

	Unit 6 exam results sheet. Name:		
Essay - Introduction	9-10: The introduction provides a brief context for African American history and contains a clear thesis that previews the argument you will make about African American self definition by laying out the structure of the essay. 8: All standards above met with minor exceptions. 7: The introduction contains a thesis that explains the structure of the essay 6: The introduction does not contain a coherent thesis that explains the structure of the essay but still indicates generally what the essay will be about.		
Essay - Body Part 1	9-10: There is a clear TS that indicates that White society imposed a flawed but damaging definition of what it meant to be African American. This definition is clearly explained using three examples, each of which is supported by direct evidence. One of your examples must be drawn from the caricatures examined in class. Examples must be explained in terms of how they sought to impose a negative definition on African Americans individually and/or collectively 8: All standards above met with minor exceptions. 7: All standards above met with significant exceptions/only two examples/no direct quotations 6: There are significant problems with the paragraph yet it still conveys a sense of the negative image imposed on African Americans		
Essay - Body Part 2	9-10: There is a clear TS that indicates that African Americans used art as a means of self definition and that this definition rejected what was imposed by white society. This definition is clearly explained using three examples, each of which is supported by direct evidence. One of your examples must include a direct quote. Examples should include specific references to the art examined in class. 8: All standards above met with minor exceptions. 7: All standards above met with significant exceptions/only two examples/no direct quotations 6: There are significant problems with the paragraph yet it still conveys a sense of how African Americans sought to use art as a means of self definition.		
Essay - Body part 3	9-10: There is a clear TS that indicates that African Americans used their actions as a means of self definition and that this definition rejected what was imposed by white society. This definition is clearly explained using three examples, each of which is supported by direct evidence. Two of your examples must include a direct quote from either the documents or the textbook (not from the art). 8: All standards above met with minor exceptions. 7: All standards above met with significant exceptions/only two examples/no direct quotations 6: There are significant problems with the paragraph yet it still conveys a sense of how African Americans sought to use art as a means of self definition.		
Conclusion	Your conclusion should summarize your main points and bring the essay smoothly to its end.		
1	The cult of the lost cause is the historical interpretation that claims the Civil War was an act of Northern aggression and that the war was not caused by slavery. The author is making the argument that the Confederate monuments are an effort to tell a false, sanitized version of southern history that omits the reason the Confederacy fought - to preserve human slavery		
2	Plessy v. Ferguson was a Supreme Court case in 1896 that held segregation was legal. Established the doctrine of "separate but equal". This led to 70 years of legal segregation in the United States		
3 column 1 ("Go Down Moses")	This was a song written by slaves who labored in the fields. It was meant to be sung while working. Slaves sought to express their unhappiness in bondage by comparing themselves to the Hebrew slaves in Egypt in the Old Testament. The document suggests significant intellectual capacities as it uses metaphor and symbol to make a sophisticated argument. It is the more reliable of the two documents because it was written by those who experienced slavery first hand and had no ulterior motive.		
3 column 2 ("Swallow Barn")	This was a fictionalized account written by a southerner to justify slavery and slave holding. It paints a rosy picture of slave life and makes the arguments that slaves had only very simple intellectual capacities and depended on Whites. The document compares African Americans to happy animals. It is the less reliable of the two documents because it is clearly written for the purpose of justifying slavery. Additionally, its assessment of the low intellectual capacity of slaves is disproven by the sophistication seen in "Go Down Moses."		
4	The Great Migration was a movement of several hundred thousand African Americans from the South to the urban North, where they were able to get factory jobs during World War I. These jobs raised the African American standard of living, created an urban Black middle class and led to the creation of communities that made movements like the Harlem Renaissance possible.		
5	Amendment 13 ended slavery		
6	Amendment 14 guaranteed those born in the United States citizenship and guaranteed equal protection of the laws		
7	Amendment 15 made it illegal to discriminate with regard to voting on the basis of race.		
8	Brown v. Board declared school segregation illegal. It overturned Plessy v. Ferguson.		
9	Various responses are possible. One would be that separate education stigmatizes children by the mere fact of separation, thus making it inherently unequal and wrong.		
10	A. Phillip Randolph was a labor leader and civil rights activist. He is significant for pressuring FDR to issue executive order 8802 which ended segregation in industries with federal contracts and because he led the successful fight to desegregate the US military.		
	Rev/Journal: _____ Exam Score: _____		