

2024



AP[®] African American Studies

Scoring Guidelines

Question 1: Text-Based Source**4 points**

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- (A) Describe the broader historical context that compelled Du Bois to make the speech in the excerpt. **1 point**

Examples that earn this point include the following:

- W.E.B. Du Bois delivered this speech during a period when many states in the United States were enacting segregation laws and implementing discriminatory policies against African Americans.
- During this period, white supremacist groups used violence and intimidation to maintain power and ensure that African American men did not exercise their right to vote.
- At the time of this speech, the "separate but equal" doctrine was established by the Supreme Court's *Plessy v. Ferguson* decision in 1896, which legalized racial segregation in the United States.

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- (B) Using a specific example, explain one way that the federal government's failure to enforce the Fourteenth and Fifteenth Amendments impacted the lives of African Americans. **1 point**

Examples that earn this point include the following:

- During the nadir, white mobs committed acts of violence against African Americans who were attempting to exercise their rights. The federal government's failure to enforce the due process clause of the Fourteenth Amendment meant that African Americans were left without protections.
- The federal government's failure to enforce the Fifteenth Amendment resulted in states implementing measures like poll taxes and literacy tests that prevented African Americans from voting.
- States passed Jim Crow laws as a result of the federal government's failure to enforce the Fourteenth and Fifteenth Amendments, which resulted in segregation and unequal access to public facilities for African Americans.

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- (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. **1 point**

Examples that earn this point include the following:

- Dr. Martin Luther King Jr. was a civil rights leader who advocated for the rights of African Americans. He collaborated with organizations and activists and used nonviolent resistance, leading marches to protest unfair conditions.
- Malcolm X was a prominent leader who advocated for the fulfillment of rights for African Americans. He promoted self-determination and the use of radical measures when necessary to resist oppression.
- The National Association for the Advancement of Colored People (NAACP) launched legal campaigns to fight discrimination and racial violence against African Americans.
- The Student Nonviolent Coordinating Committee (SNCC) was an organization of students who organized sit-ins to desegregate public accommodations.

(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. 1 point

Examples that earn this point include the following:

- The Supreme Court, in *Brown v. Board of Education*, ruled that racial segregation in public schools was unconstitutional. This decision marked a significant step towards ensuring African Americans have equal access to public education, fulfilling Du Bois's call for African American students' right to an education.
- The Civil Rights Act of 1964 fulfilled Du Bois's demand to end discrimination in public accommodations. It made it illegal to discriminate against people based on race, color, and religion, fulfilling a key aspect of Du Bois's call for civil rights and equal treatment.
- With the passage of the Voting Rights Act of 1965, Du Bois's demand for political rights, specifically the right to vote, was addressed. This legislation prohibited discriminatory practices such as literacy tests and poll taxes, ensuring greater access to the voting process for African Americans.

Total for question 1 4 points

Question 2: Non-Text Source**4 points**

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- (A) Describe one significant feature of the Mali Empire represented by the statue depicted. **1 point**

Examples that earn this point include the following:

- A feature of the Mali Empire represented by the statue is their use of horses to extend their power over neighboring groups.
- The Mali Empire’s wealth and access to trans-Saharan trade routes enabled its leaders to crossbreed powerful North African horses and purchase steel weapons.
- The statue serves as evidence of the military might of the Mali Empire, as Mansa Musa’s calvary is said to have included 10,000 soldiers.

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- (B) Describe one way sculptures like the one depicted serve as evidence challenging misconceptions about early African societies like that of the Mali Empire. **1 point**

Examples that earn this point include the following:

- This figure demonstrates the complexity of Africa, countering notions that the continent was not connected to the larger global community before the Atlantic slave trade.
- The sculpture from the Mali Empire serves as evidence of the powerful societies that existed in Africa. This artifact demonstrates Africa as a diverse continent, countering perspectives of Africa’s contributions to humanity.
- Sculptures like the one depicted in the image challenge misconceptions about early African societies like Mali by showcasing the artistic and cultural sophistication of these societies.

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- (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. **1 point**

Examples that earn this point include the following:

- The strength of both the Mali Empire and the Kingdom of Zimbabwe came from wealth accumulated through trade. The Mali Empire was the center for trade in gold, salt, and enslaved people along the trans-Saharan trade routes. Similarly, the Kingdom of Zimbabwe flourished through its trade in gold, ivory, and cattle resources with states along the Swahili Coast.
- While the strength of both the Mali Empire and Aksumite Empire came from wealth accumulated through trade, their trading routes were different. The Mali Empire grew its wealth from trade along the trans-Saharan trade routes, while the Aksumite Empire emerged in east Africa and expanded due to its trade along the Red Sea and Mediterranean maritime trade networks.

- The Mali Empire and the Kingdom of Zimbabwe were both powerful empires/kingdoms, but they differed in their approaches to defense. The Mali Empire’s use of North African horses and use of steel weapons allowed it to extend power over neighboring groups. The Kingdom of Zimbabwe, on the other hand, used a more defensive approach and built stone structures to provide military protection for the kingdom and its resources.
- Strengths of both the Mali Empire and Kingdom of Kongo were drawn in large part from wealth accumulated through trade. The Mali Empire grew its empire and wealth from trans-Saharan trade in gold, salt, and enslaved people. The Kingdom of Kongo gained its wealth through trade and through its political ties with the Portuguese. Ivory, salt, copper, and textiles were the primary goods traded by the Kingdom of Kongo to increase its wealth.

(D) Using a specific example, explain one way an artistic or cultural practice in the African diaspora after 1650 incorporated elements of African traditions. 1 point

Examples that earn this point include the following:

- African Americans developed instruments such as the banjo, drums, and rattlers from gourds to recreate instruments similar to those used in West Africa. They were able to create musical genres using elements from Africa.
- African descendants incorporated African rhythmic and performative elements, such as call and response, clapping, and improvisation with biblical themes. The combination of these different elements would later form the foundation for American musical genres such as gospel and blues.
- As enslaved Senegambians arrived in large numbers in Louisiana, they brought with them the fodele musical system. This musical system would later influence the development of American blues.
- The Black is Beautiful movement celebrated and encouraged African Americans to strengthen their connections to Africa by embracing their natural hair, wearing African dress such as dashikis and African headwraps, and using Akan adinkra symbols such as the Sankofa bird.
- In Haiti, Brazil, and various parts of the Southern United States, members of the African diaspora incorporated African cultural and religious practices to develop their own traditions; these syncretic practices included ancestor veneration in various forms as a common practice.

Total for question 2 4 points

Question 3: Non-Stimulus/Source**4 points**

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- (A) Describe one specific example of a nineteenth-century African American woman who fought against slavery. 1 point

Examples that earn this point include the following:

- Maria Stewart was one of the first women to make a public speech. She condemned slavery and racism in speeches and in her writings.
- Harriet Tubman was one of the most well-known conductors on the Underground Railroad, freeing many African Americans from enslavement.
- Sojourner Truth was an activist who sold her portraits to raise money for the cause of abolition. She conducted speaking tours and recruited Black soldiers to the Union army.

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- (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. 1 point

Examples that earn this point include the following:

- Ida B. Wells-Barnett was an activist and journalist who highlighted the violence African Americans faced. Through her writings, she exposed the racial violence African Americans experienced in the South at the hands of white mobs.
- Josephine Baker was an international performer who used her platform to advocate for African Americans' equality. Baker critiqued the United States for promoting democracy abroad while at home African Americans continued to fight for their rights as citizens.
- Maya Angelou was a writer and activist known for her autobiography, *I Know Why the Caged Bird Sings* and poems such as "Still I Rise." Angelou's work often focuses on themes of racism and discrimination that highlight the challenges African Americans face in daily life.

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- (C) Using a different specific example, explain how African American women influenced the ideas or strategies of the modern Civil Rights movement. 1 point

Examples that earn this point include the following:

- Rosa Parks was an activist working for the NAACP whose refusal to give up her seat on a bus led to the Montgomery Bus Boycott. Park's arrest and the boycott of the Montgomery city buses highlighted the unequal treatment of African Americans in the South.

- Kathleen Cleaver is a legal scholar and was an activist of the Black Panther Party and the Black Power movement. She encouraged Black people to embrace their natural beauty and become comfortable in their own skin.
- At 15 years old, Claudette Colvin refused to give up her bus seat to a white passenger and was arrested for violating Montgomery, Alabama’s segregation laws. This occurred nine months before Rosa Parks. Colvin then became one of four plaintiffs to challenge these laws in court. In doing so, the court ruled Montgomery’s segregated bus system unconstitutional in 1956.
- Ella Baker was key in several civil rights organizations, including the NAACP, SCLC, and SNCC. She emphasized using grassroots organizing, student activism, and empowering local communities. These strategies became important as the SNCC emphasized a community-based, nonviolent approach.
- Fannie Lou Hamer was critical in getting African Americans in the South engaged in the voting process. Hamer's tireless efforts expanded African American political participation and brought attention to the broader struggle for civil rights and equality, inspiring the movement to address racial and gender injustices.
- Pauli Murray was a lawyer who provided guidelines for desegregation. Her guidelines were critical to proving the case in *Brown v. Board of Education*, which led to the Supreme Court ruling that racial segregation in public schools was unconstitutional.

(D) Describe one specific example of a new opportunity for African American women that emerged following the twentieth-century freedom movements. 1 point

Examples that earn this point include the following:

- Following the Civil Rights movement, Black voting power increased, which led to the election of Shirley Chisholm, the first Black woman in Congress.
- The increase in Black political power and representation led to the appointment of Condoleezza Rice, the first Black woman to hold the position of secretary of state of the United States.
- The increase in Black political power and representation led to the election of Kamala Harris as the first Black woman vice-president of the United States.
- African Americans’ increased access to educational opportunities following the twentieth-century freedom movements led to African Americans’ continued contributions to medicine, with Kizzmekia Corbett being a leading scientist in the development of the Moderna COVID-19 vaccine.

Total for question 3 4 points

Question 4: Non-Stimulus/Source**4 points**

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- (A) Describe one aspect of a specific religious, spiritual, or faith tradition that was practiced in Africa before 1800. 1 point

Examples that earn this point include the following:

- A spiritual tradition that traces its roots to West Africa is the veneration of ancestors.
- Islam was brought to Mali through the trans-Saharan trade with North African merchants and scholars.
- Roman Catholicism was practiced in the Kingdom of Kongo after King Nzinga’s conversion. Subjects of the kingdom blended indigenous practices with Christianity.
- King Ezana and the Kingdom of Askum converted to Christianity early on, and wide practice of Christianity followed.
- Polytheism, the belief in multiple deities, was widely practiced throughout Africa by peoples such as the Yoruba and Ashanti.
- Religious syncretism of African and Christian faith practices produced Vodun in its early form in West Africa during the Portuguese expeditions to Africa in the fifteenth century.
- Griots and Jelis served specific religious functions within their African tribes by preserving faith and tribal history through songs and storytelling.

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- (B) Describe an adaptation of an African religious, spiritual, or faith tradition by Afro-descendants in the Americas. 1 point

Examples that earn this point include the following:

- Afro-descended people adapted Christian hymns with their spiritual and cultural practices like divination and collective singing and dancing.
- West African spiritual practices, such as veneration of ancestors and divination, were adapted and practiced across the African diaspora through religions such as Voodoo in Louisiana and Vodun in Haiti.
- Candomblé is a religion practiced in Brazil that combines spiritual practices of veneration from West Africa with Christianity.
- The practice of Santeria or Regla de Ocha in the western hemisphere blends West African religions with Roman Catholicism.

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- (C) Using a specific example from before 1865, explain how African Americans used religious, spiritual, or faith practices to resist oppression. 1 point**

Examples that earn this point include the following:

- Nat Turner, an enslaved African American, led a rebellion against slavery. He was inspired by his religious belief that he should deliver African Americans from slavery.
- Many enslaved African Americans were inspired by resistance stories found in religious texts. For many their faith served spiritual and political purposes.
- Harriet Tubman, a well-known conductor of the Underground Railroad, helped free many African Americans from enslavement and oppression by using spirituals to alert people of escape plans.
- African Americans used spirituals as a way to resist oppression. Spirituals were sung to articulate their hardships and hopes for deliverance. They held double meanings of redemption and deliverance while also being used to help enslaved people escape north to free states and to Canada.
- Frederick Douglass escaped enslavement to become a leading abolitionist. He used the bible as evidence in his abolitionist speeches and writings to strongly argue that slavery was amoral and violated the core of Christian principles.
- African Americans used the practice of Christian conversion and baptism to gain freedom and resist oppression in parts of colonial America, particularly the settlement of Spanish Florida.

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- (D) Using a specific example from after 1865, explain how religious, spiritual, or faith practices contributed to activism during freedom movements. 1 point**

Examples that earn this point include the following:

- During the Civil Rights era, the Southern Christian Leadership Conference (SCLC) organized churches to launch major protests for equality. The SCLC was involved with the Selma Voting Rights March of 1965 and inspired the Student Nonviolent Coordinating Committee to organize using nonviolent strategies.
 - During the Civil Rights movement, faith and music were important elements of mobilization. Freedom songs, adapted from spirituals and gospel songs, were used by organizers to inspire, and organize participants as they risked their lives in pursuit of freedom and equality.
 - Malcolm X and other ministers of the Nation of Islam founded *Muhammed Speaks*, the official newspaper of the organization. It was used to spread the teachings of Elijah Muhammad and to inspire people within Black American communities to embrace the Nation's religious and Black nationalist ideologies.
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- Christian missionary organizations drew upon their religious principles and social activism to help found HBCUs with a goal of social uplift for African Americans through formal education.
- Many Black churches established after the Civil War became places where activists gathered to organize and plan protests and demonstrations to push for equal treatment in society.
- Martin Luther King Jr. used biblical passages and Christian principles during the Civil Rights movement to galvanize African Americans and white Christians in the fight against racism and oppression.

Total for question 4 4 points