

Concluding *African Passages*

Choose one or more of the following activities to bring closure to this online unit. They are designed to help students synthesize information and form conclusions.

- Return to the KWL chart introduced in Sec. 1 (<http://www.eduplace.com/graphicorganizer/pdf/kwl.pdf>). Review what students listed in the K and W columns. Now ask for student responses to complete the Learn column as a way to summarize what they have learned about this site of memory. Discuss the process and results.
- Have students assume the role of tour guide with the task of developing a tour that highlights the Charleston area as a site of memory. They must decide what sites to include and write a script to explain the significance of each site to tourists. Consider limiting the number of potential sites to five, to force choices.
- Assign one specific location or building identified in *African Passages* to each student. Have them develop an historic marker, similar to the one shown for Sullivan's Island ([Freedom to Slavery: Sullivan's Island Marker](#), Sec. 1), for it.
- Students who have artistic talents might design a poster for the Charleston Remembrance committee ceremony.
- Have the whole class create a collage to represent or symbolize the Ashley River Corridor as a site of memory. Students can use images from *African Passages*, from other resources, or draw their own.
- Have students choose one image or document from *African Passages* that best represents the area as a site of memory. Is it something related to rice cultivation, slavery, the plantation aristocracy, or what? They must write an explanation for their choice.
- Return to the footprints image on the home page of *African Passages*. With the new understandings they have gained by exploring this site, have students write a haiku or cinquain to interpret this image. Here are simple directions for these two poetic formats.
 - A cinquain is a structured five-line poem that typically does not rhyme.
 1. First line consists of one word naming the theme (noun)
 2. Second line has two words describing the theme (adjectives)
 3. Third line has three words depicting actions related to the theme in line one ("ing" words)
 4. Fourth line has four words describing things or feelings associated with the theme

5. Fifth line has a different single word or synonym that refers back to or sums up the theme of line one
- o A haiku is a three-line poem that does not rhyme. The number of syllables in each line is what matters.
 1. First line has five syllables
 2. Second line has seven syllables
 3. Third line has five syllables
- Think about your own community. What places in it could be considered sites of memory? How does what happened there and the people who lived there relate to broader themes in American or world history?