

1. Explain why one of your sources is more reliable than another.

**END OF SECTION I**

---

“A number of approaches to the heart of the race problem have been tried: religious, educational, political, industrial, ethical, economic, sociological.... Today a newer approach is being tried, an approach which discards most of the older methods.... It depends more upon what the Negro himself does than upon what someone else does for him. It is the approach along the line of intellectual and artistic achievement by Negroes, and may be called the art approach to the Negro problem.... The results of this method seem to carry a high degree of finality, to be the thing itself that was to be demonstrated....

But it should be borne in mind that the conscious [African American] artist is not an entirely new thing. What is new about him is chiefly the evaluation and public recognition of his work.”

Source: James Weldon Johnson, African American author, “Race Prejudice and the Negro Artist,” 1928

---

1. Respond to parts A, B, C, and D.

- A. Describe one example of African American art, literature, or music that challenged racial barriers or stereotypes.
- B. Explain how the author’s opinions reflect a principle of the New Negro movement.
- C. Using a specific example, explain how an African American leader or activist advocated for racial uplift in the nineteenth century.
- 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.

Reporting Category	Scoring Criteria	
<b>Row A</b> <b>Thesis/Claim</b>  <b>(0–1 points)</b>	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Responds to the prompt with a defensible thesis/claim that establishes a line of reasoning.
	<b>Decision Rules and Scoring Notes</b>	
	<b>Responses that do not earn this point:</b> <ul style="list-style-type: none"> <li>Are not defensible.</li> <li>Only restate or rephrase the prompt.</li> <li>Do not respond to the prompt.</li> <li>Do not establish a line of reasoning.</li> <li>Are overgeneralized.</li> </ul>	<b>Responses that earn this point:</b> <ul style="list-style-type: none"> <li>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.</li> <li>The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</li> </ul>
	<b>Examples that do not earn this point:</b>  <b>Provide a restatement of the prompt</b> <ul style="list-style-type: none"> <li><i>“Migrations have shaped Black communities in the United States.”</i></li> </ul> <b>Provide a defensible claim, but do not establish a line of reasoning</b> <ul style="list-style-type: none"> <li><i>“Many African Americans migrated throughout the United States.”</i></li> </ul> <b>Establish a line of reasoning, but do not provide a defensible claim</b> <ul style="list-style-type: none"> <li><i>“Migrations of Black populations shaped new communities in the North but destroyed communities in the South.”</i></li> </ul>	<b>Examples that earn this point:</b>  <b>Establish a line of reasoning that evaluates the topic of the prompt</b> <ul style="list-style-type: none"> <li><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></li> </ul> <b>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</b> <ul style="list-style-type: none"> <li><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></li> </ul> <b>Establish a line of reasoning</b> <ul style="list-style-type: none"> <li><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]</li> </ul>
	<b>Additional Note:</b> <ul style="list-style-type: none"> <li>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].</li> </ul>	

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

Reporting Category	Scoring Criteria		
Row C Evidence from Sources	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Uses the content of at least <b>two</b> sources to address the <b>topic</b> of the prompt.	<b>2 points</b> Supports an <b>argument</b> in response to the prompt using at least <b>three</b> sources.
(0–2 points)	Decision Rules and Scoring Notes		
	<b>Responses that do not earn points:</b> <ul style="list-style-type: none"> <li>Use evidence from less than two of the sources</li> <li>Misinterpret the content of the source</li> <li>Quote the content of the sources without providing an accompanying description</li> <li>Address sources collectively rather than considering separately the content of each source</li> </ul>	<b>Responses that earn 1 point:</b> <ul style="list-style-type: none"> <li>Accurately describe—rather than simply quote—the content from at least <b>two</b> of the sources to address how twentieth century migrations have shaped Black communities in the United States.</li> </ul> <b>Examples of describing the content of a source:</b> <b>Describe evidence from the sources relevant to the topic but do not use that evidence to support an argument</b> <ul style="list-style-type: none"> <li>[Source 2]: “In Source 2, the author is encouraging readers to leave their homes in the South.”</li> <li>[Source 4]: “The immigration of Black people into the United States has risen steadily for the past five decades.”</li> </ul>	<b>Responses that earn 2 points:</b> <ul style="list-style-type: none"> <li>Support an argument in response to the prompt by accurately using the content of at least <b>three</b> sources.</li> </ul> <b>Examples of supporting an argument using the content of a source:</b> <ul style="list-style-type: none"> <li>[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.]</li> <li>[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.]</li> <li>[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.]</li> </ul>
	<b>Additional Note:</b> <ul style="list-style-type: none"> <li>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.</li> </ul>		

<b>Row C</b> <b>Evidence</b> <b>Beyond</b> <b>Sources</b>	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Uses at least one additional piece of specific evidence (beyond that found in the sources) relevant to an argument in response to the prompt.
<b>(0–1 points)</b>	<b>Decision Rules and Scoring Notes</b>	
	<b>Responses that do not earn this point:</b> <ul style="list-style-type: none"> <li>Provide evidence that is not relevant to an argument about the prompt.</li> <li>Provide evidence that is outside the topic specified in the prompt.</li> <li>Repeat information that is specified in the prompt or in any of the sources.</li> <li>Provide a passing phrase or reference.</li> </ul>	<b>Responses that earn this point:</b> <ul style="list-style-type: none"> <li>Must use at least one specific piece of evidence relevant to how twentieth century migrations shaped Black communities in the United States.</li> </ul> <b>Examples of specific and relevant evidence beyond the sources that earn this point include the following, if appropriate elaboration is provided:</b> <ul style="list-style-type: none"> <li>The cultural impact of the Great Migration</li> <li>The New Negro Movement</li> <li>The integration of traditionally white communities</li> </ul> <b>Examples of evidence beyond the documents relevant to an argument about the prompt:</b> <ul style="list-style-type: none"> <li><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.]</li> <li><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.]</li> </ul>
	<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>Typically, statements credited as evidence will be more specific than statements credited as contextualization.</li> <li>To earn this point, the evidence provided must be different from the evidence used to earn the point for contextualization.</li> <li>To earn this point, the evidence provided must be more than a phrase or reference.</li> <li>The point for evidence beyond the sources may be awarded for evidence that appears in any part of the response.</li> </ul>	

Reporting Category	Scoring Criteria	
<b>Row D</b> <b>Source Use</b>  <b>(0–1 points)</b>	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> For at least <b>two</b> sources, explains how or why the source’s point of view, purpose, context, and/or audience is relevant to an argument.
<b>Decision Rules and Scoring Notes</b>		
	<b>Responses that do not earn this point:</b> <ul style="list-style-type: none"> <li>Explain sourcing for fewer than two of the sources.</li> <li>Identify the point of view, purpose, context, and/or audience but fail to explain how or why it is relevant to an argument.</li> <li>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.</li> </ul>	<b>Responses that earn this point:</b> <ul style="list-style-type: none"> <li>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.</li> </ul>
	<b>Examples that do not earn this point:</b>  <b>Identify the perspective, purpose, context, and/or audience, but do not explain how or why it is relevant to an argument</b> <ul style="list-style-type: none"> <li>“Source 2 is written by an anonymous African American to an African American audience.”</li> </ul> <b>Summarize the content of the document without explaining the relevance of this to the perspective, purpose, context, and/or audience</b> <ul style="list-style-type: none"> <li>“The author of Source 1 wants to see more of the United States, so he wanders the country.”</li> </ul>	<b>Example of acceptable explanation of the relevance of the source’s purpose:</b> <ul style="list-style-type: none"> <li>[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.]</li> </ul> <b>Example of acceptable explanation of the relevance of the author’s point of view:</b> <ul style="list-style-type: none"> <li>[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.]</li> </ul> <b>Example of acceptable explanation of the relevance of the context of source:</b> <ul style="list-style-type: none"> <li>[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.]</li> </ul>

Reporting Category	Scoring Criteria	
Row E Reasoning  (0–1 points)	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> 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	
		<b>Responses that earn this point:</b> 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.  <b>Demonstrating reasoning might include any of the following, if appropriate elaboration is provided:</b> <ul style="list-style-type: none"><li>• 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)</li><li>• 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)</li><li>• 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)</li></ul>



## 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"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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)</li> </ul>
2. Editorial Letter, <i>The Messenger</i> , African American magazine, March 1920	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> </ul>

<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"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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)</li> <li>• 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)</li> </ul>
<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"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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)</li> <li>• 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)</li> </ul>
<p>5. Rihanna, a singer and businesswoman from Barbados, sings for veterans in Washington, D.C., 2014</p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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)</li> <li>• 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)</li> </ul>