Period 9: Long Essay 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.**

* State a relevant thesis that directly addresses all parts of the question.
* Support the argument with evidence, using specific examples.
* Apply historical thinking skills as directed by the question.
* Synthesize the elements above into a persuasive essay that extends the argument, connects it to a different historical context, or connects it to a different category of analysis.

Student Sample Response:

From 1880 to 1920 the majority of immigration came from Eastern Europe, but from 1965 to 2000 immigration came from Latin America, asia, Vietnam and Mexico. Between these two periods of time Immigration reasons differed very much. The Immigration during these periods differed in reasons for Immigrating, who’s coming and their assimilation issues, and government Actions. We can view this through the Historical thinking skill of Comparison. So, Immigration to the U.S during these time periods differed very much.

One similarity between the two different groups Immigrating to the U.S. was their reason for Immigrating. The Immigrants from Eastern Europe in the period from 1880-1920 came to the U.S for many reasons. These reasons were mainly to avoid being in a dictatorship where they had no say, and to get jobs in America’s Industrial Revolution. reasons included their want for political freedom, right to vote, no military draft, freedom of Religion, and the economic opportunities, although they got paid low wages. In the period from 1965 to 2000 the immigrants from the Latin America, Vietnam, and Mexico came from similar reasons as the immigrants from 1880 to 1920. To Avoid corrupt government and to get a job in the growing American Economy therefore, Different in many ways for Immigration reasons these two time periods can be seen similar.

These two time periods did differ in terms of Assimilation into the US. From 1880 to 1928 the Eastern Europeans assimilated to the Eastern Seaboard, getting factory Jobs that required little to no skills. These Immigrants were disliked and were illiterate and spoke no English. Also, they were paid very little pay for the tough work as a factory worker. From 1965 to 2000 these immigrants were settled in Southeastern United States and Found in rural areas. These Immigrants weren’t as badly treated as before, and some were even taught how to speak English. Also, these Immigrants were usually left with little or no economic opportunities leading them being paid smaller than minimum wage. Overall, Immigration differed between these two time periods in terms of Assimilation.

The U.S. government during those times used laws to restrict the Immigration. In 1880 to 1928 the U.S government used many laws to try to restrict Immigration. They used the Chinese Exclusion Act of 1182 to stop Immigration from China for 10 years, and fully stopped Immigration around 1914 because of the start of WWI, and would pass the Emergency Quota Act which would stop the new floods of Immigrants. From 1965-2000 the government used more laws to restrict although they were different effecting immigrants already in the U.S. The U.S. in this time period attacked Immigrants in the U.S. with the Immigration Reform and Control Act which threatened to penalize employers for having illegal Immigrants.

Also, they passed other laws which would restrict the welfare benefits immigrants would get arriving that year. Therefore, the differences between laws passed to restrict Immigration was present during these periods.

Immigration to the United States was always been an issue since the United States was formed. Similarities to this Immigration was in reasons for Immigration, but different in terms of assimilation and government laws passed to halt Immigration. In conclusion, Immigration to the US. will continue to affect current day American Politics and Ideals.

SCORING

Thesis – 1 point available

The essay earns 1 point for thesis. While simplistically stated, this essay does possess a thesis that addresses the question and provides the outline of the argument.

Support for Argument – 2 points available

The essay earns 1 point for support of its argument. The essay does provide some evidence to support the argument, but not enough consistent links to the argument to justify a second point. The largely descriptive nature of the essay indicates its lack of analysis. For example, the student lists some of the anti-immigration actions of the first period (Chinese Exclusion Act, Emergency Quota Act) but does not link this evidence to an argument as to why such legislation was enacted.

Comparison – 2 points available

The essay earns 1 point for comparison. While the essay does describe similarities and differences between the two eras, it fails to effectively analyze the reasons for these similarities and differences. The generic nature of much of the support limits the extent to which the essay can reliably expand upon the thesis.

While the essay, for example, notes that the 1986 legislation impacts immigrants already present in the United States, it does not pursue an argument as to why this difference from previous legislation is important.

Synthesis – 1 point available

The essay does not earn the synthesis point. It does not extend the argument into other geographical areas or historical periods, nor does it employ additional categories of analysis. The brevity of the essay would make this task difficult.

Score – 3/6 points