

2022

AP[®]

CollegeBoard

AP[®] United States History

Sample Student Responses and Scoring Commentary

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Long Essay Question 4

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Question 4: Long Essay Question, Internal Migration 1900 to 1970

6 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:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam essays 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.

Evaluate the relative importance of causes of internal migration within the United States in the period from 1900 to 1970.

| Reporting Category | Scoring Criteria | |
|---|--|--|
| <p>Row A Thesis/Claim (0-1 points)</p> | <p>0 points Does not meet the criteria for one point.</p> | <p>1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.</p> |
| Decision Rules and Scoring Notes | | |
| <p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Are not historically defensible. • Only restate or rephrase the prompt. • Do not respond to the prompt. • Do not establish a line of reasoning. • Are overgeneralized. | | <p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Provide a historically defensible thesis or claim about the causes of internal migration within the United States in the period from 1900 to 1970. The thesis or claim must either provide some indication of the reasoning for making that claim OR by establishing analytic categories of the argument. |
| <p>Examples that do not earn this point:</p> <p>Provide a historically defensible claim, but do not establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“Internal migration took place for social, economic, and cultural reasons.”</i> <p>Provide a claim that is not historically defensible</p> <ul style="list-style-type: none"> • <i>“The primary reason from internal migration 1900 to 1970 was the search for religious freedom.”</i> <p>Provide a restatement of the prompt</p> <ul style="list-style-type: none"> • <i>“Many factors caused internal migration within the United States in the period from 1900 to 1970.”</i> | | <p>Examples that earn this point:</p> <p>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</p> <ul style="list-style-type: none"> • <i>“Although living in hostile environments where natural disasters or a history of unfair treatment forced some Americans to migrate within the U.S., it has been the allure of economic opportunities that has served as the main reason for these movements.”</i> • <i>“Americans moved inside the U.S. often to escape racism and discrimination or in the 1930s to escape the Dust Bowl. The most important reason for internal migration was the industrialization of northern cities that offered the promise of economic prosperity and a better life.”</i> <p>Establish a line of reasoning with analytic categories</p> <ul style="list-style-type: none"> • <i>“Internal migration during the period between 1900 and 1970 were driven by wars, economic opportunities, and the growth of the middle class.”</i> <p>Establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“Many Americans moved to urban areas between 1900 and 1970 to pursue the growing jobs in industry.”</i> (Minimally acceptable thesis/claim) |
| <p>Additional Notes:</p> <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 may not be limited to the first or last paragraphs). • The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period. | | |

| Reporting Category | Scoring Criteria | | | |
|--|--|--|--|--|
| <p>Row B Contextualization (0-1 points)</p> | <p>0 points Does not meet the criteria for one point.</p> | <p>1 point Describes a broader historical context relevant to the prompt.</p> | | |
| Decision Rules and Scoring Notes | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Provide an overgeneralized statement about the time period referenced in the prompt. • Provide context that is not relevant to the prompt. • Provide a passing phrase or reference. <p>Examples that do not earn this point:</p> <p>Do not provide context relevant to the topic of the prompt</p> <ul style="list-style-type: none"> • <i>“The Vietnam War encouraged the baby boom generation to become politically engaged.”</i> <p>Provide an overgeneralized statement about the time period referenced in the prompt</p> <ul style="list-style-type: none"> • <i>“The period from 1900 to 1970 was an era of social and cultural tension.”</i> </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Accurately describe a context relevant to the causes of internal migration within the United States in the period from 1900 to 1970. <p>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • World Wars I and II • The Great Depression • Post-war affluence • Urbanization • Growth of industrial capitalism • Western expansion • Imperialism • Southern segregation and violence toward African Americans <p>Example of acceptable contextualization:</p> <ul style="list-style-type: none"> • <i>“The United States provided a large amount of the supplies for both the First and Second World Wars, this led to a major increase in manufacturing during a period that many young men were needed for military service.”</i> </td> </tr> </table> | | | <p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Provide an overgeneralized statement about the time period referenced in the prompt. • Provide context that is not relevant to the prompt. • Provide a passing phrase or reference. <p>Examples that do not earn this point:</p> <p>Do not provide context relevant to the topic of the prompt</p> <ul style="list-style-type: none"> • <i>“The Vietnam War encouraged the baby boom generation to become politically engaged.”</i> <p>Provide an overgeneralized statement about the time period referenced in the prompt</p> <ul style="list-style-type: none"> • <i>“The period from 1900 to 1970 was an era of social and cultural tension.”</i> | <p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Accurately describe a context relevant to the causes of internal migration within the United States in the period from 1900 to 1970. <p>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • World Wars I and II • The Great Depression • Post-war affluence • Urbanization • Growth of industrial capitalism • Western expansion • Imperialism • Southern segregation and violence toward African Americans <p>Example of acceptable contextualization:</p> <ul style="list-style-type: none"> • <i>“The United States provided a large amount of the supplies for both the First and Second World Wars, this led to a major increase in manufacturing during a period that many young men were needed for military service.”</i> |
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| <p>Additional Notes:</p> <ul style="list-style-type: none"> • The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. • To earn this point, the context provided must be more than a phrase or reference. | | | | |

| Reporting Category | Scoring Criteria | | | | | | | | |
|--|---|---|--|--|--|---|---|---|---|
| <p>Row C Evidence (0-2 points)</p> | <p>0 points Does not meet the criteria for one point.</p> | <p>1 point Provides specific examples of evidence relevant to the topic of the prompt.</p> | <p>2 points Supports an argument in response to the prompt using specific and relevant examples of evidence.</p> | | | | | | |
| Decision Rules and Scoring Notes | | | | | | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="327 386 747 695"> <p>Responses that do not earn points:</p> <ul style="list-style-type: none"> Identify a single piece of evidence. Provide evidence that is not relevant to the topic of the prompt. Provide evidence that is outside the time period or region specified in the prompt. Repeat information that is specified in the prompt. </td> <td data-bbox="747 386 1377 540"> <p>Responses that earn 1 point:</p> <ul style="list-style-type: none"> Identify at least two specific historical examples relevant to the causes of internal migration within the United States in the period from 1900 to 1970. </td> <td data-bbox="1377 386 1950 540"> <p>Responses that earn 2 points:</p> <ul style="list-style-type: none"> Use at least two specific historical examples to support an argument regarding the causes of internal migration within the United States in the period from 1900 to 1970. </td> </tr> <tr> <td data-bbox="327 695 747 1302"> <p>Examples that do not earn points:</p> <p>Provide evidence that is outside the time period</p> <ul style="list-style-type: none"> <i>“The ‘48 Gold Rush encouraged many Americans to migrate to California.”</i> </td> <td data-bbox="747 540 1377 1302"> <p>Examples of evidence that are specific and relevant include the following (two examples required):</p> <ul style="list-style-type: none"> Jim Crow Ku Klux Klan Sharecropping/debt peonage Great Migration Harlem Renaissance Redlining Okies/ Dust Bowl Military bases/defense contracting in South and West Zoot Suit Riots Rosie the Riveter Internment of Japanese Americans Post-war service jobs Suburbanization Levittown White Flight Interstate Highway Act of 1956 Sunbelt GI Bill Air conditioning <p>Example of a statement that earns one point for evidence:</p> <ul style="list-style-type: none"> <i>“Levittowns were suburbs of New York City and Philadelphia built after the Second World War.”</i> </td> <td data-bbox="1377 540 1950 1302"> <p>Examples that successfully support an argument with evidence:</p> <ul style="list-style-type: none"> <i>“The appeal of affordable homes on small plots of land in developments like Levittown encouraged many people to move from cities to the suburbs.”</i> (Uses evidence to support an argument about suburbanization) <i>“Sharecropping, debt peonage, and Jim Crow segregation encouraged many African Americans to move from the South to the North.”</i> (Uses evidence to support an argument about the African American Great Migration) <i>“Air conditioning made living conditions in the American South and West much more comfortable, encouraging people to move there.”</i> (Uses evidence to support an argument about migration to the Sun Belt) </td> </tr> </table> | | | | <p>Responses that do not earn points:</p> <ul style="list-style-type: none"> Identify a single piece of evidence. 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| <p>Additional Notes:</p> <ul style="list-style-type: none"> Typically, statements credited as evidence will be more specific than statements credited as contextualization. If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two. (For example, supporting a two-part argument about movement in the 1930s with evidence about both the Dust Bowl and the 1950s with Levittown.) | | | | | | | | | |

| Reporting Category | Scoring Criteria | | |
|---|--|--|---|
| <p>Row D Analysis and Reasoning (0-2 points)</p> | <p>0 points Does not meet the criteria for one point.</p> | <p>1 point Uses historical reasoning (e.g., comparison, causation, continuity, and change) to frame or structure an argument that addresses the prompt.</p> | <p>2 points Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.</p> |
| Decision Rules and Scoring Notes | | | |
| | | | |
| <p>Responses that do not earn points:</p> <ul style="list-style-type: none"> May include evidence but offer no reasoning to connect the evidence to an argument. May assert the use of historical reasoning but does not use it to frame or structure an argument. | | | |
| | | | |
| <p>Responses that earn 1 point:</p> <ul style="list-style-type: none"> Must demonstrate the use of historical reasoning to explain the causes of internal migration within the United States in the period from 1900 to 1970, although the reasoning may be uneven, limited, or imbalanced. | | | |
| | | | |
| <p>Responses that earn 2 points:</p> <p>May demonstrate a complex understanding in a variety of ways, such as:</p> <ul style="list-style-type: none"> Explaining the nuance of an issue by analyzing multiple variables. Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects. Explaining relevant and insightful connections within and across periods. Confirming the validity of an argument by corroborating multiple perspectives across themes. Qualifying or modifying an argument by considering diverse or alternative views or evidence. | | | |
| | | | |
| <p>Examples that do not earn points:</p> <p>Provide evidence but offer no reasoning to connect the evidence to an argument</p> <ul style="list-style-type: none"> <i>“As more leisure activities, such as the TV and the radio were created, people were able to enjoy their days more satisfying.”</i> | | | |
| | | | |
| <p>Using a historical reasoning process to frame or structure an argument could include:</p> <ul style="list-style-type: none"> Explaining how factors such as sharecropping and racial segregation contributed to African American population movement out of the South during the Great Migration. Discussing similarities and differences between the African American Great Migration and the movement of urban dwellers to the suburbs. | | | |
| | | | |
| <p>Example of acceptable use of historical reasoning:</p> <ul style="list-style-type: none"> <i>“Innovations such as the automobile, airplane travel, and air conditioning encouraged increased population movement to the American Southwest.”</i> (Indicates a cause of internal migration to the Southwest) | | | |
| | | | |
| <p>Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> The response argues that the allure of economic opportunities served as the main reason for these population movements. It then corroborates that argument with evidence from multiple variables about multiple population movements, such as the African American Great Migration, the movement of people in pursuit of war industry jobs, the movement of people to the Sun Belt, and the movement of people from cities to suburbs. The response argues that the allure of economic opportunities served as the main reason for these population movements. It then qualifies that argument by pointing out and providing evidence that while economic opportunity was significant for all groups, racism was also an important factor for some segments of the population, both motivating and preventing migration. The response argues that economic opportunity, climate, and discrimination contributed to internal migration. It then modifies the argument by claiming that internal migration was not a significant development in this period, providing evidence that most Americans did not, in fact, migrate between 1900 to 1970. | | | |
| | | | |
| <p>Additional Notes:</p> <ul style="list-style-type: none"> This demonstration of complex understanding must be part of the argument, not merely a phrase or reference. | | | |

● Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory
Question 1

Choose one
Question 2

Question 3

Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

Internal migration increased in the United States from 1900-1970. However, before this can be discussed, the situation in America ~~at~~ at the start of this period must first be established. The industrial revolution accelerated in the US from the end of reconstruction to 1900. Factory work and industry came to dominate the US economy. This is significant, because the transformation from an agrarian to industrial economy disrupted American society, creating opportunities for internal migrants. From 1900-1970, racism in the South was a major cause for internal migration. Economic opportunities in cities was also a major pull factor for internal migration, and new migration streams resulted as a response to previous ones.

Southern Jim Crow policies pushed many African Americans to leave the South. One example of this was weak anti-Lynching laws. This caused many blacks to leave, because they felt unsafe in the south. Weak anti-Lynching laws meant that racists could murder black people with little fear of punishment. A second Jim Crow policy that caused internal migration was segregation. Segregation meant that black and white people used different public facilities. This led to migration, because facilities for black people were usually inferior. As a result, black people moved to places in the US without segregation. The cumulative effect of racist Southern policies was the Great Migration. This was the migration of blacks to Northern cities before the Civil Rights Act.

The reason so many people moved to cities was because of pull factors there. One catalyst to internal migration was WWI and WWII. During these wars, many city workers were drafted. As a result,

Page 5

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Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

internal migrants began to fill these jobs in Northern cities. Many migrants chose to ~~not~~ stay in their cities. A second pull factor of the North was that it was less racist than the south. While practices like restrictive covenants were used, segregation was illegal. This, accompanied with better economic and educational opportunities, led minorities to feel more comfortable in Northern cities.

However, as time went on, a new internal migration began. This was known as suburbanization. One catalyst for suburbanization was the GI Bill of rights. The GI Bill of rights allowed returning WWII veterans to pursue higher education at the expense of the government and to take out low interest rates on homes in the suburbs. This made it economically possible for families to leave ~~the~~ cities like Chicago and New York. A second reason people left cities was a phenomenon known as white flight. Many white people who lived in cities supported de facto segregation. Consequently, many of them left cities to remain in majority white neighborhoods. The Sun Belt in the southwest attracted many migrants who left cities. One reason was the weather. Many Northern residents wanted to leave colder climates to live in warmer ones. The southwest also provided new jobs to people who lost industrial jobs in the Rust Belt near the end of the period 1900-1970.

While migration internally changed over time from 1900-1970, most migrants chose to move to a place due to economic opportunity, and they often left due to a lack thereof or racial tensions.

Page 6

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Question 4

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During the time period of 1900 to 1970 there were many internal migrations both to the North and to the West. The causes of these internal migrations ~~were~~ ^{were} racism in the South, more opportunities in the workforce for women, and need for work during the Great Depression.

To start, many African Americans migrated from the ~~the~~ South to the North in a movement called the Great Migration. This was due to racism in the Southern states where there were frequent lynchings and a strong presence of the KKK, a terrorist organization that targeted African Americans. In addition to this, agriculture was a dying industry following the Great Depression due to overproduction of crops, so many were out of work. In hopes of finding work in factories and to escape racism, many African American citizens migrated to the Northern cities.

Secondly, many women in the South moved to the north looking for jobs and independence. After the first world war the agriculture industry was suffering, but for everyone else the 1920s was the time to invest. Since women could now find jobs, many left their homes in the South to make their own income. This increased when the United States joined the second world war and men were sent off to battle. Many women stayed behind and ~~took the jobs that~~ filled the surplus of jobs available.

Lastly, the great depression caused many to move west in two different groups. First, was the young, unmarried men who were sent to work after the implementation of the alphabet agencies created by FDR's new deal. Many were sent to cities or rural areas in the West to build national parks. These were mostly manual labor jobs made simply for people to have jobs. Second was the migration of okies due to the effects of the dust bowl. Due to extreme drought the agriculture industry suffered greatly in the

Page 5

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midwest, so many families who owned these farms, as well as the immigrants who worked on them, travelled west, mostly to California, looking for jobs.

In conclusion, internal migrations taking place between 1900 and 1970 were due to racism, a need for jobs, and more opportunities ~~to~~ for women to join the workforce.

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● Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory Question 1

Question 2

Choose one Question 3

Question 4

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With the rise of big business and manufacturing people were faced with overcrowding in cities. As well as a fast pace life style that took away from families and new opportunities. That's why people decided to get away. The cause of internal migration within the United States was very important because of how it led to greater accessibility to jobs and education as well as new technology.

Because of the creation of the interstate highway many families were now able to move into a life of conformity. Homes were now very affordable ~~so~~ ^{So} many families moved to suburbs in the sunbelt area in communities called Levittowns. These neighborhoods inspired a certain "tick tacky" from the song little boxes that created ~~perfect~~ ^{perfection}. Not only were things being brought to an immaculate standard but also were jobs. Many men now traveled into work from highways to their ^{up} and comming white collar jobs such as being a doctor. As the standard for jobs increased so did education. Thanks to the migration of Americans around America people could now travel to school. With Title IX school was now a possibility for all genders and races in America. Helping to continue the cycle of white collar jobs and money availability of the newly migrated families that are free from city life. Showing the financial increase which was impacted by the education and jobs now promoted due to the internal migration of this period.

Page 5

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→ As the demand for suburban life increased so did the technology that made this possible. Ford produced the first assembly line which produced the Model T-ford. Now making travel more accessible and cheaper due to the mass production, ~~making goods cheaper~~. But as radio marketing pushed for the technological conformity in many communities so did it push for technological innovation, like the production of many kitchen appliances like the fridge or mixer, helping to make life easier and more affordable. That is why the internal migration was important because it led to the expansion of the mind and wallet through the availability of a college education and the higher paying jobs reachable by a short car ride. Offering a higher standard of living. Also from the technology which helps the people to travel ^{this migration gave} and ~~make~~ life have a certain barability that was different from the period of constant factory life and industrialization, from the years/decade before.

As many people now enjoyed the conforming and free time filled suburban life many groups did not. Such as the beats or hippies who challenged the social norms of this time. They did this through sex, music and or communal living. Their actions were very similar of that, of the last generation who seeked an out from ^{the} cycle of "perfect" life. Many hippies even escaping to festivals such as Woodstock. All with the hope they could reframe from ^{looking} ~~having~~ the same as their neighbor even to the

Page 6

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extent of looking the same as their whole community.
That's why they choose to stand out.

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.



Question 4—Long Essay Question

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

Overview

- Responses were expected to demonstrate knowledge of the relative importance of the causes of internal migration in the period from 1900 to 1970.
- Responses could utilize a wide range of content knowledge including social and economic motivations: Social motivations for migration included segregation, legal discrimination, and racially motivated violence as reasons for African Americans to migrate from the American South. Economic motivations for migration included the Great Depression, post-World War II affluence, defense contracting, the G.I. Bill, and consumerism.
- This question primarily addressed Topics 7.6, 7.7, 7.8, 7.9, 7.10, 7.12, 8.2, 8.4, and 8.5.

Sample Identifier: 4A

Thesis/Claim: 1

Contextualization: 1

Evidence: 2

Analysis and Reasoning: 2

Total Score: 6

A. Thesis/Claim (0–1 points): 1

The response earned 1 point for the thesis because of the last two sentences of the first paragraph. The thesis argues that “racism in the South” and “[e]conomic opportunities in cities” were major causes of internal migration from 1900 to 1970 and that “new migration streams resulted as a response to previous ones.”

B. Contextualization (0–1 points): 1

The response earned 1 point for contextualization. In the first paragraph it describes a transition from an agrarian economy to a more industrial economy during the late 1800s.

C. Evidence (0–2 points): 2

The response earned 2 points for using evidence. It notes a variety of examples of evidence relevant to the topic of the prompt including Jim Crow, the Great Migration, and white flight. The response uses these examples to support an argument that racial antagonism in the South led to the Great Migration of African Americans “to Northern cities before the Civil Rights Act.” The response also uses the idea of white flight from cities after World War II to support an argument about growing suburbanization and population shifts from the Rust Belt to the Sun Belt.

Question 4—Long Essay Question (continued)

D. Analysis and Reasoning (0–2 points): 2

The response earned 1 point for using historical reasoning because it demonstrates the reasoning of causation with many different variables. For example, it explains that the “GI Bill of Rights allowed returning WWII veterans to pursue higher education at the expense of the government,” which combined with home loans to make it “economically possible for families” to move to the suburbs.

The response earned 1 point for demonstrating a complex understanding because it corroborates an argument of movement to and from cities for economic and/or racial reasons across different times and racial groups. It looks at African Americans moving to cities for economic opportunities and to escape racial discrimination, many people moving to cities for job opportunities during wartime, and race as a motivation for White people moving from northern cities to suburbs and the Sun Belt. It provides evidence to support each of these pieces of the argument along the way.

Sample Identifier: 4B

Thesis/Claim: 1

Contextualization: 0

Evidence: 2

Analysis and Reasoning: 1

Total Score: 4

A. Thesis/Claim (0–1 points): 1

The response earned 1 point in this category because it presents a historically defensible thesis in the first paragraph. The thesis states the causes of internal migration as southern racism, the expansion of opportunities for women, and the effects of the Great Depression.

B. Contextualization (0–1 points): 0

The response did not earn the point for contextualization because it does not make an attempt to describe a broader historical situation relevant to the prompt.

C. Evidence (0–2 points): 2

The response earned 2 points for evidence. The response brings up multiple relevant examples of racism in the South including the Ku Klux Klan, lynching, and sharecropping. It uses these examples to support an argument about the factors that motivated southern African Americans to take part in the Great Migration.

The response also uses evidence to support an argument about migration due to the Dust Bowl.

Question 4—Long Essay Question (continued)

D. Analysis and Reasoning (0–2 points): 1

The response earned 1 point for historical reasoning for establishing causality. It argues that racial violence and agricultural decline caused the Great Migration, and the Dust Bowl caused the westward migration of Okies. The response would not earn the point for the discussion of women’s migration because it does not provide enough clarity regarding which types of women migrated to join the Second World War–era workforce.

The response does not demonstrate a complex understanding. There is no attempt made to corroborate, qualify, or modify the argument.

Sample Identifier: 4C

Thesis/Claim: 0

Contextualization: 0

Evidence: 1

Analysis and Reasoning: 1

Total Score: 2

A. Thesis/Claim (0–1 points): 0

The response did not earn the point in this category because it does not present a historically defensible thesis. The response simply rephrases the prompt while providing a line of reasoning that addresses the effects rather than the causes of internal migration.

B. Contextualization (0–1 points): 0

The response did not earn the point for contextualization because it does not make an attempt to describe a broader historical situation relevant to the prompt.

C. Evidence (0–2 points): 1

The response earned 1 point for evidence. The response brings up multiple relevant historical examples, such as the interstate highway system and suburbs that are relevant to causes of internal migration.

The response did not earn the second evidence point, as it does not use the evidence presented to prove a larger historical argument.

D. Analysis and Reasoning (0–2 points): 1

The response earned 1 point for historical reasoning for establishing causality linking the interstate highway system as a cause of migration.

Question 4—Long Essay Question (continued)

The response does not demonstrate complex understanding. There is no attempt made to modify, corroborate, or qualify the argument.