authority to prosecute crimes by individuals; president could use federal troops to protect civil rights.
- Civil Rights Act of 1875 – required “full and equal” access to jury service, transportation, and public accommodations — irrespective of race; declared unconstitutional in 1883.
- Compromise of 1877 (Hayes-Tilden election) – disputed electoral votes and therefore the presidency went to Hayes; Democrats’ concessions; ends military Reconstruction.
- Redeemer and Bourbon governments – former Southern white elites’ efforts to reclaim political dominance.

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2014 SCORING GUIDELINES

Question 4 (continued)

Goal: Ensure citizenship and civil liberties for former slaves

Extent of Achievement:

- Civil Rights Act of 1866 – voided the state Black Codes.
- Civil Rights Act of 1875 – outlawed private discrimination on public accommodations.
- Fourteenth Amendment.
- Second Freedmen’s Bureau (1866).
- New vagrancy laws (1870s) that were more severe than those passed in 1865.
- Race riots: Memphis (1866) and New Orleans (1866).
- Jim Crow laws.
- Convict-lease system.
- Lynching of African Americans by white mobs — especially high in 1890s.
 - Ida B. Wells, 1892, launches antilynching movement with her journalism.
- Slaughterhouse cases (1873) – the Fourteenth Amendment applies to United States citizenship, not states.
- *United States v. Cruikshank* (1876) and *United States v. Reese* (1876) – voting rights remained a state prerogative unless the state itself violated those rights.
- Civil Rights cases (1883) – the Supreme Court struck down the Civil Rights Act of 1875 by ruling that the Fourteenth Amendment gave Congress the power to outlaw discrimination by states, not by private individuals.
- *Plessy v. Ferguson* (1896) – reaffirms the equal but separate rule.
- Afro-American League/Council (1890) – precursor of NAACP.
- International Migration Society (1894) – Bishop Henry McNeal Turner.
- W. E. B. DuBois – annual Conference on Negro Problems (1896).

Goal: Ensure political enfranchisement

Extent of Achievement:

- African Americans served as delegates to state constitutional conventions and held state and federal offices during Reconstruction:
 - 1869–1901: 20 African Americans served in the House of Representatives, two in the Senate, more than 200 in southern state legislatures as well as various state offices.
 - Hiram R. Revels – United States senator from Mississippi, elected 1870 to fill Jefferson Davis’s former seat; Blanche K. Bruce – elected 1874 became Mississippi’s second African American Fourteenth Amendment senator.
- Fourteenth Amendment
 - Former slaves had been counted as three-fifths of a person, now counted as a full vote, which lead to 12 more seats in Congress and electoral votes.
 - Elizabeth Cady Stanton and Susan B. Anthony campaigned against the Fourteenth Amendment.
- Fifteenth Amendment
 - Stanton and Anthony wanted the word “sex” added to the Fifteenth Amendment.
- While African Americans were the largest southern constituency in the Republican Party (African Americans in South Carolina, Mississippi, and Louisiana were the majority of eligible voters), the percentage of African American officeholders was always far lower than the percentage of African Americans in the population.
 - African Americans held a majority in the lower house of the South Carolina legislature in 1868.
 - Reconstruction Republican legislation – infrastructure improvements.

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2014 SCORING GUIDELINES

Question 4 (continued)

- Carpetbaggers and scalawags – seen by Southerners as traitors to southern autonomy.
- Union League – organization to encourage and support African American votes.
- Most southern white people regained suffrage by 1872; intimidation and violence was used in states where there was not a white majority.
 - Secret societies (Ku Klux Klan, Knights of the White Camellia).
 - Paramilitary organizations (Red Shirts, White Leagues) policed elections.
 - Planters refused to rent land to Republican African Americans, storekeepers refused to extend credit; employers refused to give work.
 - Bulldozing – African Americans threatened with job loss or eviction if they voted Republican.
 - Manipulation of the electoral machinery.
- State laws to disenfranchise African American males: poll tax (property qualification), literacy or understanding test, limited use of grandfather clause.
 - *Williams v. Mississippi* (1898) – the Supreme Court allowed poll taxes and literacy tests to stand; by 1908, every southern state had adopted such measures.
 - By the late 1890s, the African American vote had decreased significantly
- Purported scientific theories (Social Darwinism) claimed natural superiority of white people over African Americans.
 - Influenced the liberal Republican Party — a divide which cut support for continued Reconstruction efforts.
- Solid South by 1900 – white led Democratic Party rule.

Goal: Provide economic opportunities for former slaves

Extent of Achievement:

- 40 acres and a mule.
- Freedmen's Bureau (1865) settled thousands of African American families on land; by the end of 1865, owners were returning and demanding their property; most confiscated land returned (Johnson's amnesty plan).
- Black land ownership rates rose to as high as 20 percent in some states by 1900.
- Southern Homestead Act (1866) – public lands available to African Americans and loyal white people in five southern states.
- Exodusters – Benjamin Singleton purchased property in Kansas to establish separate black towns.
 - Many emancipated African Americans moved out of the South, many to Kansas, some further west and others to the North.
- Urban African American population increased sharply.
 - African Americans occupied the most marginal positions as janitors, servants, porters, and laborers.
- African American middle class – urban-based, professional, business-oriented, and serving a primarily African American clientele.
 - Most southern cities boasted active African American business districts by the 1890s.
 - Fraternal and self-help groups (Colored Masons, Colored Odd Fellows) had membership rates that exceeded those in the white community.
- Other employment opportunities: railroads, turpentine and lumber camps, mining, cowboys, dock workers.
 - White people excluded African Americans from trades; African Americans joined the Knights of Labor.
 - Exclusion from industrial jobs results in deskilling.

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2014 SCORING GUIDELINES

Question 4 (continued)

- African American agricultural laborers.
 - Wage farmers, gang-labor system
 - Tenant farmers, sharecroppers – led to debt peonage
 - Crop-lien system – cycle of debt and poverty
- Panic of 1873 caused crop prices to plunge and industrial workers faced layoffs and pay reductions.
- 1888 Colored Farmers' Alliance - loosely affiliated with Southern Farmers' Alliance, which did not accept African American members.
- Populist Party ambivalent about African Americans; African Americans suspicious of motives.
- Greenback Labor Party – protested fading of Reconstruction, opposed convict labor, urged every man's vote be protected.
- Knights of Labor — Terence Powderly — open membership, irrespective of race, gender, or field of employment; African Americans were one-third of the Knight's membership in the South.
- New South – Industrialization of the South.
- Republican Party shifts toward emphasis on industrialization by the late 1800s.

Goal: Provide educational opportunities for former slaves

Extent of Achievement:

- Freedmen's Bureau established schools; many teachers were African American.
 - Literacy rates increased
- Reconstruction governments began building a comprehensive public school system.
 - Louisiana and South Carolina opened integrated public schools.
 - By the 1880s black school attendance rose significantly.
 - By 1876 more than half of all white and about 40 percent of all African American children were attending schools in the South (though most racially segregated).
- Black academies offering advanced education grew into a network of black colleges and universities.
 - Between 1865 and 1867 northern philanthropists founded Howard, Atlanta, Fisk, Morehouse, and other black institutions of higher learning.
- After the end of Reconstruction, Redeemer and Bourbon governments eliminated or reduced support for public schools.
- Booker T. Washington's Tuskegee Institute (1881)
 - Atlanta Compromise (1895) – African Americans should forgo agitation for political rights and focus on self-improvement and preparation for equality.
- W. E. B. DuBois – Pan-African Conference in London (1900) “the problem of the Twentieth Century” would be “the problem of the color line”.
 - *The Souls of Black Folk* (1903) and NAACP (1910)

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2014 SCORING GUIDELINES

Question 4 (continued)

Goal: Expectations of Cultural Change

Extent of Achievement:

- Only a few Radical Republicans advocated racial equality (Charles Sumner, Thaddeus Stevens).
- Black churches – African Methodist Episcopal (Henry McNeal Turner) and Negro Baptist. Churches – relief, funds for schools, supported Republican policies.
 - Burial societies, Masonic lodges, temperance groups, trade unions, drama clubs all originated in churches.
- Women’s Convention of the National Baptist Church (1900) – promoted and funded night schools, health clinics, kindergartens, day care centers, outreach programs for men and women in prison.
- National Association of Colored Women (1896) – women’s clubs focused on community support; worked with WCTU and YWCA.
- Social groups often organized Emancipation Proclamation celebrations on January 1; Juneteenth Celebrations; antagonized white people and divided African American and white communities.
- African Americans left plantations in search of family members; marriage ceremonies; former slaves choosing surnames.
- Old expressions of humility dropped (tipping hat, stepping aside, feigning happiness, addressing white people with title of deference).
- Legalized marriage led to a temporary decrease in women field workers 1870; proportion of families with two parents became similar for African Americans and white people
- Ragtime music; Scott Joplin first published in 1895.
- Fisk University Jubilee Singers (1871).

1 of 3
4A

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
4A

By the end of the Civil War, the new issue in Congress was what to do with the Confederacy. Many plans were proposed but the one that was chosen created planned to treat the South as a series of conquered territories. Each could be admitted back into the nation as a state if a certain percent of the eligible voters swore an oath to the Union. The issue of Reconstruction also had to deal with what to do with all the freed slaves. It was obvious that if left without close observation from the North, the South would quickly turn on these newly freed men and women. From 1865 to 1877 the Government really tried to protect the rights of the African Americans. After 1877, all efforts were reversed when the South regained power.

During Reconstruction, from 1865-1877, the Union did make an effort to ensure that African Americans were given the rights that the 14th and 15th amendments had guaranteed them. The Freedmen's Bureau was probably the most successful of these efforts. They mainly focused on the education of these freed people. Despite valiant efforts to help, these African Americans were being taken advantage of. Most freed slaves became sharecroppers. The sharecropping system was extremely unfair to the tenant who almost always ended up in a ton of debt. Sharecropping was about as

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

2 of 3
4A

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

close as the South could get to slavery. By the end of Reconstruction, the South was extremely eager to be rid of the military powers of the north. This led to the Compromise of 1877 in the election of Rutherford B. Hayes. Due to a mistake with the electoral college the presidential vote came to the congress. The Compromise allowed for the election of Hayes if the Union withdrew its troops from the south.

With this withdrawal came the end of the possibility of racial equality in the south. This was the beginning of the age of the redeemers. Redeemers were politicians who vowed to return the South to its former glory. Despite having the right to vote, few African Americans could even register. The South had created the Poll Tax, Literacy Test and Grandfather Clause to ensure that the ^{ability} ~~right~~ to vote ~~and~~ ^{could} not extend to African Americans. The practice of lynching was also particularly bad and the heavy opposition to lynching in Congress wasn't seeing much success. Due to the redemption of the government, southern racists could create ^{laws} ~~to~~ deal with African Americans as they saw fit. By 1900, America may have gotten rid of slavery, but the status of African Americans in the South was anything but good.

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

3 of 3
4A

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

Had Reconstruction continued, the South may have been able to recover without creating so much prejudice for African Americans. As it happened, a political bargain for the top executive spot would lead to almost a century of prejudice and segregation, the Civil Rights Movement of the 1950s and 60s and underlying racism that persists even today.

Part A — Mandatory

1

Part B — Circle one

2 or 3

Part C — Circle one

4 or 5

The main goals of Reconstruction, 1st amendment rights of African Americans, equal, and voting were partially ~~was~~ achieved by 1900.

The goals that were ^{partially} achieved were voting and most 1st amendment rights. After Lincoln was assassinated and the troops were pulled out, reconstruction basically ended. Now all the federal government could do was pass amendments and make the South follow them. The 13th amendment ~~ended~~ helped with the rights and ~~started~~ the 14th amendment also. With those passed African Americans were protected equally with whites under the Constitution. The South on the other hand did not entirely agree and chose to not listen/follow the laws well. African Americans could vote but with a huge long list of restrictions the Grand-father Clause was one of them. It stated that if your grandfather voted you could, most African American grandfathers were slaves or still in Africa at that time. Most could not vote due to another restriction which was a literacy test you had to take if you were "colored", most could not read or write due to slavery, so you could not vote.

The goal that was not even close to

4B
2 of 2

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

4B
2 of 2

Part A — Mandatory
1

Part B — Circle one
2 or 3

Part C — Circle one
(4) or 5

being achieved was for African Americans to be completely equal. The laws may have been passed, but that did not mean they were followed. The KKK was an example of not following the laws; they would harass African Americans, lynch them, and torment them until death. African Americans did not become equal until the 1950-1960's.

The Reconstruction goals may have been made into law, but actually being equal citizens of the United States was not ~~mean~~ achieved. The extent of the goals being met was at least laws were passed to help ensure that African Americans were not put into slavery again, but with half of the country not following the laws passed by the ~~United~~ federal government progress will not be made until the 50's & 60's when more action is put into place.

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

1 of 1

4C

After the civil war and after the Emancipation Proclamation was passed, America was left to deal with several freed slaves and what to do with them. So in this "reconstruction" era the freed African Americans and what to do with them was a top priority. The immediate plan was to give these freed slaves some land to live on and a house. Unfortunately, the slaves had no way of keeping up this land if they had no job to get money. So blacks started sharecropping only this put the slaves back where they were before and also a huge pile of debt would be over their heads due to sharecropping. During the reconstruction blacks were given the right to have a home but not ~~to~~ buy one. Since the government issued them one the house didn't necessarily belong to them. The other issue with the freed blacks was whether they should have the right to vote since they are now free. It would help to generate more votes for a specific person if allowed to vote. So the literacy tests are created and if you can read ~~and~~ and write then you can vote. Not much really changed after the slaves were freed and entered the reconstruction era but progress was made which was an important step in blacks getting the right that everyone else ~~was~~ was supposedly born with.

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2014 SCORING COMMENTARY

Question 4

Overview

The question asked students to analyze the extent to which the goals of Reconstruction (1865–1877) regarding African Americans were achieved by 1900. In order to successfully answer this question, students needed to identify and address the goals of Reconstruction regarding African Americans and then explain the extent to which those goals were achieved by 1900.

Sample: 4A

Score: 6

This essay starts with a thesis that assesses the extent of the goals of Reconstruction while acknowledging the limits of reform. While this essay stresses the time period 1865–1877, it does sufficiently cover the post-1877 African American experience. Its coverage of specifics is broad and relevant: constitutional amendments, Freedmen’s Bureau, sharecropping, Compromise of 1877, Redeemers, poll tax, literacy test, grandfather clause, and lynching. Despite some overgeneralizations, this is a solid essay with some analysis throughout.

Sample: 4B

Score: 4

This essay starts with a thesis that addresses the question and supports the thesis with some relevant historical information. Although fact-based, the thesis drives the essay sufficiently. Evidence includes the Thirteenth Amendment, grandfather clause, literacy test, Ku Klux Klan, and lynching. The essay’s analysis reveals understanding of the ambiguous achievements during Reconstruction and afterwards. However, the essay lacks analysis of the post-1877 African American experience. This somewhat competent essay contains errors and lacks sophistication.

Sample: 4C

Score: 2

This essay starts with an undeveloped thesis that deals with the problem of former slaves. This essay touches on issues such as sharecropping and black voting rights, but it fails to develop these issues. The information is minimal and descriptive. The statement about property redistribution constitutes a major error. The essay lacks analysis and an in-depth discussion of the question and the goals of Reconstruction.