

# AP<sup>®</sup> UNITED STATES HISTORY

## 2008 SCORING GUIDELINES (Form B)

### Question 1—Document-Based Question

For the years 1880 to 1925, analyze both the tensions surrounding the issue of immigration and the United States government's response to these tensions.

Use the following documents and your knowledge of the period from 1880 to 1925 to construct your answer.

#### The 8–9 Essay

- Articulates a clear, well-constructed thesis focusing on both the tensions surrounding the issue of immigration between 1880 and 1925 and the United States government's response to those tensions during that period.
- Effectively uses a substantial number of documents to examine both the tensions concerning immigration between 1880 and 1925 and the United States government's response to those tensions during that time.
- Provides ample relevant outside information, 1880 to 1925, concerning both the tensions surrounding immigration and the United States government's response to those tensions.
- Clearly analyzes both the tensions surrounding immigration between 1880 and 1925 and the government's response to those tensions during that period.
- Is well organized and well written.
- May contain minor errors.

#### The 5–7 Essay

- Contains a thesis, which may be partially developed, addressing both the tensions surrounding the issue of immigration between 1880 and 1925 and the United States government's response to those tensions during that period.
- Employs some documents to examine both the tensions concerning immigration between 1880 and 1925 and the United States government's response to those tensions at that time.
- Provides some relevant outside information, 1880 to 1925, concerning both the tensions revolving around immigration and the government's response to those tensions.
- Analyzes to some extent the tensions surrounding immigration between 1880 and 1925 and the government's response to those tensions during that period; coverage may not be balanced between the two sets of issues.
- Has acceptable organization and writing.
- May contain errors that do not seriously detract from the essay.

#### The 2–4 Essay

- Presents a thesis that may be simplistic, confused, or undeveloped in addressing both the tensions surrounding the issue of immigration between 1880 and 1925 and the United States government's response to those tensions during that period; or presents no thesis.
- Uses few documents concerning the tensions surrounding immigration between 1880 and 1925 and the United States government's response to those tensions.
- Includes little relevant outside information concerning the tensions revolving around immigration between 1880 and 1925 and the United States government's response to those tensions.
- Has little analysis of the tensions concerning immigration between 1880 and 1925 and the United States government's response to those tensions at that time; may treat only one part of the question.
- May be poorly organized and/or poorly written.
- May contain major errors.

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**Question 1—Document-Based Question (continued)**

**The 0–1 Essay**

- Lacks a thesis or restates the question.
- Refers to few, if any, of the documents.
- Includes no relevant outside information from 1880 to 1925.
- Contains no analysis.
- Is poorly organized and/or poorly written.
- May contain numerous errors, both major and minor.

**The — Essay**

- Is completely off topic or blank.

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### Question 1 Document Information and Inferences

Accommodationism	Nativism—little in 1880, growing in 1890s and later
Addams, Jane	“New immigration”—increasingly from southern and eastern Europe from 1880 to 1925
African Americans—vast majority lived in the South during this period	“Old immigration”—predominantly from northern Europe (Great Britain, Germany, Ireland, Scandinavia) as late as 1880
Americanization programs, limited effectiveness of	Optimism about incorporating newcomers in 1880
Anarchists	Organized labor, rise of
Angel Island	Palmer, A. Mitchell / Palmer Raids
Atlanta Compromise	Pendleton Civil Service Act, 1883
Bosses	Progressivism
Chinatown	Prohibition/temperance
Chinese Exclusion Act (1882)	Quota system
Communists	Racial segregation
Ellis Island	Red Scare
Eugenics	Reform movements
Eugenics movement	Restrictions on immigrant admissions—few in 1880
Fears of diseases brought by immigrants	Riis, Jacob A., <i>How the Other Half Lives</i> (1890)
Frontier, closing of	Robber barons
Gilded Age	Roosevelt, Theodore
Great White Fleet	Ross, Edward—known for his sociological work that tended to be hostile to southern and eastern immigrants—as critic of immigration
Haymarket Square massacre, 1886	Sacco, Bartolomeo, and Nicola Vanzetti
Hull House Social Settlement	Salvation Army
Immigration—predominantly from northern Europe (Great Britain, Germany, Ireland, Scandinavia) as late as 1880—increasingly from southern and eastern Europe from 1880 to 1925	Scientific racism
Immigrants—few in the South during this period	Settlement houses
Immigration—surge following Reconstruction	Sinclair, Upton, <i>The Jungle</i> (1905)
Immigration laws—few prior to 1880	Social Darwinism
Intelligence quotient (IQ) tests	Strike-breakers, immigrants as
Irish immigration, 1840s–1850s	Tammany Hall
Industrial Workers of the World (IWW; “Wobblies”)	Tenements
Isolationism	Transcontinental railroad
Jim Crow	Tuskegee Institute
Johnson–Reed Immigration Act, 1924	Tweed, William Marcy “Boss”
Ku Klux Klan	Working conditions for immigrants
Laissez-faire capitalism	Xenophobia
Literacy tests	Young Men’s Christian Association (YMCA)
Little Italys	Young Women’s Christian Association (YWCA)
Lynching	
National origins system	

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Question 1 Document Information and Inferences (continued)

DOCUMENT A

Source: *Puck* magazine, April 28, 1880



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**Document Information:**

- Depicts Uncle Sam welcoming immigrants with open arms.
- Depicts immigrants flocking to the United States.
- Signs show the United States as a refuge and asylum for immigrants.
- Signs indicate the freedoms to be found, particularly from taxes, kings, and compulsory military service.

**Document Inferences:**

- An image of the United States before the large-scale shift to immigration from southern and eastern Europe and the rise of anti-immigrant sentiments.
- Cartoon reflects generally positive (or unthreatened) approach to immigration.

**Potential Outside Information Triggered by Document:**

Few immigration laws prior to 1880  
Few restrictions on admissions in 1880  
Little nativism in 1880

Optimism about incorporating newcomers in  
1880

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**Question 1 Document Information and Inferences (continued)**

**DOCUMENT B**

Source: James Bryce, *The American Commonwealth*, 1888

A certain part of this recent immigration is transitory. Italians and Slovaks, for instance, after they have by thrift accumulated a sum which is large for them, return to their native villages, and carry back with them new notions and habits which set up a ferment among the simple rustics of a Calabrian or North Hungarian Valley. For the United States the practice has the double advantage of supplying a volume of cheap unskilled labour when employment is brisk and of removing it when employment becomes slack, so that the number of the unemployed, often very large when a financial crisis has brought bad times, is rapidly reduced, and there is more work for the permanently settled part of the laboring class. It is the easier to go backwards and forwards, because two thirds among all the races except the Jews, are men, either unmarried youths or persons who have left their wives behind.

**Document information:**

- Many immigrants engaged in return migration.
- Immigrants would not pose a long-term problem for the nation because many returned to their native countries and brought American values with them.
- Describes benefits to the nation of cheap immigrant labor.
- A high percentage of the immigrants were young men (except among the Jews).
- Provides a positive view of immigration.

**Document Inferences:**

- Shift in sources of immigrants from northern and western Europe to southern and eastern Europe.
- The motivation for migrating was economic opportunity; when successful, many migrants tended to return to homeland.
- A primary reason to support immigration was economic (supply of cheap labor).
- Bryce, one of a number of European observers of the United States, suggests that the United States had no need to restrict immigration; restriction would cause economic harm to the nation.

**Potential Outside Information Triggered by Document:**

Gilded Age

Laissez-faire capitalism

Immigration—surge following Reconstruction

Robber barons

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**Question 1 Document Information and Inferences (continued)**

**DOCUMENT C**

Source: National People's Party platform, 1892, Expression of Sentiments

Resolved, That we condemn the fallacy of protecting American labor under the present system, which opens our ports to the pauper and criminal classes of the world and crowds out our wage-earners; and we denounce the present ineffective laws against contract labor, and demand the further restriction of undesirable emigration.

**Document Information:**

- The National People's Party asserted in 1892 that current immigration policies (or lack thereof) failed to protect workers.
- Claims that current policies allowed paupers and criminals to immigrate.
- Expresses growing concerns about the negative impact of immigration on American workers.

**Document Inferences:**

- The National People's Party was also known as the Populists or Populist Party.
- The Foran Act (contract labor law of 1885) was ineffective.
- Statement of opposition to immigration came one year before the Panic of 1893.
- Beginning of calls to close off or at least limit immigration.

**Potential Outside Information Triggered by Document:**

Nativism growing in 1890s  
Organized labor, rise of  
Reform movements

Progressivism  
Xenophobia

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**Question 1 Document Information and Inferences (continued)**

**DOCUMENT D**

Source: Booker T. Washington, speech in Atlanta, Georgia, September 18, 1895

To those of the white race who look to the incoming of those of foreign birth and strange tongue and habits for the prosperity of the South, were I permitted I would repeat what I say to my own race, "Cast down your bucket where you are." Cast it down among the eight millions of Negroes whose habits you know, whose fidelity and love you have tested in days when to have proved treacherous meant the ruin of your firesides. Cast down your bucket among these people who have without strikes and labour wars, tilled your fields, cleared your forest, [built] your railroads and cities, and brought forth treasures from the bowels of the earth, and helped make possible this magnificent representation of the progress of the South . . . .

As we have proved our loyalty to you in the past, . . . we shall stand by you with a devotion that no foreigner can approach . . . .

**Document Information:**

- Booker T. Washington appealed to nativism to promote African Americans as valuable laborers who were already in the South.
- Washington pledged the loyalty and devotion of African Americans to white southerners.

**Document Inferences:**

- Booker T. Washington was a leading black figure in the era.
- Washington was addressing the Cotton Exposition in Atlanta.
- Washington was appealing to the myth that African Americans had been loyal slaves.

**Potential Outside Information Triggered by Document:**

Accommodationism

Atlanta Compromise

Washington's Tuskegee Institute trained African Americans as loyal workers, obviating the need for immigrants

Vast majority of African Americans lived in the South during this period

Few immigrants settled in the South during this period

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**Question 1 Document Information and Inferences (continued)**

**DOCUMENT E**

Source: Report of the Commissioner General of Immigration, 1908

In order that the best results might follow from an enforcement of the regulations, an understanding was reached with Japan that the existing policy of discouraging emigration of its subjects of the laboring classes to continental United States should continue, and should, by co-operation with the governments, be made as effective as possible.

**Document Information:**

- Japanese government cooperated with the United States in restricting migration of laborers.
- “Gentlemen’s Agreement.”

**Document Inferences:**

- San Francisco school segregation of Japanese students (1906).
- Creation of the Commissioner General of Immigration marked a major step in federalizing immigration policies; federal government taking more direct action to limit immigration.
- Change in policy from dictating to countries (e.g., Chinese Exclusion Act) to cooperating with other governments.
- The carrot of cooperation was, however, backed up by the “stick” of the Great White Fleet’s visit to Japan.

**Potential Outside Information Triggered by Document:**

Chinese Exclusion Act (1882)  
Great White Fleet

Roosevelt, Theodore



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**Question 1 Document Information and Inferences (continued)**

**DOCUMENT F**

Source: Edward A. Ross, *Century Magazine*, 1914

In 1908, on the occasion of a “homecoming” celebration in Boston, a newspaper told how the returning sons of Boston were “greeted by Mayor Fitzgerald and the following members of Congress: O’Connell, Kelihar, Sullivan, and McNary—following in the footsteps of Webster, Sumner, Adams, and Hoar. They were told of the great work as Mayor of the late beloved Patrick Collins. At the City Hall they found the sons of Irish exiles and immigrants administering the affairs of the metropolis of New England. Besides the Mayor, they were greeted by John J. Murphy, Chairman of the Board of Assessors; Commissioner of Streets Doyle; Commissioner of Baths O’Brien . . . Police Commissioner O’Meara.”

**Document Information:**

- The major political figures in Boston in 1908 all had Irish surnames.

**Document Inferences:**

- The Irish had achieved notable social and political mobility in their half-century of residence in the United States.
- Politics and municipal employment represented a major means of mobility.
- In a period of relative prosperity (1908), Ross provided a positive reading of the immigrant experience and immigrant assimilation.

**Potential Outside Information Triggered by Document:**

Earlier period of Irish immigration, 1840s–1850s  
Political bosses, e.g., William Marcy “Boss”  
Tweed, Tammany Hall

Ross is otherwise known for his sociological work that tended to be hostile to southern and eastern immigrants  
Ross becomes one of the growing number of critics of immigration

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**Question 1 Document Information and Inferences (continued)**

**DOCUMENT G**

Source: Madison Grant, *The Passing of the Great Race*, 1918

Whatever may be its intellectual, its literary, its artistic or its musical aptitudes, as compared with other races, the Anglo-Saxon branch of the Nordic race is again showing itself to be that upon which the nation must chiefly depend for leadership, for courage, for loyalty, for unity and harmony of action, for self-sacrifice and devotion to an ideal. Not that members of other races are not doing their part, many of them are, but in no other human stock which has come to this country is there displayed the unanimity of heart, mind and action which is now being displayed by the descendants of the blue-eyed, fair-haired peoples of the north of Europe.

**Document Information:**

- Madison Grant claims Anglo-Saxon superiority.
- Grant conflates race and ethnicity.

**Document Inferences:**

- Continued unchecked immigration threatened American society and morality.
- Grant, an exponent of scientific racism, was a director of the American Eugenics Society and vice president of the Immigration Restriction League.
- This work, originally published in 1916, was one of the most inflammatory attacks on the “new” immigrants.

**Potential Outside Information Triggered by Document:**

Eugenics movement

Literacy tests

Intelligence quotient (IQ) tests

“New immigration”

“Old immigration”

Quota system

Scientific racism

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Question 1 Document Information and Inferences (continued)

DOCUMENT H

Source: *The Literary Digest*, May 7, 1921

The Only Way to Handle It



Library of Congress

**Document Information:**

- Uncle Sam substantially closes off the flow of immigrants from Europe.
- The "3% gate" refers to the pending Emergency Quota Act of May 1921 (a.k.a. Immigration Act).
- First quota set at 3 percent of foreign-born populations in the United States in 1910.

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**Question 1 Document Information and Inferences (continued)**

**Document Inferences:**

- Quota system as the major government response to postwar tensions regarding immigration.
- A 1924 law reduced quota to 2 percent of a smaller 1890 base of immigrants.
- Resurgence of large-scale immigration after the First World War.
- Quotas favored northern and western Europeans; peoples from the Americas were exempt from the quotas.
- Sharp contrast to the welcome to newcomers implied in Document A.

**Potential Outside Information Triggered by Document:**

Americanization programs, limited effectiveness  
of  
Isolationism  
Johnson–Reed Immigration Act, 1924

Literacy tests  
Intelligence quotient (IQ) tests  
National origins system  
Nativism

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### Question 1 Time Line

- March 3, 1875, the Page Act—for the first time the United States explicitly prohibited the admission of any person from Asia (China and Japan specifically) being brought in involuntarily for a contracted term of service for immoral activities or for the “coolie trade.” The law explicitly excluded any woman entering for the purpose of engaging in prostitution. Persons in the United States bringing in any such women or such involuntary migrants would be guilty of a felony.
- May 6, 1882, Chinese Exclusion Act—for the first time the United States barred admissions based on race, nationality, and occupation—Chinese laborers.
- Act of February 26, 1885 (“Foran Act”)—for the first time the United States government explicitly prohibited agreements for importing contract laborers, except skilled workers for new industries.
- Acts of August 3, 1882, and March 3, 1891—“regulation of immigration”—for the first time the United States prohibited the admission of persons based on their physical and/or mental condition or perceived amorality or because of a status already excluded—convicts, the mentally ill, those likely to become a public charge, those with diseases, prostitutes, polygamists, and contract laborers.
- January 1892—opening of Ellis Island by United States government for processing immigrants. San Francisco’s Angel Island did not open until 1910.
- March 2, 1895—federal government established Bureau of Immigration.
- March 1898—*Wong Kim Ark v. United States*—based on the Fourteenth Amendment, Chinese children born in the United States are United States citizens even if their parents are not.
- Act of April 30, 1900—all citizens of Hawaii were recognized as citizens of the United States following the precedent of the Treaty of Guadalupe Hidalgo.
- Acts of March 3, 1903—for the first time the United States prohibited the admission and naturalization of persons based on their political beliefs (in this case anarchism), followed by Exclusion and Expulsion of Anarchists Act, October 16, 1918.
- June 29, 1906, “Basic Naturalization Act”— establishment of the Immigration and Naturalization Service (INS), the bureaucracy to oversee both immigration and naturalization policies. Law also barred polygamists and anarchists from citizenship and, as in the Act of March 1907, policies were established for revocation of citizenship, a power not in the United States Constitution and not overturned until 1967 (*Afroyim v. Rusk*). Wartime expansion of citizenship enacted May 9, 1918.
- 1907-08, “Gentlemen’s Agreement”—for the first time the United States persuaded another country (Japan) to agree to the United States request that no more laborers be allowed to emigrate to the United States.
- Immigration Act of February 20, 1907—codified immigration laws and established the first federal commission to examine immigration (“Dillingham Commission”). List of excludable classes expanded in Act of March 26, 1910.

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**Question 1 Time Line (continued)**

- March 2, 1907, Expatriation Act—United States-born women who wed those from other countries lost their citizenship until their husbands became United States citizens.
- February 5, 1917, Immigration Act—for the first time the United States barred the entry of persons based on their lack of education (the Literacy Test) and barred the admission of persons born in a specific region of the world (the Asiatic Barred Zone).
- Act of May 22, 1918, established control over emigration and immigration in time of war.
- Immigration between 1860 and 1924 had also become enmeshed as an intellectual, cultural, pseudo-scientific issue, with strains of racism, nativism, Anglo-Saxonism, anti-Semitism, anti-Catholicism, flawed intelligence quotient (IQ) tests, eugenics, and Americanization efforts that were deemed a failure during and after First World War.
- Postwar disillusionment—Economic depression, race riots, prohibition, Ku Klux Klan, industrial changes, and reaction to immigrants' perceived lack of integration finally demonstrated the overlapping effects of domestic and foreign policies and immigration and naturalization laws.
- September 22, 1922, Cable Act (“Married Women’s Independent Nationality Act”)—women’s citizenship status was separated from their husbands’ status, unless the men were Asian, in which case American-born women lost citizenship status, and Asian American women could not reacquire it (having become ineligible Asian aliens when marrying Asian men) until the law was amended in 1931.
- 1922, *Takao Ozawa v. United States*, and 1923, *United States v. Bhagat Singh Thind*—declared Asians ineligible for citizenship, as they were neither Caucasian nor white by the common judgment of Americans (this was not based on any scientific data).
- May 19, 1921, Emergency Quota Act, and May 26, 1924, Johnson–Reed Immigration Act—for the first time the United States limited the admission of (mostly) European persons based on their nationality and the proportion of people of such nationality among all foreign-born persons in the United States (quotas). In 1921 the maximum was 3 percent of those born outside of the United States present in 1910. In 1924 the total was reduced to 2 percent of those born outside of the United States present in 1890, and quotas were adjusted to proportions of immigrant European nationalities in 1890. “Aliens ineligible for citizenship” were generally barred from entering.
- The 1929 national origins system was based on the estimated distribution of nationalities among the entire 1920 population, not just among those born outside of the United States.

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### Question 1 Information List

#### *Summary of Causes for Tensions over Immigration, 1880–1925*

- Response to new groups with unfamiliar cultures, languages, and religions. Commonly, ethnic characteristics persisted well after arrival with the aid of community groups, organizations, churches, etc.
- Resentment over the large numbers of newcomers, despite the high rate of those returning to homelands (overall one-third, but one-half or more among specific groups) and remittances to homelands in the many millions of dollars, as well as the establishment of immigrant/ethnic enclaves in the United States.
- Pseudo-sciences exaggerated links between culture, initial levels of intelligence, and “races” [nationalities].
- Americans’ fears about immigrant loyalties, ties to homelands, seemingly low rates of citizenship, and perceived failure of Americanization efforts.
- There was an association of immigrants with ills of urbanization because most lived and worked in urban areas during this period. Immigrants were also associated with strikes, riots, Red Scare, assassinations, alcohol, and crime.
- Immigrants were seen as economic threat and job competitors.
- Overseas United States involvement reinforced Americans’ sense of white superiority and the belief that other, non-WASP groups (new immigrants) were nonwhite and inferior—and likely to retain such (inherited) characteristics.

#### *Summary of Governmental Responses to Tensions Arising Due to Immigration*

- Federalization of controls over immigration and naturalization, including the opening of Ellis Island and then Angel Island, along with the establishment of the Bureaus of Immigration and Naturalization.
- Ban on Chinese laborers and their spouses; agreement to curtail migration of Japanese laborers (but not, initially, extended to spouses); establishment of the Asiatic Barred Zone, subsequently replaced by Asian-Pacific Triangle and a flat ban on most aliens ineligible for citizenship (Asians).
- Defined and extended the categories of individuals not to be admitted because of physical, mental, moral, economic, or political (anarchists) reasons as well as those seeking to enter already possessing labor contracts.
- Codification of immigration and naturalization laws, tightening rules and requirements, and also expanding rules affecting American-born women marrying noncitizens and Asians, until partially modified in 1922.

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**Question 1 Information List (continued)**

- Screening of aliens prior to admission included physical exams, literacy tests, collection of head taxes and proof of minimum financial resources, and then quotas by nationality.
- Supported programs to promote Americanization of immigrants already in the United States.



Circle the Section II question number you are answering on this page.

Mandatory <b>1</b>	Part B — Circle one <b>2 or 3</b>	Part C — Circle one <b>4 or 5</b>
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1st

~~The~~ During the years between 1880-1925 great tensions arose in America because of immigration. These tensions, ~~were~~ mainly due to <sup>racism and</sup> unsatisfied workers that felt that immigrants were <sup>taking over</sup> ~~overrunning~~ the American work environment and politics, led to increasingly stricter <sup>governmental</sup> regulations ~~by~~ on immigration.

During the late 19<sup>th</sup> Century the federal government mostly supported business interests instead of the interests of workers. Immigrants, who were without a job, were often willing to work for less pay than American citizens were. Businesses were content with paying lower wages to immigrant and often exploited them. However, the working class felt as if they were being forced out of the workforce by immigrants. These sentiments led to the anti-immigration plank of the Populist Party's 1892 platform. In this platform, the National People's Party condemned the immigration regulations that opened "our ports to the pauper and criminal classes of the world and crowds out our wage-earners" (Doc C). This "stealing" of jobs was the greatest reason for tensions surrounding immigration. Equally so, former immigrants were gaining political power. In Boston in 1908 the Mayor's Office and many other positions, such as Police Commissioner, were filled by men of Irish descent. In Congress Irish such as: "O'Connell, Keilhar, Sullivan, and McNary [... followed] in the footsteps of Webster, Sumner, Adams and Hear." (Doc F). This representation of a minority group in politics also led to

Circle the Section II question number you are answering on this page.

1A  
2 of 4

Mandatory ①	Part B — Circle one 2 or 3	Part C — Circle one 4 or 5
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increased tensions concerning immigration as citizens felt that politics was being run by foreigners. Other tensions existed between African-Americans and immigrants. Especially Booker T. Washington felt that immigrants were destroying the post opportunities for African-American economic empowerment. ~~his belief that~~ Many blacks felt that ~~choosing~~ <sup>allowing</sup> immigrants rights that were not granted to blacks was unfair and unjust. They proposed allowing blacks to fill the jobs that immigrants were filling. Washington claimed that advocated "Cast[ing] down your bucket where you are. Cast[ing] down among the eight millions of Negroes whose habits you know" (Doc D). He touches upon two arguments in his speech in Atlanta. The first is his promotion of blacks, but the second aspect is the racist sentiments in America during the 1880s to 1925. The Passing of the Great Race by Madison Grant promoted the idea that the Anglo-Saxon <sup>race</sup> was the prime race and that America must chiefly depend for leadership [Doc G] upon the white man. This book was quite popular in the early 1920's. ~~and late 1910's~~ There were riots in big cities between the blacks and immigrant groups that led to even more tensions. These racist feelings led to the resurrection of the Ku Klux Klan which was anti-foreigner as well as anti-black. All of these aspects led to increased tensions and forced the federal government to act.

Circle the Section II question number you are answering on this page.

Mandatory <b>①</b>	Part B — Circle one <b>2 or 3</b>	Part C — Circle one <b>4 or 5</b>
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Z dot

The federal government responded to the anti-immigration sentiments by limiting immigration. Before the 1880's immigrants were largely welcomed in the U.S.A. Even in 1880 the U.S. policy was open to immigrants. Nativist sentiments prevailed however, and the government passed various acts limiting immigration. The first of these acts was the Chinese Exclusion Act. It forbade Chinese immigration to America. It was widely accepted by the public, especially in the West like California. After this step, the Commissioner General of Immigration announced in 1908 that <sup>an</sup> understanding with Japan was reached "discouraging immigration of its subjects" (Doc E). This policy existed ~~and was~~ before 1908 as well and was continued and enforced by both the American and Japanese governments. The final act against immigration by the federal government was after the First World War when a quota system was ~~create~~ created. This system greatly lowered the number of immigrants accepted into the U.S. and promoted white immigrants over Eastern-European immigrants. The Literary Digest published a cartoon showing a funnel to represent the quotas and labeled the cartoon "The Only Way to Handel It" (Doc H). This act was supported by the ~~pop~~ public as well and was part of the isolationist movement of the 1920's. In conclusion, the racial tensions and anger at lost jobs led to strict government control of immigration throughout the ~~1920's~~.



Circle the Section II question number you are answering on this page.

1 B

Mandatory <b>1</b>	Part B — Circle one <b>2 or 3</b>	Part C — Circle one <b>4 or 5</b>
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(1 of 3)

Americans have always have taken pride in the fact that the U.S. is the land of opportunity. Historically, those who had been oppressed or hated found sanctuary in the U.S. The ~~Pilgrims~~ Pilgrims, for example, found their religious freedom in <sup>the</sup> U.S. The tradition of religious tolerance, that had begun in the colonial era, continued throughout ~~the~~ the 19<sup>th</sup> century and on. ~~People~~ People from ~~Japan~~ Europe, ~~and~~ Asia, and Latin America ~~viewed~~ viewed America as the Land of Opportunity, a sanctuary, and possibly a hopeful start away from tyranny and oppression, and ~~the~~ the U.S. was, ~~in the beginning~~ (Doc A). This, however, changed as the nation moved in to the late 19<sup>th</sup> century and early 20<sup>th</sup> century. There ~~was~~ was resistance against immigrants, and World War I definitely did not help. Due to both the social and economic issues that arose with the increase of immigration, the U.S. government became involved in limiting immigration, based on their ~~own~~ racist belief of white supremacy.

There were copious social issues pertaining to the ~~the~~ influx of immigrants, especially during the early 20<sup>th</sup> century. Due to the potato famine, there was a sharp increase in the number of Irish immigrants. Irish were notorious for drinking during the day, during work, and after work. This ~~affected~~ contributed to the promotion of Prohibition. In addition, ~~there was~~ a Red Scare took place during the early 20<sup>th</sup> century; ~~the Palmer raid~~ Palmer raid ~~also~~ also occurred during this time. World War I had increased the Nativism in the minds of the Americans. World War I raised suspicions ~~of~~ of immigrants, based on the fear of spies. This

Circle the Section II question number you are answering on this page.

1B  
(2 of 3)

Mandatory <b>1</b>	Part B — Circle one <b>2 or 3</b>	Part C — Circle one <b>4 or 5</b>
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~~... brought the government into the problem. The government issued Espionage and Seditions Act, a law which placed many radicals and immigrants in jail. They~~

The government, however, was more impelled to work against immigrants on the ~~is~~ issue pertaining to the economy. White labor unions cried out against immigration, because the immigrants took their jobs, for less pay. This led to the increase of unemployed white Americans (DOCC). Yet, this was just a portion of the problem. Reconstruction, 13<sup>th</sup> Amendment was passed, which freed African Americans. They were now in ~~the~~ society also fighting for a job, along with the white Americans and immigrants. Blacks were suffering even more, for their chance of being hired decreased. African American leader, Booker T. Washington recognized the issue and appealed to the Whites, to encourage the acknowledgment of the work Blacks had done for them. The government saw the problem as a threat to the unity of the nation, for labor unions were going mad. They enforced the Gentleman Act and renewed it in 1908, ensuring the enforcement of it by discussing with Japanese government (DOCE). The U.S. also regulated the number of immigrants from each country. The massive bunch of immigrants were limited to a certain percentage, according to the Emergency Quota Act and the Immigration Act. This drastically decreased the number of immigrants (DOCH).

How was the regulation of immigrants a reference:

Circle the Section II question number you are answering on this page.

Mandatory <b>1</b>	Part B — Circle one <b>2 or 3</b>	Part C — Circle one <b>4 or 5</b>
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1 B  
(3 of 3)

Americans belief of white supremacy? when the government regulated the influx of immigrants, it was done based on their race. As stated above, the U.S. was wary of communists, socialists and such radicals. They kept tabs of who ~~could~~ and could not enter the country. There were people who assessed the immigrants (DOF), and sometimes the immigrants would be sent back to where they came from. This was done by literacy tests and even American government/history test. Hard tests were given to the undesirable, and easy tests were given to the desirable. The desirables were <sup>those of</sup> Anglo-Saxon ~~race~~ ethnicity, for they were perceived to be the "superior" race in terms of ~~their~~ intelligence, loyalty, and all the positive attributes (DOG). This was of course ~~backed~~ backed by the history of white supremacy, as shown through the still existing defacto slavery through share cropping system and Jim Crow laws in the early 20<sup>th</sup> century. This racism was also ~~shown~~ shown in the murder case of ~~a~~ a white person, and the accused were both immigrants, a ~~an~~ anarchist, and ~~an~~ anarchist. The accused, including Verzeetti were executed.

During the late 19<sup>th</sup> century and the early 21<sup>st</sup> century, the U.S. government faced social and economic problems, caused by immigration. The government resolved the issue by regulating the percentage of immigrants allowed from each country, which was ~~is~~ somewhat tainted by the ideology of white supremacy.

Circle the Section II question number you are answering on this page.

Mandatory <b>1</b>	Part B — Circle one <b>2 or 3</b>	Part C — Circle one <b>4 or 5</b>
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Immigration has been an opportunistic method, a way of earning profit when necessary. During the period 1880 to 1925, a number of changes in America took place regarding immigration. American laborers fought the influx of cheap foreign workers, perceiving the newcomers as a threat to their own livelihood. A number of conflicts brewed, and the government made corresponding policy changes. Pertaining to the aforementioned time period, the issue of immigration saw three major domains: the nature of immigration, the negative civil reaction to immigration, and the federal government's reaction.

As demonstrated in the Puck magazine (Doc. A), immigrants were greeted with open arms when America required a large amount of unskilled laborers. Lured by the charm of the American Dream, ethnic settlers from disparate backgrounds found work in different fields: the Chinese in the West Coast, and the Irish and other Europeans in the East.

James Bryce, in the American Commonwealth (Doc. B), described the trend effectively: immigrants were encouraged in situations of need, and discouraged in times of high employment for Americans. In understanding the 2nd and 3rd points of the author, it is imperative to see that immigration seemed two different matters



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Mandatory <b>1</b>	Part B — Circle one <b>2 or 3</b>	Part C — Circle one <b>4 or 5</b>
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1C  
2 of 3

to the immigrants and Americans: the former saw emigration as an idealistic chance at a prosperous, new life, while the latter group, mostly responding to their nation's profit (and to the individual profits, no doubt), considered immigration as a socioeconomic "problem."

Americans from a diverse range of demographics responded to immigration as an alien invasion of sorts. The National Party platform (Doc. C) described foreigners as a mix of degenerate bottom-rung opportunists present in the US to take its markets. From a rather different bracket of society, African reformer Booker T. Washington (Doc. D) emphasized the blacks' (forced) devotion to the building of the nation — how did the foreigners compare to that? In propaganda literature the anti-immigrant sentiment was easily seen, too: Madison Grant, alongside bragging about the superiority of the Anglo-Saxons (Doc. E (note: Irish were white but not Anglo-Saxon!)), pushed forth the idea of "traditional America in control." Therefore, civil reactions to immigrants often turned violent, as in the 1907-1908 riot, when Mexican laborers were widely persecuted.

Circle the Section II question number you are answering on this page.

Mandatory <b>1</b>	Part B — Circle one <b>2 or 3</b>	Part C — Circle one <b>4 or 5</b>
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The government responded to the popular sentiment by passing legislatures to limit, by population quota, the amount of legible immigrants. The Chinese Exclusion Act of the late-19th Century virtually decimated incoming Chinese workers in California for decades. The US also closed its doors on Japan and Europe (Doc. 5 E+H). Extant quotas from the 1800s were updated in the 1900s, with even more stringent control on immigration. After WWI, especially, during the time of American economic boom, the gates of America remained mostly shut.

Immigration should be dealt as both an idealistic and a practical issue; its multifaceted nature is only comparable to the very fluctuative nature of American unemployment itself. Some of those who came to the United States found what they were look for: a way to restart life and support family back at home. All throughout, the watchful eyes of the American public regarded these aliens as only aliens, not fit to be called American.

**AP<sup>®</sup> UNITED STATES HISTORY**  
**2008 SCORING COMMENTARY (Form B)**

**Question 1**

**Sample: 1A**

**Score: 9**

This clearly written and well-organized essay is structured around a strong thesis that is developed clearly and logically. A substantial number of documents and ample outside information are marshaled intelligently in support of the argument; all documents are used effectively; the outside information provides both factual data and good context. The argument is sustained by strong analysis of the sources of tensions and the government's responses to those tensions. The conclusion effectively pulls everything together. There are no significant errors.

**Sample: 1B**

**Score: 6**

This essay contains an interesting thesis emphasizing tensions over immigration policies, arguing that the tensions arose from "white supremacy." The thesis is initially stated in an awkward way but is developed well over the course of the essay. It uses most documents, although unevenly, and includes a substantial amount of outside information, though not all of it is relevant to the argument or in the 1880–1925 time period. The essay is generally balanced between treatment of the tensions and governmental responses, and the writing and organization are adequate. Overall, the thesis, analysis, and outside information are sufficient to lift the essay above a 5, but its errors and its problematic organization prevent it from rising above a 6.

**Sample: 1C**

**Score: 4**

This essay is adequately written with a thesis that addresses both immigrant tensions and the government's response. It utilizes five of eight documents in its analysis and is especially strong on immigrant issues but more limited and strained on the government's response. There is little outside information, and the Zoot Suit reference is out of the period. The weak treatment of governmental response leaves the essay unbalanced; the conclusion hardly relates to the question and thus detracts from the analysis.