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

In your response you should do the following:

- Respond to the prompt with a defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical or disciplinary context relevant to the topic of the prompt.
- Support an argument in response to the prompt using at least three of the sources.
- Use at least one additional piece of specific evidence (beyond that found in the sources) relevant to your argument.
- For at least two sources, explain how or why the perspective, purpose, context, and/or audience for each source is relevant to your argument.
- Reference or cite the sources you use in your argument. You can reference or cite the source letter, title, or author.

Source 1

Source: Claude McKay, *A Long Way from Home*, autobiography, recalling his life as an immigrant in New York City in 1918, autobiography published in 1937

“I was intent on my own role—I a waiter—waiting for recognition as a poet. It was seven years since I had arrived in the States from Jamaica, leaving behind me a local reputation as a poet. I came to complete my education. But after a few years of study at the Kansas State College I was gripped by the lust to wander and wonder. The spirit of the vagabond,¹ the daemon² of some poets, had got hold of me. I quit college. I had no desire to return home. What I had previously done was done. But I still cherished the urge to creative expression. I desired to achieve something new, something in the spirit and accent of America. Against its mighty throbbing force, its grand energy and power and bigness, its bitterness burning in my [B]lack body, I would raise my voice to make a canticle³ of my reaction.”

1: wanderer

2: supernatural being

3: song

Source 2

Source: Editorial Letter, *The Messenger*, African American magazine, March 1920

“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. Besides, you make it better for those you leave behind. Labor becomes scarce, so that the Bourbons¹ of Dixie are compelled to pay your brothers back home more wages. They will give them more schools and privileges, too, to try to get them to come back, and, secondly, to try to keep you from leaving.”

1: conservative members of the Democratic Party in the South

Source 3

Source: Alain Locke, a scholar in New York City, article about a cultural shift published in *Survey Graphic* magazine, March 1925

“The migrant masses, shifting from countryside to city, hurdle several generations of experience at a leap, but more important, the same thing happens spiritually in the lifeattitudes and self-expression of the Young Negro, in his poetry, his art, his education and his new outlook, with the additional advantage, of course, of the poise¹ and greater certainty of knowing what it is all about....

To all of this the New Negro is keenly responsive as an augury² of a new democracy in American culture....

He now becomes a conscious contributor and lays aside the status of a beneficiary and ward³ for that of a collaborator and participant in American civilization. The great social gain in this is the releasing of our talented group from the arid⁴ fields of controversy and debate to the productive fields of creative expression.”

1: grace

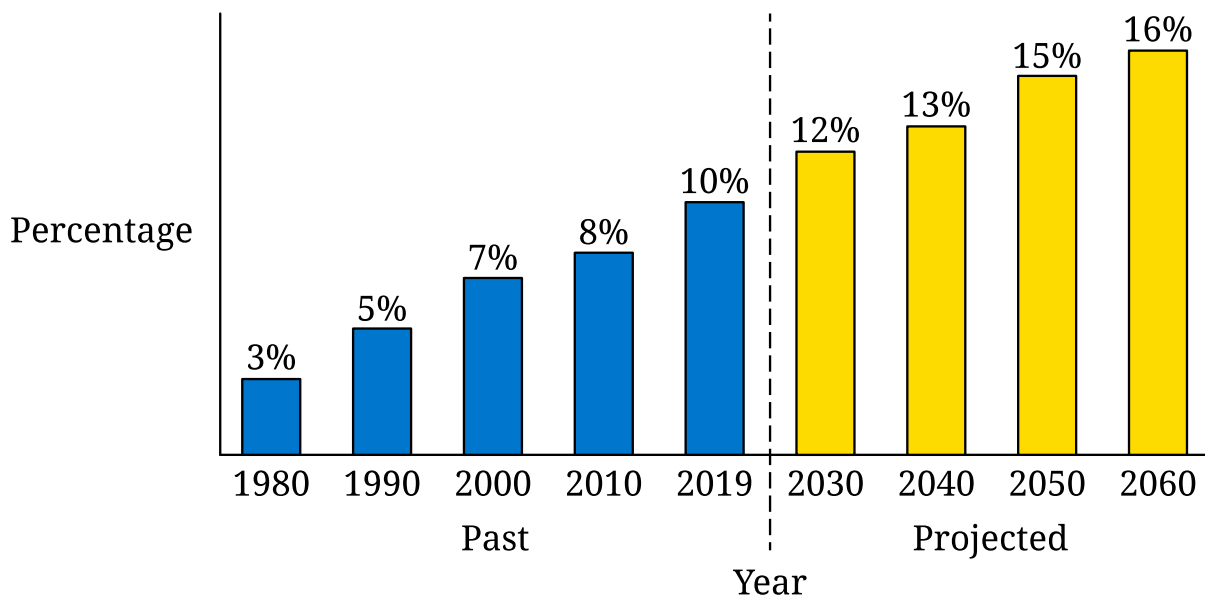
2: sign

3: dependent

4: dry

Source 4

Source: Bar graph showing the percentage of Black population in the United States who are foreign born, 1980 to 2060



“Key findings about Black immigrants in the U.S.” Pew Research Center, Washington, D.C., (January 27, 2022). <https://www.pewresearch.org/short-reads/2022/01/27/key-findings-about-black-immigrants-in-the-u-s/>.

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.