

RESOURCE LIBRARY
LESSON

Connecting with the Community

Students learn about Alabama's connection to Benin and the varied perspectives of those involved in the slave trade. Students explore sources that illustrate the transfer of cultural traditions and identify ways in which Africatown has changed over time. Finally, students consider how a museum exhibit showcasing the *Clotilda* could impact the community's pride and economy. This lesson is part of the Sunken Slave Ship unit.

GRADES

6 - 8

SUBJECTS

Anthropology, Archaeology, Sociology, Conservation, English Language Arts, Geography, Human Geography, Social Studies, Civics, U.S. History, World History, Storytelling

CONTENTS

3 Activities

ACTIVITY 1: FROM BENIN TO MOBILE | 1 HR

DIRECTIONS

Sunken Slave Ship *Unit Driving Question: How do artifacts and their preservation impact communities?*

Uncovering the Past *Lesson Driving Question: How are artifacts and stories of past lives uncovered?*

1. Students analyze the map of the *Clotilda's* journey.

- Display the map from *Last American Slave Ship is Discovered in Alabama* showing the trade route from Mobile Bay to Benin, and have students share their observations.

- Ask:
 - *What is this map showing?*
 - *What do you notice about the dates?*
 - *About how long did each trip take?*
 - *What do you notice about the routes?*
 - *Why do you think the routes were different when coming or going?*
- Explain that the transatlantic slave trade impacted large parts of the world in terms of economy, civil war, quality of life, cultural traditions, and more.
- Explain that it is important to understand the perspectives of all involved to prevent tragedies like these from repeating themselves. The map shows the route that the *Clotilda* took during the 1860 voyage that brought a 19-year-old Cudjo Lewis to Mobile, Alabama, where he was to begin his life as an enslaved man.

2. Engage students in building their knowledge about the transatlantic slave trade to better understand the context for the *Clotilda's* dread journey.

- Distribute the [Benin to Mobile: Understanding Perspective](#) handout to each student.
- Explain to students that they will be reading one of two articles to identify the multiple perspectives of those who were involved in the transport of enslaved peoples. Explain that with any event, different perspectives tell different stories, and it is important to hear the different perspectives around such a significant part of their history.
- Divide students into partner pairs, assigning each student in the pair Article 1 or Article 2.
- Have students read their assigned article.
 - Article 1: [How Slavery Helped Build a World Economy](#)
 - Article 2: [Geography in the News: The Transatlantic Slave Trade Remembered](#)
- Once students have completed their assigned reading, direct the pairs to come back together. Have students collaboratively share their findings, recording the new, shared ideas on their handouts.

3. Students tell a photostory of the transatlantic slave trade from Africa to the Americas using carefully selected artifacts.

- Select three images, such as: [Three-Person Ship Shackle](#) or [Work on a Cotton Plantation](#) from the [Schomburg Research Center for Black Culture's virtual museum exhibit on the transatlantic slave trade](#).
- Have students choose one more image from the virtual museum to add to the three teacher-selected images, enabling them to complete the photostory from the bottom portion of *Benin to Mobile: Understanding Perspective*.
 - Guide students' search by suggesting they browse the sections [The Suppression of the Slave Trade](#) and [Legacies in America](#) for their selection.

Modification

Step 2: Article 2 is written at a higher Lexile level than Article 1, so it may be beneficial to assign reading based on student reading abilities or readiness.

Informal Assessment

Benin to Mobile: Understanding Perspective: Review students' work during the assignment to monitor peer collaboration, and to look for opportunities to clear up any misunderstandings about the impact the slave trade had on Benin or on Mobile, Alabama.

Extending the Learning

Have students view [The Transatlantic Slave Trade in Two Minutes](#) to better understand the magnitude of the slave trade in comparison to the one trip on which the unit focuses.

OBJECTIVES

Subjects & Disciplines

Anthropology

- Archaeology
- Sociology
- Conservation
- English Language Arts

Geography

- Human Geography

Social Studies

- Civics
- U.S. History
- World History

Storytelling

Teaching Approach

- Project-based learning

Teaching Methods

- Cooperative learning
- Multimedia instruction
- Reading

Skills Summary

This activity targets the following skills:

- 21st Century Student Outcomes
 - Information, Media, and Technology Skills
 - Information Literacy
 - Information, Communications, and Technology Literacy
 - Media Literacy
 - Learning and Innovation Skills
 - Communication and Collaboration
 - Critical Thinking and Problem Solving
 - Life and Career Skills
 - Initiative and Self-Direction
 - Productivity and Accountability
 - Social and Cross-Cultural Skills
- 21st Century Themes
 - Civic Literacy
 - Global Awareness
- Critical Thinking Skills

- Analyzing
- Applying
- Evaluating
- Remembering
- Understanding
- Geographic Skills
 - Acquiring Geographic Information
 - Analyzing Geographic Information
 - Answering Geographic Questions
 - Asking Geographic Questions
 - Organizing Geographic Information

National Standards, Principles, and Practices

COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY

• CCSS.ELA-LITERACY.SL.6.1:

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

• CCSS.ELA-LITERACY.SL.6.2:

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

• CCSS.ELA-LITERACY.WHST.6-8.9:

Draw evidence from informational texts to support analysis, reflection, and research.

• WHST.6-8.4:

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

THE COLLEGE, CAREER & CIVIC LIFE (C3) FRAMEWORK FOR SOCIAL STUDIES STATE STANDARDS

• D2.His.13.6-8:

Evaluate the relevance and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.

• D2.His.6.6-8:

Analyze how people’s perspectives influenced what information is available in the historical sources they created.

- D3.1.6-8:

Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

Preparation

BACKGROUND & VOCABULARY

Background Information

Benin is a West African nation that was known as the Kingdom of Dahomey between 1600 and 1900. It was the location of Ouidah, the port and last stop for many kidnapped Africans before they were put on ships headed for Europe and the Americas. The profits from the trade with the Europeans gave the rulers and merchants of Benin an incentive and also, in the form of firearms, the means to extend their rule. However, the continual civil warfare slowly destroyed Benin, leaving it deserted and ruined. The Republic of Benin was founded on August 1, 1960, and it adopted the Constitution of Benin in 1990, which guaranteed the rights and freedoms of citizens. The Door Of No Return, a memorial to slavery, is located at the beach of Ouidah. It was a main departure point for those sold into slavery between the 15th and 19th centuries.

Slavery was present in what is now Alabama prior to and at the time of European contact and colonization among the indigenous peoples. The system of enslaving Africans was introduced there in 1721 with the first ship arriving with 120 survivors from an initial group of 240 people. The major change came with the addition of the territory in 1813 and then the quick admission of Alabama as a state in 1819; this was done to take advantage of the region’s potential to grow cotton, which required large tracts of land and large labor forces. The transatlantic slave trade continued, but was banned in the United States after the Slave Trade Act in 1807. It led to a variety of responses—including the illegal transport of enslaved people from Africa, which the *Clotilda*’s voyage represents, and the large-scale move of enslaved people from other parts of the United States.

Prior Knowledge

Recommended Prior Activities

- [Finding the Clotilda](#)
- [Meet Cudjo Lewis](#)

Vocabulary

Term	Part of Speech	Definition
abolition	noun	ending or wiping out of something, usually referring to the ending of slavery.
culture	noun	learned behavior of people, including their languages, belief systems, social structures, institutions, and material goods.
disparity	noun	difference or inequality.
exhibit	noun	display, often in a museum.
export	noun	good or service traded to another area.
heritage	noun	cultural or family background.
import	noun	good traded from another area.
mores	noun	moral characteristics and customs of a community.
trade	noun	buying, selling, or exchanging of goods and services.

ACTIVITY 2: ETHNOGRAPHY OF AFRICATOWN

I 50 MINS

DIRECTIONS

Sunken Slave Ship Unit Driving Question: *How do artifacts and their preservation impact communities?*

Uncovering the Past Lesson Driving Question: *How are artifacts and stories of past lives uncovered?*

1. Prompt students to reflect on what they have already learned about Africatown and its development in order to develop a KWL chart.

- Show students [this image](#) of the sign marking Africatown and engage students in a 3-minute quick write.

- Ask: *What do we already know about Africatown and its development from previous activities in this unit? What do you want to know?*
- Summarize key student ideas on a KWL chart and post it in a visible location for students to revisit through the remainder of the activity.

2. Prompt students to consider the impact of the *Clotilda*'s discovery on current citizens of Africatown in order to determine what should become of the *Clotilda*'s remains.

- Explain to students that the discovery of the *Clotilda* had an impact on the citizens of Africatown, especially when it came to making decisions about what to do with the *Clotilda*'s remains. Tell students they will be watching a brief video and reading an article to learn more about the impact on the citizens of Africatown.
- Distribute a copy of the [Africatown: A Changed Community](#) worksheet to each student.
- As a class, watch from 1:46 to 5:59 of [Finding the Last Slave Ship](#). Direct students to individually respond to questions on the worksheet while watching the video.
- After watching the video, direct students to read the article [Their Ancestors Survived Slavery. Can Their Descendants Save the Town They Built?](#) and continue responding to the questions on the worksheet.
- After reading and answering the questions, direct students to partner up and review their responses with one another. Guide students to focus on how their personal connections to Africatown compare to one another.

3. Engage students in reflection on how Africatown has changed since it was founded, and brainstorm how the story of Africatown and the *Clotilda* could be shared with others.

- Conduct a class discussion to review the key points of the *Africatown: A Changed Community* worksheet.
- Ask the following questions:
 - *How could a Clotilda exhibit or memorial aid the community in preserving Africatown and its heritage, in spite of difficulties and hardship?*
 - *In what ways could an exhibit or memorial in Africatown counter the effects of industrialism and economic downfall?*
 - *Based on what we've seen and read, what values would those from Africatown want this memorial or exhibit to demonstrate? How might the developers go about ensuring it would meet those goals?*

- *How can knowing the story of their ancestors' past be important to their present?*
- *What is the most important thing you would want visitors to the museum or exhibit to know about Africatown by the time they left?*
- Wrap up the activity by adding students' new learning to the last column of the KWL chart (from Step 1) by adding what they have learned.

Informal Assessment

Africatown: A Changed Community: Monitor students' work to make sure they understand the impact of industry on a small, local economy and how community-based institutions, such as churches and schools, support a sustainable community. If necessary, assist students in making connections between their own communities and Africatown.

Extending the Learning

Photo Essay Anthropological Extension: Have students investigate the ethnography of their communities, either within the school or the community at large. They get to know some of the members of the community that represent an intentional sample group of the population. Students attend a community event and become an active part of the community. Then, through interviews, surveys, photographs, and the anthropological lens of “do no harm,” students summarize their findings and bring all research elements together to create a video, slideshow, or otherwise tech-supported presentation that tells the story of their community.

OBJECTIVES

Subjects & Disciplines

Anthropology

- Archaeology
- Sociology
- Conservation
- English Language Arts

Geography

- Human Geography

Social Studies

- Civics

- U.S. History
- World History

Storytelling

Teaching Approach

- Project-based learning

Teaching Methods

- Discussions
- Multimedia instruction
- Writing

Skills Summary

This activity targets the following skills:

- 21st Century Student Outcomes
 - Information, Media, and Technology Skills
 - Information Literacy
 - Information, Communications, and Technology Literacy
 - Media Literacy
 - Learning and Innovation Skills
 - Communication and Collaboration
 - Creativity and Innovation
 - Critical Thinking and Problem Solving
- 21st Century Themes
 - Civic Literacy
 - Financial, Economic, Business, and Entrepreneurial Literacy
 - Global Awareness
- Critical Thinking Skills
 - Analyzing
 - Applying
 - Evaluating

- Remembering
- Understanding
- Geographic Skills
 - Acquiring Geographic Information
 - Analyzing Geographic Information
 - Answering Geographic Questions
 - Organizing Geographic Information

National Standards, Principles, and Practices

ENERGY LITERACY ESSENTIAL PRINCIPLES AND FUNDAMENTAL CONCEPTS

• D2.Civ.10.6-8:

Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.

COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY

• CCSS.ELA-LITERACY.WHST.6-8.9:

Draw evidence from informational texts to support analysis, reflection, and research.

• WHST.6-8.4:

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

THE COLLEGE, CAREER & CIVIC LIFE (C3) FRAMEWORK FOR SOCIAL STUDIES STATE STANDARDS

• D1.5.3-5.:

Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.

• D2.Civ.7.6-8:

Apply civic virtues and democratic principles in school and community settings.

• D2.Eco.1.6-8:

Explain how economic decisions affect the well-being of individuals, businesses, and society.

- D2.Geo.4.6-8:

Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.

- D2.Geo.6.6-8:

Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.

- D2.His.1.6-8:

Analyze connections among events and developments in broader historical contexts.

Preparation

BACKGROUND & VOCABULARY

Background Information

Both Cudjo Lewis, through his words in *Barracoon*, and Lorna Woods, a descendant of Charlie Lewis, Cudjo's brother, explain how Africatown was settled once the newly previously enslaved people realized they would never make enough money to sail back to Africa. Instead, they worked hard and bought a piece of land from their former slave owner, and built the community from the ground up. Africatown was these freedmen and women's little piece of the world where they could celebrate their heritage and culture and build pride in who they were and from whence they came. This pride and heritage were passed down from generation to generation, even as the state and city began to move in and industrialize the surrounding areas, causing pollution and financial hardships that were difficult to overcome. Over time, a stable and sustainable community became harder and harder to salvage. Now, the discovery and preservation of the *Clotilda* are bringing new hope to the restoration of this once great community that wants to thrive and represent its strong heritage once again.

Prior Knowledge

["When considering what should become of the remains of the *Clotilda*, one factor to consider is the condition of the wreck and what can be raised. That entails more than just technical help and funding, but what is required to preserve the wreck once it comes out of the water. That is a complex question involving chemistry and conservation science."]

Recommended Prior Activities

- Finding the Clotilda

- From Benin to Mobile
- Meet Cudjo Lewis

Vocabulary

Term	Part of Speech	Definition
Africatown	<i>noun</i>	small community located about three miles north of Mobile, Alabama, that was founded by previously enslaved people, many of whom were originally brought to the United States on the <i>Clotilda</i> , the last-known slave ship, after the prohibition of the import of enslaved people.
community	<i>noun</i>	social group whose members share common heritage, interests, or culture.
ethnography	<i>noun</i>	scientific study of individual cultures and customs, often associated with anthropology.
industrialization	<i>noun</i>	growth of machine production and factories.
perspective	<i>noun</i>	point of view or way of looking at a situation.
poverty	<i>noun</i>	status of having very little money or material goods.
self-sufficient	<i>adjective</i>	able to support all of one's basic needs without assistance.

ACTIVITY 3: THE IMPORTANCE OF PRESERVING THE PAST | 50 MINS

DIRECTIONS

Sunken Slave Ship **Unit Driving Question:** How do artifacts and their preservation impact communities?

Uncovering the Past **Lesson Driving Question:** How are artifacts and stories of past lives uncovered?

1. Engage students in learning about the standards for creating historical museum exhibits and explore how exhibits are created to tell a story.

- Explain to students that they will be working toward creating a museum exhibit.
- Ask students:

- *How many of you have been to a museum before?*
 - *What kind of museum was it?*
 - *How was the museum organized?*
 - *What kind of exhibits did you see?*
 - *What do you think goes into planning for a museum display or exhibit?*
- Tell students that there is a great deal of planning and consideration that goes into preparing a museum exhibit, especially when handling historical or fragile artifacts and objects. For example, when archaeologists excavated the wreck of a French explorer's ship, the *La Belle*, off the coast of Texas, the project took several years and millions of dollars. The wreck's remains were raised piece by piece and were taken to a lab to preserve those pieces. Museum technicians and archaeologists put the wreck back together at a museum, but the final product was too fragile to travel. However, particular pieces were preserved and were able to travel to other museums on loan and displayed as part of exhibitions.
 - Have students read, individually or as a class, this article on [Standards for Museum Exhibits Dealing with Historical Subjects](#). If reading as a class, pause when encountering difficult language to support understanding and to make relevant connections.
 - Ask: *Why is it important that historical exhibits have standards they must meet?*
 - As a class, discuss how museums tend to group artifacts and exhibits by a theme, and even sub-themes within larger themes as an organizational tool and to tell a story through the collection.
 - Provide students with an example by displaying an image of a museum map to the class, such as [the Metropolitan Museum of Art Map](#), noting how within each major area, such as Arts of Africa, Oceania, and the Americas, there are separate rooms that help to organize the art exhibits even more.

2. Students create their own mini-exhibit based on artifacts from the National Museum of African American History and Culture.

- Distribute the [Slavery Exhibit Planner](#) to each student.
- Display the [NMAAHC Collections artifact gallery](#).
- Have students browse the [Slavery and Freedom Exhibit](#) of the National Museum of African American History and Culture and select three artifacts that they feel would be grouped together under a particular theme for a mini-exhibit on slavery.
- If students need other artifacts, demonstrate how to browse the site by using the search feature and typing in "slavery" or selecting different topics within the filters. Click on a

displayed artifact to show students how more information is revealed by selecting “view object.”

- Have students complete their *Slavery Exhibit Planner* based on the artifacts they have selected.

3. Direct students to use a rubric to self-evaluate their mini-exhibit to assess how it meets the American Historical Association's museum standards.

- Have students use the self-evaluation rubric on the *Slavery Exhibit Planner* worksheet to evaluate how their chosen artifacts work together to create a cohesive exhibit that meets the standards.

4. As a class, have students define an official standard to add to their culminating project rubric.

- Display the *Standards for Museum Exhibits Dealing with Historical Subjects* for the class.
- Discuss the value of the standards in their project work, and ask students to identify which of the standards are relevant to the students' projects.
- Highlight words or phrases they feel are relevant to their work.
- In groups, invite students to write a standard/expectation for their project rubrics that is inspired by the *Standards for Museum Exhibits Dealing with Historical Subjects*.
- Have students share their newly defined standard and vote on which to include in the *Sunken Slave Ship: Final Project Rubric*.

Tip

Step 1: Students may need help in understanding the standards. The infographic *I Am a Historian I Make Exhibits* explains the responsibilities of a museum curator and what must be considered when creating exhibits. Note: contains the word “ass”

Tip

Step 3: Students can evaluate a partner's *Slavery Exhibit Planner* using the *Standards of Museum Exhibits Dealing with Historical Subjects* to practice reflecting with a rubric and providing constructive feedback.

Rubric

Slavery Exhibit Planner: When reviewing student selections for the slavery exhibit, take note of whether or not the student has included evidence that they've met the achievable standards. For instance, is there evidence that the student has identified the artifact as an object, written documentation, oral history, image, work of art, music, or folklore? Also, take note of whether or not the student presents multiple competing points of view in their selection and description of the artifacts and any connections to how the selected artifacts would represent the diversity within their own community. If there does not seem to be a connection among the selected artifacts or if the exhibit is not addressing any of the standards in an identifiable way, support the student in better understanding how they can demonstrate the requirements.

Extending the Learning

Students read *The Legacy Museum: From Enslavement to Mass Incarceration* and watch EJI's *New Legacy Museum* about the National Memorial for Peace and Justice's Legacy Museum. Provide vocabulary explanation for the following terms: lynching, segregation, and genocide. Ask the following questions:

- *Where have we seen or heard about segregation and genocide in history or our own lifetimes?*
- *Why would people want to immortalize these topics in a museum?*
- *Does the location of this museum matter? Why or why not?*
- *How might memorials, such as this one, prevent history from repeating itself?*

OBJECTIVES

Subjects & Disciplines

Anthropology

- Archaeology
- Sociology
- Conservation
- English Language Arts

Geography

- Human Geography

Social Studies

- Civics
- U.S. History
- World History

Storytelling

Teaching Approach

- Project-based learning

Teaching Methods

- Guided listening
- Information organization
- Research

Skills Summary

This activity targets the following skills:

- 21st Century Student Outcomes
 - Information, Media, and Technology Skills
 - Information Literacy
 - Information, Communications, and Technology Literacy
 - Media Literacy
 - Learning and Innovation Skills
 - Communication and Collaboration
 - Creativity and Innovation
 - Critical Thinking and Problem Solving
 - Life and Career Skills
 - Initiative and Self-Direction
 - Leadership and Responsibility
 - Productivity and Accountability
 - Social and Cross-Cultural Skills
- 21st Century Themes

- Civic Literacy
- Global Awareness
- Critical Thinking Skills
 - Analyzing
 - Applying
 - Creating
 - Evaluating
 - Remembering
 - Understanding
- Geographic Skills
 - Acquiring Geographic Information
 - Analyzing Geographic Information
 - Answering Geographic Questions
 - Asking Geographic Questions
 - Organizing Geographic Information

National Standards, Principles, and Practices

COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY

• CCSS.ELA-LITERACY.SL.6.1:

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

• CCSS.ELA-LITERACY.SL.6.2:

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

• CCSS.ELA-LITERACY.WHST.6-8.8:

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

• CCSS.ELA-LITERACY.WHST.6-8.9:

Draw evidence from informational texts to support analysis, reflection, and research.

• WHST.6-8.2:

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

- **WHST.6-8.4:**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

THE COLLEGE, CAREER & CIVIC LIFE (C3) FRAMEWORK FOR SOCIAL STUDIES STATE STANDARDS

- **D1.5.3-5:**

Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.

- **D2.His.6.6-8:**

Analyze how people’s perspectives influenced what information is available in the historical sources they created.

- **D3.1.6-8:**

Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

Preparation

BACKGROUND & VOCABULARY

Background Information

Museums have a long history, going back to the third century B.C.E. in Egypt. Today, however, it has become uncommon to find any country or even a town, that does not have a museum. The traditional role of museums is to collect objects and materials of cultural, religious, and historical importance, preserve them, research them, and present them to the public for education and enjoyment.

Organizers or managers of museums and their exhibits are called curators. Curators oversee the museum’s collection and develop, plan, and execute various exhibitions, planning all aspects of the presentation and installation of artifacts. Curators need strong analytical skills

to determine the origin, history, and importance of the objects they work with. They are responsible for documenting identification and authentication processes.

Curators also must know how to organize, store, and easily retrieve records and documents as needed for authentication purposes. Curators create labels and interpretive materials for artwork. It is important for them to understand the multiple perspectives of historical events, so they can accurately represent these perspectives in their exhibits. Since they are also responsible for ensuring that a museum is a teaching tool for the community about the past, they must organize educational events and opportunities to engage the public with the exhibits and the learning that is attached to it.

Prior Knowledge

Recommended Prior Activities

- [Ethnography of Africatown](#)
- [Finding the Clotilda](#)
- [From Benin to Mobile](#)
- [Meet Cudjo Lewis](#)

Vocabulary

Term	Part of Speech	Definition
artifact	noun	material remains of a culture, such as tools, clothing, or food.
cohesive	adjective	unified or sticking together.
constructive feedback	noun	tool to enhance the teaching and learning process; highlighting strengths and achievements as well as areas for improvement.
exhibit	noun	display, often in a museum.
gallery	noun	area used to display groups of material organized by type.
legacy	noun	material, ideas, or history passed down or communicated by a person or community from the past.
preserve	verb	to maintain and keep safe from damage.

