



HISTORIC
COLUMBIA

Est. 1961 S. Carolina

Mann-Simons Site



Teacher's Resource

Elementary School Level



HISTORIC
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Overview

Purpose: The purpose of this guide is to provide teachers with important information regarding their class' tour of the Mann-Simons Site (MS). 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 MS 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 MS.

Objectives: Students visiting the site will learn about the Mann-Simons Site, a property owned by a middle-class African-American family for generations. They will learn about enslaved and free African-Americans; the antebellum, Reconstruction and Jim Crow eras; opportunities for African-Americans during these time periods; and lifestyle changes in urban areas during the 19th and 20th centuries. Built in the 1870s, the property was originally owned by former slaves Celia Mann and her husband Ben DeLane. The property continued to be owned by Celia's descendants until 1970 when the City of Columbia took over the property with the intent of developing a public housing project. A grassroots campaign saved the main house, and today HCF acts as a steward for this and other historic properties, maintaining the Site as a museum. The tour and accompanying activities will focus on the following themes:

- Antebellum history
- "Jim Crow"
- The process of discovering history

Standards: This information is based on the August 2011 South Carolina Social Studies Academic Standards.

1. The Mann-Simons Site tour helps students achieve the following 3rd grade Standards:
 - 3-1.2, 3-1.3
 - 3-2.5
 - 3-4.1, 3-4.5, 3-4.6
 - 3-5.1, 3-5.2, 3-5.4, 3-5.5, 3-5.6
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.

- 3-1.2
- 3-1.3
- 2-3.5
- 3-4.1
- 3-4.6
- 3-5.1
- 3-5.2
- 3-5.5
- 3-5.6



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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



Agnes Jackson, eldest daughter of Celia Mann

Although only one building stands today, the Mann-Simons Site historically was a collection of domestic and commercial spaces owned and operated by the same African American family from at least 1843 until 1970. The property and its multiple buildings changed considerably over time as the needs, tastes and aspirations of this family of business owners, landlords, and church leaders helped shape this neighborhood and other parts of Columbia. Interpretation of this site involves the histories of individual family members, their possessions, properties, and the lives they made for themselves within the larger Columbia, regional, and national communities.

The site's main themes are as follows:

- The story of Ben and Celia as free African Americans during the Antebellum period
- The family's experiences during the Jim Crow era
- Knowing the Past: Exploring how the family's stories and experiences have been uncovered

Celia Mann was born a slave in Charleston in 1799, although it is not known when or how she acquired her freedom. The earliest date of Celia's documentation in Columbia is 1837 when she was baptized. She and her husband Ben Delane would start the family's legacy of entrepreneurial spirit through their careers as a midwife and boat captain respectively.

It is through subsequent generations of family members that this African-American family, born as slaves and then gaining their freedom during the antebellum era, became a respected middle-class family during the Reconstruction and Jim Crow eras. Celia's daughter, Agnes, directed a building boom at the site that ultimately led to the construction of the current house, dating to the mid-1870s/1880s. Other buildings constructed included businesses run by her children such as a lunch counter, grocery store, and later rental properties.

The family's experiences during the 19th and 20th centuries reflect a time in the country when society struggled with the roles of race and inclusion. During the antebellum era, most African Americans were enslaved, but even free African Americans were not given the same equality under the law as white citizens. This discrimination continued into the Jim Crow era where mass-production and consumerism gave African-Americans access to material goods. Though these goods were often hallmarks of middle-class status, African Americans were still being denied many rights through Jim Crow segregation. While Jim Crow had a detrimental effect on all African Americans, some were able to move into the middle class, owning business and property – even, in the case of the Mann-Simons family, renting property to white immigrant tenants.

There is a great deal of evidence to tell the family's stories and experiences during these eras. The fire that partially burned the lunch counter in 1909 left a near-perfect snapshot of a small family-owned business in the African American community. Archaeologists uncovered the trash pit where much of the material discarded after the fire was placed. Archaeology digs, official records, maps, pictures, architectural analyzes, and other methods tell the story of free and, later, middle-class African Americans through the lens of the Mann-Simons family.

Pre-Visit Activities

Purpose: The Pre-Visit Activities' purpose is to introduce 3rd grade students to the Mann-Simons Site 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 Mann-Simons site. The activities will concentrate on reinforcing concepts students are familiar with and introducing terms and information important in the Mann-Simons Site tour.

1. Themes and Lessons highlighted during tour:

- Antebellum history
- Jim Crow
- The process of discovering history

2. Important terms and information:

- Antebellum
- Reconstruction
- Jim Crow
- Enslaved African Americans and Free African Americans
- Middle-class
- Archaeology

Activities: Following are descriptions of the Pre-Visit Activities for 3rd grade classes planning to visit Historic Columbia's Mann-Simons Site (MS). Each description includes the Social Studies Standard and Literacy Elements 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

- Jim Crow in South Carolina
- Differences over Time
- Mann-Simons Timeline
- Mann-Simons Puzzles

Corresponding Post-Visit Activities

- Mann-Simons Family
- Ghosts on Mann-Simons
- Mapping Mann-Simons
- Digging Through History



Pre-Visit Activity 1: Jim Crow Laws in South Carolina

1. **Standards:** “Jim Crow Laws in South Carolina” addresses the following South Carolina social studies standards for the third grade:
 - a. 3-4.6 by having students think about the negative effects of Reconstruction in South Carolina
 - b. 3-5.1 by having students think about the creation of Jim Crow laws in the late nineteenth and twentieth centuries.

This activity achieves these standards through the use of the following Social Studies **Literacy Skills** for the Twenty-First Century:

- Distinguishing between past, present, and future times.
2. **Objective:** Students are asked to think about which of the presented laws were actual “Jim Crow” laws in South Carolina. Additionally, they are encouraged to think about the fairness of these laws and the way they affected people of all races living in the state during the late 19th and 20th centuries.
 3. **Materials needed:** Provided T/F worksheet, pencil or pen
 4. Activity:
 - a. Children will be given the worksheet and asked to guess which of the provided laws were “true”.
 - b. After they fill out the sheet, the teacher will go over the correct answers with them as a class, discussing which laws were real and which were not. If desired, the teacher can discuss when these various laws came into effect so that students can understand that the development of “Jim Crow” was a long process and did not happen all at once.

5. **Post-Visit Connection:** See Post-Visit Activity 1: “The Mann-Simons Family” – students will think about opportunities for African-Americans during the era of Jim Crow laws.



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Jim Crow Laws in South Carolina

After Reconstruction and during the first half of the 20th century, laws were passed that kept citizens of different races separate, or segregated. These laws were referred to as “Jim Crow” laws. Can you guess which of the Jim Crow laws below were real laws in South Carolina? Right a T next to those you think are true and an F next to those you think are false.

1. ____ School bus drivers had to be the same race as their passengers.
2. ____ There had to be separate state parks provided for African Americans.
3. ____ Movie theaters and department stores could not let an African American use the same door as a white person.
4. ____ African Americans and whites could not wear the same color shirts and dresses on the same day.
5. ____ African Americans and white cotton mill workers could not work next to each other, or use the same exits or bathrooms.
6. ____ Circuses had to have separate entrances for white and black customers.
7. ____ African Americans were only allowed to use sidewalks on the South and/or West sides of streets.
8. ____ Whites could not marry anyone who was all or part African American or Native American.
9. ____ Government offices were not allowed to hire Chinese people.
10. ____ Restaurants at railroads were not allowed to serve white and black people in the same room, or at the same counter or table.
11. ____ City bus systems had to provide separate busses for white riders.



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Jim Crow Laws in South Carolina

TEACHER COPY

After Reconstruction and during the first half of the 20th century, laws were passed that kept citizens of different races separate, or segregated. These laws were referred to as “Jim Crow” laws. Can you guess which of the Jim Crow laws below were real laws in South Carolina? Right a T next to those you think are true and an F next to those you think are false.

1. True, passed 1935 School bus drivers had to be the same race as their passengers.
2. True, passed 1956 There had to be separate state parks provided for African Americans.
3. False, businesses were not required to be segregated, though some chose to follow customs like this Movie theaters and department stores could not let an African American use the same door as a white person.
4. False, no such law ever existed African Americans and whites could not wear the same color shirts and dresses on the same day.
5. True, passed 1952 African Americans and white cotton mill workers could not work next to each other, or use the same exits or bathrooms.
6. True, passed 1932 Circuses had to have separate entrances for white and black customers.
7. False, no such law ever existed African Americans were only allowed to use sidewalks on the South and/or West sides of streets.
8. True, passed in 1879 – the oldest Jim Crow law in SC Whites could not marry anyone who was all or part African American or Native American.
9. False, this was a law in California Government offices were not allowed to hire Chinese people.
10. True, passed 1906 Restaurants at railroads were not allowed to serve white and black people in the same room, or at the same counter or table.
11. False, though a law requiring streetcar conductors to separate races within cars was passed in 1905. City bus systems had to provide separate busses for white riders.



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Pre-Visit Activity 2: Differences over Time

1. **Standards:** “Differences over Time” addresses the following South Carolina social studies standards for the third grade:
 - a. 3-1.3 by having students think about interactions between people and the physical landscape of South Carolina over time, especially in regards to economic development
 - b. 3-5.1 by having students think about the growth of cities during the early 20th century
 - c. 3-5.2 by having students think about the development of economic and social opportunities for African Americans in South Carolina

This activity achieves these standards through the use of the following Social Studies **Literacy Skills** for the Twenty-First Century:

- Distinguishing between past, present, and future times.
 - Identifying cause and effect.
 - Interpreting information from maps.
 - Recognizing maps as representations of spatial relationships.
 - Find and describe location and condition of places.
 - Using visual elements as aids to understand where, when, why and how.
 - Sharing thoughts and ideas willingly.
2. **Objective:** Students are asked to look at two images from early 20th century historic maps and notice changes over time. They should think about why the buildings on the property by the African American Mann-Simons family changed during the early 20th century.
 3. **Materials needed:** Provided worksheet, pencil or pen
 4. **Activity:**
 - a. Children will be given the worksheet and asked to identify changes to the Mann-Simons site between 1904 and 1919.

- b. Once they identify changes and mark them as appropriate, go over the worksheet as a class. Encourage students to share thoughts as to why the buildings changed so much over this period. *Reasons for change include the addition of three buildings at the 1906, 1912, and 1914 addresses on Marion of rental properties, the addition of a front and back porch on the Mann-Simons House (1403 Richland St). The building at the very corner of the streets (1901 Richland Street) on the 1904 map was a lunch counter. It burned down in 1909. Other buildings presumably were taken down to build new structures.*
5. **Post-Visit Connection:** See Post-Visit Activity 2: “Ghosts on the Mann-Simons Site” – students will think about the buildings no longer standing on the site, but that they saw as “ghost structures” on their visit.



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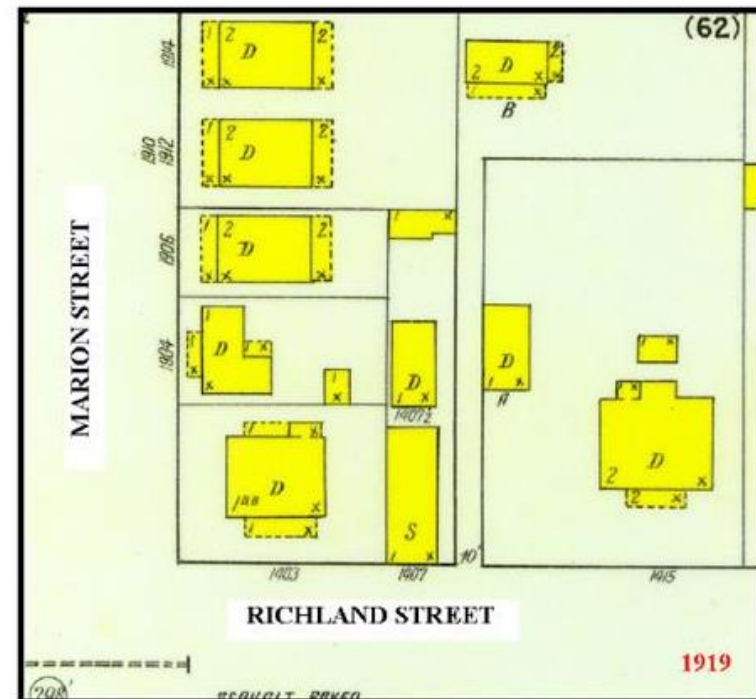
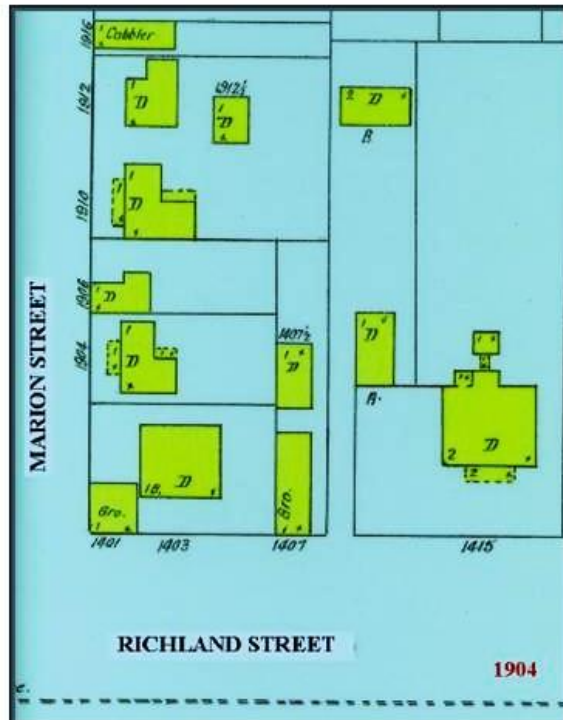
Differences over Time

As cities grow, the types and number of buildings change. During the early 20th century Columbia grew and changed a lot. Middle-class families like the Manns and Simons added buildings to their property. Over 15 years, from 1904-1919, the Mann-Simons site changed a lot. These two maps show the same corner of Richland and Marion Street – the property the Mann and Simons families owned.

Do you see differences in the 2 maps below?

CIRCLE any parts of the 1919 map that are NEW. Are there new buildings? Were there additions to any buildings?

CROSS OUT any buildings on the 1910 map that are NOT on the 1919 map. What do you think happened to them?



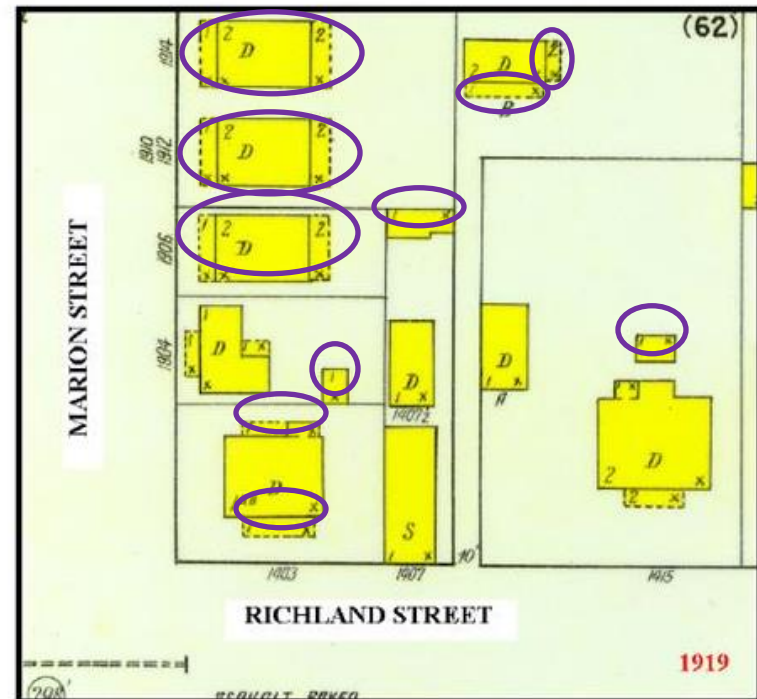
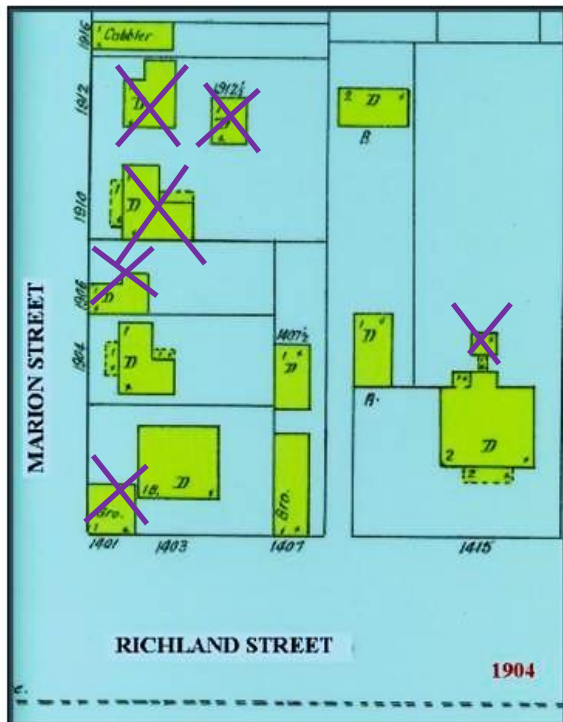
Differences over Time – TEACHER COPY

As cities grow, the types and number of buildings change. During the early 20th century Columbia grew and changed a lot. Middle-class families like the Manns and Simons added buildings to their property. Over 15 years, from 1904-1919, the Mann-Simons site changed a lot. These two maps show the same corner of Richland and Marion Street – the property the Mann and Simons families owned.

Do you see differences in the 2 maps below?

CIRCLE any parts of the 1919 map that are NEW. Are there new buildings? Were there additions to any buildings?

CROSS OUT any buildings on the 1910 map that are NOT on the 1919 map. What do you think happened to them?





Pre-Visit Activity 3: Mann-Simons Timeline

1. **Standards:** “Mann-Simons Timeline” addresses the following South Carolina social studies standards for the third grade:
 - a. 3-2.5 by having students think about the lives of enslaved people and changes in the enslaved state
 - b. 3-4.1 by having students think about the different classes of free and enslaved African Americans and that these were not fixed classes necessarily
 - c. 3-4.5 by encouraging students to consider the effects of the Civil War on free African Americans in South Carolina
 - d. 3-4.6 by encouraging students to consider the opportunities for African Americans during Reconstruction
 - e. 3-5.2 by having students think about the growth of modern conveniences like electricity and plumbing in cities like Columbia during the early 20th century
 - f. 3-5.6 by having students think about the development of historic sites like Mann-Simons during the mid-late 20th

This activity achieves these standards through the use of the following Social Studies **Literacy Skills** for the Twenty-First Century:

- Distinguishing between past, present, and future times.
 - Identifying cause and effect
 - Interpret information from a timeline
 - Use visual elements as aids to understand why and how
2. **Objective:** Students are asked to place events on a timeline using clues about past order. Students will be able to identify what time period in history the events occurred through the timeline..
 3. **Materials needed:** Provided worksheets, scissors, glue or tape
 4. **Activity:**
 - a. Children will be given the cut-out worksheet and timeline sheet.
 - b. They will cut out the boxes of events.
 - c. They will put the events in order using clues provided in the text.
 - d. They will glue or tape the events down at the appropriate location on the timeline.
 - e. As a class, they will go over when in American history these events occurred, using the information provided on the timeline about time periods of each event.

- 5. Post-Visit Connection:** See Post-Visit Activity 3: “Mapping Mann-Simons” – students will create a mental map based on events in the history of the Mann-Simons family and site.



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Mann-Simons Timeline Cut-Outs

The history of the Mann-Simons site begins during the **antebellum era** and continues through the mid-20th century. Can you put the following events in the right order on a timeline?

First, cut out the below squares.

Then, arrange them on the provided timeline.

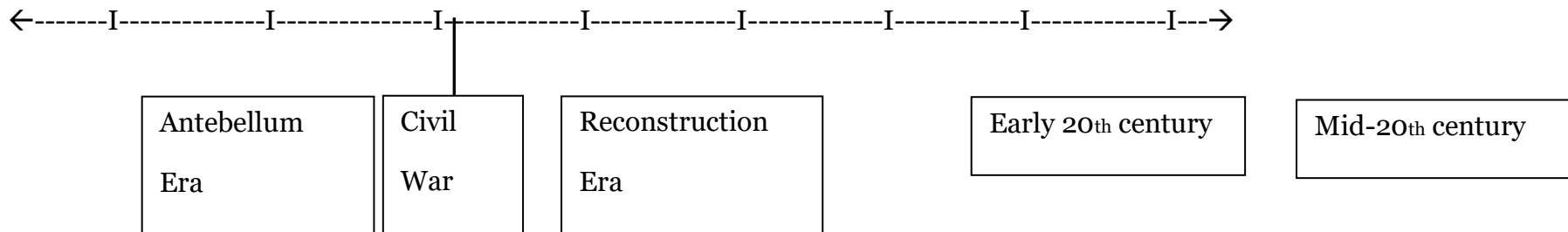
When Celia died, her daughter Agnes inherited the property.	The house was wired for electricity	The house was saved and became a museum.	Celia's daughter Agnes built the current house.	Celia became free and owned property.	Celia was born a slave.	Five to ten years after the house got electricity, it also got indoor plumbing.	The city took over the house and thought about destroying it.
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Mann-Simons Timeline

Place the events related to the Mann-Simons Site in the correct spots on the below timeline.





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Mann-Simons Timeline – TEACHER COPY

PRE-ANTEBELLUM: Celia was born a slave. *(1799)*

ANTEBELLUM: Celia became free and owned property. *(by 1850)*

RECONSTRUCTION: When Celia died her daughter Agnes inherited the property. *(1867)*

RECONSTRUCTION: Celia's daughter Agnes built the current house. *(1872-1880s)*

EARLY 20TH CENTURY: The house was wired for electricity. *(by 1903-1909)*

EARLY 20TH CENTURY: Five to ten years after the house got electricity, it also got indoor plumbing. *(by 1913)*

LATE 20TH CENTURY: The city took over the house and thought about destroying it. *(1970)*

LATE 20TH CENTURY: The house was saved and became a museum. *(1974-1978)*



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Pre-Visit Activity 4: Mann-Simons Puzzles

1. **Standards:** “Mann-Simons Puzzles” addresses the following South Carolina social studies standards for the third grade by encouraging students to think about the terms associated with them and to listen for these terms during their term
 - a. 3-2.5
 - b. 3-4.1
 - c. 3-4.6
 - d. 3-5.1
 - e. 3-5.2
 - f. 3-5.5
 - g. 3-5.6

This activity begins to achieve these standards by focusing on “Knowledge” from Bloom’s Taxonomy.

2. **Objective:** Students are asked to find terms related to the history of South Carolina and the Mann-Simons Site. Some of these terms they should already be familiar with while others will be new. By learning these terms in this activity, they will be able to recognize them during the tour of the Site.
3. **Materials needed:** Provided worksheets, writing utensil
4. **Activity:**
 - a. Children will be asked to complete the provided Wordsearch and Crossword.
 - b. The Crossword’s words go backwards, forwards, up and down.
 - c. The Crossword can be completed using terms from the Wordsearch that match the provided clues.
 - d. They will be told to listen for these terms while on the tour - that they are clues that what is being said is important!
5. **Post-Visit Connection:** See Post-Visit Activity 4: “Digging through History” – students will use some of these terms and others to complete a paragraph about archeology at the Site.

Mann-Simons Word Search

Find the words listed at the bottom of the page in the below word search. Be aware that some words go forwards, backwards, up and down!

Listen for these words as you take a tour of the Mann-Simons site.

X S T C A F I T R A N F S M S
Y H U W R F A W E Q N R N A C
T G V W T D O Z C C A E O N M
B C O C M R Q N O L M E I N Y
V T J L C Y S C N F A S T S O
N B R M O M D Y S X I O A I V
O E I A A E K J T T L F R M P
E J K P S F A A R W E S E O H
Y X S L D H U H U L C Z N N E
R E T N U O C H C N U L E S X
E R I F P F S Z T R S D G L J
A C U L T U R E I C A I V O X
N L K R R W V M O J U D K B P
O A W H F X A V N S I I L Q O
A N T E B E L L U M V K N B B

RECONSTRUCTIONx

TRASH x

MAPS x

ANTEBELLUMx

ARCHAEOLOGY

ARTIFACTS x

CELIA MANNx

CULTURE x

FIRE x

FREEx

GENERATIONS x

JIM CROW x

LUNCH COUNTERx

MANN-SIMONS x

Mann-Simons Word Search TEACHER COPY

Find the words listed at the bottom of the page in the below word search. Be aware that some words go forwards, backwards, up and down!

Listen for these words as you take a tour of the Mann-Simons site.

X	S	T	C	A	F	I	T	R	A	N	F	S	M	S
Y	H	U	W	R	F	A	W	E	Q	N	R	N	A	C
T	G	V	W	T	D	O	Z	C	C	A	E	O	N	M
B	C	O	C	M	R	Q	N	O	L	M	E	I	N	Y
V	T	J	L	C	Y	S	C	N	F	A	S	T	S	O
N	B	R	M	O	M	D	Y	S	X	I	O	A	I	V
O	E	I	A	A	E	K	J	T	T	L	F	R	M	P
E	J	K	P	S	F	A	A	R	W	E	S	E	O	H
Y	X	S	L	D	H	U	H	U	L	C	Z	N	N	E
R	E	T	N	U	O	C	H	C	N	U	L	E	S	X
E	R	I	F	P	F	S	Z	T	R	S	D	G	L	J
A	C	U	L	T	U	R	E	I	C	A	I	V	O	X
N	L	K	R	R	W	V	M	O	J	U	D	K	B	P
O	A	W	H	F	X	A	V	N	S	I	I	L	Q	O
A	N	T	E	B	E	L	L	U	M	V	K	N	B	B

RECONSTRUCTION

TRASH

MAPS

ANTEBELLUM

ARCHAEOLOGY

ARTIFACTS

CELIA MANN

CULTURE

FIRE

FREE

GENERATIONS

JIM CROW

LUNCH COUNTER

MANN-SIMONS

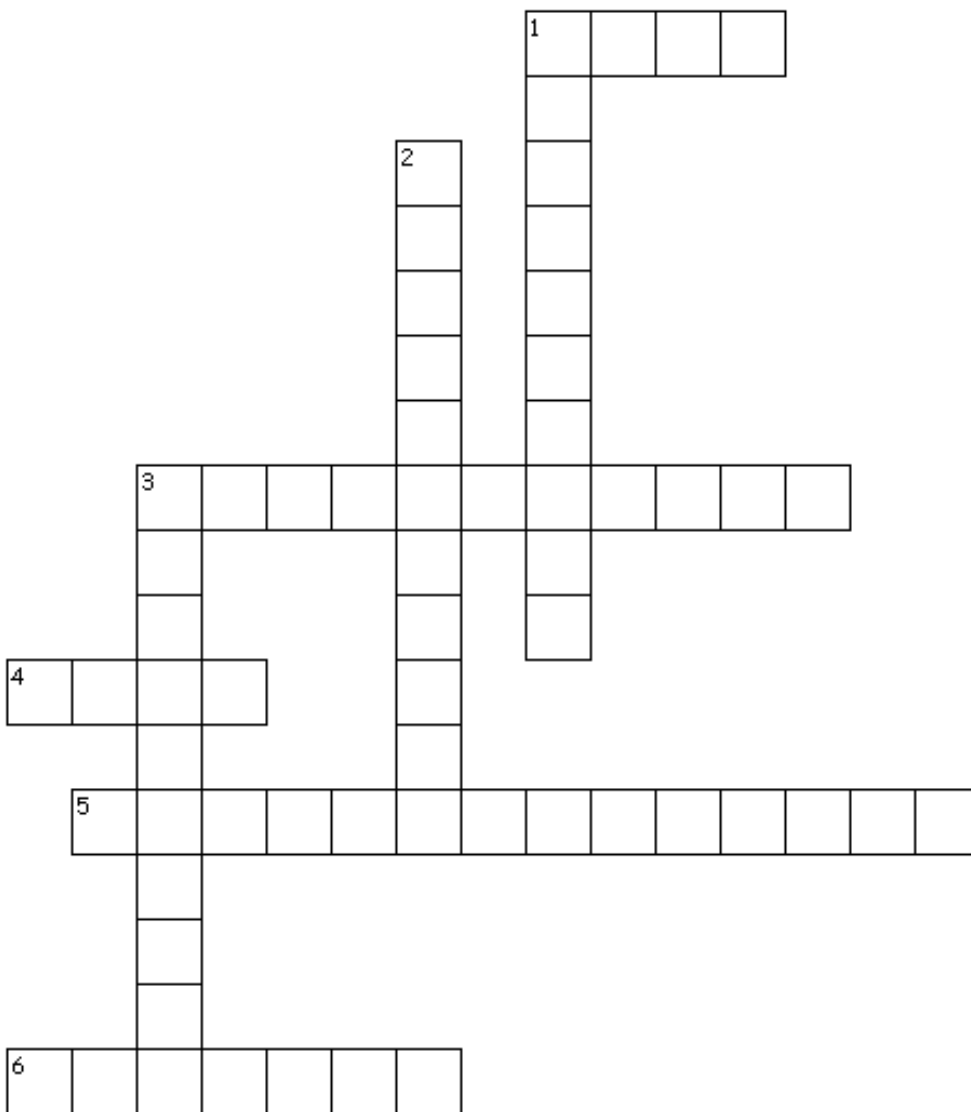


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Mann-Simons Crossword

Use the clues on the right to fill out the below Crossword.

Listen for these terms as you take a tour of the Mann-Simons site.



Across

1. You can locate a place by looking at _____.
3. You can learn about history through _____ by examining artifacts left in the ground.
4. _____ blacks were not enslaved during the antebellum period
5. During the _____ era, the country worked to reunite after the Civil War.
6. A system of laws that segregated white and black citizens was called _____.

Down

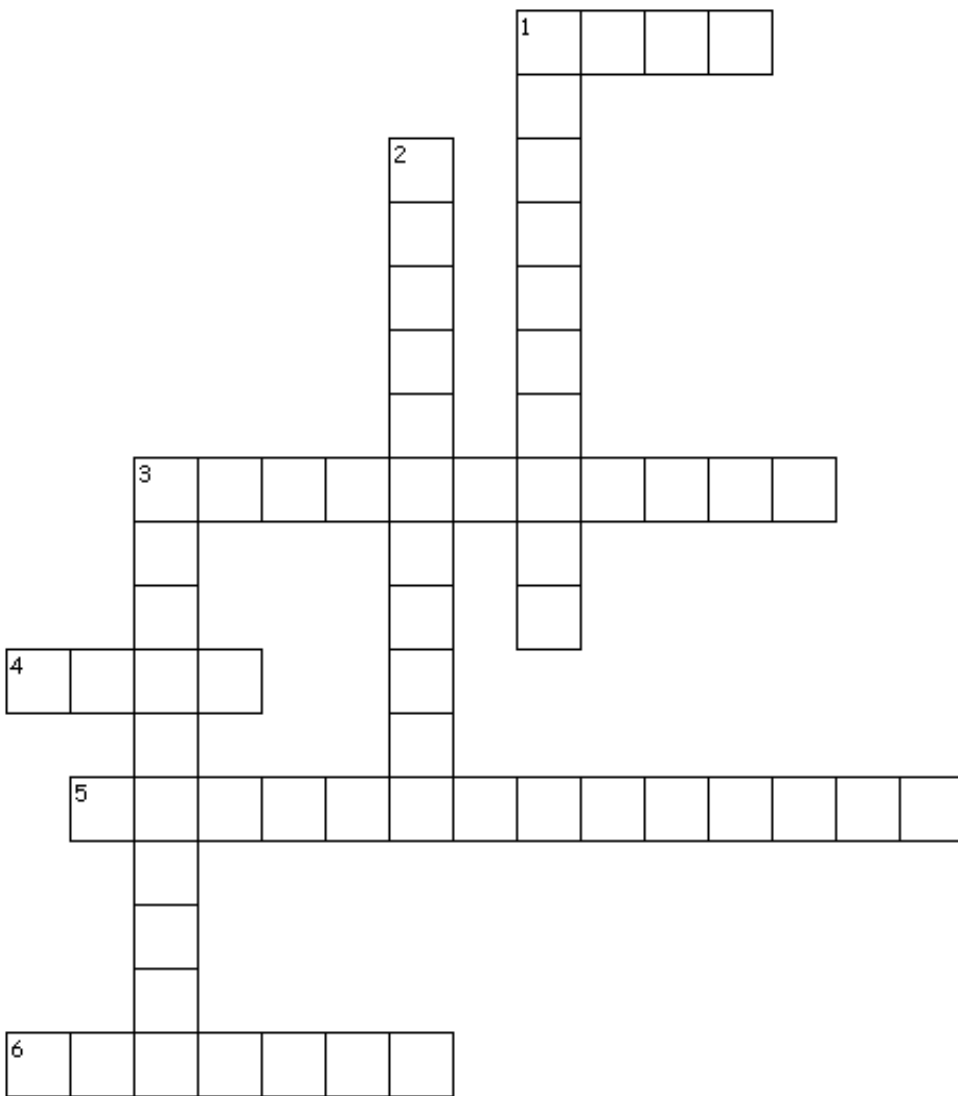
1. We will be visiting the _____ Site at Historic Columbia Foundation.
2. Grandparents, parents, and children are all different _____ of a family.
3. The time period before the Civil War is the _____ era.



Mann-Simons Crossword – TEACHER COPY

Use the clues on the right to fill out the below Crossword.

Listen for these terms as you take a tour of the Mann-Simons site.



Across

- You can locate a place by looking at **MAPS**
- You can learn about history through **ARCHAEOLOGY** by examining artifacts left in the ground.
- FREE** blacks were not enslaved during the antebellum period
- During the **RECONSTRUCTION** era, the country worked to reunite after the Civil War.
- A system of laws that segregated white and black citizens was called **JIM CROW**.

Down

- We will be visiting the **MANNSIMONS** Site at Historic Columbia Foundation.
- Grandparents, parents, and children are all different **GENERATIONS** of a family.
- The time period before the Civil War is the **ANTEBELLUM** era.



Post-Visit Activities

Purpose: The Post-Visit activities' purpose is to reinforce the lessons 3rd grade students learned at the Mann-Simons Site 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 Mann-Simons Site (MS) and extend the lessons learned from the pre-visit activities. The Post-Visit activities will reinforce terms and information important in the Mann-Simons Site tour and connect them to concepts students were familiar with before visiting.

Activities: Following are descriptions of the Post-Visit Activities for 3rd grade classes planning to visit MS. 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).

Post-Visit Activities

1. Mann-Simons Family
2. Ghosts on Mann-Simons
3. Mapping Mann-Simons
4. Digging Through History

Corresponding Pre-Visit Activities

1. Jim Crow in South Carolina
2. Differences over Time
3. Mann-Simons Timeline
4. Mann-Simons Puzzles



Post-Visit Activity 1: The Mann-Simons Family

1. **Standards:** “The Mann-Simons Family” addresses the following South Carolina social studies standards for the third grade:
 - a. 3-2.5 by having students think about daily lives of enslaved people and how some enslaved people were able to be freed
 - b. 3-4.1 by having students think about economic conditions for free African Americans
 - c. 3-4.6 by having students think about the positive and negative effects of Reconstruction on African Americans
 - d. 3-5.1 by having students think about the social and economic impact of developments in industry and the creation of Jim Crow laws on middle-class African Americans
 - e. 3-5.2 by having students think about the opportunities for African Americans in South Carolina cities like Columbia

This activity achieves these standards through the use of the following Social Studies **Literacy Skills** for the Twenty-First Century:

- Distinguishing between past, present, and future times.
 - Understand that people make choices based on the scarcity of resources
2. **Objective:** Students are asked to remember their visit to the Mann-Simons house and the various jobs that members of the family had had over the course of a century and a half. They are encouraged to think about the opportunities that were available to middle-class African Americans in Columbia, such as an ability to own property and hold jobs, as well as the limitations of living in a Jim Crow society, such as the inability to obtain jobs that require advanced education.
 3. **Materials needed:** Provided worksheet, coloring utensils
 4. Activity:
 - a. Children will be given the worksheet and asked to remember their visit to the Mann-Simons site.
 - b. Students will be asked to circle three jobs they remember Mann-Simons family members did and cross out three jobs they do not think family members did. They will be encouraged to remember their visit as well as think about jobs available to different classes and at different times in history.
 - c. Children will then be asked to draw a picture of one of the jobs and think about whether they would like to have that job.

- d. As a group, the class can go over which of the jobs were held by Mann-Simons family members and which were not. If desired, teacher can discuss with class why those jobs that were not held by Mann-Simons family members were likely not available to them.
5. **Pre-Visit Connection:** See Pre-Visit Activity 1: “Jim Crow Laws in SC” – students will think about what types of things were limited due to race in South Carolina during the late 19th and 20th centuries.



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The Mann-Simons Family

Even though African Americans faced discrimination through enslavement during the **antebellum period** and through Jim Crow laws after **Reconstruction**, some African Americans were able to be part of the middle class and do well. The Mann and Simons family who lived on the Mann-Simons site are excellent examples of this. Members of this family performed a number of different type of jobs. For this activity, try and remember some of the different jobs you learned about while on your Historic Columbia tour! Do you see any of these on the list below?

1. Circle 3 jobs members of the family did.
2. Cross out 3 jobs that the family did not do.

musician
landlord
tailor
carpenter

restaurant owner
grocer
midwife
boat captain

doctor
lawyer
computer technician
policeman

3. Now, draw a picture of your favorite job that the Mann-Simons family did. Is this a job you would like when you grow up?



The Mann-Simons Family

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grocer
midwife
boat captain

~~doctor~~
~~lawyer~~
~~computer technician~~
~~policeman~~

3. Now, draw a picture of your favorite job that the Mann-Simons family did. Is this a job you would like when you grow up?



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Post-Visit Activity 2: Ghosts on the Mann-Simons Site

1. **Standards:** “Ghosts on the Mann-Simons Site” addresses the following South Carolina social studies standards for the third grade:
 - a. 3-1.3 by having students think about the relationship between people and space, as well as the effect of economic development on building patterns
 - b. 3-5.2 by having students think about the growth of cities and modern conveniences
 - c. 3-5.5 by having students consider the development of economic and social opportunities for African Americans in South Carolina
 - d. 3-5.6 by having students understand the “Ghost Structures” on the Mann-Simons site were built by Historic Columbia to help visitors like themselves and people from around Columbia, South Carolina and the country understand the history of Columbia.

This activity achieves these standards through the use of the following Social Studies **Literacy Skills** for the Twenty-First Century:

- Distinguishing between past, present, and future times.
 - Recognizing maps, mental maps and geographic models as representations of spatial relationships.
 - Find and describe the locations and conditions of places.
2. **Objective:** Students are encouraged to create a mental map of the Mann-Simons Site from their visit. They are then asked to reconstruct a map of the Site using provided cut-outs. Then, they are asked to describe whether the cutouts represent buildings that exist presently or in the past.
 3. **Materials needed:** Intersection and cut-out sheets (provided below), scissors, glue or tape, at least 2 colors of markers/pencils/crayons
 4. **Activity:**
 - a. Ask children to remember the Site and its layout from their visit. Hand out the two provided sheets. Ask them to create a mental map of the Site.
 - b. Have the students cut out the various structures. Ask them to recreate their mental map of the Site using the cut-outs.
 - c. As a group, go over the placing of the various structures. Discuss functions of 1 or 2 of the buildings.
 - d. Have the students glue or tape the structures down.

- e. Discuss that all the structures were one time buildings on the property. Have the students color the buildings that existed in the past but not today, the “ghost structures” they saw on the tour with one color.
 - f. Have them color the current building another color (alternatively you could have them decorate the current building to look like it does today). Then, discuss that the Mann Simons house also existed at the same time as the other buildings but it was not destroyed.
 - g. If time, class can talk about how the building was saved to be the museum they visited and that tourists come to visit historic sites like this one.
5. **Pre-Visit Connection:** See Pre-Visit Activity 2: “Differences over Time” – Students will see historic maps of the property that depict these structures and others the Mann-Simons family owned. They will understand that these structures did not all necessarily exist at the same time.



Ghosts on the Mann-Simons Site

On the next sheet are outlines of the structures at the Mann Simons Site. Some of these are “ghost structures,” outlines of buildings that were on the site in the past but are not now.

The structures are:

- A. Mann-Simons House
- B. Rear House
- C. Outhouse
- D. Lunch Counter
- E. Back building
- F. Grocery Store

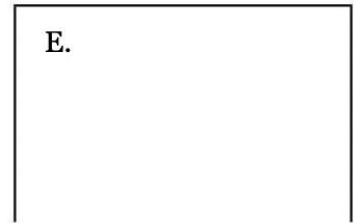
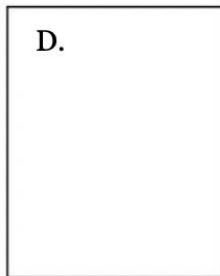
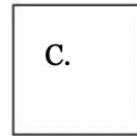
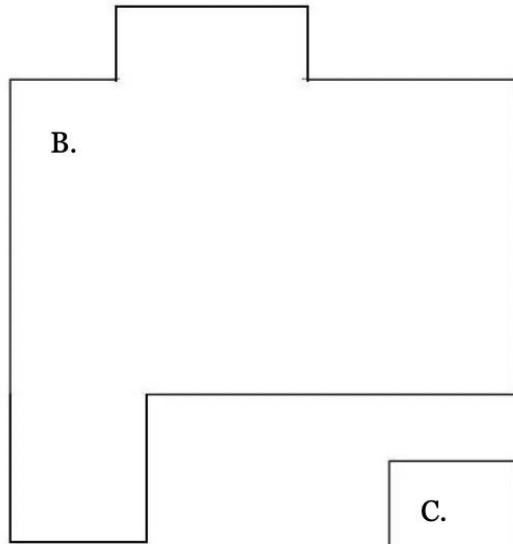
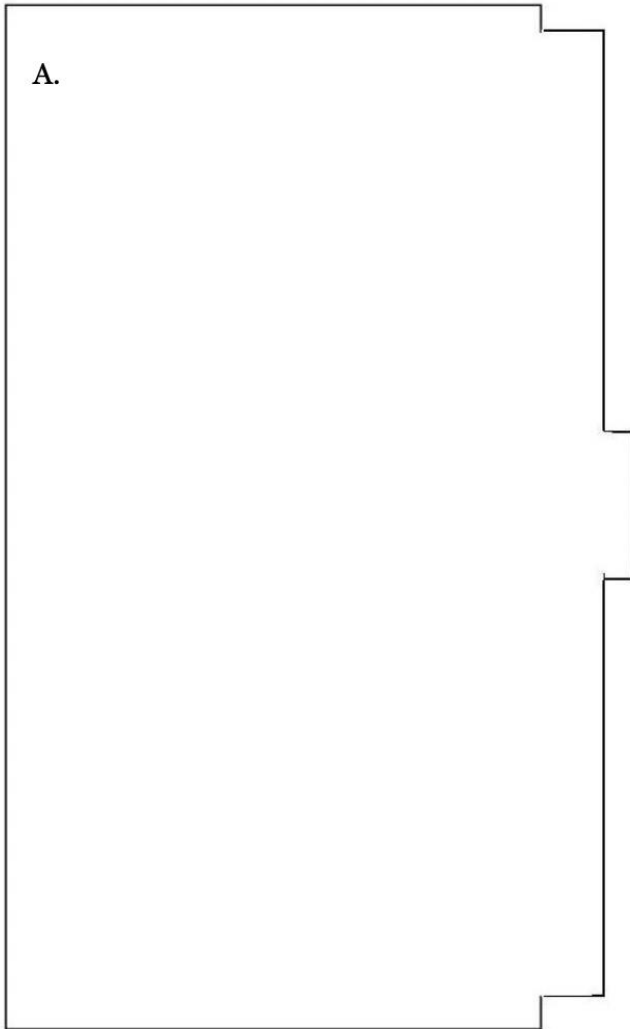
Follow the below instructions to make a map of the current Mann-Simons site.

1. Cut out the structures.
2. Arrange them on your second sheet. Remember – the lunch counter was in the corner of the intersection!
3. Once you have all the buildings where they belong, glue or tape them down.
4. Color in the structures. Make the ghost structures a different color than the building that still exists.

Why do you think one building was saved and the others destroyed?



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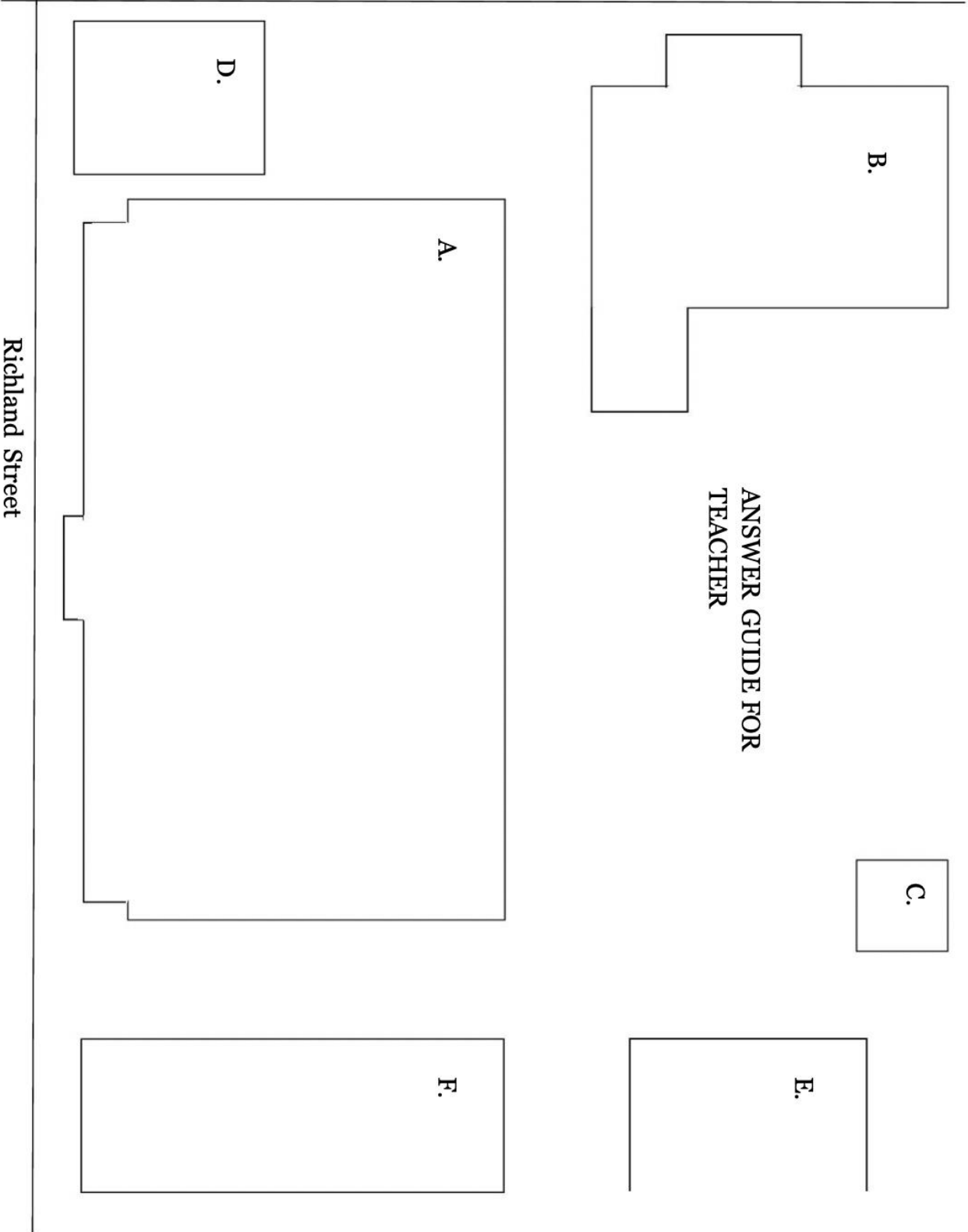
Marion Street

Richland Street



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Marion Street



ANSWER GUIDE FOR
TEACHER



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Post-Visit Activity 3: Mapping Mann-Simons

1. **Standards:** “Mapping Mann-Simons” addresses the following South Carolina social studies standards for the third grade:
 - a. 3-1.2 by having students think about the location and characteristics of significant features of South Carolina, including major cities
 - b. 3-1.3 by having students think about the interactions between people and the physical landscape of South Carolina over time, including the effects on population distribution, patterns of migration, and economic development
 - c. 3-2.5 by having students think about the lives of enslaved people and changes in the enslaved state
 - d. 3-4.1 by having students think about the different classes of free and enslaved African Americans and that these were not fixed classes necessarily
 - e. 3-4.5 by encouraging students to consider the effects of the Civil War on free African Americans in South Carolina
 - f. 3-4.6 by encouraging students to consider the opportunities for African Americans during Reconstruction
 - g. 3-5.1 by encouraging students to think about the creation of Jim Crow laws and its impact on African-Americans
 - h. 3-5.2 by having students think about the growth of modern conveniences like electricity and plumbing in cities like Columbia during the early 20th century and encouraging them to think of causes for emigration from South Carolina during the late 19th century
 - i. 3-5.5 by having students consider the development of economic and social opportunities for African Americans in South Carolina
 - j. 3-5.6 by having students think about the development of historic sites like Mann-Simons during the mid-late 20th

This activity achieves these standards through the use of the following Social Studies **Literacy Skills** for the Twenty-First Century:

- Distinguishing between past, present, and future times.
- Identifying cause and effect.
- Recognizing maps and mental maps as representations of spatial relationships.
- Finding locations of places.
- Using visual elements as aids to understand where, when, why and how.

2. **Objective:** Students are asked to create a mental map of the events occurring in the lives of the Mann-Simons family and the Mann-Simons site over a century and a half. They will understand that the site is connected to the history of the state of South Carolina and that the site changed over time.
3. **Materials needed:** State map worksheet (provided), coloring utensils
4. **Activity:**
 - a. Children will be given the map worksheet and asked to take out a writing utensil.
 - b. The teacher will read out an event to the class and ask them to draw the bolded directions.
 - c. The teacher can use the italicized questions, or others, to encourage students to think about the Mann-Simons class in the context of the historical time period.
5. **Pre-Visit Connection:** See Pre-Visit Activity 3: “Mann-Simons Timeline” – students will learn about some of the events in the history of the Mann-Simons family and Site and will begin to understand that these happened over a long period of time and during different eras of American history.



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Mapping Mann-Simons TEACHER COPY

For this activity, we are going to draw a mental map of events at the Mann-Simons site. Following the directions I describe, draw on the provided map. *OPTION: Teacher could print out these directions instead.* Teacher should encourage students to think about the italicized questions below.

Directions:

1. ANTEBELLUM: Celia and Ben were born as slaves in Charleston near the beginning of the 1800s. **Draw a C on the map where Charleston is.**
What do you think life was like for Ben and Celia as children? What chores do you think they had to do as enslaved African-Americans in Charleston?
2. ANTEBELLUM: When they were in their 30s or 40s, Celia and Ben moved to Columbia. Put a star where Columbia is and draw a pink line and a blue line from Charleston to Columbia.

Do you think they were still slaves when they moved? Why do you think they moved to Columbia?

3. ANTEBELLUM: Soon after moving to Columbia, Ben owned the land where the Mans-Simons cottage stands today. **Draw a green line about an inch long to represent land near Columbia.**

Would Ben have been able to own land if he was a slave? What class do you think Celia and Ben were?

4. RECONSTRUCTION: Two years after the Civil War ended, Celia passed away. Three of her daughters moved to Boston. Her daughter Agnes stayed in Columbia. **Draw 3 lines with a new color from Columbia towards Boston, Massachusetts.**

Why do you think 3 of Celia's daughters moved to Boston?

5. RECONSTRUCTION: Ben moved back to Charleston a few years after Celia died, where he worked as a boat captain for the rest of his life. **Draw a boat near Charleston and a blue line from Columbia to the boat.**
Why do you think Ben left Columbia? What was happening in Columbia at the time?
6. RECONSTRUCTION: In the 1870s, Agnes and her family built the house you will be visiting. **Draw a house on top of your line representing land.**
What class of people is able to build a house? What do you think the house looks like?
7. LATE 19th CENTURY: In the 1890s, Agnes' family built a lunch counter next to the house. They sold food like chicken and candy. **Draw a piece of candy next to your house.**

Were whites and blacks allowed to eat together at lunch counters? Who do you think were the family's customers?

8. EARLY 1900s: The house was wired for electricity. **Draw a yellow lightbulb near the house.**

Do you think everybody had electricity at this time? Who may not have?

9. EARLY 1900s: Agnes died and a few years later her son Charles Simons (Celia's grandson) bought 3 neighboring pieces of land and built small houses on them to rent out. **Draw 3 small houses on your map.**

What class do you think the family was now that they were able to own 5 houses?

10. EARLY 1900s: A few years later, Charles bought 3 more pieces of land and built two-story houses on them to rent to people, even white people. **Draw 3 tall houses.**

Does it surprise you that white people rented houses from Charles? Why?

11. EARLY 1900s: It was over 10 years later that the Mann-Simons house was fitted with pipes. **Draw a sink (or a toilet?!) near the houses.**

What did the family do before they had running water? How did they go to the bathroom?

12. MID-1900s: In 1960 when Charles' daughter Bernice inherited the property some houses had been sold, leaving only 4 properties. **Cross out all but 4 houses, making sure to keep the Mann-Simons house.**

What was life like for African Americans during the 1950s and 1960s? Do you think everyone was ok with the fact white people rented houses owned by African Americans?

13. MID-1900s: About 10 years later, the city took over the property and planned everything on it! People in Columbia saved the Mann-Simons house, and in 1978 it opened as a museum with Historic Columbia Foundation. **Cross out all but the Mann-Simons house. Draw a sign that says "Museum" or "Historic House."**

What happened to African Americans in the South during the 1960s? Why do you think people wanted to turn the Mann-Simons house into a museum?



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Mapping Mann-Simons





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Post-Visit Activity 4: Digging through History!

1. **Standards:** “Digging through History!” addresses the following South Carolina social studies standards for the third grade:
 - a. 3-1.3 by having students consider the interaction between people and the physical urban landscape of South Carolina over time, including economic development
 - b. 3-5.1 by having students think about the social and economic impact of developments in industry, including the creation of Jim Crow laws
 - c. 3-5.2 by having students thinking about the impact of internal migration from rural areas to the cities

This activity achieves these standards through the use of the following Social Studies **Literacy Skills** for the Twenty-First Century:

- Distinguishing between past, present, and future times.
 - Understand that people make choices based on the scarcity of resources.
 - Share thoughts and ideas willingly.
2. **Objective:** Students are asked to remember their visit to the Mann-Simons Site and the information they learned about archaeology and the discovery of artifacts at the Mann-Simons Site. They will also be able to figure out words using the context of the paragraph.
 3. **Materials needed:** Provided worksheet, writing utensil
 4. **Activity:**
 - a. Children will be given the worksheet and asked to remember their visit to the Mann-Simons site.
 - b. Students will be asked to fill in the blanks using the provided words.
 - c. If desired, teacher can either have the class fill out the worksheet as a group or go over as a group.
 5. **Pre-Visit Connection:** See Pre-Visit Activity 4: “Mann-Simons Puzzles” – students will think about the terms they learned before the tour and how they were used with new terms during the tour.



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Digging through History!

Archaeology is like opening a time capsule to the past. Archaeologists can learn all sorts of information, like what people ate and what activities they did, just from looking in the ground to find what people in the past left behind. This is how Historic Columbia learned much of what they know about the lunch counter at the Mann-Simons site.

Fill in the blanks!

Can you fill in the blanks in the paragraph below? Use these words:

Bone	Archaeologist	Trash
Ceramics	Bottles	Celia Mann
Antebellum	Strata	Lunch

Before the Civil War, during the _____ years,
_____ lived on the land where the Mann-Simons Site is with her family. Her family continued to live here for over a hundred years. During that time, her family owned many businesses, including a _____ counter. Trash and other items left behind from a fire slowly became covered in the yard. These items were preserved. Years later, an _____ dug through the yard to learn about Celia and the _____ after her. The archaeologist dug down very carefully layer by layer. These layers are called _____. The archaeologist found pieces of _____ from meals, broken pots and _____ and even _____
from spices and makeup!



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Digging through History! TEACHER COPY

Archaeology is like opening a time capsule to the past. Archaeologists can learn all sorts of information, like what people ate and what activities they did, just from looking in the ground to find what people in the past left behind. This is how Historic Columbia learned much of what they know about the lunch counter at the Mann-Simons site.

Fill in the blanks!

Can you fill in the blanks in the paragraph below? Use these words:

Bone	Archaeologist	Trash
Ceramics	Bottles	Celia Mann
Antebellum	Strata	Lunch

Before the Civil War, during the **ANTEBELLUM** years, **CELIA MANN** lived on the land where the Mann-Simons Site is with her family. Her family continued to live here for over a hundred years. During that time, her family owned many businesses, including a **LUNCH** counter. Trash and other items left behind from a fire slowly became covered in the yard. These items were preserved. Years later, an **ARCHAEOLOGIST** dug through the yard to learn about Celia and the **GENERATIONS** after her. The archaeologist dug down very carefully layer by layer. These layers are called **STRATA**. The archaeologist found pieces of **BONE** from meals, broken pots and **CERAMICS** and even **BOTTLES** from spices and makeup!

Additional Resources for Teachers

Information about Historic Columbia, its resources, and Columbia's history can be found at our website: historiccolumbia.org

Information about the Mann-Simons Site and family can be found at our Mann-Simons dedicated website: mannsimons.com

Information about free African Americans in South Carolina, particularly Charleston: www.sciway.net/hist/chicora/freepersons-2.html

Kid-friendly site about South Carolina: SC ETV's website. www.knowitall.org

A sampling of Jim Crow laws from around the country: MLK Jr. National Historic Site's webpage: www.nps.gov/malu/forteachers/jim_crow_laws.htm