

Hewn Timber Homes (HTH) Tour information

The HTH are available for guided tours by appointment only from 9-11 am or 12:30-2:30 pm.

Please call Francis Marion University to arrange your tour at (843) 661-1300.

The University can provide educators with a set of lesson plans to prepare their class for the visit; as well as other activities that may be done while at the University.

The tour of the two homes will last approximately 45 minutes to 1 hour.

After the tour, students should be taken to the James A. Rogers Library. The walk to the Library will give groups an opportunity to view the campus of FMU and show students the original location of the homes (in front of the library over to the University Center).

Once at the Library, students will be taken to room 201. This will offer educators the opportunity to debrief students and answer any other additional questions.

Educators may choose to have the library staff conduct one or two mini lessons for their class. The mini lessons are designed as a short, 20-35 minute, presentation that is packed with information. The library staff will only present lessons if you have arranged them ahead of time. Below is a list of the lessons to choose from.

1. How to use primary sources in research
2. Tour and etiquette of the University Library
3. Types of Sources available at the University and how to document them
4. Student Scavenger hunt of items in the Library from the 1930's and/or 1830's
5. How to find the roots of your family tree
6. Help with finding sources for a teacher assigned writing task (Call ahead with topic)
7. How to use the Internet as a research tool
8. Slavery around the world
9. Social and cultural traditions of African Americans
10. Tour of the Arundal Room. This tour contains fragile documents from the late 1700s and early 1900s. This is only recommended for advanced groups.

HTH Activity
Who am I?

Directions: The list below gives you a clue about different items that are found in the Hewn Timber Homes. In the space provided, write the answer to the clue. You may also write in which home it was found (Mrs. Catherine's, Mrs. Tena or both).

1. I can tell you where I "fit" in the house _____
2. I am a heavy triangular object that is used to im"press" clothes _____
3. With me you will never go hungry _____
4. I am used to keep you warm on those cold winter nights _____
5. With all those children, I was brought in as an assistant to the chairs _____
6. I can take away the darkness _____
7. You would not really think of me as storing food and water today (rhymes w/ board) _____
8. I can tear the hide off an animal good enough to eat _____
9. I am colorful scraps of cloth that makes the room brighter and keeps you warm _____
10. I would not "lye"! I'm made from old grease _____
11. I am usually "read" all over but here I am decoration and insulation _____
12. I am used to keep the yard looking great _____
13. I can be a symbol of peace but here I am strength to I hold these homes together _____
14. I make my mark by cutting off the bark _____
15. It 's my job to tell you your earnings for work in the cotton field _____
16. Throw me across your shoulder and take me to the field _____
17. I am used for hewing and smoothing _____
18. I was only grown for a short time in this area _____
19. My husband and I lived in this house with the 12 children _____
20. I am the most interesting thing you saw today (answers will vary) _____

Hewn Timber Homes: From Slaves to Sharecroppers

Grade Level: 6-8

Purpose: "The Hewn Timber Homes are dedicated to the recovery and preservation of our African American Heritage. May [these homes] be a continuing reminder of the wisdom, dignity, and integrity of the people who lived here and of the gift they left for us-our African cultural heritage."
--Mrs. Amelia Wallace Vernon

Overview: This unit is designed to be a comprehensive study of the institution of slavery in the South. It also explores the lifestyles of a sharecropping family in the post-Civil War era. It can be used in a 2, 3, or 5 day format. The unit should include a trip to the Hewn Timber Homes (HTH) located on the campus of Francis Marion University.

Objectives: The student will be able to:

- I. Draw the triangular trade on a map and list what items were exchanged.
- II. Define slavery and discuss how it became institutionalized in the South.
- III. Compare and contrast slave labor and modern labor.
- IV. Define and explain the importance of the 13th, 14th, and 15th Amendments.
- V. Describe and explain how a black southern sharecropping family lived after the Civil War.

Standards: This unit covers the following South Carolina Social Studies Curriculum Standards:
8.1.1, 8.1.2, 8.2.4, 8.7.7, 8.8.1

Timeline for Hewn Timber Homes

The two-day lesson plan will cover Objectives III & V

The three-day lesson plan will cover Objectives II, III, and V

The five-day lesson plan will cover Objectives I-V

Objective 1: Draw the triangular trade on a map and list what items were exchanged.

Materials: Chalkboard/overhead, Triangular trade map, colored pencils, pictures of things that can be traded, wide masking tape, and slave and slave trader accounts.

Activating Strategy:

1. Have students write on a sheet of paper something they would like to trade. (You could also cut pictures out of magazines that can be used as items to be traded).
2. Put students in groups of three. They should be in the shape of a triangle.
3. Going from left to right have students exchange their items/pictures. Be sure to tell students they may only keep one item/picture.
4. Have students do this twice to see the route of the triangular trade.
5. Explain similarities of this activity to your discussion on the triangular trade.

Essential Questions:

1. What was the purpose of the triangular trade?
2. What is the significance of the items exchanged, i.e. rum, sugar, and slaves?
3. Why did 20% of most slaves die during the middle passage?

Cognitive Learning:

1. Give students a blank triangular trade map and 3 colored pencils.
- 2a. Have students label Africa, the Caribbean and North America, and Europe.
- 2b. Have students color the labeled countries different colors.
Ex. Africa (brown) Caribbean and North America (green) Europe (red)
- 3a. Place the following list on the chalkboard/overhead: rum and manufactured goods, sugar and raw materials, slaves.
- 3b. Ask the students for suggestions as to where these items should be placed on the map.
- 3c. Place the above items on its appropriate line and color it accordingly.
Ex. slaves (brown) sugar and raw materials (green) rum and manufactured goods (red)
4. Discuss the process and uses of the items in the triangular trade.
5. Discuss the length, location, and harshness of the middle passage.

Summarizing strategy: Simulating the middle passage.

1. Before class begins, mark off a space in your classroom that is approx. 9 paces by 7 paces (heel to toe with first foot counting as first pace).
2. Have students arrange themselves in the space as close as possible (you know your class best).
3. Read them the personal accounts of the trip, or generally discuss the conditions of travel. Remember 6th - 8th graders love to be grossed out! After reading the personal accounts, kill off 20% of your students (by taking them out of the taped area).
4. Have students write a journal entry of their account of the middle passage. It should be written from the slave's point of view.

Objective II: Compare and contrast indentured servitude and slavery in the South.

Materials: Chalkboard/overhead, pictures of slave auction posters and slave tags, and compare/contrast graphic organizer.

Activating Strategy:

1. Write the word slavery on the chalkboard or overhead. Have students call out items that they associate with the word. Circle the words that are relevant to your discussion and connect them to the word slavery.
2. Define the word slavery for your students.
3. Ask students if they would like to go to Disney World? Tell them they may only go if they have the money with them right now. As an alternate form of payment, ask student what they will give up in order to go. Have them write this in their notebook or journal. Tell students that they may go if they give you what they wrote down and if they (pick a chore) complete the chore everyday for the next 9 weeks. See how many students still want to go. This will lead you to a discussion of indentured servitude.

Essential Questions:

1. What is the difference between indentured servants and slavery?
2. What was the attraction of slavery to Southern plantation owners?
3. Does slavery still exist today? Provide examples.

Cognitive Learning:

1. Explain the definition and role of indentured servitude in colonial America.
2. Explain the definition and role of slavery in colonial America.
3. Explain the attraction of slavery over indentured servants in the South.
4. Show and explain slave auctioning and loaning of slaves to other farmers.

Summarizing Strategy:

Use the compare and contrast worksheet to identify the differences of indentured servitude and slavery. For example: slaves worked for life, slaves were seen as inferior, and by being from Africa slave owners thought they were more suited to the hot and harsh climate of southern plantation work.

Objective III: Compare and contrast slave labor and modern labor.

Materials: Chalkboard/overhead and compare/contrast graphic organizer.

Activating Strategy:

1. Write the word labor on the chalkboard/overhead. Ask students what type of labor their parents do. Write several of these on the board. Ask student what type of hours and benefits their parents have. Write these on the board.
2. Discuss minimum wage, worker's compensation, and the use of overtime to the students. This will lead you to a discussion of the working conditions slaves endured.

Essential Questions:

1. Why did the south grow cotton and not manufacture coal?
2. Why did slaves work so hard?

Cognitive Learning:

1. Discuss and explain the term cash crop.
2. Discuss the role of cotton in the South during the 1830's.
3. Discuss the various jobs that slaves did on a plantation.
4. Discuss the length of a workday (dawn till dusk) for slaves.
5. Discuss punishment of slaves.

Summarizing Strategy:

Use the compare/contrast graphic organizer to demonstrate the difference between labor today (list on chalkboard/overhead) and slave labor (notes from discussion).

Objective IV: Define and explain the importance of the 13th, 14th, and 15th Amendments.

Materials: A small “give away” item (two for each student), hand made sign, Amendment graphic organizer, Barricades to Freedom graphic organizer, and Louisiana Literacy Test.

Activating strategy:

1. Have all students wearing blue jeans (or some other item or eye color) move to one side of the room. Tell all other students to move to opposite sides of the room. Tell students in first group how great they are and give them some small prize (gum, pencil, etc).
2. Discuss how two groups feel.
3. Make a sign that says something like “All non-blue jean-wearing people are now equal”. Tell these students they are only “ok”. Remind the other group that they are still great! Allow all students to line up to get a prize making sure all blue jean wearing people are up front regardless of who got in line first.
4. This will lead you to a discussion of Amendments 13-15.

Essential Questions:

1. Why were Amendments 13-15 also referred to as the Civil War Amendments?
2. Why did white southern plantation owners try to prevent newly freed slaves from voting?
3. What methods were used to prevent former slaves from voting?

Cognitive Learning:

1. Give students a copy of the Amendment sheet.
2. Explain Amendments 13-15.
3. Discuss why they are called the Civil War Amendments.
4. Explain and discuss how slave owners would have felt about these amendments.
5. Handout Barricades to Freedom graphic organizer.
6. Discuss the three major ways newly freed slaves were blocked from voting.
7. Handout the Louisiana Literacy test. Explain that the students have 10 minutes to complete the test. Also explain that if they miss one question, they are not allowed to vote. Go over the answers to the test (several can have more than one answer).

Summarizing strategy:

1. Have students write a journal entry as to what they felt like after taking the test.
2. Make sure they explain why they felt the test was unfair or frustrating.

Objective V: Describe and explain how a black southern sharecropping family lived after the Civil War.

Materials: Chalkboard/overhead, Internet access or field trip to Francis Marion University, and personification assignment directions.

Activating Strategy:

1. Write the words sharecropping and tenant farming on the overhead/chalkboard.
2. Have student write down what they think these two items mean.
3. Give students a definition for the two words
4. Have students write down what they think may be in a black sharecroppers home.

Essential Questions:

1. How has life changed for farmers in the South since 1950?
2. What are some typical items that could be found in a sharecropper/tenant farmer home during 1929-1950?
3. How are the items found different from what you expected to find?

Cognitive Learning:

1. Discuss the concept of sharecropping and tenant farming.
2. Discuss living conditions in the 1920's and 30's for sharecroppers.
3. Depending on your situation do the following:
 - a. Guide students through a tour of Mrs. Catherine's home (insert webpage).
 - b. Allow students to navigate through Mrs. Catherine's home.
 - c. Have students add items to their original list and strike off item they do not see.
4. If time allows, navigate through the webpages to discover how the homes were built, where they are located, what type of tools were used in farming cotton, and other interesting African-American facts and traditions.
***Numbers 3 and 4 can be accomplished by going to the HTH at FMU.
5. How are the houses different from what you imagined?

Summarizing Strategy:

1. Assign the personification paper (See assignment page attached).
2. Student may use the webpage to pick their object and research may be done as part of the trip to the HTH.

Suggestions for Team Teaching:

1. Math – Calculate length of voyage from Africa to North America in both miles and kilometers. Calculate percentage of deaths.
2. Science – Grow cotton
3. Language Arts – Journal entries. Read books about slavery. Vocabulary building: indentured servants, labor, plantations, institutions, hewn timber, cash crops, amendment, and sharecropper.

Barriers to Freedom

Types of barriers	How was it a barrier?
<i>Grandfather Clause</i>	
<i>Literacy Test</i>	
<i>Poll Tax</i>	

Hewn Timber Homes: The Life of Sharecroppers at Mars Bluff

Grade Level: 9-12

Purpose: "The Hewn Timber Homes are dedicated to the recovery and preservation of our African American Heritage. May [these homes] be a continuing reminder of the wisdom, dignity, and integrity of the people who lived here and of the gift they left for us-our African cultural heritage."

--Mrs. Amelia Wallace Vernon

Overview: This unit is designed to be a comprehensive study of black southern sharecroppers in the post-Civil War era. It can be used in a 2, 3, or 5 day format. The unit should include a trip to the Hewn Timber Homes (HTH) located on the campus of Francis Marion University.

Objectives: The student will be able to:

- I. Compare and contrast the sharecropping/tenant farming systems with the present day farming systems.
- II. Explain the lack of mechanization for southern farmers between 1872 and 1945.
- III. Describe the lifestyles and living conditions of southern sharecroppers/tenant farmers during the Depression era (1929-1941).
- IV. Describe and explain how a black southern sharecropping family lived between 1929-1950.
- V. Evaluate the struggle for racial and gender equality and the extension of civil liberties.

Standards: This unit covers the following South Carolina Social Studies Curriculum Standards:
12.1.1, 12.1.14, 12.1.16, 12.2.5

Timeline for Hewn Timber Homes

The two-day lesson plan will cover Objective IV.

The three-day lesson plan will cover Objectives III, IV, and V.

The five-day lesson plan will cover Objectives I-V

Objective I: Compare and contrast the sharecropping/tenant farming systems with the present day farming systems.

Materials: Overhead, dried beans, Cycle of Poverty transparency, and blank paper.

Activating Strategy:

1. Tell students that the school has a new grading policy. The new policy is going to give each student 5 beans every 4½ weeks. The beans must be used to pay for your teaching skills. Beans will also be taken for incomplete assignment and/or time missed from class. Grading is as follows:

A=5 B=4 C=3 D=2 F=1 INC=0

2. Hand each student 5 dried beans to represent the first 4 ½ weeks.
3. Take 3 beans for your teaching. (5-3=2)
4. Take 1 bean for homework that was not completed. (2-1=1)
5. Tell students interims are due. Have students count beans to obtain their grade.
6. Give students 5 more beans to represent the last 4 ½ weeks. (5+1=6)
7. Tell students there has been a bomb threat. Take up 2 beans. (6-2=4)
8. Take 3 beans for your teaching. (6-3=3)
9. Announce fire and tornado drills. Take 2 beans (3-2=1)
10. Have students calculate their nine weeks grade.
11. Discuss how the students feel about the new grading policy.

Essential Questions:

1. How did the sharecropping system make it hard for farmers to improve their standard of living?
2. Once a sharecropper saved enough money to become a tenant farmer, how did his life change?
3. What were the social injustices of the sharecropping system?

Cognitive Learning:

1. Lead the class through a discussion on how sharecropping began. Display the overhead of the "Sharecropper cycle of poverty."
2. Have students create a flow chart for tenant farming. Students should realize that buying on credit as a tenant farmer lead to another cycle of poverty.

Summarizing strategy:

1. Put students in groups of 2 or 3. Have each group fold one sheet of paper in half lengthwise.
 - 2a. On the left hand side, have students write "Differences of Sharecropping & Modern Farming."
 - 2b. On the right hand side, have students write "Similarities of Sharecropping & Modern Farming."
 - 2c. Examples: differences-what was grown, government assistance, number of farmers
similarities-hard work, long hours, minimal financial gain
3. Post the best charts around your room.

Objective II: Explain the lack of mechanization for southern farmers between 1872 and 1945.

Materials: United States political map, colored pencils, SC natural resource map, and plus/minus graphic organizer.

Activating Strategy:

1. Handout a blank political map of the United States and one colored pencil.
2. Students should use their textbook to find where large populated cities, and major centers of iron, coal, oil, and steel were located in the late 19th Century. Students should color on their map where these places are found.
3. The map should indicate to students that the Southern states were not in the industrial belt of America.

Essential Questions:

1. Why do you believe the South was excluded from industrialization in the post-Civil War time period?
2. How did Southern farmers suffer from this lack of industrialization and mechanization?

Cognitive learning:

1. Lead a discussion on the industrial boom in America. Be sure to explain how it did not occur in the South after the Civil War.
2. Put students in groups of 2 or 3. Give each group a copy of SC natural resources map.
3. Have students compare the US map they colored with the SC map.
4. Have students write a 2-3 paragraph explanation of why they believe SC did not become industrialized in the post-Civil War time period.

Summarizing strategy:

Using the plus/minus graphic organizer, have students write out the pluses of industrialization in the North, the minuses of the lack of industrialization in the South, and what was intriguing about this lesson.

Objective III: Describe the lifestyles and living conditions of southern sharecroppers/tenant farmers during the Depression era (1929-1941).

Materials: Chalkboard/overhead, Internet access, and cause/effect graphic organizer.

Activating Strategy:

1. Write the word depression on the overhead/chalkboard.
2. Ask students to call out words that they associate with the keyword.
3. After obtaining numerous items, connect items that are relevant to this lesson to the key word by drawing a line from the student's words to the word depression.

Essential Questions:

1. How did the Great Depression affect sharecroppers/tenant farmers in America?
2. Why did lifestyles and living conditions of southern sharecroppers/tenant farmers NOT change during or after the Great Depression?

Cognitive learning:

1. Define the word depression.
2. Give notes on the Great Depression using the cause/effect graphic organizer.
3. Discuss how the depression affected the wealthy and middle class more so than it did southern sharecroppers and tenant farmers.
4. Have students write down what they think may have been in a sharecroppers home in the 1920's and 30's.
5. Use the HTH web page to show items from Mrs. Catherine's home.
6. Have students write down common items found in Mrs. Catherine's home.
7. Have students compare their list with what was actually found in the time period home.
8. Discuss the hard work of every day chores.

Summarizing Strategy:

Have student write a diary entry of life from the point of view of a sharecropper living in a home like Mrs. Catherine's during the 1930's.

Objective IV: Describe and explain how a black southern sharecropping family lived between 1929-1950.

Materials: Chalkboard/overhead, Internet access, and personification assignment sheet.

Activating Strategy:

1. Write the words sharecropping and tenant farming on the chalkboard/overhead.
2. Have student write down what they think these two words mean.
3. Give students a definition for the two words.
4. Have students write down what they think may be in a black sharecroppers home.

Essential Questions:

1. How has life changed for farmers in the South since 1950?
2. What are some typical items that could be found in a sharecropper/tenant farmer home between 1929-1950?
3. How are the items found different from what you expected to find?

Cognitive Learning:

1. Discuss the concept of sharecropping and tenant farming.
2. Discuss living conditions between the 1920's and 50's for sharecroppers.
3. Depending on your situation do the following:
 - a. Guide students through a tour of Mrs. Catherine's home (insert webpage).
 - b. Allow students to navigate through Mrs. Catherine's home.
 - c. Have students add items to their original list and strike off item they do not see.
4. If time allows, navigate through the webpages to discover how the homes were built, where they are located, what type of tools were used in farming cotton, and other interesting African-American facts and traditions.

***Numbers 3 and 4 can be accomplished by going to the HTH at FMU.

5. How are the houses different from what you imagined?

Summarizing Strategy:

1. Assign the personification paper (See assignment page attached).
2. Students may use the webpage to pick their object and research may be done as part of the trip to the HTH.

Objective V: Evaluate the struggle for racial and gender equality and the extension of civil liberties.

Materials: A small “give away” item (two for each student), hand made sign, and Amendment graphic organizer.

Activating strategy:

1. Have all students wearing blue jeans (or some other item or eye color) move to one side of the room. Tell all other students to move to opposite sides of the room. Tell students in first group how great they are and give them some small prize (gum, pencil, etc).
2. Discuss how the two groups feel.
3. Make a sign that says something like “All non-blue jean-wearing people are now equal”. Tell these students they are only “ok”. Remind the other group that they are still great! Allow all students to form a single file line up to get a prize. Make sure all blue jean-wearing people are up front regardless of whom got in line first.
4. This will lead you to a discussion of Amendments 13-15.

Essential Questions:

1. Why were Amendments 13-15 also referred to as the Civil War Amendments?
2. What methods were used to prevent former slaves from voting?
3. What is the importance of Amendment 19?
4. Which landmark court cases guaranteed American civil liberties in education?

Cognitive Learning:

1. Discuss Amendments 13-15 of the Constitution and why they are called the Civil War Amendments.
2. Have students fill out "Civil War Amendments" graphic organizer.
3. Discuss Amendment 19 to the Constitution and its importance and role in the struggle for gender equality.
4. Define civil liberties.
5. Discuss the following Supreme Court case and their role in defining and guaranteeing civil liberties:
 - Brown v Board of Education, Topeka, KS (1954)
 - Gideon v Wainwright (1963)
 - Miranda v Arizona (1966)
 - Swann v Charlotte-Mecklenburg Board of Education (1971)

Summarizing Strategy:

1. Divide students into teams of 4.
2. Each team will debate the pros and cons of the outcomes for the above court cases.
3. The debate should be centered on the rights of the accused and/or integration of public schools.
4. If time allows, it is most interesting to see which team is pro and assign them the con side for the debate.

LITERACY TEST

The State of Louisiana

Literacy Test--This test is given to anyone who cannot prove a fifth grade education.

Do what you are told to do in each statement, nothing more, nothing less. Be careful as one wrong answer denotes failure of the test. You have ten minutes to complete the test.

1. Draw a line around the number or letter of this sentence.
2. Draw a line under the last word in this line.
3. Cross out the longest word in this line.
4. Draw a line around the shortest word in this line.
5. Circle the first, first letter of the alphabet in this line.
6. In the space below, draw three circles, one inside (engulfed by) the other.

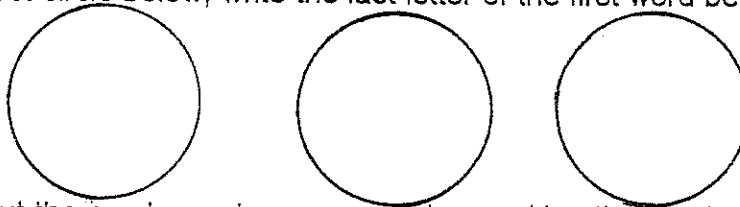
7. Above the letter X make a small cross.
8. Draw a line through the letter below that comes earliest in the alphabet.

Z V S B D N K Y T P H C

9. Draw a line through the two letters below that come last in the alphabet.

Z V B D M K T P N S Y C

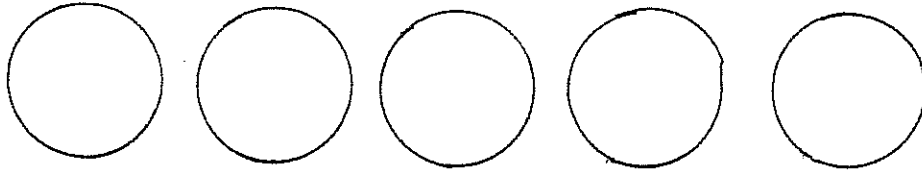
10. In the first circle below, write the last letter of the first word beginning with "L"



11. Cross out the number not necessary when making the number below one million.

10000000000

12. Draw a line from circle 2 to circle 5 that will pass below circle 3 and above circle 4.



13. In the line below, cross out each number that is more than 20 but less than 30.

31 16 48 53 47 22 37 98 26 20 25

14. Draw a line under the first letter after "h" and draw a line through the second letter after "j".

a b c d e f g h i j k l m n o p q

15. In the space below, write the word "noise" backwards and place a dot over what would be its second letter should it have been written forward.

16. Draw a triangle with a blackened circle that overlaps only its left corner.

17. Look at the line below, and place on the blank the number that should come next.

2 4 8 16 _____

18. Look at the line of numbers below and place, on the blank, the number that should come next.

3 6 9 _____ 15

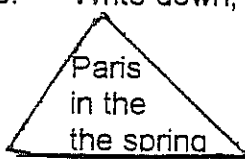
19. Draw, in the space below, a square with a triangle in it, and within that same triangle draw a circle with a black dot in it.

20. Spell backwards, forwards.

21. Print the word vote upside down, but in the correct order.

- 22. Place a cross over the tenth letter in this line, a line under the first space in this sentence, and a circle around the last the in the second line of this sentence.
- 23. Draw a figure that is square in shape. Divide it in half by drawing a straight line from its northeast corner to its southwest corner, and then divide it once more by drawing a broken line from the middle of its western side to the middle of its eastern side.
- 24. Print a word that looks the same whether it is printed frontwards or backwards.

25. Write down, on the line provided, what you read in the triangle below:



26. In the third square below, write the second letter of the fourth word.

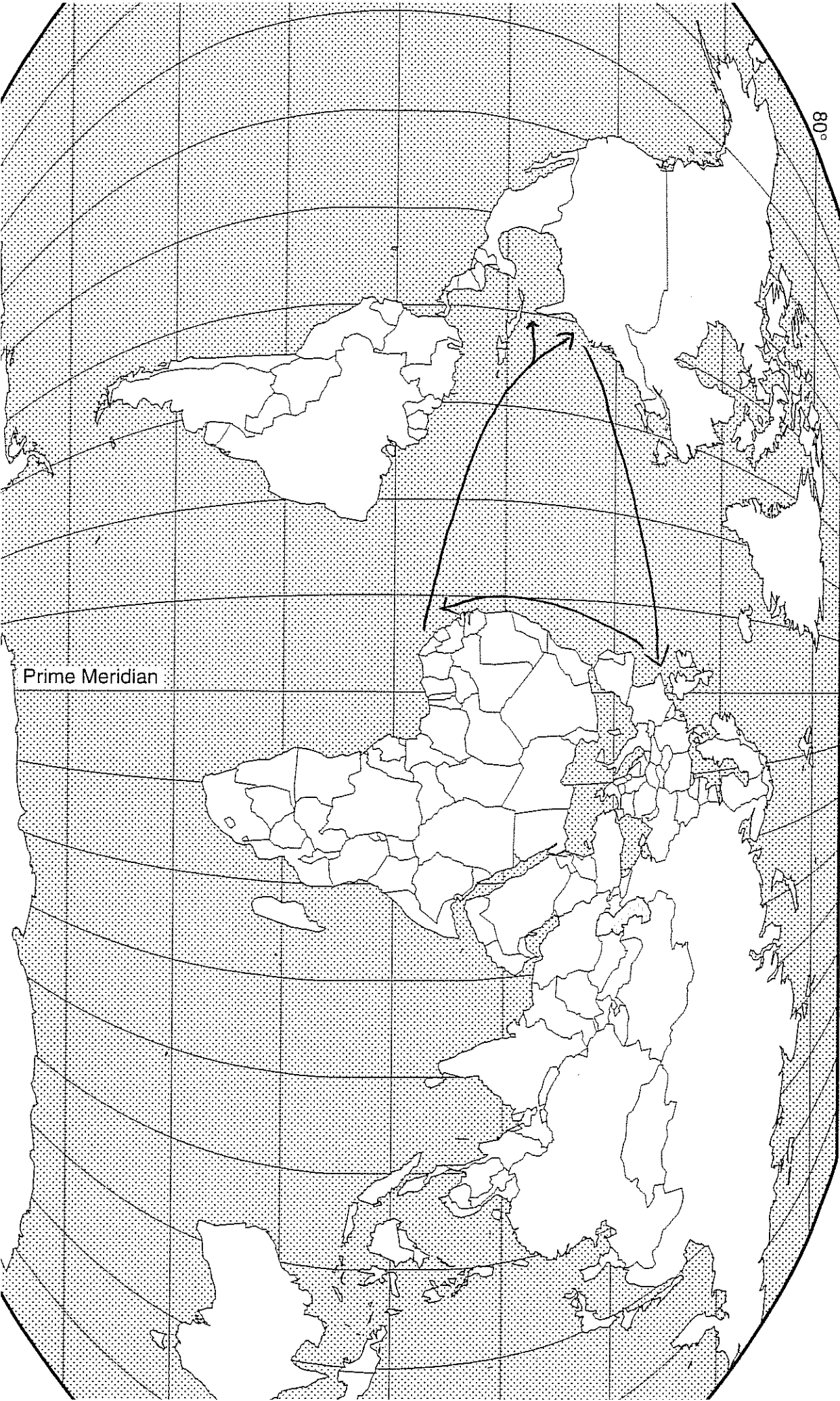


27. Write right from the left to the right as you see it spelled here.

28. Divide a vertical line in to equal parts by bisecting it with a curved horizontal line that is only straight at its spot bisection of the vertical.

29. Write every other word in this first line and print every third word in the same line, original type smaller and first line ended at comma) but capitalize the fifth word that you write.

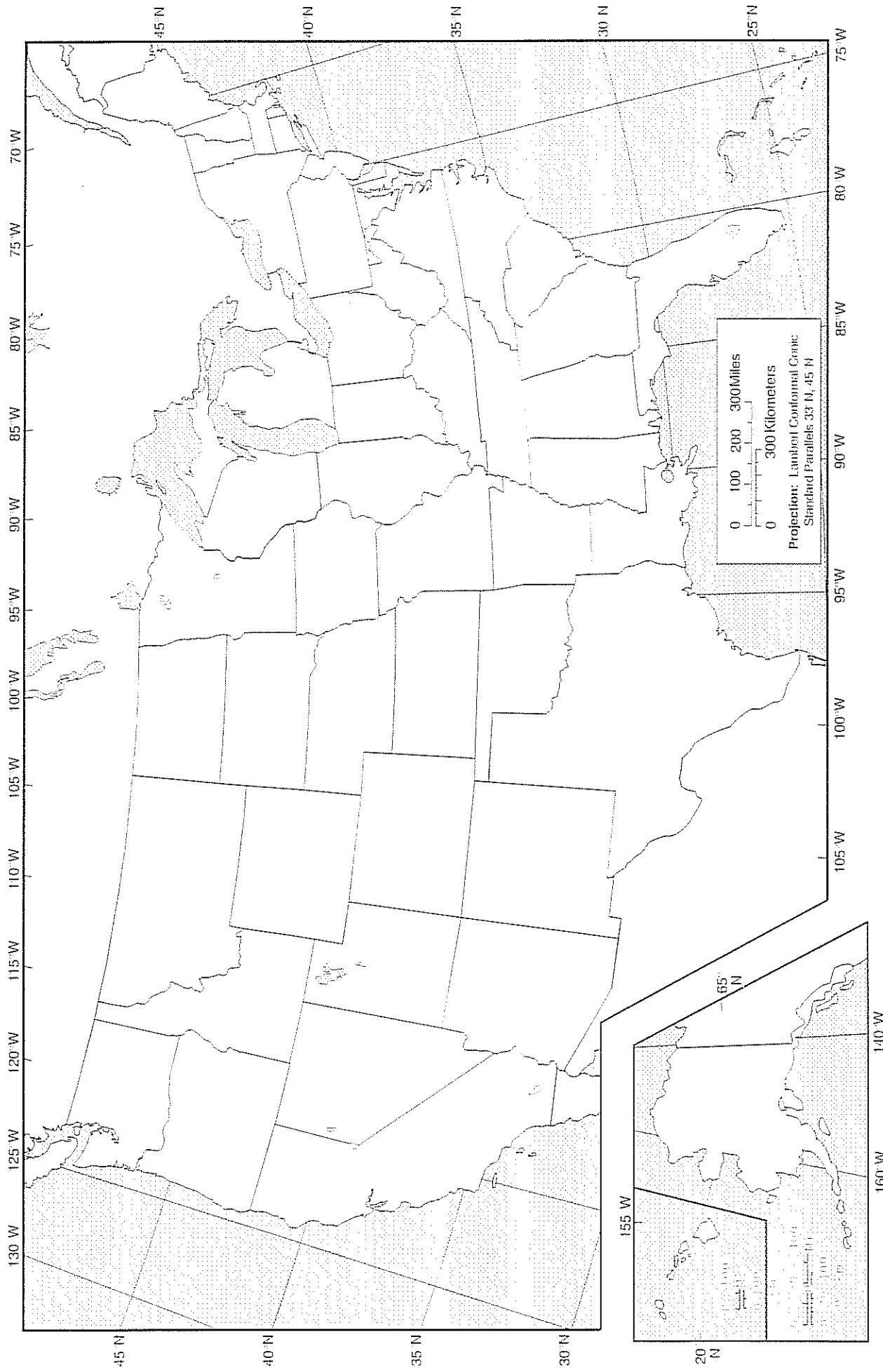
30. Draw five circles that have one common inter-locking part.



80°
180° 160° 140° 120° 100° 80° 60° 40° 20° 0° 20° 40° 60° 80° 100° 120° 140° 160° 180°
← Degrees West of Prime Meridian Degrees East of Prime Meridian →

Prime Meridian

The United States



SOUTH CAROLINA
GEOGRAPHIC ALLIANCE

CENTER OF EXCELLENCE FOR GEOGRAPHIC EDUCATION

Courtesy: Arizona Geographic Alliance
Department of Geography, Arizona State University
Barbara Trappala Lurie

What was the importance of the 13th, 14th, and 15th Amendments?

	Date	What was changed?	What group of people were affected?
13th			
14th			
15th			

COMPARE AND CONTRAST DIAGRAM

CONCEPT 1 _____

CONCEPT 2 _____

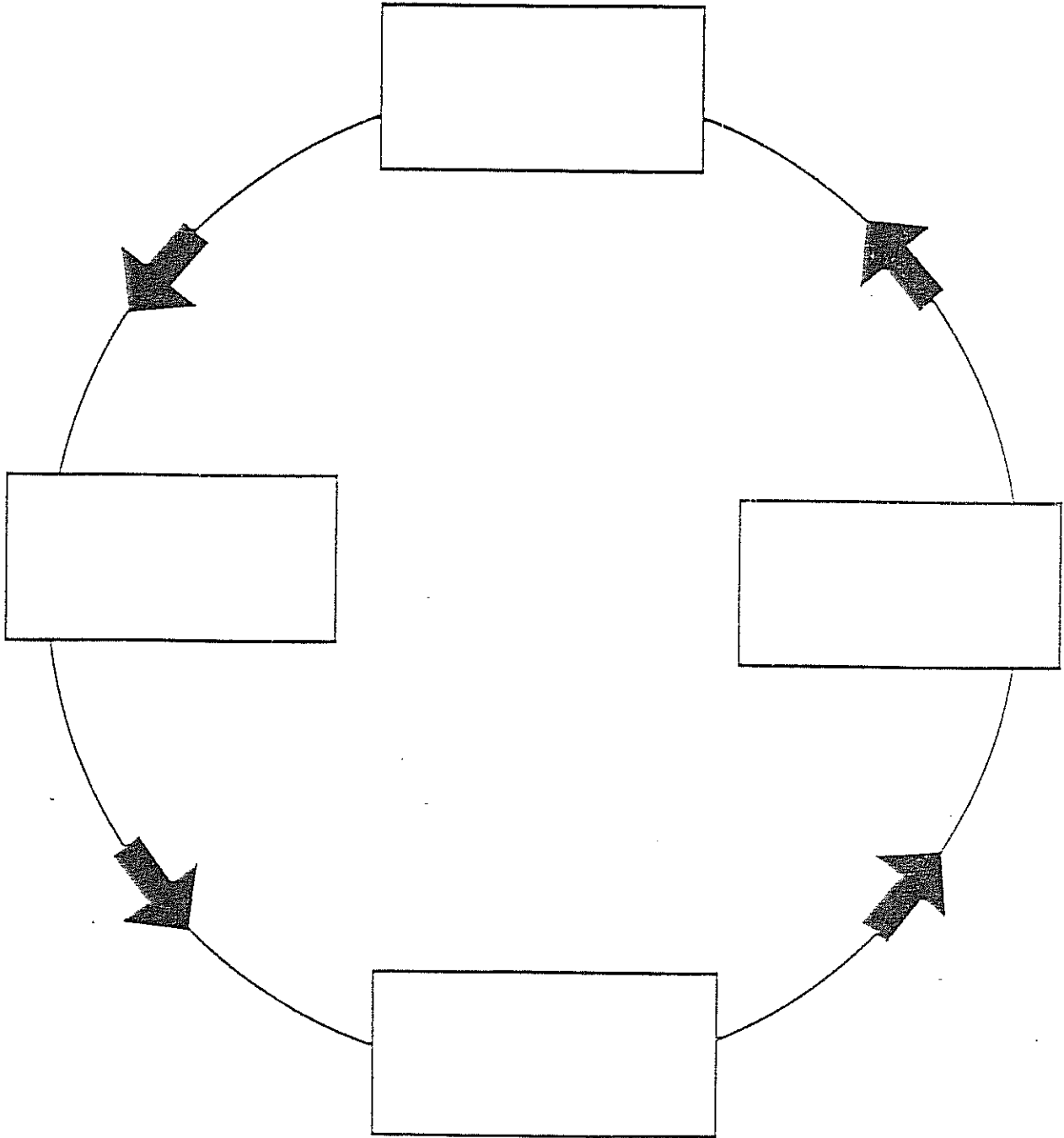
HOW ALIKE?

HOW DIFFERENT?

WITH REGARD TO

CYCLE GRAPH

TITLE



Plus/Minus/Intriguing

P(+)

Plus

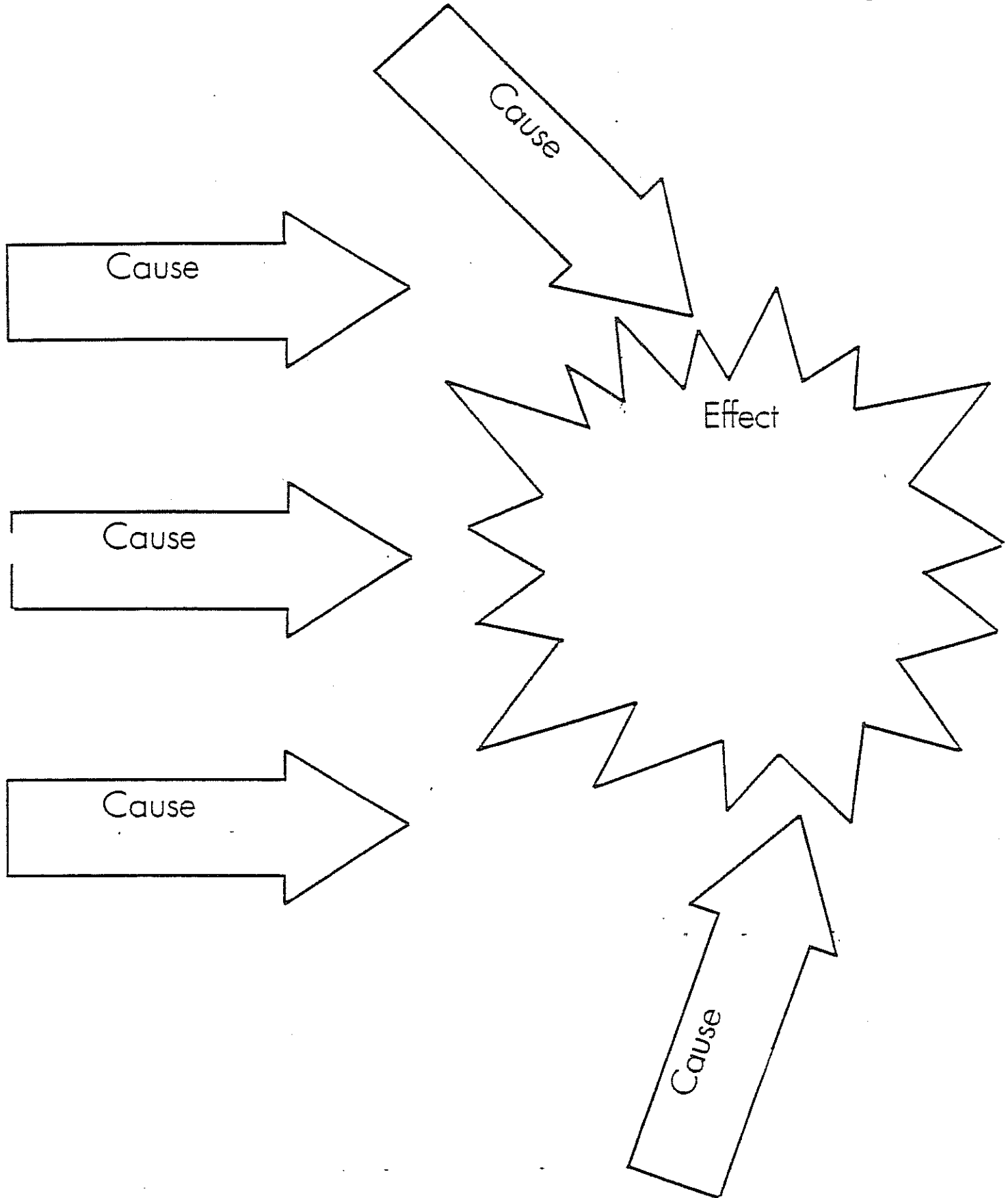
M(-)

Minus

I(?)

Intriguing

CAUSES AND EFFECTS



Hewn Timber Homes: The Life of Sharecroppers at Mars Bluff

“The other side of the story”

This assignment is a little different than anything you have probably done in a history class before. You are going to write a story from an objects point of view.

The first thing you have to understand is the concept of **PERSONIFICATION**.

Definition: A type of comparison. It gives human qualities to an object, animal, or idea.

Examples: “I began to wake up at night to find hunger standing at my bedside, staring at me gauntly.”

“A hook shot kisses the rim, hangs there, helplessly, but doesn’t drop.”

Each of these examples shows personification.

The assignment:

1. Pick an object from one of the Hewn Timber Homes.
2. Research how the object was used during the time period assigned.
3. You will need at least three (3) documented sources to back up your story.*
4. Write a 2 to 4 page story telling it from the point of view of the object.
5. You will need a title page and a bibliography page.*
6. The story needs to be true, but you will have to be creative in coming up with what, why, and how the object felt, acted, reacted, and thought throughout the event.
7. This is an individual project. Be careful to do your own work that shows your own thought.
8. GRADING:
 - a. Since this is an assignment that promotes creativity, it is going to receive the highest number of points.
 - b. The grade break down is as follows:
 - (1) 25 points - title page. This includes name, date, class period, and project title
 - (2) 120 points - creativity. This includes grammar, spelling, and historical accuracy.
 - (3) 35 points - bibliography. This should show 3 different sources that you used for your project.
9. A note on sources: Sources are any materials you consult, read, or look at to help you with your project. They include books, magazines, newspapers, encyclopedias, textbooks, or Internet.*

TOTAL POINTS POSSIBLE 180 **

* Indicates that assignment can be turned into a research assignment.

** Indicates an example of how to grade this assignment.