

# **The Tours at Woodburn and Ashtabula Plantations**

## Program Descriptions and Correlation with Eighth Grade Social Studies Standards

### **Part I**

#### *The Interactive Tour*

##### Program Overview

At either site, the eighth grade students will actively explore the history through a dialogue with the group members / tour guide. Our intention is to dramatize parts of the tour where possible, so that the students can have a chance to act out and be a part of some of the South Carolina history. For example, the students could reenact a typical night of entertaining guests in the house, portraying the various roles of children, adults, and guests. If touring in smaller groups, these reenactments could simultaneously involve all of the students. Additionally, we will be asking them follow-up questions to help with the retaining of information.

##### Educational Connections

***In learning particular information about Woodburn or Ashtabula on the tour, education in the classroom will be reinforced as the students are able to associate the general history of the plantation lifestyle with a specific example.***

##### S.C. Social Studies Standards

- 8-1.5: Summarize the significant changes to South Carolina's government during the colonial period, including the proprietary regime and the period of royal government, and the significance of the Regulator movement.
- 8-3.1: Explain the importance of agriculture in antebellum South Carolina, including plantation life, slavery, and the impact of the cotton gin.
- 8-3.6: Compare the effects of the Civil War on daily life in South Carolina, including the experiences of plantation owners, women, Confederate and Union soldiers, African Americans, and children.
- 8-4.2: Summarize Reconstruction in South Carolina and its effects on daily life in South Carolina, including the experiences of plantation owners, small farmers, freedmen, women, and northern immigrants.

### **Part II**

#### *Back to the Future*

##### Program Overview

“Back to the Future” is a unique classroom experience set to take place during the tour itself. Students will immerse themselves in plantation education, as they learn quill and ink writing techniques in the on-site classroom. For the activity, students will handwrite a letter to a friend in order to experience the only available method of correspondence during plantation times.

##### Educational Connections

***Stepping into a world completely free of modern technology, students will gain a strong comparative understanding of their counterparts' correspondence in the plantation era versus their own correspondence today.***

### S.C. Social Studies Standards

8-1.4: Explain the growth of the African American population during the colonial period and the significance of African Americans in the developing culture (e.g., Gullah) and economy of South Carolina, including the origins of African American slaves, the growth of the slave trade, the impact of population imbalance between African and European Americans, and the Stono Rebellion and subsequent laws to control the slave population.

### **Part III**

#### *The Amazing History Hunt*

#### Program Overview

This activity will simultaneously engage all of the students in some light team competition. Using prior Social Studies knowledge as well as information from the Interactive Tour portion, the students will work in teams to complete a series of relevant tasks. Answering questions and moving from station to station across the site, the mentally fastest team to reach the end of this knowledge race will win a prize!

#### Educational Connections

***This activity is geared toward elevating the students' interest level in the material they are learning, as well as creatively reinforcing the knowledge gained on the plantation tour.***

### S.C. Social Studies Standards

8-1.6: Explain how South Carolinians used natural, human, and political resources to gain economic prosperity, including trade with Barbados, rice planting, Eliza Lucas Pinckney and indigo planting, the slave trade, and the practice of mercantilism.

8-4.1: Explain the purposes of Reconstruction with attention to the economic, social, political, and geographic problems facing the South, including reconstruction of towns, factories, farms, and transportation systems; the effects of emancipation; racial tension; tension between social classes; and disagreement over voting rights.

8-4.4: Explain how events during Reconstruction improved opportunities for African Americans but created a backlash that, by the end of Reconstruction, negated the gains African Americans had made, including the philanthropy of northern aid societies, the assistance provided by the federal government such as the Freedmen's Bureau, and their advancement in politics and education.

\*\*\*\* *As a synthesis activity, the Amazing History Hunt will also reinforce the standards covered in the previous two activities.*

\*\*\*\* ***Standards referenced from the January 12, 2005 submission by South Carolina State Superintendent of Education Inez Moore Tenenbaum.***