



# MORRIS CENTER

FOR LOWCOUNTRY HERITAGE

## Grade Levels:

Fifth, Sixth, Seventh, and High School

## 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
- Maps of a plantation
- Reference images of slave trade and plantation life
- Aerial images of former plantations
- First-person account of slavery

## SC State Standards:

### Social Studies

5-1.2, 5-6.6

6-6.4, 6-6.6

7-4.3, 7-6.6

USHC-3.3

### SCCCR-Social Studies

5.2.CO, 5.5.CX

6.3.CE, 6.3.P

7.5.1.PR, 7.5.2.ER

USHC.2.P

### English Language Arts

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

### Visual Arts

VA.CR.NM.1.1

## Plantations: Before & After Pre-visit Lesson

### Overview

In this study, students will explore the causes and effects of the plantation system in South Carolina. They will examine maps, images, and first-person accounts. Afterwards, students will respond by writing cause and effect sentences about the Transatlantic Slave Trade, life on plantations, and the socioeconomic state of South Carolina today. Lastly, they will draw a picture to summarize the lasting impact of plantations in South Carolina.

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 formulate cause and effect scenarios connected to the plantation system.
- Students will use writing skills to explore the causes and effects of the plantation system in South Carolina.
- Students will practice using elements of art to create a visual image of the plantation system's impact.



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## Activity

- Introduce the activity to your students. *Today we will look at maps and images and read first-person accounts pertaining to the slave trade and the plantation system. We will discuss how these events began and also how they continue to impact society.*
- Have students look at maps of plantations and images of the slave trade. Read first-person accounts of slavery.
- Have students look at images of “modern-day” plantations and aerial photographs of plantation landscapes.
- Discuss with student s what they have seen and read.
  - Fifth Grade: Focus on cultural and societal effects of plantations and slavery.
  - Sixth Grade: Focus on the Transatlantic Slave trade and slave labor on plantations.
  - Seventh Grade: Focus on the socioeconomic effects of plantations and slavery on the land and society today.
- Have students write 4-6 sets of cause and effect sentences pertaining to plantations and slavery.
- *You will now use your pencils and colored pencils create an image that you feel symbolizes the lasting impact of plantations and slavery.* [Depending on the grade level you may want to give students some specific guidelines.]
- Students can share their stories and images to the class.

Map and Images are on the next 8 pages.

PLAN AND SECTIONS OF A SLAVE SHIP.

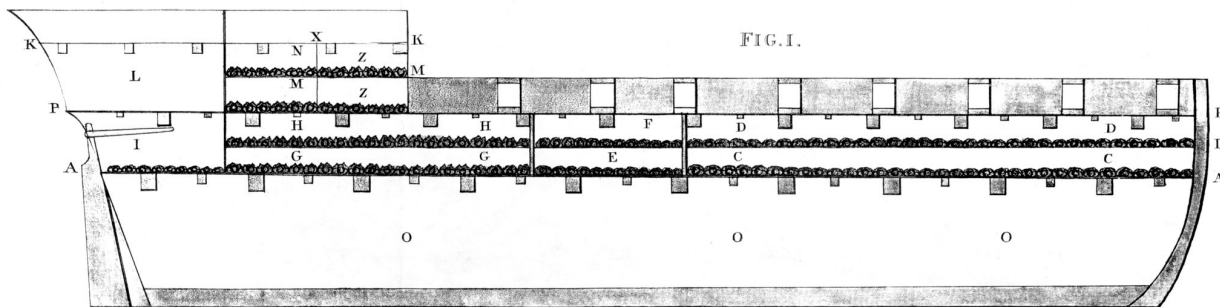


FIG. VII.

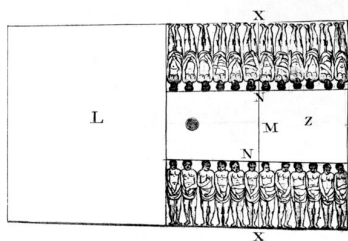


FIG.VI.

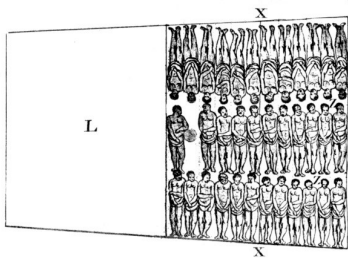


FIG. V.

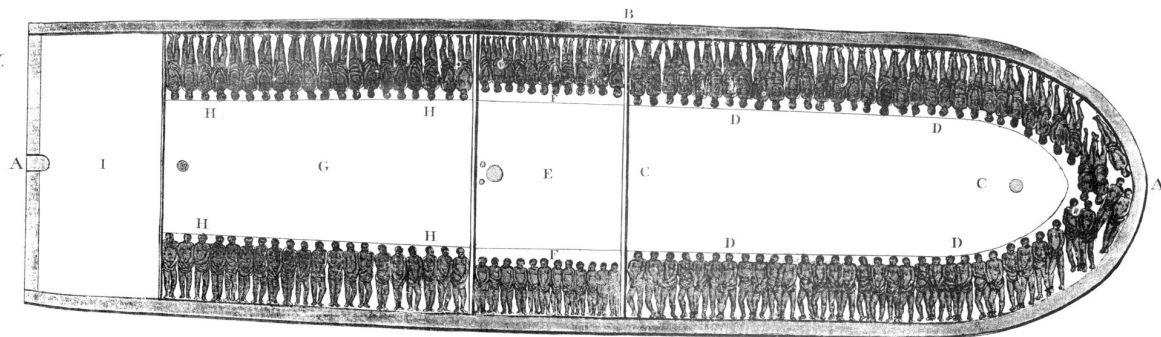
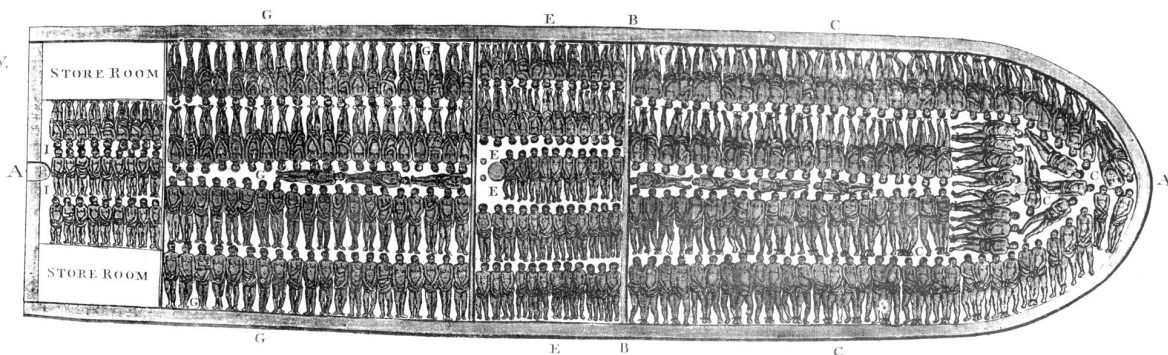


FIG. 1V.



## SCALE

*of Twenty Feet*



*One Eighth of an Inch to a Foot*

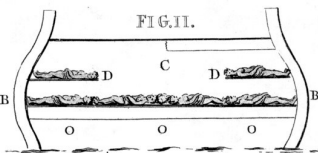
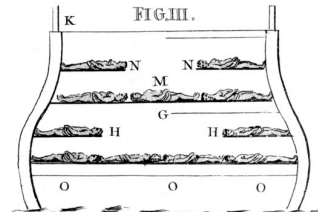
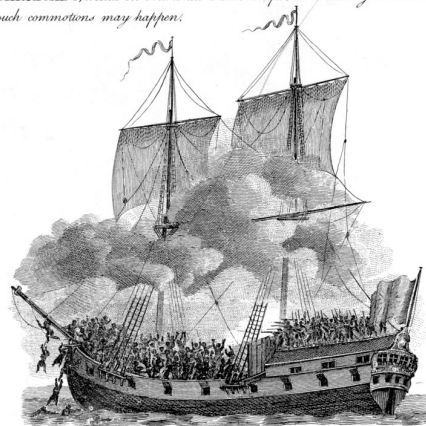


FIG. III.



REPRESENTATION of an INSURRECTION  
on board  
*A SLAVE-SHIP.*

Shewing how the crew fire upon the unhappy Slaves from behind the BARRICADO, erected on board all Slave ships, as a security whenever such commotions may happen:



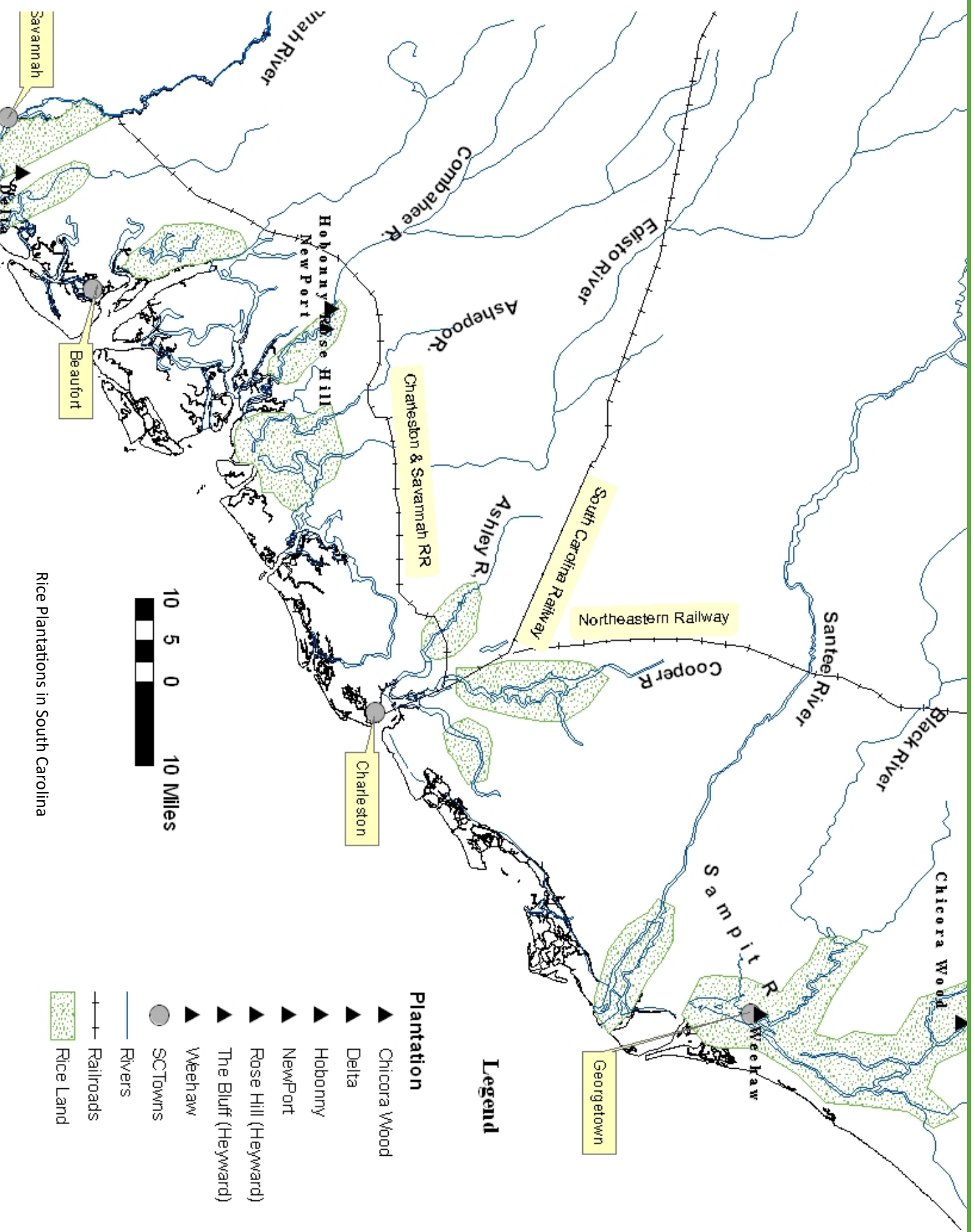
*See the privy councils report part I. Art: SLAVES.  
Minutes of evidence before the House of Commons.  
Wadstrom's Essay on Colonization §. 471.*





Frogmore Plantation Map from 1731





Rice Plantations in South Carolina



Formerly Enslaved Workers in a Field





Planting Sweet Potato on an Edisto Island Plantation





Former Rice Field on Tomotley Plantation in Beaufort County





Former Rice Field on Tomotley Plantation in Beaufort

## First-Person Accounts:

*"The stench of the hold while we were on the coast was so intolerably loathsome, that it was dangerous to remain there for any time, and some of us had been permitted to stay on the deck for the fresh air; but now that the whole ship's cargo were confined together, it became absolutely pestilential. The closeness of the place, and the heat of the climate, added to the number in the ship, which was so crowded that each had scarcely room to turn himself, almost suffocated us. This produced copious perspirations, so that the air soon became unfit for respiration, from a variety of loathsome smells, and brought on a sickness among the slaves, of which many died, thus falling victims to the improvident avarice, as I may call it, of their purchasers. This wretched situation was again aggravated by the galling of the chains, now become insupportable; and the filth of the necessary tubs, into which the children often fell, and were almost suffocated. The shrieks of the women, and the groans of the dying, rendered the whole a scene of horror almost inconceivable.*

*I was soon put down under the decks, and there I received such a salutation in my nostrils as I had never experienced in my life: so that, with the loathsomeness of the stench and crying together, I became so sick and low that I was not able to eat. I now wished for the last friend, death, to relieve me; but soon, to my grief, two of the White men offered me eatables; and on my refusing to eat, one of them held me fast by the hands, and laid me across I think the windlass, and tied my feet, while the other flogged me severely.*

*I had never experienced any thing of this kind before; and although not being used to the water, I naturally feared that element the first time I saw it, yet nevertheless, could I have got over the nettings, I would have jumped over the side, but I could not; and besides, the crew used to watch us very closely who were not chained down to the decks, lest we should leap into the water: and I have seen some of these poor African prisoners most severely cut for attempting to do so, and hourly whipped for not eating."*

Olaudah Equiano, Abolition campaigner and former enslaved African autobiography in 1789

*"You will see this is not the condition of really freemen. You ask us to forgive the land owners of our Island. You only lost your right arm in war and might forgive them. The man who tied me to a tree and gave me 39 lashes and who stripped and flogged my mother and my sister and who will not let me stay in his empty hut except I will do his planting and be satisfied with his price and who combines with others to keep away land from me well knowing I would not have anything to do with Him if I had land of my own. That man, I cannot well forgive. Does it look as if he has forgiven me, seeing how he tries to keep me in a condition of helplessness. General, we cannot remain here in such condition, and if the government permits them to come back we ask it to help us to reach land where we shall not be slaves nor compelled to work for those who would treat us as such."*

Henry Bram, Ishmael Moultrie, and Yates Sampson to Major General O. O. Howard, [20 or 21 Oct. 1865], B-53 1865, Letters Received, series 15, Washington Headquarters, Bureau of Refugees, Freedmen, & Abandoned Lands, Record Group 105, National Archives