

## **Background History for Cash Crops Program:**

**Boone Hall Plantation** In 1681, Major John Boone was granted 470 acres of land as a dowry from Theophilus Patey who had received the land from the Lord Proprietors. He then expanded this land from 1681 to 1711 when he died. Boone Hall Plantation was a substantial piece of property in the Lowcountry of Carolina. From 1817 until 1935 the Horlbeck family owned the plantation. Henry and John Horlbeck were in the brick business. They expanded the plantation's brickyard and crop land to 1700 acres, increasing the slave numbers to supply workers for the plantation.

**Agricultural Crops** Three main cash crops were planted on this plantation between 1681 and the early 1900s. Indigo, cotton and pecan trees supplied the plantation with all of the wealth it could afford. Today Boone Hall Plantation is one of the only working plantations left in South Carolina. The staple crops of the plantation are strawberries, tomatoes, peppers, and pumpkins although; grapes, blueberries, and asparagus are also grown here.

**Wampancheone Creek** This creek was also known as Bonne Hall Creek. By using the tides, the Boone's and many others could travel from their plantations to Charleston. One of the many owners of Boone Hall Plantation, Thomas and Alexandra Stone produced electricity for the plantation house by using the water from the creek. These tidal creeks served a much higher purpose, however, in the diversity of the plant and animal life that live(d) there.

**Slave Street** The slave cabins along Slave Street were built between 1790 and 1810. They were made of the damaged or cast-off brick from the kilns on the plantation. They housed the "elite" slaves of the plantation meaning those who were skilled (seamstress, cooks, carpenter, blacksmith, etc.) They are the only known brick slave cabins still in existence in the Charleston area.

## **Program Goals:**

### **Students will be able to:**

- ▶ View the grounds of the plantation where some cash crops were farmed
- ▶ Relate the issues behind the Civil War to their own lives
- ▶ Interpret the effort involved in continuing a large farm operation
- ▶ Identify the main cash crops of South Carolina and Boone hall Plantation from the 1700s to the 1900s
- ▶ Explain the cultural and economic changes that happened to South Carolina after the Civil War

## **2008 South Carolina Academic Standards Fulfilled:**

Social Studies: 3-1.4, 3-2.1, 3-2.6, 3-4.3, 3-4.5, 3-4.6, 3-4.7  
4-1.1, 4-2.5, 4-2.6, 4-6.1, 4-6.6  
6-6.2, 6-6.3  
7-1.3  
8-1.6, 8-3.1, 8-3.6, 8-4.2, 8-6.4, 8-7.3

Science: 3-2.1

English Language Arts: 3-3.1, 3-6.1, 3-6.3, 3-6.6  
4-3.1, 4-6.3, 4-6.7  
5-6.7, 5-3.1  
6-3.1, 6-6.4  
7-3.1, 7-6.4  
8-3.1, 8-6.4

**Vocabulary:** **Character Education Vocabulary**

**Civility** – the act of showing respect or admiration for others

**Respect** - the quality or state of being held in high or special regard

**Determination** – the condition of having one’s mind set on achieving a particular goal and not changing from this course

**Courage** – the quality of mind or character that makes a person able to face danger, pain, or trouble without fear; bravery

**Program Specific Vocabulary**

**Cash crop** - a crop which is grown for money

**Cotton** - the fluffy white fibers around the seeds of a tall plant that are used to make thread or cloth

**Rice** - the seeds, or grains, of a kind of grass that is grown in warm climates. Rice is eaten cooked. It is a very important food.

**Rice flail** - an agricultural tool used for threshing to separate grains from their husks.

**Indigo** - a blue dye that is made from a plant or by artificial means

**Pecan** - an oval nut with a thin, smooth shell

**Brick** - a block of baked clay that is used to build things

**Clay** - a stiff, sticky earth that becomes hard when it is baked

**Cattle** - cows, bulls, steers, and oxen

**Tar** - a thick, sticky dark liquid that is made from wood or coal

**Pitch** - a thick liquid produced by pine trees (also known as resin); traditionally used to help caulk the seams of wooden sailing vessels and used to waterproof wooden containers

**Cotton** - the fluffy white fibers around the seeds of a tall plant that are used to make thread or cloth

**Combing cotton** - before spinning into thread or yarn the cotton, fine brushes are used to pull out any remaining impurities and short cotton fibers. Combed cotton is an extremely soft version of cotton.

**Ginning** - using the cotton gin (machine) to separate the cottonseed from the fiber

**Spin** - to draw out and twist the fibers of cotton or wool, for example

**Spinning wheel** - a hand or foot powered machine used to make thread or yarn

**Weave** - to make by passing threads or strips over and under one another, usually on a loom

**Dye (dyeing)** - a substance that is dissolved in water and is used to color hair, cloth, leather, or other material

**Fanner basket** - a shallow, round basket used for winnowing rice

**Winnow** - to blow away the chaff from the grain

**Mortar** - a hard bowl in which things are crushed or ground to a powder with a pestle

**Pestle** - a tool used to pound or grind something in a mortar

**Plantation** - a large farm, usually in a warm climate, on which the farm workers live.

## **Pre and Post Visit Activities:**

### **Pre-Site Activities:**

1. Review the vocabulary and draw a picture that represents each word.
2. Go to the website, [www.boonehallplantation.com](http://www.boonehallplantation.com), to learn about Boone Hall Plantation and its resources.
3. Read books and newspaper or magazine articles relating to the cash crops of the United States or the state that you live in.
4. Draw maps of what your community or state looked like in the year 1800 and today. Compare the differences.
5. Make up a song about the life on a plantation. (This can be group work)

## Post-Site Activities:

1. Divide the students into groups of four and have the students debate the issue of the farming vs. housing developments or commercial/industrial space
2. Make a timeline of the history of Mt. Pleasant or the influences that have changed the landscape in your community
3. Reflect on how issues in our world/country affect the our economy and environment. (Use the maps from pre-site #4 to help the students if needed)
4. Make a poster listing all of the foods that you eat that come from a farm
5. Group Project: Divide students into groups of four. Each group must complete four of the following:
  - Make up a new company that mass produces a product that you can consume. This could be modeled after a really cool candy company or farm in your town. Some questions to answer are:
    - What is it called?
    - Where is it located?
    - What does it produce and for whom? (kids, adults or both)
    - What's so important about your product? (take a way hunger in the world, takes like candy but isn't, etc.)
    - What goes into making your product? (minerals, vitamins, fruit, chemicals, etc)
    - Where do you get the ingredients for your product?
  - Design a brochure for your new company.
  - Sketch a picture of this product or draw a story board poster promoting the advertisement of your company/product.
  - Make a video commercial promoting your company/product.
  - Write a newspaper article as a reporter doing a story on the opening festivities of this new company or write an article on how you think this new product will benefit our country and the people who live here.
  - Create a radio jingle to draw consumers to want to buy your product.
  - Research how much it would cost to employ staff or produce your product.
  - Make your product. (Remember it has to be edible!)

(Make a teacher/student-made rubric to grade projects. A helpful websites are:

<http://rubistar.4teachers.org/index.shtml> or [http://www.teach-nology.com/web\\_tools/rubrics/general](http://www.teach-nology.com/web_tools/rubrics/general))

## Want to Learn More?

*Images of America: Boone Hall Plantation* by Michelle Adams

*Slavery and the Making of America* by James Oliver Horton and Lois E. Horton

*Sweetgrass Baskets and the Gullah Tradition* by Joyce V. Coakley

*Backyard Cash Crops* by Craig Wallin

*Carolina Gold Rice: The Ebb and Flow History of a Lowcountry Cash Crop* by Richard Schulze

*King Cotton and His Retainers: Financing and Marketing the Cotton Crop of the South, 1800-1925* by Harold D. Woodman

*Plantation Enterprise in Colonial South Carolina* by S. Max Edelson

*Images of America: South Carolina Ports: Charleston, Georgetown, and Port Royal* by Shelia Hempton Watson

*A Day in the Life of a Colonial Indigo Planter* by Laurie Krebs