



# HISTORIC COLUMBIA

## Table of Contents

<b>Topic</b>	<b>Pages</b>
<a href="#">Overview</a> .....	1
<a href="#">Visiting HCF</a> .....	3
<a href="#">Hours</a> .....	4
<a href="#">School Group Admission</a> .....	4
<a href="#">Registration</a> .....	4
<a href="#">Payment</a> .....	4
<a href="#">Additional Information</a> .....	4
<a href="#">Parking</a> .....	4
<a href="#">Delays and Cancellations</a> .....	5
<a href="#">Weather</a> .....	5
<a href="#">Dress</a> .....	5
<a href="#">Lunch</a> .....	5
<a href="#">General Rules</a> .....	5
<a href="#">For more information</a> .....	5
<a href="#">Summary of Site History</a> .....	6
<a href="#">Pre-Visit Activities</a> .....	7
<a href="#">Pre-Visit Activity 1: Room by Room: Life in the 1820s</a> .....	12
<a href="#">Pre-Visit Activity 2: Unplugged 1820s</a> .....	17
<a href="#">Pre-Visit Activity 3: Mapping Mills</a> .....	19
<a href="#">Pre-Visit Activity 4: Robert Mills Vocabulary</a> .....	25
<a href="#">Pre-Visit Activity 5: Timeline of Your Life</a> .....	28
<a href="#">Post-Visit Activities</a> .....	30
<a href="#">Post-Visit Activity 1: What was in that Room?: Life in the 1820s</a> .....	31
<a href="#">Post-Visit Activity 2: Connecting to the 1820s</a> .....	32
<a href="#">Post-Visit Activity 3: Putting Mills on the Map</a> .....	33
<a href="#">Post-Visit Activity 4: Robert Mills Puzzles</a> .....	34
<a href="#">Post-Visit Activity 5: Timeline of the Robert Mills House</a> .....	38
<a href="#">Additional Resources for Teachers</a> .....	40

## **Overview**

**Purpose:** The purpose of this guide is to provide teachers with important information regarding their class' tour of the Woodrow Wilson Family Home (WWFH). In addition to giving logistical information about visiting Historic Columbia (HC), it will introduce teachers to the concepts their students will learn and how WWFH 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 WWFH.

**Objectives:** Students visiting the site will learn about the Woodrow Wilson Family Home, Columbia history, Reconstruction, and Historic Columbia. Today HC acts as a steward for this and other historic properties, maintaining WWFH as a museum. The tour and accompanying activities will focus on the following themes:

- Reconstruction
- Life during the 1870s
- Citizenship
- Woodrow Wilson's teenage years

See more at: <http://www.historiccolumbia.org/woodrow-wilson-family-home#sthash.FOV1f1B1.dpuf>

**Standards:** This information is based on the 2014 South Carolina Social Studies Academic Standards.

1. The Woodrow Wilson Family Home tour helps students achieve the following **5<sup>th</sup> grade Standards:**
  - 5-1: The student will demonstrate an understanding of Reconstruction and its impact on the United States.
    - 5-1.1 Summarize the aims and course of Reconstruction, including the effects of Abraham Lincoln's assassination, Southern resistance to the rights of freedmen, and the agenda of the Radical Republicans.
    - 5-1.2 Explain the effects of Reconstruction, including new rights under the thirteenth, fourteenth, and fifteenth amendments; the actions of the Freedman's Bureau; and the move from a plantation system to sharecropping.

- 5-1.3 Explain the purpose and motivations of subversive groups during Reconstruction and their rise to power after the withdrawal of federal troops from the South.
- 5-1.4 Compare the political, economic, and social effects of Reconstruction on different populations in the South and in other regions of the United States.
2. The Pre- and Post-Visit Activities, designed for a 5<sup>th</sup> grade class, help students begin to meet the following **5<sup>th</sup> 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.

## **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](http://HistoricColumbia.org) or call the Engagement Coordinator at (803) 252-1770 ext. 26. 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, 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 Engagement 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 HC 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**

Call the Engagement Coordinator, Celia Galens, at (803) 252-1770 ext. 26 or email her at [cgalens@historiccolumbia.org](mailto:cgalens@historiccolumbia.org).

## Summary of Site History



Thomas Woodrow Wilson was the 28<sup>th</sup> president of the United States, from 1913-1921. He was born the third of four children of Dr. Joseph Ruggles Wilson and Janet “Jesse” Woodrow in Staunton, Virginia in 1856. The family moved to Augusta, Georgia in 1858 where Dr. Wilson took on the pastorate of the First Presbyterian Church. The family moved to Columbia, South Carolina in 1870 when Dr. Wilson took a position at Columbia Theological Seminary (Robert Mills House).

The family built this home in 1871 where they lived for the next four years. Woodrow “Tommy” Wilson lived in Columbia from 1870, when he was thirteen years old, until 1874, when he left for Davidson University. Young Tommy Wilson's parents built this home in 1871 with the intent of remaining in Columbia. However, in 1874, Dr. Joseph Ruggles Wilson received a new posting and he and his family moved to Wilmington, North Carolina.

Since reopening after an extensive rehabilitation, the Woodrow Wilson Family Home now features professionally designed exhibit galleries, period vignettes, virtual tours and wayside signage. The museum explores the Reconstruction era in the only home owned by the parents of the man who became the 28<sup>th</sup> president of the United States and the world's first modern international statesman.

## **Pre-Visit Activities**

**Purpose:** The Pre-Visit activities' purpose are to introduce 5<sup>th</sup> grade students to the Woodrow Wilson Family Home before visiting. These activities will link the site to the South Carolina Social Studies Standards and help teachers prepare their students for a meaningful field trip to Historic Columbia.

### **Before your visit**

To make the most out of this visit it is recommended that you introduce your students to the changes that occurred during the Reconstruction era in Columbia. At the site we will be discussing how different groups experienced this period. It would be most beneficial if you talked about it before your visit. For instance you could talk about the challenges and decisions former slaves faced. Or, you could talk about the physical rebuilding of Columbia after Union troops left at the end of the Civil War. We explore these topics through activities in our Reconstruction Traveling Trunk. <http://www.historiccolumbia.org/education/traveling-trunk-program>

**Activities:** Following are descriptions of the Pre-Visit Activities for 5<sup>th</sup> grade classes planning to visit Historic Columbia's Woodrow Wilson Family Home (WWFH). 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).

- 1. Wilsonville**
- 2. Imagining Freedom**
- 3. Reconstruction Wordsearch**
- 4. Corners**

#### **1. Wilsonville**

Ask your students to imagine that they are the mayor of a small town. The residents of the small town, Wilsonville, disagreed over which crop to plant. The north portion of town thought apples were the best while the south side liked oranges. This argument got so heated that the south side decided to split off from the north and form their own town, Wilsontown, and elected their own, new mayor, cutting off all ties to Wilsonville, even building a fence between them.

Both sides were quite angry but eventually it was decided that separately they were not as good of a town as they were together and began to merge back as Wilsonville, though not everyone on both sides agreed that they should join back together.

Ask your students to draft a compromise between the two sides containing at least three components.

Example—who is the mayor of Wilsonville now? Will they plant both crops? Where will they plant the crops? Will they need new laws to avoid this problem in the future? What should they do with the fence?

## **2. Imagining Freedom**

Have students respond to this question, either in writing or in a discussion format. “Imagine that you are a slave who has just been set free. Describe how you are feeling, what you will do next, where you will go, and any challenges you think you might face.”

Example: How will you get money? How will you get food? Are you scared or excited? Where will you live?

3. Reconstruction Word Search

# Reconstruction

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

CITIZEN  
EMANCIPATION  
RECONSTRUCTION  
UNION

COLUMBIA  
FREEDMEN  
SHARECROPPING  
VOTING

CONGRESS  
LINCOLN  
SHERMAN  
WAGES

# Solution

N + + + + C + + L + + + R +  
+ O + N + + + I I + + + E + +  
+ + I + O + + N T + + C + + S  
+ + + T + I C + + I O + + + H  
+ + + + A O N + + N Z + + N E  
+ + + + L P + U S + + E + E R  
+ + + N G N I T O V + + N M M  
G N I P P O R C E R A H S D A  
S + + + + U + + N I + + + E N  
E + + + C + + + B A + + + E +  
G + + T + + + M + + M + + R +  
A + I + + + U + + + + E + F +  
W O + + + L C O N G R E S S +  
N + + + O + + + + + + + + + +  
+ + + C + + + + + + + + + +

(Over,Down,Direction)  
CITIZEN(7,1,SE)  
COLUMBIA(4,15,NE)  
CONGRESS(7,13,E)  
EMANCIPATION(12,12,NW)  
FREEDMEN(14,12,N)  
LINCOLN(10,1,SW)  
RECONSTRUCTION(14,1,SW)  
SHARECROPPING(13,8,W)  
SHERMAN(15,3,S)  
UNION(8,6,NW)  
VOTING(10,7,W)  
WAGES(1,13,N)

4. **Corners** In this activity, students have to make a choice, give a reason to support their choice, and listen to other points of view. Label the four corners of the room with the following titles: “African Americans were no longer slaves”, “African Americans gained the right to vote”, “African Americans attended schools”, and “African Americans were elected to government offices.” Have students write down which of these reforms was the most important, and why. Then have them go to that corner. In the corners, students share with each other their reasons for making their choices. A spokesperson from each corner shares that group’s reasons with the class. After listening to each groups’ reasons, students may switch corners if they have changed their minds.

### **Post-visit activities**

Questions:

1. List three things that were destroyed in SC during the Civil War? (Bridges, railroads, factories, cities, towns, farms, etc.)
2. Who destroyed the bridges and railroads in SC? Why did they destroy them? (Confederate and Union troops destroyed the bridges and railroads, so the other side could not use them to transport soldiers or supplies.)
3. How did the destruction of bridges and railroads effect South Carolina’s economy after the war? (Trading was difficult due to transportation issues.)
4. Name two major cities in SC that were destroyed during the war. (Charleston and Columbia)
5. How did farms, cities, and towns being destroyed impact the state’s economy? (There were no jobs because of the destruction.)
6. What did Sherman do on his March to the Sea? (Sherman burned farms, cities, and towns, including Columbia.)
7. What happened to our state’s factories during and after the Civil War? Be specific. (Many of our state’s factories were ruined and could not be rebuilt due to the lack of funds. Confederate money was worthless. The few remaining factories had difficulty hiring because of the quantity of men who died in the war and the owner’s inability to be able to pay the workers.)

### **Putting it Back Together:**

- a. The students, in pairs, are given pattern blocks (could also use wooden geometry blocks) and instructed to create a design using the blocks.
- b. After this is complete, they are to draw a picture of the design.
- c. The pairs then take apart their design.
- d. The teacher directs the students to exchange their drawing with another pair of students. They are told to "reconstruct" the design, using the drawing as a guide.
- e. The teacher leads a discussion about the difficulties and successes in reconstructing the design. The students are led into a discussion of how they felt when their designs were destroyed. This should lead into more discussion of the destruction and reconstruction of the South after the Civil War.

### **Cause and Effect**

Draw a t-chart. On one side of the chart write "cause". On the other side write "effect". Ask students to write or draw two "effects" of the Civil War on SC's economy, i.e. destroyed bridges, railroads, factories, etc. Now, ask students to think about what caused these things to happen. Write or draw those "causes" on the right-hand side. Students should share their work with others in their cooperative group and discuss responses.