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Inquiry: Tragic Journeys of Enslaved African People Exposed through Shipwreck Archaeology

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Introduction

Much of today's elementary and middle level curricula and instruction highlight on-land slavery such as antebellum plantation labor divisions and daily lives of enslaved Africans. The Underground Railroad and U.S Civil War exemplify broader, curriculum standards-based topics depicting slavery as peripheral to heroic deeds and memorialized battles. Students may hear about slavery in celebratory terms. For instance, students "often learn about liberation before they learn about enslavement; they learn to revere the Constitution before learning about the troublesome compromises that made its ratification possible. They may even learn about the Emancipation Proclamation before...the Civil War" (Southern Poverty Law Center" (SPLC), 2018, p.15). We teach students that slavery happened, though in many cases, slavery's significance is minimized and its impact on people, in the past and present, is rendered inconsequential (SPLC, 2018). One primary aim of the lesson is to explore shipwreck archeology to focus on the tragic overseas journeys of enslaved African people during the transatlantic slave trade, using tangible artifacts to corroborate narratives. A second aim is for students to realize that some people, having more power than others, initiated, perpetuated, and/or ignored African enslavement, thus producing sustained, irreparable damage to the cause of Black equality. In turn, this history has propagated systemic racism for centuries.

Unlike typical approaches for upper elementary and middle level students to learn about slavery, this article's lesson is meant to facilitate students' historical inquiry into Africans' initial captivity as people, like us, with families, friends, communities, and plans for their own types of futures. In other words, students' introduction and search for information starts when people were abducted from their homelands and transported across the Atlantic Ocean for waiting enslavers willing to pay. The lesson is inspired by Michael H. Cottman, a Pulitzer Prize-winning author, journalist, and African American deep-sea diver. In his National Council for the Social studies (NCSS) award-winning Trade book for Young People, *Shackles from the Deep: Tracing the Path of a Sunken Slave Ship, A Bitter Past, and a Rich Legacy* (2017), Cottman describes his personal journey to explore the story of the *Henrietta Marie*, an English slave ship. This particular method for teaching about enslaved individuals through shipwreck archeology was selected, because artifacts from sunken slave ships present tangible evidence of enslaved Africans' profound humiliation and abuse. Visual evidence makes it impossible to avoid, cover, or trivialize the truth.

Summary: *Shackles from the Deep: Tracing the Path of a Sunken Slave Ship*

Remnants of the *Henrietta Marie* were found off the coast of Key West, Florida, USA in 1972. At that time, it was thought to be the last slave ship to the United States, which was approximately 300 years before the archaeological discovery. An underwater treasure hunter accidentally found metal shackles used to fetter enslaved people—later the ship's watch bell was pulled to shore. In 1994, Michael Cottman, along with an archaeologist named David Moore, traveled to London in search of primary documents related to the *Henrietta Marie*. They studied shipping records and ships captains' records. The two researchers gathered information about voyages and the numbers of enslaved Africans transported to Barbados to be sold. Cottman and Moore continued the trek within England to see where the *Henrietta Marie*'s cannons were made, Barbados where Africans were sold, and to Dakar, Senegal and Goree Island, known as the House of Slaves. After piecing the entire story together, Cottman, Moore, and colleagues were finally able to be present to witness an underwater concrete monument placed to mark the *Henrietta Marie*'s shipwrecked location.

In May of 1993, the National Association of Black SCUBA Divers placed a memorial plaque on the site of the *Henrietta Marie*. The simple bronze marker, which faces the African shore thousands of miles away, bears the name of the slave ship and reads:

*"In memory and recognition of the courage,
pain and suffering of enslaved African people.
Speak her name and gently touch the souls of our ancestors."*

(Mel Fisher Maritime Museum, 2020, para. 5).

The underwater monument continues to serve as a reminder of enslaved African people who tragically suffered on the *Henrietta Marie*.

Background about the *Henrietta Marie*

About 7,000 items found on the *Henrietta Marie* were instrumental in helping researchers identify the ship as, what is often called, a slaver (Cottman, 1999). Evidence included over 80 sets of shackles used to keep captives from moving. The wreckage excavation also produced two cast iron cannons and a large collection of English-made pewter tankards, basins, spoons, and bottles. Other items included bartering currency such as glass trade beads and stock iron trade bars. Ivory elephants' tusks, found near the archaeological site, were typically gathered in Africa and taken to European investors. In Europe the ivory was used

to make piano keys, jewelry, knife handles, billiard balls, and other such items for the wealthy. The most extraordinary find was the ship's cast iron bell. "When the crew chipped the [sediment and coral] away, something remarkable was revealed—the means to identify the long-lost ship beyond a shadow of a doubt. "THE HENRIETTA MARIE 1699" was cast in block letters around the bell's waist" (Mel Fisher Maritime Museum, 2020, para. 1). The identification marker was significant, for researchers, to track primary sources related to the ship's history.

Records ultimately identified the vessel as a British merchant ship commanded by Captain Thomas Chamberlain. The ship left Africa with about 300 captives, though many died during travel. On May 18, 1700, the craft approached the Jamaican coast, which was the final destination before returning to England. Chamberlain ordered his crew to prepare prisoners. They were fed, cleaned, shaved, and oiled to be presented for auction at Port Royal. Naked and in chains, prisoners stood while potential buyers typically appraised their health, thus value, by prodding their bodies, placing fingers in their mouths, and tasting their sweat. "By one estimate—*Henrietta Marie's* cargo grossed well over £3,000 (more than \$400,000 today) for the ship's investors" (Fold3 Ancestry, 2007, para. 4). The next month, the *Henrietta Marie* set sail for England carrying sugar, cotton, wood, indigo, and leftover cargo from the first part of the voyage. Storms caused the ship to sink 34 miles from Key West, Florida, and all people aboard perished.

Dr. Colin Palmer, one of many renowned African American scholars who researched the ship and her records, believed that an understanding of the slave trade must come if race relations are to improve in this country. He is credited with stating, "The story ends in 1701 or 1702 for this particular ship, but the story of what she represented continues today. The *Henrietta Marie* is an essential part of the process of recovering the black experience— symbolically, metaphorically and in reality" (Mel Fisher Maritime Museum, 2020; Shaughnessy, 1993). Michael Cottman (1999) echoed these sentiments in the aftermath of his four years of research. "*The Henrietta Marie*—this horrible, precious piece of my history...pricked at my conscience...so I would remember to tell America, and the world, that it needs an education in the African holocaust to fully understand the racial hostility of today" (para. 1).

The Notion of Race in Historical and Contemporary Contexts

The connections between slavery and societal hierarchical structures, determined by the ideological term, race, is indisputable. The term race was invented by people—race is not biological (National Museum of African American History and Culture (NMAAHC), n.d.). In early Europe, caste-like divisions were influenced by social class, thus the term, commoner, is still heard today.

However, new ideas about freedom and democracy introduced in early American history presented moral contradictions, and the contrived term, *race*, helped resolve the issue. “The notion of natural Black inferiority helped founding fathers justify denying enslaved Africans rights and entitlements” (Public Broadcasting System (PBS), 2003, section 2). In fact, Thomas Jefferson, who penned the famous words “all men are created equal” in the U.S. Declaration of Independence, believed ardently that people of African descent should be colonized outside the continent. He wrote, that Blacks “are inferior to the whites in both the endowments of both body and mind” (Jefferson, 1785, p.143; Jefferson & Magnis, 1999). Jefferson’s views and those of others, such as John Locke and 19th century scientists, kept the race ideology alive. “Their support of inferior races justified... the enslavement of Africans in the era of revolution. It was this racial ideology that formed the foundation for the continuation of American chattel slavery and the further entrenchment of anti-blackness” (NMAAHC, n.d.). Generations of ideas about race continue to circulate, producing legal and social policies that profoundly affect the lives of nonwhite and white people. Race and the continuation of racism is not just Black history; it is everyone’s history.

Conceptual Framework

This conceptual framework refers to an *idea context* derived from various perspectives. In particular, the conception and structure are guided by factual history, contemporary observations and media, learning theory, and David Perkins’ (2018) critical question—what’s worth learning? Perkins, Professor Emeritus and Harvard University’s Project Zero founding member, explains his concern that history is typically taught as legacy topics. However, *what’s worth learning* are big understandings that provide insight, ethical perspectives, and inform our actions in the world (2018). In this context, “slavery’s impact on the lives of enslaved people, and the numerous ways that enslaved people influenced the culture and history of what is now the United States” (Southern Poverty Law Center (SPLC), 2020, para. 1) and the world, are worth learning. Understanding enslaved people’s stories should prompt sensitivity to serious contemporary, societal problems such as racism, inequity, and discrimination (Loewen, 2017). Slavery shaped the fundamental beliefs of Americans about race and whiteness, and white supremacy was a product and legacy of slavery (Brown, 2020; Loewen, 2017). “Thoughtful and deliberate classroom engagement related to [real or perceived] controversial or ethical issues provides opportunities for students to practice critical thinking skills while examining multiple perspectives” (National Council for the Social Studies (NCSS), (2017, section 6). Loewen (2017) opines that students should be able to form useful ideas about slavery’s impact on our

past and present in response to the question “Why must we learn about slavery?” (section 2). Geoffrey Canada (2017) responds in this way, “like author, Michael Cottman with treasure hunters and marine archeologists unearthing the *Henrietta Marie*, it’s critical for all of us to investigate the past—to learn what ground we stand on as we step forward into the future ” (p. 10).

This particular lesson relies on inquiry-based pedagogy loosely derived from the discovery learning method and grounded in cognitive and social constructivist theory (Balim, 2009). Discussing connections between theory and inquiry, Scheurman and Newman, (1998) agree constructivist approaches assume students learn most effectively when they analyze and interpret new information in relation to past experience but emphasize their beliefs that powerful knowledge construction must be grounded on a foundation of disciplined inquiry. Jerome Bruner (1961) is often credited with discovery learning. One misconception about inquiry-based learning is that students are simply left alone to discover, and all students’ responses are deemed correct (Duffy & Raymer, 2010). In reality, students receive a problem, resources, and researchable clues to discover a resolution or create a hypothesis or interpretation. A *problem* does not always mean something is wrong—it is something that urges a need to know and be able to do. Traditional instruction typically has students study individual concepts and procedures. Inquiry-based learning is different in that the learning of individual concepts and procedures occurs within the context of that problem” (Duffy & Raymer, 2010, p. 5). The National Council for the Social Studies (NCSS) (2013) regards inquiry-based learning as a powerful process in which, “students have opportunities to recognize societal problems; ask questions and engage in robust investigations; consider possible solutions and consequences; separate evidence-based claims from opinions; and communicate what they learn” (p. 6). Another benefit of the inquiry model is that it emphasizes students’ informed action, wherein students develop efforts to apply their newly constructed knowledge and skills to real problems (NCSS, 2013).

This lesson’s framework supports cognitive and social constructivist theory by a) assessing students’ prior knowledge about an issue, b) providing inquiry opportunities in which students collaborate, research, reach conclusions, communicate findings, and c) apply their newly constructed knowledge and skills in a different way.

National Council for the Social Studies (NCSS) Standards

The National Council for the Social Studies Standards (2010) specify the knowledge learners should understand after engaging in this lesson, focused on the transatlantic slave trade. Arguably, all 10 social studies themes intersect in this lesson. The transatlantic slave trade and resultant racism expose multiple topics

related to civics, government, society, technology, institutions, economics, political science, global connections, and more. This particular lesson accentuates four obvious themes: *Culture; Time, Continuity, and Change; People, Places, and Environments*; and *Individual Development and Identity*. NCSS (2013) supports student-created inquiry questions, while also acknowledging the process can be challenging. Consequently, NCSS (2013) recommends that teachers guide students in crafting important questions. Examples of broad compelling questions are displayed beside each NCSS theme below. Supporting questions, also shown below, are more focused on the contents and ideas situated within this particular lesson. For instance, one question asks, *what ideology motivates Africatown's citizens to so closely identify with their ancestors who were surviving captives of the Clotilda?* This question is rich for discussions about individual development, identity, resiliency, and legacy.

Theme 1-Culture. What roles do geography, economics, and politics play in the development of cultures and cultural diffusion?

- How did geography, economics, and politics impact African cultures through power and force?
- How can laws interfere with civil liberties and personal freedoms?
- Have direct descendants of enslaved Africans been assisted, ignored, or exploited?

Theme 2-Time, Continuity, and Change. How do we use key events, documents, dates, and people from the past in constructing historical accounts?

- How can we use primary sources such as documents and relics to construct realistic interpretations of the transatlantic slave trade?

Theme 3-People, Places, and Environments. What push/pull factors influence the migration of peoples?

- How and why is forced migration achieved?

Theme 5-Individual Development and Identity. How does personal motivation impact individual development and identity?

- How did “tracing the path of a sunken slave ship, a bitter past, and a rich legacy” impact Michael Cottman’s individual development and identity?
- How do you feel about the words cargo and property to describe enslaved Africans? How do you feel about people being bought, sold, and used through centuries for free labor?
- What ideology motivates Africatown’s current citizens to so closely identify with their ancestors, who were surviving captives of the *Clotilda*?
- How can we discuss the correlations between slavery and ongoing systemic racism?

Lesson Plan

The lesson proceeds in three *Learning Cycle Lesson* phases consistent with constructivism (Abraham, 1992; Hanuscin & Lee, 2010; Sunal & Haas, 2008). The exploration phase is meant to assess students' prior knowledge, development phase provides activities to support students in constructing new knowledge, and the expansion phase asks students to apply their newly constructed knowledge in a different way. Note: Teachers may wish to provide video resources without distractions. See: Byrne, R. (2018, August 17). *Free technology for teachers: 5 ways to share YouTube in class without "related" content*. <https://www.freetech4teachers.com/search/label/SafeShare>

Materials

Exploration Phase Materials

- (1) Computer and screen for projection
- (2) One copy of Harvard Graduate School of Education Project Zero (2015) Thought Routine *Ten Times Two: A Routine for Slow Detailed Observation*:
<https://pz.harvard.edu/resources/looking-ten-times-two>
- (3) Two photographs taken of artifacts from the *Henrietta Marie*: a) watch bell, b) shackles.



Photographs free of charge through the Florida Slave Trade Documentation and Education Center

- Watch Bell:
<https://www.floridaslavetradecenter.org/Detail/objects/16176>
- Shackles:
<https://www.floridaslavetradecenter.org/Detail/objects/2999>

- (4) Writing paper and pencil for each student.

Development Phase Materials

- (1) Learning centers with sources (Appendix A)
- (2) One piece of 12x18 inch, white construction paper for each student.
- (3) One pencil for each student.

- (4) Crayons or colored pencils for each student (optional).
- (5) One copy of the book, *Shackles from the Deep* for read-aloud.
- (6) Optional: Story Board Maker Technology
StoryboardThat (2020). Storyboard creator. *Clever Prototypes, LLC*.
<https://www.storyboardthat.com/storyboard-creator>
- (7) See further optional technologies in the lesson plan's procedures section.

Expansion Phase Materials:

- (1) Research sources to investigate the *Clotilda* (Appendix B)
- (2) Technology or paper materials for each group (see procedures).

Learning Objectives

Exploration Phase Objective

- (1) Students will demonstrate their prior knowledge about slave ships by using the *Ten Times Two: A Routine for Slow Detailed Observation* to write observations about two artifacts from the *Henrietta Marie*.

Development Phase Objectives:

- (1) Students will rotate through various classroom centers to trace the historic story of the *Henrietta Marie*.
- (2) Students will demonstrate their learned knowledge and historical narrative interpretations by creating story maps.
- (3) Students will compare their interpretations to facts located in the book, *Shackles from the Deep*.

Expansion Phase Objectives:

- (1) Students will work in small groups to retrace the history of the *Clotilda*, a recently discovered wreckage of a slave ship.
- (2) Student groups will communicate their findings with facts, claims, and evidence. [This may occur on a digital debate platform or in writing].

Assessments

Exploration Phase Formative Assessment:

- (1) Students' prior knowledge will be assessed by their participation in the *Ten Times Two Observation* activity.

Invention Phase Formative Assessment:

- (1) Students will be assessed on the extent of their constructed knowledge by creating story maps.

Expansion Phase Summative Assessment:

- (2) Students' will apply their research skills (including primary sources) to piece together the *Clotilda's* historic story. Each groups' content,

sequence, claims, and evidence to support claims will be assessed. A rubric (Appendix D) is included as an instrument to record students' completion of the objectives.

Lesson Procedures for Teachers

Exploration Phase Procedures: Assess prior knowledge.

- (1) Each student should have writing paper and pencil.
- (2) Project the *Ten Times Two: A Routine for Slow Detailed Observation* on the screen and explain the procedure to students.
- (3) Tell students that two photographs of artifacts will be projected on the screen for close observation. Provide enough time for students to list their observations regarding each artifact.
- (4) After activity completion, students share with the class what they observed in the photographs.
- (5) Ask students to make claims about what the artifacts might represent and provide evidence and/or reasons for their claims.

Development Phase Procedures: Develop new knowledge.

- (1) Begin the development phase by preparing students for the lesson. Explain the purpose of the lesson and briefly outline the upcoming procedures. The lesson's purpose is to gain a deeper understanding of the historic transatlantic slave trade by discovering clues from sunken slave ships, primary sources, and selected secondary sources such as news articles.
- (2) Explain that students will rotate in small groups through centers. Each center is designed to provide students with, at least, one historic clue about the *Henrietta Marie*. Listed below are possible background information questions for students to ponder (*consider making a list of these before starting the rotation*):
 - How long did the transatlantic slave trade exist?
 - Approximately how many enslaved people were taken on ships?
 - What was the purpose of small glass beads?
 - What was the purpose of having cannons on the ships?
 - What was the purpose of the ship's call bell?
 - What do you know about each individual's personal space for moving around the ship and food available for prisoners on the ships?
 - Why was Barbados an important port for traders?
 - About how much did each enslaved person cost?
 - Explain the "Door of No Return."
 - What happened to the enslaved people on the *Henrietta Marie*?

- What happened to the *Henrietta Marie*?
 - Define the word “cargo” when talking about ships such as the *Henrietta Marie*.
 - How do you feel about that?
 - Provide time and encouragement for students to create or ask their own questions.
- (3) Each student or small group will use the collected written and visual data to create story maps (their historical interpretations) using one piece of 12x18 inch, white construction paper. The paper is folded to create creases, which should resemble rectangles (either eight or sixteen rectangles). After presentation and discussion, place the finished story maps on the wall.

The Story of the <i>Henrietta Marie</i>			
By: Name	1	2	3
4	5	6	7
8	9	10	11
12	13	14	15

- (4) See options for students who have access to technology.
- Option 1: If students have access to technology, they may recreate the story using the website, *Storyboard That*
<https://www.storyboardthat.com/storyboard-creator>
- Option 2: Have groups create story boards, rather than story maps, and use the story boards to create Google slide shows, digital stories, or videos.
 Microsoft Word (2021). *Vertical storyboard*.
<https://templates.office.com/en-us/vertical-storyboard-tm11332249>
- Option 3: Google Jamboard. Students may work in groups, from home or class, to create Jamboards using virtual sticky note tools and visuals. These may be shared on a presentation screen or downloaded as PDFs. For example instructions see: New EdTech Classroom (2020, June 20). *How to use Google Jamboard for remote teaching*.
<https://www.youtube.com/watch?v=S9m4HCjOkcA>

Expansion Phase Procedures: Apply Knowledge and Skills in a Different Way

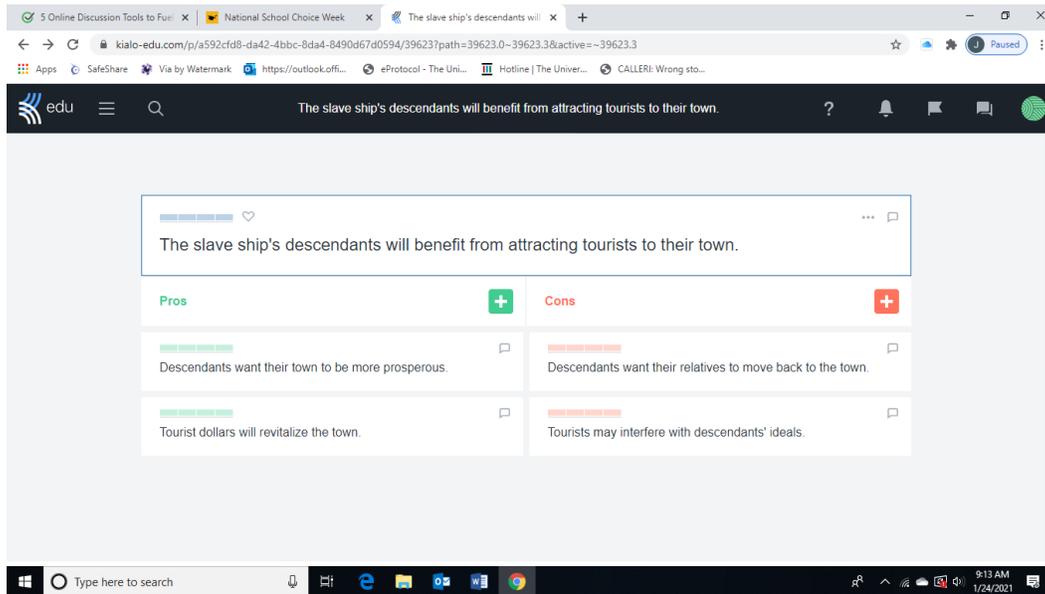
- (1) Read the book, *Shackles from the Deep* by Michael Cottman, aloud to the whole class of students by chapters over several days. Discuss and compare students’ story maps [or optional products] in conjunction

with the book's chapters. Ask students, how close were your interpretations? Describe specific details you might consider adding or deleting from your initial interpretation.

- (2) Cottman's retelling of his experiences clearly communicate facts, which should be interesting for students to hear and discuss much like a real-life adventure.
- (3) Next, students work in small groups to interpret the story of the *Clotilda*, remnants of a slave ship, currently thought to be the last slave ship to the U.S. The *Clotilda*, often misspelled *Cotilde*, was located in the Mobile River, Alabama.

In 1860, [landowner, Timothy Meaher's] schooner sailed from Mobile to what was then the Kingdom of Dahomey under Captain William Foster. He bought Africans captured by warring tribes back to Alabama, skulking into Mobile Bay under the cover of night, then up the Mobile River. Some of the transported enslaved were divided between Foster and the Meahers, and others were sold. Foster then ordered the *Clotilda* taken upstream, burned and sunk to conceal the evidence of their illegal activity. (Keyes, 2019, para.6).

- (4) Resources are referenced for students to research and learn the *Clotilda*'s historic story (Appendix B).
- (5) Groups and/or the teacher may create thesis statements or compelling questions for debate. If possible, use a digital tool such as *Kialo* (free for educators) to create a real-time debate. As a model, I created a non-specific example for view:



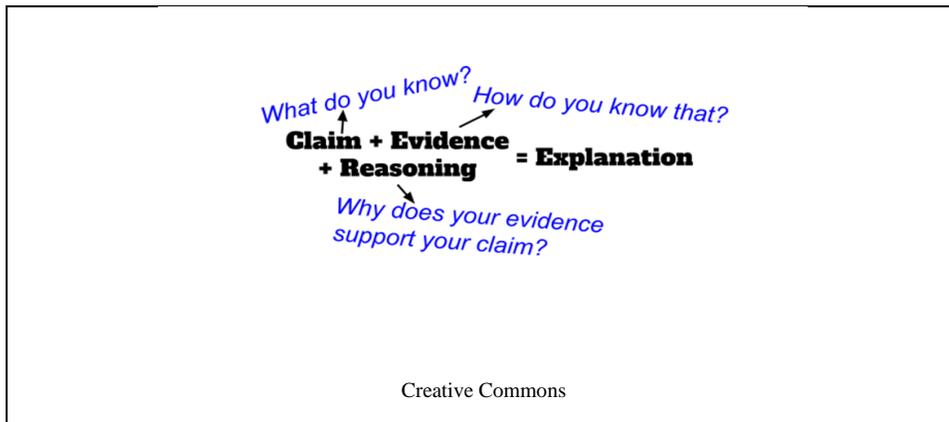
Kialo (2021). *Setting up an assignment in Kialo*. <https://support.kialo-edu.com/hc/en-us/articles/360037471572-Setting-up-an-Assignment-in-Kialo>

(6) If technology is not available, provide paper supplies for groups to summarize their versions of the story, make claims, and provide evidence to support claims. You may use or adapt the free resources shown below.

Harvard Graduate School of Education Project Zero (2015). *Thinking routines toolbox*. <https://pz.harvard.edu/thinking-routines>

- *Claim, support, question*. <https://pz.harvard.edu/resources/claim-support-question/>
- *What makes you say that?* <https://pz.harvard.edu/resources/what-makes-you-say-that/>
- *Circle of viewpoints*. <https://pz.harvard.edu/resources/circle-of-viewpoints>

Introducing Young Students to the Concept of <i>Evidence</i>					
Because	For instance	For example	The author stated	According to the text	From the reading, I know that



- (7) As an option, students may be given a performance-based assessment (Appendix C) of designing an appropriate memorial or museum opening ceremony for either the *Henrietta Marie* or the *Clotilda*. In this, they would then need to present their reasoning for why we need this reminder, why history is important, what we need to learn from it, and how we can move forward into a more inclusive society. Thus, students would not only complete the inquiry project, but also meet further objectives about the relevancy of history and the importance of learning about slavery and carrying the conversation further to make inroads of dismantling racism through understanding and honesty. Students should be able to form useful ideas about slavery’s impact on our past and present in response to the question “Why must we learn about slavery?” (Lowen, 2017, section 2).

Suggested Extension Activities

- (1) Students journey into their own research about other ships carrying enslaved people and/or the transatlantic slave trade (see example sources below):
- NMP Live (2020, September 14). ENSLAVED documentary trailer — Samuel L Jackson, Afua Hirsch and Simcha Jacobovici [Video]. YouTube. <https://www.youtube.com/watch?v=STa5zPDse60>
- Pelley, S. (2015, October 28). Inside a sunken slave ship 220 years. *CBS News/60 Minutes* [Video]. <https://www.cbsnews.com/news/inside-the-discovery-of-first-artifacts-ever-recovered-from-a-slave-ship/>
- The Times of India (2015, May). *Smithsonian Museum set to receive sunken slave ship artifacts* [Video]. YouTube. https://www.youtube.com/watch?v=11R_u5T7Kvw

- (2) Some students may also be interested in exploring maritime archaeology. Delve into a study of maritime archaeology with example sources below:

SciTech Now (2015, December 14). *Underwater archaeology / SciTech Now* [Video]. YouTube. <https://www.youtube.com/watch?v=BITmXuNkYgU>

usoceangov (2016, August 10). *What is maritime archaeology?* [Video].

YouTube. <https://www.youtube.com/watch?v=HOiBQA8MAk>

- (3) Additional Resources about African Slavery and Trade below:

Cottman, M. (1999, February 7). The ghosts of the Henrietta Marie. *The Washington Post*. <http://www.wvculture.org/museum/Marie/henrietta.pdf>

Library of Congress (LOC) (2004, February 24).

The Project Gutenberg EBook of slave narratives: A folk history of slavery in the United States from interviews with former slaves, by Work Projects Administration. <https://www.gutenberg.org/files/11255/11255-h/11255-h.htm>

Virginia Humanities and University of Virginia (2018). *Slavery images: A visual record of the African slave trade and slave life in the early African diaspora*. http://web4.encyclopediavirginia.org/slave_images/Slavery/

West Virginia Department of Arts, Culture and History (2019). *A slave ship speaks: The wreck of the Henrietta Marie*.

<http://www.wvculture.org/museum/Marie/index.html><http://www.wvculture.org/museum/Marie/index.html>

Conclusion

This inquiry lesson is primarily suggested for fourth-seventh grade students; however, it may be adapted. Younger students must have foundational conceptual understandings before beginning to discuss enslaved people of African descent. For instance, students need extensive background information about Africa as a continent, as it is often misconceived as a country. There are 54 sovereign African countries and two disputed areas on the continent. “Of those Africans who arrived in the United States, nearly half came from two regions: today’s Senegal, Gambia, Guinea-Bissau and Mali; and west-central Africa, including what is now Angola, Congo, the Democratic Republic of Congo and Gabon” (Pruitt, 2019, para. 2). Concepts such as multicultural, race, discrimination, bias, enslaved, captive, among many others must be taught in advance. Periods of time (e.g., 300 years, century, decade, 1600s, 19th century) are often challenging for younger students, so be aware that timelines and other such teaching strategies may not, initially, be helpful. Avoid strategies such as role-play and simulations that could be traumatic for students (Barak, 2019; Drake, 2008; Shuster 2018). High school and college

students should be able to extend questions, critical thinking, discussions, and debates around in-depth, contemporary, media-based content regarding racism, multiple protests/rallies/vigils, changing voting laws, inequitable access to health care, white supremacy, extremism, African American incarceration, and other such topics. Many K-16 students may be interested in learning additional information regarding slave ship archeology focused on the *Henrietta Marie*. If so, Michael Cottman wrote articles and books about his experiences for children and adults, thus Cottman's research is available, in several formats, as a basis for further inquiry. An extensive 2018 study sponsored by the Southern Poverty Law Center reports that, overall, teachers are not adequately prepared to teach the history of American slavery, thus "students lack basic knowledge of the important role it played in shaping the United States and the impact it continues to have on race relations in America" (Shuster, 2018, para. 1). While the inquiry, described in this article, uses archaeology as an entrance point to discuss important topics related to the transatlantic slave trade, complimentary lessons might engage students in queries about how African people influenced national political and economic institutions, thus making American prosperity possible.

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Appendix A

Development Phase: Resources for Student Centers

Map Center

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Appendix B Expansion Phase: Clotilda Research Resources for Students

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Appendix C

Making Historical and Contemporary Connections

Students work in small groups to (a) brainstorm ideas, plan, and design an appropriate memorial for their choice of either the *Henrietta Marie* or the *Clotilda*, (b) sketch the memorial, and (b) plan a ceremony for the memorial. Within the ceremony, students present their reasoning for why we need this reminder (adapted from Facing History and Ourselves, 2021).

Task 1: Reflecting about what is important to remember.

With your group members, respond to the following questions on paper.

1. If you were to design a memorial to commemorate either the *Henrietta Marie* or *Clotilda*, what events, people, or ideas would you want it to represent?
2. How do you think the historic transatlantic slave trade and some people's racist views connect?
3. What do you think is most important for you and others to remember about slavery and racial discrimination?
4. What message do you want your memorial to convey to people in today's society?
5. Why do you think people need reminders about historical injustices?

Task 2: Sketch your memorial.

1. Memorials can be almost anything created as a reminder.
2. Many memorials serve as a reminder of a loved/revered person or tragic event(s).

- For example, plaques, statues, gravestones, parks, and roadside monuments are popular. Another type of monument could be as simple as flowers placed where a tragic event occurred.

Task 3: Plan a memorial ceremony. (See Cottman, 2016, chapter 21).

- Write what you believe is most important to say or do during your memorial ceremony.
- Write your reasons for your group’s choices.

Appendix D
Expansion Phase Rubric: The Clotilda History Project

Objective: Students will apply their research skills to construct the *Clotilda’s* historic story. Each groups’ content, sequence, claims, and evidence to support claims will be assessed.

Student Name: _____

CATEGORY	4	3	2	1
Disciplinary Content	Covers topic in-depth with details and examples. Demonstrates subject knowledge with mastery.	Includes essential knowledge about the topic. Subject knowledge appears to be adequate.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.
Sequence Structure Organization	Content is well structured and sequenced using headings or bulleted lists to group related material.	Uses headings or bulleted lists to structure and sequence content, but the overall organization of topics appears flawed.	Content is logically organized and sequenced for the most part.	There was no clear or logical organizational structure.
Research & Completion Requirements	All requirements are met and exceeded.	All requirements are met.	One requirement was not completely met.	More than one requirement was not completely met.
Claims are Made	The historical interpretation and/or debate includes research-based claims.	The historical interpretation and/or debate does not make research-based claims.	The historical interpretation and/or debate does not make claims.	The historical interpretation lacks research.

Claims Supported by Researched Evidence	The historical interpretation includes claims supported entirely by researched evidence.	The historical interpretation includes claims not always supported by evidence.	The historical interpretation does include research-based claims, with little support.	The historical interpretation is not research-based.
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