

Prompt: Evaluate the relative importance of the effects of movements for social change from 1945 to 1980.

Essay:

The relative importance of the effects of movements for social change from 1945 to 1980 was to call out the government or people who held power, to start paying attention and focus their actions on things that can change the nation rather than focusing on foreign affairs where they have no control. Some of these movements for social change from 1945 to 1980 that had important effects consist of the Civil Rights Movement, the Anti-War Movement, and the Chicano Movement. This led to societal norms to be altered, allowing diverse backgrounds, marginalized communities to rise.

Through protests, marches, boycotts, and much more, African Americans were able to back up their actions with words on what they were trying to advocate, for change, during the Civil Rights Movement. African Americans fought for equality, and the end of discrimination and oppression. Organizations such as SNCC and others and events like the March on Washington, where Martin Luther King Jr. delivered his "I Have a Dream" speech, helped others understand why they needed change. These types of actions allowed change such as desegregation, voting rights, and the rights to have support, especially in education.

During this time, the counterculture area started to play a vital role during the Vietnam War. This young generation used the Anti-War Movement to speak out against war, and how this action under the government was unnecessary and causing even more damage to the nation. After WWII, people noticed what type of impact it had on the U.S., which caused them to go down into this type of recession, making the U.S. fall under the same pattern as it has in the past.

Overall, the relative importance of the effects of movements for social change from 1945 to 1980 was to call out authority figures of the government in order to achieve change and how it was able to break society out of this homogenous act, to promote intersectionality in a way.

Feedback:

A. Thesis/Claim: 1 The response earned 1 point for the thesis. The thesis can be found in the first paragraph. The response provides a historically defensible claim responding to the prompt. It argues, "The relative importance of the effects of

movements for social change from 1954 to 1980 was . . . to call out the government or the people who held power,” and it establishes particular movements as categories of analysis: the “Civil Rights Movement, Anti-War Movement and Chicano Movement.”

B. Contextualization: 0 The response did not earn the point for contextualization because the attempt to use the Second World War is not specific or relevant to the prompt. At the end of the first page, the response describes an effect of the Second World War as “people noticed what type of impact it had on the U.S. which caused them to go down into this type of recession, making the U.S. fall under the same pattern as it has in the past.” This statement is overly broad and fails to demonstrate a clear understanding of the period.

C. Evidence: 2 The response earned 1 point for using evidence relevant to the topic of the prompt. Midway through the first page of the response, it provides examples of the Civil Rights movement, “SNCC and others and events like the March on Washington,” as well as the youth anti war movement. The response earned the second evidence point because evidence is used to support an argument about the effectiveness of advocacy for social change. For example, the response explains the effect of the “I Have a Dream” speech as helping others “understand why they needed to change. These types of actions allowed change such as desegregation, voting rights, and the rights to have support especially in education.”

D. Analysis and Reasoning: 1 The response earned 1 point for using historical reasoning. The response uses the historical reasoning skills of causation and change to structure an argument that addresses the prompt. For example, it discusses how “these types of actions allowed change such as desegregation.” The response did not earn the point for demonstrating a complex understanding. The response attempts to explain multiple perspectives (e.g., the Civil Rights movement and anti-war movement) but does not sufficiently develop an argument explaining the effect of the anti-war movement, so it does not demonstrate sophisticated argumentation or effective use of evidence.

Total Score: 4