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**Teacher:** Kesha T. Walton  
**School:** Highlands Middle School  
**Created:** July 2008

**Lesson Title:**  
Teaching History through Art: History and Imagery of Kingsley Plantation

**Level:**  
8<sup>th</sup> grade American History

**Goal:**  
The students will have an opportunity to learn the history of Kingsley Plantation and its economic activities by incorporating geography, economics, and history.

**Objectives:**

After completion of the activities and site visit, students will be able to:

1. Create a three-part Venn diagram comparing and contrasting daily life activities and crops of Fort George Island, Laurel Grove, and Drayton Island.
2. Present to the class a summary of their diagrams to explain what they learned about Kingsley's plantations.
3. Write out a timeline that contains ten instances of Kingsley's plantation activities and land acquisitions in Florida.

**Standards:**

- SS.B.1.3.1      How to use various map forms and other geographic representations to acquire, process and report information.
- SS. D.2.3.2      The relative prices and how they affect people's decisions are the means by which a market system provides answers to various economic questions.

**Activity Type:** Joint program, ranger and teacher

**Materials:**

- transparency of a historical map of Kingsley Plantation
- paper
- pencil or pen
- Park Ranger (as staffing permits – call for a reservation)

### **Pre-Visit Activity (Teaching History through Art):**

Before visiting Kingsley Plantation, set the purpose and make a presentation about Kingsley.

Show the students a picture map of Fort George Island and other properties Kingsley owned. The students need to take notes and answer the following questions:

- What time period do you think this map represents?
- What do you think this map represents?
- Why am I showing you this map?
- What do you know about Fort George Island?
- Who is Kingsley?
- Who is Anna and what is her relationship to Kingsley?

### **Onsite Activity:**

Before the visit, the teacher will coordinate with park staff a program that includes a discussion of the different plantations owned by Kingsley and how the slave experience differed at each plantation.

For example:

- Differences in labor use as determined by the crop grown at each plantation
- Seasonal or schedule changes relating to work cycles
- Type of work required for each crop

Students need to take notes while at the park so that they will be able to complete the post-visit activity.

### **Post-Visit Activity:**

1. The day after the visit, the students will take out their notes from the field trip.
2. The students will create an annotated timeline that shows each original plantation owned by Kingsley, founding date, economic activities, and other pertinent information (Examples: Anna owned how many slaves and how much did each slave cost, what type of weapons and tools did they use and what type of products were grown and sold on the plantations?).
3. Using the information, construct a 3-part Venn diagram comparing and contrasting Fort George Island, Laurel Grove, and Drayton Island. Remember, the teacher will model an example of how to do a timeline and a 3-part Venn diagram.
4. The students will present their timelines and their Venn diagrams to show what they have learned about the Kingsley Plantation and the students will write a one sentence summary on an index card about what they learned about the Kingsley Plantation as illustrated by their timeline and Venn diagram.