



# MORRIS CENTER

FOR LOWCOUNTRY HERITAGE

## Grade Levels:

Kindergarten, First, and Second

## Duration:

5-10 minutes to introduce the activity

10-20 minutes for activity

10 minutes to share out at the end

## Materials:

- A copy of *Henry's Freedom Box* by Ellen Levine
- Paper (drawing and lined)
- Pencils & colored pencils
- Map of a Plantation
- Images of slave cabins

## SC State Standards:

### Social Studies

K-1.2, K-4.1

1-1.2, 1-4.1

2-1.4, 2-4.2

### SCCCR-Social Studies

K.H.3

1.H.3

2.H.3

### English Language Arts

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

### Visual Arts

VA.CR.NM.1.1

## My Village/Their Village Pre-visit Lesson

### Overview

In this study, students will have the opportunity to compare their life with that of an enslaved child. Through the book *Henry's Freedom Box*, plantation map, and images of plantation life, they will identify characteristics of a child's experience working on a plantation. Afterwards, students will draw a picture of where they live and where an enslaved child lived. Then, they will write sentences about the differences and similarities.

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 plantation life.
- Students will practice using elements of art to create a visual image of where they live and a slave cabin on a plantation.
- Students will practice writing skills by describing where they live and where enslaved children lived.



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## Activity

- Introduce the activity to your students. *Today, we read a book about a child who lived on a plantation. He did not have the freedom to do what he wanted when he wanted. Sometimes he was treated badly because of the color of his skin. [Read Henry's Freedom Box.]*
- Discuss the story with your students.
  - *What did Henry do everyday?*
  - *What do you do everyday? Is it different or the same as Henry's life?*
  - *Where do you live? What does it look like?*
  - *Where did Henry live? What did it look like?*
- *Now, we will look at a map of a plantation and pictures of people on plantations.*
- Students can consider the following prompts as they explore the images.
  - *I see...I find...I spot...*
  - *What sounds would there be?*
  - *What smells would there be?*
- *You will now use pencils and colored pencils to draw a picture of where you live. After, you will draw a picture of where a child like Henry lived. [Depending on the grade level you may want to give students some specific guidelines.]*
- *Now, that you have drawn and colored your pictures, you will write about them. On a sheet of lined paper, write 1-2 sentences about each picture.*
- Students can share their stories and images to the class.

Map and Images are on the next 3 pages.







Family in front of a Slave Cabin





Planting Sweet Potato on an Edisto Island Plantation