

## **Student Connections 2005 SC Standards**

### **SYNOPSIS OF PROGRAM**

The Student Connections program for grade levels 3-12 provides in 45 minutes to 1 hour an opportunity to learn about the African American experience during and after the time of slavery, as well as African and African American contributions to Low Country culture using primary and secondary sources

A picture of a Niger River Village is introduced to open discussion about life in Africa at the time of importation of slaves. A picture of a fully packed slave ship is utilized to open discussion about slave trade. To look at adjustment in the colonies a picture of a colonial slave hut is shown. Images of life on a plantation and a pinch pot bring the discussion to African/European influences to slaves. A listing of Gullah words enhances an understanding of contributions of Africans to the New World. Images of rice, display of a mortar and pestle lead to a discussion of rice culture, which in turn leads to a discussion of activities of slaves. An ad for slave trading leads to discussion of the interior slave trade, resistance and control. An image of Drayton Hall after the Civil War opens discussion on options for slaves after the war and what happened here at Drayton Hall.

### **Correlation with South Carolina Standards**

### **SOCIAL STUDIES STANDARDS**

#### **Grade 3**

Standard 3-1: The student will demonstrate an understanding of places and regions and the role of human systems in South Carolina.

Indicator 3-1.4: Explain the effects of human systems on the physical landscape of South Carolina...

Standard 3-2: The student will demonstrate an understanding of the exploration and settlement of South Carolina and the United States.

Indicator 3-2.6: Summarize the contributions of early settlers in South Carolina, including the English from Barbados...

Indicator 3-2.7: Explain the transfer of the institution of slavery into South Carolina...including the role of African Americans in the developing plantation economy...

Indicator 3-2.7: Explain the transfer of the institution of slavery into South Carolina from the West Indies, including the slave trade and the role of African Americans in the developing plantation economy; the daily lives of African American slaves and their contributions to South Carolina, such as Gullah culture and the introduction of new foods, and African American acts of resistance against white authority.

#### **Grade 4**

Standard 4-2: The student will demonstrate an understanding of the settlement of North America by Native Americans, Europeans, and African Americans and the interactions among these peoples.

4-2.6 Explain the impact of ...and slavery on life in the New World and the contributions of African slaves to the development of the American colonies, including farming techniques, cooking styles, and languages.

Standard 4-6: The student will demonstrate an understanding of the Civil War and its impact on America.

Indicator 4-6.6: Explain the impact of the Civil War on the nation, including its effects on the physical environment and on the people- soldiers, women, African Americans, and the civilian population as a whole.

## **Table 1: The Knowledge Dimension**

### *A. Factual Knowledge*

#### Aa. Terminology

dialect, Gullah, mortar, pestle, phosphate, trickster tale

### **Grade 8**

Standard 8-1: The student will demonstrate an understanding of the settlement of South Carolina and the United States by Native Americans, Europeans, and Africans.

Standard 8-1.4: Explain the growth of the African American population during the colonial period and the significance of African Americans in the developing culture (e.g. Gullah) and economy of South Carolina, including the origins of African American slaves, the growth of the slave trade, the impact of population imbalance between African and European Americans and the Stono Rebellion and subsequent laws to control the slave population.

Standard 8-1.6 Explain how South Carolinians used natural, human ...resources to gain economic prosperity, including...rice planting...

## **Table 1: The Knowledge Dimension**

### *A. Factual Knowledge*

#### Aa. Terminology - Atlantic slave trade, Gullah, plantation, slavery

#### Ab. Specific details and elements

Information on West Africa at the time of the slave trade: languages, skills, climate, culture

Information on the slave trade: routes and ships

Information on the culture the slaves brought with them to the colonies

Information on rice processing

Information on the rules on a plantation and their enforcement

Information on phosphate mining

## **Table 2: The Cognitive Process Dimension**

### 2.5 Inferring

From the information available draw logical conclusions as to contributions of African Americans.

## **ENGLISH LANGUAGE ARTS**

### **Grade 5**

Standard 5-C1 The student will use speaking skills to participate in large and small groups in both formal and informal situations.

5-C1.4 Demonstrate the ability to participate in and contribute to conversations and discussions by responding appropriately.

Standard 5-C2 the student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.

5-C2.1 Demonstrate the ability to listen for meaning in conversations and discussions.

Standard 5-C3 The student will comprehend and analyze information he or she receives from nonprint sources.

5-C3.3 Demonstrate the ability to summarize information that he or she receives from nonprint sources.

5-C3.8 Demonstrate the ability to make connections between material from nonprint sources and his or her prior knowledge, other sources, and the world.

### **Grade 6**

Standard 6-C1 The student will use speaking skills to participate in large and small groups in both formal and informal situations.

6-C1.5 Demonstrate the ability to participate in conversations and discussions by responding appropriately.

Standard 6-C2 The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.

6-C2.1 Demonstrate the ability to listen for meaning in conversations and discussions.

6-C2.6 Begin using critical analysis to formulate appropriate oral responses.

Standard 6-C3 The student will comprehend and analyze information he or she receives from nonprint sources.

6-C3.9 Demonstrate the ability to evaluate the ways that different nonprint sources influence and inform.

6-C3.11 Demonstrate the ability to make connections between material from nonprint sources and his or her prior knowledge, other sources, and the world.

## **Grade 7**

Standard 7-C1 The student will use speaking skills to participate in large and small groups in both formal and informal situations.

7-C1.4 Demonstrate the ability to participate in conversations and discussions by responding appropriately.

7.C1.17 Continue using critical analysis to formulate appropriate oral responses.

Standard 7-C2 The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.

7-C2.1 Demonstrate the ability to listen for meaning in conversations and discussions.

7-C2.6 Continue using critical analysis to formulate appropriate oral responses.

Standard 7-C3 The student will comprehend and analyze information he or she receives from nonprint sources.

7-C3.11 Demonstrate the ability to make connections between material from nonprint sources and his or her prior knowledge, other sources, and the world.

## **Grade 8**

Standard 8C-1. The student will use speaking skills to participate in large and small groups in both formal and informal situations.

8C-1.3 Demonstrate the ability to participate in conversations and discussions by responding appropriately.

8C1.15 Demonstrate the ability to use critical analysis to formulate appropriate oral responses.

Standard 8C2 The Student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.

8C2.1 Demonstrate the ability to listen for meaning n conversations and discussions.

8C2.6 Demonstrate the ability to use critical analysis to formulate appropriate oral responses.

Standard 8C3 The student will comprehend and analyze information he or she receives from nonprint sources.

8.C3.11 Demonstrate the ability to make connections between material from nonprint sources and his or her prior knowledge, other sources, and the world.

## **Grades 9-12**

### *English 1*

Standard E1-C1 The student will use speaking skills to participate in large and small groups in both formal and informal situations.

E1-C1.7 Demonstrate the ability to participate and respond appropriately in conversations, discussions...

E1-C3.8 Demonstrate the ability to make connections between nonprint sources and his or her prior knowledge, other sources, and the world.

### *English 2*

Standard E2-C1 The student will use speaking skills to participate in large and small groups in both formal and informal situations.

E2-C1.7 Demonstrate the ability to participate and respond appropriately in conversations, discussions, speeches, and debates.

Standard E2-C3 The student will comprehend and analyze information he or she receives from nonprint sources.

E2-C3.8 Demonstrate the ability to make connections between nonprint sources and his or her prior knowledge, other sources, and the world.

### *English 3*

Standard E3-C1 The student will use speaking skills to participate in large and small groups in both formal and informal situations.

E3-C1. Demonstrate the ability to participate and respond appropriately in conversations, discussions, speeches and debates.

Standard E3-C3 The student will comprehend and analyze information he or she receives from nonprint sources.

E3-C3.8 Demonstrate the ability to make connections between nonprint sources and his or her prior knowledge, other sources, and the world.

### *English 4*

Standard E4-C1 The student will use speaking skills to participate in large and small groups in both formal and informal situations.

E4-C1.7 Demonstrate the ability to participate and respond appropriately in conversations, discussions...

Standard E4-C3 The student will comprehend and analyze information he or she receives from nonprint sources.

E4-C3.8 Demonstrate the ability to make connections between nonprint sources and his or her prior knowledge, other sources, and the world.