

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

- A.** Describe a cultural or artistic contribution made by one of the ancient African societies.
- B.** Describe an effect trade had on ancient West African empires such as Ghana, Mali, or Songhai.
- C.** Explain how a contribution made by one of the ancient West African societies can be connected to a tradition, practice, or development in the nineteenth, twentieth, or twenty-first centuries.

4. Explain how the cultural contributions of African Americans promoted resilience during Jim Crow segregation.

In your response you should do the following:

- Respond to the prompt with a defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical or disciplinary context relevant to the topic of the prompt.
- Support an argument in response to the prompt using at least three of the sources.
- Use at least one additional piece of specific evidence (beyond that found in the sources) relevant to your argument.
- For at least two sources, explain how or why the perspective, purpose, context, and/or audience for each source is relevant to your argument.
- Reference or cite the sources you use in your argument. You can reference or cite the source letter, title, or author.

Source 1

Source: Jubilee Singers of Fisk University, 1875



Photo by © Hulton-Deutsch Collection/CORBIS/Corbis via Getty Images

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 a cultural or artistic contribution made by one of the ancient African societies.	1 point
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Examples of acceptable responses may include the following:

- The Nok developed ironworking, pottery, and lifelike terracotta sculptures of animals and people.
- Mansa Musa's efforts ensured that the Mali Empire was a center of culture and learning in the fourteenth and fifteenth centuries.
- West African griots preserved histories, traditions, and cultural practices, largely through the oral tradition.
- The Aksumite Empire was the first African society to adopt Christianity.
- The Aksum developed their own currency and written language, Ge'ez, which is still in use in the Ethiopian Church.
- The Great Enclosure in Great Zimbabwe was a massive defensive wall that remains an important symbol of ancient African advancement.
- Ancient Egypt developed advanced architectural developments including pyramids and large-scale monuments.

B	Describe an effect trade had on ancient West African empires such as Ghana, Mali, or Songhai.	1 point
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Examples of acceptable responses may include the following:

- The three Sudanic empires used their gold mines and their location at the center of trade routes to their economic and political advantage.
- Trans-Saharan trade brought traders, scholars, and religious missionaries into West Africa.

- The wealth generated by trade allowed the Sudanic empires to control neighboring groups.
- Sudanic empires in West Africa were involved in the transatlantic slave trade, and many leaders got rich even though the population of many societies declined rapidly.
- Timbuktu grew large and wealthy because of trade, and became a place of learning, attracting scholars from all over the world.
- When West African empires adopted Islam or Christianity that was brought in by merchants and traders, what resulted was often a blend of the new religion with Indigenous beliefs and practices.

C	Explain how a contribution made by one of the ancient West African societies can be connected to a tradition, practice, or development in the nineteenth, twentieth, or twenty-first centuries.	1 point
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Examples of acceptable responses may include the following:

- Religious traditions established in West Africa were transferred to the Americas as a result of the transatlantic slave trade. Because of this, many enslaved African Americans were part of generations in North America who identified as Christian.
- Interactions between African ethnic groups resulted in new combinations of African-based cultural practices, languages, and belief systems within African American communities. The development of Voodoo in the Americas is one example of this blending of cultures and belief systems that took place.
- Africans who had been enslaved and brought to the Americas brought with them skills such as blacksmithing, basketweaving, and farming practices. As result, many African Americans further developed these skills as both enslaved and free people, helping to build skills needed to survive and thrive as a community.
- African traditions were incorporated into African American pottery, quilt-making, and storytelling. This enabled generations of African American communities to keep alive their own culture and histories despite—most times—being forbidden by their enslavers from learning to read or write.
- African musical elements and styles were adapted by African Americans. These characteristics would eventually combine into new forms of music—such as the blues and gospel music—which would become important styles of American music.
- Artists of the New Negro movement and the Harlem Renaissance artists explored the relationship between Africa and African American identity and heritage. Their work helped to counter negative stereotypes of African Americans and Afro-descendants as people without a history or culture.