

1995

The College Board
Advanced Placement Examination
UNITED STATES HISTORY
SECTION II

Part A

(Suggested writing time—45 minutes)

Percent of Section II score—45

Directions: The following question requires you to construct a coherent essay that integrates your interpretation of Documents A-H and your knowledge of the period referred to in the question. High scores will be earned only by essays that both cite key pieces of evidence from the documents and draw on outside knowledge of the period.

1. Analyze the changes that occurred during the 1960's in the goals, strategies, and support of the movement for African American civil rights.

Use the documents and your knowledge of the history of the 1960's to construct your response.

Document A

Source: Student Nonviolent Coordinating Committee (SNCC) statement of purpose, April 1960

We affirm the philosophical or religious ideal of nonviolence as the foundation of our purpose, the presupposition of our faith, and the manner of our action. Nonviolence as it grows from Judaic-Christian traditions seeks a social order of justice permeated by love. Integration of human endeavor represents the crucial first step towards such a society.

Through nonviolence, courage displaces fear; love transforms hate. Acceptance dissipates prejudice; hope ends despair. Peace dominates war; faith reconciles doubt. Mutual regard cancels enmity. Justice for all overthrows injustice. The redemptive community supersedes systems of gross social immorality.

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Document-based Assessment Activities for U.S. History Classes Kenneth Hilton, 1999 Covers significant eras in U S history Encourages students to analyze evidence documents and other data to make informed decisions Includes guidelines for students answer prompts and a scoring rubric Develops essential writing skills *The Enduring Classroom* Larry Cuban, 2023-10-10 A groundbreaking analysis of how teachers actually teach and have taught in the past The quality and effectiveness of teaching are a constant subject of discussion within the profession and among the broader public Most of that conversation focuses on the question of how teachers should teach In *The Enduring Classroom* veteran teacher and scholar of education Larry Cuban explores different questions ones that just might be more important How have teachers actually taught How do they teach now And what can we learn from both Examining both past and present is crucial Cuban explains If reformers want teachers to adopt new techniques they need to understand what teachers are currently doing if they want to have any hope of having their innovations implemented Cuban takes us into classrooms then and now using observations from contemporary research as well as a rich historical archive of classroom accounts along the way asking larger questions about teacher training and the individual motivations of people in the classroom Do teachers freely choose how to teach or are they driven by their beliefs and values about teaching and learning What role do students play in determining how teachers teach Do teachers teach as they were taught By asking and answering these and other policy questions with the aid of concrete data about actual classroom practices Cuban helps us make a crucial step toward creating reforms that could actually improve instruction *AP U.S. History For Dummies* Greg Velm, 2009-01-29 Getting ready to tackle the AP U S History exam *AP U S History For Dummies* is a practical step by step guide that will help you perfect the skills and review the knowledge you need to achieve your best possible score Discover how to identify what the questions are really asking and find out how to combine your history knowledge with context clues to craft thoughtful essays Try your hand at two true to life AP exams complete with detailed answer explanations and scoring guides You ll find out how to put together a game plan develop a study strategy decode the Political Economic Social PES answer secret and understand exactly what s going to be on the stress This easy to understand guide reviews all periods of U S history from the country s earliest inhabitants to the present day Ease your mind on stress day and feel completely prepared by completing the two practice exams with answers and explanations Find out how to Prepare a study plan for the time leading up to the exam Decode your score and learn how to get the best score Put your knowledge to work Approach the different types of questions multiple choice document based and essay questions Navigate all exam topics from the Native Americans to the present day Analyze and connect political economic and social themes Recognize trick words Complete with lists of ten monster event topics AP wants you to know ten unstoppable cultural trends and ten key court decisions *AP U S History For Dummies* will help you ace this test Resources in Education ,1997 "Was that how it Really Happened?" Jeremy D. Stoddard, 2006

How to Prepare for the Advanced Placement Examination William O. Kellogg, 1996 Updated to cover the most recent current events this manual offers a general review of U S history and analysis of question types that appear on the AP plus a full length model AP test in United States history with answers and explanations Additional features include details on coping successfully with the test s essay question and hundreds of extra review questions *Human Performance* D. Roy Davies, Gerald Matthews, Rob B. Stammers, Steve J. Westerman, 2013-10-23 Human Performance provides the student and researcher with a comprehensive and accessible review of performance in the real world and essential cognitive science theory Four main sections cover both theoretical and practical issues Section One outlines the perspectives on performance offered by contemporary cognitive science including information processing and neuroscience perspectives Section Two presents a multi level view of the performer as biological organism information processor and intentional agent It reviews the development of the cognitive theory of performance through experimental studies and also looks at practical issues such as human error Section Three reviews the impact of stress factors such as noise fatigue and illness on performance Section Four assesses individual and group differences in performance with accounts of ability personality and aging *Directory of American Scholars: Philosophy, religion and law* ,1999 **Resources in Education** ,1997 **Global History & Geography** Sue Ann Kime, Paul Stich, 2000 Overview of main world history political science economics and geography themes from the ancient world to the present Includes practice exams with emphasis on writing skills multiple choice thematic essays and document based questions *Chambers's Encyclopaedia* ,1967 **Chambers's Encyclopedia** ,1967 *Chamber's Encyclopaedia* ,1967 **Civil Rights Forum** ,1995 Milestones Along the March Lynne Ianniello, 1965 USA Comments on legislation and statements opposing discrimination against Blacks Human rights Negro social movements and leadership **Office For Civil Rights. Annual Report To Congress, Fiscal Year 1995... ED422669... U.S. Department Of Education** ,1999* **The Story of the Civil Rights March on Washington for Jobs and Freedom in Photographs** David Aretha, 2014-01-01 On August 28 1963 more than 250 000 people descended on Washington D C They came by bus car and bicycle Some even walked hundreds of miles to be there On that day the massive crowd gathered to march protest sing and support the Civil Rights Movement and to demonstrate that the time had come to end segregation in the South To a captivated audience Martin Luther King Jr spoke of his dream when African Americans would have equal rights Through vivid primary source photographs author David Aretha explores the greatest demonstration for freedom in American history **Lyndon B. Johnson and the Civil Rights Act** Marcia Amidon Lusted, 2017-12-15 On June 2 1964 President Lyndon B Johnson signed the most sweeping civil rights legislation since the Reconstruction era after the Civil War This act made discrimination in public places and workplaces illegal and required public schools and other public facilities to be integrated Learn how the act created controversy in Congress and resulted in a dramatic fifty four day filibuster and how it passed through President Johnson s determination to see it succeed Readers will also see how the Civil Rights Act was not

only a huge step forward for civil rights but also a legacy of President John F Kennedy *Materials from the Civil Rights Conference, November 14, 1995, World Trade Center*). Maryland. Civil Rights Conference, Maryland. Attorney General's Office, 1995 *Civil Rights Report* B'nai B'rith. Anti-defamation League, 1995

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