
AP[®] African American Studies

Sample Student Responses and Scoring Commentary Set 2

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Question 4: Document-Based Question

7 points

General Scoring Notes

- Except where otherwise noted, each point of these rubrics is earned independently; for example, a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** These scoring guidelines require that students demonstrate historically defensible, or discipline specific, content knowledge. Given the timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical or disciplinary content used to advance the argument is accurate.
- **Clarity:** Exam responses should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.

Explain how twentieth century migrations have shaped Black communities in the United States.

Reporting Category	Scoring Criteria	
Row A Thesis/Claim (0–1 points)	0 points Does not meet the criteria for one point.	1 point Responds to the prompt with a defensible thesis/claim that establishes a line of reasoning.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: <ul style="list-style-type: none"> Are not defensible. Only restate or rephrase the prompt. Do not respond to the prompt. Do not establish a line of reasoning. Are overgeneralized. 	Responses that earn this point: <ul style="list-style-type: none"> Provide a defensible thesis or claim about how twentieth century migrations shaped Black communities in the United States. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
	Examples that do not earn this point: Provide a restatement of the prompt <ul style="list-style-type: none"> <i>“Migrations have shaped Black communities in the United States.”</i> Provide a defensible claim, but do not establish a line of reasoning <ul style="list-style-type: none"> <i>“Many African Americans migrated throughout the United States.”</i> Establish a line of reasoning, but do not provide a defensible claim <ul style="list-style-type: none"> <i>“Migrations of Black populations shaped new communities in the North but destroyed communities in the South.”</i> 	Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <ul style="list-style-type: none"> <i>“In an attempt to better their lives, many Black people migrated within the United States, resulting in the development of major social movements.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <ul style="list-style-type: none"> <i>“Black communities were impacted culturally by movements of people within the United States during the Great Migration, but also by migrations of Afro-descendants to the United States throughout the twentieth century.”</i> Establish a line of reasoning <ul style="list-style-type: none"> <i>“Black migration had a positive impact on Black communities in the United States, providing those involved with more opportunities.”</i> [Minimally acceptable thesis/claim]
	Additional Note: <ul style="list-style-type: none"> The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion [which is not limited to exclusively the first or last paragraphs]. 	

Reporting Category	Scoring Criteria	
Row B Context	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the topic of the prompt.
(0–1 points)	Decision Rules and Scoring Notes	
	Responses that do not earn this point: <ul style="list-style-type: none"> Provide an overgeneralized statement about the topic referenced in the prompt. Provide context that is not relevant to the prompt. Provide a passing phrase or reference. 	Responses that earn this point: <ul style="list-style-type: none"> Accurately describe a context relevant to how twentieth century migrations shaped Black communities in the United States.
	Examples that do not earn this point: Do not provide context relevant to the topic of the prompt <ul style="list-style-type: none"> <i>“Tradition and heritage were important to Black communities in the United States.”</i> Provides only a passing phrase or reference <ul style="list-style-type: none"> <i>“The Second Middle Passage was the largest forced migration in the history of the United States.”</i> Provides inaccurate contextualization <ul style="list-style-type: none"> <i>“Indigenous communities welcomed people who had escaped enslavement.”</i> 	Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: <ul style="list-style-type: none"> The nadir The Great Migration Afro-Caribbean migration Integration into traditionally white communities Immigration of Black-identifying populations Examples of acceptable contextualization: <ul style="list-style-type: none"> <i>“The discrimination and violence of the nadir motivated many African Americans to migrate from the South to other parts of the country.”</i> <i>“The violence and upheaval caused by the Haitian Revolution resulted in a migration of people from Haiti to the United States.”</i> [Minimally acceptable contextualization]
	Additional Notes: <ul style="list-style-type: none"> The response must describe broader events, developments, processes, or disciplinary connections that are relevant to the topic of the prompt. To earn this point, the context provided must be more than a phrase or reference. 	

Reporting Category	Scoring Criteria		
Row C Evidence from Sources	0 points Does not meet the criteria for one point.	1 point Uses the content of at least two sources to address the topic of the prompt.	2 points Supports an argument in response to the prompt using at least three sources.
(0–2 points)	Decision Rules and Scoring Notes		
	Responses that do not earn points: <ul style="list-style-type: none"> Use evidence from less than two of the sources Misinterpret the content of the source Quote the content of the sources without providing an accompanying description Address sources collectively rather than considering separately the content of each source 	Responses that earn 1 point: <ul style="list-style-type: none"> Accurately describe—rather than simply quote—the content from at least two of the sources to address how twentieth century migrations have shaped Black communities in the United States. Examples of describing the content of a source: Describe evidence from the sources relevant to the topic but do not use that evidence to support an argument <ul style="list-style-type: none"> [Source 2]: “In Source 2, the author is encouraging readers to leave their homes in the South.” [Source 4]: “The immigration of Black people into the United States has risen steadily for the past five decades.” 	Responses that earn 2 points: <ul style="list-style-type: none"> Support an argument in response to the prompt by accurately using the content of at least three sources. Examples of supporting an argument using the content of a source: <ul style="list-style-type: none"> [Source 2]: “The author of Source 2 encourages readers to leave the South. The better educational and occupational opportunities that await them elsewhere, he argues, will make life better for their children and for all African Americans. Articles such as this helped to spur the Great Migration which resulted in millions of African Americans moving north for better opportunities.” [Uses evidence from the source to support an argument about the impact migration will have on the lives of Black people leaving the South.] [Source 4]: “The graph can be used to show a steady increase of foreign-born Black population over time. As the immigration of Black people increases, this will continue to bring new and rich cultural contributions to Black communities throughout the United States.” [Uses evidence from the source to support an argument that suggests new populations coming into the United States will impact the culture of Black communities.] [Source 5]: “Throughout the twentieth century, Afro-Caribbean migration to the United States added to the diversity of Black culture in the United States. Rihanna’s presence and success in the United States represents a modern-day extension of this migration and serves as evidence of ongoing cultural contributions of Afro-Caribbean immigrants’ success.” [Uses evidence from the source to support an argument that Afro-Caribbean migration has resulted in popular forms of culture.]
	Additional Note: <ul style="list-style-type: none"> To earn two points, the three sources do not have to be used in support of a single argument—they can be used across sub-arguments or to address counterarguments. 		

Row C Evidence Beyond Sources	0 points Does not meet the criteria for one point.	1 point Uses at least one additional piece of specific evidence (beyond that found in the sources) relevant to an argument in response to the prompt.
(0–1 points)	Decision Rules and Scoring Notes	
	Responses that do not earn this point: <ul style="list-style-type: none"> • Provide evidence that is not relevant to an argument about the prompt. • Provide evidence that is outside the topic specified in the prompt. • Repeat information that is specified in the prompt or in any of the sources. • Provide a passing phrase or reference. 	Responses that earn this point: <ul style="list-style-type: none"> • Must use at least one specific piece of evidence relevant to how twentieth century migrations shaped Black communities in the United States. Examples of specific and relevant evidence beyond the sources that earn this point include the following, if appropriate elaboration is provided: <ul style="list-style-type: none"> • The cultural impact of the Great Migration • The New Negro Movement • The integration of traditionally white communities Examples of evidence beyond the documents relevant to an argument about the prompt: <ul style="list-style-type: none"> • <i>“The New Negro movement of the 1920s was influenced by the migration of African Americans out of the South to urban areas in the North and Midwest.”</i> [Provides a piece of evidence not in the sources relevant to an argument about the prompt.] • <i>“Redlining and other discriminatory policies were often put into place in response to early 20th century migrations, profoundly affecting African American communities. As a result, African Americans were often forced to live in areas that lacked the services and infrastructure of other, well-resourced neighborhoods.”</i> [Provides a piece of evidence not in the sources relevant to an argument about the prompt.]
	Additional Notes: <ul style="list-style-type: none"> • Typically, statements credited as evidence will be more specific than statements credited as contextualization. • To earn this point, the evidence provided must be different from the evidence used to earn the point for contextualization. • To earn this point, the evidence provided must be more than a phrase or reference. • The point for evidence beyond the sources may be awarded for evidence that appears in any part of the response. 	

Reporting Category	Scoring Criteria	
Row D Source Use (0–1 points)	0 points Does not meet the criteria for one point.	1 point For at least two sources, explains how or why the source’s point of view, purpose, context, and/or audience is relevant to an argument.
Decision Rules and Scoring Notes		
	Responses that do not earn this point: <ul style="list-style-type: none"> Explain sourcing for fewer than two of the sources. Identify the point of view, purpose, context, and/or audience but fail to explain how or why it is relevant to an argument. Summarize the content or argument of the source without explaining the relevance of this summary to the point of view, purpose, context, and/or audience. 	Responses that earn this point: <ul style="list-style-type: none"> Must explain how or why—rather than simply identifying—the source’s point of view, purpose, context, or audience is relevant to an argument that addresses the prompt for each of the two sources sourced.
	Examples that do not earn this point: Identify the perspective, purpose, context, and/or audience, but do not explain how or why it is relevant to an argument <ul style="list-style-type: none"> “Source 2 is written by an anonymous African American to an African American audience.” Summarize the content of the document without explaining the relevance of this to the perspective, purpose, context, and/or audience <ul style="list-style-type: none"> “The author of Source 1 wants to see more of the United States, so he wanders the country.” 	Example of acceptable explanation of the relevance of the source’s purpose: <ul style="list-style-type: none"> [Source 2]: “In Source 2, the African American newspaper is urging people to leave the ‘hell hole’ of the South for a better life in any other part of the country. Articles such as this were intended to provide information and encourage migration and had a significant effect on African American readers. In many cases, they contributed to an increase in migration out of the South.” [Identifies the purpose of the source and how this affects the source’s perspective on the importance of migrating out of the South.] Example of acceptable explanation of the relevance of the author’s point of view: <ul style="list-style-type: none"> [Source 1] “Claude McKay’s perspective as a first-person observer is helpful in understanding the experiences of an immigrant who moved to the United States, and then, additionally, one who then migrated within the US from Kansas to New York City.” [Connects the point of view to an argument about migration being a complex movement of people to and within the United States.] Example of acceptable explanation of the relevance of the context of source: <ul style="list-style-type: none"> [Source 3]: “Locke, a scholar in New York City where the Harlem Renaissance was centered, can probably write more safely and securely because of his geographical location than if he had lived in the southern part of the US. This allowed him to share his personal experience as a testimonial for those in other, less diverse parts of the United States.” [Connects the context of the source to an argument migration can have an impact on both the person and their new community.]

Reporting Category	Scoring Criteria	
Row E Reasoning (0–1 points)	0 points Does not meet the criteria for one point.	1 point Uses reasoning (e.g., causation, comparison, change or continuity across time or geography) to set up an argument that addresses the prompt.
	Decision Rules and Scoring Notes	
		Responses that earn this point: Must demonstrate the use of reasoning to frame or structure an argument that is relevant to the prompt. The use of reasoning might be uneven in places, or the evidence may lack specificity. Demonstrating reasoning might include any of the following, if appropriate elaboration is provided: <ul style="list-style-type: none">• A response may argue that modern examples of migration or immigration, as seen in Sources 4 and 5, could have a similar effect on Black communities that migration within the United States had in much of the twentieth century. (Addresses comparison)• A response may argue that the most significant influences on migrations were the encouragement of those who have already migrated and benefitted from the move, as seen in Sources 1, 2, and 3. (Addresses causation)• A response may argue that even after moving to areas in the West, Midwest, and Northeast during the Great Migration and experiencing an improvement in conditions, many African Americans still encountered racism and discrimination their new homes. (Addresses change and continuity across geography)

Source Summaries

Source	Summary of Content	Explains the relevance of point of view (POV), purpose, context, and/or audience by elaborating on examples such as:
1. Claude McKay, <i>A Long Way from Home</i> , autobiography, recalling his life as an immigrant in New York City in 1918, autobiography published in 1937	<ul style="list-style-type: none"> The author is a native Jamaican poet living in the United States. He came to attend university but wanted to see the United States and exercise his “creative expression.” He would see the country in all of its “power and bigness ... bitterness” and would chronicle his reaction. 	<ul style="list-style-type: none"> As someone not born and raised in the United States, McKay would not only chronicle his experiences here, but his perspectives would influence others in the Black and African American communities. (POV)
2. Editorial Letter, <i>The Messenger</i> , African American magazine, March 1920	<ul style="list-style-type: none"> The anonymous editorial is urging its African American readers to leave the South, to go “North, East, and West-anywhere” for a better life. The author points out that better pay, better educational opportunities, and voting rights await them. While life may not be perfect outside of the South, it is “paradise” in comparison. It is also noted that if more Black people leave the South, the establishment there might implement improvements to draw Black people back, or improvements there might convince them not to leave in the first place. 	<ul style="list-style-type: none"> The editorial is aimed squarely at the Black community in the South, urging them to leave and spread out to areas across the country in order to better their lives. (audience) This article was written during, and as a result of, the Great Migration, a period in which Black and African American people left the South for a better life in states in the West, Midwest, and Northeast. (context)

<p>3. Alain Locke, a scholar in New York City, article about a cultural shift published in <i>Survey Graphic</i> magazine, March 1925</p>	<ul style="list-style-type: none"> • Locke points to the ongoing Great Migration as a major opportunity for African Americans. This move impacts them spiritually and creatively, as well, giving them a “greater certainty of knowing what it is all about. ...” This, he argues, puts African Americans at the center of a new time in American life and culture, becoming a contributor to society, no longer to be seen as a burden by those in power. 	<ul style="list-style-type: none"> • Locke writes of migrations taking place primarily within the United States, movements which serve to increase the cultural awareness and contributions of Black people across the country. (context) • Locke, a scholar in New York City, can write more safely and securely as a likely result of his geographical location. His personal experience can serve as a testimonial to the opportunities that await Black people who decide to move within the United States. (POV, audience)
<p>4. Bar graph showing the percentage of Black population in the United States who are foreign born, 1980 to 2060</p>	<ul style="list-style-type: none"> • The graph shows a steady increase in the percentage of the Black population in the United States who are foreign born. The totals more-than-tripled from 1980 to 2019, with steady and continued growth being projected for the next five decades. By 2060, it is estimated that 16% of the Black population in the United States will be foreign born. 	<ul style="list-style-type: none"> • With a steadily increasing foreign-born population, Black communities will likely continue to be shaped by a multitude of cultural forces for decades to come. (POV) • The blue bars represent a major increase in the population of foreign-born Black people in the United States. Those increases correlate to political and economic turmoil in parts of the Caribbean and Africa, which could account for the tripling of percentages in roughly the next forty years. (context)
<p>5. Rihanna, a singer and businesswoman from Barbados, sings for veterans in Washington, D.C., 2014</p>	<ul style="list-style-type: none"> • This is an image of Rihanna, a singer and entrepreneur born in Barbados but who achieved great popularity in the United States. The image is taken from a performance she gave for veterans of the United States military. 	<ul style="list-style-type: none"> • Born in Barbados, Rihanna became a huge star in the United States and internationally in the early twenty-first century, combining Caribbean influences with modern rhythm and blues. (context) • Rihanna’s presence and success in the United States represents a modern-day extension of the Afro-Caribbean migration that began in the early twentieth century. (POV)

Shortly after the end of the Civil War came the period of Reconstruction for Southern states, along with the passing of the 13th, 14th, and 15th Amendments that sought to bring racial equality for formerly enslaved African Americans after the Civil War. However, as a result of increased hopes for equality was only countered with racial discrimination and violence from white supremacy groups like the Ku Klux Klan that sought to enforce Jim Crow segregation and disenfranchise African Americans. As a result, many African American communities left the South in what is known to be the Great Migration, but consequently there has been a rise in immigration from Black communities, including Caribbean islands and African nations as well.

In the twentieth century, these migrations, either immigration or emigration, shaped Black communities in the United States economically and culturally by creating new opportunities for African Americans in the United States.

After the Civil War, the Great Migration led to economic and cultural opportunities for African Americans leaving the South. The Great Migration was fueled by growing opportunities in the North coming with the First World War that led to better wages for Black communities along with growing violence and tension in the South such as events that occurred like Bloody Sunday and the Tulsa Massacre. Increasing racial discrimination accumulated into more than six million African Americans moving from the South as a result, and Source 2 in the African American magazine discusses the urgency for African Americans, calling for "Fellow Negroes of the South, leave there" while also mentioning the atrocities of racial violence in Southern States like Georgia, Arkansas, and Texas, situating the context behind the Great Migration and a call to action for African Americans to leave as a result (Source 2). The author effectively attempts to gain the attention of other African Americans through using appeals of a community, showing how these migrations were linked with communities and shaped Black communities. Similarly, Source 3 discusses the migrant masses that resulted from the Great Migration, leading to different "life-attitudes" that are brought with poetry, art, education, and a new outlook of life (Source 3). The source describes the perspective of an African American, showing their own opinions on the issues that shaped Black communities through these migrations. As a result of the Great Migration that was incentivized by different civil rights organizations, it led to clusters of Black communities populated in major cities including New York. As a result, it led to cultural changes as well including the Harlem Renaissance that cultivated African traditional culture in the form of new expressions for African identity. These cultural uprisings led to a greater identity for African Americans, illustrating how other movements including the Black is Beautiful Movement or the future Civil Rights Movement that built upon the literary works of already published Black authors at the time like W.E.B. Du Bois. However, the accumulation of Black populations in major cities as a result of the Great Migration did not come easily, and there were some drawbacks. One example is the negative implications of redlining that sought to discriminate housing and property from African Americans, but also racial gerrymandering that occurred to purposely redraw districts in favor of specific politicians. These policies hindered the ability of these Black communities to represent themselves equally, overall harming their representation and stripping them of their rights.

Immigration into the United States during the twentieth century also shaped Black communities in the United States. Source 4, a bar graph showing percentages of Black populations in the United States, shows increasing trends for foreign borns, illustrating an increasing trend overall in immigration from Black communities in the United States because of new economic opportunities (Source 4). The statistic comes with a broader overall context of increased opportunities to immigrate to the United States with bettering racial equalities for all people. Over time, an increase in these Black communities

from different parts of the world would lead to the fusion of their own cultural identity along with the already established African American identity in the United States. For many immigrations, as in Source 1 Claude McKay discusses his life as an immigrant in New York City, commenting on his education and studies but also commenting how he had "no desire to return home" (Source 1). His life illustrates reasons behind moving to the United States, especially because of educational opportunities that would have shaped Black communities culturally through increased education at different colleges and HBCU programs that were limited towards the beginning of the century. For many, the migration shaped Black communities by allowing them an increased opportunity for education. While McKay discusses his life and the educational opportunities that he had, other institutions like Booker T. Washington's HBCUs sought to train Black African Americans to prepare them for the industry. Another example of immigration into the United States is with the example of Rihanna, as source 5 shows, who is a singer from Barbados, a Caribbean island (Source 5). Her success, along with the success of other popular singers coming into the United States like Beyonce or Cardi B, only shows the economic opportunities that resulted from migrations in the United States. Similarly, these singers also shaped Black communities culture through their artistic music, including incorporating their own cultural heritage with the music and traditions that were already brought to the United States, including jazz or rock. Along with Black artists came Black politicians and sports players, including Muhammad Ali, a famous boxer, Barrack Obama, the first Black president of the United States, and Jackie Robinson, the first Black player in the MLB. Through these migrations, there has been increased economic opportunities for Black communities across the United States, but also illustrating the diverse backgrounds that were incorporated into their communities.

The Great Migration laid the groundworks for fighting for the Civil Rights movement, which impacted African Americans both economically and culturally by ensuring that they had equal access and opportunities. The same organizations that supported the Great Migration also supported the ideas of the Civil Rights Movement. The "Big Four" during the movement which included the NAACP, SNCC, CORE, and SCLC, sought to fight for these same Black communities by ensuring their equal protection that was brought to them by the 13th, 14th, and 15th amendments. As these protections were brought by LBJ's signing of the Voting Rights Act of 1965 and the Civil Rights Act of 1964, there has been an increase in immigration from these communities looking for better opportunities in the United States, illustrating the implications that they had on helping shape Black communities. Today, we have already seen our first Black Congresswoman, Shirley Chisholm, and our first Black Vice President, Kamala Harris, as a result of the works done which sparked these migrations in the twentieth century,

Twentieth century migrations have shaped Black communities in the United States by providing better opportunities and life conditions to African Americans. Following the abolishment of slavery, African Americans migrations began during the early 1900's up until the late 1960's consisting of African Americans leaving the South seeking more freedom in the North.

In source 2 , The Messenger, an African American magazine is encouraging Black people to find any place to stay other than the South as it is paradise and there will be better opportunities for themselves and their families. This shows that migrations shaped Black communities by provided them access to higher wages, voting rights, better housing, and education for their children. This is important because African Americans couldn't advance in the South as they were constantly limited from resources that could help with building a lifestyle. In source 3, Alain Locke, a scholar in New York City, published an article about the self expression and grace that comes with the poetry, art, and education that a young Negro has access to in the city. This shows that migrations have allowed the Black communities a new outlook on life as they can experienced a new democracy in American culture. They don't need rely on anyone to provide them basic neccesities of life. They can contribute to society independantly and creatively. This is important because Black people can express themselves and their ideas on the world without being restricted or punished for it. African Americans are allowed a voice that can advocate for others and what they stand for. Source 5 shows a picture of Rihanna, singer and businesswoman from Barbados, singing for veterans in Washington D.C. This shows that migrations have shaped Black communities by providing more economic advancement and opportunitites in the United States to excel and live a succesful life. This is important because Black people had to figure out ways to make a living for themselves and their families in a new environment.

This is similar to how Aaron Douglas used his art to portry the struggles and accomplishments of the African American experience. Then, using his success to showcase and uplift African Americans during the Black Arts Movement.

The magazine in source 2 is relevant because it was written for the African American audience, encouraging and informing African Americans to leave the South at all costs to find and obtain a better lifestyle than what they're ever going to get if they continue to live in the South.

The twentieth century migrations shaped Black communities in the United States by more African Americans being able to live a better life in a different state where they wouldn't be experiencing as much discrimination and have more opportunities for proper education, better payment, etc.

Source 2 states "Fellow Negroes of the South, leave there. Go North, East, and West-anywhere-to get out of that hell hole. There are better schools here for your children, higher wages for yourselves, votes if you are twenty-one, better housing and more liberty. All is not rosy here, by any means, but it is Paradise compared with Georgia, Arkansas, Texas, Mississippi and Alabama.". The author exclaims to fellow African Americans that live in the South to move to a different state to live a better life for themselves and their families, while also acknowledging that even though it isn't perfect, compare it to the south and it's a whole lot better. The author also adds an interesting note to where if more African Americans leave, the ones who aren't able to leave have the chance to be paid more since Southerners wouldn't have that many workers willing to work under them. This allowed African Americans to be convinced to move to different states, affecting the states in the south to where they're forced to treat African Americans fairly to prevent more of them to leave.

Even though African Americans would face hardship where ever they went, the chances of them having a more fulfilling life in a different state is a lot better than if they stayed where they lived. It also impacted Black communities being able to grow stronger and have more power to get what they deserve.

Document-Based Question

Note: Student samples are quoted verbatim and may contain spelling and grammatical errors.

Overview

NEW for 2025: The question overviews can be found in the *Chief Reader Report on Student Responses on AP Central*.

Sample: 4A

Score: 7

Thesis/Claim Score: 1

Context Score: 1

Evidence from Sources Score: 2

Evidence Beyond Sources Score: 1

Source Use Score: 1

Reasoning Score: 1

Thesis/Claim (0–1 points): 1

The response earned 1 point for responding to the prompt with a defensible thesis/claim that established a line of reasoning in the second paragraph: “In the twentieth century, these migrations, either immigration of emigration, shaped Black communities in the United States economically and culturally by creating new opportunities for African Americans in the United States.”

Context (0–1 points): 1

The response earned 1 point because the first paragraph outlines the broader history of African Americans attaining their freedom from slavery and their citizenship, all leading up to twentieth century migrations.

Evidence from Sources (0–2 points): 2

The response earned 2 points for evidence from the sources in utilizing Sources 1, 2, 3, 4, and 5 to address the topic of the prompt. The response uses a short quote from Source 2 and explains how the content of the source supports their argument. Source 3 explains how Black expression (as described in the source) led to specific social and cultural movements that followed the Great Migration. The response also uses the integration of traditionally white neighborhoods, as a direct response of the Great Migration, to outline political practices that restricted the movement of Black Americans. The response utilizes the content of Source 1 to support their argument by stating “For many, the migration shaped Black communities by allowing them an increased opportunity for education.” In Source 5, the statements “Her success ... only shows the economic opportunities that resulted from migrations in the United States” and Source 1, “Through these migrations, there has been increased economic opportunities for Black communities across the United States, but also illustrating the diverse backgrounds that were incorporated into their communities” shows an effective use of the source content to support an argument.

Evidence Beyond Sources (0–1 points): 1

The response earned 1 point for describing the Harlem Renaissance and citing it as a direct consequence of twentieth century migrations.

Document-Based Question (continued)**Source Use (0–1 points): 1**

The response earned 1 point in the second and fourth paragraphs. In the second paragraph, the response addresses how the historical context of the Great Migration lays the backdrop for Source 2 and relates it to the argument. In the same paragraph, the response sufficiently uses the point of view of Source 3 to support their argument. In the fourth paragraph, the response provides historical context, in discussing the prominence and history of HBCUs, to provide further explanation of the content of the source and related both to their argument.

Reasoning (0–1 points): 1

Throughout the response, there is an effective use of reasoning in setting up an argument that addresses the impact of twentieth century migrations on Black communities. An example of this can be found in the fifth paragraph, which states that that “Great Migration laid the groundworks for fighting for the Civil Rights movement, which impacted African Americans both economically and culturally by ensuring that they had equal access and opportunities.” It should also be noted that, while the response stopped in the middle of a sentence in the last paragraph, there was already sufficient support to earn the point.

Document-Based Question (continued)**Sample: 4B****Score: 4****Thesis/Claim Score: 1****Context Score: 1****Evidence from Sources Score: 2****Evidence Beyond Sources Score: 0****Source Use Score: 0****Reasoning Score: 0****Thesis/Claim (0–1 points): 1**

The response earned 1 point for the thesis/claim because it responds to the prompt with a defensible claim that establishes a line of reasoning. This is found in the opening sentence: “Twentieth century migrations have shaped Black communities in the United States by providing better opportunities and life conditions to African Americans.”

Context (0–1 points): 1

The response earned 1 point for context by describing the brief history of Black migration in the United States in paragraph 1: “Following the abolishment of slavery, African Americans migrations began during the early 1900’s up until the late 1960’s consisting of African Americans leaving the South seeking more freedom in the North.”

Evidence from Sources (0–2 points): 2

This response earned 1 point for using Sources 2, 3, and 5 to address the topic of the prompt. The response earned 1 point for using evidence to support the argument. The response uses Source 2 by connecting the opportunities offered by migration to the benefits Black Americans received as a result: “This shows that migrations shaped Black communities by provided them access to higher wages, voting rights, better housing, and education for their children. This is important because African Americans couldn’t advance in the South as they were constantly limited from resources that could help with building a lifestyle.” The response uses Source 3 to support the argument by stating: “This shows that migrations have allowed the Black communities a new outlook on life as they can experienced a new democracy in American culture.” This response suggests that cultural exchange was present and served a benefit to Black communities. The response uses Source 5 as an example to relate economic advantages as an outcome of migration: “This shows that migrations have shaped Black communities by providing more economic advancement and opportunites in the United States to excel and live a succesful life.”

Evidence Beyond Sources (0–1 points): 0

The response did not earn the point for evidence beyond the sources. The reference to Aaron Douglas in paragraph 4 is too vague to earn the outside evidence point because it does not make clear to what “[t]his is similar” refers.

Source Use (0–1 points): 0

The response did not earn the point for source use. While sources are identified, the response does not connect them to the prompt. For example, the response identifies Source 2 as being an African American newspaper, but does not address how its point of view, purpose, context, or audience is relevant to the argument.

Document-Based Question (continued)

Reasoning (0–1 points): 0

The response did not earn the point for reasoning because reasoning was not attempted. While descriptions of the sources are accurate and are used effectively, the response does not use causation, comparison, or change/continuity across time or geography to address the prompt.

Document-Based Question (continued)**Sample: 4C****Score: 1****Thesis/Claim Score: 1****Context Score: 0****Evidence from Sources Score: 0****Evidence Beyond Sources Score: 0****Source Use Score: 0****Reasoning Score: 0****Thesis/Claim (0–1 points): 1**

The response earned 1 point for thesis because the response has a defensible claim that establishes a line of reasoning by providing some indication of the reason for making that claim. This is found in the first paragraph of the response: “The twentieth century migrations shaped Black communities in the United States by more African Americans being able to live a better life in a different state where they wouldn’t be experiencing as much discrimination and have more opportunities for proper education, better payment, etc.”

Context (0–1 points): 0

The response did not earn the point for context as the response did not provide a broader historical context that was relevant to the topic of prompt. Its mention of the twentieth century in the opening paragraph is not enough to earn this point as the time period is mentioned in the prompt and the reference is part of the thesis.

Evidence from Sources (0–1 points): 0

The response did not earn the point for evidence from the sources. The response only attempts to utilize one source, although it does successfully use Source 2 to address the topic of the prompt.

Evidence Beyond Sources (0–1 points): 0

The response did not earn the point for evidence beyond the sources because this was not attempted.

Source Use (0–1 points): 0

The response did not earn the point for source use. While a single source is identified and described, it is not used in explaining why its point of view, purpose, context, and/or audience is relevant to the prompt. Additionally, this point requires that two sources be used.

Reasoning (0–1 points): 0

The response did not earn the point for reasoning. The statement that African Americans moved because “the chances of them having a more fulfilling life in a different state” was better is not enough to earn this point.