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**Lesson Title:**  
Daily Life in Slavery: A Lesson Plan for Kingsley Plantation

**Level:**  
This program is targeted to upper elementary students but can be adapted for other age groups.

**Goal (Lesson 1):**  
Students visiting Kingsley Plantation will understand the life, hardships and restrictions forced upon an enslaved person.

**Objectives (Lesson 1):**  
Students will answer these questions at the end of the program:

1. What are some ways that we know about the life of a slave today?  
*Through slave narratives, books and other documents*
2. What were conditions like on a slave ship?  
*Little or no food, cramped space, little air and poor hygiene*
3. What were the biggest fears of slaves?  
*Separation from their family, punishment, or death*
4. What are three different kinds of labor performed by slaves?  
*Field work, house work, or craft work*
5. What things might a slave do when their work day was done?  
*Hunting, fishing or gardening*
6. What are the slave houses at Kingsley Plantation made of?  
*Tabby; a mixture of sand, water and oyster shells*
7. What was the main crop grown at Kingsley Plantation?  
*Sea Island cotton*
8. How did the slaves' African heritage influence their cultural life?  
*Religious expression, songs, stories, family memories, crafts and cooking*

**Standards:**

Lesson One	Lesson Two
SS.A.4.2.2.5.2	SS.A.4.2.2.5.2
SS.A.4.2.5.5.1	SS.A.4.2.5.5.1
SS.A.4.2.5.5.2	
SS.A.4.2.6.5.1	

**Activity Type:** Teacher-led activity plan

## Supplies:

- Washing machine sized box turned on its side
- Historic pictures of a slave ship and the plan for stowage  
<http://www.eyewitnesstohistory.com/slaveship.htm>
- 1<sup>st</sup> person narratives of what it was like on a slave ship written by a slave (Olaudah Equiano) and an abolitionist (Reverend Robert Walsh)  
<http://www.eyewitnesstohistory.com/slaveship.htm>  
<http://school.discoveryeducation.com/schooladventures/slavery/equiano.html>
- List of terms and meanings
- Historic photos of slaves and the Kingsley Plantation

## Procedures:

### *Capture and Transportation to the New World*

1. Begin by giving students a brief understanding of what a slave actually is and how people become slaves. (i.e. . . . through capture in battle, abduction, or possibly through birth)
2. Discuss briefly how slavery has been a large part of world history and how it still continues today.
3. Begin to discuss some of the hardships early explorers and colonists had here in America and in other newly discovered places. Ask students why there would be a need for slaves. Discuss why Native Americans did not work as well as African slaves (greater knowledge of the area, and disease intolerance) and discuss why an indentured servant was not as successful as African slaves as well (limited contract).
4. Discuss the African slave trade briefly to help students understand how slaves came to be captured and placed upon the slave ships.
5. Read the account of Reverend Robert Walsh and demonstrate that the space that many of the slaves traveled in to the Americas would have been no bigger than a washing machine box, and that was considered a good deal of room.
6. Look at pictures of slave ships and their design to show the amount of room each slave was allotted even by design.

## Activities:

1. Have students research and write a paper that compares and contrasts how an African slave would come to the new world and how an indentured servant would.
2. Have students use measuring tools and Reverend Robert Walsh's account to see how much actual space a slave was allotted on a slave ship. Use that measurement to identify "benchmark" items that would be similar (a washing machine box).
3. Map out the journey of an African slave and where he/she might come from and where he/she might land.
4. There are several good Newberry award winning children's books that may also assist, such as *Amos Fortune*, *Slave Dancer* and a few others and they can be used in guided reading groups, or in teacher led reading that can open up some wonderful discussions.

## Lesson Two

### Goal (Lesson 2):

Before student visit Kingsley Plantation, they should understand the importance of cotton as a crop and will understand its relationship to economics in American history

### Objectives (Lesson 2):

Students will be able to respond to the following ideas by writing short answers to questions based on this content or orally respond to teacher questions by the end of the lesson.

1. Understand the history of cotton usage  
*Fragments have been found in the TehuacAjn Valley of Mexico that are 7000 years old. It has definitely been used in India for the past 5000 years. It was one of the first planted crops at Jamestown in 1607.*
2. Understand the two main types of cotton grown in the United States and what makes them different.
  - A. *American Upland Cotton is a low, multi-branched shrub that is grown as an annual*
  - B. *Sea Island Cotton thrives in the unique climate of the Sea Islands located off the southeastern coast of the United States. . .it is known for its long fiber length which permits the spinning of extremely fine yarns. . .highly valued cloth was made from this cotton.*
3. Understand the weight of a bale of cotton  
*A bale of cotton weighs approximately 500 pounds (est. 1860), though the weight has changed somewhat throughout history*
4. Discuss what can be made with a bale of cotton  
*One bale of cotton can make 1,217 men's t-shirts or 313,600 \$100 dollar bills*
5. Understand the value of cotton in 1860  
*North Carolina alone in 1860, produced 145,514 bales of cotton (approximately 70 million pounds) which sold at 12.4 cents a pound (868 million dollars)*
6. Understand that the more cotton that is produced, the more workers are needed to produce the cotton
7. Understand the need for cotton to produce textile cloth at factories throughout England and the northern United States
8. Understand the important invention that helped to speed up the process of preparing cotton for market sale  
*The cotton gin was invented by Eli Whitney in 1793.*

### Supplies:

1. Frequently asked questions fro the National Cotton Council  
<http://www.cotton.org/edu/faq/index.cfm>
2. Cotton's Journey  
<http://www.cottonsjourney.com/Storyofcotton/page3.asp>

3. North Carolina Business History of cotton prices and production amounts from 1810-2000  
<http://www.historync.org/cotton.htm>
4. History of cotton  
[http://www.pcgga.org/cotton\\_history.html](http://www.pcgga.org/cotton_history.html)
5. Examples of sea island cotton as well as highland cotton

### Procedures:

#### *Cotton Production and the Need for Slaves*

1. Begin by discussing the history of cotton. Explain the many places it has been used and found. Discuss its earliest appearance in colonial life (Jamestown 1607)
2. Demonstrate the two types of cotton plants. Discuss the similarities and differences between the two plants and chart these.
3. Discuss where the two different cotton plants were grown and why Sea Island cotton was highly sought after, thereby making it more valuable.
4. Refer students to the beginning of factories in the United States and how mass production of cloth would require a larger usage of cotton than things that are hand-made.
5. Discuss how much cotton it took to make things within the factories
6. Discuss how much a bale of cotton weighs and use benchmarks to help students understand that weight (100 bags of flour, 50-ten pound bags of dog food, etc)
7. Discuss that the higher need or demand for cotton creates more work that needs to be done and therefore, creates a need for more slaves
8. Discuss how the invention of the cotton gin affected the amount of cotton produced and lessened the need for slaves to pull the seeds

### Activities:

1. Have students research the differences between the two types of cotton and write a paper regarding their similarities and differences, or what makes Sea Island Cotton superior
2. Have students create a list of benchmarks to help others understand the weight of a bale of cotton
3. Students can research and compare the amount of cotton used in the past with the amount that is used and exported today
4. Have students map regions where each of the cotton varieties were grown and discuss why these plants thrived in the different areas
5. Research how cotton is produced today and compare and contrast it to the past

## **On the Plantation Site**

### *Life at the Plantation*

Use the information provided by the National Park Service. These lessons are available at the Timucuan Preserve website:

<http://www.nps.gov/timu/forteachers/kpcurrrmat.htm>

## **Post-Visit Activities**

1. Create tabby in the classroom using equal parts of oyster shells, sand, lime and water.  
<http://www.georgiaencyclopedia.org/nge/ArticlePrintable.jsp?id=h-327>
2. Research some the cultural foods, music and traditions that the African slaves brought with them that were eventually incorporated into American culture (okra, early banjo, etc.)
3. Discuss and plan what foods might have been found in a slave garden.
4. Discuss how the life of Anna Kingsley was different from most slaves and research how many other plantations were run by women, much less women of color.
5. Discuss how Kingsley's belief in allowing African traditions to continue was different than most plantation owners and why many didn't share his viewpoint.
6. Draw or design what the plantation might have looked like at its peak.
7. Research the use of tabby and other building materials used for slave quarters.