

Background History for Ed-Ventures 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.
- Weather** Weather affects many things in our lives, but here at Boone Hall, farming relies on the weather just as we do. The weather station at the Butterfly Café allows our farmer to monitor the temperature, barometric pressure, rain height, dew point and other types of data in order to make sure that the crops are going to grow.
- Wildlife** There is a rich diversity of wildlife here on the plantation grounds from alligators, turtles and frogs found in the fresh water pond to the many birds that migrate through this area on their way north to the plants that they all live in and on. Experience the best that South Carolina has to offer.
- Plantation Slavery** Slaves lived on Boone Hall Plantation from the 1600s to the 1800s after the end of the Civil War. These slaves worked in different capacities on the plantation. Field-hands harvested the crops of indigo, cotton, and pecans along with vegetables for the consumption of those living on the plantation. Skilled craftsmen such as carpenters, blacksmiths, coopers and cooks were other positions filled by either slaves or indentured servants.

Sharecroppers

Many of the former slaves who worked the fields at Boone Hall Plantation, upon gaining their freedom, stayed to become sharecroppers. This meant that they became tenants to the land owner. They rented their land and supplies and in turn when their crop was harvested they were to pay the landowner out of the profits. This usually resulted in former slaves being in debt year after year.

Program Goals:

Students will be able to:

- ▶ View the different parts of the plantation to understand the habitat that is provided here
- ▶ Compare environmental issues from the past to those of today
- ▶ Interpret the effort involved in continuing a large farm operation
- ▶ Identify the different uses for the salt marsh
- ▶ Explain how people have affected the Wampancheone Creek and what the consequence of that Interaction might be
- ▶ View the archaeology of Boone Hall Plantation
- ▶ Relate the artifacts found to their uses
- ▶ Interpret the effort involved in doing archaeological work

2008 South Carolina Academic Standards Fulfilled:

Science: 3-1.2, 3-1.3, 3-2.1, 3-2.2, 3-2.4, 3-2.5
4-2.1, 4-2.2, 4-4.4
5-1.1, 5-1.4, 5-1.6, 5-1.8, 5-2.4, 5-2.5
6-1.2, 6-1.5, 6-2.1, 6-2.3, 6-2.4, 6-2.5, 6-2.7, 6-2.8, 6-2.9
7-1.2, 7-1.7
8-1.2, 8-1.3, 8-1.4, 8-1.7

Social Studies: 3-1.4, 3-2.7, 3-4.6, 3-4.7
4-2.5, 4-2.6, 4-6.1, 4-6.6
5-1.4,
8-1.4, 8-1.6, 8-3.1, 8-3.6, 8-4.2, 8-5.3, 8-5.5, 8-6.4 .

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

Vocabulary: **Character Education Vocabulary**

Responsibility - moral, legal, or mental accountability

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

Good Judgment – choosing worthy goals and setting proper priorities

Citizenship - the quality of an individual's response to membership in a community

Rights of Others- a power or privilege belonging to one by law, nature, etc.

Trust - assured reliance on the character, ability, strength, or truth of someone or something

Persistence- the action of going on stubbornly in spite of opposition, importunity, or warning.

Program Specific Vocabulary

Salt Marsh - a salty lowland that is wet and soft, great for animal young

Pollution - the process of letting out wastes or poisonous substances into the air, water, or land

Waterway - a river, canal, or other body of water serving as a route or way of travel or transport

Ecosystem - all the animals, plants, and bacteria that make up a particular community living in a certain environment. The parts of an ecosystem depend on one another to live

Mammal (Dolphin) - a warm-blooded animal that has a backbone. A female mammal has glands that produce milk for feedings its young.

Erosion - the process of being worn away slowly, especially by wind or water

Brackish water - a mixture of fresh and salt water

Reptile - a coldblooded animal that has a backbone and scales, and crawls on its belly or creeps on short legs

Amphibian - coldblooded animal that lives both on land and in the water

Cash crop - a crop which is grown for money

Agricultural labor - workers on farms or plantations who grow and harvest crops or care for the animals

Archaeology - the study of ancient times and ancient peoples by examining what is left of their buildings, tools, dishes, weapons, and other things

Artifact - any object made, modified or used by people

Ceramic - pottery or fired clay

Culture - the ideas, skills, arts, tools, and way of life of a certain people at a certain time

Hypothesis - an idea or theory to be tested

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, to learn about Boone Hall Plantation and its resources.
3. Read books and newspaper or magazine articles relating to nature, the environment or archaeology.
4. Draw maps of what your community looked like in the year 1800 and today. Compare the differences.
5. Make up a song about the life of an animal native to South Carolina. (This can be group work)
6. Draw a picture of each room in a students' house or school. From what is drawn, discuss what might be found 1,000 years from now if people discover what you left behind. (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 green space or historic preservation vs. housing developments, farmland, 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 animals and humans have affected our environment. Is it important to save the past for the future? Should we preserve places where archaeological excavations are done? (Use the maps from pre-site #4 to help the students if needed).
4. Write a story as an archaeologist discovering your school or home 1,000 years from now. (Use the pictures from pre-site #6 to help the students if needed)
5. Make a poster listing all of the foods that you eat that come from a farm.
6. Group Project: Divide students into groups of four. Each group must complete four of the following:
 - Make up a new historic site that you have preserved for public touring. This could be modeled after a really cool old building or farm in your town. Some questions to answer are:
What is it called?
Where is it located?
What important features does it have (buildings, rivers, lakes, waterfalls, mountain, etc.)?
What animals live there (herbivores, carnivores, omnivores)?

- Design a brochure for your new historic site.
- Sketch a picture of this historic site or draw a story board poster promoting the advertisement of your site.
- Make a video commercial promoting visitation to the site.
- Write a newspaper article as a reporter doing a story on the opening festivities of this new historic site or write an article on how you think preserving historic sites benefit our country and the people who live here.
- Create a radio jingle to draw visitors to the activities your site provides.
- Research how much it would cost to employ staff in your park.

(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)

Want to Learn More?

Peterson First Guides and Peterson Field Guides for animals and plants

Project Learning Tree Guide

Project WET and WILD Guides

DK Eye Wonder Books

Environmental Issues by Addison Wesley

Environmental Science: Earth as a Living Planet by Daniel B. Botkin, Edward A. Keller

Harvest for Hope: A Guide to Mindful Eating by Jane Goodall

From Asparagus to Zucchini: A Guide to Cooking Farm-Fresh Seasonal Produce by Madison Area Community Supported Agriculture Coalition

Successful Small-Scale Farming: An Organic Approach by Karl Schwenke

Doing Archaeology by Patricia C. Rice

Reading the Bones: A Peggy Henderson Adventure by Gina McMurchy-Barber

Motel of the Mysteries by David Macaulay

The Young Scientist Book of Archaeology by Barbara Cook and Sturan

Archaeology Smart Junior by Karen J. Laubenstein

Archaeology for Young Explorer by Patricia Samford and David L. Ribblett