

Scoring Guidelines and Notes for Long Essay Question

Question: Compare and contrast the patterns of immigration in the period 1880 to 1928 to the patterns of immigration in the period 1965 to 2000.

In your response, analyze the reasons for the similarities AND the differences between the two periods. (*Historical thinking skill: Comparison*)

Curriculum Framework Alignment

Learning Objective	Historical Thinking Skill	Key Concepts in the Curriculum Framework
MIG-1.0: Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration's effects on U.S. society	<u>Targeted:</u> Comparison <u>Additional Skills:</u> Argumentation Synthesis	6.2.I, 7.2.II, 8.3.I, 9.2.II

Scoring Guidelines

Maximum available points: 6

Please note:

- ▶ Each point of the rubric is earned independently, e.g., a student could earn the point for synthesis without earning the point for thesis.
- ▶ Unique evidence from the student response is required to earn each point, e.g., evidence in the student response that qualifies for either of the targeted skill points, could not be used to earn the point for thesis.

A. Thesis (1 point)

Targeted Skill: Argumentation (E1)

1 point Presents a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.

0 points Does not present a thesis that makes a historically defensible claim and responds to all parts of the question.

B. Argument Development: Using The Targeted Historical Thinking Skill (2 Points)**Targeted Skill: Comparison (C2)**

- 1 point** Describes similarities AND differences among historical individuals, events, developments, or processes.
- 1 point** Explains the reasons for similarities AND differences among historical individuals, events, developments, or processes.
- 0 points** Does not describe nor explain the reasons for similarities AND differences among historical individuals, events, developments, or processes.

C. Argument Development: Using Evidence (2 Points)

- 1 point** Addresses the topic of the question with specific examples of relevant evidence.
- 1 point** Utilizes specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument.
- 0 points** Does not address the topic of the question with specific examples of relevant evidence.

Scoring Note: To fully and effectively substantiate the stated thesis or a relevant argument, responses must include a broad range of evidence that, through analysis and explanation, justifies the stated thesis or a relevant argument.

D. Synthesis (1 point)**Targeted Skill: Synthesis (C4 or C5)**

- 1 point** Extends the argument by explaining the connections between the argument and ONE of the following.
- A development in a different historical period, situation, era, or geographical area.
 - A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).
- 0 points** Does not extend the argument by explaining the connections between the argument and the other areas listed.

*Scoring Note: The synthesis point requires an explanation of the connections to different historical period, situation, era, or geographical area, and is **not** awarded for merely a phrase or reference.*

On Accuracy: *The components of this rubric each require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, the essay may contain errors that do not detract from the overall quality, as long as the historical content used to advance the argument is accurate.*

On Clarity: *These 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 and skills described above.*

Scoring Notes

A. Thesis (1 point)

Responses earn one point by presenting a thesis that makes a historically defensible claim that responds to all parts of the question (1 point). While the thesis does not need to be a single sentence, it does need to be discrete, meaning it cannot be pieced together from across multiple places within the essay. It can be located in either the introduction or the conclusion, but not split between the two.

An acceptable thesis would outline ways in which there were both similarities and differences between patterns of immigration between 1880–1928 and 1965–2000.

Examples of acceptable thesis:

- ▶ “The periods of 1880–1928 and 1965–2000 saw majority of their immigrants coming from different places around the globe. However, these two time periods saw greater similarities in the sense both attempted to restrict the number of immigrants and both time periods saw large amounts of prejudice and segregation against the immigrants that came to the United State. Therefore, these time periods saw greater similarities than differences.”
- ▶ “American societal views on immigrants and immigration have in some ways remained consistent in viewpoints even though the targets are different. Immigration from 1880–1928 and 1965–2000 differed more in patterns of immigration in the rate of assimilation and the places that they came from and contributed to. Therefore immigration patterns in the two periods, 1880–1928 and 1965–2000, were significantly more different than alike.”

Unacceptable examples of thesis:

- ▶ A thesis that does not address all parts of the question (addresses similarities, but does not mention any true differences):
 - › “It is possible to say that during 1880s to 1928, immigration was mostly a result of a desire for a better standard of living while during 1965 to 2000, Immigration represented the desire for a better lifestyle and protection. Although both time periods were marked by different events, they both represented the immigrants desire for a better life.”
- ▶ An attempt at a thesis that does not make a historically defensible claim or address all parts of the question:
 - › “Immigrants have always fled their countries to escape to America for reasons that stayed the same and changed over time. Both immigrants from 1880–1928 and 1965–2000 have been similar and different reasons for coming to America. Though different people did come during different time periods and had assimilation challenges. Also how the government treated them when they arrived.”

B. Argument Development: Using The Targeted Historical Thinking Skill (2 points)**a) Argument Development — Describes**

Responses earn one point by *describing* the similarities AND differences between immigration patterns from 1880–1928 and 1965–2000. (1 point)

Example of acceptable description of similarities and differences (Comparison):

- ▶ Describes similarities and differences between immigration patterns in 1880–1928 and 1965–2000:
 - › “For the most part, common reasons for immigrating have withstood the test of time. Other than the Russian Jews’ forced exodus, invention of the easy and safe steamship, and American letters telling stories of a good new life, the immigration motivation in the late 1800s was mimicked in the late 1900s.... In contrast, who is coming and their assimilation challenges into American society vary. The “New Immigrants” of southern and eastern Europe (Italy, Greece, Russia, and Poland) had an incredibly difficult time joining the new culture... The immigrants of the late 1900s, on the other hand, were a whole new crowd from Latin America, Asia, Vietnam, and Mexico.”

Example of unacceptable description of similarities and differences (Comparison):

- ▶ Describes similarities or differences but not both:
 - › “During the period of 1880–1920 and 1965–2000 had many similar reasons to immigrate to America. Many of the pull factors were the job opportunity and economic status of America. Freedom of religion, which is protected by the 1st amendment. Also political freedom, since America is a democracy, there is no persecution for who you side with politically without worry. Also letters from family member being there saying how great America is. Push factors were also similar too. Over population in these countries factored in too.”

b) Argument Development — Explains

Responses earn one point by explaining the reasons for similarities AND differences between immigration patterns from 1880–1928 and 1965–2000. (1 point)

Examples of acceptable explanations of the reasons for similarities AND differences between immigration patterns from 1880–1928 and 1965–2000 (Comparison):

- ▶ In an explanation of the reasons for the differences between the government's response to Chinese and Vietnamese immigration:
 - › “In the late 1800s, the government followed a laissez-faire policy and did not aid the immigrants much, so the only related legislation passed was the Chinese Exclusion Act of 1882 which prohibited Chinese immigration for 10 years. On the contrary, the late 1900s immigrants benefitted from the legal system. Because part of Lyndon Johnson's Big Four Reforms was immigration, the Immigration and Nationality Act of 1965 doubled the number of immigrants allowed to enter annually. Although he did set limits of immigrants from the Western Hemisphere, he did allow the admission of close relatives of U.S. citizens. When South Vietnam fell at the end of the Vietnam War in 1975, the U.S. government deliberately set up refugee camps for the sole purpose of assimilation.”
- ▶ In an explanation of the reasons for the similarities between the factors motivating migrants to emigrate:
 - › “During both time periods, the people immigrating did not find the same equality and rights that natives had. America was idealized as the land of opportunity where a poor person could work up to achieve a higher level in society. There was not the same rigid social structure that existed in some other areas of the world and there

was freedom of religion. When immigrants migrated to America, they still gained more freedom than they had in their homeland, but most of their jobs were low wage industrial jobs.”

Example of unacceptable explanations of the reasons for similarities AND differences between immigration patterns from 1880–1928 and 1965–2000 (Comparison):

- ▶ The response explains the similarities with a discussion of Americans’ responses to threats to American culture, but the response does not adequately explain the reasons for differences between the two immigrant groups other than describing their different national origins:
 - › “Immigrants throughout the time period of 1880 to 1928 typically came from Southern and Eastern Europe. These immigrants were searching for prosperity and wealth in America. Throughout 1965 to 2000, the majority of immigrants came from Latin America and the Caribbean. These immigrants were also in search of economic freedom. Therefore, the majority of immigrants came from different locations when comparing the two time periods.”

C. Argument Development: Using Evidence (2 points)

a) Using Evidence — Examples

Responses can earn one point by *addressing* the topic of the question by referring to specific examples or relevant evidence (1 point). Essays can earn this point without having a stated thesis or a relevant argument.

Examples of specific evidence that could be used to address the topic of the question:

- ▶ Chinese Exclusion Act of 1882
- ▶ Immigration and Naturalization Act of 1965/Hart-Celler Act
- ▶ Immigration Reform and Control Act of 1986
- ▶ “America Letters”
- ▶ Russian pogroms
- ▶ “New” Immigrants
- ▶ Nativism
- ▶ Ku Klux Klan
- ▶ Places of Origin: Ireland, China, Russia, Eastern and Southern Europe, Asia, Vietnam, Latin America, Caribbean

b) Using Evidence — Effective Substantiation

Responses earn a separate point by utilizing specific examples of evidence *to fully and effectively substantiate a thesis or relevant argument* about how the immigration patterns between the two periods identified in the prompt were similar to and different from each other (1 point). Fully and effectively substantiating the thesis goes beyond merely providing many examples. This point is earned by clearly and consistently linking significant evidence to the argument and showing how the evidence demonstrates that these immigration patterns were, indeed, similar and/or different.

Examples of evidence that could be used to substantiate an argument:

- ▶ In a response with a thesis that the one of the key differences between the immigration patterns of these two periods is the rise of a more dispersed minority population:
 - › “The 1965 Hart Celler Act also abolished race-based immigration quotas, allowing far more immigrants from overseas into the United States. The 5% immigrant population swelled to 11%. The public embraced race and cultural plurality. As a result, immigrants became much more integrated with non-immigrant populations. Instead of being almost exclusively confined to urban enclaves, immigrants now lived in suburban communities throughout the US.”
- ▶ In a response with a thesis that government action in the aftermath of immigration was a major difference between immigration patterns between the periods:
 - › “There were many different government laws and actions taken against the immigrants of two periods. During 1880–1928 there were restricting immigration legislations. The Quota Act and Immigration Act of 1924 both focused on restricting immigrations based on their origin. This was deemed racially unjust by many immigrants. The government in 1880–1928 did little to help the financially crippled immigrants due to their popular belief of trickle down theory and Laissez Faire.... The government legislations during 1965–2000 mainly tried to help the immigrants such as the Immigration and Naturalization Act of 1965 which doubled the number of immigrants allowed to enter annually....The government during 1965–2000 provided much more help to the immigrants than the government in 1880–1928.”

Examples of unsuccessfully attempting to substantiate an argument with evidence:

- ▶ The response relies on evidence that does not go beyond basic examples, and does not, therefore, fully and effectively substantiate the thesis with evidence:
 - › “Immigrants throughout the time period of 1880 to 1928 typically came from Southern and Eastern Europe. These immigrants were searching for prosperity and wealth in America. Additionally, there was an immense amount of Chinese immigrants that came to America and were typically concentrated in the West Coast. Throughout 1965 to 2000, the majority of immigrants came from Latin America and the Caribbean. These immigrants were also in search of economic freedom. Therefore, the majority of immigrants came from different locations when comparing the two time periods.”
- ▶ The response uses evidence to fully substantiate the argument, but simply states things without substantiating it (for example, which laws were “more neutral and fair” or how they were more fair):
 - › “In the early 1900s, when migrants wanted to come to America, many laws restricted them from doing so, like literacy tests. In the 1920s, women would be barred from coming into America. Although the government claimed that it was so that men would not be tempted by Asian prostitutes, the law was mostly because of racist intentions. Shortly after, all Asians were banned from migrating into the states. However, in the later migrant group, national racist laws were no longer. Immigration laws were made more to be more neutral and fair.”

D. Synthesis (1 point)

Essays earn a point for synthesis by extending their argument in one of two possible ways (1 point).

- a) Responses can extend their argument by explaining the connections between their argument and a development in a different historical period, situation, era, or geographical area. (Synthesis proficiency C4). These connections must consist of more than just a phrase or reference.

Examples of synthesis by connecting the argument to a development in a different historical period, situation, era, or geographical area:

- ▶ The response demonstrates synthesis by connecting their argument about the religious diversity of the mid 19th century immigrants to the periods specified in the prompt:
 - › “Both these periods are similar to immigration during the 1850s, there was an influx of migrants hailing from western Europe. Immigrants from there were looking for religious and political freedom as well as opportunities America was offering. Because potato was the major crop for the Irish peoples, when the potato famine hit, many Irish people moved to America. German people also moved to America looking for more jobs. This is similar because the Irish were Catholics, which contrasted with the mostly Protestant American people, bringing in more religious diversity.”
- ▶ The response connects the nativism that faced immigrants in the two period specified in the prompt with that which faced immigrants in the early 19th century:
 - › “The immigration between 1880 and 1928, and 1965 and 2000, is similar to the Irish and German migration during the 1830’s. The immigrants in all of these times faced discrimination and lack of economic opportunity. Also, like the immigrants of the 1880’s and 1990’s, the Irish and German immigrants had contrasting cultures to the Americans and faced nativist backlash.”

Example that did not accurately connect the argument to a development in a different historical period, situation, era, or geographical area:

- › A response that does not connect the argument with a different period, but merely mentions the September 11 attacks:
- › “Both sets of immigrants came to America for similar reasons, however, they differed in ethnicity and assimilation, as well as governmental reaction to them. Immigration stopped the 1920’s because of the Red Scare which led to fear of communism and the Great Depression which led to the deportation of Mexicans supported by president Herbert Hoover. The immigration of the second period (1965–2000) halted because of the tragic 9–11 terrorist attack as well as a similar continuation in the deportation of Mexicans.”

- b) Responses can extend their argument by explaining the connections between their argument and a course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history). (Synthesis proficiency C5) These connections must consist of more than just a phrase or reference.

Example of synthesis by connecting the argument to a different course theme or approach to history:

- ▶ Responses can employ religious analysis in an essay based on economic opportunity and places of origin:
 - › “America remained a strong, unified, prosperous nation that outsiders from other countries strived to belong to, in part to flee a lack of economic opportunity. America’s economic success led the immigrants to want to come to America to be a part of the ‘great nation’ and its financial benefits. Similarly, the Puritans, having suffered religious persecution, were immigrants and came to America in order to find religious freedom. Their hope in finding religious freedom was similar to the economic hopes of immigrants in 1880 to 1928 and 1965 to 2000 in this way.”

Example that did not accurately connect the argument to a different course theme or approach to history:

- ▶ A response that does not employ a different course theme or approach to history, though it notes “In synthesis...,” and refers to ethnic composition patterns; the evidence employed to explain the spread of Hispanic culture is the same as that used earlier in the essay:
 - › “In synthesis, the major shift from previous European immigration began to change the racial and ethnic composition of America. Latinos are the largest minority group in the U.S. according to the 2000 census, overcoming African-Americans. As Hispanic influence continues to grow, the Spanish language is being implemented on ballots and television broadcasts.”