

Title: The Rice Plantation
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Course: Social Studies
Grade level: 9th & 12th
Standard met:

Introduction of Lesson Plans:

The intricate steps involved in planting, cultivating, harvesting, and preparing rice required an immense labor force. Planters stated that African slaves were particularly suited to provide that labor force for two reasons: 1) rice was grown in some areas of Africa and there was evidence that some slaves were familiar with the methods of cultivation practiced there, and 2) it was thought that the slaves, by virtue of their racial characteristics, were better able than white laborers to withstand the extreme heat and humidity of the tidal swamps and therefore would be more productive workers. Rice cultivation resulted in a dramatic increase in the numbers of slaves owned by South Carolinians before the American Revolution. In 1680, four-fifths of South Carolina's population was white. However, black slaves outnumbered white residents two to one in 1720, and by 1740, slaves constituted nearly 90% of the population. Much of the growing slave population came from the West Coast of Africa, a region that had gained notoriety by exporting its large rice surpluses.

To many people, the rice culture of the South Carolina Low Country represents a definite period of time in the history of African-American. During this period of

greatness, Georgetown rice planters, some planters trained young gentlemen and young women train to be plantation mistresses with perfect manners. During the era in which the rice planters ruled the Low Country, a distinctive caste system was developed. The planters embraced a social doctrine which pertained not only to economics, but also to race relations. This caste system, which the planter class held so dear, would eventually lead to the downfall of most of the planters .

There is debate over how rice came to be cultivated in the Low Country of South Carolina. By 1690, growers were producing large quantities of rice in South Carolina. Colonists petitioned that they pay their taxes in commodities

including rice. On September 26, 1691, the General Assembly of South Carolina ratified the proposal in an act that allowed Carolinians to pay their taxes in rice, as well as other goods.

Once rice became a reliable cash crop in the Low Country of South Carolina planters began to enlist large numbers of workers. Without a large work force in the area, the planters began to import Africans as slaves, using the example of Virginia slave labor.

During the experimental stage, the planters grew rice basically in river swamps around Charles Town. During the 1720's and 1730's the South Carolina rice industry experienced its first boom. The Native Americans were not as productive as the enslaved

Africans in cultivating rice. By 1730's the major influx of enslaved Africans into South Carolina were from the West Coast of Africa. Knowing the importance of technology that the Africans possessed, the planters preferred Africans from Senegambia, Angola and Northern Liberia.

The process of transforming the swamps into rice fields was very difficult. The skills of the enslaved Africans made it easier for the planters to make huge profits from rice cultivation. The rice plantations produced and transformed a different African communities in the Low Country of South Carolina. The African developed their own distinctive language, style of religion and food. The Africans that settled in Low Country of South Carolina became known as Gullah or geechee. They develop different kind of language in the Low Country of South Carolina. Their traditions were kept alive by oral traditions such as story telling, basket weaving, quilting etc.

Lesson Plan 1

Vocabulary Memory Game

Title

Grade Level 9 -12

Vocabulary Memory Game of Rice Plantation

Standards

using knowledge of word meaning and developing basic and technical vocabulary using various strategies

analyzing historical data using primary and secondary sources

Time

30 - 40 minutes

Materials

16 3x5 or 5x7 note cards
Light colored markers- yellow and light blue work best
8 provided words/8 provided definitions

Objective

To introduce and review important vocabulary words actively in rice cultivation

Procedure

Write the 8 vocabulary words and 8 definitions, one on each of the 16 cards. Use light colored markers or words are visible through the back.

Create a grid-like pattern on the board with A B C and D across the top and 1 2 3 and 4 running vertically. (Battleship)

Use small pieces of tape to attach the cards to the board, face down.

For introduction of words:

Have students, one at a time, or one team at a time, choose a card and then attempt to locate the corresponding word or definition. The teacher should repeat, or have the class, repeat both the word and the correct definition- even if the cards did not match.

For review of words:

Have students, one at a time, or one team at a time, choose a card. Before being allowed to locate the matching card, the students must give the correct word or definition they are trying to find.

Words and Definitions

Plantation- a large agricultural business that produces a cash crop

Quarters- small, roughly built cabins used as homes for enslaved people

Greek Revival- an architectural style of the mid-19th century influenced by ideas of democracy and Greece

Column- tall, vertical, cylindrical supporting structure

Cash Crop- a crop in high demand on the world market, like cotton or sugar

Cotton Gin- Eli Whitney's machine that quickly and efficiently removed seeds from cotton fibers

Symmetrical- having identical forms or masses on either side of a line drawn down the middle

Pediment- a triangular gable end of the roof above the horizontal cornice

Vocabulary Cultivation , labour - intensive ,capital- intensive, environment, paddy field , cash crop

Lesson Plan for Day 2 and 3

Objectives :

- Students will be able to list different varieties of rice (example: long grain, short grain, brown)
- Students will be able to list the rice producing countries

For Activity 1:

Students will be able to labeled the rice plant on transparency

Students will be able to identify rice producing countries on the world map

For Activity 2:

- Students will be able to compare rice producing countries of the world with Low Country of South Carolina Rice Plantation .

Procedures :

Brief lecture on the history and the cultivation of rice Rice, a member of the grass family, along with wheat and corn, is one of the three crops on which the human species largely subsists. The distribution of people and the basic grain they consume is one of environmental determination, dating to the agricultural revolution of pre-history with redistributions in the last few centuries. Cultural universals, economic, political and religious, have been affected in many ways by the basic food source of the culture involved. "You are what you eat" might be translated into "a culture reflects what its people eat." Rice growing is also a contemporary issue, because of the need, in nations where "rice is life," to increase rice production in order to keep pace with population increases.

These materials are intended to give students an introduction to cultures other than their own, via a comparison of rice cultivation

in Asia and in South Carolina and to show students how American and Asian cultures have been influenced by their grain crop.

Through these activities, students will be able to observe differences in rice varieties.

understand the uniqueness of the rice plant and how it grows.

observing the steps common to the process everywhere. Learn the terms land, labor, and capital comprehend the concepts labor-intensive and capital-intensive

Lesson Plans 4 and 5

Objectives :

Students will be able discuss the different kinds of rice .

Students will be able to create different recipes of rice .

Introductory Activity:

1. Divide class into groups of four. Give one set of rice samples and sample descriptions to each group. Have the students match the samples to the descriptions.
2. Brainstorm with the students everything they know about rice. Record responses on the chalkboard (varieties, food dishes, where grown, how grown).

Activity 1:

1. Give students [The Rice Plant](#). Use the transparencies of the rice growing process and introduce the parts of the rice plants and the growing process. Have students label the parts of the rice plant on their papers. Ask students for differences between how rice grows and how other garden or house plants grow (the amount of water). Where would be good places to grow rice? (near rivers or in rainy climates)

Activity 2:

1. Have the students read the introduction of book called **By the River -Side** as an introduction to rice growing and culture in Low Country of South Carolina . After reading, discuss similarities and differences between rice plantations and rice growing countries of the world.
2. Have each group match the pictures to the descriptions and put them into a logical sequence.
3. Once the sequences are correct, have the students return to their original groups.
4. From the class, elicit and list the important steps of rice growing common to both rice plantations in South Carolina and other rice producing countries .

Rubric

1. Students will be graded according to the scale of Fair = 5 Pts., Good = 8 pts. , Excellent = 10 pts.
2. At the end of the unit each group of three students will do oral presentations based on the unit taught . fair = 20 pts good = 30 pts , excellent = 50 pts.
3. Written report : fair = 20 pts , good = 30 pts , Excellent = 50 pts
4. Total Points For the unit 150 points