

# Sunken Slave Ship

Duration: Two weeks (eight instructional hours)

Driving question: How do artifacts and their preservation impact communities?

## Lesson 1:

**Uncovering the Past**  
How are artifacts and stories of past lives uncovered?

### Activity 1:

Meet Cudjo Lewis  
(100 mins)

### Activity 2:

Find the *Clotilda*  
(100 mins)

## Lesson 2:

**Connecting with the Community**  
Why do artifacts of the past matter to people in the present?

### Activity 1:

From Benin to Mobile  
(60 mins)

### Activity 2:

Ethnography of Africatown  
(50 mins)

### Activity 3:

The Importance of Preserving the Past  
(50 mins)

## Lesson 3:

**Preserving the Past**  
What should happen to archaeological finds?

### Activity 1:

Traveling Versus Permanent Exhibits  
(50 mins)

### Activity 2:

Preserving the *Clotilda*  
(100 mins)

## Project-Base Learning Unit Product

Students take on the role of museum curators as they prepare to pitch a museum exhibit proposal to the Alabama Historical Commission. The proposal includes a sketch of the exhibit and a brochure meant to entice visitors to discover the story of Africans who were captured and transported to the United States on the *Clotilda* and who chose to build their own little piece of Africa, a once self-sustaining place called Africatown.