

## **Background History for Beyond the Big House Program:**

**Boone Hall Plantation** In 1681, Major John Boone was granted 470 acres of land from the Lord Proprietors. He then expanded this land from 1681 to 1711 when he died. His 17,000 acres called Boone Hall Plantation was a substantial piece of property in the Lowcountry of Carolina.

**Plantation Slavery** Slaves lived on Boone Hall Plantation from the 1600s to the 1800s after the end of the Civil War. These slaves worked in different capacities on the plantation. Field-hands harvested the crops of indigo, cotton, and pecans along with vegetables for the consumption of those living on the plantation. Skilled craftsmen such as carpenters, blacksmiths, coopers and cooks were other positions filled by either slaves or indentured servants.

**Wampancheone Creek** This creek was also known as Bonne Hall Creek. By using the tides, the Boone's and many others could travel from their plantations to Charleston. Adjacent to the brick slave cabins, this creek provided fish and other seafood to supplement a slave's diet. These tidal creeks served a much higher purpose, however, in the diversity of the plant and animal life that live/lived there.

**Slave Street** The slave cabins along Slave Street were built between 1790 and 1810. They were made of the damaged or cast-off brick from the kilns on the plantation. They housed the "elite" slaves of the plantation meaning those who were skilled (seamstress, cooks, carpenter, blacksmith, etc.) They are the only known brick slave cabins still in existence in the Charleston area.

## **Program Goals:**

### **Students will be able to:**

- ▶ View the main portion of the plantation
- ▶ Relate issues dealing with the life of a slave to Boone Hall
- ▶ Interpret the effort involved in producing cotton
- ▶ Compare the life of a slave to the life of a sharecropper
- ▶ Relate the diverse backgrounds of the slaves to the formation of the Gullah culture

## **2008 South Carolina Academic Standards Fulfilled:**

Social Studies: 3-2.7, 3-4.1, 3-4.2, 3-4.5, 3-4.6  
4-2.5, 4-2.6, 4-3.7, 4-6.2, 4-6.3, 4-6.6  
5-1.2, 5-1.3, 5-1.4  
7-1.3, 7-1.4  
8-1.4, 8-1.6, 8-3.1, 8-3.6, 8-4.2, 8-4.4

English, Language Arts: 3-6.6

4-6.7  
5-6.7  
6-6.4  
7-6.4  
8-6.4

**Vocabulary:**      **Character Education Vocabulary**

**Responsibility** - moral, legal, or mental accountability

**Courage** – mental or moral strength to venture, persevere, and withstand danger, fear or difficulty

**Trust** - assured reliance on the character, ability, strength, or truth of someone or something

**Rights of others** – a power or privilege belonging to one by law, nature, etc.

**Program Specific Vocabulary**

**Agricultural labor** - workers on farms or plantations who grow and harvest crops or care for the animals

**Cast net** - a fishing net that is thrown from a dock, boat, or shore to gather shrimp and other seafood

**Cash crop** - a crop which is grown for money

**Cotton** - the fluffy white fibers around the seeds of a tall plant that are used to make thread or cloth

**Rice** - the seeds, or grains, of a kind of grass that is grown in warm climates. Rice is eaten cooked.

**Indigo** - a blue dye that is made from a plant or by artificial means

**Culture** - the ideas, skills, arts, tools, and way of life of a certain people at a certain time

**Dock house** - a building near the dock that was used to store products to be shipped out, i.e. cotton bales, indigo bricks, crates and bushels of fruits/vegetables

**Gullah** - a people, culture and language among Sea Island inhabitants of African American descent

**Plantation** - a large farm, usually in a warm climate, on which the farm workers live

**Slavery/slaves** - the practice of owning slaves/a person who is owned by another person and has no freedom at all

**Skilled labor** - workers on farms or plantations who have a special trained ability to perform jobs like blacksmithing, brick making, and cooking

**Smokehouse** - a structure (with a hole in the roof) in which meat was hung from the roof and smoke was used to cure and preserve the meat for later use

**Tabby** - a mixture of oyster shells, lime, sand, and water used as a building material

**Task system/ gang system** - after a reasonable pre-agreed upon amount of work was completed, a slave could use the remaining time as he/she wished (common on rice plantations)/ in the gang system, there was no concept of free time (common on cotton plantations)

## **Pre and Post Visit Activities:**

### **Pre-Site Activities:**

1. Review the vocabulary and draw a picture or act out an example that represents each word.
2. Go to the website, [www.boonehallplantation.com](http://www.boonehallplantation.com), to learn about Boone Hall Plantation and its resources.
3. Read books and newspapers or magazines articles relating to the institution of slavery (historic and current)
4. Research and present your community's role from the year 1850 to 1870.
5. Listen to a few songs from the 1800s and compare life in the 1800s to now.

### **Post-Site Activities:**

1. Divide the students into groups of four and have the students debate the issue of the slavery vs. abolition of slavery
2. Make a timeline of the history of Mt. Pleasant or the influences that have changed the culture in your community
3. Reflect on how cultures change because of historical events (Use the research from pre-site #4 to help the students if needed)
4. Make a poster listing the slave jobs and things produced from these jobs on a plantation that helped the South Carolina economy
5. Group Project: Divide students into groups of four. Each group must complete four of the following:
  - Make up a new historic site that you have preserved for public touring. This could be modeled after a really cool old building or farm in your town. Some questions to answer are:  
What is it called?  
Where is it located?  
What important features does it have (buildings, rivers, lakes, waterfalls, mountain, etc.)?  
Who lived there? (farmer, factory worker, civil rights activist, etc.)

What animals live there (herbivores, carnivores, omnivores)?

- Design a brochure for your new historic site.
- Sketch a picture of this historic site or draw a story board poster promoting the advertisement of your site.
- Make a video commercial promoting visitation to the site.
- Write a newspaper article as a reporter doing a story on the opening festivities of this new historic site or write an article on how you think preserving historic sites benefit our country and the people who live here.
- Create a radio jingle to draw visitors to the activities your site provides.
- Research how much it would cost to employ staff at your site.

For teacher:

Make a teacher/student-made rubric to grade projects. Some helpful websites are:

<http://rubistar.4teachers.org/index.shtml> or [http://www.technology.com/web\\_tools/rubrics/general](http://www.technology.com/web_tools/rubrics/general)

### **Want to Learn More?**

*Circle Unbroken* by Margot Theis Raven

*The Gullah* by Joseph A. Opala

*Lest We Forget* by Velma Maia Thomas

*Slavery and the Making of America* by James Oliver Horton and Lois E. Horton

*Slaves Who Dared* by Mary Garrison

*Sweetgrass Baskets and the Gullah Tradition* by Joyce V. Coakley

*The Underground Railroad from Slavery to Freedom* by Mary Kay Carson