

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

Essay:

Throughout American history, as culture shifts, so do politics. The Civil Rights advocacy era followed major victories for white women, demonstrating that change could be made.

Jim Crow laws put in place by the government made an obstacle for any non-white citizens. In response, Civil Rights groups took both peaceful and non-peaceful approaches. To protest segregation and discrimination, organizations such as the National Student Association would participate in lunch counter sit-ins. Even though these sit-ins caused little disruption, white customers and business owners would react with violence and harassment. Similar actions of peace were also taken following Rosa Parks' refusal to get off a bus seat for a white man. Racial equality activists boycotted Alabama's public buses for weeks until segregation was no longer allowed on public transportation.

Feedback:

A. Thesis/Claim: 0 The response did not earn the point for thesis because the response does not provide a historically defensible claim that establishes a line of reasoning. The first paragraph includes, "The Civil rights advocacy era followed major victories for white women, demonstrating that change could be made." This statement has a major chronological error and does not establish a line of reasoning regarding the effects of social movements for change.

B. Contextualization : 0 The response did not earn the point for contextualization. In the second paragraph, the response describes the effect of Jim Crow laws as a piece of evidence, so this cannot contribute to earning the contextualization point.

C. Evidence: 2 The response earned 1 point for using evidence because the response provides at least two pieces of evidence relevant to the topic. In the second paragraph, Jim Crow laws, Civil Rights groups, sit-ins, and Rosa Parks are all relevant to the topic of the prompt. The response earned the second evidence point because it uses at least two pieces of specific and relevant pieces of evidence to support an argument. In the second paragraph, Civil Rights groups such as the National Student Association are explained as an effect of Jim Crow laws. Later in this paragraph, the response explains the effect of sit-ins as white resistance. The response also argues how "Rosa Parks' refusal to get off her bus seat for a white man" had the effect of ending segregation on public transportation.

D. Analysis and Reasoning: 1 The response earned 1 point for using historical reasoning because the response demonstrates historical reasoning by explaining causes and effects of social movements. For example, it writes, "To protest segregation and discrimination, organizations such as the National Student Association, would participate in lunch sit-ins. Even though these sit-ins caused little disruption, white customers and business owners would react with violence and harassment." This sentence discusses the causation of how segregation and discrimination led to protests as well as white resistance. The response did not earn the point for demonstrating a complex understanding because the response does not attempt to demonstrate complex understanding through sophisticated argumentation or effective use of evidence. Although the response does include four pieces of evidence, those pieces are not used to support a nuanced or complex argument. All the pieces of evidence support the same basic argument that protests led to change.

Total Score: 3