

AP[®] UNITED STATES HISTORY

2009 SCORING GUIDELINES

Question 5

Analyze the home-front experiences of TWO of the following groups during the Second World War.

African Americans
Japanese Americans
Jewish Americans
Mexican Americans

The 8–9 Essay

- Contains a clear, well-developed thesis that analyzes the home-front experiences of TWO of the four groups during the Second World War.
- Develops the thesis with substantial and relevant historical information related to the home-front experiences of the two groups during the time period.
- Provides effective analysis of the experiences on the home-front of TWO of the four groups during the Second World War; treatment of the two groups may be uneven.
 - May include home-front experiences outside the time period, but not exclusively.
 - May include military experiences, but not exclusively.
- May contain minor errors that do not detract from the overall quality of the essay.
- Is well organized and well written.

The 5–7 Essay

- Contains a thesis, which may be partially developed, that addresses the home-front experiences of TWO of the four groups during the Second World War.
- Supports the thesis with some relevant supporting information regarding the home-front experiences of the two groups during the time period.
- Provides some analysis of the experiences on the home-front of TWO of the four groups during the Second World War; treatment of the two groups may be uneven.
 - May include home-front experiences outside the time period, but not exclusively.
 - May include military experiences, but not exclusively.
- May contain errors that do not seriously detract from the quality of the essay.
- Has acceptable organization and writing.

The 2–4 Essay

- Contains a weak or unfocused thesis or simply paraphrases the question or addresses the home-front experiences of only ONE of the four groups during the Second World War.
- Provides few relevant facts or lists facts with little or no application to the question and/or time period.
- Provides simplistic analysis that may be generally descriptive or addresses the home-front experiences of only ONE group.
- May contain major errors.
- May be poorly organized and/or written.

The 0–1 Essay

- Lacks a thesis or simply restates the question.
- Has little or no understanding of the question.
- Factual information is off topic.
- Contains substantial factual errors.
- Is poorly organized and/or written.

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2009 SCORING GUIDELINES

Question 5 (continued)

The — Essay:

- Is completely off topic or blank.

NOTE: All information must be tied to the home-front experience of the groups during the Second World War.

General Comments on Question 5

1. The question requires students to “analyze.” Analysis can be seen in a number of ways, including:
 - Placing the home-front experiences of the two groups in a **historical context**, including any **changes** to experiences and **impact** of experiences
 - Discussing group’s **responses** to their home-front experiences
 - Discussing the experiences as being **positive or negative**
 - **Comparing** and/or **contrasting** group experiences
2. Only the FIRST two groups addressed by the student can be scored—NO EXTRA CREDIT for a third group.
3. Students may make generalizations about racism and discrimination or mention only general events. Remember there **must be a connection** between the home-front experiences of each group and the Second World War (e.g., zoot suits = being unpatriotic; more minority job opportunities stem from defense industries).
4. Do not be swayed by a seemingly good thesis; many 1’s and 2’s have a thesis due to the short length of the question.
5. Most students selected African Americans as one of their groups. Japanese Americans were most frequently the second group, followed by Mexican Americans. Few students chose Jewish Americans, and those who did often did not include much information beyond the Holocaust. Some did allude to the emotional experience of Jewish Americans to the Holocaust or the tension over Zionism in the Jewish community.
6. Home-front experiences **outside the time period** and **military** experiences may be included but should not be exclusive, and they must be relevant.
7. Numbers and percentages used can be approximate as long as they are reasonable.

AP[®] UNITED STATES HISTORY

2009 SCORING GUIDELINES

Question 5 Fact Sheet

African American Home-Front Experiences:

- General discrimination in housing and employment; continuation of Jim Crow segregation.
- Great Migration:
 - Several million moved from rural areas to cities.
 - Over one million found defense jobs in North and on West Coast.
- Housing shortages/overcrowding and white resentment kept African Americans in urban ghettos
 - 1942: Mob in Detroit burned a cross on grounds of Sojourner Truth Homes (federally funded apartments); move into the apartments later supervised by state police.
- Over a million African American men joined the armed forces; this represented 10 percent of the troops made up by 11 percent of the population.
 - Fairer treatment than in First World War:
 - Allowed in air corps (over 600 pilots) and marines.
 - More responsibility in army and navy.
 - Benjamin Davis—first black general commissioned in the army.
 - Dorie Miller—Pearl Harbor hero's picture used in recruitment poster.
 - Continued segregation in the military:
 - Tuskegee Airmen/Black Eagles (3,000 pilots) continued to be discriminated against; Eleanor Roosevelt flew with and supported the airmen.
 - Navy confined Black and Hispanic sailors to menial noncombat tasks; example of Port Chicago, California, where 320 sailors working as stevedores died from an ammunition explosion; 50 court-martialed for refusing to return to the docks.
 - Inferior facilities in and around army camps, especially in the South.
- Before U.S. entry in the war, A. Philip Randolph—Brotherhood of Sleeping Car Porters—threatened march to protest unequal employment opportunities and unfair housing.
 - 1941: Executive Order 8802 banned discrimination in defense industries and government; poorly enforced but did lead to some change in hiring practices.
 - Created Fair Employment Practices Committee for enforcement.
 - March on Washington Movement.
 - Hate strikes against African American workers.
- “Double V” Campaign: victory over fascism abroad and victory over discrimination at home.
- Racial violence in Chicago, New York, and Detroit during summer of 1943 stemmed from white resentment:
 - Detroit—25 Blacks and 9 Whites killed, 700 injured; Hamtramck, Paradise Valley, and Belle Isle.
 - Harlem Riot of 1943: police shooting of African American soldier.
- NAACP became more militant:
 - Took stand against discrimination in the military.
 - Membership increased from 50,000 in 1940 to 450,000 in 1946.
- Congress of Racial Quality (CORE):
 - Formed in 1942 by pacifists.
 - Led by James Farmer.
 - Staged sit-ins to challenge segregation in Chicago, Detroit, Denver.
 - Lloyd Brown, Wichita, Kansas, lunch counter incident.
- National Urban League tended to be most moderate of the three organizations.
- African American entertainment centers, e.g., Idlewild.
- *Smith v. Allwright* (1944) ruled it unconstitutional to deny African Americans the right to participate in white primaries in Texas.
- Jackie Robinson's court martial—dismissal of charges reflected growing importance of African Americans' continuing contributions to the war effort.

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2009 SCORING GUIDELINES

Question 5 Fact Sheet (continued)

- Athletes broke racial barriers: Jesse Owens, Althea Gibson.
- Blacks opposed internment of Japanese Americans because of their universal rejection of racism.
- W.E.B. Du Bois condemned anti-Semitism.

Japanese American Home-Front Experiences:

- Pearl Harbor, December 7, 1941, affected attitudes toward Japanese Americans:
 - 15,000 Japanese Americans arrested as security risks prior to Executive Order 9066.
 - Propaganda by the press in California stirred up preexisting anti-Japanese American sentiment.
 - Popular culture—cartoons, films, Disney shorts portray Japanese Americans as un-American.
- Internment Camps:
 - Executive Order 9066—February 19, 1942.
 - Mandated all “dangerous persons” moved to “relocation centers.”
 - General John DeWitt, commander of West Coast defenses, and Major Karl Bendetsen as “architects.”
 - Insistence that “military necessity” required Japanese American internment because they were security threats. Had support of California Attorney General Earl Warren and publisher William Randolph Hearst.
 - Santa Anita race track used as relocation center.
 - 112,000 Japanese Americans from the West Coast interned in camps.
 - People with 1/16 Japanese blood could be interned.
 - Ten internment camps in isolated locations:
 - Manzanar, California, March 1942—10,046 interned.
 - Tule Lake, California, May 1942—18,789 interned.
 - Poston, Arizona, May 1942—17,814 interned.
 - Gila River, Arizona, July 1942—13,348 interned.
 - Granada, Colorado, August 1942—7,318 interned.
 - Heart Mountain, Wyoming, August 1942—10,767 interned.
 - Minidoka, Idaho, August 1942—9,397 interned.
 - Topaz, Utah, September 1942—8,130 interned.
 - Rohwer, Arkansas, September 1942—8,475 interned.
 - Jerome, Arkansas, October 1942—8,497 interned.
- War Department official Eugene Rostow told a congressional committee in 1983 that Japanese Americans never were a military or security threat; 1988: Congress legislates an apology and \$20,000 compensation.
- Issei (39,000 immigrants), Nisei and Sansei (72,000 second and third generation).
- Office of the Alien Property Custodian.
- Had to sell property at great loss.
- Exclusion areas: Japanese excluded from the Pacific coast (chiefly California, but also parts of Oregon and Washington).
- Alien Enemies Act (1942)—including Japanese, Germans, and Italians.
- 442nd Regimental Combat Team—the most decorated regiment that fought during World War II (Italy); while at the same time family members in camps.
- *Hirabayashi v. United States* (1943):
 - U.S. Supreme Court unanimously upheld arrest and conviction of Gordon Hirabayashi, a 23-year-old student, for not complying with the internment order.

AP[®] UNITED STATES HISTORY

2009 SCORING GUIDELINES

Question 5 Fact Sheet (continued)

- *Korematsu v. United States* (1944):
 - Court ruled five to four that Korematsu's conviction for violating the evacuation decree was legal because of the wartime emergency, thereby implicitly validating internment's constitutionality without explicitly addressing the legality of internment.
- 1944: *Ex Parte Endo* ruling held that loyal citizens could not be imprisoned but did not address whether Japanese Americans were loyal.

Jewish American Home-Front Experiences:

- Jewish Americans made up 3 percent of the population.
- Anti-Semitism existed in the United States:
 - Jews faced intensified anti-Semitism by some Americans, including Charles Lindbergh, Father Coughlin, Gerald Smith, and Claire Booth Luce.
 - At the start of the war, they could not move into many neighborhoods, go to many colleges, or work in many factories.
- Policy of quotas during 1930s:
 - Government quotas not raised or filled.
 - In 1939 United States turned away over 900 Jewish refugees on the SS *St. Louis*.
 - More than 60 percent of Americans desired to keep Jewish refugees, even displaced children, out of the United States; this remained virtually unchanged throughout the war.
 - Legislators rejected the Wagner–Rogers bill (1939)—would have allowed an additional 20,000 German Jews under 14 years old to enter the United States.
- Between 1932 and 1944, 100,000 Jews entered the United States, including physicists Albert Einstein, Enrico Fermi, and Edward Teller; philosophers Paul Tillich and Hannah Arendt; writer Thomas Mann.
- Approximately 500,000 Jews served in all branches of the United States Armed Forces—many faced discrimination and prejudice.
- Franklin Roosevelt and policy makers of 1930s expressed concern for welfare of Jews in Germany and Europe, but rescue of Jews in camps not a United States priority.
- U.S. publications gave little coverage of the extermination of European Jews.
- Nye Committee.
- Stephen Wise.
- 1943: 400 rabbis marched in Washington to protest silence of the world against the extermination of European Jews.
- 1944: U.S. government set up several relief agencies, including the Emergency Committee to Save the Jewish People of Europe.
- Pressure from Jewish Americans led to establishment of the War Refugee Board in 1944 to help save 200,000 Jews in Europe and gave sanctuary to another 100,000 who managed to escape the death camps.
- Wartime mobilization necessitated the hiring of some Jewish workers.
- 52,000 Jews decorated for bravery in war.
- Jewish community split on Zionism.

Mexican American Home-Front Experiences

- Bataan Death March.
- Faced discrimination, racism, and prejudice.

AP[®] UNITED STATES HISTORY

2009 SCORING GUIDELINES

Question 5 Fact Sheet (continued)

- *Bracero* program:
 - In 1942 *braceros* (Mexican farm workers) allowed to enter United States in the harvest season without formal immigration procedures.
 - Total 200,000 workers.
 - Half came to California; the remainder emigrated to 20 other states.
 - Many worked in industries as well as agriculture and railroads.
- Mexican Americans were drafted and volunteered into United States Armed Forces:
 - Over 300,000 served in the armed forces.
 - Had the highest percentage of Congressional Medal of Honor winners.
 - Proportion within the armed services greater than their proportion of overall United States population.
 - Many served in the most hazardous branches as marines and paratroopers.
 - Served in the military; they also wanted better education, better jobs, and an end to racism.
 - Received GI Bill.
- Box Car Camps—substandard conditions.
- Sleepy Lagoon Murder, August, 1942: murder of Jose Diaz resulted in 24 arrests.
- Zoot Suit Riots in Los Angeles during summer of 1943:
 - Pachuco gangs.
 - Began with attacks by sailors on Mexican American teenagers dressed in zoot suits.
 - Stemmed from white resentment toward influx of Mexican Americans into Los Angeles.
 - Attacks went unchecked for days.
 - Los Angeles City Council outlawed wearing zoot suits in public.
- Fair Employment Practices Committee dealt with civil rights complaints.
- Plentiful work in defense industries led to a rising standard of living for some.
- United States Office of Inter-American Affairs, Spanish-Speaking People's Division, opened centers in Los Angeles, Denver, and Salt Lake City to support programs on Latin American culture.
- League of United Latin American Citizens (LULAC) created and modeled on NAACP.
- California and other Southwest school districts added vocational training for jobs in wartime industries.
- Emerging community services to meet the needs of Mexican Americans.

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

Mandatory 1	Part B — Circle one 2 or 3	Part C — Circle one 4 or 5
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1 of 3

~~World War II~~

For the United States of America, World War II began in 1941, when Japan attacked Pearl Harbor. For the next four years, the U.S. fought a widespread, global war, eradicating ^{European} fascism in Europe and ^{*} chasing the Japanese ^{From} the islands of the Pacific back to their own archipelago. ~~Profound~~ Profound changes occurred domestically as well; ^{for} some minority groups, like African Americans, the war helped them to assimilate into American society, but for others, such as Japanese-Americans, the war was a dividing wedge, hampering their mixture to the melting pot of American society.

World War II speeded the assimilation of many African Americans. War industries like the manufacture of aircraft provided jobs for many blacks, ~~and~~ sparking immigration out of the racist, poverty-stricken South. For example, Jimi Hendrix's parents moved to the West Coast, where they worked at a Boeing factory making airplanes. Growing up relatively free of the ingrained racism of the South, the ~~young~~ future musician was able to hear many different kinds of music. Availability of ~~jobs due to the economic opportunities of World War II~~ ^{*} freeing its oppressed peoples while

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Mandatory 1	Part B — Circle one 2 or 3	Part C — Circle one 4 or 5
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2 of 3

alleviated the once crushing poverty of black communities, allowing the emergence of a black middle class. After the war, having achieved some measure of economic independence, African Americans were able to turn to the thorny issue of civil rights.

Rather than being a blessing, World War II was a curse to Japanese-Americans, making it almost impossible to assimilate into American society. Under pressure from his cabinet, President Roosevelt authorized the creation of internment camps for the Japanese citizens of the U.S., fearful that familial and cultural ties to Japan would make them disloyal, a shocking breach of civil rights that was upheld by the Supreme Court. Japanese-Americans were forced to leave their homes and move into cramped barracks, often forfeiting their houses, property, and businesses back home. Internment ^{remains} ~~is~~ an ~~is~~ upsetting blot on America's record, a time when millions of citizens lost their liberty without a shred of evidence. World War II hurt the Japanese Americans both economically, as they lost property and jobs due to internment, and socially, as they were viewed with suspicion by the general public.

In terms of minority rights, World War II was a mixed bag. African-Americans came out ahead, becoming more assimilated into American society, but the Japanese-Americans moved further away from assimilation. Internment

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

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3 of 3

showed a still deep-rooted strain of anti-minority sentiment in American society, a strain that would be challenged head-on in the next ^{two} decades by the civil rights movement.

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

1 of 3

Mandatory 1	Part B — Circle one 2 or 3	Part C — Circle one 4 or 5
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1 of 3

Particularly in real estate, people say it is all about ~~location location location~~ location location, location.

Essentially the Second World War was a time of domestic relocation, Japanese Americans by force and African Americans by choice.

On December 7th, 1941, Japanese planes attacked the unsuspecting Pearl Harbour of Hawaii killing thousands of Americans and shocking America, including President FDR. This led to executive order 9066, ordering the relocation of Japanese-Americans living on the West Coast. Essentially the government was attempting to stop any possible transfer of information to the Japanese. It did not consider that the Japanese Americans put in relocation camps left Japan for a reason, for a better life, and most of those people were more American citizens than Japanese Americans. The same people who were basically taken from their homes and imprisoned came to America and built their lives on a whole lot of nothing and discrimination. Those lives were taken away and when released from relocation camps, they built lives on a whole lot of nothing AGAIN. When the Supreme Court later ruled on the justice of the executive order, it was ruled in Korematsu v. U.S. following WWII that the government had the right to limit rights during war time (as in Schneck v. U.S.

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

Mandatory 1	Part B — Circle one 2 or 3	Part C — Circle one 4 or 5
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2 of 3

post WWI) and that the act was constitutional. However, although they were not killed as in Nazi concentration camps, the lives of the Japanese-Americans were taken away as they ^{had to} ~~leave~~ almost everything behind. The experience of WWII was a trying one and not until the second half of the twentieth century "attempted" to be righted by government compensation to the few that were still alive (as many relocated had died of old age, not due to the reformation camps, because the compensation came so late). American citizens during WWII were forced to give up their lives because of their heritage.

Differently, African Americans were able to obtain a better life during WWII. Some were drafted or enlisted in the U.S. Army, however there was still segregation that would not have an ~~integrated~~ integrated unit until the Korean War. In addition, because so many white men with jobs in the industrial North had left to fight the war, African Americans also replaced those men in those jobs, opening economic possibilities to them. Although not as large as the Great Migration of WWI, in which blacks of the South who had been tenant farmers controlled by the discriminating southern plantation owners and Jim Crow laws and Black Codes, a fairly good amount migrated South to North seeking the now available jobs. Similar to women in the work force during

5B
3 of 3

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

3 of 3

Mandatory 1	Part B — Circle one 2 or 3	Part C — Circle one 4 or 5
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the war, following the war when the soldiers wanted their jobs back, some did not get them and blacks realized they enjoyed the profitability of the factory jobs and opportunities. This helped start ~~the~~ up the desire for a Civil Rights Movement which came in the 1960s. The black experience during the war opened doors of ~~religion~~ jobs, money, and a better life in Northern cities and possibly factors into the start of the Civil Rights Movement.

The depiction of Japanese-Americans' lives and the expansion of the prosperity of African Americans' lives both occurred in the second world war. The black experiences were due to the need for soldiers to fight the war. The Japanese ^{-American} experience was due to the Pearl Harbour attack and fascism. Both affected the long-term development of each group and radically changed lives through relocation. it's all about location, location, location.

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

5c
1 of 2

1 of 2

Mandatory 1	Part B — Circle one 2 or 3	Part C — Circle one 4 or 5
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The home front experience during World War Two for many of minorities was not a pleasant one. Many of the minorities were discriminated against in many ways. The Japanese Americans and the Jewish Americans were the two hardest home-front experiences during World War Two.

The Japanese immigrants were treated the absolute worst. First they were discriminated against by the entire country because Japan bombed Pearl Harbor. They were then treated with severe disrespect and looked at as pathetic individuals. They were also accused as being spies for Japan which made them more hated in the U.S. The Japanese Americans were also put into internment camps, which by the U.S. government. They were put in these camps because of their origins. They were evicted from their houses and put on to government property. The Japanese Americans were also blamed for the Pearl Harbor attack. The government was spreading propaganda about they were fighting for the good of the world and Japan were bad. Their history was looked at sheepishly and disregarded. They were looked at as the cause of the world's problems and was ostracized by the public.

Although the Japanese Americans had it bad, the Jewish Americans had it almost as bad. These kind was being persecuted throughout Europe and most of the country still had relatives who lived there. They were emotionally stressed because they did not know what was going on back in Europe and it made the time back in the U.S. stressful. They were also looked

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

Mandatory 1	Part B — Circle one 2 or 3	Part C — Circle one 4 or 5
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2 of 2

down upon by the public. They thought there had to be a reason to why the Jews were being killed all throughout Europe. They were looked upon as though they had something wrong with them and they weren't good enough to be living in the country.

The Jews also had to deal with the psychological pain of knowing they are safe even though millions of people with the same religion as them were being persecuted throughout Europe.

Overall, the experiences of the Japanese Americans and the Jewish Americans were different, in the sense of the Japanese being more physically harmed and the Jewish being more psychologically harmed. It was not a good time for either minorities.

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2009 SCORING COMMENTARY

Question 5

Overview

This question asked students to analyze the home-front experiences of two ethnic/racial groups (African Americans, Japanese Americans, Jewish Americans, or Mexican Americans) during the Second World War. Students were expected to explore the national and regional grassroots experiences of Americans, to comment on the issues of civil liberties versus national security, and to analyze war as a catalyst for social change and social transformation.

Sample: 5A

Score: 8

This essay has a clear and well-developed thesis comparing the assimilation of African Americans to the rights denied to Japanese Americans. There is good analysis of African American migration and the rise of a Black middle class. The essay's general treatment of Japanese Americans and need for more factual support kept it from being scored a 9.

Sample: 5B

Score: 6

This essay has a good thesis that addresses the question with good supporting information. It has some analysis in the discussion of why life was more difficult for Japanese Americans. The essay's reliance for evidence on information that is out of the time period kept it from being scored in the top of the category.

Sample: 5C

Score: 4

This essay has a partially developed and weak thesis. The focus of the discussion about Jewish Americans is on the emotional impact of the Holocaust. The essay's discussion of Japanese Americans is vague.