

1. Explain how two of your sources provide different perspectives on one aspect of your topic.

**END OF SECTION I**

I grew up like a neglected weed,—ignorant of liberty, having no experience of it. Then I was not happy or contented: every time I saw a white man I was afraid of being carried away. I had two sisters carried away in a chain-gang,—one of them left two children. We were always uneasy. Now I've been free, I know what a dreadful condition slavery is. I have seen hundreds of escaped slaves, but I never saw one who was willing to go back and be a slave. I have no opportunity to see my friends in my native land. We would rather stay in our native land, if we could be as free there as we are here. I think slavery is the next thing to hell. If a person would send another into bondage, he would, it appears to me, be bad enough to send him into hell, if he could.

Source: Harriet Tubman's reflection in *The Refugee* by Benjamin Drew, 1856

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

- A. Describe one claim the author makes in the source.
- B. Describe one piece of evidence not included in the source that supports a claim the author makes.
- C. Explain how Harriet Tubman contributed to change for African Americans in the nineteenth century.
- 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.

Reporting Category	Scoring Criteria	
Row A Thesis/Claim (0–1 points)	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Responds to the prompt with a defensible thesis/claim that establishes a line of reasoning.
	Decision Rules and Scoring Notes	
	<b>Responses that do not earn this point:</b> <ul style="list-style-type: none"> <li>Are not defensible.</li> <li>Only restate or rephrase the prompt.</li> <li>Do not respond to the prompt.</li> <li>Do not establish a line of reasoning.</li> <li>Are overgeneralized.</li> </ul>	<b>Responses that earn this point:</b> <ul style="list-style-type: none"> <li>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.</li> <li>The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</li> </ul>
	<b>Examples that do not earn this point:</b>  <b>Provide a restatement of the prompt</b> <ul style="list-style-type: none"> <li><i>“Cultural contributions of African Americans promoted resilience during Jim Crow segregation.”</i></li> </ul> <b>Provide a defensible claim, but do not establish a line of reasoning</b> <ul style="list-style-type: none"> <li><i>“A sense of culture was crucial to African Americans in era of Jim Crow segregation.”</i></li> </ul> <b>Establish a line of reasoning, but do not provide a defensible claim</b> <ul style="list-style-type: none"> <li><i>“Political progress during the era of Jim Crow segregation was slowed by the cultural achievements of African Americans.”</i></li> </ul>	<b>Examples that earn this point:</b>  <b>Establish a line of reasoning that evaluates the topic of the prompt</b> <ul style="list-style-type: none"> <li><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></li> </ul> <b>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</b> <ul style="list-style-type: none"> <li><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></li> </ul> <b>Establish a line of reasoning</b> <ul style="list-style-type: none"> <li><i>“African American culture helped promote resilience during the Jim Crow era through the use of music.”</i> [Minimally acceptable thesis/claim]</li> </ul>
	<b>Additional Note:</b> <ul style="list-style-type: none"> <li>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].</li> </ul>	

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

Reporting Category	Scoring Criteria		
Row C Evidence from Sources	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Uses the content of at least <b>two</b> sources to address the <b>topic</b> of the prompt.	<b>2 points</b> Supports an <b>argument</b> in response to the prompt using at least <b>three</b> sources.
(0–2 points)	Decision Rules and Scoring Notes		
	<b>Responses that do not earn points:</b> <ul style="list-style-type: none"><li>Use evidence from less than <b>two</b> of the sources</li><li>Misinterpret the content of the source</li><li>Quote the content of the sources without providing an accompanying description</li><li>Address sources collectively rather than considering separately the content of each source</li></ul>	<b>Responses that earn 1 point:</b> <ul style="list-style-type: none"><li>Accurately describe—rather than simply quote—the content from at least <b>2</b> of the sources to address the way the cultural contributions of African Americans promoted resilience during Jim Crow segregation.</li></ul>	<b>Responses that earn 2 points:</b> <ul style="list-style-type: none"><li>Support an argument in response to the prompt by accurately using the content of at least <b>3</b> sources.</li></ul>
		<b>Examples of describing the content of a source:</b> <b>Describe evidence from the sources relevant to the topic but do not use that evidence to support an argument</b> <ul style="list-style-type: none"><li>[Source 1]: <i>“The Fisk University Singers traveled around the United States to perform.”</i></li><li>[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></li></ul>	<b>Examples of supporting an argument using the content of a source:</b> <ul style="list-style-type: none"><li>[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.]</li><li>[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.]</li><li>[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.]</li></ul>
		<b>Additional Note:</b> <ul style="list-style-type: none"><li>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.</li></ul>	

<b>Row C</b> <b>Evidence</b> <b>Beyond</b> <b>Sources</b>  <b>(0–1 points)</b>	<b>Evidence beyond the Sources:</b>	
	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Uses at least one additional piece of specific evidence [beyond that found in the sources] relevant to an argument in response to the prompt.
	<b>Decision Rules and Scoring Notes</b>	
	<b>Responses that do not earn this point:</b> <ul style="list-style-type: none"> <li>Provide evidence that is not relevant to an argument about the prompt.</li> <li>Provide evidence that is outside the topic specified in the prompt.</li> <li>Repeat information that is specified in the prompt or in any of the sources.</li> <li>Provide a passing phrase or reference.</li> </ul>	<b>Responses that earn this point:</b> <ul style="list-style-type: none"> <li>Must use at least one specific piece of evidence relevant to how the cultural contributions of African Americans promoted resilience during Jim Crow segregation.</li> </ul> <b>Examples of specific and relevant evidence beyond the documents that earn this point include the following, if appropriate elaboration is provided:</b> <ul style="list-style-type: none"> <li>Continuance of “jumping the broom” tradition</li> <li>Family reunions</li> <li>Black churches</li> <li>Black entrepreneurship</li> <li>HBCUs and BGLOs</li> <li>Photography/James Van Der Zee</li> <li>Jazz, blues, spirituals</li> <li>Theatre, movies</li> <li>Carter G. Woodson’s “Negro History Week”</li> <li>The UNIA</li> <li>Négritude and Negritismo movements</li> <li>Visual arts/Jacob Lawrence</li> </ul> <b>Examples of evidence beyond the documents relevant to an argument about the prompt:</b> <ul style="list-style-type: none"> <li><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.]</li> <li><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.]</li> </ul>
	<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>Typically, statements credited as evidence will be more specific than statements credited as contextualization.</li> <li>To earn this point, the evidence provided must be different from the evidence used to earn the point for contextualization.</li> <li>To earn this point, the evidence provided must be more than a phrase or reference.</li> <li>The point for evidence beyond the sources may be awarded for evidence that appears in any part of the response.</li> </ul>	

Reporting Category	Scoring Criteria	
<b>Row D</b> <b>Source Use</b>  <b>(0–1 points)</b>	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> For at least <b>two</b> 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><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>Explain sourcing for fewer than two of the sources.</li> <li>Identify the point of view, purpose, context, and/or audience but fail to explain how or why it is relevant to an argument.</li> <li>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.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Identify the perspective, purpose, context, and/or audience, but do not explain how or why it is relevant to an argument</b></p> <ul style="list-style-type: none"> <li>“Source 4 is from an article that looks at the importance of art in Harlem.”</li> </ul> <p><b>Summarize the content of the document without explaining the relevance of this to the perspective, purpose, context, and/or audience</b></p> <ul style="list-style-type: none"> <li>“As evidenced by Source 2, people across the United States listened to the blues.”</li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Example of acceptable explanation of the relevance of the author’s point of view:</b></p> <ul style="list-style-type: none"> <li>[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.]</li> </ul> <p><b>Example of acceptable explanation of the relevance of the author’s purpose:</b></p> <ul style="list-style-type: none"> <li>[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.]</li> </ul> <p><b>Example of acceptable explanation of the relevance of the audience:</b></p> <ul style="list-style-type: none"> <li>[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.]</li> </ul>

Reporting Category	Scoring Criteria	
<b>Row E</b> <b>Reasoning</b>  <b>(0–1 points)</b>	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Uses reasoning (e.g., causation, comparison, change or continuity across time or geography) to set up an argument that addresses the prompt.
	<b>Decision Rules and Scoring Notes</b>	
		<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Demonstrating reasoning might include any of the following, if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>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)</li> <li>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)</li> <li>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)</li> </ul>



## 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"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> </ul>
2. Map of Black Female Blues Singers' Performances, 1910 to 1930	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> </ul>
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"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> </ul>
4. Mary Schmidt Campbell, author, published in Renaissance Art of Black America.	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>With its intellectual and artistic achievements, Harlem became the center of the Black arts in the early twentieth century. (context)</li> <li>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)</li> </ul>