

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

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.

Jesse Owens Running the 200-Meter Race, 1936 Summer Olympics, Berlin, Germany



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

- A.** Describe the broader historical context of the image.
- B.** Describe one example of an African American athlete, other than Jesse Owens, who broke discriminatory barriers in the twentieth or twenty-first centuries.
- C.** Using a specific example, explain how African Americans' increased access to education contributed to overcoming discrimination in the twentieth or twenty-first century.

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