

2024



---

# AP<sup>®</sup> United States History

## Sample Student Responses and Scoring Commentary Set 2

### **Inside:**

#### Long Essay Question 4

- Scoring Guidelines
- Student Samples
- Scoring Commentary

## Question 4: Long Essay Question, Migration and Society, 1932 to 2000

6 points

### General Scoring Notes

- Except where otherwise noted, each point of these rubrics is earned independently; for example, a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.

Evaluate the extent to which migration influenced United States society from 1932 to 2000.

Reporting Category	Scoring Criteria	
<p><b>Row A</b> <b>Thesis/Claim</b>  <b>[0-1 points]</b></p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.</p>
<b>Decision Rules and Scoring Notes</b>		
<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Are not historically defensible.</li> <li>• Only restate or rephrase the prompt.</li> <li>• Do not respond to the prompt.</li> <li>• Do not establish a line of reasoning.</li> <li>• Are overgeneralized.</li> </ul>		<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>• Provide a historically defensible thesis or claim about the extent to which migration influenced United States society from 1932 to 2000. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.</li> </ul>
<p><b>Examples that do not earn this point:</b></p> <p><b>Provide a restatement of the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“Migration influenced United States society in the twentieth century.”</i></li> </ul> <p><b>Provide a historically defensible claim, but do not establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li>• <i>“Migration influenced many changes in the United States.”</i></li> </ul> <p><b>Are overgeneralized</b></p> <ul style="list-style-type: none"> <li>• <i>“The United States became more diverse.”</i></li> </ul>		<p><b>Examples that earn this point:</b></p> <p><b>Establish a line of reasoning that evaluates the topic of the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“Immigration in the early twentieth century sparked a nativist response, however, by the end of the century the United States was legally and socially more accepting of immigrants from different cultures.”</i></li> </ul> <p><b>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</b></p> <ul style="list-style-type: none"> <li>• <i>“Migration in the United States between 1932 and 2000 reshaped the country demographically through the Great Migration and politically through migration to the Sun Belt.”</i></li> </ul> <p><b>Establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li>• <i>“Increased immigration Latin America and Asia led to greater acceptance of ethnic diversity in United States society.”</i> [Minimally acceptable thesis/claim]</li> </ul>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion [which may not be limited to the first or last paragraphs].</li> <li>• The thesis or claim must identify a relevant development[s] in the period, although it is not required to encompass the entire period.</li> </ul>		

Reporting Category	Scoring Criteria	
<p><b>Row B</b> <b>Contextualization</b></p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Describes a broader historical context relevant to the prompt.</p>
<p>[0-1 points]</p>	<p><b>Decision Rules and Scoring Notes</b></p>	
	<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Provide an overgeneralized statement about the time period referenced in the prompt.</li> <li>• Provide context that is not relevant to the prompt.</li> <li>• Provide a passing phrase or reference.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Do not provide context relevant to the topic of the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“Herbert Hoover was elected president in 1928.”</i></li> </ul> <p><b>Provide an overgeneralized statement about the time period referenced in the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“There was a lot of political and social change occurring in the United States in the twentieth century.”</i></li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>• Accurately describe a context relevant to migration and United States society from 1932 to 2000.</li> </ul> <p><b>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>• Manifest Destiny</li> <li>• Chinese Exclusion Act</li> <li>• Industrial revolution</li> <li>• Settlement house movement</li> <li>• The Great Migration [first wave]</li> <li>• 1920s urbanization</li> <li>• Progressive Era</li> <li>• First World War</li> <li>• Indian Citizenship Act of 1924</li> <li>• National Origins Act</li> </ul> <p><b>Example of acceptable contextualization:</b></p> <ul style="list-style-type: none"> <li>• <i>“Reformers in the Progressive Era were divided over the issue of immigration, namely whether to encourage Americanization or whether to support nativist restrictions.”</i></li> <li>• <i>“The industrial revolution accelerated migration to cities because of the need for so many workers.”</i> [Minimally acceptable contextualization]</li> </ul>
	<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt.</li> <li>• To earn this point, the context provided must be more than a phrase or reference.</li> </ul>	

Reporting Category	Scoring Criteria					
<p><b>Row C Evidence</b> [0-2 points]</p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Provides specific examples of at least <b>two</b> pieces of evidence relevant to the <b>topic</b> of the prompt.</p>	<p><b>2 points</b> Supports an <b>argument</b> in response to the prompt using at least <b>two</b> pieces of specific and relevant evidence.</p>			
<b>Decision Rules and Scoring Notes</b>						
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; vertical-align: top;"> <p><b>Responses that do not earn points:</b></p> <ul style="list-style-type: none"> <li>Identify a single piece of evidence.</li> <li>Provide evidence that is not relevant to the topic of the prompt.</li> <li>Provide evidence that is outside the time period or region specified in the prompt.</li> <li>Repeat information that is specified in the prompt.</li> </ul> <p><b>Examples that do not earn points:</b></p> <p><b>Provide evidence that is outside the time period</b></p> <ul style="list-style-type: none"> <li><i>“Jane Addams created programs to help immigrants adapt to United States culture.”</i></li> </ul> </td> <td style="width: 33%; vertical-align: top;"> <p><b>Responses that earn 1 point:</b></p> <ul style="list-style-type: none"> <li>Identify at least two specific historical examples relevant to migration and United States society from 1932 to 2000.</li> </ul> <p><b>Examples of evidence that are specific and relevant include the following [two examples required]:</b></p> <ul style="list-style-type: none"> <li>Immigration national origins quotas</li> <li>Dust Bowl</li> <li>Suburbanization</li> <li>Interstate highway system</li> <li>Sun Belt</li> <li>Rust Belt</li> <li>Rise of conservatism</li> <li>Immigration and Nationality Act [Hart-Cellar Act] of 1965</li> <li>Second Great Migration</li> <li>Bracero program</li> <li>Migrant labor</li> <li>Refugees: Holocaust survivors, Cubans, Haitians, etc.</li> <li>Immigration Reform and Control Act [1986]</li> <li>Reverse Great Migration</li> <li>Cultural influences: food, music, media, neighborhoods</li> <li>Globalization</li> </ul> <p><b>Example of a statement that earns one point for evidence:</b></p> <ul style="list-style-type: none"> <li><i>“The United States dropped immigration quotas in 1965, which contributed to the growth of globalization by the year 2000, as immigrants to the United States became more diverse parts of the world.”</i></li> </ul> </td> <td style="width: 33%; vertical-align: top;"> <p><b>Responses that earn 2 points:</b></p> <ul style="list-style-type: none"> <li>Use at least two specific historical examples to support an argument regarding the extent to which migration influenced United States society from 1932 to 2000.</li> </ul> <p><b>Examples that successfully support an argument with evidence:</b></p> <ul style="list-style-type: none"> <li><i>“The environmental damage caused by the Dust Bowl, combined with the Great Depression, led many farmers to migrate to cities in the West.”</i> [Uses evidence to support an argument about a cause of internal migration]</li> <li><i>“The end of the Vietnam War resulted in an influx of Vietnamese and Hmong refugees.”</i> [Uses evidence to support an argument about changing immigration patterns due to involvement in the Cold War]</li> <li><i>“The United States instituted the Bracero Program during the Second World War to help fill needed agricultural jobs with workers mostly from Mexico.”</i> [Uses evidence to support an argument about how the growing role of the United States in the world encouraged increased migration]</li> </ul> </td> </tr> </table>				<p><b>Responses that do not earn points:</b></p> <ul style="list-style-type: none"> <li>Identify a single piece of evidence.</li> <li>Provide evidence that is not relevant to the topic of the prompt.</li> <li>Provide evidence that is outside the time period or region specified in the prompt.</li> <li>Repeat information that is specified in the prompt.</li> </ul> <p><b>Examples that do not earn points:</b></p> <p><b>Provide evidence that is outside the time period</b></p> <ul style="list-style-type: none"> <li><i>“Jane Addams created programs to help immigrants adapt to United States culture.”</i></li> </ul>	<p><b>Responses that earn 1 point:</b></p> <ul style="list-style-type: none"> <li>Identify at least two specific historical examples relevant to migration and United States society from 1932 to 2000.</li> </ul> <p><b>Examples of evidence that are specific and relevant include the following [two examples required]:</b></p> <ul style="list-style-type: none"> <li>Immigration national origins quotas</li> <li>Dust Bowl</li> <li>Suburbanization</li> <li>Interstate highway system</li> <li>Sun Belt</li> <li>Rust Belt</li> <li>Rise of conservatism</li> <li>Immigration and Nationality Act [Hart-Cellar Act] of 1965</li> <li>Second Great Migration</li> <li>Bracero program</li> <li>Migrant labor</li> <li>Refugees: Holocaust survivors, Cubans, Haitians, etc.</li> <li>Immigration Reform and Control Act [1986]</li> <li>Reverse Great Migration</li> <li>Cultural influences: food, music, media, neighborhoods</li> <li>Globalization</li> </ul> <p><b>Example of a statement that earns one point for evidence:</b></p> <ul style="list-style-type: none"> <li><i>“The United States dropped immigration quotas in 1965, which contributed to the growth of globalization by the year 2000, as immigrants to the United States became more diverse parts of the world.”</i></li> </ul>	<p><b>Responses that earn 2 points:</b></p> <ul style="list-style-type: none"> <li>Use at least two specific historical examples to support an argument regarding the extent to which migration influenced United States society from 1932 to 2000.</li> </ul> <p><b>Examples that successfully support an argument with evidence:</b></p> <ul style="list-style-type: none"> <li><i>“The environmental damage caused by the Dust Bowl, combined with the Great Depression, led many farmers to migrate to cities in the West.”</i> [Uses evidence to support an argument about a cause of internal migration]</li> <li><i>“The end of the Vietnam War resulted in an influx of Vietnamese and Hmong refugees.”</i> [Uses evidence to support an argument about changing immigration patterns due to involvement in the Cold War]</li> <li><i>“The United States instituted the Bracero Program during the Second World War to help fill needed agricultural jobs with workers mostly from Mexico.”</i> [Uses evidence to support an argument about how the growing role of the United States in the world encouraged increased migration]</li> </ul>
<p><b>Responses that do not earn points:</b></p> <ul style="list-style-type: none"> <li>Identify a single piece of evidence.</li> <li>Provide evidence that is not relevant to the topic of the prompt.</li> <li>Provide evidence that is outside the time period or region specified in the prompt.</li> <li>Repeat information that is specified in the prompt.</li> </ul> <p><b>Examples that do not earn points:</b></p> <p><b>Provide evidence that is outside the time period</b></p> <ul style="list-style-type: none"> <li><i>“Jane Addams created programs to help immigrants adapt to United States culture.”</i></li> </ul>	<p><b>Responses that earn 1 point:</b></p> <ul style="list-style-type: none"> <li>Identify at least two specific historical examples relevant to migration and United States society from 1932 to 2000.</li> </ul> <p><b>Examples of evidence that are specific and relevant include the following [two examples required]:</b></p> <ul style="list-style-type: none"> <li>Immigration national origins quotas</li> <li>Dust Bowl</li> <li>Suburbanization</li> <li>Interstate highway system</li> <li>Sun Belt</li> <li>Rust Belt</li> <li>Rise of conservatism</li> <li>Immigration and Nationality Act [Hart-Cellar Act] of 1965</li> <li>Second Great Migration</li> <li>Bracero program</li> <li>Migrant labor</li> <li>Refugees: Holocaust survivors, Cubans, Haitians, etc.</li> <li>Immigration Reform and Control Act [1986]</li> <li>Reverse Great Migration</li> <li>Cultural influences: food, music, media, neighborhoods</li> <li>Globalization</li> </ul> <p><b>Example of a statement that earns one point for evidence:</b></p> <ul style="list-style-type: none"> <li><i>“The United States dropped immigration quotas in 1965, which contributed to the growth of globalization by the year 2000, as immigrants to the United States became more diverse parts of the world.”</i></li> </ul>	<p><b>Responses that earn 2 points:</b></p> <ul style="list-style-type: none"> <li>Use at least two specific historical examples to support an argument regarding the extent to which migration influenced United States society from 1932 to 2000.</li> </ul> <p><b>Examples that successfully support an argument with evidence:</b></p> <ul style="list-style-type: none"> <li><i>“The environmental damage caused by the Dust Bowl, combined with the Great Depression, led many farmers to migrate to cities in the West.”</i> [Uses evidence to support an argument about a cause of internal migration]</li> <li><i>“The end of the Vietnam War resulted in an influx of Vietnamese and Hmong refugees.”</i> [Uses evidence to support an argument about changing immigration patterns due to involvement in the Cold War]</li> <li><i>“The United States instituted the Bracero Program during the Second World War to help fill needed agricultural jobs with workers mostly from Mexico.”</i> [Uses evidence to support an argument about how the growing role of the United States in the world encouraged increased migration]</li> </ul>				
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>Typically, statements credited as evidence will be more specific than statements credited as contextualization.</li> <li>If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two.</li> </ul>						

Reporting Category	Scoring Criteria					
<p><b>Row D</b> <b>Analysis and Reasoning</b></p> <p><b>[0-2 points]</b></p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Uses historical reasoning [e.g., comparison, causation, continuity, and change] to frame or structure an argument that addresses the prompt.</p>	<p><b>2 points</b> Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.</p>			
<b>Decision Rules and Scoring Notes</b>						
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="327 456 627 1117" style="width: 25%; vertical-align: top;"> <p><b>Responses that do not earn points:</b></p> <ul style="list-style-type: none"> <li>• May include evidence but offer no reasoning to connect the evidence to an argument.</li> <li>• May assert the use of historical reasoning but does not use it to frame or structure an argument.</li> </ul> </td> <td data-bbox="627 456 1199 1117" style="width: 25%; vertical-align: top;"> <p><b>Responses that earn 1 point:</b></p> <ul style="list-style-type: none"> <li>• Must demonstrate the use of historical reasoning to frame or structure an argument about the extent to which migration influenced United States society from 1932 to 2000. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity.</li> </ul> </td> <td data-bbox="1199 456 1950 1117" style="width: 50%; vertical-align: top;"> <p><b>Responses that earn 2 points:</b></p> <p>May demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as:</p> <ul style="list-style-type: none"> <li>• Explaining multiple themes or perspectives to explore complexity or nuance; OR</li> <li>• Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR</li> <li>• Explaining both cause and effect, both similarity and difference, or both continuity and change; OR</li> <li>• Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt.</li> </ul> <p>May demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways that might include:</p> <ul style="list-style-type: none"> <li>• Explaining how multiple pieces of specific and relevant evidence [at least <b>four</b>] support a nuanced or complex argument that responds to the prompt; OR</li> <li>• Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt.</li> </ul> </td> </tr> </table>				<p><b>Responses that do not earn points:</b></p> <ul style="list-style-type: none"> <li>• May include evidence but offer no reasoning to connect the evidence to an argument.</li> <li>• May assert the use of historical reasoning but does not use it to frame or structure an argument.</li> </ul>	<p><b>Responses that earn 1 point:</b></p> <ul style="list-style-type: none"> <li>• Must demonstrate the use of historical reasoning to frame or structure an argument about the extent to which migration influenced United States society from 1932 to 2000. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity.</li> </ul>	<p><b>Responses that earn 2 points:</b></p> <p>May demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as:</p> <ul style="list-style-type: none"> <li>• Explaining multiple themes or perspectives to explore complexity or nuance; OR</li> <li>• Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR</li> <li>• Explaining both cause and effect, both similarity and difference, or both continuity and change; OR</li> <li>• Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt.</li> </ul> <p>May demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways that might include:</p> <ul style="list-style-type: none"> <li>• Explaining how multiple pieces of specific and relevant evidence [at least <b>four</b>] support a nuanced or complex argument that responds to the prompt; OR</li> <li>• Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt.</li> </ul>
<p><b>Responses that do not earn points:</b></p> <ul style="list-style-type: none"> <li>• May include evidence but offer no reasoning to connect the evidence to an argument.</li> <li>• May assert the use of historical reasoning but does not use it to frame or structure an argument.</li> </ul>	<p><b>Responses that earn 1 point:</b></p> <ul style="list-style-type: none"> <li>• Must demonstrate the use of historical reasoning to frame or structure an argument about the extent to which migration influenced United States society from 1932 to 2000. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity.</li> </ul>	<p><b>Responses that earn 2 points:</b></p> <p>May demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as:</p> <ul style="list-style-type: none"> <li>• Explaining multiple themes or perspectives to explore complexity or nuance; OR</li> <li>• Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR</li> <li>• Explaining both cause and effect, both similarity and difference, or both continuity and change; OR</li> <li>• Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt.</li> </ul> <p>May demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways that might include:</p> <ul style="list-style-type: none"> <li>• Explaining how multiple pieces of specific and relevant evidence [at least <b>four</b>] support a nuanced or complex argument that responds to the prompt; OR</li> <li>• Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt.</li> </ul>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="327 1117 627 1476" style="width: 25%; vertical-align: top;"> <p><b>Examples that do not earn points:</b></p> <p><b>May include evidence but offer no reasoning to connect the evidence to an argument</b></p> <ul style="list-style-type: none"> <li>• <i>“Immigration from Asia increased during the second half of the 1900s.”</i></li> </ul> </td> <td data-bbox="627 1117 1199 1476" style="width: 25%; vertical-align: top;"> <p><b>Using a historical reasoning process to frame or structure an argument could include:</b></p> <ul style="list-style-type: none"> <li>• Explaining how United States society adopted cultural practices [music, food, etc.] from immigrant groups over time.</li> <li>• Comparing how different political parties and organizations responded to changing immigration pattern</li> <li>• Explaining the Great Migration as a factor in the decline of sharecropping in the South.</li> </ul> <p><b>Example of acceptable use of historical reasoning:</b></p> </td> <td data-bbox="1199 1117 1950 1476" style="width: 50%; vertical-align: top;"> <p><b>Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>• A response may argue that the effect of migration on a specific region of the United States changed over time. The response focuses on the effect of internal migration on the Great Lakes region, comparing the effect of the Great Migration on the growth of Detroit and Chicago during the early part of the period with the effect of suburbanization and Sun Belt migration on the rise of Southwest as a political force during the latter part of the period. [Explains relevant and insightful connections across geographical areas]</li> <li>• A response may argue that throughout the twentieth century, the United States gradually changed to become more accepting of</li> </ul> </td> </tr> </table>				<p><b>Examples that do not earn points:</b></p> <p><b>May include evidence but offer no reasoning to connect the evidence to an argument</b></p> <ul style="list-style-type: none"> <li>• <i>“Immigration from Asia increased during the second half of the 1900s.”</i></li> </ul>	<p><b>Using a historical reasoning process to frame or structure an argument could include:</b></p> <ul style="list-style-type: none"> <li>• Explaining how United States society adopted cultural practices [music, food, etc.] from immigrant groups over time.</li> <li>• Comparing how different political parties and organizations responded to changing immigration pattern</li> <li>• Explaining the Great Migration as a factor in the decline of sharecropping in the South.</li> </ul> <p><b>Example of acceptable use of historical reasoning:</b></p>	<p><b>Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>• A response may argue that the effect of migration on a specific region of the United States changed over time. The response focuses on the effect of internal migration on the Great Lakes region, comparing the effect of the Great Migration on the growth of Detroit and Chicago during the early part of the period with the effect of suburbanization and Sun Belt migration on the rise of Southwest as a political force during the latter part of the period. [Explains relevant and insightful connections across geographical areas]</li> <li>• A response may argue that throughout the twentieth century, the United States gradually changed to become more accepting of</li> </ul>
<p><b>Examples that do not earn points:</b></p> <p><b>May include evidence but offer no reasoning to connect the evidence to an argument</b></p> <ul style="list-style-type: none"> <li>• <i>“Immigration from Asia increased during the second half of the 1900s.”</i></li> </ul>	<p><b>Using a historical reasoning process to frame or structure an argument could include:</b></p> <ul style="list-style-type: none"> <li>• Explaining how United States society adopted cultural practices [music, food, etc.] from immigrant groups over time.</li> <li>• Comparing how different political parties and organizations responded to changing immigration pattern</li> <li>• Explaining the Great Migration as a factor in the decline of sharecropping in the South.</li> </ul> <p><b>Example of acceptable use of historical reasoning:</b></p>	<p><b>Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>• A response may argue that the effect of migration on a specific region of the United States changed over time. The response focuses on the effect of internal migration on the Great Lakes region, comparing the effect of the Great Migration on the growth of Detroit and Chicago during the early part of the period with the effect of suburbanization and Sun Belt migration on the rise of Southwest as a political force during the latter part of the period. [Explains relevant and insightful connections across geographical areas]</li> <li>• A response may argue that throughout the twentieth century, the United States gradually changed to become more accepting of</li> </ul>				

		<ul style="list-style-type: none"> <li>• <i>“Immigrants generally continued to settle in urban and suburban areas, changing the political demographics of the cities in which they lived, and eventually contributed to more diverse representation in local, state, and federal government.”</i> [Indicates a change in politics and culture due to immigration patterns ]</li> </ul>	<p>immigrants from diverse national backgrounds. It qualifies that argument with evidence of legal restrictions on immigration throughout the period and growing debates about immigration during the Reagan and Clinton administrations. [Explains both continuity and change]</p> <ul style="list-style-type: none"> <li>• A response may argue that immigration and the Great Migration were the main drivers of increased urbanization during the period. The response qualifies this argument by looking at countervailing trend of suburbanization and white flight from cities, which contributed to urban decline in the 1960s and 1970s. [Explains both cause and effect]</li> </ul>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• To earn the first point for analysis and reasoning, the response must use historical reasoning to structure a response to the prompt, although the reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking in specificity.</li> <li>• This complex understanding must be part of the argument and may be demonstrated in any part of the response.</li> <li>• While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference.</li> </ul>			

As the United States concluded World War I and moved into the 1920's, it found itself in a period of economic prosperity. Wartime production levels combined with high American spirit paved the way for Americans to move across towns, cities, and states for work and leisure reasons. Also, many Americans of color chose to leave certain areas in order to escape prejudiced legislation and economic hardship in search for new opportunity. Although the migration of African-Americans to the north and workers to the sunbelt had an effect on American society, suburbanization had a much greater effect.

As a way to escape the Jim Crow South, many African-Americans chose to leave in order to find more opportunity and racial equality. Many black Americans moved to Chicago, Detroit, and New York City as a result of this. This influenced society by creating new ethnic diversity in these cities, and helped many black Americans gain jobs in sectors such as Detroit's booming automobile industry. Also, many people chose to move to the sunbelt, encompassing the southern half of the United States. This resulted from the development of the military industrial complex and its presence in sunbelt states, in which defense contractors were able to gain government contracts by giving funding to politicians, as Eisenhower warned. Many defense companies such as Lockheed Martin and Northrup Gruman were based in the sunbelt, drawing many new workers for economic opportunity. The result of this was increased political power of states such as California and Texas because of a massive population increase, which broke the continuity of concentrated voting power in the north. These two developments did have an effect on influencing society, however suburbanization had a larger effect.

Starting in the 1920's and truly rising to power, suburbs quickly became the main source of influence on American society. For example, Levittowns, which were planned out communities of affordable homes in Long Island, were catalysts in driving this change. It led to the further development of suburbs across this country, as it became simple to master plan "cookie cutter" communities for economic gain. In addition, this new suburbanization led to an increase in the use of the automobile. This newfound urban sprawl meant that citizen's jobs and sites for leisure were not accessible in many cases by public transportation or by foot, which increased people's reliance on cars, eventually becoming a staple of the American household. Moreover, suburban areas typically helped spread mass media, influencing culture. Many suburban homes had access to the television, which like the radio in the 1920's, allowed for mass media to be easily spread to the American public, which drove the rise of things such as rock 'n' roll music and Hollywood entertainment. Finally, suburbs were a place in which other forms of culture were developed. Since many homes were similar to each other, it drove a sense of social conformity into the American public. Many homes were outfitted with similar materials and interior items, men wore clothing that aligned with popular trends, and women had to create social groups because they were oftentimes confined to domestic duties. All of these factors had a large impact on American culture.



Before the period 1932 to 2000 the United States went through World War 1 which was a war in Europe, leaving the United States in a state of total war with the economy working at its max. Soon after the war the country fell into the Great Depression leaving many jobless and a horrible economy. Migration influenced United States society from 1932 to 2000 to a great extent because of African Americans moving into urban centers and working class moving to south and west.

The way that migration of African Americans influenced society was because of the Harlem Renaissance and growth of the civil rights movement. African Americans migrated to the north during World War 2 when there were many job opportunities, with the increased number of African Americans the culture followed in the Harlem Renaissance. The Harlem Renaissance was the sharing of culture in music, art, and many other cultural values. It changed society to a great extent because it was a time of development and growth that changed our culture in society even today. Another way that African American migration changed society was because of the migration African Americans were able to unify and advocate for the civil rights movement. Which influenced society because it gave African Americans equal rights and voting rights.

Another way that migration influenced United States society was the emigration of the working class from cities to places across the nation. One example of how this influenced society was families moving into more suburban life. This is because it changed lifestyle of many Americans to families with housewives and working husband in the American dream lifestyle. Another way that this migration influenced society was because of the change in working class. After a while women in these suburbs broke the stigma and began working in the workforce once again like during the war and became more independent. Men then during this period formed a very large middle class of office workers and more educated jobs.

Migration influenced the United States society majorly during the period 1932 to 2000 by the expansion of sunbelt states and rural/suburban places to live. Sunbelt states and rural/suburb housing was the start of huge advancements and achievements of society that still exist today. The advancement in technology during this time mainly contributed to US migration.

To begin, Sunbelt States were a major change for people during this era. Because technology was vastly becoming advanced, air conditioning was the new popular mechanism during the mid to late 20th century. Because of air conditioning and other technological advancements, it allowed people to comfortably live in warm climates. This influenced migration because it allowed many people to move to more southern states where the equator is closer. It was also a major change because air conditioning was a new source of technology that no one ever had before, but it became more common in households over time.

Another advancement that contributed to the migration of the US was the creation of suburbs and rural houses. Suburb and rural houses was a new achievement of an American living style. To compare, many people lived in cities during the 19th century and that was because it was more convenient to get from place to place. Now that highways, cars, and grocery stores are created, it allowed families and couples to easily live far from cities. Rural and suburb houses were for people who enjoyed that individual, off the grid lifestyle. So, many people migrated to smaller towns and areas throughout the US.

Overall, there were many factors that contributed to the migration of families from 1932 to 2000 but the most major ones was the advancement in technology to allow people to migrate to different parts of America that no one has ever really done comfortably.

## Long Essay Question 4

**Note:** Student samples are quoted verbatim and may contain spelling and grammatical errors.

### Overview

- This question asked students to evaluate the extent to which migration influenced United States society from 1932 to 2000.
- The students were required to develop a historically defensible, relevant argument drawing upon knowledge of Periods 7 through 9. The focus of the long essay question was the examination of the influence of migration on United States society from 1932 to 2000. Specifically, this means an evaluation of *what migration caused*, not what caused migration.
- The students were required to provide broad historical context before, during, or after the time period from 1932 to 2000. With this prompt, students were required to describe the conditions that helped foster migration during the period.
- The students were required to provide at least two (2) specific examples from 1932 to 2000 to defend a claim. Further, each piece of evidence required the students to explain or elaborate on how migration during the period influenced United States society. The nature of the prompt allowed students great freedom and autonomy in evaluating what evidence would best support their argument.
- This question primarily addressed Topics 7.10, 8.1, 8.4, 8.5, 8.6, 8.9, 8.10, 8.11, 8.12, 8.14, and 8.15.

### Sample: 4A

#### Thesis: 1

#### Contextualization: 1

#### Evidence: 2

#### Analysis and Reasoning: 2

### Total Score: 6

#### A. Thesis/Claim (0–1 points): 1

The response earned 1 point for thesis. The response’s thesis in the last sentence of the first paragraph addresses the prompt by acknowledging that “Although the migration of African-Americans to the north and workers to the sunbelt had an effect on American society, suburbanization had a much greater effect.”

#### B. Contextualization (0–1 points): 1

The response earned 1 point for contextualization. In the first paragraph, it discusses the effects of the First World War and economic prosperity in the 1920s.

#### C. Evidence (0–2 points): 2

The response earned 1 point for providing multiple pieces of evidence, including the Jim Crow South, defense companies, the Sun Belt, Levittowns, and television and mass media.

### **Long Essay Question 4 (continued)**

The response earned 1 point for using evidence to support an argument that many African Americans left the Jim Crow South for northern cities to escape oppression and find economic opportunities. The response further argues that many people moved to the Sun Belt to seek opportunities in the developing military-industrial complex.

#### **D. Analysis and Reasoning (0–2 points): 2**

The response earned 1 point for using historical reasoning because it structures an argument around the various causes of migration in the period, discussing for each the direct effects it had on United States society.

The response earned 1 point for demonstrating a complex understanding by successfully supporting a complex argument with four pieces of specific evidence. The response effectively supports its discussion of the various effects of different developments in migration on United States society. Additionally, the response could also earn the point for complex understanding through its detailed discussion of both the causes and effects of migration on United States society.

#### **Sample: 4B**

**Thesis: 1**

**Contextualization: 1**

**Evidence: 1**

**Analysis and Reasoning: 1**

**Total Score: 4**

#### **A. Thesis/Claim (0–1 points): 1**

The response earned 1 point for thesis because of the claim that “Migration influenced US society from 1932 to 2000 to a great extent because African Americans moving into urban centers and working class moving to South and West.”

#### **B. Contextualization (0–1 points): 1**

The response earned 1 point for contextualization located in the first two sentences of the response, referencing the First World War and the Great Depression.

#### **C. Evidence (0–2 points): 1**

The response earned 1 point for providing two pieces of specific evidence relevant to the prompt by referencing the migration of African Americans to the North for job opportunities during the Second World War and the change in lifestyles brought on by movement to suburbs.

The response did not earn the second evidence point because it does not use two pieces of specific historical evidence to support an argument. The response does discuss the effect of suburban migration on United States society, but the effect of migration for other pieces of evidence, such as the Civil Rights movement, is unclear.

## Long Essay Question 4 (continued)

### D. Analysis and Reasoning (0–2 points): 1

The response earned 1 point for using historical reasoning because it makes a causal argument about suburban migration.

The response did not earn the point for demonstrating a complex understanding because it makes no attempt at sophisticated argumentation or effective use of evidence.

### Sample Identifier: 4C

**Thesis: 1**

**Contextualization: 0**

**Evidence: 1**

**Analysis and Reasoning: 0**

**Total Score: 2**

### A. Thesis/Claim (0–1 points): 1

The response earned 1 point for thesis because it responds to the prompt with a historically defensible claim that establishes a line of reasoning. In the introductory paragraph, the response articulated that “the advancement in technology to allow people to migrate to different parts of America.”

### B. Contextualization (0–1 points): 0

The response did not earn 1 point for contextualization because it does not describe a broader historical context relevant to the prompt. No attempt is made.

### C. Evidence (0–2 points): 1

The response earned 1 point for using evidence. The response provides examples of evidence relevant to the topic of the prompt, including movement to the Sun Belt and air conditioning.

The response did not earn the second point for using specific historical evidence to support an argument in response to the prompt. The response attempts to explain a contrast between nineteenth-century urbanization and migration to suburban and rural areas; however, the description of movement to suburbs and rural areas is not historically defensible.

### D. Analysis and Reasoning (0–2 points): 0

The response did not earn the point for using historical reasoning. It attempts to use causation with the development of air conditioning; however, the response discusses it as a cause for migration, while the prompt asks how migration influenced society.

The response did not earn the point for demonstrating a complex understanding. It includes four pieces of evidence (the Sun Belt, suburbs, air conditioning, and highway systems), but it does not utilize all four pieces of evidence to make a nuanced argument.