

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

- A.** Describe one way the rights of free African Americans were limited prior to 1865.
- B.** Describe an example of a maroon society that contributed to Black and African American autonomy in the eighteenth and/or nineteenth centuries.
- C.** Using a specific example, explain how African Americans advocated for change in the first half of the twentieth century.

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4. Explain how twentieth century migrations have shaped Black communities in the United States.

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: Claude McKay, *A Long Way from Home*, autobiography, recalling his life as an immigrant in New York City in 1918, autobiography published in 1937

“I was intent on my own role—I a waiter—waiting for recognition as a poet. It was seven years since I had arrived in the States from Jamaica, leaving behind me a local reputation as a poet. I came to complete my education. But after a few years of study at the Kansas State College I was gripped by the lust to wander and wonder. The spirit of the vagabond,<sup>1</sup> the daemon<sup>2</sup> of some poets, had got hold of me. I quit college. I had no desire to return home. What I had previously done was done. But I still cherished the urge to creative expression. I desired to achieve something new, something in the spirit and accent of America. Against its mighty throbbing force, its grand energy and power and bigness, its bitterness burning in my [B]lack body, I would raise my voice to make a canticle<sup>3</sup> of my reaction.”

1: wanderer

2: supernatural being

3: song

**Source 2**

Source: Editorial Letter, *The Messenger*, African American magazine, March 1920

“Fellow Negroes of the South, leave there. Go North, East, and West—anywhere—to get out of that hell hole. There are better schools here for your children, higher wages for yourselves, votes if you are twenty-one, better housing and more liberty. All is not rosy here, by any means, but it is Paradise compared with Georgia, Arkansas, Texas, Mississippi and Alabama. Besides, you make it better for those you leave behind. Labor becomes scarce, so that the Bourbons<sup>1</sup> of Dixie are compelled to pay your brothers back home more wages. They will give them more schools and privileges, too, to try to get them to come back, and, secondly, to try to keep you from leaving.”

1: conservative members of the Democratic Party in the South

**Question 3: Short Answer****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.

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**A**      **Describe one way the rights of free African Americans were limited prior to 1865.**      **1 point**

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

- The enslavement of African Americans was legal in much of the United States from the colonial era through 1865.
- Some free states barred entry of free Black people into their state.
- Some states enacted restrictions to keep free Black men from voting and testifying against white people in court.
- Before the ratification of the Fifteenth Amendment in 1870, only Wisconsin and Iowa had given Black men the right to vote.
- The **Dred Scott** suit held that no African American was or could ever be a citizen of the United States.
- Free African American men were not allowed to enlist in the United States military at the start of the Civil War.
- In most cases, African Americans lacked the ability to move freely within their state or within the United States.

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**B**      **Describe an example of a maroon society that contributed to Black and African American autonomy in the eighteenth and/or nineteenth centuries.**      **1 point**

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

- Many maroon freedom fighters in Haiti had been soldiers before being enslaved in Kongo, so they were able to fend off and coordinate attacks on those attempting to recapture them.
- Charles Deslondes enlisted maroon communities in an attempt to take New Orleans in the German Coast Uprising of 1811.

- Maroon communities—such as the one in the Great Dismal Swamp in Virginia and North Carolina—were established in isolated areas where their African-based languages and cultural practices could survive and flourish.
- The Brazilian maroon community of Palmares existed autonomously for nearly 100 years, allowing thousands of enslaved Africans to practice their native traditions.
- Some maroon communities entered into treaties with colonial governments to retain their autonomy.

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**C**      **Using a specific example, explain how African Americans advocated for change in the first half of the twentieth century.**      **1 point**

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

- African Americans started newspapers and magazines to help organize resistance to oppression. For example, the Pittsburgh Courier played a key role in organizing the “Double Victory” Campaign against racism and fascism during World War Two.
  - Writers and artists of the Harlem Renaissance created works that explored topics to help unite African Americans and expand their voice. Novelist and anthropologist Zora Neale Hurston, for example, wrote extensively about being Black in America in early twentieth century America.
  - A push was made during the New Negro movement to research and develop Black history to help educate future generations of Black Americans. Writers and intellectuals such as Carter G. Woodson and W.E.B. DuBois worked to refute the idea that African Americans were a people without a history or culture.
  - The Great Migration began in the early twentieth century and resulted in new Black communities being established in areas of the country in which segregation was much less common. In many cases, this allowed Black businesses, schools, and culture to thrive.
  - Marcus Garvey championed ideals of Black advancement through self-determination and separatist institutions. His Back-to-Africa movement was an attempt to allow African Americans to emigrate to Africa to escape discrimination in the United States.
  - The *Négritude* and *Negrismo* movements united groups of Afro-descendants with themes that stressed cultural pride and political liberation. The movements, though based in different colonial influences, showed that while Blackness was not the same across all Africans their goal of political liberation helped to unite their efforts.
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