

"A number of approaches to the heart of the race problem have been tried: religious, educational, political, industrial, ethical, economic, sociological.... Today a newer approach is being tried, an approach which discards most of the older methods.... It depends more upon what the Negro himself does than upon what someone else does for him. It is the approach along the line of intellectual and artistic achievement by Negroes, and may be called the art approach to the Negro problem.... The results of this method seem to carry a high degree of finality, to be the thing itself that was to be demonstrated....

But it should be borne in mind that the conscious [African American] artist is not an entirely new thing. What is new about him is chiefly the evaluation and public recognition of his work."

Source: James Weldon Johnson, African American author, "Race Prejudice and the Negro Artist," 1928

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**1.** Respond to parts A, B, C, and D.

- A.** Describe one example of African American art, literature, or music that challenged racial barriers or stereotypes.
- B.** Explain how the author's opinions reflect a principle of the New Negro movement.
- C.** Using a specific example, explain how an African American leader or activist advocated for racial uplift in the nineteenth century.
- D.** Describe one way the Black Arts movement or the Black is Beautiful movement contributed to racial uplift for African Americans in the twentieth or twenty-first century.

Annunciation to Zechariah from Ethiopian Bible, 1700



The Picture Art Collection / Alamy Stock Photo

*The Ethiopian Bible, a sacred Christian text, was written in Ge'ez script. This page shows a scene announcing the birth of an important figure in Christianity.*

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2. Respond to parts A, B, and C.

- A. Describe one way the image serves as evidence of Christianity in early African societies.
- B. Describe an effect religions from outside of West Africa had on West African societies prior to the seventeenth century.
- C. Explain one reason why syncretic spiritual practices developed in the African diaspora.

## 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  (0–2 points)	<b>“Explain why one of your sources is more reliable than another.”</b>		
	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Responds to the Exam Day Validation prompt with relevant <b>descriptive</b> information and includes reference to specific sources as appropriate in response to the prompt.	<b>2 points</b> Responds to the Exam Day Validation prompt with a relevant <b>explanation</b> and includes reference to specific sources as appropriate in response to the prompt.
<b>Decision Rules and Scoring Notes</b>			
<b>Responses that do not earn points:</b> <ul style="list-style-type: none"> <li>Are too vague and do not provide an indication of sources used in the Individual Student Project.</li> <li>Do not reference the specific Exam Day Validation question.</li> <li>May be overly general discussions of or reflections on the project.</li> </ul> <b>Examples that do not earn points:</b> <p><b>Provide a response that is overly vague:</b></p> <ul style="list-style-type: none"> <li><i>“Of the many sources I used, there were generally ones that that were more valid than others.”</i></li> <li><i>“My project would not have been possible without the use of these sources.”</i></li> </ul>	<b>Responses that earn 1 point:</b> <ul style="list-style-type: none"> <li><b>Describe</b> one source's reliability and another source's reliability using specific and relevant information in response to the prompt.</li> </ul> <b>Examples of specific and relevant evidence include the following with appropriate elaboration:</b> <ul style="list-style-type: none"> <li>The authors' backgrounds</li> <li>Summary of the sources</li> <li>Describing what determines the reliability of each source</li> </ul> <b>Example of a statement that earns one point for evidence:</b> <ul style="list-style-type: none"> <li><i>“(Source 1) was written by an acclaimed African American historian. (Source 2) was taken from a newspaper and was written by someone who has a background in journalism and investigative reporting but who has a more generalist background.”</i></li> <li><i>“(Source 1) contains a bibliography that includes dozens of sources all relating to (the topic). (Source 2) is an opinion piece that appeared in an online blog dealing with (the topic).”</i></li> </ul>	<b>Responses that earn 2 points:</b> <ul style="list-style-type: none"> <li><b>Explain</b> how one source is more reliable than another using specific and relevant information in response to the prompt.</li> </ul> <b>Examples of specific and relevant evidence include the following with appropriate elaboration:</b> <ul style="list-style-type: none"> <li>Explanation of how the background of the authors relates to the reliability of each source</li> <li>Summary of the sources to explain what makes one more reliable than another</li> <li>Explanation of how the authors' previous work on similar topics contributes to one being more reliable than another</li> </ul> <b>Examples that earn two points for providing an explanation of how one source is more reliable than another:</b> <ul style="list-style-type: none"> <li><i>“Because (Source 1) was written by someone with a PhD in African American Studies who is considered the foremost expert on this topic, their current research is considered the most credible and reliable information in the discipline right now. While (Source 2) was relevant and credible, this author referred to and relied on the research and work of the author of (Source 1) for their work.”</i></li> <li><i>“When looking at my sources, (Source 1) stands out for its reliability. The bibliography for it contains dozens of scholarly publications relating to (the topic). This—along with the author’s own works—demonstrates the reliability of the source. (Source 2) is an editorial from a newspaper, and while the author of (Source 2) makes valid observations, his qualifications are less known and so it is more difficult to corroborate his arguments without further research.”</i></li> </ul>	

**Question 1: Short Answer****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.

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A      **Describe one example of African American art, literature, or music that challenged racial barriers or stereotypes.**      **1 point**

**Examples of acceptable responses may include the following:**

- Freedom songs—such as “We Shall Overcome”—inspired African Americans, many of whom risked their lives as they pressed for equality and freedom.
  - James Van Der Zee’s portraits and photographs during the Harlem Renaissance showed the complex and successful lives of African Americans.
  - African American poets, such as James Weldon Johnson and Maya Angelou, wrote pieces that inspired unity, celebrated Black culture, and inspired hope in millions of people.
  - Musicians, such as jazz bassist Charles Mingus, composed protest songs built on African American musical traditions like call and response.
  - Hip-hop blended elements such as Afrocentric fashion, Black nationalism, jazz, and poetry to give a voice to African American experiences and identities.
  - Graffiti art grew into a major form of expression, incorporating the complex realities of daily life into a public artform.
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**B Explain how the author's opinions reflect the principles of the New Negro movement. 1 point**

**Examples of acceptable responses may include the following:**

- Johnson states "It depends more upon what the Negro himself does than upon what someone else does for him." This reflects the principle of the New Negro movement that says African Americans need to define their own identity and pursue political change despite the discrimination they faced.
- The New Negro movement wanted Black artists to create their own artistic style by incorporating more of a Black aesthetic into their work. Johnson agrees with this: "It is the approach along the line of intellectual and artistic achievement by Negroes and may be called the art approach. ..."
- Johnson asserts that artistic contributions by African Americans is nothing new, but that the public has failed to recognize them. Similarly, the New Negro movement believed that American schools have always portrayed Black culture as having nothing to offer, and that African Americans had to show them otherwise.

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**C Using a specific example, explain how an African American leader or activist advocated for racial uplift in the nineteenth century. 1 point**

**Examples of acceptable responses may include the following:**

- Booker T. Washington advocated for industrial education and training as a means of economic advancement and independence. His founding of Tuskegee Institute helped African American students get a vocational education.
- W.E.B. Du Bois advocated for African American uplift through a liberal arts and civil rights agenda. Through education and improved civil rights, African Americans could become empowered.
- Before the Civil War, Frederick Douglass spoke often about how Black people should use nonviolent methods to end slavery. His actions, speeches, and written works inspired countless people to become involved in the abolition movement for over two decades.

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**D Describe one way the Black Arts movement or the Black is Beautiful movement contributed to racial uplift for African Americans in the twentieth or twenty-first century. 1 point**

**Examples of acceptable responses may include the following:**

- The Black Arts movement inspired racial uplift by emphasizing the long history of important Black artists and linking them with the work of the artists of the day.
- While there were different styles within the Black Arts movement, all participants were unified by the belief that Black art was a unique form of expression.
- By stressing the importance of Black artists, the Black Arts movement was an early advocate of the development of African American Studies programs.
- The Black is Beautiful movement contributed to racial uplift by embracing forms of beauty that had previously been categorized as inferior or nonconformist in mainstream society.

- The Black is Beautiful movement inspired racial uplift by urging Black people to learn about and celebrate their own rich cultural heritage.
  - The Black is Beautiful movement led to the establishment of multicultural and ethnic studies programs in the United States, which contributed to racial uplift in the twentieth century and beyond.
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