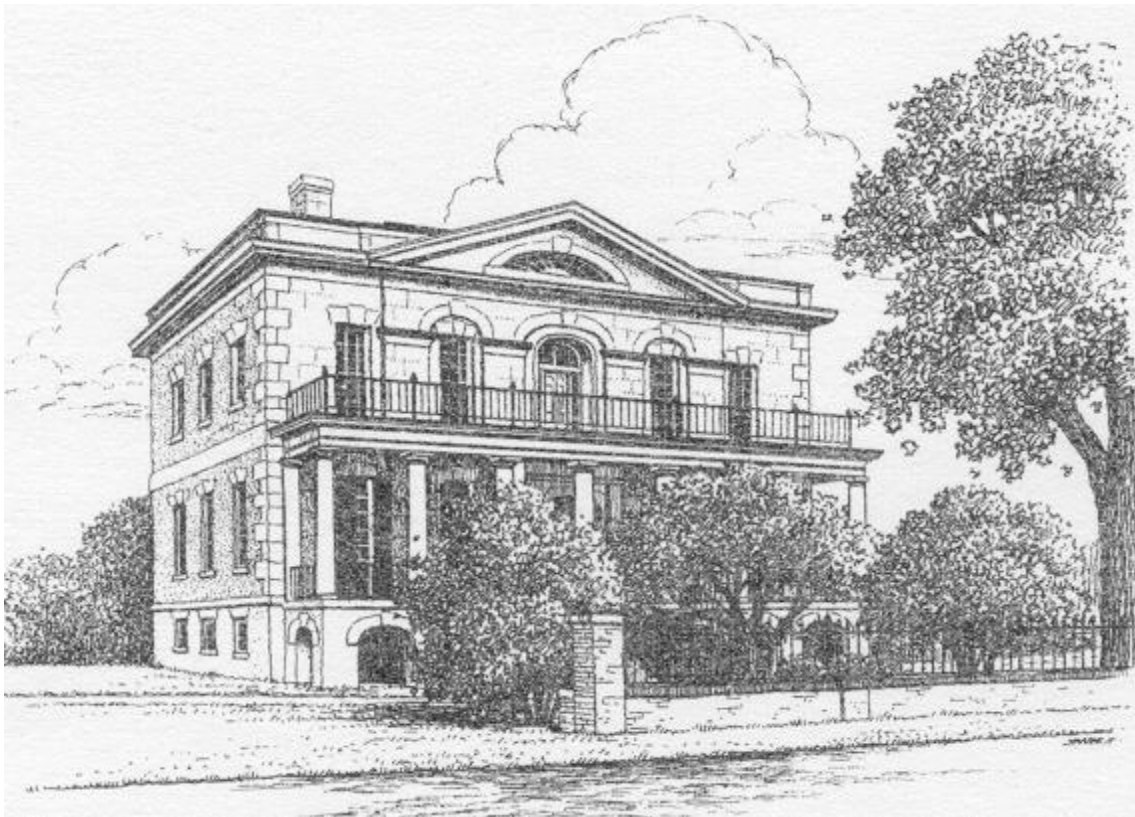




**HISTORIC
COLUMBIA**

Est. 1961 S. Carolina

Hampton-Preston Mansion



Teachers' Resource
Elementary School Level



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Overview

Purpose: The purpose of this guide is to provide teachers with important information regarding their class' tour of the Hampton-Preston Mansion (HP). In addition to giving logistical information about visiting Historic Columbia Foundation (HCF), it will introduce teachers to the concepts their students will learn and how HP connects to the South Carolina Standards. The guide presents teachers with background information about the property's history, and provides Pre- and Post- Visit Activities that will encourage students to think about the themes and lessons highlighted during their visit to HP.

Objectives: Students visiting the site will learn about the Hampton-Preston Mansion, planter-class lifestyle, urban slavery, and technological change over time in the 19th and early 20th centuries. Listed on the National Register of Historic Places, the Hampton-Preston Mansion was built in 1818 as a home for Sarah and Ainsley Hall. In just a few short years, the mansion became the home to the Hampton family, one of the wealthiest planter-class families in the South. Today HCF acts as a steward for this and other historic properties, maintaining HP as a museum. The tour and accompanying activities will focus on the following themes:

- Planter-class lifestyle
- Urban slavery
- Evolution of the site over time

Standards: This information is based on the January 2005 South Carolina Social Studies Academic Standards.

1. The Hampton-Preston Mansion tour helps students achieve the following standards:
 - 3-4.1, 3-4.2, 3-4.3, 3-4.5, 3-4.6, 3-4.7
 - 4-6.1, 4-6.6
 - 5-5.1
2. The Pre- and Post-Visit Activities, designed for elementary grade classes, help students begin to meet the following **3rd grade Standards**. More information regarding how each activity addresses standards is included in the activity description. Depending on your classroom needs, the materials can be altered to different academic levels. For information regarding alternative learning styles and levels, please contact the Education Coordinator.
 - 3-4.1

- 3-4.2
- 3-1.3
- 3-1.5
- 3-5.6
- 3-4.7

Visiting HCF

Hours

- Tuesday – Saturday 10 AM – 4 PM
 - (Last tour at 3 PM)
- **Sunday 1 PM – 5 PM**
 - (Last tour at 4 PM)
- Special arrangements can be made for school tours

School Group Admission

- House Tours
 - Single house per student -- \$3
 - One chaperone for each 10 students – FREE
 - Additional adult -- \$3
 - Two houses per student -- \$5
 - Additional adult -- \$5
- Walking Tours
 - Single tour per student -- \$3
 - One chaperone for each 10 students – FREE
 - Additional adult -- \$3
- Driving Tours
 - \$125 per busload –OR– \$3 per student

Registration

Visit our school group page on our website at HistoricColumbia.org. We recommend scheduling your school visit at least one month in advance. Spring visits should be scheduled as early as possible. Your reservation should be made for the maximum number of youths and adults expected. Actual attendance will be noted upon arrival, and your visit will be charged accordingly.

Payment

You can either pay ahead of time by mailing a check, or you can pay at check-in on the day of your visit. We accept check, cash, or Visa, Mastercard & Discover credit cards.

Additional Information

- Each house museum tour takes about an hour. Length of specialty tours can vary. If you wish to visit the Museum Shop, we suggest planning for an additional half hour. Please contact the Education Coordinator to discuss any time constraints.
- One chaperone (18 years or older) per 10 students is suggested. One chaperone per five students is recommended for grades K–2.
- After registration is completed, teachers will receive written or e-mail confirmation of your tour. Please bring this confirmation with you to ensure the group rate.

Parking

Parking is free and located next to the Museum Shop. Free street parking for school and chartered buses is located on the 1600 Block of Blanding Street.

Delays and Cancellations

If you are delayed on your scheduled tour day, please notify HCF immediately at (803) 252-1770 ext. 36. If you need to cancel your tour, please provide prompt notification. In the event of a weather-related school closing, cancellations are automatic and fully refundable.

Weather

Tours are held rain or shine.

Dress

While significant portions of the tours are held inside, they may also require walking from site to site. Students should dress appropriately and wear comfortable walking shoes.

Lunch

Students may eat lunch in the Carriage House next to the Museum Shop with prior notification. Weather permitting, students may also eat lunch on the grounds of the historic homes. Public restrooms and a water fountain are available. Food and drink should be packed as there are no concession services.

General Rules

- Students are encouraged to ask questions
- Backpacks are not allowed inside house museums
- Only pencils are allowed inside house museums
- No food, drink, or gum allowed inside house museums
- Chaperones must remain with students at all times
- No photography or video is allowed inside house museums

For more information

You can contact us at (803)250-1577 or see our Education page on our website for more information: HistoricColumbia.org/Education

Summary of Site History



Wade Hampton I

The Hampton-Preston Mansion epitomizes the lives of the planter elite in antebellum South Carolina. Both the Hamptons and the Prestons moved in the highest social and political circles of Columbia society. Their wealth came from cotton plantations in Columbia and sugar cane plantations in Louisiana, on which hundreds of slaves labored.

The Hampton-Preston Family

Ainsley Hall, a wealthy Columbia merchant, built the house in 1818. After Wade Hampton I bought the property in 1823, he altered the house considerably. The exterior of the house received a stucco finish; scored to appear like cut stone. Mary Cantey Hampton, his third wife, designed elaborate gardens that surrounded the mansion. At his death in 1835, Wade Hampton I was reported to be the wealthiest man in the United

States. An astute businessman, he was one of the first to use water-powered cotton gins.

Hampton's daughter and son-in-law, Caroline and John Preston moved into the house after his death. During their tours of Europe, they purchased fine and decorative arts that attest to the wealth of the planter class. Lavish parties were held at the mansion during the legislative session.

Evolution of the site over time

Between 1845-1850, the Prestons doubled the size of the house with an addition to the north facade. Serving as a Union Army Headquarters in 1865 the house was not burned. John Preston was forced to sell the mansion in 1873. After serving for a short time as the governor's mansion, the house became the College for Women and later Chicora College. These institutions occupied the property for forty years. After their departure in 1930, the house gradually fell into disrepair. Restored in 1969, the mansion opened in 1970 as an historic house museum. The mansion's collection represents fifty years of occupancy. The rooms reflect an evolving interpretation from the Federal period to the early postbellum years. Many of the technological changes are evident while touring the

home such as the switch from wood to coal burning fireplaces and candle to gas and electric lighting. Many of the objects in the mansion belonged to the Hamptons and Prestons, objects that they acquired both domestically and abroad.

Urban Slavery

The family owned hundreds of slaves, most of which worked on plantations, however, a smaller percentage worked at the Hampton-Preston Mansion in Columbia. Urban slavery was quite different from working on a plantation. Many of the urban slaves had skills that were very useful in an urban setting. Some owners hired out their slaves to work on construction projects, such as the State House. Slaves may have been coopers (barrel makers), carpenters, brick masons, painters, carriage drivers, gardeners, roofers, blacksmiths, and hostlers (horse caretakers). According to the 1860 census, the family had 74 slaves at the Hampton-Preston Mansion, an unusually large number of slaves for an urban setting.

Pre-Visit Activities

Purpose: The Pre-Visit activities' purpose are to introduce 3rd grade students to the Hampton-Preston Mansion before visiting. These activities will link the site to the South Carolina Social Studies Standards using Social Studies Literacy Elements and help teachers prepare their students for a meaningful field trip to Historic Columbia Foundation.

Objectives: The Pre-Visit Activities encourage students to think about the themes and lessons that will be highlighted during their visit to the Hampton-Preston Mansion. The activities will concentrate on reinforcing concepts students will learn and observe while taking the Hampton-Preston tour.

Themes and Lessons highlighted during tour:

- Planter-class antebellum families
- Urban slavery
- Evolution of Site over time

Activities: Following are descriptions of the Pre-Visit Activities for 3rd grade classes planning to visit Historic Columbia's Hampton-Preston Mansion (HP). Each description includes the Social Studies Standard the activity helps to achieve, the materials needed, a detailed description of the activity, and a connection to a corresponding Post-Visit Activity that students can do after the visit (these activities are described in detail in the Post-Visit Activity section).

Pre-Visit Activities

- Mothers Don't Rest: Daily Life of Planter-Class Women
- Comparing Homes: Slave Quarters Versus Plantation Homes
- Hampton-Preston Mansion Key Terms
- Heating and Lighting a Home in the 19th century

Post-Visit Activities

- Packing for College: What would you take with you to Chicora College?
- Comparing Diets: Slaves Versus Elite
- Hampton-Preston Mansion Crossword Puzzle
- Building the State House

Pre-Visit Activity 1: Mothers Don't Rest: Daily Life of Planter-Class Women

Standards: This activity meets standard 3-4.1 by introducing the daily life of elite women to students. Students will learn how they played a significant role in the functions of the house.

Objective: Students will learn how elite women ran the day to day operations of antebellum homes. Women directed all of the house activities from directing slaves, planning meals, educating children, and caring for the sick.

Materials needed: Worksheet, blank sheet of paper, discussion guide

Activity:

1. Have students create a list of everything they think a mother does at home and write it down on blank piece of paper
2. Using their list as a guide, have students circle the activities on the worksheet they think a planter-class woman would have done.
3. Discuss with the students how long they think it would take to complete all of these activities.
4. Which activity do they think was the hardest?
5. Using the discussion guide, go over expectations of women during this time period

Post-visit connection: See Post-Visit Activity 1



Mothers Don't Rest

Instructions: Circle every activity that you think the mother of a wealthy antebellum family would have done. Think about what your mother does today.

- **Purchase food for meals**
- **Plan each meal of the day**
- **Wash the carriage**
- **Laundry**
- **Give assignments to slaves**
- **Care for sick family members**
- **Care for sick enslaved workers**
- **Clean the outhouse**
- **Go shopping at the mall**
- **Invite people to the next party**
- **Practice singing**
- **Play basketball**
- **Practice piano**
- **Educate children**
- **Practice the guitar**
- **Write letters to distant family members**
- **Play chess with friends**
- **Take a nap**



Mothers Don't Rest: Answer Key Correct Answers Underlined

Instructions: Circle every activity that you think the mother or a wealthy antebellum family would have done. Think about what your mother does today.

- **Purchase food for meals**
- **Plan each meal of the day**
- **Wash the carriage**
- **Laundry**
- **Give assignments to slaves**
- **Care for sick family members**
- **Care for sick slaves**
- **Clean the outhouse**
- **Go shopping at the mall**
- **Invite people to the next party**
- **Practice singing**
- **Play basketball**
- **Practice piano**
- **Educate children**
- **Practice the guitar**
- **Write letters to distant family members**
- **Play chess with friends**
- **Take a nap**

Expectations of Women Discussion Guide

There were certain expectations for women in the 19th century. One major responsibility for elite women was to plan parties. Parties reinforced the family's perceived wealth and status in society. Women were expected to know how to play musical instruments and sing. While larger parties would likely have a band or ensemble, elite women in smaller gatherings would be responsible for entertaining guests.

In an urban setting such as the Hampton-Preston Mansion, men were often away on business, political functions, or rural plantations, leaving women to run the day to day operations of the homes in town. The head mistress would be responsible for directing the daily activities of the slaves and making sure they stayed on task. She would also plan the menu for the day's meals and make sure to purchase any food that needed to be delivered.

Women were also responsible for children. In elite families, younger children were likely being educated by tutors but women also took part in giving them an education, especially teaching young ladies social skills.

Women were responsible for caring for any sick family member, even slaves. It was in the economic interest of the family to keep their slaves healthy, in order to make sure they were fit to carry out their jobs. A few sick laborers could severely affect a plantation's output or revenue from hiring out slaves with certain skills.

Elite women were not expected to take part in manual labor or play sports. It was even believed that playing sports could affect a woman's ability to successfully give birth.



Pre-Visit Activity 2: Comparing Homes: Slave Quarters Versus Plantation Homes

1. Standards: This activity meets standard 3-4.1 and 3-4.2 by comparing and informing students about the homes of slaves versus elite planter class families.
2. Objective: Students will learn how the homes of slaves differed from their owners.
3. Materials needed: Worksheet, Jacob Stroyer Diary entry, blank piece of paper
4. Activity:
 - a. Pass out the Slave Quarter worksheet to the students. Ask three or four students to identify the differences they see among the house photographs.
 - b. Read an excerpt from Jacob Stroyer's book "My Life in the South" discussing his living conditions
 - c. Have the students write a letter to "a friend" describing what it would be like to live in a slave cabin
5. Post-visit connection: See Post-Visit Activity 2

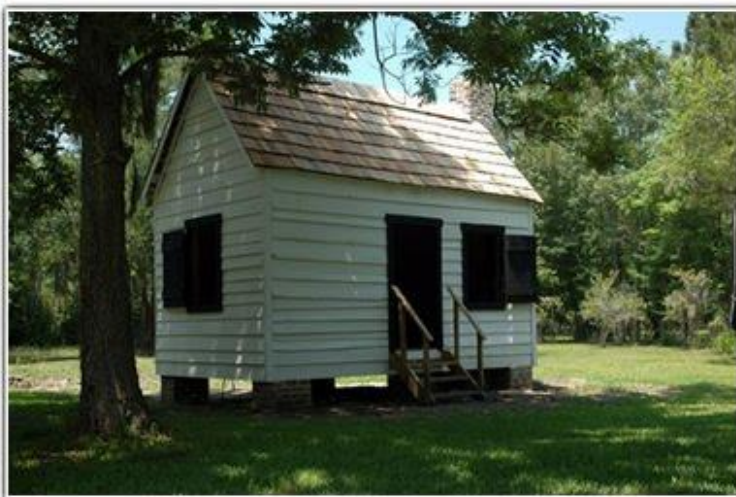
Slave Quarters

Living conditions for enslaved workers were very different compared to their owners. Often, two families lived in a 15 ft. long house. Enslaved families cooked, slept, ate, and relaxed in the same room. The homes were built out of logs and were drafty, dirty, and usually infested with bugs. Look at the following pictures of a slave cabin and the Hampton-Preston Mansion. Write a letter to a friend listing the differences between the two houses and what you think life would be like to live in a house this small.

Hampton-Preston Mansion



Image of a slave cabin



Excerpt from Jacob Stroyer's book, "My Life in the South"

Most of the cabins in the time of slavery were built so as to contain two families; some had partitions, while others had none. When there were no partitions each family would fit up its own part as it could; sometimes they got old boards and nailed them up, stuffing cracks with rags; when they could not get boards they hung up old clothes. When the family increased the children all slept together, both boys and girls, until one got married. The two families had to use one fireplace.

No doubt you would like to know how the slaves could sleep in their cabins in summer, when it was so very warm. When it was too warm for them to sleep comfortably, they all slept under trees until it grew too cool, that is along in the month of October. Then they took up their beds and walked.

Pre-Visit Activity 3: Hampton-Preston Mansion

Key Terms

1. Standards: This activity meets standard 3-4.1 by introducing students to key terms from the antebellum time period.
2. Objective: Students are to become familiar with terms key to understanding the history of the Hampton-Preston Mansion and its site's history.
3. Materials needed: Vocabulary worksheet and answer key
4. Activity:
 - a. Children will be given the worksheet and taught as a group about the different terms provided by HCF
 - b. Either during or after the lesson, students will fill in each blank. This can be done as a class or individually.
5. Post-visit connection: See Post-Visit Activity 3

Name: _____

Hampton-Preston Mansion Vocabulary

Slaves Chicora Stucco Symmetrical

Coal Greenhouse France Outbuildings

Directions: Define the words above by matching them to their definitions used in sentences.

1. The Hampton-Preston Mansion is _____, which means if the house was split in half, it would be identical.
2. Most of the property was covered in elaborate gardens. Many of the exotic plants were grown in a _____, a building specifically designed to grow plants.
3. In cities, _____ often had skills unlike this group of people on plantations. In cities, these people were blacksmiths, carpenters, coopers, hostlers, and brick masons.
4. After the Hampton-Preston Mansion was sold by the family, it eventually became _____ College for Women.
5. In 1858, John Smith Preston and his wife Caroline Hampton sold their plantation in Louisiana for \$2,000,000 and went to _____ for two years.
6. The Hampton-Preston Mansion is made of brick but is covered in _____. This is to make it look like it is made out of stone.
7. Enslaved people did a lot of work in _____, where places like the kitchen were located. These places were not as big as the main house.
8. _____ replaced wood as the main source of fuel to heat the house. This was also burned in the fireplace.

Name: _____

Hampton-Preston Mansion Vocabulary (Answer Key)

Slaves Chicora Stucco Symmetrical

Coal Greenhouse France Outbuildings

Directions: Define the words above by matching them to their definitions used in sentences.

1. The Hampton-Preston Mansion is symmetrical, which means if the house was split in half, it would be identical.
2. Most of the property was covered in elaborate gardens. Many of the exotic plants were grown in a greenhouse, a building specifically designed to grow plants.
3. In cities, slaves often had skills unlike this group of people on plantations. In cities, these people were blacksmiths, carpenters, coopers, hostlers, and brick masons.
4. After the Hampton-Preston Mansion was sold by the family, it eventually became Chicora College for Women.
5. In 1858, John Smith Preston and his wife Caroline Hampton sold their plantation in Louisiana for \$2,000,000 and went to France for two years.
6. The Hampton-Preston Mansion is made of brick but is covered in stucco. This is to make it look like it is made out of stone.
7. Slaves did a lot of work in outbuildings, where places like the kitchen were located. These places were not as big as the main house.
8. Coal replaced wood as the main source of fuel to heat the house. This was also burned in the fireplace.

Pre-Visit Activity 4: Turning on the Lights

1. Standards: This activity meets standard 3-4.1 and 3-5.1 by introducing students to how technological change over time affected people's lives here in South Carolina, using the technology used to light a home as an example.
2. Objective: Students will understand the process it took to provide lighting in a home in the 19th century using candlelight, oil, gas, and electricity. Students will understand that, just like today, many people like to have the latest technology in their homes.
3. Materials needed: Worksheet, blank piece of paper, crayons or markers
4. Activity:
 - a. Hand out worksheet to students
 - b. Have them read the different steps used to create candles, oil, gas, and electricity.
 - c. Have students use their imagination to draw these steps on a piece of paper.
5. Post-visit connection: See Post-Visit Activity 4



Lighting a House in the 19th century

A lot of things change over our lifetime. We get better cell phones, play better video games, and buy newer cars. During the 19th century, a lot of technology changed. At the beginning of the 19th century, most houses were lit with candles, but just 100 years later, homes were using electricity to light their homes. Read each step used to light a house with candles, oil, gas, and electricity. Draw these steps on a piece of blank paper using crayons and markers.

Candles: Workers insert a wick into a metal mold. Workers sometimes take animal fat used in cooking and melt it. They then pour hot wax (animal fat) into the mold and let it harden as it cools off. Workers hammer the candles out of the mold.

Oil: Ships would set sail from ports in Boston and travel to the southern tip of South America. Hunters would get into small rowboats and throw spears at whales. On ships, the oil would be taken out of a whale. The ships would sail back to Boston and the oil would be shipped to cities all over the country. The oil would be poured into lamps and a small part of the oil would be lit on fire. Other source of oil included fish, olives, and other vegetables.

Gas: Workers in Indiana and the Midwest dug mines until they hit pockets of methane or coal gas. Coal went through a process called distillation where solids were converted into a flammable gas. Pipes would send gas to each house. Most buildings had gas fixtures near fireplaces or in chandelier's hanging in the center of a room. These fixtures had to be turned on with a valve then light by hand. There was sometimes a danger that a gas leak would cause your house to explode when you lit the light, but these were not typical.

Electricity: Dams are built so that water rushes through them at a high rate of speed. The speed of the water spins turbines which creates electricity as it goes through the dam. Another way to generate electricity is to burn coal and use the steam from the fire to generate electricity. Power lines carry the electricity to houses where people can turn on a switch to illuminate a light bulb. During the 19th century, a few homeowners were accidentally shocked when flipping the light switch.

Post-Visit Activities

Purpose: The Post-Visit activities' purpose is to reinforce the lessons 3rd grade students learned at the Hampton-Preston Mansion while visiting. These activities will link the site to the South Carolina Social Studies Standards and help reinforce key points students learned while visiting the site.

Objectives: The Post-Visit Activities encourage students to think about the themes and lessons that were highlighted during their visit to the Hampton-Preston Mansion and extend the lessons learned from the pre-visit activities.

1. Themes and Lessons highlighted during tour:
 - Planter-class antebellum families
 - Urban slavery
 - Evolution of Site over time

Activities: Following are descriptions of the Post-Visit Activities for 3rd grade classes planning to visit Historic Columbia's Hampton-Preston Mansion (HP). Each description includes the Social Studies Standard the activity helps to achieve, the materials needed, a detailed description of the activity, and a connection to a corresponding Pre-Visit Activity that students may have completed prior to the visit (these pre-visit activities are described in detail in the Pre-Visit Activity section).

Pre-Visit Activities

1. Mothers Don't Rest: Daily Life of Planter-Class Women
2. Comparing Homes: Slave Quarters Versus Plantation Homes
3. Hampton-Preston Mansion Key Terms
4. Heating and Lighting a Home in the 19th century

Post-Visit Activities

1. Packing for College: What would you take with you to Chicora College?
2. Comparing Diets: Slaves Versus Elite
3. Hampton-Preston Mansion Crossword Puzzle
4. Building the State House

Post-Visit Activity 1: Packing for Chicora College

1. Standards: This activity meets standard 3-5.3 by introducing students to how technological, economic, and social changes created new opportunities for women when receiving an education.
2. Objective: Students will understand that for the first time, women could begin receiving four year degrees in fields other than nursing and education such as business degrees. Chicora College was one of several women's colleges that lead this effort.
3. Materials needed: Two worksheets, pencils, discussion points
4. Activity:
 - a. Hand out worksheet to students
 - b. Have the students think about what they would take to college and fill out the worksheet
 - c. As a class, discuss what items the students decided to take to college and what items to leave out. Discuss why the students chose what they did.
5. Pre-visit connection: See Pre-Visit Activity 1



Packing for College: What would you take with you to Chicora College?

Women who attended Chicora College were allowed to bring one trunk with them to school. The trunk only holds 40 pounds and now you have to decide what to bring with you to school. However, there are certain items the college requires you to bring. Make sure to include these items in your list. You may have several of the same items in your trunk. For example, you may want to pack more than one pair of socks. Your trunk can not exceed 40 pounds.

Required items

Towels (2 pounds)
Table napkins (1 pound)
Two pairs of sheets (5 pounds)
Two bedspreads (10 pounds)
Blanket (2 pounds)
Umbrella (1 pound)
Rain coat (2 pounds)
Rubber boots (3 pounds)

Optional Items

Each pair of socks (1 pound)	Football (2 pounds)
Each pair of underwear (1 pound)	Basketball (2 pounds)
Each pair of pants (3 pounds)	Tennis racket (3 pounds)
Each shirt (2 pounds)	Slippers (2 pounds)
Box of Oreos (2 pounds)	Fork, knife, spoon (2 pounds)
Six-pack of Coca-Cola (5 pounds)	Sewing kit (2 pounds)
Picture of family (2 pounds)	Soap and shampoo (2 pounds)
Picture of friends (2 pounds)	First aid kit (3 pounds)
Favorite book (3 pounds)	Pajamas (2 pounds)
Notebook (1 pound)	Gloves, scarf, hat (2 pounds)
Box of pencils (2 pounds)	Each pair of shoes (3 pounds)
Toothbrush and toothpaste (1 pound)	Hat (1 pound)
Comb and brushes (2 pounds)	



Packing for College: Discussion Points

- How many pairs of underwear and socks did you pack?
- Did you pack any snacks?
- Did you pack any forms of entertainment such as sports equipment or books?
- Why would it be helpful to pack a first aid kit or sewing kit? Did anyone pack these?
- What electronic devices would we pack when going to college today?
Ex: Computer, laptop, printer, video game console, lamps, refrigerator, televisions, phones
- How would these electronic items affect the amount of stuff we take to college?
Ex: Think about how much room these devices take up in a small dorm room.

Post-Visit Activity 2: Comparing Diets of Slaves Versus Elite

1. Standards: This activity meets standard 3-4.1 and 3-4.2 by comparing the general diet of slaves versus slave owners and how these different diets would affect their lives.
2. Objective: Slaves and elite families ate very different food during the antebellum time period. Meals from both classes continue to be eaten today and students will learn which meals continue to make it onto our dinner plates.
3. Materials needed: Worksheet, pencils
4. Activity:
 - a. Hand out worksheet to students
 - b. Have the students read the different food and meal selections and create a menu of food they think they would like to eat.
 - c. Hand out the slave and elite meal worksheet and have the students count how many slave items and elite items made it onto their menu.
 - d. Ask the students why they think these foods continue to be eaten today and why some meals have disappeared.
5. Pre-visit connection: See Pre-Visit Activity 2



Comparing Diets of Slave and Elite Class Families

Build a menu from the following food selection items. Don't worry if you don't know what some of the food is. Once you create your menu, check the food selection with the list of slave and elite class meals. Count how many slave meals and elite class meals you have on your menu. Why do you think food from both classes would have made it onto this list? Why do you think some food has disappeared?

Menu Options

- | | | | |
|----------------|-----------------|------------------|--------------|
| Collard Greens | Gumbo | Pork | Cheese |
| Chitterlings | Bacon | Venison | Bread and |
| Vegetable Stew | Black-eyed peas | Chicken | Butter |
| Corn Bread | Herring | Cider | Ice Cream |
| Sweet Potatoes | Catfish | Sweet and | Chocolate |
| Beans | Opossums | savory puddings | Pineapple |
| Rice | Lima Beans | Rice | Deviled Eggs |
| Rabbit | Cabbage | Fresh fruits | Beef |
| Turtle | Chicken legs | Fresh vegetables | Pickles |
| Turnips | Roast Duck | Oysters | |
| Okra | Roast Pork | Apple Pie | |

Menu

- | | | |
|----------|----------|----------|
| 1. _____ | 4. _____ | 6. _____ |
| 2. _____ | 5. _____ | 7. _____ |
| 3. _____ | | 8. _____ |

Number of slave meals _____ Number of elite class meals _____



Comparing Diets of Slave and Elite Class Families

Slave Menu

Collard Greens
Chitterlings
Vegetable Stew
Corn Bread
Sweet Potatoes
Beans
Rice
Rabbit
Turtle
Turnips
Okra
Gumbo
Bacon
Black-eyed peas
Herring
Catfish
Opossums
Lima Beans
Cabbage
Chicken legs

Elite Class Menu

Roast Duck
Roast Pork
Pork
Venison
Chicken
Cider
Sweet and savory puddings
Rice
Fresh fruits
Fresh vegetables
Oysters
Apple Pie
Cheese
Bread and Butter
Ice Cream
Chocolate
Pineapple
Deviled Eggs
Beef
Pickles

Post-Visit Activity 3: Hampton-Preston Crossword Puzzle

1. Standards: This activity meets standard 3-4.1 and 3-4.2 by introducing students to key terms associated with the Hampton-Preston Mansion tour including comparing lives of slaves and slave-owning families
2. Objective: This activity will help students remember key terms associated with the site following their tour.
3. Materials needed: Worksheet, pencils, answer key
4. Activity:
 - a. Hand out worksheet to students
 - b. Once students have completed the worksheet, compare their answers to the answer key
5. Pre-visit connection: See Pre-Visit Activity 3



Hampton-Preston Mansion Crossword Puzzle

1			2												
								3							
4															
							5								
		6													
	7														
				8											
	9														
10															

Across

1. Wade _____ bought the home from Ainsley Hall
4. The number of slaves connected to this site
5. Used to control the amount of light and heat entering the house
6. This product, which replaced wood, was used to heat the home
8. Building slaves would have used to grow exotic plants
9. This was used to travel around town and pulled by a horse
10. Emperor of France who gave Buckie Preston her riding crop

Down

2. Caroline Hampton married John _____
3. Two paintings in the library depicting nature were painted by this artist
7. Name of the college for women that was located at the mansion



Hampton-Preston Mansion Crossword Puzzle Answer Key

1			2																	
									3											
4																				
							5													
		6																		
	7																			
						8														
	9																			
10																				

Across

1. Wade _____ bought the home from Ainsley Hall
4. The number of slaves connected to this site
5. Used to control the amount of light and heat entering the house
6. This product, which replaced wood, was used to heat the home
8. Building slaves would have used to grow exotic plants
9. This was used to travel around town and pulled by a horse
10. Emperor of France who gave Buckie Preston her riding crop

Down

2. Caroline Hampton married John _____
3. Two paintings in the library depicting nature were painted by this artist
7. Name of the college for women that was located at the mansion

Across

1. Hampton
4. SeventyFour
5. Shutters
6. Coal

8. Greenhouse
9. Carriage
10. Napoleon

Down

2. Preston
3. Audubon
4. Chicora



Post-Visit Activity 4: Building the State House

1. Standards: This activity meets standard 3-4.2 by introducing students how slavery functioned in an urban environment by using the construction of the State House as an example.
2. Objective: This activity will help students understand that slaves in urban settings often had greater skills than those on plantations. The slaves with these skills were used on construction projects in cities.
3. Materials needed: Worksheet, pencils
4. Activity:
 - a. Hand out worksheet to students
 - b. Once students have completed the worksheet, compare their answers to the answer key
5. Pre-visit connection: See Pre-Visit Activity 4



Constructing the State House

Construction on the current State House began in 1854. Slaves with specific skills were used to construct the building. Read each job title and its definition. Place each job where it fits in the paragraph. Once completed, read the paragraph to understand how much work it took to build the State House.

Job Titles

Carpenter:	Someone who works with wood
Brick Mason:	Works with clay bricks and builds exterior walls of buildings
Engraver:	Carves patterns in walls and columns
Hostler:	Someone who takes care of horses
Cooper:	Makes barrels used to hold supplies
Roofer:	Constructs roofs for buildings
Blacksmith:	Works with iron and metal to build tools

The first thing that would be done when building the new State House is transporting construction materials to the site by horse and wagon. A _____ is a person who takes care of horses and would have been responsible for the health of the horses being used to transport the materials to the site. A _____ would cut the lumber and wood used to construct the frame of the State House. A _____ constructed the outside walls of the State House with brick. The patterns and designs of the columns and walls were made by an _____. _____ would make and nails, tools, or other instruments used in construction of the building. Nails were stored in containers made by _____. After the walls were constructed, a _____ would build the roof, including the copper dome.



Constructing the State House: Answer Key

Construction on the current State House began in 1854. Slaves with specific skills were used to construct the building. Read each job title and its definition. Place each job where it fits in the paragraph. Once completed, read the paragraph to understand how much work it took to build the State House.

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Carpenter:	Someone who works with wood
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The first thing that would be done when building the new State House is transporting construction materials to the site by horse and wagon. A hostler is a person who takes care of horses and would have been responsible for the health of the horses being used to transport the materials to the site. A carpenter would cut the lumber and wood used to construct the frame of the State House. A brick mason constructed the outside walls of the State House with brick. The patterns and designs of the columns and walls were made by an engraver. Blacksmiths would make and nails, tools, or other instruments used in construction of the building. Nails were stored in containers made by coopers. After the walls were constructed, a roofer would build the roof, including the copper dome.