

2024



AP[®] African American Studies

Free-Response Questions

AFRICAN AMERICAN STUDIES
SECTION II
TIME – 70 MINUTES

Directions:

- Answer Questions 1, 2, 3, and 4
- You are advised to spend an equal amount of time on each question.
- In your responses, be sure to address **all** parts of each question. Use complete sentences; an outline or bulleted list alone is not acceptable. You can go back and forth between questions in this section until time expires.

Note: this exam was originally administered digitally. It is presented here in a format optimized for teacher and student use in the classroom.

“We claim for ourselves every single right that belongs to a freeborn American.... The battle we wage is not for ourselves alone but for all true Americans....

Our demands are clear and unequivocal. First, we would vote; with the right to vote goes everything....

We want discrimination in public accommodation to cease. Separation in railway and street cars, based simply on race and color, is unAmerican, undemocratic....

We want the Constitution of the country enforced.... We want the Fourteenth Amendment carried out to the letter and every state disfranchised in Congress which attempts to disfranchise its rightful voters. We want the Fifteenth Amendment enforced and no state allowed to base its franchise simply on color....

We want our children trained as intelligent human beings should be, and we will fight for all time against any proposal to educate black boys and girls simply as servants and underlings, or simply for the use of other people. They have a right to know, to think, to aspire....

Justice and humanity must prevail.”

Source: W.E.B. Du Bois, Niagara Movement Speech, 1906

1. Using the excerpt, respond to parts A, B, C, and D.
- A. Describe the broader historical context that compelled Du Bois to make the speech in the excerpt.
 - B. Using a specific example, explain one way that the federal government’s failure to enforce the Fourteenth or Fifteenth amendment impacted the lives of African Americans.
 - C. Describe one specific way that a leader or group, other than Du Bois, advocated for the fulfillment of rights for African Americans in the second half of the twentieth century.
 - D. Using a specific example, explain how one of Du Bois’s demands for justice for African Americans was legally fulfilled in the century that followed his speech.

Image of Mali Equestrian Figure, Thirteenth to Fifteenth Century



Smithsonian National Museum of African Art

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2. Using the image, respond to parts A, B, C, and D.
- A. Describe one significant feature of the Mali Empire represented by the figure depicted.
 - B. Describe one way figures like the one depicted serve as evidence challenging misconceptions about early African societies like that of the Mali Empire.
 - C. Using a specific example, explain one way Mali's strength as an empire was similar to or different from another African empire before 1650.
 - D. Using a specific example, explain one way an artistic or cultural practice in the African diaspora after 1650 incorporated elements of African traditions.

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

- A.** Describe one specific example of a nineteenth-century African American woman who fought against slavery.
- B.** Using a specific example, explain how a twentieth-century African American woman artist, author, or activist influenced public perception about the oppression African Americans experienced.
- C.** Using a different specific example, explain how African American women influenced the ideas or strategies of the modern Civil Rights movement.
- D.** Describe one specific example of a new opportunity for African American women that emerged following the twentieth-century freedom movements.

4. Respond to parts A, B, C, and D.
- A. Describe one aspect of a specific religious, spiritual, or faith tradition that was practiced in Africa before 1800.
 - B. Describe an adaptation of an African religious, spiritual, or faith tradition by Afrodescendants in the Americas.
 - C. Using a specific example from before 1865, explain how African Americans used religious, spiritual, or faith practices to resist oppression.
 - D. Using a specific example from after 1865, explain how religious, spiritual, or faith practices contributed to activism during freedom movements.

STOP
END OF EXAM