

Africatown



A Legacy of Survival, Identity, and the African Diaspora

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The Compelling Question: How does the story of the Clotilda and the founding of Africatown help us understand the African Diaspora and why it matters?

Goals for the Classroom:

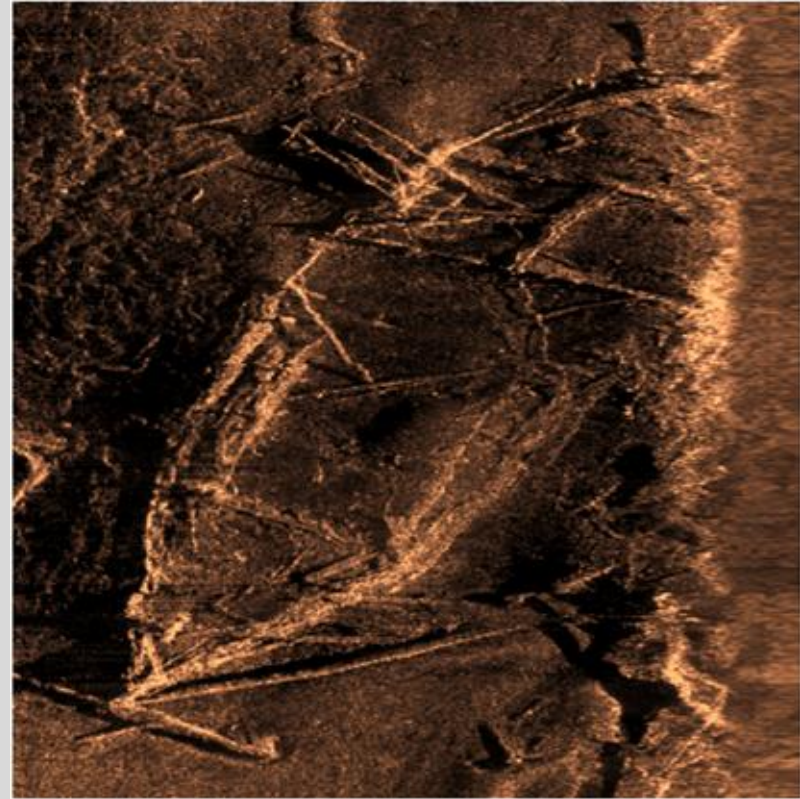
1. **Use Historical Sources** – Oral histories, primary sources, and archaeological records related to the Clotilda.
2. **Gain Insight into the History of a Community** – Exploring themes of resilience, cultural exchange, and diasporic heritage related to Africatown
3. **Connecting Past and Present** – Highlighting the broader significance of diasporic histories and cultural continuity.
4. **Developing Historical Thinking** – Guiding students to ask compelling questions, analyze evidence, and construct interpretations of the past.
5. **Inquiry-Based Pedagogy** – Applying the C3 Framework and Inquiry Design Model (IDM) to structure learning.

The Clotilda



Africatown artist, Labbaron Lewis' mural of The Clotilda, painted near the Africatown Bridge

Source: Dignity Justified. (n.d.). *Collaboration Team*.
<https://dignityjustified.com/collaborative-team>



Source: Alabama Historical Commission. (n.d.). *Clotilda*.
<https://ahc.alabama.gov/Clotilda.aspx>

The Key Participants



King Glele with his father,
when he was Crown Prince.
He ruled from 1858-1889.



Timothy Meaher, Ship Owner

Source: Dignity Justified. (n.d.). *Collaborative Team*. <https://dignityjustified.com/collaborative-team>



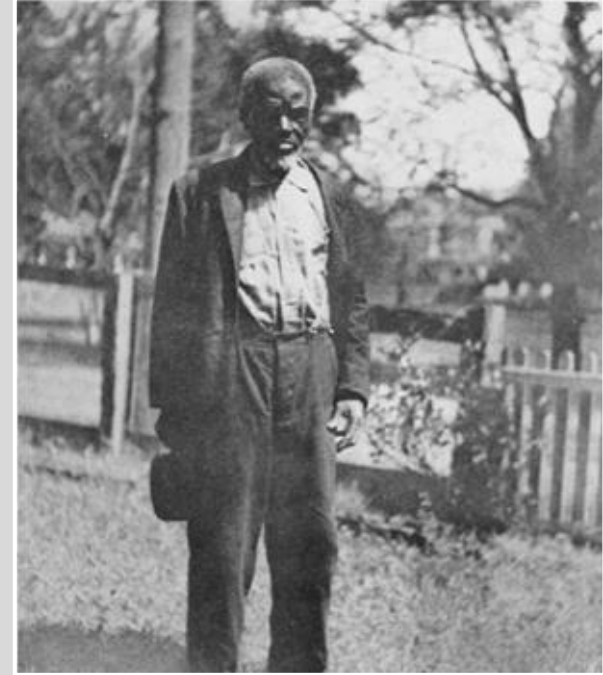
William Foster, Ship Builder
and Captain

Founders of Africatown

Founded by 32 survivors from the *Clotilda* after emancipation.



Kossola/Cudjo Lewis



Oluale/Charlie Lewis 4

How Diaspora and Multicultural Studies Relate

Diaspora

Diaspora is a **lens**

Diaspora studies provide *content and analysis*.

Diasporas are used **to explain** historical movement, identity, and cultural change

Looks back to a homeland or across borders.

Diasporas are not simply about movement. They are about what people carry with them, and how they reshape new places while being reshaped themselves.

Multiculturalism

Multicultural education is a **framework**.

Multicultural education ensures that content is *inclusive, equitable, and student-centered*.

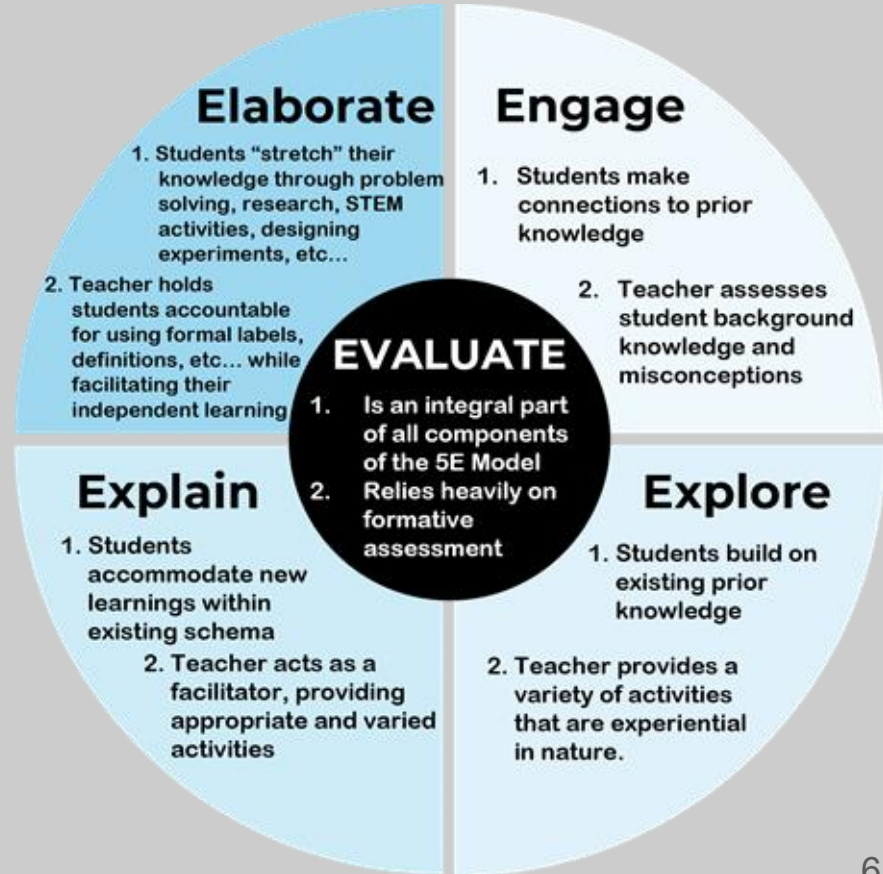
Multicultural education is used to ensure those stories are **taught** in ways that honor diverse voices and experiences.

Looking inward at domestic policy and social justice.

Inquiry-Based Learning

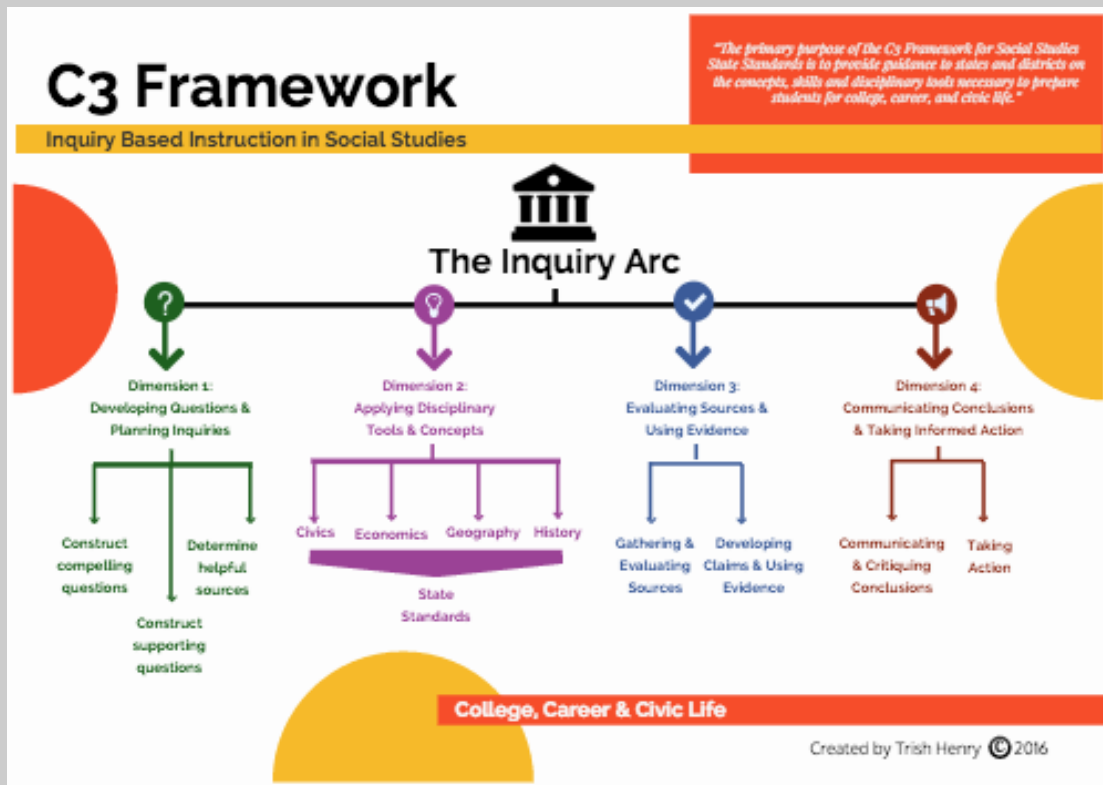
“Inquiry is a mind-set. In order to develop inquiry-based lessons, teachers needs to shift their concepts of what it means to teach.” (Snyder, et al., 2023, pg. 4).

Inquiry-based learning provides students with an opportunity to take ownership of their learning while developing important higher-order skills necessary for designing innovative solutions to complex problems (Aparicio-Ting, Slater, & Kurz, 2019).



The IDM and C3 Framework

Inquiry Design Model (IDM)—At a Glance™		
Compelling Question	Compelling questions address issues found in and across the academic disciplines that make up social studies. Compelling questions reflect the interests of students and the curriculum and content with which students might have little experience. <i>Example: Was the American Revolution revolutionary?</i>	
Standards and Practices	The key standard [1-2] that is the foundation for the inquiry. <i>Example: Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past (D2.HB.16.9-12).</i>	
Staging the Question	Staging the question activities introduce students to the ideas behind the compelling question in order to generate curiosity in the topic. <i>Example: Discuss the question of how much change must occur for something to be considered revolutionary.</i>	
Supporting Question 1	Supporting Question 2	Supporting Question 3
Supporting questions are intended to contribute knowledge and insights to the inquiry behind a compelling question. Supporting questions focus on descriptions, definitions, and processes about which there is general agreement within the social studies disciplines, which will assist students to construct explanations that advance the inquiry. Typically, there are 3-4 supporting questions that help to scaffold the compelling question. <i>Example: What were the political changes that resulted from the American Revolution?</i>		
Formative Performance Task	Formative Performance Task	Formative Performance Task
Formative Performance Tasks are activities designed to help students practice the skills and acquire the content needed to perform well on the summative task. These tasks are built around the supporting questions and are intended to grow in sophistication across the tasks. The performance tasks threaded throughout the inquiry provide teachers multiple opportunities to evaluate what students know and are able to do so that teachers have a steady loop of data to inform his/her instructional decision-making. <i>Example: Write a paragraph that compares the political rights of white, black, and Native American men and women before and after the American Revolution.</i>		
Featured Sources	Featured Sources	Featured Sources
Each Formative Performance Task should have 1-3 disciplinary sources to help students build their understandings of the compelling and supporting questions and to practice the work of historians and social scientists. To that end, sources can be used toward three distinct, but mutually reinforcing purposes: a) to generate students' curiosity and interest in the topic, b) to build students' content knowledge, and c) to help students construct and support their arguments related to a compelling question. <i>Example: Abigail Adams letter to John Adams (1776).</i>		
Summative Performance Task	Argument	Each inquiry ends with students constructing an argument (e.g., detailed outline, drawing, essay) that addresses the compelling question using specific claims and relevant evidence from sources while acknowledging competing views. <i>Example: Construct a written argument that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views.</i>
	Extension	An extension activity offers an optional task that might be used in place of the Summative Performance Task. <i>Example: Create a three-part chart detailing the social, economic, and political changes that may or may not have occurred as a result of the American Revolution.</i>
Taking Informed Action	The three activities described in this space represent a logic that asks students to a) understand the issues evident from the inquiry in a larger and/or current context, b) assess the relevance and impact of the issues, and c) act in ways that allow students to demonstrate agency in a real-world context. <i>Example: Understand—Research a proposed tax in the United States. Assess—Examine the benefits and disadvantages to the proposed tax. Act—Write a letter to the newspaper editor that outlines support or opposition to the proposed tax.</i>	



The QFT, on one slide...

1) Question Focus

2) Produce Your Questions

- ✓ Follow the rules
- ✓ Number your questions

3) Improve Your Questions

- ✓ Categorize questions as Closed or Open-ended
- ✓ Change questions from one type to another

4) Strategize

- ✓ Prioritize your questions
- ✓ Action plan or discuss next steps
- ✓ Share

5) Reflect

1. Ask as many questions as you can
2. Do not stop to discuss, judge or answer
3. Record *exactly* as stated
4. Change statements into questions

Closed-Ended:
Answered with "yes,"
"no" or one word

Open-Ended: Require
longer explanation

The Closing Thought...

“Ultimately, the story of the Clotilda survivors is a tale of enduring tragedy and laws. The shipmates forgot neither the shock of their displacement nor the traumas of their lives and bondage. Their misery was plainly visible on their faces even decades after their kidnap. But the story of the Clotilda ship mate is also an extraordinary account of survival and endurance. They resisted their experiences of enslavement and transatlantic dislocation and salt to hold onto their west African identities. They left important creative and spiritual legacies in Alabama, and their stories and actions fore shadowed the Montgomery bus boycott, a crucial early event in the civil rights movement, and the Selma voting rights campaign, which led directly to the 1965 voting rights act. Many traces of their presence can still be found throughout Alabama, and their legacy, and their descendants, remain across the United States” (Durkin, p. 272).