

2025



AP[®] African American Studies

Scoring Guidelines Set 2

Question 1: Exam Day Validation

2 points

General Scoring Notes

- The question is a written response to the student’s individual project.
- Answers must be in complete sentences: an outline or bulleted list is not acceptable.
- Students must reference their source or sources by name—either by author or title—in order to receive credit.

Reporting Category	Scoring Criteria		
Exam Day Validation (0–2 points)	“Explain why one of your sources is more reliable than another.”		
	0 points Does not meet the criteria for one point.	1 point Responds to the Exam Day Validation prompt with relevant descriptive information and includes reference to specific sources as appropriate in response to the prompt.	2 points Responds to the Exam Day Validation prompt with a relevant explanation and includes reference to specific sources as appropriate in response to the prompt.
	Decision Rules and Scoring Notes		
	Responses that do not earn points: <ul style="list-style-type: none"> Are too vague and do not provide an indication of sources used in the Individual Student Project. Do not reference the specific Exam Day Validation question. May be overly general discussions of or reflections on the project. Examples that do not earn points: <p>Provide a response that is overly vague:</p> <ul style="list-style-type: none"> “Of the many sources I used, there were generally ones that that were more valid than others.” “My project would not have been possible without the use of these sources.” 	Responses that earn 1 point: <ul style="list-style-type: none"> Describe one source's reliability and another source's reliability using specific and relevant information in response to the prompt. Examples of specific and relevant evidence include the following with appropriate elaboration: <ul style="list-style-type: none"> The authors' backgrounds Summary of the sources Describing what determines the reliability of each source Example of a statement that earns one point for evidence: <ul style="list-style-type: none"> “(Source 1) was written by an acclaimed African American historian. (Source 2) was taken from a newspaper and was written by someone who has a background in journalism and investigative reporting but who has a more generalist background.” “(Source 1) contains a bibliography that includes dozens of sources all relating to (the topic). (Source 2) is an opinion piece that appeared in an online blog dealing with (the topic).” 	Responses that earn 2 points: <ul style="list-style-type: none"> Explain how one source is more reliable than another using specific and relevant information in response to the prompt. Examples of specific and relevant evidence include the following with appropriate elaboration: <ul style="list-style-type: none"> Explanation of how the background of the authors relates to the reliability of each source Summary of the sources to explain what makes one more reliable than another Explanation of how the authors' previous work on similar topics contributes to one being more reliable than another Examples that earn two points for providing an explanation of how one source is more reliable than another: <ul style="list-style-type: none"> “Because (Source 1) was written by someone with a PhD in African American Studies who is considered the foremost expert on this topic, their current research is considered the most credible and reliable information in the discipline right now. While (Source 2) was relevant and credible, this author referred to and relied on the research and work of the author of (Source 1) for their work.” “When looking at my sources, (Source 1) stands out for its reliability. The bibliography for it contains dozens of scholarly publications relating to (the topic). This—along with the author's own works—demonstrates the reliability of the source. (Source 2) is an editorial from a newspaper, and while the author of (Source 2) makes valid observations, his qualifications are less known and so it is more difficult to corroborate his arguments without further research.”

Question 1: Short Answer**4 points****General Scoring Notes**

- Each point is earned independently.
- **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.
- **Describe:** Provide the relevant characteristics of a specified topic. Description requires more than simply mentioning an isolated term.
- **Explain:** Provide information about how or why a historical development or process occurs or how or why a relationship exists.

A	Describe one example of African American art, literature, or music that challenged racial barriers or stereotypes.	1 point
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Examples of acceptable responses may include the following:

- Freedom songs—such as “We Shall Overcome”—inspired African Americans, many of whom risked their lives as they pressed for equality and freedom.
 - James Van Der Zee’s portraits and photographs during the Harlem Renaissance showed the complex and successful lives of African Americans.
 - African American poets, such as James Weldon Johnson and Maya Angelou, wrote pieces that inspired unity, celebrated Black culture, and inspired hope in millions of people.
 - Musicians, such as jazz bassist Charles Mingus, composed protest songs built on African American musical traditions like call and response.
 - Hip-hop blended elements such as Afrocentric fashion, Black nationalism, jazz, and poetry to give a voice to African American experiences and identities.
 - Graffiti art grew into a major form of expression, incorporating the complex realities of daily life into a public artform.
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B	Explain how the author’s opinions reflect the principles of the New Negro movement.	1 point
	Examples of acceptable responses may include the following:	
	<ul style="list-style-type: none">Johnson states “It depends more upon what the Negro himself does than upon what someone else does for him.” This reflects the principle of the New Negro movement that says African Americans need to define their own identity and pursue political change despite the discrimination they faced.The New Negro movement wanted Black artists to create their own artistic style by incorporating more of a Black aesthetic into their work. Johnson agrees with this: “It is the approach along the line of intellectual and artistic achievement by Negroes and may be called the art approach. ...”Johnson asserts that artistic contributions by African Americans is nothing new, but that the public has failed to recognize them. Similarly, the New Negro movement believed that American schools have always portrayed Black culture as having nothing to offer, and that African Americans had to show them otherwise.	
C	Using a specific example, explain how an African American leader or activist advocated for racial uplift in the nineteenth century.	1 point
	Examples of acceptable responses may include the following:	
	<ul style="list-style-type: none">Booker T. Washington advocated for industrial education and training as a means of economic advancement and independence. His founding of Tuskegee Institute helped African American students get a vocational education.W.E.B. Du Bois advocated for African American uplift through a liberal arts and civil rights agenda. Through education and improved civil rights, African Americans could become empowered.Before the Civil War, Frederick Douglass spoke often about how Black people should use nonviolent methods to end slavery. His actions, speeches, and written works inspired countless people to become involved in the abolition movement for over two decades.	
D	Describe one way the Black Arts movement or the Black is Beautiful movement contributed to racial uplift for African Americans in the twentieth or twenty-first century.	1 point
	Examples of acceptable responses may include the following:	
	<ul style="list-style-type: none">The Black Arts movement inspired racial uplift by emphasizing the long history of important Black artists and linking them with the work of the artists of the day.While there were different styles within the Black Arts movement, all participants were unified by the belief that Black art was a unique form of expression.By stressing the importance of Black artists, the Black Arts movement was an early advocate of the development of African American Studies programs.The Black is Beautiful movement contributed to racial uplift by embracing forms of beauty that had previously been categorized as inferior or nonconformist in mainstream society.	

- The Black is Beautiful movement inspired racial uplift by urging Black people to learn about and celebrate their own rich cultural heritage.
 - The Black is Beautiful movement led to the establishment of multicultural and ethnic studies programs in the United States, which contributed to racial uplift in the twentieth century and beyond.
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Question 2: Non-Text Source**3 points****General Scoring Notes**

- Each point is earned independently.
- **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.
- **Describe:** Provide the relevant characteristics of a specified topic. Description requires more than simply mentioning an isolated term.
- **Explain:** Provide information about how or why a historical development or process occurs or how or why a relationship exists.

A **Describe one way the image serves as evidence of Christianity in early African societies.** **1 point**

Examples of acceptable responses may include the following:

- The image is from Africa in about 1700. It shows two people holding staffs that are each topped with a Christian cross.
- The two people appear to be in a Christian church or similar building in Africa that is topped with a cross.
- The painting depicts at least one African person with a halo, showing that Christianity is present in Africa.

B **Describe an effect religions from outside of West Africa had on West African societies prior to the seventeenth century.** **1 point**

Examples of acceptable responses may include the following:

- Mansa Musa, the powerful Muslim ruler from Mali, made a pilgrimage to Mecca in the fourteenth century, which then attracted more merchants and scholars to Mali.
 - By converting to Islam, West African merchants gained favorable trade conditions with caravans coming from the Middle East.
 - The presence of Islam in Mali led to the flourishing of education and scholarship in Timbuktu and in other centers of learning.
 - When African leaders adopted Islam or Christianity, the result was often a blending of those faiths with Indigenous spiritual beliefs and religions.
 - After becoming a Christian kingdom, parents in Kongo began the practice of naming their children after Christian saints.
 - When the Kingdom of Kongo converted to Christianity, their trade relationship with Portugal was strengthened.
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C	Explain one reason why syncretic spiritual practices developed in the African diaspora.	1 point
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Examples of acceptable responses may include the following:

- Many Africans blended their local spiritual practices with Christianity as it entered West Africa. These new syncretic faiths were blended further when they were brought to the Americas by enslaved Africans.
 - In West Africa, syncretic spiritual practices predate the African diaspora. These religious combinations were then spread to the Americas by enslaved people, where they continued to blend into new expressions of faith.
 - Roughly one-quarter of all enslaved people who arrived in North America were from Christian societies in Africa. Once in North America, people from those societies found themselves living together, often resulting in continued changes in spiritual practices.
 - In order to cope with the horrible treatment they endured, enslaved people sang spirituals during or after the work day. These spirituals combined Christian and West African spiritual traditions in song, creating new and diverse forms of religious expression.
 - As Afro-Caribbean immigration into the United States increased in the early twentieth century, so did the ethnic and religious diversity of the areas in which they settled. This resulted in the blending of many of those practices with each other and with religious beliefs that were already present where the immigrant communities were formed.
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Question 3: Short Answer**3 points****General Scoring Notes**

- Each point is earned independently.
- **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.
- **Describe:** Provide the relevant characteristics of a specified topic. Description requires more than simply mentioning an isolated term.
- **Explain:** Provide information about how or why a historical development or process occurs or how or why a relationship exists.

A **Describe one way the rights of free African Americans were limited prior to 1865.** **1 point**

Examples of acceptable responses may include the following:

- The enslavement of African Americans was legal in much of the United States from the colonial era through 1865.
- Some free states barred entry of free Black people into their state.
- Some states enacted restrictions to keep free Black men from voting and testifying against white people in court.
- Before the ratification of the Fifteenth Amendment in 1870, only Wisconsin and Iowa had given Black men the right to vote.
- The **Dred Scott** suit held that no African American was or could ever be a citizen of the United States.
- Free African American men were not allowed to enlist in the United States military at the start of the Civil War.
- In most cases, African Americans lacked the ability to move freely within their state or within the United States.

B **Describe an example of a maroon society that contributed to Black and African American autonomy in the eighteenth and/or nineteenth centuries.** **1 point**

Examples of acceptable responses may include the following:

- Many maroon freedom fighters in Haiti had been soldiers before being enslaved in Kongo, so they were able to fend off and coordinate attacks on those attempting to recapture them.
- Charles Deslondes enlisted maroon communities in an attempt to take New Orleans in the German Coast Uprising of 1811.

- Maroon communities—such as the one in the Great Dismal Swamp in Virginia and North Carolina—were established in isolated areas where their African-based languages and cultural practices could survive and flourish.
- The Brazilian maroon community of Palmares existed autonomously for nearly 100 years, allowing thousands of enslaved Africans to practice their native traditions.
- Some maroon communities entered into treaties with colonial governments to retain their autonomy.

C **Using a specific example, explain how African Americans advocated for change in the first half of the twentieth century.** **1 point**

Examples of acceptable responses may include the following:

- African Americans started newspapers and magazines to help organize resistance to oppression. For example, the Pittsburgh Courier played a key role in organizing the “Double Victory” Campaign against racism and fascism during World War Two.
 - Writers and artists of the Harlem Renaissance created works that explored topics to help unite African Americans and expand their voice. Novelist and anthropologist Zora Neale Hurston, for example, wrote extensively about being Black in America in early twentieth century America.
 - A push was made during the New Negro movement to research and develop Black history to help educate future generations of Black Americans. Writers and intellectuals such as Carter G. Woodson and W.E.B. DuBois worked to refute the idea that African Americans were a people without a history or culture.
 - The Great Migration began in the early twentieth century and resulted in new Black communities being established in areas of the country in which segregation was much less common. In many cases, this allowed Black businesses, schools, and culture to thrive.
 - Marcus Garvey championed ideals of Black advancement through self-determination and separatist institutions. His Back-to-Africa movement was an attempt to allow African Americans to emigrate to Africa to escape discrimination in the United States.
 - The *Négritude* and *Negrismo* movements united groups of Afro-descendants with themes that stressed cultural pride and political liberation. The movements, though based in different colonial influences, showed that while Blackness was not the same across all Africans their goal of political liberation helped to unite their efforts.
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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)

3. Alain Locke, a scholar in New York City, article about a cultural shift published in <i>Survey Graphic</i> magazine, March 1925	<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)
4. Bar graph showing the percentage of Black population in the United States who are foreign born, 1980 to 2060	<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)
5. Rihanna, a singer and businesswoman from Barbados, sings for veterans in Washington, D.C., 2014	<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)