

2026



AP[®] African American Studies

Scoring Guidelines

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 explicitly refer to their source or sources—either by author, title, or by referencing relevant, specific identifying content—in order to receive credit.

Identify the source you found to be most useful in your research. Explain how it deepened your understanding of your topic.

Reporting Category	Scoring Criteria		
Exam Day Validation (0–2 points)	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 a specific source as appropriate in response to the prompt.	2 points Responds to the Exam Day Validation prompt with a relevant explanation and includes reference to a specific source as appropriate in response to the prompt.
Decision Rules and Scoring Notes			
	Responses that do not earn points: - 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: <i>“Of the many sources I used, there were generally ones that talked about (this perspective) and ones that talked about (this other perspective).”</i> <i>“My project would not have been possible without this source.”</i>	Responses that earn 1 point: Describe the understanding of the topic that was deepened by one of the sources used. Examples of specific and relevant evidence include the following with appropriate elaboration: - Description of the source’s connection to the research topic - Description of the understanding that the source contributed to Examples of a statement that earns one point for evidence: <i>“(Source 1) is by a noted professor of African American history who has contributed significantly to the field, and the source was really helpful in my project.”</i> <i>“(Source 1) is a primary source, written during the (event of the topic), that includes some of the most well-documented information about my topic.”</i>	Responses that earn 2 points: Explain how the source deepened the understanding of the topic of the project. Examples of specific and relevant evidence include the following with appropriate elaboration: - Explanation of how information in the source was similar to what the student understood about the topic - Explanation of how information in the source was different from what the student understood about the topic Examples that earn two points for providing an explanation of how the source deepened understanding of the topic: <i>“(Source 1)’s author is a noted historian of African American history. Because their work looks at (the topic) from a ‘change over time’ perspective, it helped me understand (the topic) on a larger scale.”</i> <i>“(Source 1)—a newspaper article—was written as (the topic) was taking place and captures the uncertainty of things as the events unfolded. This helped me understand (the topic) from the point of view of those who were living through it while it was going on.”</i>

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 made by the Student Nonviolent Coordinating Committee (SNCC) in the source. 1 point

Examples of acceptable responses may include the following:

- The leadership potential of women within the movement was compromised.
 - In the excerpt from the SNCC paper, the committee claimed that women were crucial to the daily functioning of the movement but were denied equal participation in decision-making.
 - The paper claimed that many women in the movement were unaware of their unequal status and failed to recognize the limitations imposed on them by the male-dominated structure of the movement.
 - Many women, in an effort to gain acceptance from men, conformed to traditional gender roles.
 - Women faced sexism within civil rights organizations.
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B	Describe a historical context of the source.	1 point
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Examples of acceptable responses may include the following:

- The source was written during the middle of the Civil Rights movement.
- The source was written in the mid-1960s when civil rights organizations were protesting for political change.
- The source was written the same year the Civil Rights Act was passed (1964).
- The source was written at a time in which women were playing vital roles in the Civil Rights movement but were facing discrimination from within that movement.
- The source was written at a time when women were striving for economic, social, and political equality in the United States.

C	Using a specific example, explain how Black women, individually or collectively, helped to promote the advancement of African Americans between 1900 and 1950.	1 point
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Examples of acceptable responses may include the following:

- Black women activists often organized clubs, church groups, and other organizations in order to promote voting rights for women and African Americans.
 - Madam C.J. Walker promoted the advancement of African Americans by building a successful Black-owned business that created jobs and economic opportunities for Black women. By using her wealth to fund educational programs and support Black institutions, she helped strengthen Black communities and demonstrated the importance of economic independence for racial uplift.
 - Author and anthropologist Zora Neale Hurston documented African American culture and life. This brought an often-overlooked part of American life to a wider audience and helped to counter racist stereotypes and the assumption that Black people had made no meaningful cultural contributions in the United States.
 - African American women volunteered during World War II, such as serving in military units like the 6888th Central Postal Directory Battalion despite facing both racial and gender discrimination. By demonstrating their capability and patriotism while fighting fascism abroad, they challenged stereotypes about Black women and helped strengthen demands for greater civil rights for African Americans after the war.
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D	Using a specific example, explain how Black women activists in the 1900s drew upon the work of Black women activists from the 1800s.	1 point
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Examples of acceptable responses may include the following:

- Black women activists in the twentieth century used speeches and publications to advocate for their rights. Much like Maria W. Stewart in the 1830s, Ella Baker—the “mother of the Civil Rights movement”—organized resistance on a grassroots level.
 - The campaign for president by Shirley Chisholm in 1968 would not have been possible without the efforts of Black women in the nineteenth century such as Ida B. Wells. In both cases, women vocally and publicly called attention to the barriers faced by women of color.
 - The Combahee River Collective combated racism and gender discrimination in the 1970s by advocating for the liberation of Black women. Drawing inspiration from the Civil War-era raid led by Harriet Tubman, they argued that Black women’s unique struggles against both racism and sexism needed to be addressed in order to liberate all people in society.
 - Narratives by Black women in the nineteenth century often focused on their experiences either as enslaved people or as disenfranchised free women. In much the same way, Alice Walker combated racism and gender discrimination by creating the term “womanist” in the 1980s. This term highlighted the unique struggles Black women faced, addressing both racism in society and sexism within the Black community.
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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 an important role played by early West African griots.	1 point
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Examples of acceptable responses may include the following:

- One of the many roles played by West African griots was that of master musician.
 - West African griots were historians. Griots would be trained to memorize and retell stories from the past to keep that community's history alive across generations.
 - West African griots preserved community records. Griots knew of and passed down important community information—e.g., births, deaths, marriages—to keep alive that group's history across generations.
 - West African griots often played the role of storyteller. Such stories went beyond the historical record, including fables and what would be classified as fictional works today.
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B	Describe one example of a griot tradition that was continued by people of the African diaspora during the period of enslavement.	1 point
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Examples of acceptable responses may include the following:

- Enslaved people of the African diaspora continued the tradition of griots by using artistic traditions like pottery and quilt-making to tell stories and preserve memories.
- Enslaved Africans continued the tradition of griots by recreating musical instruments like the banjo, drums, and rattles, drawing from both African and local influences.
- During the period of enslavement, people of the African diaspora continued the tradition of griots by blending African musical traditions with Christian hymns.
- The work of the griots can be seen in enslaved Africans using spirituals to resist the harsh realities of enslavement and express their creativity.
- Enslaved Africans continued the tradition of griots through spirituals, which reflected both their African heritage and their experiences in America.

C	Using a specific example, explain how twentieth-century cultural or artistic traditions demonstrate connections to West African griot traditions.	1 point
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Examples of acceptable responses may include the following:

- During the Harlem Renaissance, African American artists explored connections to their shared African heritage. Their work often included references to African traditions, history, and culture, which were preserved over the years and into the modern times by griots.
 - African American musicians used many different styles to tell life stories. Different genres, such as the blues, helped to express the many emotions and experiences of African Americans in the tradition of griots, such as the one depicted in the image.
 - Artist Jacob Lawrence used his work to tell stories of the African American experience, like griots used to do in Mali and other West African countries.
 - Oscar Micheaux and other filmmakers presented Black life and characters as realistic and complex. This is much like one of the roles played by griots in keeping alive the culture and traditions of society.
 - African American dancers such as Katherine Dunham looked to keep alive the African griot tradition of storytelling. Her work combined modern dance and anthropology, demonstrating connections with African traditions and culture.
 - Genres such as rap and hip-hop incorporated elements of the West African griot tradition through rich storytelling of the African American struggle for freedom. Artists, such as Tupac, sought to tell complex stories of African American resilience and history through their art form, much like the tradition of the West African griot.
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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 one way Black or African American people were affected by restrictive laws in the United States before 1900. 1 point

Examples of acceptable responses may include the following:

- Black and African American people had their constitutional rights restricted by Jim Crow laws, which were passed at the end of the 1800s.
- Slave codes were used to restrict the ability of enslaved people to move freely, possess weapons, and meet in groups.
- Slave codes either limited or eliminated the possibility of social advancement or upward mobility, since enslavement was entirely race-based.
- Enslaved people in colonial South Carolina were restricted from many daily activities, such as gathering together or learning to read and write, by the slave code of 1740.
- During the first years of Reconstruction, many African Americans in Southern states had their rights severely restricted by Black Codes enacted by state legislatures.
- Black Codes could require Black workers to have a labor contract, limit the ability of African Americans to own property, and even allow the state to seize Black children to train as unpaid apprentices.
- Black Codes extended many of the harsh punishments inflicted on Black Americans, such as whipping laborers who tried to escape their labor contracts or imprisoning people who did not have a job.
- Free Black and African American people faced laws that restricted their opportunities for advancement.
- Some free Black people lived in states that passed laws preventing them from voting.
- Some African Americans had their parental rights restricted by *partus sequitur ventrem*, which defined a child's legal status based on that of their mother.

B **Using a specific example, describe an effect that a law or court ruling after 1950 had on African Americans.** **1 point**

Examples of acceptable responses may include the following:

- In 1954, the Supreme Court’s ruling in *Brown v. Board of Education* overturned the doctrine of “separate but equal,” which ended legal segregation.
- The passage of the Civil Rights Act of 1964 ended legal segregation and discrimination, guaranteeing African Americans equal legal status in the United States.
- The passage of the Voting Rights Act of 1965 outlawed racially discriminatory barriers to voting in elections.
- The Fair Housing Act made housing discrimination illegal, which allowed more African Americans to have access to additional housing options.

C **Using a specific example, explain how African Americans advocated for social equality after 1950.** **1 point**

Examples of acceptable responses may include the following:

- Civil rights organizations like the Student Nonviolent Coordinating Committee (SNCC) used sit-ins to challenge segregation directly. By refusing to leave segregated spaces and facing violence, they exposed injustice and pressured the government to change discriminatory laws.
 - The Congress of Racial Equality (CORE) worked alongside other civil rights organizations to protest discrimination in interstate travel through the Freedom Rides of the early 1960s. The violent opposition faced by the Freedom Riders was covered in national news, which helped CORE gain support for its cause.
 - The Southern Christian Leadership Conference (SCLC) spearheaded major marches, like the 1965 Selma Voting Rights marches, to push for equal voting access for African Americans. The initial violent reaction to the marchers brought national attention to the oppression Black people faced in the South.
 - The March on Washington in 1963 brought national attention to racial inequality. Because it united thousands of protesters and was widely covered in the media, it helped build support for laws like the Civil Rights Act.
 - The Black Panther Party advocated for social equality by creating community programs like free breakfast for children. These programs showed how the government was failing Black communities and pushed for reforms in housing, education, and healthcare.
 - The Black is Beautiful movement began in the 1960s and celebrated Afrocentric styles and aesthetics. By elevating African experiences and perspectives, the movement helped to establish Black fashion and style as something other than “inferior.”
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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:** The components of these rubrics require that students demonstrate defensible content knowledge. Given the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the content used to advance the argument is accurate.
- **Clarity:** Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.

Explain the extent to which the objectives of the New Negro movement were achieved.

Reporting Category	Scoring Criteria	
Row A Thesis/Claim	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.
(0–1 points)	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - 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: - Provide a defensible thesis or claim explaining the extent to which the objectives of the New Negro movement were achieved. 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 <i>“The New Negro movement sought to achieve its many objectives.”</i> Provide a defensible claim, but do not establish a line of reasoning <i>“The New Negro movement inspired many African Americans.”</i> Establish a line of reasoning, but do not provide a defensible claim <i>“African Americans who migrated out of the South because of the New Negro movement failed to find success in the North.”</i>	Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <i>“The New Negro movement was able to achieve many of its goals by stressing the importance of education and self-sufficiency.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>“During the racism and discrimination of the nadir, the New Negro movement inspired African Americans to educate and empower themselves so that they might live with pride and determination.”</i> Establish a line of reasoning <i>“The New Negro movement was largely successful in promoting racial pride and cultural innovation among African Americans.”</i> [Minimally acceptable thesis/claim]

Reporting Category	Scoring Criteria	
Row B Context	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the topic of the prompt.
(0–1 points)	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - 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: Accurately describe a context relevant to how the objectives of the New Negro movement were achieved.
	Examples that do not earn this point: Do not provide context relevant to the topic of the prompt <i>“African Americans were inspired to study their collective past.”</i> Provides only a passing phrase or reference <i>“The Great Migration saw people move from the South to areas in the North and West.”</i> Provides inaccurate contextualization <i>“The period immediately following the First World War was one of peace and prosperity for African Americans.”</i>	Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - The nadir - Segregation - African American writers - Black labor movement - Négritude/Pan-Africanism - The Red Summer - The Great Migration - The Harlem Renaissance - The Jazz Age Examples of acceptable contextualization: <i>“The violence and upheaval of the Red Summer of 1919 caused many African Americans to more closely examine their circumstances in the United States.”</i> <i>“The Great Migration resulted in African Americans from different parts of the country coming together and developing new ideas.”</i> [Minimally acceptable contextualization]
	Additional Notes: - 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 2 sources to address the topic of the prompt.	2 points Supports an argument in response to the prompt using at least 3 sources.
(0–2 points)	Decision Rules and Scoring Notes		
	Responses that do not earn points: - Use evidence from less than 2 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: - Accurately describe—rather than simply quote—the content from at least 2 of the sources to address the extent to which the objectives of the New Negro movement were achieved. 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 [Source 1]: “In Source 1, Locke says that the ‘aunties’ and ‘mammies’ of old are gone and the ‘Negro of today’ is filled with a new outlook.” [Source 4]: “Source 4 shows that the percentage of Black people living in cities almost doubled in twenty years.”	Responses that earn 2 points: - Support an argument in response to the prompt by accurately using the content of at least 3 sources. Examples of supporting an argument using the content of a source: [Source 1]: “The author of Source 1 notes that as people move from the countryside to the city, they create a new resilience and buoyancy. The result, he says, is new art and a new outlook, free from the labels and stereotypes of old. Words such as this surely inspired its readers to take part in the Great Migration and helped push this movement of creativity and exploration.” [Uses evidence from the source to support an argument that the Great Migration helped push the New Negro movement to great success.] [Source 4]: “The graph showing the increase in Black populations in U.S. cities depicts a rapid rise in Black urban population over a 20-year period. The increase in African Americans living in cities shows how the Great Migration created communities where new cultural movements like the New Negro movement could develop.” [Uses evidence from the source to support an argument that African Americans found success in numbers as they migrated to the North.] [Source 5]: “The image from Cabin in the Sky might seem unremarkable by today’s standards. But its production demonstrates how African Americans gained visibility in entertainment, reflecting the movement’s goal of reshaping public perceptions.” [Uses evidence from the source to support an argument that Black movies filmed in the 1940s represent the ideals espoused by the New Negro movement.]
	Additional Notes: 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 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.
(0–1 points)	Decision Rules and Scoring Notes	
	Responses that do not earn this point: • 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: • Must use at least one specific piece of evidence relevant to the extent to which the objectives of the New Negro movement were achieved. Examples of specific and relevant evidence beyond the sources that earn this point include the following, if appropriate elaboration is provided: • Accomplishments of African American scholars other than the Locke and Woodson sources • Black Wall Street • Civil Rights movement • Black Power movement • Black Arts movement • African American success in popular culture, hip-hop • Afrofuturism • African American achievement in science, medicine, technology • Black Lives Matter movement Examples of evidence beyond the sources relevant to an argument about the prompt: • <i>“African American scholars pursued new avenues of research and thought that explored their own past and present. Zora Neale Hurston, for example, published works that examined African American culture, language, and folklore, inspiring generations of academics to do the same.”</i> [Provides evidence not in the sources relevant to an argument about the prompt.] • <i>“The success of the New Negro movement is evident in the development of Afrofuturism decades later. The Afrocentric aesthetic and racial pride stressed by the New Negro movement during the nadir is echoed in the work of Afrofuturist artists in the late twentieth century.”</i> [Provides evidence not in the sources relevant to an argument about the prompt.]
	Additional Notes: • 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 2 sources, explains how or why the source’s perspective, purpose, context and/or audience is relevant to an argument.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Explain sourcing for fewer than 2 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.	Responses that earn this point: 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 2 sources sourced.
	Examples that do not earn this point: Identify the perspective, purpose, context, and/or audience, but do not explain how or why it is relevant to an argument “Renowned scholar Carter G. Woodson, the author of Source 3, founded what would become Black History Month.” Summarize the content of the Source without explaining the relevance of this to the perspective, purpose, context, and/or audience “Source 5 shows a scene from a movie with an African American cast.”	Example of acceptable explanation of the relevance of the author’s point of view: [Source 1]: “As a scholar promoting the Harlem Renaissance, Locke’s point of view emphasized cultural achievement, which supported the argument that the movement succeeded in reshaping African American identity.” [Connects the point of view of the source to an argument about the issues of African American identity and success in the early twentieth century.] Example of acceptable explanation of the relevance of the author’s purpose: [Source 3]: “Woodson aimed to promote the teaching of Black history in schools. This was significant because greater historical awareness would help challenge racist ideas and strengthen racial pride.” [Connects the purpose to an argument about the issues of African American identity in the early twentieth century.] Example of acceptable explanation of the relevance of the context: [Source 4]: “Fleeing the racial violence of the South, opportunities in northern cities attracted many African Americans. This infused the cities with southern Black culture in the areas of music and the arts.” [Connects the context of the source to an argument about the issues of African American identity in the early twentieth century.] Example of acceptable explanation of the relevance of the audience: [Source 5]: “By the mid-1940s, all-Black motion pictures were being produced and aimed at the growing Black audiences found in major cities throughout the country.” [Connects the audience of the source to an argument about the issues of African American identity in the early twentieth century.]

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	
		Responses that earn this point: - 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. Demonstrating reasoning might include any of the following, if appropriate elaboration is provided: - A response may argue that the Great Migration caused the growth of urban Black communities, which allowed the New Negro movement to flourish culturally. [Addresses causation.] - A response may argue that while the movement achieved cultural success, it did not fully overcome political and economic inequality. [Addresses change and continuity.] - A response may argue that while Source 1 highlights the role of the Great Migration, the New Negro movement’s influence extended beyond northern cities to include achievements by African Americans in the South. [Addresses change across time and geography.]

Source Summaries		
Source	Summary of Content	Explains the relevance of point of view (POV), purpose, context, and/or audience by elaborating on examples such as:
1. Alain Locke, “Enter the New Negro,” 1925	Locke argues that African Americans are entering a new phase marked by increased self-respect, cultural expression, and a shift away from older stereotypes, driven in part by migration to urban areas.	- Locke writes in the context of the Great Migration, which is significant because the movement of African Americans to cities created new opportunities for the cultural and artistic developments he describes. [context] - As a scholar during the Harlem Renaissance, Locke’s point of view emphasizes cultural expression and identity. This is important because it shows how intellectual leaders shaped the movement’s goal of promoting racial pride. [POV]
2. Marcus Garvey, “The Principles of the Universal Negro Improvement Association,” 1922	Garvey describes the purpose and plan of the Universal Negro Improvement Association. Garvey argues that people of African descent should unite globally to achieve political independence and self-determination, advocating for the creation of their own institutions rather than integration into existing systems.	- Garvey is addressing a global audience of people of African descent. By doing so, he expands the movement beyond the United States and shows its connection to a broader diaspora. [audience] - Garvey’s purpose is to promote Black nationalism and independence. This suggests that some African Americans believed progress required separation, which complicates the idea that the movement had a single, unified goal. [purpose]
3. Carter G. Woodson, “Negro History Week,” 1926	Woodson argues that African Americans have made significant contributions to world and American history and stresses the importance of teaching this history to counter ignorance and racial prejudice.	- As an educator, Woodson focuses on documenting Black contributions. His perspective highlights how scholarship and education were central to redefining African American identity. [POV] - Woodson aims to promote the teaching of Black history in schools. This is significant because greater historical awareness would help challenge racist ideas and strengthen racial pride. [purpose]
4. Racial Composition of the Urban and Rural Population of the United States, 1930, 1920, and 1910, The United States Census Bureau, chart, 1935	The graph shows data that demonstrates the change in the urban and rural population of the U.S. for both African American and white populations. The trend shows a sustained shift in the population of African Americans living in urban areas rather than in rural ones.	- The purpose of the chart is to present statistical data on population shifts. This evidence supports arguments that migration played a key role in shaping the conditions for the New Negro movement. [purpose] - The chart reflects the demographic changes caused by the Great Migration. The growth of Black urban populations created environments where new cultural movements could develop. [context]
5. Cast of <i>Cabin in the Sky</i> , 1943	The image shows four members of the cast of the movie <i>Cabin in the Sky</i>. The actors are dressed in the fashion of the day and appear to be on the set of the movie being filmed.	- The context of the 1940s entertainment industry shows expanding opportunities for Black performers. The success of an all-Black cast demonstrates progress toward the movement’s goal of greater cultural visibility. [context] - The film was produced for a growing Black audience in urban areas. This reflects the increasing demand for African American cultural representation during this period. [audience]