

Background History for Exploring the Past Program:

Boone Hall Plantation In 1681, Major John Boone was granted 470 acres of land as a dowry from Theophilus Patey who had received the land from the Lord Proprietors. He then expanded this land from 1681 to 1711 when he died. Boone Hall Plantation was a substantial piece of property in the Lowcountry of Carolina. From 1817 until 1935 the Horlbeck family owned the plantation. Henry and John Horlbeck were in the brick business. They expanded the plantation's brickyard and crop land to 1700 acres, increasing the slave numbers to supply workers for the plantation.

Agricultural Crops Three main cash crops were planted on this plantation between 1681 and the early 1900s. Indigo, cotton and pecan trees supplied the plantation with all of the wealth it could afford. Today Boone Hall Plantation is one of the only working plantations left in South Carolina. The staple crops of the plantation are strawberries, tomatoes, peppers, and pumpkins although; grapes, blueberries, and asparagus are also grown here.

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. One of the many owners of Boone Hall Plantation, Thomas and Alexandra Stone produced electricity for the plantation house by using the water from the creek. These tidal creeks served a much higher purpose, however, in the diversity of the plant and animal life that live(d) 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
- ▶ Explain the reasons why the Carolinas were populated by Europeans

2008 South Carolina Academic Standards Fulfilled:

Social Studies: 3-1.4, 3-2.1, 3-2.6, 3-2.7, 3-4.1, 3-4.2, 3-4.3, 3-4.5, 3-4.6
4-1.1, 4-2.5, 4-6.6
7-1.3

8-1.3, 8-1.4, 8-1.6, 8-3.1, 8-3.6, 8-4.1, 8-4.2, 8-7.3

English Language Arts: 3-3.1, 3-6.1, 3-6.3, 3-6.6
4-3.1, 4-6.3, 4-6.7
5-3.1, 5-6.7
6-3.1, 6-6.4
7-3.1, 7-6.4
8-3.1, 8-6.4

Vocabulary: **Character Education Vocabulary**

Responsibility - moral, legal, or mental accountability

Honesty – the condition or fact of being honest or trustworthy

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

Patriotism – great love for one’s country and loyalty to it

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 by hand 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

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

Pecan - an oval nut with a thin, smooth shell

Brick - a block of baked clay that is used to build things

Tar - a thick, sticky dark liquid that is made from wood or coal

Pitch - a thick liquid produced by pine trees (also known as resin); traditionally used to help caulk the seams of wooden sailing vessels and used to waterproof wooden containers.

Dock house - a building near the dock that was used to store products to be shipped out, i.e. cotton, indigo, fruits/vegetables

Gullah - a people, culture and language

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

Slave cabin - a simple structure, usually one room, that housed multiple slave families

Skilled labor - workers on farms or plantations who have a special trained ability to perform jobs like blacksmithing, brick making, or 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 that represents each word.
2. Go to the website, www.boonehallplantation.com, to learn about Boone Hall Plantation and its resources.
3. Read books and newspaper or magazine articles relating to South Carolina Plantations or the history of the Charleston area in the 1700s-1900s.
4. Draw maps of what your community looked like in the year 1800 and today. Compare the differences.
5. Make up a song about the life of a person coming to the Carolinas for the first time in the 1600s. (This can be group work)

Post-Site Activities:

1. Divide the students into groups of four and have the students debate the issue of preservation vs. housing developments, farmland, or commercial/industrial space
2. Make a timeline of the history of Mt. Pleasant or the influences that have changed the landscape in your community
3. Reflect on how humans and nature have affected our environment (Use the maps from pre-site #4 to help the students if needed)
4. Make a poster listing the history of Boone Hall or Charleston.
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?
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.

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

<http://rubistar.4teachers.org/index.shtml> or http://www.teach-nology.com/web_tools/rubrics/general)

Want to Learn More?

Images of America: Boone Hall Plantation by Michelle Adams

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

Fair Were Their Dreams by Mary C.F. Long

Plantation Enterprise in Colonial South Carolina by S. Max Edelson