

Rice Plantations
Nyeswa Jarboe, East Technical High School
Grade Level: 9th & 10th
Summer 2003
Title: Rice Plantations
Author/School: Mr. Nyeswa Jarboe, East Technical High School
Course: Social Studies
Grade Level: 9th & 10th
Standard Met:

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Introduction of Lesson Plans

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 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 geeche. 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.

The slaves on the Low Country plantations made their master rich. The enslaved Africans were highly valuable. The planters' capital investment in slaves appreciated considerably in two ways. One, the market value of individual slave double between 1850 and 1860 many of rice plantation slaves were much more higher valuable in the market coverage for prime field hand. Two, the natural increase in the slave population is a single generation.

According to the 1860 census only 85% of slaveholders owned more than 300 slaves. Twenty-nine of these were rice planters.

One of the reasons most were left only on the Low Land Island of South Carolina was because of the hostile environment. The climate is moist and hot and unhealthy for whites. The water all over the rice field made it a suitable breeding ground for water born diseases. The enslaved Africans took pride in the task system. The unit will deal with the culture of the Low Country enslaved Africans called the Gullah in South Carolina. It will also deal with the geography especially the rice growing regions of the world. Students will compare and contrast the cultivation of rice in the Low Country of South Carolina and other rice growing countries.

Social Studies Standard Strand #1

Standards

The learning unit will identify significant individuals and groups in History, including Africans, gauge their impact on specific historical events, and assess how they came to have such influence

Grade Level: 9-10

Title: Vocabulary

Time: 40- 45 minutes

Materials:

16- 3x5 or 5x7 note cards

Light colored markers- yellow and light blue work best

8 provided words/8 provided definitions

Objectives:

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

To introduce and review important vocabulary words actively in rice cultivation

Procedures:

Write the 8 vocabulary words and 8 definitions, one on each of the 16 cards. Use light colored markers so words are not visible through the back.

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.

Vocabulary

Plantation	Cash Crop	Cotton Gin	Quarters
Rice	Overseers	Semi-tropics	Swamps

Lesson Plan 2 and 3

Standard:

The learning unit will identify significant individuals and groups in history, including Africans, gauge their impact on specific historical events, and assess how they came to have such influence.

Grade Level: 9-10

Title: Compare and Contrast of Rice Plantations

Time: 80 – 90 minutes

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 identify rice-producing countries on the world map, Internet, library resources, or globe.
- Students will be able to label the rice plant on transparency

For Activity 2:

- Students will be able to compare rice-producing countries of the world with Low Country of South Carolina Rice Plantation.
- List species of rice and the locations of them.
- Give brief descriptions of each one.

Procedures:

Brief lecture on the history and the cultivation of 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. 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, African, and Asian cultures have been influenced by their grain crop.

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

Lesson Plans 4 and 5

Standards :

The learning unit will identify significant individuals and groups in History, including Africans, gauge their impact on specific historical events, and assess how they came to have such influence.

Grade Level: 9-10

Title : Geography of rice production

Time : 80 – 90 minutes

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 the book called *Down By the Riverside* 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. 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.
3. Make a list of the differences in the way rice is grown.

4. Discuss the differences between rice growing in South Carolina and other rice producing countries and the meaning of labor-intensive and capital-intensive production. Examine land as a natural resource, noting the amount of labor required in each instance, and consider the cost of investing in the manpower in the Low Country of South Carolina and machinery used in other rice growing regions of the world.

Focus Questions:

- What is the major, single difference between slaves in South Carolina and other slaves in North America?
 - What is necessary for farmers to acquire machines?
 - Why were there more slaves employed in the rice production?
 - What problems would occur if the rice planters of the lowland Country of South Carolina would begin using heavy machinery?
5. **Culmination:** To demonstrate understanding, the students write a story about rice growing from the perspective of a child living in a rice-growing family in either St. Helena Island or James Island of Low Country of South Carolina. In this story they must tell about their role in caring for the rice plants during the growing process, and why that role is important to the growth of the plants. The Story should be written in Gullah and standard English.

Rubric

Students will be graded according to the scale provided below on each day:

Fair = 5 Points
Good = 15 Points
Excellent = 20 Points

At the end of the unit classes will be divided into groups of three to do oral presentations based on what they learned from the unit.

Fair = 20 Points
Good = 30 Points
Excellent = 50 Points

Written report will be graded as follows:

Fair = 25 Points
Good = 35 Points
Excellent = 55 Points

Total Points for the unit 125 points

BIBLIOGRAPHY

Fields, Mamie G. and Karen Fields. *Lemon Swamp and Other Places "A Carolina Memoir"*. The Free Press. New York, 1983.

Joyner, Charles. *Down by the Riverside*. University of Illinois Press. Chicago, 1984.

Raboteau, Albert J. *Slave Religion “The Invisible Institution” in the Antebellum South*. Oxford University Press. New York, 1978.

The Great Migration Project

August 6, 2003

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Activity 2:

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