

2025



AP[®] African American Studies

Scoring Guidelines Set 1

Question 1: Exam Day Validation

2 points

General Scoring Notes

- The question is a written response to the student’s individual project.
- Answers must be in complete sentences: an outline or bulleted list is not acceptable.
- Students must reference their source or sources by name—either by author or title—in order to receive credit.

Reporting Category	Scoring Criteria		
Exam Day Validation Question (0–2 points)	“Explain how two of your sources provide different perspectives on one aspect of your topic.”		
	0 points Does not meet the criteria for one point.	1 point Responds to the Exam Day Validation prompt with relevant descriptive information and includes reference to specific sources as appropriate in response to the prompt.	2 points Responds to the Exam Day Validation prompt with a relevant explanation and includes reference to specific sources as appropriate in response to the prompt.
	Decision Rules and Scoring Notes		
	Responses that do not earn points: <ul style="list-style-type: none"> Are too vague and do not provide an indication of sources used in the Individual Student Project. Do not reference the specific Exam Day Validation question. May be overly general discussions of or reflections on the project. Only describe or explain the perspective of a single source. Examples that do not earn points: Provide a response that is overly vague: <ul style="list-style-type: none"> “Of the many sources I used, there were generally ones that talked about (this perspective) and ones that talked about (this other perspective).” “My project would not have been possible without the use of these two sources.” 	Responses that earn 1 point: <ul style="list-style-type: none"> Describe the differing perspectives of two sources as they relate to the topic of the project. Examples of specific and relevant evidence include the following with appropriate elaboration: <ul style="list-style-type: none"> The background of the authors Summary of the sources Description of the differences between the information found in two of the sources Examples of a statement that earns one point for evidence: <ul style="list-style-type: none"> “The author of (Source 1) is a noted professor of African American history, while (Source 2) is written by someone who writes mostly poetry and fiction.” “(Source 1) is a primary source, written during the (event of the topic). However, (Source 2) was written decades later.” 	Responses that earn 2 points: <ul style="list-style-type: none"> Explain how the perspectives of two of your sources differ as they relate to the topic of the project. Examples of specific and relevant evidence include the following with appropriate elaboration: <ul style="list-style-type: none"> Explanation of how the background of the authors impacts their perspective on an aspect of the topic Summary of the two sources to then explain how their differences impact an aspect of the topic Explanation of how the difference in the information or perspective of two of your sources impacts an understanding of the topic Examples that earn two points for providing an explanation of how two sources’ perspectives on the topic differed: <ul style="list-style-type: none"> “(Source 1)’s author is a noted historian of African American history, so their work looks at (the topic) from a ‘change over time’ perspective. However, the author of (Source 2) is a poet, resulting in a view of (the topic) that is more focused on the feelings and experiences of one who was impacted by (the topic).” “(Source 1)—a newspaper article—was written as (the topic) was taking place and captures the uncertainty of things as the events unfolded. On the other hand, (Source 2) was authored thirty years after (the topic’s) conclusion, allowing plenty of time for perspective and fact-checking of the events that took place.”

Question 1: Text-Based Source**4 points****General Scoring Notes**

- Each point is earned independently.
- **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.
- **Describe:** Provide the relevant characteristics of a specified topic. Description requires more than simply mentioning an isolated term.
- **Explain:** Provide information about how or why a historical development or process occurs or how or why a relationship exists.

A Describe one claim the author makes in the source.**1 point****Examples of acceptable responses may include the following:**

- The condition of slavery is dreadful.
- No one who escaped enslavement is willing to return to being enslaved.
- If a person could send another into enslavement, then they are bad enough to send a person into hell.
- Staying in their “native land” would have been preferred if people could be free.

B Describe one piece of evidence not included in the source that supports a claim the author makes.**1 point****Examples of acceptable responses may include the following:**

- The prospect of being enslaved was horrible enough to cause captives to resist using hunger strikes, violent resistance, or even suicide.
- At some auctions, those who resisted sale were punished severely by whipping, at times in front of their families and friends.
- During the cotton boom in the first half of the nineteenth century, many African Americans were forcibly relocated through the domestic slave trade from the upper South.
- In the gang system, enslaved laborers were forced to work in groups from sunup to sundown.
- Enslaved African American women endured physical abuse and assault.
- Narratives by enslaved African American men and women detailed the abuse and exploitation they faced.

C	Explain how Harriet Tubman contributed to change for African Americans in the nineteenth century.	1 point
----------	--	----------------

Examples of acceptable responses may include the following:

- Harriet Tubman helped enslaved people flee the South, which helped change their lives because they were free in the North.
- Harriet Tubman freed enslaved people through the Underground Railroad, which provided safe routes for enslaved people looking to resettle in the northern United States, Canada, and Mexico.
- Harriet Tubman served as a spy and nurse for the Union Army during the Civil War, which supported the Union cause and led to eventual freedom for enslaved people.
- During the Combahee River raid, Tubman became the first American woman to lead a major military operation, which led to the freedom of enslaved people.

D	Using a specific example, explain how an African American woman or African American women’s political activism in the twentieth or twenty-first century helped overcome the legacy of enslavement.	1 point
----------	---	----------------

Examples of acceptable responses may include the following:

- Ella Baker was known as the “mother of the Civil Rights movement.” Her grassroots organization of young people into the Civil Rights movement helped to combat both racism and sexism.
 - Activist Fannie Lou Hamer played a key role in the Civil Rights movement. Her work in the Freedom Summer helped to register thousands of African Americans to vote in state and national elections.
 - African American authors like Gwendolyn Brooks wrote about the lived experience of Black women and how race, gender, and social class affect how they are perceived in an effort to overcome the legacy of enslavement and systemic racism.
 - Shirley Chisholm became the first African American woman elected to Congress. She helped found the Congressional Black Caucus, a group that promoted African American candidates to elected office across the nation.
 - Black and African American women such as Condoleezza Rice, Kamala Harris and Justice Ketanji Brown Jackson have held high positions in federal leadership. They have advocated for the rights of African Americans in an effort to overcome the legacy of enslavement.
 - Nannie Helen Burroughs, an early civil rights activist, helped establish the National Association of Colored Women (1896) and founded a school for women and girls in Washington, D.C. (1909). Her actions helped Black women in their quest to find greater inclusion in American society.
 - Black women leaders advocated for the rights of Black women during the Women’s Suffrage movement of the early twentieth century. Their work helped to ensure that generations of Black women would finally have a voice in American government.
-

Question 2: Non-Text Source**3 points****General Scoring Notes**

- Each point is earned independently.
- **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.
- **Describe:** Provide the relevant characteristics of a specified topic. Description requires more than simply mentioning an isolated term.
- **Explain:** Provide information about how or why a historical development or process occurs or how or why a relationship exists.

A Describe the broader historical context of the image.**1 point****Examples of acceptable responses may include the following:**

- Jesse Owens won four gold medals at the 1936 Olympics during a time when Black people were discriminated against because of their race.
- Owens represented the United States at the 1936 Olympics but was subjected to discrimination at home.
- Owens excelled at the Olympics even though, in 1936, African Americans and whites were not allowed to participate in the same sports leagues in the United States.
- Owens participated in the Berlin Olympics when Adolf Hitler was the ruler of Germany.

B Describe one example of an African American athlete, other than Jesse Owens, who broke discriminatory barriers in the twentieth or twenty-first centuries.**1 point****Examples of acceptable responses may include the following:**

- In 1908, boxer Jack Johnson became the first Black heavyweight champion of the world.
- In 1947, Jackie Robinson became the first Black player in Major League Baseball.
- Wilma Rudolph won gold medals in the 1960 Summer Olympics and became a civil rights activist in her post-Olympic career.
- In 1974, baseball player Henry Aaron broke the long-standing Major League Baseball home run record, despite living through segregation and receiving death threats during his career.

-
- | | | |
|----------|--|----------------|
| C | Using a specific example, explain how African Americans' increased access to education contributed to overcoming discrimination in the twentieth or twenty-first century. | 1 point |
|----------|--|----------------|
-

Examples of acceptable responses may include the following:

- The Supreme Court ruling in *Brown v. Board of Education* desegregated public schools, allowing African Americans to have access to schools previously denied to them. This provided countless people the ability to improve their education and secure better jobs.
 - Booker T. Washington advocated for African Americans to get an industrial, vocational education in order to make economic gains. His Tuskegee Institute was able to provide this throughout the twentieth century and into the twenty-first century.
 - HBCUs were able to provide African Americans with access to education and economic improvement long before traditionally white colleges commonly accepted students of color.
 - African American Studies was founded in the 1960s after Black students entered predominantly white colleges, finding that the history of Black people was underrepresented. This would lead to generations of scholars who were not only well-versed in African American Studies but who would expand the discipline further.
 - Education was a major focus of the Black Panther Party. By encouraging its members to advocate for and achieve formal education, its members, and all Black Americans, were able to find more and better employment opportunities.
-

Question 3: Non-Stimulus/Source**3 points****General Scoring Notes**

- Each point is earned independently.
- **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.
- **Describe:** Provide the relevant characteristics of a specified topic. Description requires more than simply mentioning an isolated term.
- **Explain:** Provide information about how or why a historical development or process occurs or how or why a relationship exists.

A **Describe a cultural or artistic contribution made by one of the ancient African societies.** **1 point**

Examples of acceptable responses may include the following:

- The Nok developed ironworking, pottery, and lifelike terracotta sculptures of animals and people.
- Mansa Musa's efforts ensured that the Mali Empire was a center of culture and learning in the fourteenth and fifteenth centuries.
- West African griots preserved histories, traditions, and cultural practices, largely through the oral tradition.
- The Aksumite Empire was the first African society to adopt Christianity.
- The Aksum developed their own currency and written language, Ge'ez, which is still in use in the Ethiopian Church.
- The Great Enclosure in Great Zimbabwe was a massive defensive wall that remains an important symbol of ancient African advancement.
- Ancient Egypt developed advanced architectural developments including pyramids and large-scale monuments.

B **Describe an effect trade had on ancient West African empires such as Ghana, Mali, or Songhai.** **1 point**

Examples of acceptable responses may include the following:

- The three Sudanic empires used their gold mines and their location at the center of trade routes to their economic and political advantage.
- Trans-Saharan trade brought traders, scholars, and religious missionaries into West Africa.

- The wealth generated by trade allowed the Sudanic empires to control neighboring groups.
- Sudanic empires in West Africa were involved in the transatlantic slave trade, and many leaders got rich even though the population of many societies declined rapidly.
- Timbuktu grew large and wealthy because of trade, and became a place of learning, attracting scholars from all over the world.
- When West African empires adopted Islam or Christianity that was brought in by merchants and traders, what resulted was often a blend of the new religion with Indigenous beliefs and practices.

C	Explain how a contribution made by one of the ancient West African societies can be connected to a tradition, practice, or development in the nineteenth, twentieth, or twenty-first centuries.	1 point
----------	--	----------------

Examples of acceptable responses may include the following:

- Religious traditions established in West Africa were transferred to the Americas as a result of the transatlantic slave trade. Because of this, many enslaved African Americans were part of generations in North America who identified as Christian.
 - Interactions between African ethnic groups resulted in new combinations of African-based cultural practices, languages, and belief systems within African American communities. The development of Voodoo in the Americas is one example of this blending of cultures and belief systems that took place.
 - Africans who had been enslaved and brought to the Americas brought with them skills such as blacksmithing, basketweaving, and farming practices. As result, many African Americans further developed these skills as both enslaved and free people, helping to build skills needed to survive and thrive as a community.
 - African traditions were incorporated into African American pottery, quilt-making, and storytelling. This enabled generations of African American communities to keep alive their own culture and histories despite—most times—being forbidden by their enslavers from learning to read or write.
 - African musical elements and styles were adapted by African Americans. These characteristics would eventually combine into new forms of music—such as the blues and gospel music—which would become important styles of American music.
 - Artists of the New Negro movement and the Harlem Renaissance artists explored the relationship between Africa and African American identity and heritage. Their work helped to counter negative stereotypes of African Americans and Afro-descendants as people without a history or culture.
-

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 the cultural contributions of African Americans promoted resilience during Jim Crow segregation.

Reporting Category	Scoring Criteria	
Row A Thesis/Claim (0–1 points)	0 points Does not meet the criteria for one point.	1 point Responds to the prompt with a defensible thesis/claim that establishes a line of reasoning.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: <ul style="list-style-type: none"> Are not defensible. Only restate or rephrase the prompt. Do not respond to the prompt. Do not establish a line of reasoning. Are overgeneralized. 	Responses that earn this point: <ul style="list-style-type: none"> Provide a defensible thesis or claim about how the cultural contributions of African Americans promoted resilience during Jim Crow segregation. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
	Examples that do not earn this point: Provide a restatement of the prompt <ul style="list-style-type: none"> <i>“Cultural contributions of African Americans promoted resilience during Jim Crow segregation.”</i> Provide a defensible claim, but do not establish a line of reasoning <ul style="list-style-type: none"> <i>“A sense of culture was crucial to African Americans in era of Jim Crow segregation.”</i> Establish a line of reasoning, but do not provide a defensible claim <ul style="list-style-type: none"> <i>“Political progress during the era of Jim Crow segregation was slowed by the cultural achievements of African Americans.”</i> 	Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <ul style="list-style-type: none"> <i>“African American culture helped promote resilience during the Jim Crow era by using music to provide hope and inspiration during the most difficult times.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <ul style="list-style-type: none"> <i>“Even during the nadir, African Americans used the arts and music to find inspiration to overcome the effects of segregation and to demonstrate to the country and to the world their talents and achievements.”</i> Establish a line of reasoning <ul style="list-style-type: none"> <i>“African American culture helped promote resilience during the Jim Crow era through the use of music.”</i> [Minimally acceptable thesis/claim]
	Additional Note: <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 is not limited to exclusively the first or last paragraphs]. 	

Reporting Category	Scoring Criteria	
Row B Context (0–1 points)	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the topic of the prompt.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: <ul style="list-style-type: none"> Provide an overgeneralized statement about the topic referenced in the prompt. Provide context that is not relevant to the prompt. Provide a passing phrase or reference. 	Responses that earn this point: <ul style="list-style-type: none"> Accurately describe a context relevant to how the cultural contributions of African Americans promoted resilience during Jim Crow segregation.
	Examples that do not earn this point: Do not provide context relevant to the topic of the prompt <ul style="list-style-type: none"> <i>“Jazz is thought to be the only true American form of music.”</i> Provides only a passing phrase or reference <ul style="list-style-type: none"> <i>“African American culture flourished in the 1920s.”</i> Provides inaccurate contextualization <ul style="list-style-type: none"> <i>“Until the Civil War was over, there were no segregation laws in areas outside of the South.”</i> 	Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: <ul style="list-style-type: none"> The nadir Segregation The Black press The New Negro movement The Harlem Renaissance Barriers to political participation Examples of acceptable contextualization: <ul style="list-style-type: none"> <i>“Music was prevalent throughout the nadir, providing hope for people that change was possible.”</i> <i>“The Harlem Renaissance of the early twentieth century was a time when many African Americans expressed themselves through cultural contributions.”</i> [Minimally acceptable contextualization]
	Additional Notes: <ul style="list-style-type: none"> The response must describe broader events, developments, processes, or disciplinary connections that are relevant to the topic of the prompt. To earn this point, the context provided must be more than a phrase or reference. 	

Reporting Category	Scoring Criteria		
Row C Evidence from Sources	0 points Does not meet the criteria for one point.	1 point Uses the content of at least two sources to address the topic of the prompt.	2 points Supports an argument in response to the prompt using at least three sources.
(0–2 points)	Decision Rules and Scoring Notes		
	Responses that do not earn points: <ul style="list-style-type: none"> Use evidence from less than two of the sources Misinterpret the content of the source Quote the content of the sources without providing an accompanying description Address sources collectively rather than considering separately the content of each source 	Responses that earn 1 point: <ul style="list-style-type: none"> Accurately describe—rather than simply quote—the content from at least 2 of the sources to address the way the cultural contributions of African Americans promoted resilience during Jim Crow segregation. 	Responses that earn 2 points: <ul style="list-style-type: none"> Support an argument in response to the prompt by accurately using the content of at least 3 sources.
		Examples of describing the content of a source: Describe evidence from the sources relevant to the topic but do not use that evidence to support an argument <ul style="list-style-type: none"> [Source 1]: <i>“The Fisk University Singers traveled around the United States to perform.”</i> [Source 5]: <i>“The author of Source 5 recounts the positive effect Fannie Lou Hamer had on people before a civil rights protest in 1962.”</i> 	Examples of supporting an argument using the content of a source: <ul style="list-style-type: none"> [Source 1]: <i>“The Fisk Jubilee Singers brought African American musical traditions to domestic and international audiences, thereby helping to breakdown racist stereotypes held by many who attended their performances.”</i> [Uses evidence from the source to support an argument about the importance of the Fisk University Singers.] [Source 5]: <i>“Moses’ account of meeting Fannie Lou Hamer shows the importance of music and spirituals during the era of Jim Crow to offer encouragement and uplift to people. The songs comforted and reassured the people who were about to participate in a protest against segregation.”</i> [Uses evidence from the source to support an argument that African American culture offered comfort to people in a time of stress and uncertainty.] [Source 4]: <i>“Campbell’s argument that the arts inspired hope and pride for African Americans further supports the idea that arts and cultural contributions were very important during the Jim Crow era as a source of inspiration and uplift for Black communities.”</i> [Uses evidence from the source to support an argument about the possibilities for reconciliation and progress provided by art.]
	Additional Note: <ul style="list-style-type: none"> To earn two points, the three sources do not have to be used in support of a single argument—they can be used across sub-arguments or to address counterarguments. 		

Row C Evidence Beyond Sources (0–1 points)	Evidence beyond the Sources:	
	0 points Does not meet the criteria for one point.	1 point Uses at least one additional piece of specific evidence [beyond that found in the sources] relevant to an argument in response to the prompt.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: <ul style="list-style-type: none"> Provide evidence that is not relevant to an argument about the prompt. Provide evidence that is outside the topic specified in the prompt. Repeat information that is specified in the prompt or in any of the sources. Provide a passing phrase or reference. 	Responses that earn this point: <ul style="list-style-type: none"> Must use at least one specific piece of evidence relevant to how the cultural contributions of African Americans promoted resilience during Jim Crow segregation. Examples of specific and relevant evidence beyond the documents that earn this point include the following, if appropriate elaboration is provided: <ul style="list-style-type: none"> Continuance of “jumping the broom” tradition Family reunions Black churches Black entrepreneurship HBCUs and BGLOs Photography/James Van Der Zee Jazz, blues, spirituals Theatre, movies Carter G. Woodson’s “Negro History Week” The UNIA Négritude and Negritismo movements Visual arts/Jacob Lawrence Examples of evidence beyond the documents relevant to an argument about the prompt: <ul style="list-style-type: none"> <i>“African American churches provided many services crucial to the lives of people trying to survive through the Jim Crow era: they offered spiritual hope, community support, and a place to meet in order to coordinate events and policies during the Civil Rights movement.”</i> [Provides a piece of evidence not in the sources relevant to an argument about the prompt.] <i>“Movements like The New Negro movement and the Négritude movement helped to build dignity within the Black community and stressed the cultural pride of their heritage in the face of ongoing Jim Crow segregation.”</i> [Provides a piece of evidence not in the sources relevant to an argument about the prompt.]
	Additional Notes: <ul style="list-style-type: none"> Typically, statements credited as evidence will be more specific than statements credited as contextualization. To earn this point, the evidence provided must be different from the evidence used to earn the point for contextualization. To earn this point, the evidence provided must be more than a phrase or reference. The point for evidence beyond the sources may be awarded for evidence that appears in any part of the response. 	

Reporting Category	Scoring Criteria	
Row D Source Use (0–1 points)	0 points Does not meet the criteria for one point.	1 point For at least two sources, explain how or why the document’s point of view, purpose, context and/or audience is relevant to an argument.
	Decision Rules and Scoring Notes	
	<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> Explain sourcing for fewer than two of the sources. Identify the point of view, purpose, context, and/or audience but fail to explain how or why it is relevant to an argument. Summarize the content or argument of the source without explaining the relevance of this summary to the point of view, purpose, context, and/or audience. <p>Examples that do not earn this point:</p> <p>Identify the perspective, purpose, context, and/or audience, but do not explain how or why it is relevant to an argument</p> <ul style="list-style-type: none"> “Source 4 is from an article that looks at the importance of art in Harlem.” <p>Summarize the content of the document without explaining the relevance of this to the perspective, purpose, context, and/or audience</p> <ul style="list-style-type: none"> “As evidenced by Source 2, people across the United States listened to the blues.” 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> Must explain how or why—rather than simply identifying—the source’s point of view, purpose, context, or audience is relevant to an argument that addresses the prompt for each of the two sources. <p>Example of acceptable explanation of the relevance of the author’s point of view:</p> <ul style="list-style-type: none"> [Source 5]: “The author recounts meeting Fannie Lou Hamer as she was inspiring and comforting people before a protest. As he was present at the protest, he can speak to the way African American culture was used to provide strength and resilience during the Jim Crow era.” [Identifies the point of view of the source and how this affects the source’s perspective on the effect spirituals had on people in the Civil Rights movement.] <p>Example of acceptable explanation of the relevance of the author’s purpose:</p> <ul style="list-style-type: none"> [Source 1]: “Source 1 shows the Fisk Jubilee Singers who traveled through parts of the South that had, until recently, allowed enslavement. By showing the singers dressed in fine clothing, the image counters some stereotypes that white audiences may have had.” [Connects the purpose to an argument about how music was important to African American identity and acceptance.] <p>Example of acceptable explanation of the relevance of the audience:</p> <ul style="list-style-type: none"> [Source 3]: “Source 3 was written for the national magazine Harper’s Monthly, so the author’s words were very likely intended for the ‘Nordic’ people he calls out in the last line.” [Connects the audience of the source to an argument that Black culture was rich and could erode the prejudice of others who saw the culture as empty.]

Reporting Category	Scoring Criteria	
Row E Reasoning (0–1 points)	0 points Does not meet the criteria for one point.	1 point Uses reasoning (e.g., causation, comparison, change or continuity across time or geography) to set up an argument that addresses the prompt.
	Decision Rules and Scoring Notes	
		<p>Responses that earn this point:</p> <ul style="list-style-type: none"> Must demonstrate the use of reasoning to frame or structure an argument that is relevant to the prompt. The use of reasoning might be uneven in places, or the evidence may lack specificity. <p>Demonstrating reasoning might include any of the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> A response may compare the community impact of African American art and music, as seen in Sources 1, 2, and 5, with that of other Afro-descendants coming to the United States during the era of Jim Crow segregation. (Addresses comparison) A response may look at how the resilience differed between African Americans experiencing segregation in the lower South and the resilience experienced by African Americans in other parts of the country during the same time period. (Addresses continuity and comparison across geography) A response may address the way African American art and/or music gained a following with non-African Americans, resulting in a breaking down of societal patterns of discrimination and racism. (Addresses causation, change)

Source Summaries

Source	Summary of Content	Explains the relevance of point of view (POV), purpose, situation, and/or audience by elaborating on examples such as:
1. Jubilee Singers of Fisk University, 1875	<ul style="list-style-type: none"> The photograph shows members of the Fisk student choir in 1875, close to the official end of the Reconstruction period. Six women and four men are depicted in what appears to be formal performance attire. 	<ul style="list-style-type: none"> The Fisk Jubilee Singers brought African American musical traditions to domestic and international audiences, helping to break down racist stereotypes held by many who attended their performances. (context) The Fisk Jubilee Singers often traveled through parts of the South that had, until recently, allowed enslavement, so showing the singers dressed in fine clothing worked to dispel some stereotypes that white attendees may have had. (purpose)
2. Map of Black Female Blues Singers' Performances, 1910 to 1930	<ul style="list-style-type: none"> The map shows the places where African American female blues singers performed on the Theater Owners Booking Association (T.O.B.A.) touring circuit for Black artists. The map includes all states east of the Mississippi River—including the lower South—and several states west of it. Many states have multiple cities that were located along the touring circuit, including most of the states in the lower South. The cities are generally ones with large populations. 	<ul style="list-style-type: none"> The locations of these performances tended to be in large, sometimes capital cities, which likely had larger concentrations of African American population than other areas of the state at this time. (context) This map is a result of scholars who likely used the information to show readers in the twenty first century the wide geographic reach of female blues singers during part of the Jim Crow era. (audience)
3. James Weldon Johnson, author and NAACP activist, article published in mainstream United States magazine Harper's Monthly during the Harlem Renaissance	<ul style="list-style-type: none"> The author, writing during the early twentieth century, addresses the myths regarding African American stereotypes, namely as being "beggars" who were "empty" of intellect, culture, and morals. He notes that artists of the day are "smashing" this stereotype. He credits artistic achievements with challenging the perceived superiority of whites. 	<ul style="list-style-type: none"> During the period of the Harlem Renaissance, African American artists produced many ground-breaking works, achieving success within their community and on a larger, sometimes national or international scale. Such successes inspired other artists, gave hope and happiness to those who were entertained, and even challenged the preconceived notions of many whites in the United States. (context) As the article was written for the national magazine Harper's Monthly, Weldon's words were very likely intended for the very "Nordic" people he calls out in the last line. (audience)
4. Mary Schmidt Campbell, author, published in Renaissance Art of Black America.	<ul style="list-style-type: none"> The author, writing in the 1990s, stresses the importance of art in the elevating of African American culture. She suggests that art could offer a bridge, a chance at "reconciliation" between the races. The arts could demonstrate that African Americans have "something positive to contribute" at a very high level. 	<ul style="list-style-type: none"> With its intellectual and artistic achievements, Harlem became the center of the Black arts in the early twentieth century. (context) Intellectuals in the early twentieth century showed that art by Black artists could both serve as a bridge between the races and elevate Black art to new and equal heights. (purpose)

5. Interview with Bob Moses, a Student Nonviolent Coordinating Committee (SNCC) organizer, where he recalls meeting Fannie Lou Hamer in 1962, interview conducted in 2014	<ul style="list-style-type: none">• The source is an excerpt from a leader of SNCC. He recounts meeting Fannie Lou Hamer in 1962 on the way to a protest in Mississippi. He describes her leadership while on the bus, leading people in church songs and hymns, which was a way to ease people's fears and inspire them to carry out their protest. The author notes that as soon as they reached their destination and began their protest, they were all arrested.	<ul style="list-style-type: none">• Moses recollects the use of music or spirituals as a means of calming the fears of protesters and giving them inspiration to carry out their objective. (purpose)• The author recounts with some honor meeting Fannie Lou Hamer as she was inspiring and comforting people before a protest. As he was present at the protest, he can speak to the way African American culture was used to provide strength and resilience during the Jim Crow era. (POV)
---	---	---