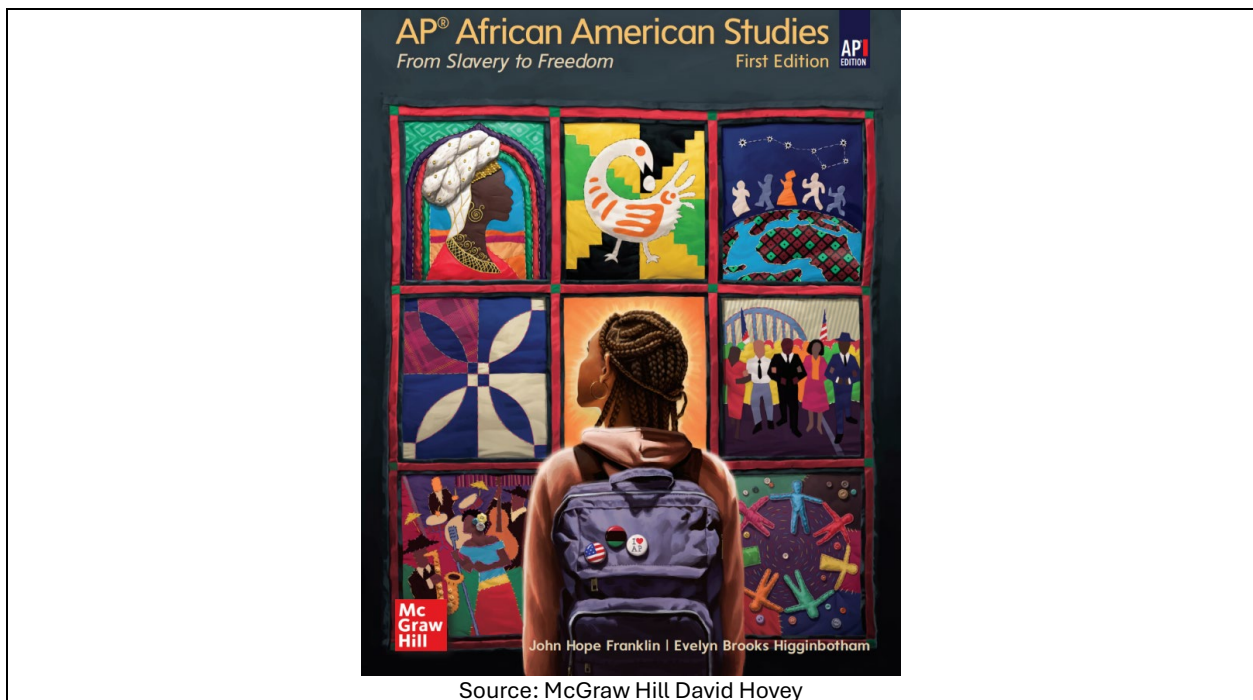


## Visual Literacy Activity: Student Edition Cover

### *AP<sup>®</sup> African American Studies: From Slavery to Freedom*

#### Student Worksheet

**DIRECTIONS:** Examine the cover of the textbook, then use your knowledge of the subject matter and the “About the Cover” section provided on page 3 to answer the questions below.



1. Look closely at all the images provided in the quilt. How do the images preview the richness and depth of what the course will cover? What story do the images tell? What is the significance of the use of a quilt to African Americans?
2. The top, middle image is a Sankofa. Read the description of the meaning of the symbol in the About the Cover information on page 3. How is the Sankofa related to the study of African American history and culture? What in your experience is something that you would “go back and get”?

## Visual Literacy Activity: Student Edition Cover

### AP<sup>®</sup> African American Studies

#### Student Worksheet

3. Describe the student shown in the image. What is she doing? How does the audience's perspective of her within the image affect the context of the image? How do you see yourself in the context of the image and the course?
  
4. Think about the full title of the textbook. The textbook was first published in 1947. How do you think the approach to African American Studies has changed since then and how do the images in the quilt reflect that?
  
5. Use a time period from history or a cultural trend and create a quilt-like image with at least 6 squares representing different aspects of the time period or trend. Create a narrative that describes the significance of each image and/or how they work together as a whole to visually convey your message.

Each image carries a specific significance. Descriptions follow the quilt squares from top to bottom, left to right.

**Square one:** Queen Amina of the Zazzau kingdom. The colors and architectural design come from photos of a still-standing palace in the region.

**Square two:** The Sankofa, a Twi word from the Akan tribe that translates to “go back and get it.” The image is of a bird reaching back to retrieve its egg. The term and image promote learning from the past to inform the future.

**Square three:** The Big Dipper asterism, also known as the Drinking Gourd, used as a navigational tool and guide to freedom during the underground railroad era of African diaspora.

**Square four:** A more contemporary quilt intersecting past and present.

**Square five:** A contemporary student centered in the tapestry, reflecting on—and enlightened by—her collective heritage.

**Square six:** A depiction of the march on Selma, AL, the pivotal event of resistance and resilience underscored by its impact on public awareness and legislative action.

**Square seven:** As a form of expression, jazz is deeply intertwined with social change, cultural identity, and artistic innovation, making it a cornerstone of African American history.

**Square eight:** The student’s backpack is almost the exact dimension as the quilt squares, implying her placement within the visual narrative.

**Square nine:** Depiction of intersections of identity, unity, and the inextricable entwinement of a diverse population of people.



# Visual Literacy Activity: Student Edition Cover

## *AP<sup>®</sup> African American Studies: From Slavery to Freedom*

### Cover Activity Answer Key

1. The audience for this image includes students and teachers who will be studying or teaching the course. As the course examines African American history, the quilt offers images of the past, including important themes or moments in the journey of African Americans. The quilt also reflects more contemporary images, showing that African American history is ongoing. Answers may vary, but students may reflect that the quilt is a symbol of American culture and African American culture, and folk art. Quilts are often used to tell family histories.
2. The Sankofa means to go back and get it and promotes learning from the past to inform the future. In African American studies it is important to learn from the past to understand the present and inform the future. Students' answers will vary but should relate to something in their past that they will learn from to inform their futures.
3. The student is examining the quilt, much like students would examine it while holding the textbook. She is shown within the image itself, as if she is taking up two squares. The audience's perspective mirrors the student's perspective and places her as a contemporary part of the narrative while being shown reflecting on her cultural heritage, combining the chrono-thematic nature of the course with the image itself. Students' answers will vary but should reflect on their personal relationship as a student of this course.
4. Students' answers may vary but should reflect on the long history of the textbook and the journey told by its title and in the cover. For example, students may call out that the images in the cover represent ancestral Africa before slavery, the African diaspora brought about by the Transatlantic Slave Trade, and the resistance to enslavement and resilience in the face of discrimination, from slavery to freedom and beyond, into the Civil Rights movement. The approach to African American studies has changed since 1947 as that was before the Civil Rights movement and before many schools and universities began offering African American studies programs. By showing the present-day student on the cover, representing a modern AP African American Studies student, the book brings the study of this subject area full circle into modern times.
5. Student work will vary based on the choice of time period or cultural trend. Students' quilts should have at least six images forming a type of quilt. Students' narratives should explain the significance of each image chosen and how it relates to the theme. Explanations should also explain how all of the images work together to visually convey the message.