



Historic Stagville

Teacher Education Packet

Table of Contents

Welcome Letter	3
SCOS	4
History	5
Educational Activities	6
Activity Descriptions	7
Lesson Plans	9
Middle School through High School	9
Elementary School	10
Vocabulary List	13
Logistics for Field Trips	15
Driving Directions	16

Dear Educator:

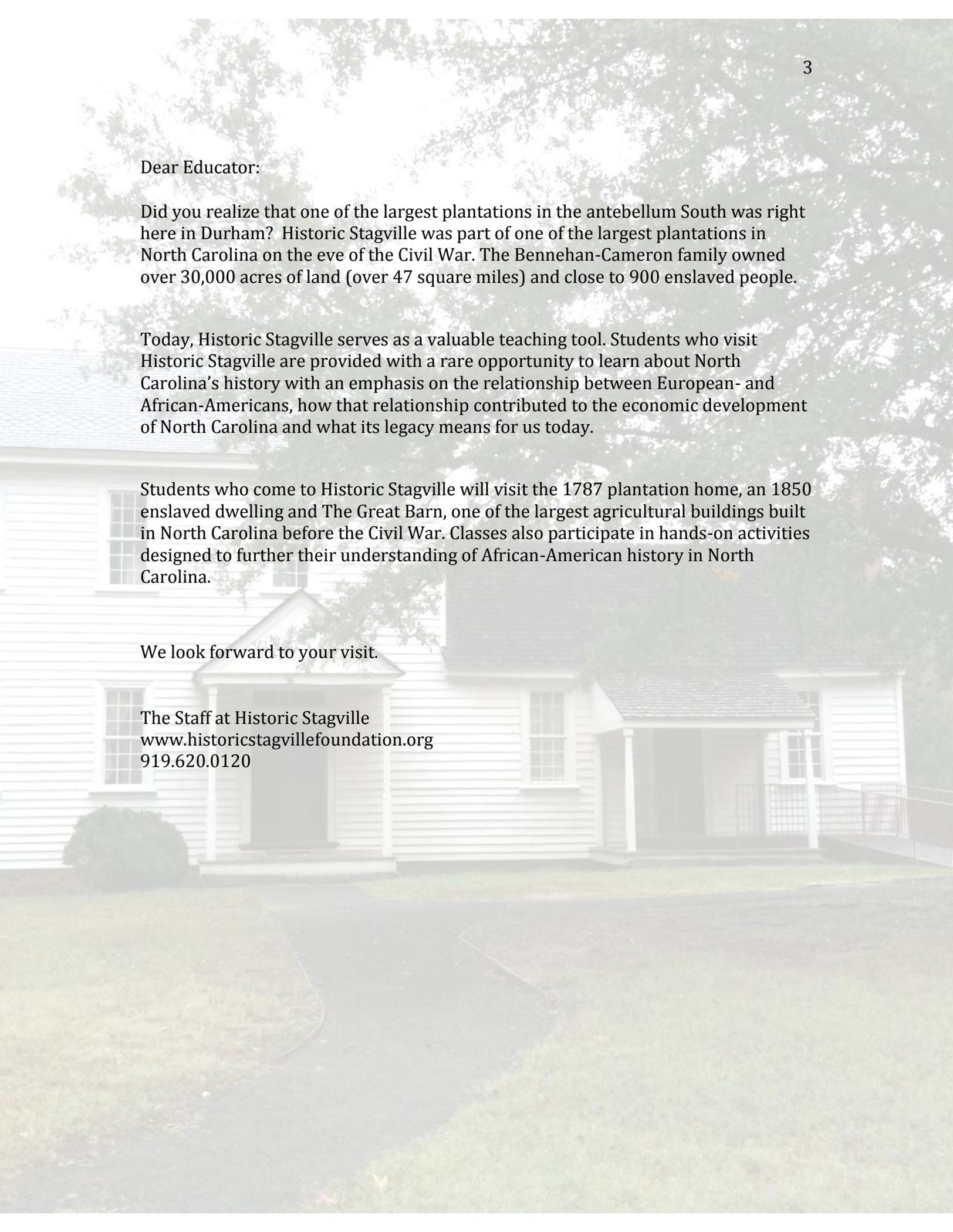
Did you realize that one of the largest plantations in the antebellum South was right here in Durham? Historic Stagville was part of one of the largest plantations in North Carolina on the eve of the Civil War. The Bennehan-Cameron family owned over 30,000 acres of land (over 47 square miles) and close to 900 enslaved people.

Today, Historic Stagville serves as a valuable teaching tool. Students who visit Historic Stagville are provided with a rare opportunity to learn about North Carolina's history with an emphasis on the relationship between European- and African-Americans, how that relationship contributed to the economic development of North Carolina and what its legacy means for us today.

Students who come to Historic Stagville will visit the 1787 plantation home, an 1850 enslaved dwelling and The Great Barn, one of the largest agricultural buildings built in North Carolina before the Civil War. Classes also participate in hands-on activities designed to further their understanding of African-American history in North Carolina.

We look forward to your visit.

The Staff at Historic Stagville
www.historicstagvillefoundation.org
919.620.0120



SCOS

While visiting Stagville, completing the lesson plans, and taking part in the activities, students will complete various standard courses of study. These will include:

Fourth Grade

2.03 Describe the similarities and differences among people of North Carolina, past and present.

2.04 Describe how different ethnic groups have influenced culture, customs and history of North Carolina.

Eight Grade

3.04 Describe the development of the institution of slavery in the State and nation, and assess its impact on the economic, social, and political conditions.

Ninth Grade

1.02 Analyze and interpret primary and secondary sources to compare views, trace themes, and detect bias.

Eleventh Grade

3.01 Trace the economic, social, and political events from the Mexican War to the outbreak of the Civil War.

History

The plantation holdings of the Bennehan-Cameron families were among the largest in pre-Civil War North Carolina, and among the largest of the entire South. By 1860, the family owned almost 30,000 acres and nearly 900 slaves. Stagville, a plantation of several thousand acres, lay at the center of this enormous estate.

Today, Historic Stagville's property consists of 71 acres, separated in three tracts. On this land stand numerous **original** structures including:

- the late 18th-century Bennehan family plantation home
- four two-story, four-room enslaved family dwellings
- a pre-Revolutionary War yeoman farmer's home
- a massive timber framed barn, known as the Great Barn and,
- the Bennehan Family cemetery

When touring the site it is important to remember that most of the early landscape has been significantly altered over time. Remaining landscape features include:

- the old road bed located to the right of the Bennehan House
- numerous Osage Orange trees and other historic plantings
- the foundation remains of several dependencies
- the foundation remains of an enslaved family dwelling

The Bennehan and Cameron families left immense collections of personal and business papers in two local repositories: The Southern Historical Collection at the University of North Carolina at Chapel Hill and the North Carolina State Archives. These surviving family letters and documents provide detailed accounts of activities on the plantation and greatly enhance our understanding of life on Stagville plantation lands in North Carolina, Mississippi and Alabama. We continue to use these resources extensively as we refine the interpretation of Historic Stagville.

Stagville has been nationally recognized as a significant historic resource; the Bennehan House was placed on the National Register of Historic Places in 1973, and Horton Grove was registered in 1978.

Educational Activities

Elementary (K-5)

Artifacts and Archaeology

Students will receive an inter-active tour of the Bennehan planter home where they will learn about the history of the site as well as how the Bennehan family lived differently from how we live today. Through artifacts students are encouraged to use their senses to discover the history of the plantation.

Following this program, students will learn about the institution of slavery through archaeology. Students will uncover artifacts and once again be asked to think about what these artifacts may tell them about the life of an enslaved person at Stagville. While artifacts remain from the Bennehan family students will learn other ways to learn about history as well that will hopefully encourage their interest to study history.

Middle school and high school activities are optional and *in addition to* the 1-hour guided tours of the site grounds and buildings. If you choose to have your students participate in an activity please allow additional time for your visit.

Contact Historic Stagville at 919-620-0120 or email info@stagville.org for information on any other activities.

Middle School (6-8)

African-American Achievements
Stagville Slave Narratives

High School (9-12)

Portraits of Slavery
Stagville Slave Narratives
Unchained Memories

Activity Descriptions

African-American Achievements: Suitable for grades 4-10
 Time Needed: 30 minutes
 Fee: None



Daniel Hale Williams
 Inventor of
 Open Heart
 Surgery

This activity combats some commonly held stereotypes about the achievements of African-Americans. Working in small groups, students will be given a list of inventions and asked to decide where each was invented. After a museum educator reveals that all the inventions were created in the US, students will be asked who was responsible for these achievements: Native Americans, Euro-Americans or African-Americans. The facilitator will reveal that African-Americans are responsible for all the achievements.

Freedom Quilts: Suitable for Grades K-4
 Time: 30 minutes
 Fee: \$1.00 per student

In this activity students will learn about one way enslaved people may have communicated while traveling the Underground Railroad: freedom quilts. A museum educator will read students a story about freedom quilts explaining their possible uses. Afterwards, students will create their own secret messages on quilt squares by gluing felt pieces to a square background.

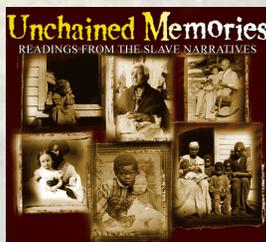
Stagville Slave Narratives: Suitable for grades 8-12
 Time Needed: 30 minutes
 Fee: None

In this activity, students will analyze WPA slave narratives. After reading three transcripts from the WPA slave narrative project of the 1930s that feature formerly enslaved people from Stagville, students and a facilitator will closely analyze the narratives and discuss the WPA project.



Doc Edwards, once enslaved at Stagville

Unchained Memories: Readings from the Slave Narratives: Suitable for grades 9-12
 Time Needed: 45 minutes
 Fee: None



Students will watch portions of the HBO documentary *Unchained Memories: Readings from the Slave Narratives*, a film that features famous African Americans reading from the WPA slave narratives of the 1930s. A museum educator will explain

the WPA project prior to the students watching portions of the film and lead a discussion afterward. **For mature students.**

Promotional cover for *Unchained Memories*,
courtesy of HBO



Lesson Plans

EXPERIENCING ORAL HISTORY

Middle School through High School

This lesson plan compliments the Unchained Memories and Stagville Slave Narratives activities.

Materials Required

Writing Equipment

Objectives

By the end of this lesson, students should be aware of the benefits and complications of oral history, and should be able to understand how it is collected and used.

Have each student choose an event from their childhood that was experienced in the presence of other friends or family members and write down their memories of that event. Each student will then interview the other family members or friends who witnessed the event. Have each student write a short essay about the differences between each person's recollections, including why they might have remembered things differently. The students can then share and discuss their findings with the class. Why might individuals remember things differently? What does this say about oral history? Is oral history valuable as a tool for learning about the past? How might slave narratives help researchers learn about life on a plantation?

This lesson plan was influenced by teaching suggestions on the Learn NC website.

FINDING YOUR WAY: THE UNDERGROUND RAILROAD

Elementary School

This lesson introduces students to the Underground Railroad. They'll learn about the dangers that escaping slaves faced and the things they used (e.g. songs and quilts) to help them find their way.

Materials Required:

computer with Internet connection

Objectives:

Students will:

- Go through an online simulation of slaves escaping along the Underground Railroad and describe the dangers they faced
- Look at a map of Underground Railroad routes and explain how mountains and rivers might have added to the escaping slaves' difficulties
- View pictures of slave hiding places and explain why the slaves would have needed to hide
- Listen to the words of the "Drinking Gourd" song and explain how it might have helped slaves escape

Show students the map of the Underground Railroad routes by selecting "Routes to Freedom" from the drop-down menu at the National Geographic Underground Railroad site found at www.nationalgeographic.com/railroad. Explain that slaves trying to escape often had to find their own way north, eventually meeting Underground Railroad workers who helped them get to northern states or Canada. Even once they were there, though, they had to keep their former slave status secret or they might be caught and returned to their lives as slaves in the south.

Help students go through "The Journey" at the National Geographic Underground Railroad site. It would be ideal if you could project the map for the entire class to see and have the class make group decisions about where to go in the simulation. Along the way, ask students to describe the dangers the escaping slaves faced.

Show students the Underground Railroad routes by selecting "Routes to Freedom" from the drop-down menu at the National Geographic Underground Railroad site.

Ask them to look carefully at the map and to notice the locations of mountains and rivers. What difficulties do they think the escaping slaves would have faced, based on the physical features they see on this map? In addition to fearing slave catchers, what elements of the natural environment would they have been concerned about?

Select “For Kids” from the drop-down menu, and have students look at the pictures of the cupboard and Henry “Box” Brown. Why do they think escaping slaves needed to hide in these tight spaces?

Ask students how they think the escaping slaves would have known how to get to the North if they had never been away from the places they lived in the South. What signs would they look for? What would your students do if they wanted to start walking north?

Explain that since slaves didn’t have compasses, they needed another method of finding their way north. Ask students if they’ve ever seen the Big Dipper, which points to the North Star. They can look at the Big Dipper [here](#). Point out that the two outer stars that form the bowl of the Big Dipper point to Polaris, the North Star, which is always in the north.

Read to the class, or have them read, the lyrics to “Follow the Drinking Gourd” found at the end of this lesson plan. Ask students if they have figured out what the drinking gourd is. How did it help slaves find their way north? Explain the background and importance of this song.

Ask students to explain how songs would have been helpful for the slaves who were trying to escape. Besides helping them find their way, do students think these devices would have helped get the slaves excited about their planned escape?

This lesson was taken in part from nationalgeographic.com.

Lyrics for “Follow the Drinking Gourd”

When the sun comes back,
and the first Quail calls,
Follow the drinking gourd,
For the old man is waiting for to carry you to freedom
If you follow the drinking gourd.

Chorus:

Follow the drinking gourd,
Follow the drinking gourd,
For the old man is waiting for to carry you to freedom
If you follow the drinking gourd.

The riverbank will make a very good road,
The dead trees show you the way.

Left foot, peg foot traveling on,
Following the drinking gourd.
The river ends between two hills,

Follow the drinking gourd,
There's another river on the other side,

Follow the drinking gourd.

When the great big river meets the little river,

Follow the drinking gourd.

For the old man is waiting for to carry you to freedom
If you follow the drinking gourd.

Vocabulary List

Ancestor: a person from whom you descend, such as your grandparents and great-grandparents

Agriculture: the science, art, and business of cultivating soil, producing crops, and raising livestock.

Archaeology: the study of past human life and cultures using artifacts (reword)

Artifact: an object that is old, made by people, and used by people. Historians use artifacts to learn about people of the past.

Blacksmith: a person who forges objects of iron including horseshoes and nails

Carpenter: skilled worker who makes and repairs wooden structures

Cash crop: a crop grown for the purpose of selling to make money. Examples of North Carolina cash crops are tobacco, cotton, and corn.

Cooper: one who makes barrels

Cobbler: one who mends or makes boots and shoes

Civil War: 1861-1865, war fought between Northern and Southern states over several issues, one of which was slavery

Cowry Shell: shell found in Africa that was used as currency.

Descendant: a person who comes from a specific ancestor

Enslaved Person: a person owned by another person and forced to work without pay

Genealogy: the study of one's own ancestors

Georgian Style house: a type of house that has certain characteristics and was built during a certain time period. Georgian style houses were popular from around 1720 to 1840. Characteristics include symmetrical shapes, paired chimneys, and typically five windows across the front.

Merchant: someone who buys goods and sells them for a profit

Osage Orange trees: trees in the mulberry family that produce large, yellow-green, inedible fruit

Parlor: a room for the reception and entertainment of visitors to one's home

Plantation: a large farm that produced a main crop to sell. A large farm was considered a plantation once the property reached 1,000 acres and was worked by 20 or more slaves

Planter: the owner of a plantation

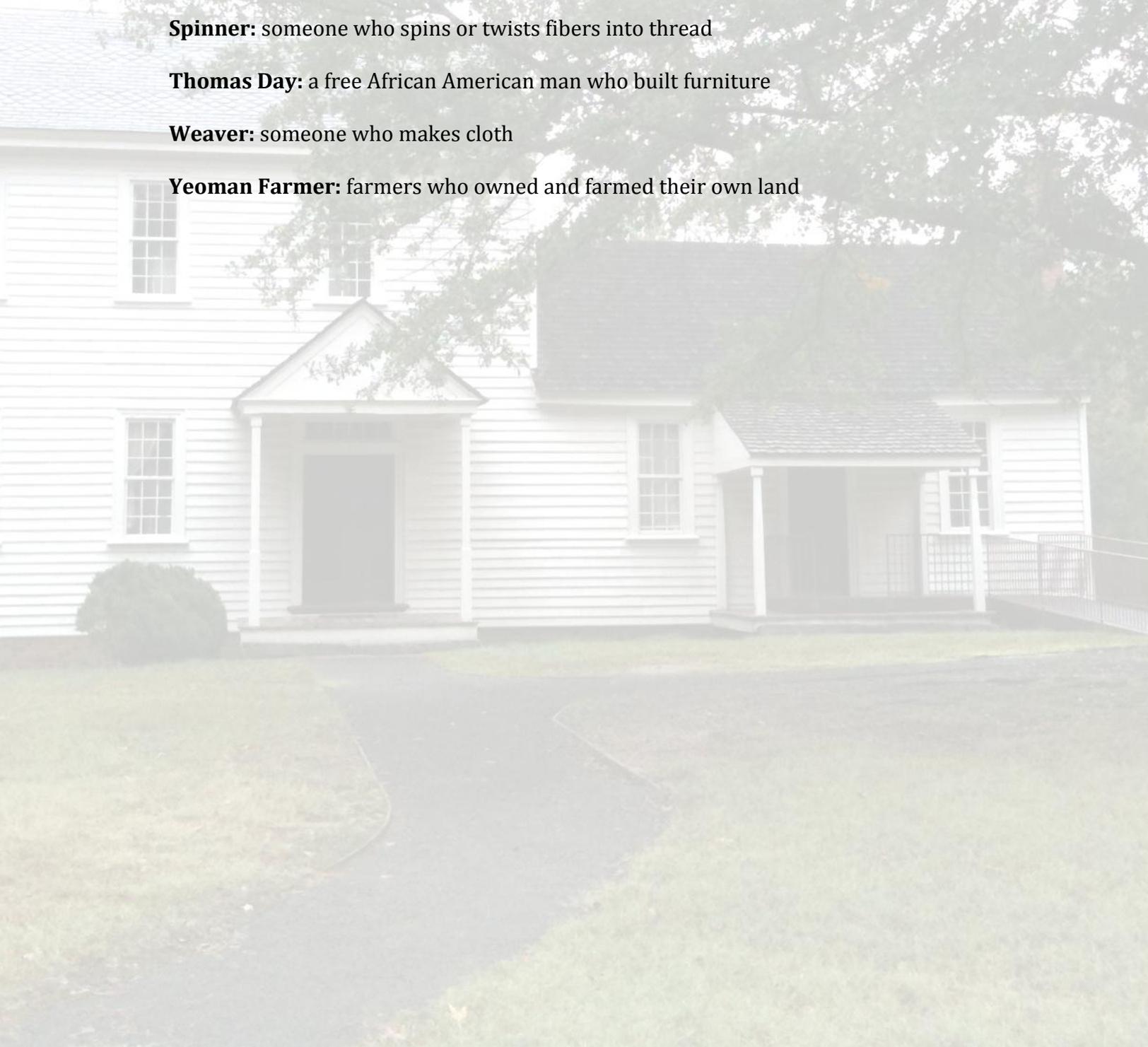
Slave Quarters: building where enslaved people lived

Spinner: someone who spins or twists fibers into thread

Thomas Day: a free African American man who built furniture

Weaver: someone who makes cloth

Yeoman Farmer: farmers who owned and farmed their own land



Logistics for Field Trips

Hours of Operation: We are open for group visits Tuesday through Friday from 10:00 AM to 4:00 PM. We are closed on major holidays.

Reservations and Costs: All groups must have a reservation. There is a fully refundable reservation fee of \$1.00 per student paid at the time of reservation to ensure that the day and time of your trip is held for your group. We must receive your reservation fee and a completed confirmation form at least one week before your visit.

Maximum Numbers: In general we find that students in smaller groups get more from their visit. The maximum number of students that our site can accommodate for any group is 75.

Time: To accommodate all groups, we **must** adhere to a strict time schedule. If your group runs late, portions of the tour may have to be shortened or eliminated. Therefore, please allow adequate travel time to and from the site.

Our site is divided into two sections that are approximately 1 mile apart. Please be sure that your bus or van drivers remain at the Visitor Center to transport students to both sections of our site.

Groups should allow 2 hours for your visit to the site.

Attire: Students will walk outside in a rural area and spend time in nineteenth century buildings without central heat or air conditioning. Therefore, students should wear comfortable, weather-appropriate clothing including walking shoes.

Lunch: Let us know if you plan to have a picnic lunch at Historic Stagville. There are open areas for blankets and four uncovered picnic tables available. There are no indoor dining facilities or vending machines.

Gift Shop: The Historic Stagville Gift Shop offers a variety of educational toys and books, with prices beginning at \$1.00. If you would like your students to have the opportunity to spend some time in the gift shop, please note this when making your reservation.

Driving Directions

Historic Stagville

5828 Old Oxford Highway, Durham, NC 27712

919.620.0120

From Hillsborough: Take I-85 North to Exit 177, Roxboro Road North. Go approximately 1.4 miles north on Roxboro Road. Turn right onto Old Oxford Highway. Follow Old Oxford Highway for seven miles. Historic Stagville will be on the right.

From Hillsborough [Alternate]: Take St. Mary's Road from Hillsborough to the stop sign/caution light. Cross Pleasant Green Road. Follow St. Mary's Road until you reach through the Guess Road intersection. The road name will change to Snow Hill Road. Follow Snow Hill Road until it ends on Old Oxford Highway. Turn left onto Old Oxford Highway. Historic Stagville will be approximately 1.5 miles on the right.

From Chapel Hill: Take 15-501 North until it merges with I-85 North. Take I-85 North to Exit 177, Roxboro Road North. Turn left onto Roxboro Road. Follow Roxboro Road approximately 1.4 miles until it intersects with Old Oxford Highway. Turn right onto Old Oxford Highway. Follow Old Oxford Highway for seven miles. Historic Stagville will be on the right.

From Raleigh/I-70: Follow I-70 to Durham and merge onto I-85 South. Take Exit 177, Roxboro Road North. Follow Roxboro Road approximately 1.4 miles until it intersects with Old Oxford Highway. Turn right onto Old Oxford Highway. Follow Old Oxford Highway for seven miles. Historic Stagville will be on the right.

From Greensboro/I-40 Eastbound: Take I-40 East to the Durham/Raleigh split. Bear left under the sign for I-85/Durham. Follow I-85 North to Exit 177, Roxboro Road North. Follow Roxboro Road approximately 1.4 miles until it intersects with Old Oxford Highway. Turn right onto Old Oxford Highway. Follow Old Oxford Highway for seven miles. Historic Stagville will be on the right.

From Butner/Creedmoor at I-85 Interchange: Follow Highway 56 towards Butner. Cross the railroad tracks, and take the next right onto 33rd street. Follow 33rd street to SR 1004/Old Oxford Highway. Turn left and follow Old Oxford Highway approximately five miles. After crossing the Flat River, look for the Historic Stagville sign on the left.