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“We claim for ourselves every single right that belongs to a freeborn American.... The battle we wage is not for ourselves alone but for all true Americans....

Our demands are clear and unequivocal. First, we would vote; with the right to vote goes everything....

We want discrimination in public accommodation to cease. Separation in railway and street cars, based simply on race and color, is unAmerican, undemocratic....

We want the Constitution of the country enforced.... We want the Fourteenth Amendment carried out to the letter and every state disfranchised in Congress which attempts to disfranchise its rightful voters. We want the Fifteenth Amendment enforced and no state allowed to base its franchise simply on color....

We want our children trained as intelligent human beings should be, and we will fight for all time against any proposal to educate black boys and girls simply as servants and underlings, or simply for the use of other people. They have a right to know, to think, to aspire....

Justice and humanity must prevail.”

**Source:** W.E.B. Du Bois, Niagara Movement Speech, 1906

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1. Using the excerpt, respond to parts A, B, C, and D.

- A. Describe the broader historical context that compelled Du Bois to make the speech in the excerpt.
- B. Using a specific example, explain one way that the federal government’s failure to enforce the Fourteenth or Fifteenth amendment impacted the lives of African Americans.
- 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.
- 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.

**Image of Mali Equestrian Figure, Thirteenth to Fifteenth Century**



Smithsonian National Museum of African Art

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**2.** Using the image, respond to parts A, B, C, and D.

- A.** Describe one significant feature of the Mali Empire represented by the figure depicted.
- B.** Describe one way figures like the one depicted serve as evidence challenging misconceptions about early African societies like that of the Mali Empire.
- 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.
- D.** Using a specific example, explain one way an artistic or cultural practice in the African diaspora after 1650 incorporated elements of African traditions.

**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:

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- 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.

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**(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.

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**Total for question 1 4 points**