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School: Sandalwood High School, Jacksonville, Florida
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Lesson Title:
Teaching with Local History—Kingsley Plantation

Level:
Targeted towards 9th - 12th grade history/social sciences students

Goals/Objectives:
At the end of this lesson, students will be able to:

1. understand the complexities of the relationships between slave owners and enslaved Africans.
2. introduce students to the different realities that existed simultaneously in the slave system.
3. introduce students to both primary and secondary sources that offer varying perspectives on slavery.
4. analyze what causes one group of people to consider themselves superior to another group.

Objectives/Sunshine State Standards:

- Statutory Authority 1003.42 (2) (k) The history of the state.
- SS.A.1.4.1 understand how beliefs, decisions and changing events have been used in the process writing and the interpretation of history.
- SS.B.2.4.1 understand how social, cultural, economic, and environmental factors contribute to the dynamic nature of regions.
- SS.B.2.4.2 understand past and present trends in human migration and cultural interaction and their impact on physical and human systems.
- SS.B.2.4.3 understand how the allocation of control of the Earth's surface affects interactions between people in different regions.
- SS.B.2.4.6 understand the relationships between resources and the exploration, colonization, and settlement of different regions of the world.
- SS.A.4.4.2 understand how religious, social, political, and economic developments shaped the settlement patterns of the North American colonies.

NCEE Performance Standards

- E1c - reading and comprehending informational materials and producing written or oral work
- E3b - participation in group meetings demonstrating problem solving, evaluation, appropriate turn taking and commenting on other participants' comments
- E7a - producing a functional document using visual appeal, logical sequence, and dealing with possible reader misunderstandings

Activity Type: Joint (park ranger and teacher) or teacher-led

Teacher Notes/References:

<http://www.nps.gov/timu/historyculture/kp.htm> -- This is the official website for the Kingsley Plantation. It includes links to historical information and is a very valuable teacher resource.

<http://www.nps.gov/timu/forteachers/kpcurrmat.htm> -- This is the official Kingsley Plantation portion of the “For Teachers” website for the Timucuan Preserve.

PRE-VISIT ACTIVITY

The pre-activity for this lesson will take place in the classroom. Students will use passages from the text, *To be a Slave* by Julius Lester to explore the horrors and tragedies of life as a slave in the Americas. The materials needed for the pre-activity are as follows.

Materials:

- “sticky” notes
- Book: *To be a Slave* by Julius Lester

Use several primary source passages from the book (pages are listed below) to facilitate discussion and have students understand the horrors of slavery.

- page 36-37 beating of Ella Wilson
- page 38 childcare in the fields by Ida Hutchinson
- page 40 selling of children by Lou Smith
- page 54-55 slave coffles by Ben Simpson
- page 59-60 author’s note, explanation of plantation organization
- page 68-69 cotton picking by Northup
- page 71-72 author’s note, explanation of amount of cotton to be picked by Northup
- page 87-88 slave resistance by Ball
- page 90 divisions among slaves by Bontemps-Hughes
- page 103 “paddyrollers” and resistance by Anonymous
- page 122-126 runaway slaves by Ball
- page 147-150 life after slavery and the KKK

A reading strategy teachers may use for the selections above is known as **Tracking**.

Directions for the Tracking reading strategy are as follows:

1. Create a “code” and guidelines that students will use to respond to or “track” their reading. See the list of suggested codes or feel free to create your own.
2. Provide students with small “sticky” notes that they will place directly on the text
3. Model tracking for them and check for understanding
4. Initially, encourage students to “track” every sentence. Eventually, they will “track” in their own minds rather than writing notes for each sentence.
5. Have students read with partners or in small groups and then discuss their coding to enrich their understanding.

Codes:

. = I knew this already

! = This is interesting/amazing

? = I don’t understand this

+ = I learned something new

T-S = text to self personal connection (This reminds me of a time...)

T-T = text to text connection (This reminds me of ...book...)

T-W = text to world connection (This reminds me of everyday life...)

VIP = Very important point (no more than 4 per document)

W= I wonder about this

V= new vocabulary

M = I would like to learn more

After students have completed this activity, have students turn all of the text that they marked with a code into a complete sentence. For example, if a student marked a passage or a line in a passage with an “!” Have them follow up with a justification. “This line is amazing because I did not realize how horrible it was to be a runaway slave and survive in the woods without being detected.”

Once students have turned the majority of their ‘codes’ into complete sentences have students respond to this essential question:

**What causes one group of people to consider themselves superior to another group?*

ON-SITE ACTIVITY

Schedule a visit with the Kingsley Plantation park rangers, 904.251.3537.

Materials:

Teacher resources:

- Brochure - Kingsley Plantation pamphlet available from the NPS:
<http://www.nps.gov/timu/planyourvisit/brochures.htm>
- Handout - Pages 10-11 from *Kingsley Plantation: A History of the Fort George Island Plantation*, available from the Kingsley bookstore

Materials provided at the plantation:

- placards describing slave life next to the cabins and other areas around the plantation
- access to photos on site (like of the tree or the transparency idea someone had)

Directions for on-site activities:

Option #1 - If a ranger is available, have the ranger discuss the Patriot Rebellion and how people of color were viewed/treated in Spanish Florida as opposed to “American” Florida. This can be used as a wedge to discuss Anna’s ownership of slaves and her role as a business woman and owner of property.

Activity:

1. Have students compare photos from the pamphlet to what they are seeing. (Photo of the oak tree and slave quarters)
2. Have students touch the tabby block located outside of the slave quarters
3. Have students engage in the cotton activity – preview instructions in Teacher Backpack:
http://www.nps.gov/timu/forteachers/upload/sg_backpack_kp.pdf
4. Have students engage in the **cotton activity** using the Teacher Backpack.
5. Hand out copies of pages 10-11 from the book, *Kingsley Plantation: A History of the Fort George Island Plantation*.
6. Have students read the primary source in mixed-ability pairs, from Zephaniah Kingsley on page 11 of the pamphlet.
7. Ask students to write down what they can conclude about Z. Kingsley from the passage.

8. Then have students read in mixed-ability pairs, Anna Kingsley's will (available on-line from the NPS). Ask students to write down what they can conclude about A. Kingsley from the passage.
9. Use the two documents to facilitate a discussion about the Kingsleys and their atypical life.

Option #2 – If a ranger is not available, have students tour the plantation as a group. Noting the slave quarters, the Kingsley residence, barn, and the ¼ acre markers in the garden area (task system). Emphasize the importance of cultivating Sea Island cotton because of its value and have students imagine how the land would have looked had all of the forest along Palmetto Avenue were cleared and in its place, cotton was being cultivated.

1. Have students compare photos from the pamphlet to what they are seeing. (Photo of the oak tree and slave quarters)
2. Have students touch the tabby block located outside of the slave quarters
3. Have students step into the slave quarters
4. Go to the barn so students can have a place to sit, write, and engage in the cotton activity.
5. Have students engage in the **cotton activity** using the Teacher backpack.
6. Hand out copies of pages 10-11 from the book, *Kingsley Plantation: A History of the Fort George Island Plantation*.
7. Have students read the primary source in mixed-ability pairs, from Zephaniah Kingsley on page 11 of the pamphlet.
8. Ask students to write down what they can conclude about Z. Kingsley from the passage.
9. *Then have students read in mixed-ability pairs, Anna Kingsley's will (available on-line from the NPS). Ask students to write down what they can conclude about A. Kingsley from the passage.
10. Use the two documents to facilitate a discussion about the Kingsley's and their atypical life.

POST-VISIT ACTIVITY

The post-activity for this lesson will take place in the classroom. Students will use passages from the text, *Slavery and the Making of America* by Horton and Horton to further understand the life of Anna Kingsley. The post-activity will allow students to combine what they have previously learned and create a larger picture of slavery. The materials needed for the post-activity are as follows.

Materials:

Teacher Materials:

1. Copy of the **book**: *Slavery and the Making of America* by James O. Horton and Lois E. Horton
2. Use pages 13, 17-19, 71-72, 85-86, 95-96, 171-172 from the above text (these are the pages that correlate with the life of Anna Kingsley).
3. “Sticky” notes

Student Materials:

1. Student notebook
2. Writing utensils

Directions for Post-Activity:

1. Place students in mixed-ability pairs.
2. While students are in these pairs, direct them in the use of a **WRAP reading strategy**.
 - **The directions for the strategy are as follows:** Direct one student to **whisper read** the first paragraph while the second student reads along. Partners alternate reading every other paragraph. At the **end of every page**, have the pairs discuss the five facts they learned from the text. Students may record their five facts on the sticky notes provided.
3. Once students are finished discussing the five facts at the end of each page. Pass out a hand-out with the guided reading questions for the text.
4. Have students go back into the text and write the answers to the guided reading questions based on the pages from the book *Slavery and the Making of America* (Horton & Horton).

Guided reading questions for use with *Slavery and the Making of America* (Horton & Horton).

1. How old was Anta? According to page 13, what happened to her, her mother and her other relatives?
2. Who was Anta descended from?
3. What island was Anta kept on after her encounter with the Kajor warriors?
4. What happened to Anta at the Cuban slave market?
5. Who was Zephaniah Kingsley? What “unusual step” did he take?
6. Where did Zephaniah Kingsley take his “three new acquisitions”?
7. According to page 72, how was slavery in Spanish Florida?
8. By 1811, Anta (or now Anna) became...?
9. What happened to Kingsley’s plantation in 1812-13?
10. How was Anna later rewarded for her bravery?
11. What happened in 1819? How did this event effect Anna?
12. What happened in 1831? Where did the family eventually move?
13. What did the family leave behind?
14. When did Zephaniah die? What happened to the majority of his landholdings (who did they go to)?
15. What happened to Anna by the 1860s?

Once students have completed all of these activities have students create a Venn-diagram comparing slave life as described in the primary source accounts and Anna’s life.

Variations:

- Teachers can also use a reading strategy called “Twin Texts.” A historical fiction account of Anna’s life can be read and used as a mode of comparison for events in Anna’s actual life as documented by the evidence at the plantation. Students often find fiction easier to read and follow the story line. A book that may be used in this case may be M.C. Finotti’s book, *The Treasure of Amelia Island*.
- Teachers can create a chart and have student record the various perspectives or point of view students’ encounter. For example, the historian’s perspective, the archaeologist’s perspective, enslaved Africans’ perspective (from primary source accounts), the slave owner’s perspective (from Z. Kingsley’s documents).