



## Chief Reader Report on Student Responses: 2024 AP<sup>®</sup> African American Studies Free-Response Questions

• Number of Students Scored	10,741		
• Number of Readers	59		
• Score Distribution	Exam Score	N	%At
	5	1526	14.2
	4	3240	30.2
	3	3028	28.2
	2	2000	18.6
	1	947	8.80
• Global Mean	3.22		

The following comments on the 2024 free-response questions for AP<sup>®</sup> African American Studies were written by the Chief Reader, Teresa Reed, University of Louisville. They give an overview of each free-response question and of how students performed, including typical student errors. General comments regarding the skills and content that challenged students most frequently are included. Some suggestions for improving student preparation in these areas are also provided. Teachers are encouraged to attend a College Board workshop to learn strategies for improving student performance in specific areas.



## Question 1

**Task: Free-response question with text-based source**

**Topic: W.E.B. Du Bois's Niagara Movement speech**

**Max. Points: 4**

**Mean Score: 2.16**

***What were the responses to this question expected to demonstrate?***

Responses to this four-part question were expected to demonstrate an understanding of the connection between W.E.B. Du Bois's civil rights work in the early twentieth century and later developments in the fulfillment of civil rights for African Americans. Responses were expected to demonstrate this understanding by providing historical context for Du Bois's speech, citing at least one of the Reconstruction Amendments, and situating Du Bois's work as foundational to later developments in the African American freedom struggle. Responses were expected to demonstrate this knowledge by referencing excerpts from Du Bois's Niagara Movement speech, a text-based source.

Responses to Part A were expected to describe the broad historical content of the excerpt of the Niagara Movement speech given by W.E.B. Du Bois in 1906.

Responses to Part B were expected to explain one way that the federal government's failure to enforce the Fourteenth or Fifteenth Amendments impacted the lives of African Americans.

Responses to Part C were expected to describe one specific way that a leader or group, other than Du Bois, advocated for African American rights in the second half of the twentieth century.

Responses to Part D were expected to use a specific example to explain how one of Du Bois's demands for justice for African Americans was legally fulfilled in the century that followed his speech.

***How well did the responses address the course content related to this question?***

***How well did the responses integrate the skills required on this question?***

Responses demonstrated skills in the following categories:

- Skill Category 1: Applying Disciplinary Knowledge
- Skill Category 2: Source Analysis

Overall, responses demonstrated strong source analysis skills by describing the purpose of the speech while connecting it to the broad historical context. Responses consistently highlighted the Jim Crow laws related to segregated facilities, poll taxes, literacy tests, and the grandfather clause as examples of the federal government's failure to enforce the Fourteenth or the Fifteenth Amendments.

Most of the responses demonstrated understanding of the NAACP, Dr. Martin Luther King Jr., the Black Panther Party, and Malcolm X, all of whom appeared often in descriptions of leaders or groups

that advocated for the fulfillment of rights for African Americans in the second half of the twentieth century. Many responses successfully drew connections to the demands outlined in Du Bois’s Niagara Movement speech and the later legal fulfillment of those demands, such as the 1954 *Brown v. Board of Education* decision, which ruled that school segregation was unconstitutional.

**What common student misconceptions or gaps in knowledge were seen in the responses to this question?**

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses That Demonstrated Understanding</i>
<ul style="list-style-type: none"> <li>Disregarding task verbs <i>describe</i> and <i>explain</i></li> </ul> <p>For example, an unsuccessful response to Part A simply stated that “Du Bois made this speech in the early 1900s.”</p>	<ul style="list-style-type: none"> <li>Successful responses provided information as required by the task verb in the question. In Part A, for example, <i>describing</i> the context of the speech entailed providing the relevant characteristics of that time period as it related to African Americans in the early 1900s.</li> </ul> <p>“At the conclusion of the Civil War, the Thirteenth, Fourteenth, and Fifteenth amendments were passed which abolished slavery, granted citizenship to African Americans, and gave Black males the right to vote. Despite these legal victories, African Americans experienced heightened inequality and injustice through Jim Crow laws and Black codes during Reconstruction and afterward. These injustices compelled Du Bois to make this speech in 1906.”</p>
<ul style="list-style-type: none"> <li>Misnaming one or more of the Reconstruction Amendments</li> </ul> <p>For example, an unsuccessful response to Part B would note that “The Thirteenth Amendment provided African American males with the right to vote.”</p>	<ul style="list-style-type: none"> <li>Successful responses identified the Reconstruction Amendments accurately.</li> </ul> <p>“Although the Fifteenth amendment gave voting rights to males of all races, certain racially motivated systems, like poll taxes, made it harder for African Americans to vote. The federal government provided no protections from these unfair practices, which created hardships for African Americans attempting to exercise their legal rights.”</p>
<ul style="list-style-type: none"> <li>Misunderstanding or disregarding the time period cited in the prompt</li> </ul>	<ul style="list-style-type: none"> <li>Successful responses noticed the time period signaled in the prompt and</li> </ul>

<p>For example, an unsuccessful response to Part C would describe the work of Harriet Tubman or Frederick Douglass, disregarding that the question required that the named group or leader be from the second half of the twentieth century.</p>	<p>described the advocacy work of a leader or group from the second half of the twentieth century.</p> <p>“Along with Du Bois, Martin Luther King Jr. was another prominent civil right activist. He protested for civil rights nonviolently and promoted integration through various marches, including the large march in Washington D.C., and countless speeches, including his famous “I Have a Dream” speech.”</p>
<ul style="list-style-type: none"> <li>• Providing incomplete answers to the prompt.</li> </ul> <p>For example, an unsuccessful response to Part D would neglect to use a specific example, or would disregard the task verb <i>explain</i>, or would disregard the periodization signaled in the prompt (“in the century that followed his speech”).</p>	<ul style="list-style-type: none"> <li>• Successful responses answered all components of the prompt.</li> </ul> <p>“Du Bois's demands for proper education for Black people was legally fulfilled with the Supreme Court's decision in the <i>Brown v. Board of Education</i> case which declared segregation in schools unconstitutional.”</p> <p>Or:</p> <p>“Du Bois’s demand for the right to vote was legally fulfilled with the passage of the 1965 Voting Rights Act, which made it illegal to create barriers to voting for African Americans.”</p>

***Based on your experience at the AP Reading with student responses, what advice would you offer teachers to help them improve the student performance on the exam?***

- **Teach the task verbs.** Break down the meaning of each task verb and model how to meet the expectations of verbs such as *explain* or *describe*. Teachers can share sample responses, comparing those that fail to address the task verb with responses that do so successfully. Students can then practice improving the sample responses to fully meet the expectations of the given task verb.
- **Teach periodization.** Students struggled to demonstrate their understanding of historical chronology. Use the essential knowledge statements in the *AP African American Studies Course and Exam Description* to help students organize the content they learn in accordance with a historical timeline or unfolding sequence of events (e.g., slavery came first, then the Civil War, and then Reconstruction). Placing content in time slots will equip students to contextualize historical figures, events, patterns, etc., more accurately.

- **Practice writing responses to hypothetical free-response questions.** Before the AP Exam, provide students with multiple opportunities to read every part of the prompt, notice any task verbs in the prompt, any periodization signaled in the prompt, and anything else required to answer the question completely and successfully.

***What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?***

- Source Readers will afford students access to the required sources.
- The source notes that are included for the required sources in the [course and exam description](#) are useful.
- The College Board AP African American Studies Online Teacher Community has a variety of free instructional strategies and other resources that can be used for high quality instruction.
- The course and exam description has two or more activities that are aligned to each unit that will be helpful with differentiating instruction for certain topics. These activities are easy to adapt.

## **Question 2**

**Task: Free-response question with visual source**

**Topic: The Mali Empire**

**Max. Points: 4**

**Mean Score: 2.06**

***What were the responses to this question expected to demonstrate?***

Responses to this four-part question were expected to demonstrate knowledge of key features of the Mali Empire (e.g., its ability to use trade networks across the Sahara to import horses, and to use those horses to fuel its military might in the form of cavalries) and how these features provide evidence to debunk myths about African societies more broadly. Moreover, knowledge of the key features of Mali’s commercial and military might were to be compared to, or contrasted with, another African empire/kingdom before 1650. Responses were to demonstrate this knowledge by referencing a visual stimulus—an image of a sculpted equestrian figure from Mali.

Responses to Part A were expected to describe one significant feature of the Mali Empire represented by the figure of the Mali cavalryman.

Responses to Part B were expected to describe how figures like the one depicting the Mali cavalryman served as evidence to challenge misconceptions about early African societies like the Mali Empire.

Responses to Part C were expected to use a specific example to explain one way Mali’s strength as an empire was either similar to or different from another African empire before 1650.

Responses to Part D were expected to use a specific example to explain one way an artistic or cultural practice in the African diaspora (exclusive of Africa) after 1650 incorporated elements of African traditions.

***How well did the responses address the course content related to this question?  
How well did the responses integrate the skills required on this question?***

Responses demonstrated skills in the following categories:

- Skill Category 1: Applying Disciplinary Knowledge
- Skill Category 2: Source Analysis

Responses included a broad spectrum of competencies, skills mastery, and knowledge acquisition. In some cases, the responses demonstrated clear, cogent, and nuanced understandings of the material presented in, or even well beyond, the course. Examples would be responses that did deep dives into the histories of Ndongo (e.g., part of the twin Angolan kingdoms of Ndongo/Mtamba ruled by Queen Njinga), Aksum/Axum (with mentions of their currency and written language), and Kush (with mentions of monumental construction).

Most of the responses attempted a source analysis of the depiction of the Malian cavalryman. Where the responses diverged was in applying disciplinary knowledge to provide adequate descriptions of the image. In many cases, responses lacked specific understandings of Mali, the Western Sudanic empires, or other African empires/kingdoms before 1650. Using the image and the prompt, the vast majority of the respondents could correctly answer Part B, which did not require specific disciplinary knowledge of Mali or other African empires/kingdoms. Both Parts A and C required specific knowledge of African history from Unit 1 and the biggest struggles in offering responses that earned points occurred here.

***What common student misconceptions or gaps in knowledge were seen in the responses to this question?***

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses That Demonstrated Understanding</i>
<ul style="list-style-type: none"> <li>• Providing superficial analysis of the image</li> </ul> <p>For example, in Part A, some responses noted obvious aspects of the image (“It has missing hands” or “the horse is wearing jewelry”) but did not connect the image to any significant feature of the Mali Empire itself.</p>	<ul style="list-style-type: none"> <li>• Successful responses noted elements of the image to describe significant features of the Mali Empire.</li> </ul> <p>“The image depicts the strength of the Mali empire, which was known for its crossbreeding of horses and its military might.”</p>
<ul style="list-style-type: none"> <li>• Providing vague, inaccurate, or incomplete information about Mali and other African empires before 1650</li> </ul> <p>For example, in Part C, many responses</p>	<ul style="list-style-type: none"> <li>• Successful responses conveyed specific and accurate information about pre-1650 African empires.</li> </ul> <p>“Like the Mali empire, the much earlier</p>

<p>struggled to explain a specific way that Mali's strength compared to or contrasted with that of another pre-1650 African empire.</p>	<p>Aksumite empire gained wealth from access to important trade routes, although the Aksumite empire was in eastern Africa and connected to trade routes through the Red Sea. Mali was in West Africa with access to trans-Saharan trade routes.”</p>
<ul style="list-style-type: none"> <li>• Neglecting to connect artistic/cultural practices to Africa</li> </ul> <p>For example, in Part D, responses identified artistic/cultural practices in the diaspora without connecting those practices to customs rooted in Africa (“One cultural practice in the African diaspora is the blues.”).</p>	<ul style="list-style-type: none"> <li>• Successful responses both identified artistic/cultural practices in the diaspora and linked those practices to African traditions and customs.</li> </ul> <p>“Black musical forms that emerged in the African diaspora after 1650 incorporated African elements. African American blues singing, for example, incorporates the African elements of oral tradition, improvisation, and storytelling that has been compared to the musical storytelling of the griot.”</p>

***Based on your experience at the AP Reading with student responses, what advice would you offer teachers to help them improve the student performance on the exam?***

- **Engage fully with Unit 1.** Move beyond dynamic personalities like Sundiata, Mansa Musa, and Queen Njinga by teaching more context and details related to the kingdoms and empires, commerce and trade, technological advances, religion, and political relationships. Introduce some rough periodization that separates ancient (to the twelfth century), medieval (the twelfth to fifteenth centuries) and early modern (the late fifteenth century to mid-to-late seventeenth century) civilizations/empires/kingdoms in Africa.
- **Practice analyzing visual stimuli.** Spend time discussing visual sources, their historical contexts, specific features, and meanings. Give students opportunities to practice articulating how those visual sources connect to the content of the topic or unit.
- **Teach the task verbs.** Break down the meaning of each task verb and model how to meet the expectations of verbs such as *explain* or *describe*. Teachers can share sample responses, comparing those that fail to address the task verb with responses that do so successfully. Students can then practice improving the sample responses to fully meet the expectations of the given task verb.

***What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?***

In addition to the required course content, the Further Explorations, Optional Sources, and Source Notes sections from Unit 1 in the course and exam description and the College Board’s AP African



American Studies Online Teacher Community offer free instructional strategies and other resources that can support instruction of the unit.

### Question 3

**Task: Free-response question (no source)**

**Topic: African American women and the freedom struggle**

**Max. Points: 4**

**Mean Score: 1.63**

***What were the responses to this question expected to demonstrate?***

Responses to this four-part question were expected to demonstrate understanding of the role and impact that African American women had in the struggle for equality. Responses were expected to cite specific examples of African American women who actively resisted slavery, who used various expressive means to impact public opinion about the oppression of African Americans, and who influenced the twentieth-century Civil Rights movement. Responses were then expected to cite a new opportunity that emerged for African American women after the late twentieth century.

Responses to Part A were expected to describe one specific example of a nineteenth-century African American woman who fought against slavery.

Responses to Part B were expected to use a specific example to explain how a twentieth-century African American woman artist, author, or activist influenced public perception about the oppression African Americans experienced.

Responses to Part C were expected to use a different specific example to explain how African American women influenced the ideas or strategies of the modern Civil Rights movement.

Responses to Part D were expected to describe one specific example of a new opportunity for African American women that emerged following the twentieth-century freedom movements.

***How well did the responses address the course content related to this question?  
How well did the responses integrate the skills required on this question?***

Responses demonstrated skills in the following category:

Skill Category 1: Applying Disciplinary Knowledge

Overall, the responses demonstrated an understanding of the historical roles of African American women. Most responses for Parts A and C were successful. Responses to Part A frequently identified Harriet Tubman as a nineteenth-century figure who freed the enslaved through her work with the Underground Railroad. Other nineteenth-century figures cited in responses to Part A included Maria Stewart, Sojourner Truth, Margaret Garner, and Harriet Jacobs. Responses to Part C frequently identified Rosa Parks, who inspired the grassroots organizing that resulted in the Montgomery Bus Boycott and similar acts of resistance during the Civil Rights movement.



Responses to Parts B and D suggested a broader range of preparedness. Some responses for Part B successfully identified Ida B. Wells, whose anti-lynching campaign influenced public perception about the oppression of African Americans. Responses to Part D were more varied, as the prompt invited a description of any specific new opportunity that emerged for African American women following the twentieth-century freedom movements.

***What common student misconceptions or gaps in knowledge were seen in the responses to this question?***

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses That Demonstrated Understanding</i>
<ul style="list-style-type: none"> <li>• Conflating time periods</li> </ul> <p>For example, some responses failed to distinguish between the nineteenth and twentieth centuries, inaccurately equating the nineteenth century with the 1900s.</p>	<ul style="list-style-type: none"> <li>• Successful responses noted the time period signaled in the question and provided an answer matched to that part of history.</li> </ul> <p>“One nineteenth-century African American woman who fought against slavery is Harriet Tubman, who continually made the dangerous trip back to the South, directing people to freedom as a conductor in the Underground Railroad.”</p>
<ul style="list-style-type: none"> <li>• Providing inaccurate descriptions of historical figures</li> </ul> <p>For example, in Part C, Rosa Parks was an appropriate choice for an African American woman who influenced the modern Civil Rights movement; to characterize her as an “abolitionist,” however, was inaccurate.</p>	<ul style="list-style-type: none"> <li>• Successful responses used terms and descriptions in ways that were historically accurate.</li> </ul> <p>“An African American woman that influenced the strategies of the modern Civil Rights movement was Rosa Parks. Embodying principles of nonviolent resistance, Parks refused to give up her seat on a Montgomery Bus. By doing this, she protested the policy that required African Americans to sit at the back of the bus and give up their seat for a white person when all seats were occupied. Her powerful act of protest was a catalyst for the Montgomery Bus Boycott.”</p>

<ul style="list-style-type: none"> <li>Disregarding components of the prompt</li> </ul> <p>For example, in Part B, the prompt required naming a specific example of a woman who contributed to the Civil Rights movement. Although students referred to civil rights leaders in a general sense, and in some cases identified acts that may have influenced public perception about the oppression African Americans experienced, the question specified naming a specific woman and her contributions.</p> <p>For example, in Part D, the time-period signaled was “following the twentieth century freedom movements.” Many responses described opportunities for African American women that preceded the 1970s.</p>	<ul style="list-style-type: none"> <li>Successful responses addressed all components of the prompt with accurate information.</li> </ul> <p>A successful response to Part B: “Fannie Lou Hamer, a Mississippi sharecropper, gave powerful speeches that described the dangers that African Americans faced when attempting to vote.”</p> <p>A successful response to Part D: “Following the freedom movements, there were new opportunities for African American women in science and technology. For example, Mae Jemison, a physician and engineer, became the first Black woman to travel into space.”</p>
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***Based on your experience at the AP Reading with student responses, what advice would you offer teachers to help them improve the student performance on the exam?***

- **Stress periodization.** Although the free-response questions do not require students to memorize specific dates, students should be reminded to place events and people in the correct time frame. Develop activities that have students create chronothematic timelines of major topics, trends, and events that underscore cause and effect while highlighting important people and government policies.
- **Stress the task verbs.** Create a display or chart in the classroom with task verbs and their definitions as well as their appropriate uses. This will help students to become proficient in their usage.
- **Create quick FRQ or TEA (topic, evidence, and analysis) warm-ups** to help students become confident in their ability to address questions similar to those on the AP Exam.
- **Practice analyzing the components of free-response questions.** Advise students to bullet their responses when working on the AP Exam. This will help to ensure that no parts of the prompt are left unaddressed.

***What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?***

- The [course and exam description](#) contains practice questions useful for modeling how to answer a free-response question.
- The course and exam description also includes Unit Guides containing instructional resources with strategies for teaching and assessing course content and skills.

- The Online Teacher Community includes a library of resources that can be searched by skills, content, and resource type. Visit <https://apcommunity.collegeboard.org/web/ap-african-american-studies-23-24-pilot/home/>.

## Question 4

**Task: Free-response question (no source)**

**Topic: Faith traditions of the African Diaspora**

**Max. Points: 4**

**Mean Score: .99**

***What were the responses to this question expected to demonstrate?***

Responses to this four-part question were expected to demonstrate an understanding of the religious, spiritual, or faith traditions of Africa and the African diaspora. Responses were also expected to provide specific examples to show the connection between these traditions and/or practices to African American resistance both before and after slavery.

Responses to Part A were expected to describe an aspect of a religious, spiritual, or faith tradition that was practiced on the African continent before 1800.

Responses to Part B were expected to describe an adaptation of an African religious, spiritual, or faith tradition by Afro-descendants in the Americas.

Responses to Part C were expected to provide a specific example to explain how African Americans used religious, spiritual, or faith practices to resist oppression before 1865.

Responses to Part D were expected to provide a specific example to explain how religious, spiritual, or faith practices contributed to activism during freedom movements after 1865.

***How well did the responses address the course content related to this question?***

***How well did the responses integrate the skills required on this question?***

Responses demonstrated skills in the following category:

Skill Category 1: Applying Disciplinary Knowledge

This proved to be the most challenging of the free-response questions for students. Overall, responses suggested wide-ranging levels of understanding and preparedness. However, successful responses to Part A named Christianity and Islam as two major religions that were practiced on the African continent before 1800; responses also identified polytheistic worship present throughout the African continent pre-1800. Successful responses to Part B identified, described, and explained the syncretism of Catholicism and West African religions that manifested into new religious traditions in the Americas in the form of Voodoo in Louisiana, Vodun in Haiti, *Regla de OchaIfa* in Cuba and Candomblé in Brazil.

Successful responses to Part C cited spirituals and the double meanings associated with such songs as both a coping mechanism and as a messaging mechanism used to plan an escape from slavery.

Successful responses to Part D identified organizations such as the Southern Christian Leadership Conference (SCLC), which helped to promote activism through and with the Black church—they were central to planning and organizing protests during the Civil Rights movement. Responses also cited Malcom X, a Muslim, whose philosophy of Black nationalism was a catalyst to activism during the twentieth-century freedom movements.

***What common student misconceptions or gaps in knowledge were seen in the responses to this question?***

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses That Demonstrated Understanding</i>
<ul style="list-style-type: none"> <li>Overgeneralizing rather than providing specific information as required</li> </ul> <p>For example, many responses to Part A provided vague or superficial assertions about religion in Africa rather than citing an aspect of a <i>specific</i> religious, spiritual, or faith tradition.</p>	<ul style="list-style-type: none"> <li>Successful responses moved beyond generalization to provide a description of a religious/spiritual practice in Africa, pre-1800s, in a way that was informed and specific.</li> </ul> <p>“Christianity was practiced in Kongo before 1800, but it was often blended with native African spiritual practices like ancestor veneration and other indigenous beliefs.”</p>
<ul style="list-style-type: none"> <li>Confusing the word <i>adaptation</i> with the word <i>adoption</i></li> </ul> <p>For example, in responses to Part B, this apparent confusion resulted in discussions of enslaved Africans adopting Christianity in the United States. While this adoption occurred, this response did not address the prompt.</p>	<ul style="list-style-type: none"> <li>Successful responses described an <i>adaptation</i> (e.g., an adjustment or modification) of an African-derived religious practice.</li> </ul> <p>“An adaptation of an African religious, spiritual, or faith tradition by Afro-descendants in the Americas is Santeria, which was brought to the Americas by African slaves. In Cuba, it blended with Roman Catholicism, incorporating Christian saints, to form a syncretic religion.”</p>
<ul style="list-style-type: none"> <li>Disregarding the task verb <i>explain</i></li> </ul> <p>For example, many responses to Part C claimed that the practices of prayer, singing, or church attendance were themselves acts of resistance but provided no explanation with evidence as to how this was achieved.</p>	<ul style="list-style-type: none"> <li>Successful responses engaged the task verb <i>explain</i> by providing detail as to how enslaved African Americans deployed these spiritual practices as tools of resistance.</li> </ul> <p>“Enslaved African Americans used spirituals, like <i>Steal Away</i>, to resist</p>

	<p>oppression by hiding plans to escape or revolt within the song’s lyrics. This allowed enslaved African Americans to communicate secretly with each other about plans to flee or resist without being detected.”</p>
<ul style="list-style-type: none"> <li>• Conflating time periods, as though “before 1865” and “after 1865” were indistinct from one another</li> </ul> <p>For example, responses to prompt D often referenced the enslavement period as extending beyond 1865.</p>	<ul style="list-style-type: none"> <li>• Successful responses noted the time period signaled in the prompt and provided an answer matched to that part of history.</li> </ul> <p>“The Southern Christian Leadership Conference (SCLC) is an example of how religious, spiritual, or faith practices contributed to activism during the freedom movements. Led by Dr. Martin Luther King Jr., the SCLC utilized the Christian principle of nonviolence to mobilize African Americans to join various acts of protest to gain their rights. Often using the inspirational songs of the Black Church, these marches, sit-ins, and other efforts resulted in legislation in the early 1960s designed to protect civil rights and voting rights.”</p>

***Based on your experience at the AP Reading with student responses, what advice would you offer teachers to help them improve the student performance on the exam?***

- **Teach directly from the course and exam description.** This will help students to build disciplinary knowledge in African American Studies, which will increase the students’ chances of addressing the prompts on the exam.
- **Review the task verbs.** Teach students what each task verb means and how their answers should provide what the task verb requires.
- **Teach periodization.** Teach students to notice the time period signaled in a prompt, and practice writing responses that match that part of history.
- **Give students early and frequent practice in writing responses to free-response questions.** Encourage students to start by rephrasing the prompt. This helps to ensure that they stay on topic, notice task verbs, and see all components of the prompt. Practice will help students develop confidence with expressing their ideas with specificity.
- **Practice synthesizing information from the course and exam description across different units, topics, and time periods.** Some free-response questions, like this one, require students to demonstrate an understanding of the change, continuity, and connection between course topics that may be chronologically disparate.



***What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?***

- In the [course and exam description](#), teachers will find a rich collection of resources. These resources include assessment items for the course, such as practice free-response questions for teachers to use as formative assessment pieces.
- The Online Teacher Community includes a library of resources that can be searched by skills, content, and resource type. Visit <https://apcommunity.collegeboard.org/web/ap-african-american-studies-23-24-pilot/home/>.