



Mann-Simons Site



Teacher's Resource
Elementary School Level



Table of Contents

Topic	Pages
Overview.....	2
Visiting HCF	4
Hours	4
School Group Admission	4
Registration	4
Payment.....	4
Additional Information.....	4
Parking	5
Delays and Cancellations	5
Weather	5
Dress	5
Lunch	5
General Rules	5
For more information.....	5
Summary of Site History.....	6
Pre-Visit Activities	8
Pre-Visit Activity 1: Jim Crow Laws in South Carolina	9
Pre-Visit Activity 2: Differences over Time.....	12
Pre-Visit Activity 3: Mann-Simons Timeline.....	16
Pre-Visit Activity 4: Mann-Simons Puzzles	20
Post-Visit Activities	25
Post-Visit Activity 1: The Mann-Simons Family	26
Post-Visit Activity 2: Ghosts on the Mann-Simons Site.....	29
Post-Visit Activity 3: Mapping Mann-Simons	355
Post-Visit Activity 4: Digging through History!	400
Additional Resources for Teachers.....	433



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



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

Download a field trip form online at HistoricColumbia.org or call the Education Coordinator at (803) 252-1770 ext. 36. 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. A minimum of 10 students is required for all school groups.

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, Visa, Mastercard, Discover, or cash.

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

Unmetered parking is available on the street along both Richland and Marion Streets.

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 (approximately five blocks away) 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 at the Carriage House, but not on the grounds of the Mann-Simons Site. 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

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

Corresponding Post-Visit Activities

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



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.



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.



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.