

A Day in a Life of a Plantation  
Current Standards

**SYNOPSIS OF PROGRAM**

Students will come to a better understanding of daily life in the 18th century, the variety of work performed by slaves at plantations such as Drayton Hall, and the influence of African traditions and cultures on all aspects of daily plantation life. They will be able to contrast a slave's life with that of the Drayton family.

**Correlation with South Carolina Standards**

**SOCIAL STUDIES**

**Grade 3**

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

3-2.6 Summarize the contributions of settlers in South Carolina under the Lords proprietors and the Royal colonial government, including the English from Barbados and other groups who made up the diverse European population of Early South Carolina.

3-2.7 Explain the transfer 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 the South Carolina, such as the 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.

4-2.5 Summarize the introduction and establishment of slavery in the America colonies, including the role of the slave trade; the nature of the Middle Passage; and the types of goods – rice, indigo, sugar, tobacco, and rum, for example – that were exchanged.

4-2.6 Explain the impact of 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.

**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.

8-1.4 Explain the significance of African Americans in the developing culture (e.g. Gullah) and the 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 American, and the Stono Rebellion and subsequent laws to control the slave population.

**United States History and the Constitution**

Standard USHC-1: The student will demonstrate an understanding of the settlement of North America.

USHC-1.1 Summarize the distinct characteristics of each colonial region in the settlement and development of America, including religious, social, political, and economic differences.

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

#### A. Factual Knowledge

Aa. Terminology: anvil, blacksmith, cash crop, colonoware, cooper, froe and beetle, Dutch Oven, goober, hoe, indigo, ladle, mortar and pestle, plantation, slave, spit, staves, whisk

#### Ab. Specific details

Students will learn about cooking and housekeeping

Students will learn about rice cultivation

Students will learn about the jobs of blacksmiths and coopers

Students will contrast the daily life of slaves and their masters

### **Appendix C: Social Studies Literacy Elements**

A. Distinguish between past, present, and future time

E. Explain change and continuity over time

F. Ask geographic questions: Where is it located? Why is it there? What is significant about its location? How is its location related to that of other people, places, and environments?

O. consider multiple perspectives of documents and stories

## **ENGLISH LANGUAGE ARTS**

### **Grade 3**

Standard 3-C1 The student will use speaking skills to participate in large and small groups in both formal and informal situations.

3-C1.3 Demonstrate the ability to respond in complete sentences.

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

Standard 3-C2 The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.

3-C2.2 Demonstrate the ability to listen for meaning in conversations and discussions.

3-C2.3 Demonstrate the ability to focus attention on a person who is speaking and listen politely without interrupting.

Indicator 3.C2.5. Demonstrate the ability to listen for main ideas.

Standard 3-C3 The student will comprehend and analyze information he or she receives from nonprint sources.

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

### **Grade 4**

Standard 4-C1 The student will use speaking skills to participate in large and small groups in both formal and informal situations.

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

Standard 4-C2 The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.

4-C2.2 Demonstrate the ability to listen for meaning in conversations and discussions.

Standard 4-C3 The student will comprehend and analyze information he or she receives from nonprint sources.

4-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 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 in 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, speeches and debates.

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.

## **SCIENCE**

### **Grade 4**

Standard 4.2: The student will demonstrate an understanding of the characteristics and pattern of behavior that allow organisms to survive in their own distinct environments.

Indicators

4-2.2 Explain how the characteristics of distinctive environments (including swamps and rivers) influence the variety of organisms in each.

4-2.3 Explain how humans and other animals use their senses and sensory organs to detect signals from the environment and how their behaviors are influenced by these signals.

4-2.5 Explain how an organism's patterns of behavior are related to its environment (including the kinds and the number of other organisms present, the availability of food and other resources, and the physical characteristics of the environment).

### **Grade 5**

Standard 5-2: The student will demonstrate an understanding of relationships among biotic and abiotic factors within terrestrial and aquatic ecosystems.

Indicator

5-2.5 Explain how limiting factors (including food, water, space, and shelter) affect populations in ecosystems.

### **Grade 6**

Standard 6-5: The student will demonstrate an understanding of the law of conversion of energy and the properties of energy and work.

Indicators:

6-5.7 Explain how the design of simple machines (including levers, pulleys, and inclined planes) helps reduce the amount of force required to do work.

6-5.8 Illustrate ways that simple machines exist in common tools and in complex machines.