

**TAH – Year 1 Topic: Worlds Meet (Beginnings to 1763)**

**TAH Saturday Academy**

South Carolina Department of Archives and History  
8301 Parklane Road  
Columbia, SC 29223

Home page: <http://scdah.sc.gov/>

Online Records Index: <http://www.archivesindex.sc.gov/>

**Saturday, March 14, 2009**

- 9:00 a.m. – 10:30 a.m.** “The Interesting Narrative of the Life of Olaudah Equiano”  
Kevin Witherspoon, Lander University
- 10:30 a.m. – 10:45 a.m.** Break
- 10:45 a.m. – 12:15 p.m.** "Redefining South Carolina: Gentility and Equality during the Era of the Great Awakening, 1720-1750"  
Paul C. Anderson, Clemson University
- 12:15 p.m. – 1:00 p.m.** Lunch
- 1:00 p.m. – 2:15 p.m.** Tour of Stacks / Research Session with Primary and Secondary Materials
- 2:15 p.m. – 2:30 p.m.** Break
- 2:30 p.m. – 4:00 p.m.** "Scoping Some Social Studies Strategies "  
Joann Wood, H.E. Corley Elementary, Lexington-Richland 5

**TAH/Orangeburg5 Website:** <http://www.teachingushistory.org/Orangeburg5.htm>

**Organized in collaboration with: South Carolina Council for African American Studies (SCCAAS), South Carolina Department of Archives and History (SCDAH) and South Carolina State University (SCSU)**

**Organizers:**

**Urica P. Floyd**

**Donald Stewart**

**Larry Watson**

**PRESENTER'S NAME: Kevin B. Witherspoon**

**DATE: 3/14/2009**

**Time: 9:00 am – 10:30 am**

**SESSION TOPIC: "The Interesting Narrative of the Life of Olaudah Equiano: Deconstructing a Slave Narrative"**

**STANDARDS TO COVER: 4-2.5; 7-1.4; 8-1.4; USHS 1.1; USHC 2.1; USHC 4.1**

**Sponsoring Organization(s): South Carolina Department of Archives and History**

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**Session Objectives:** At the conclusion of the session, the participant will be able to:

1. Explain the importance of slavery and the Middle Passage in colonial America and the Atlantic World.
2. Explain the nuances of slavery, such as different varieties of slavery, different types of treatment, possibilities of making money and purchasing freedom, etc.
3. Explain the role of Equiano and his slave narrative in the abolitionist movement of the late 18<sup>th</sup> and early 19<sup>th</sup> centuries in England and the United States.
4. Explain the “complexities” of this document, including recent historiographical debate regarding its origin and authenticity.

**Session Agenda:**

- **The instructor will use the first-person slave narrative of Olaudah Equiano to discuss slavery and the Atlantic World in the mid-late 18<sup>th</sup> century. The instructor, accompanied by a Powerpoint including images and maps, will read selections from the document and discuss their relevance to the greater “context” of slavery in that period. This is not only a lecture about one man’s life, but rather how that one life can illustrate broader and more significant themes of the period. Finally, the instructor will discuss some of the recent historical debate and discussion related to this document, specifically whether the passages describing the Middle Passage are genuine, or whether Equiano made them up. The instructor and teachers will discuss the importance of authenticity in sources used in teaching.**

**Session Outcome:**

Teachers should come away from this presentation with a broader understanding of slavery and its many varieties and nuances. They should incorporate this nuanced understanding in their own teaching. Finally, they should understand the nature of historical debate and discussion; that is, what historians *do*. They should answer for themselves how important it is to verify a document’s authenticity, and how such authenticity affects a source’s usefulness in the classroom.

**PRESENTER'S NAME:** Paul C. Anderson

**DATE:** 3/14/2009

**Time:** 10:45 am - 12:15 pm

**SESSION TOPIC:** "Redefining South Carolina: Gentility and Equality during the Era of the Great Awakening, 1720-1750"

**STANDARDS TO COVER:**3-2.6; 4-2.3; 4-2.4; 4-3.1; 4-3.3; 7-1.3; 7-2.2; 7-2.3; 8-1.3; 8-1.5; USHS 1.1; USHC 1.3;

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**Session Objectives:** At the conclusion of the session, the participant will be able to:

1. Explain the importance of aristocracy and gentility in colonial South Carolina and America.
2. Explain gentility's relation to ideas about society, government, and religion.
3. Explain the emergence of the Great Awakening as both a religious and social upheaval.
4. Explain how ideas about religion fed ideas about democracy in colonial America.

**Session Agenda:**

- The instructor will use a series of images—of houses, churches, and people—to explain and illustrate an aristocratic ethic that became rooted in the American colonies, and especially in South Carolina, by 1740. Via class discussion, he will also explain how gentility reinforced a notion of social and cosmic order. He will then use a series of images illustrating the religious revivalism of the Great Awakening to demonstrate how ideas of equality before God challenged the prevailing notion of inequality that was central to aristocracy.

**Session Outcome:**

The session should demonstrate a number of things, but its chief purpose is to show how *inequality* was the prevailing culture mood of colonial America—and how the Great Awakening, the first mass religious movement in the country's history, was an indirect challenge to that mood. Although its force was muted somewhat in South Carolina, due in part to great strength and influence of the colony's aristocracy, the Great Awakening eventually contributed to the overturning of a hierarchal society and helped justify the emergence of an equalitarian one.

**PRESENTER'S NAME: Donald O. Stewart**

**DATE: 3/14/2009**

**Time: 1:00 pm – 2:15 pm**

**SESSION TOPIC: "Tour of Stacks and Research Session using Primary Materials at the SC Department of Archives and History"**

**STANDARDS TO COVER: 3-2.6; 4-2.3; 4-2.4; 4-2.5; 4-3.1; 4-3.3; 7-1.3; 7-2.2; 7-2.3; 8-1.3; 8-1.48-1.5; USHS 1.1; USHC 1.3; USHC 2.1; USHC 4.1**

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**Session Objectives:** At the conclusion of the session, the participant will be able to:

1. Appreciate the importance of preserving the documentary heritage of our state and nation
2. Work directly with selected items from SCDAH collections to develop lessons
3. Become more familiar with the raw materials of history and gain a better sense of what historians do

**Session Agenda:**

- The instructor will provide a tour of the stacks to see where archival materials are housed. Teachers will see and learn about some of the more significant and unusual items in the collection.
- After the tour, the teachers will work in primary source stations viewing materials preselected according to their own interests. The instructors will float around the room to answer questions and brainstorm on ideas for lessons.

**Session Outcome:**

Teachers will come away from this presentation with a broader understanding of the many types of primary sources available to researchers. Teachers will have a greater comfort in doing research at repositories like the State Archives, and be better prepared to identify primary materials for future lessons.

**PRESENTERS NAME: Joann Wood**

**DATE: 3/14/2009**

**Time: 2:30 pm – 4:00 pm**

**SESSION TOPIC: “Scoping Some Social Studies Strategies”**

**STANDARDS TO COVER: 3-2.2; 3-2.5; 3-2.6; 3-2.7; 4-3.1; 7-1.4; 7-1.6; 8-1.1; 8-1.4; 8-1.6; USHC 1.1; USHC 2.1**

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**Session Objectives:** At the conclusion of the session, the participant will be able to:

1. Locate and utilize appropriate primary and secondary sources to complement instruction in the classroom.
2. Explore various teaching strategies to enhance instruction methods in the classroom.
3. Outline a lesson plan or unit of study encompassing some of the strategies introduced during session.

**Session Agenda:**

- Using music as a primary source and to integrate studies in the classroom
- Using “artifacts” as a primary source to inspire inferential thinking and spark “HSI” investigations
- Using paintings to foster empathy as well as reinforce concepts
- Using documents in a “student friendly” manner and exploring points of view and perspective to integrate subject matter
- Implementing the Interactive Student Notebook as a tool for organization, test prep and information retention
- **Group time – if necessary – for planning**

**Session Outcome:**

If time permits – a lesson plan or unit of study that ties in some of the strategies introduced today during the session. At least, participants leave with knowledge of how to implement student friendly primary source integration as well as a new teaching strategy to promote information retention.