



Teacher: Karen Johnson
School: New Berlin Elementary, Jacksonville, Florida
Created: July 2008

Lesson Title:
Searching for the Past: A Scavenger Hunt at Kingsley Plantation

Level:
Fourth Grade for Slavery and Florida History
Fifth Grade for Slavery and American History

Goal:
Through developing background knowledge and researching information about Kingsley Plantation, students will become familiar with the historical aspect of the plantation with respect to the layout and rich history that is right here near our home.

Objectives:

1. Students will be grouped and create a concept map (one subject per group) to be used to complete a Cloze activity.
2. Students will take clipboards, pencils, and scavenger hunt sheets w/ them and complete at the plantation.
3. Students will make their own tri-fold brochure for Kingsley Plantation.

Materials:
Book (see below), brochures (from website), KWL Chart, chart paper and markers for concept maps, markers, clipboards, pencils and scavenger hunt sheets for field trips, crayons and paper for tri-fold brochures

Standards:
SS.A.6.2.3.4.9 The student understands the contributions of selected significant men and women including African American and Hispanics.
SS.A.1.2.2.4.1 The student knows different types of primary and secondary sources (for example: artifacts, diaries, letters, photographs, art, documents, newspapers, books, internet sites about Florida History).

Activity Type: Teacher-led activity plan

Pre-Visit Activity

Engage:

1. Teacher reads: *If You Lived When There was Slavery in America* by Anne Kamma.
2. Teacher hooks the students by explaining that there is an actual plantation within a day's trip from our school.
3. Teacher builds background knowledge by introducing information about Kingsley Plantation through brochures and website.
4. (KWL Chart)

Explore/Explain:

Procedure:

1. Students will be grouped and create a concept map (one subject per group.)
2. Teacher will give each group one of the brochures for Kingsley Plantation.
 - a. Freedom and Slavery in Plantation-Era Florida
 - b. Grounds Tour
 - c. Grounds Tour for Kids
 - d. Preservation Work at Kingsley Plantation
3. Groups will present charts to the class

Evaluate:

Students will complete a Cloze activity using the information obtained from presentations.

Field Trip to Kingsley Plantation

Explore/Extend:

Students will take clipboards, pencils, and scavenger hunt sheets and complete them during a visit to Kingsley Plantation.

Post Visit Activity

Extend:

Performance Task:

- Students will make their own tri-fold brochure for Kingsley Plantation.
- Purpose: to inform and educate, to encourage people to visit, to become familiar with Kingsley Plantation and be able to conduct a tour for their own families.

Procedure

Students will:

1. fold a piece of letter size (8 ½ x 11) paper into thirds vertically
2. choose which information he/she will include in his/her tri-fold brochure
3. follow this guide (there are six columns/panels to fill)
 1. Cover panel: Destination and illustration (the cover flap is the first flap that unfolds to the left.)
 2. information
 3. information
 4. information
 5. information
 6. Back Panel: Name of author of brochure and biographical information.

Kingsley Plantation Scavenger Hunt

Name _____ Date of field trip _____

Follow the directions and fill in the blanks.

Garden

While walking toward the Plantation House, turn left from the green path and walk up to and face the garden.

1. What kind of garden is to the right? _____
2. How many _____ can you see? _____.
3. What kind of crop takes up the most space/rows in this garden?

4. What other plant was/is grown on the plantation that was important here?

5. What was it used for? _____
6. What vegetable plant is growing here with a long vine and grows on the ground? _____

Kitchen House

Walk to the kitchen house.

7. What was this building used for? _____
8. Why was this done in a separate building? _____

9. What are some things that you see in this building or that you can comment on? _____
10. Where did they get their water from? _____
11. Where is it located from the kitchen house? _____

Plantation House

Walk around the Plantation house.

12. Write down some observations about the house.
13. What do you think it would be like to have lived in the house when this was a working slave plantation?

14. Is this house old? What is so special about this house? Explain.

15. Do you feel a breeze (with the house sitting so) near the water?

Slave Quarters

Walk down the path (toward the parking lot) to the slave quarters.

16. How are the cabins arranged? _____

17. How many cabins were there originally? _____

18. How many of each side of the road? _____

19. How many are there now? _____

20. What are they made of? _____

21. Do you feel a breeze (with the slave cabins sitting so) far from the water?

Barn

Walk back toward to Plantation House, then turn to the right and walk toward the barn.

21. Look at the walls. How are they similar to those of the slave cabins?

22. What kinds of activities did the slaves do in the barn? _____

Additional/Bonus

Look up in the sky and in the trees while you are at the Plantation.

a. Did you see any birds? _____

b. List them: _____

c. What is the gray material hanging from the trees? _____

d. What was it used for? _____

e. Ginning cotton means: _____

f. Why did the slaves have to do this by hand? _____

Kingsley Plantation Scavenger Hunt

NOTE TO TEACHERS: YOU MAY NEED TO MAKE ADJUSTMENTS TO THESE QUESTIONS DEPENDING ON THE TIME OF YEAR - PARTICULARLY THE GARDEN.

Name _____ Date of field trip _____

Follow the directions and fill in the blanks.

Garden

While walking toward the Plantation House, turn left from the green path and walk up to and face the garden.

1. What kind of garden is to the right? A Butterfly garden .
2. How many butterflies can you see? _____.
3. What kind of crop takes up the most space/rows in this garden?
Sea Island cotton.
4. What other plant was/is grown on the plantation that was important here? Indigo .
5. What was it used for? To make dye.
6. What vegetable plant is growing here with a long vine and grows on the ground? Pumpkin.

Kitchen House

Walk to the kitchen house.

7. What was this building used for? Cooking .
8. Why was this done in a separate building? Because of heat, noise, smells, and the danger of fire .
9. What are some things that you see in this building or that you can comment on? _____
10. Where did they get their water from? A well .
11. Where is it located from the kitchen house? _____

Plantation House

Walk around the Plantation house.

12. Write down some observations about the house.

13. What do you think it would be like to have lived in the house when this was a working slave plantation?
14. Is this house old? What is so special about this house? Explain.
15. Do you feel a breeze (with the house sitting so) near the water?

Slave Quarters

Walk down the path (toward the parking lot) to the slave quarters.

16. How are the cabins arranged? In a semi-circle .
17. How many cabins were there originally? 32 .
18. How many of each side of the road? 16 .
19. How many are there now? 23 .
20. What are they made of? Tabby .
21. Do you feel a breeze (with the slave cabins sitting so) far from the water?

Barn

Walk back toward to Plantation House, then turn to the right and walk toward the barn.

21. Look at the walls. How are they similar to those of the slave cabins?
They are also made of tabby .
22. What kinds of activities did the slaves do in the barn? They ginned cotton .

Additional/Bonus

Look up in the sky and in the trees while you are at the Plantation.

- a. Did you see any birds? _____
- b. List them: _____
- c. What is the gray material hanging from the trees? Moss.
- d. What was it used for? Stuffing furniture.
- e. Ginning cotton means: to separate the seeds out by hand .
- f. Why did the slaves have to do this by hand? To take care not to break the long fibers of the cotton .

Post Activity and Assessment for Kingsley Plantation

Cloze Activity

Name _____ Date _____

Directions: Fill in the blanks with information learned at Kingsley Plantation. A word box is provided for you.

gang	long	ginning	blue	pink	okra	oldest	own
task	hand	banana	cash crop	music		religious practices	
dance	Florida	tabby	oyster	slave		secret religious services	
acre	23	32	16	semi-circle	green	lyrics with double meaning	

Sea Island cotton was the _____ at Kingsley Plantation from the 1790s until the American Civil War (1860-1865). Valued for its long, silky fiber, the plant liked the sea island climate of Fort George Island and other sea islands from Florida to South Carolina. This cotton had to be worked entirely by _____ to protect the _____ fibers.

Indigo was the original cash crop of Fort George Island, where Kingsley Plantation is located. The _____ leaves and stems produced a rich _____ dye that was highly valued throughout the world. The _____-shaped pods are the seed pods, and the plant also produces small _____ flowers.

The plantation was self-sufficient, so all food needed for the planter's family and the slave community was grown here. _____ is one example of a crop with African roots that became a staple of southern

cooking. Other provisional crops included beans, potatoes, peas, sugar cane, squash, gourds, and many more.



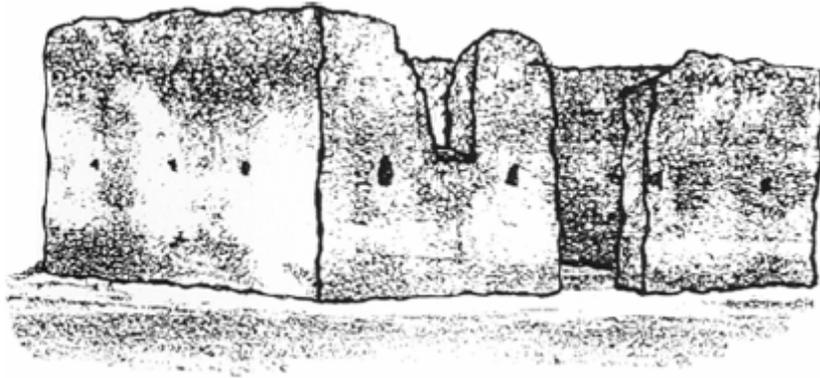
A close-up photograph of tabby (NPS)

Many of the buildings at Kingsley Plantation are made of _____. Tabby is a mix of lime, obtained from burning _____ shells, sand and water. The whole shells and pieces were added into the tabby cement mixture to provide more volume. The tabby cement was created by mixing these ingredients and then pouring it into forms. When the cement hardened, the forms were removed and a thin layer of mortar was spread over the walls. Some of the buildings, including the barn, kitchen, and slave quarters, have tabby cement and tabby bricks. The bricks were made by the same process described above, however the whole shells were not added into the bricks. The tabby mixture was poured into brick moulds and left to harden

Tabby, as a building material, appeared at the same time along the southeast coast of North America and on the west coast of Africa. These building supplies had been left on Fort George Island in large middens by the Timucua Indians and their ancestors. Many cultures are hidden in the walls of these buildings.

A fifth of a mile from the plantation home of Zephaniah Kingsley is the remains of _____ tabby cabins. Arranged in a _____, there were _____ cabins originally, _____ on either side of the road. This area represents the _____ community, homes of the men, women, and children who lived and worked on Kingsley Plantation more than 150 years ago. The still-standing remains of 23

slave cabins offer perhaps the most graphic evidence of slave living quarters and daily life experiences in the state.



Slave labor on this Sea Island cotton plantation was performed according to the "_____ system." Under this system, each slave was assigned a specified amount of work for the day and upon completion of this task, the slave was permitted to use the balance of the day as he or she chose. Tasks in the fields were measured by units of a quarter of an acre (105 ft. square).



Tasking requirements outside the field were often defined as well. _____ (removing the seeds from) 20-30 lbs. of cotton was a daily task. A barrel maker's (cooper's) task might be set at constructing three barrels a day.

Under the task system, it was assumed that slaves would raise a variety of crops in their _____ gardens. These products could supplement the slaves' plantation rations, or be traded or sold through the plantation owner.

Sea Island cotton is named for the islands along the coast of South Carolina, Georgia and northeast Florida where it grew best. It has very silky and strong fiber and was very valuable. The plantation slaves grew the cotton, picked it, and then ginned (removed the seeds from) the cotton before it was shipped to market. The cotton would then be sold to cloth manufacturers to be spun and woven into cloth. Much of our clothing today is made from cotton (blue jeans, t-shirts, etc.)

The four marked posts in the garden area indicate the corners of a quarter of an _____.

Crop requirements were important in determining what labor system was practiced. The highly regimented and supervised _____ system was practiced on sugar and tobacco plantations. Under the gang system, slaves were worked in groups under the supervision of a driver (also a slave) and compelled to work the entire day for the owner's profit.

Some aspects of slave life were not controlled by the plantation owner. Within their community, slaves created a culture that included elements of their African heritage.

List some expressions of the ways slave culture included elements of African heritage:

Slave Culture Elements of African Heritage	Expressions Hidden

Many aspects of American culture are directly linked to the plantation period. From southern cooking to popular music, African culture survived slavery and is present today.

Kingsley Plantation is a 60-acre unit of the 46,000-acre Timucuan Ecological and Historic Preserve in Jacksonville, Florida, which is managed by the National Park Service. It is named for Zephaniah Kingsley, who - with his African wife Anna - owned and operated a 1,000-acre plantation there during the first half of the nineteenth century.

Today, the public can visit the grounds, which include the _____ standing plantation house in _____, the kitchen, barn, and waterfront. The still-standing remains of 23 slave cabins offer perhaps the most graphic evidence of slave living quarters and daily life experiences in the state.

Post Activity and Assessment for Kingsley Plantation

Cloze Activity

Name KEY Date _____

Directions: Fill in the blanks with information learned at Kingsley Plantation. A word box is provided for you.

Cash crop	hand	long	green	blue	banana	pink	okra
Task	ginning	own	acre	gang	music	religious practices	
Dance	lyrics with double meaning				secret religious services		
Oldest	Florida	tabby	oyster	23	semi-circle	32	16
slave							

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Indigo was the original cash crop of Fort George Island, where Kingsley Plantation is located. The green leaves and stems produced a rich blue dye that was highly valued throughout the world. The banana-shaped pods are the seed pods, and the plant also produces small pink flowers.

The plantation was self-sufficient, so all food needed for the planter's family and the slave community was grown here. Okra is one example of a crop with African roots that became a staple of southern cooking. Other provisional crops included beans, potatoes, peas, sugar cane, squash, gourds, and many more.

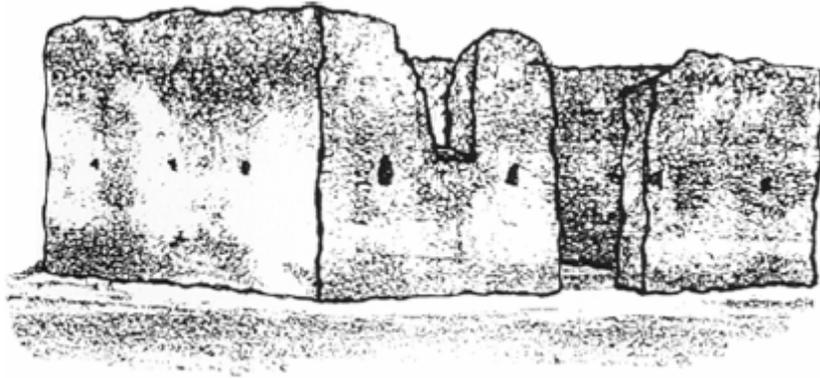


A close-up photograph of tabby (NPS)

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Tabby, as a building material, appeared at the same time along the southeast coast of North America and on the west coast of Africa. These building supplies had been left on Fort George Island in large middens by the Timucua Indians and their ancestors. Many cultures are hidden in the walls of these buildings.

A fifth of a mile from the plantation home of Zephaniah Kingsley are the remains of 23(how many) tabby cabins. Arranged in a semicircle, there were 32(how many) cabins originally, 16(how many) on either side of the road. This area represents the slave community, homes of the men, women, and children who lived and worked on Kingsley Plantation more than 150 years ago. The still-standing remains of 23 slave cabins offer perhaps the most graphic evidence of slave living quarters and daily life experiences in the state.



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Crop requirements were important in determining what labor system was practiced. The highly regimented and supervised gang system was practiced on sugar and tobacco plantations. Under the gang system, slaves were worked in groups under the supervision of a driver (also a slave) and compelled to work the entire day for the owner's profit.

Some aspects of slave life were not controlled by the plantation owner. Within their community, slaves created a culture that included elements of their African heritage.

List some expressions of the ways slave culture included elements of African heritage:

Slave Culture	Expressions Hidden
Elements of African Heritage	
music	Lyrics with double meanings
Religious practices	Secret religious services
dance	

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