

#### **Grade Levels:**

Third, Fourth, & Eighth

#### **Duration:**

5-10 minutes to introduce the activity

10-20 minutes for activity 10 minutes to share out at the end

#### Materials:

- Paper (drawing and lined)
- •Pencils & colored pencils
- Reference map of Frogmore Plantation and list of enslavedReference images of

## SC State Standards:

**Social Studies** 

plantation life

3-2.5, 3-4.1, 3-4.2

4-2.3, 4-6.1

8-1.4, 8-2.4, 8-4.1

## **SCCCR-Social Studies**

3.4.1.PR

4.1.CC

8.2.CC

## **English Language Arts**

(I)2.1, 3.1, 3.2 (W) 3.1

## **Visual Arts**

VA.CR.NM.1.1

# Life Beyond the Oaks Pre-Visit Lesson

## Overview

In this study, students will have the opportunity to explore a map of Frogmore Plantation on St. Helena Island, Beaufort County, South Carolina. They will also look at illustrations of plantation life. Afterwards, students will draw a scene of everyday life for a person who would have lived at Frogmore. Then, they will write 1-2 paragraphs to describe the scene.

This activity can be done anytime. It works well as an introduction to the *Beyond the Oaks: Lowcountry Plantations* exhibition on view at the Morris Center.

# **Learning Objectives**

- Students will cultivate awareness of historic events in South Carolina with a focus on the plantation system.
- Students will practice using elements of art to create a visual image of everyday life for a person on a plantation.
- Students will practice writing skills by describing the everyday life scenes of an enslaved person on a plantation.



# **Activity**

- Introduce the activity to your students. *Today, we will look at a map of Frogmore Plantation from 1731, which was located on St. Helena Island in Beaufort County, SC. Notice the different parts of the map.*
- Students can consider the following questions while examining the map.
  - Third Grade: What things can you see on the map? [List them out loud.]
  - Fourth Grade: What on this map tells you about the people who owned this land? What on this map tells you about the people who lived on this land? [This piece of land was owned by William Bull and later by John Stapleton.]
  - Eighth Grade: Looking at the geography of Frogmore Plantation, what types of crops do you think were grown there? [The primary crop was cotton.]
- Now, we will examine some illustrations and photographs of plantation life. Frogmore was home
  to the enslaved people who were forced to work the land. Here is a list of the enslaved people on
  Frogmore in 1816. Notice their names and ages. It is rare to have a document which named
  enslaved people.
- Students can consider the following prompts as they explore the images.
  - I notice....I wonder...I observe....I infer...
- After seeing the images of plantation life and a map of an historic plantation, you are going to create your own illustration of life on Frogmore. You will use your pencils and colored pencils to draw a scene. [Depending on the grade level you may want to give students some specific guidelines. Decide if you want students to draw life in the cotton fields, in the cotton ginning house, in and around the slave cabins, etc.]
- Now that you have drawn and colored your image, you will explain it. On a sheet of lined paper, write 1 to 2 paragraphs about what is happening in your scene. Who are the people? What are their names? How old are they? What are the people doing in your image? [Students can use the list of enslaved to inform their writing.]
- Students can share their stories and images to the class. After each story, have class discuss the stories and fit them into the context of slavery in South Carolina.

Map and Images are on the next 4 pages.



Frogmore Plantation Map from 1731

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List of Enslaved on Frogmore Plantation



Ginning Cotton in the 1850s



Planting Sweet Potato on an Edisto Island Plantation