

No. 12 Investigating a Tabby Slave Cabin

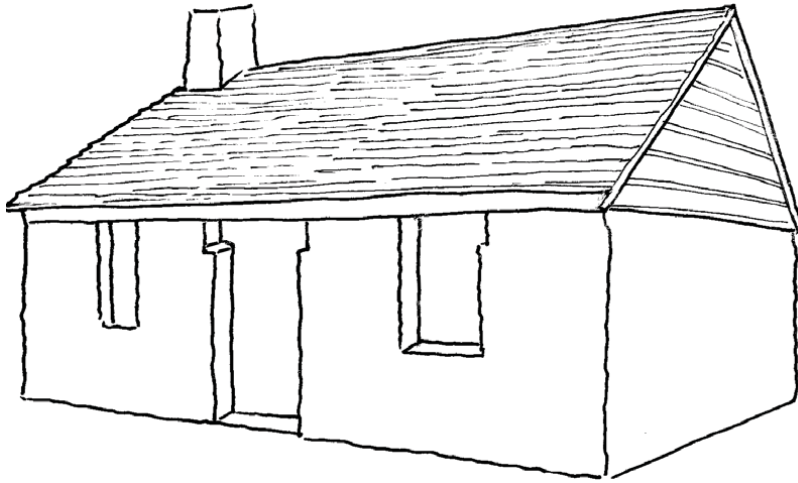
# Investigating a Tabby Slave Cabin

## Archaeology Notebook

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Name of Student Archaeologist

In this investigation you will use geography, history, and archaeology to learn about a Florida slave cabin and the people who lived there. You will look at historic photographs and read oral histories. You will “make” an archaeological site and classify artifacts. You will infer how the geography of Florida shaped the slave cabin. You will use what you learned to plan and draw a shelter that is small and provides for privacy. In a final composition you will report what you learned.



# Investigating a Slave Cabin

## Part One: Geography

### Archaeology Notebook

You are an archaeologist. Your question is:

*How can investigating a tabby cabin help us understand slaves and their culture?*

### Investigation Activities

1. Read a **biography** of Mrs. Deborah Bartley-Wallace, “Meet Mrs. Deborah Bartley-Wallace, A Descendant of a Slave Family at Kingsley Plantation.” (page \_)
2. Estimate the size of a slave cabin with the whole class. (teacher)
3. Read “Geography of Kingsley Plantation.” (pages \_)
4. Complete Data Collection Sheet “Geography of Kingsley Plantation.” (page \_)

### Data Sources

A **biography** of Mrs. Deborah Bartley-Wallace (page \_)  
The article “Geography of Kingsley Plantation” (page \_)

### Word Bank

**ancestor:** a person from whom one is descended: mother, father, grandmother, grandfather

**biography:** history of a person’s life as told by another person

**cabin:** a small, simply built house

**cash crop:** a plant grown to make money for the plantation owner

**culture:** the customs, beliefs, laws, and ways of living that people of the same society share

**descendant:** a person born from a particular ancestor: daughter, son, granddaughter, grandson

**barrier island:** a long narrow sandy island running parallel to the shore

**estuary:** a partly enclosed coastal body of water with one or more rivers or streams flowing into it, and with a free connection to the open sea

**plantation:** a large farm where cash crops are grown

**slave:** a person owned by someone else and forced to do what the owner tells them to do

# Meet Mrs. Deborah Bartley-Wallace

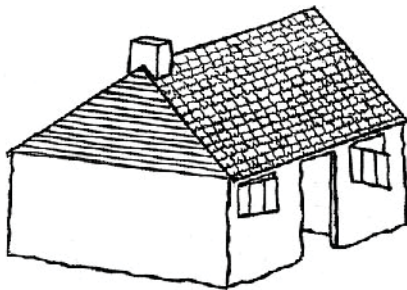
## A Descendent of a Slave Family at Kingsley Plantation

Growing up, Mrs. Deborah Bartley-Wallace knew her family had a rich history. She was related to civil rights workers and Tuskegee Airmen. She did not realize her full family history or the relationship with Kingsley Plantation until recently. The discovery happened accidentally.

Mrs. Deborah Bartley-Wallace is an African-American woman. She lives just outside of Atlanta, Georgia and is a homemaker. She enjoys giving parties and planning gatherings for her family.

A few years ago Mrs. Bartley-Wallace was talking to one of her cousins who had just visited Kingsley Plantation on Fort George Island. Her cousin had been walking through the exhibits on the plantation and was surprised to see a face he recognized. The woman in the picture looked just like his Great Aunt Easter! After hearing this news Mrs. Bartley-Wallace planned a trip to Kingsley Plantation to see if the woman in the photo was one of her **ancestors**. After speaking to a park ranger, Mrs. Bartley-Wallace learned that Easter Bartley was born a **slave** on Kingsley Plantation in the 1820s.

Mrs. Bartley-Wallace decided to take a walk on the **plantation** where Easter lived. As she walked around she could imagine people living and working in the **cabins** on Fort George Island. She was fascinated to discover the history of her family traditions. She could trace her love of fishing back to this coastal plantation. Slaves who lived on the plantation could fish in the Fort George River and the surrounding marsh for extra food. At family reunions her relatives love to sing and dance and play musical instruments. On her walk Mrs. Bartley-Wallace imagined slaves singing and dancing with their families and passing down stories through songs. Mrs. Bartley-Wallace had a grandfather who used to grow corn and other vegetables to help people in need. She thought about him as she walked by the forest that used to be cotton fields and realized her family had a long tradition of farming.



*Cabin that Easter Bartley may have lived in*

Today, Mrs. Bartley-Wallace is planning a family reunion at Kingsley Plantation. The reunion will be filled with eating seafood, singing, dancing and many more family traditions. She plans on telling her nieces and nephews that as **descendants** of slaves, it is important to remember their ancestors, especially Easter.

Learning about the archaeology and history of Kingsley Plantation is important to Mrs. Bartley-Wallace. It helps her discover where her ancestors came from, their **culture**, traditions, and how they survived.



*Photograph of Mrs. Bartley-Wallace holding a picture of her ancestor Easter.*

# Geography of Kingsley Plantation

In 1814, Zephaniah Kingsley moved to a plantation on Fort George Island. Today it is known as Kingsley Plantation. Fort George Island is a **barrier island**. A barrier island is a long narrow sandy island running parallel to the shore. Kingsley Plantation is located in the northeastern part of the city of Jacksonville, Florida.

On the plantation, 60 to 80 slaves were forced to work. They grew Sea Island cotton, citrus, sugar cane, and corn. Sea Island cotton was the main **cash crop**. It was valued for its long, silky fibers. The cotton had to be picked and the seeds removed by hand to protect the long fibers.

All of the food needed for the planter's family and the slave community was grown here. Crops included beans, potatoes, peas, sugar cane, okra, squash and gourds. Okra is one example of a crop that came from Africa.

There are many different plants and animals that live on the island. The island is surrounded by tidal estuaries. An **estuary** is a partly enclosed coastal body of water with one or more rivers or streams flowing into it, and with a free connection to the open sea. The wildlife includes fish, oysters, river otters, marsh rabbits, bobcats, snakes and a variety of native and migrating birds. The Great Blue Heron is often seen in the marsh.

The climate is hot, humid summers and cool winters. The temperature averages 90 ° F in the summer months. During late autumn and winter months, temperatures average 40° F.



*Sea Island Cotton*

Photos courtesy of the National Park Service



*Southern Red Cedar Tree*



*Great Blue Heron*



*Sabal Palm Tree*

## Landscape of Fort George Island



*Fort George Island*

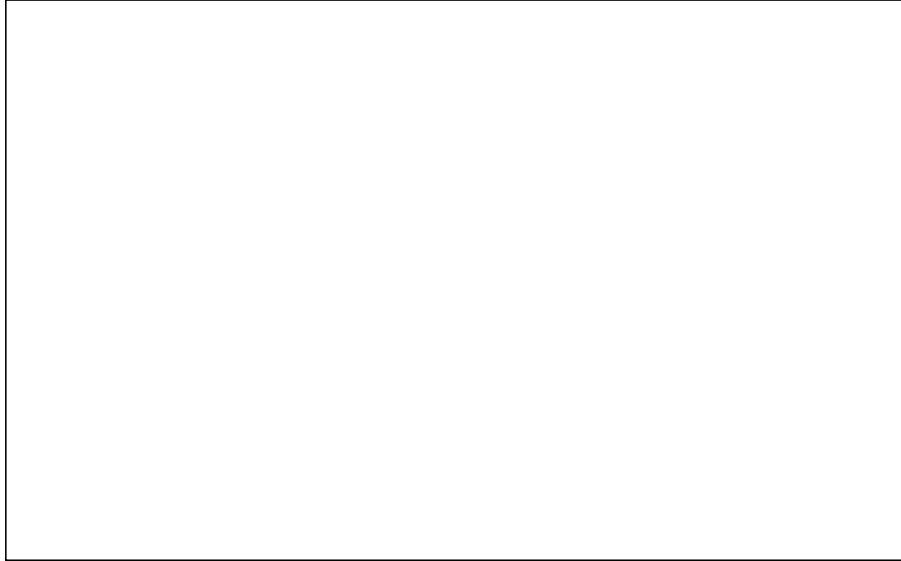


*Fort George River*

Name \_\_\_\_\_

## Geography of Kingsley Plantation: Analyzing the Data

1. When did Zephaniah Kingsley bring enslaved people to Fort George Island? How many slaves worked on the plantation? What was the main cash crop?
2. Draw a picture below that shows the landscape of Fort George Island. Include and label the river, different types of trees, and at least one animal.



3. Have you ever seen a landscape like this? Where?
4. In degrees Fahrenheit, what is the average temperature in the summer in this area? In degrees Fahrenheit, what is the average temperature in the winter in this area? How do these temperatures compare to where you live?
5. Illustrate and describe what kind of shelter would have been needed in this environment during the 1800s? (use a separate sheet of paper)

# Investigating a Slave Cabin

## Part Two: History

### Archaeology Notebook

You are an archaeologist. Your question is:

*How can investigating a tabby cabin help us understand slaves and their culture?*

### Investigation Activities

1. Examine “Historic Photographs of Slave Cabins” (page \_)
2. Complete data collection sheet for the “Historic Photographs of the Slave Cabins” (page \_)
3. Read “The History of the Enslaved People at Kingsley Plantation” (page \_)
4. Complete the data collection sheet for “The History of the Enslaved People at Kingsley Plantation” (page \_)
5. Read “Sacred Traditions in the Cabins” (page \_)

### Data Sources

Historic Photographs of Slave Cabins (page \_)

History of the Enslaved People at Kingsley Plantation (page \_)

Documents (page \_)

### Word Bank

**task system:** Under this system, each slave was assigned a specified amount of work for the day. Once the task was done, slaves could do their own chores or spend time with their families.

**tabby:** a building material made from oyster shells, sand, and water

**semicircle:** half of a circle

**managed:** to take charge or care of

**house charm:** objects that are worn or used that are thought to provide protection from harm

# Historic Photographs of Slave Cabins



*Photograph Courtesy of Florida State Archives*  
Photo #1: Laborers and their children on Fort George Island after the Civil War





*Photograph Courtesy of Florida State Archives*  
Photo #2: Laborers outside of the cabins on Fort George Island

Name \_\_\_\_\_

## Historic Photos of Slave Cabins: Analyzing the Data

*Examine the historic photographs of slave cabins and answer the following questions.*

### Observing and Collecting Data

1. List the objects you see in the photographs.

Photo #1

Photo #2

2. What materials were used to build the cabins?

Photo #1

Photo #2

3. What are the people doing? Are they posing for the picture? What makes you think so?

Photo # 1

Photo #2

4. When do you think each picture was taken (time of day, season)? What makes you think so?

Photo #1

Photo #2

## Analyzing and Interpreting the Data

1. Why do you think the photos were taken?

Photo #1

Photo #2

2. What does each picture tell you about the past? What is your evidence?

Photo #1

Photo #2

3. What questions do you have about the photographs?

Photo #1

Photo #2

4. How could you get more information to answer your questions?

5. How are the photographs different? How are they the same?

# History of the Enslaved People at Kingsley Plantation

Kingsley Plantation now covers only 60 acres of the original 1,000 acre property. It is part of the Timucuan Ecological and Historic Preserve in Jacksonville, Florida. The whole park is 46,000 acres and is managed by the National Park Service. At Kingsley Plantation there is the oldest standing plantation house in Florida, an outside kitchen, barn, and waterfront. There are remains of 25 slave cabins.

During the 1700s and 1800s, many people came to Florida. Some made money by buying land and building plantations. They are called “owners.” Other people were forced to come to Florida where they worked hard for the people who owned them. They are called “enslaved people” or sometimes “slaves.” All of these people played an important part in the history of Kingsley Plantation.

In 1814, Zephaniah Kingsley moved to a plantation on Fort George Island. He brought his wife and three children to live here. His wife, Anta Majigeen Ndiaye (Anna Kingsley), was from Senegal, Africa and was purchased by Kingsley as a slave. In 1811, Kingsley freed her and their three children. Anna helped **manage** the plantation. She also had her own land and her own slaves.

On the plantation, there were about 60 to 80 enslaved people. They grew Sea Island cotton, citrus, sugar cane, and corn. Mr. Kingsley continued to buy property and eventually owned about 32,000 acres, including four major plantations and 200 slaves.

Approximately 1,000 feet from the plantation home of Zephaniah Kingsley are the remains of several cabins made from tabby. **Tabby** is a building material made from oyster shells, sand and water. The cabins are arranged in a **semicircle**. There were 32 cabins, 16 on either side of the road. Later owners tore down some of the buildings, leaving only 25 for us to investigate. The cabins had a fireplace which was used for cooking, light, and warmth. Families gathered around the fireplace after a day of hard work in the fields.

Slave labor on Kingsley Plantation was performed according to the **task system**. Under this system, each slave was assigned a certain amount of work for the day. After completing this task, the slave was allowed to use the rest of the day as he or she chose. With that time slaves would raise a variety of crops in their own gardens. These crops were used for their own families to eat, but they could also be traded or sold through the plantation owner. Tasks often brought slaves into close contact with their owners. For example, a slave’s task might be to care for the owner’s child on a daily basis. Often that enslaved person spent more of the day with that child than her own children.

The needs and the ideas of the plantation owner influenced enslaved families. The law did not recognize slave marriages. If an enslaved woman had a child, her son or daughter belonged to her owner. If the plantation owner had a shortage of money, he could sell the slaves. This often separated families.

The United States purchased Florida from Spain in 1821. The laws became stricter and harsher against Florida’s black population. Kingsley was against these laws. He argued about the importance of free blacks in society. He became frustrated that no one would listen to him. Zephaniah Kingsley moved his family and some of his former slaves to Haiti in 1837. Two years later, in 1839, Kingsley sold his plantation to his nephew, Kingsley Beatty Gibbs.

The bearer Jimmy being unwilling to be removed to Savannah, having a wife here whom he says cannot be purchased. I give him permission to look for a Master, and my lowest price for him is Seven hundred Dollars.

S<sup>t</sup>. Augustines March 5. 1839.

Geo: Gibbs

In the document to the left Mr. Gibbs, the nephew of Zephaniah Kingsley, wrote this note and gave it to a slave named "Jimmy." The note gives Jimmy permission to look for a master since he does not want to be relocated to Savannah, Georgia and separated from his wife. The note also states the minimum price that he will accept for "Jimmy."

Sale of Black Man  
 named Jimmy Gibbs,  
 Andrew Pow  
 to  
 Rafael D. Fontane,  
 to  
 George R. Fairbanks.

Territory of Florida,  
 County of St. John. }  
 Received 2<sup>d</sup> October, 1844,  
 Recorded 2<sup>d</sup> October, 1844,  
 in Book A Page 7 of  
 Records of Slaves.

P. B. Dumas  
 Clerk St. John's County.

\$1.81 7/8

28

The document to the right is a written receipt for the sale of black men named Jimmy Gibbs and Andrew Pow. It also states who these slaves were sold to.

Photos courtesy of the National Park Service

Name \_\_\_\_\_

## History of the Enslaved People at Kingsley Plantation: Analyzing the Data

1. According to the document who else is being sold besides Jimmy? Who are the two men that are purchasing them? What territory is it in?
2. What is the lowest amount of money that Mr. Gibbs will take for his slave Jimmy?
3. What else would you like to know about the slaves at Kingsley Plantation?
4. Draw a picture of life at Kingsley Plantation using the information provided in the “History of the Enslaved People at Kingsley Plantation.”



## Sacred Traditions in the Cabins

Ideas about the lives of enslaved people have changed over time. Some historians believe that Africans brought over as slaves lost their traditions in America. However, recent exploration shows that they kept some parts of their African cultures.

Dr. Charles Fairbanks led the earliest efforts in African-American archaeology in the United States in 1968. His research focused on slave life. Dr. Fairbanks spent two weeks looking at the inside of slave cabins at Kingsley Plantation. He hoped to find evidence of artifacts associated with African traditions. Although he found some iron tools, beads, and other items he did not discover a connection to African culture.

Archaeologist Dr. James Davidson began studying the Kingsley Plantation slave cabin site in 2006. Dr. Davidson found deer and chicken bones. By learning about different African traditions, Dr. Davidson found out that the bones were actually evidence! The discovery of a deer bone buried in the cabin shows that the enslaved people were continuing their African traditions in America. Some African cultures used animal bones as **house charms**. A house charm is a special object placed in or around a home thought to provide protection. House charms like these are common in many cultures in Africa. Perhaps the items Dr. Fairbanks found were house charms as well.

Another artifact of African culture was a chicken found under the floor of a slave cabin. The chicken was buried with an unbroken egg, a glass bead, and a piece of iron. Animal sacrifice is practiced by some cultures in Africa to symbolize births and deaths. A sacrifice is when people give something up that is considered valuable to them. This chicken may have been buried to bless the house.

Although they were stolen from their homes, the men, women, and children who lived at this plantation kept their African traditions. Archaeology helps us know today how enslaved people at Kingsley Plantation continued their African traditions and culture.



*Deer tibia buried in the doorway of a slave cabin in the base of the wall trench. Photo courtesy of Dr. James Davidson, 2006*

# Investigating a Slave Cabin

## Part Three: Archaeology

### Archaeology Notebook

You are an archaeologist. Your question is:

*How can investigating a tabby cabin help us understand slaves and their culture?*

### Investigation Activities

1. Teacher-led class discussion using “Footprints of Shelters” (page \_\_)
2. Whole class review of the “Footprint of the Kingsley Plantation Slave Cabin” (page \_\_) and the “Map of the Kingsley Plantation Slave Cabin Site” (page \_\_)
3. Construct a “Quadrant Map” in each group (teacher will provide)
4. Complete Data Collection Sheet: “Map of Kingsley Plantation Slave Cabin Site” (page \_\_)
5. Class discussion of data collection (teacher led)
6. Read “African Identity and Archaeology” (page \_\_)
7. Complete Data Collection Sheet: “African Identity and Archaeology” (page \_\_)

### Data Sources

“Footprints of Shelters” (page \_\_)  
“Footprint of the Kingsley Plantation Slave Cabin” (page \_\_)  
“Map of the Kingsley Plantation Slave Cabin Site” (page \_\_)  
“Slave Cabin Construction” (page \_\_)  
“How an Archaeological Site is Formed” (page \_\_)  
“African Identity and Archeology” (page \_\_)

### Word Bank

**archaeology:** the scientific study of past human cultures through artifacts and sites

**archaeological site:** a place where people lived and left objects behind

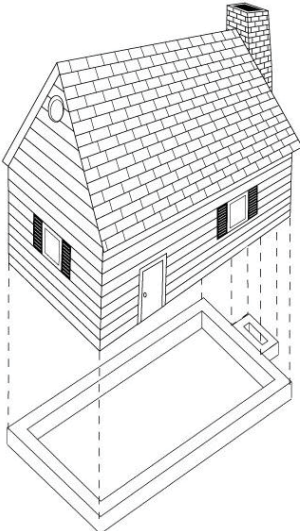
**excavate:** to uncover by digging and expose to view

**ritual:** an observance or practice of a particular culture

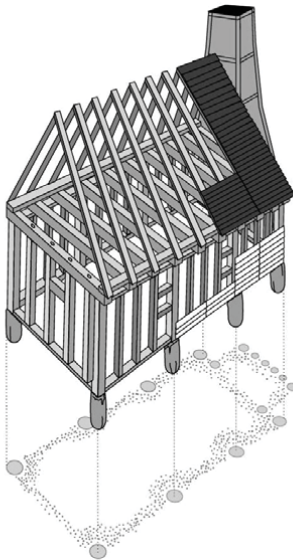
**deities:** spirits or gods that are worshipped



# Footprints of Shelters



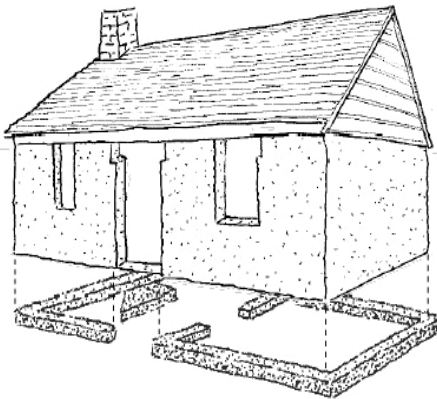
*Archaeological footprint of a modern house*



*Archaeological footprint of an earthfast house*



*Archaeological footprint of a tipi*



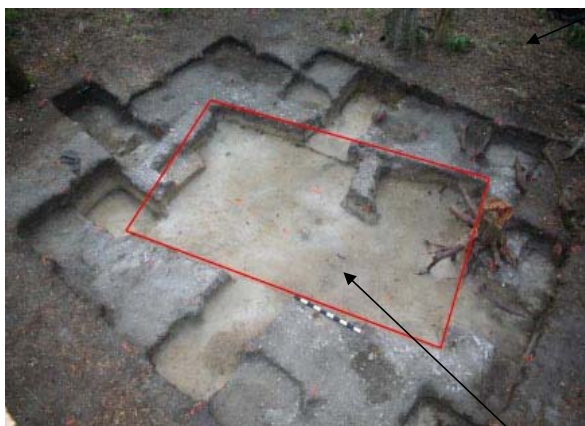
*Archaeological footprint of a slave cabin*

## Footprint of the Kingsley Plantation Slave Cabin

The Kingsley Plantation Slave Cabin is an **archaeological site** (approximately 17 feet by 11 feet). When archaeologists **excavated** and studied this site, they divided it into sections and assigned a different team to each section. Today your class is a group of archaeologists, and you will study one of the cabin sites in teams like the archaeologists did at Kingsley Plantation. The map of the site is divided into four parts or quadrants and each team will investigate one part of the site. If there are more than four teams in the classroom, several teams will study the same quadrant.



*The excavated floor in the Kingsley Plantation slave cabin.*



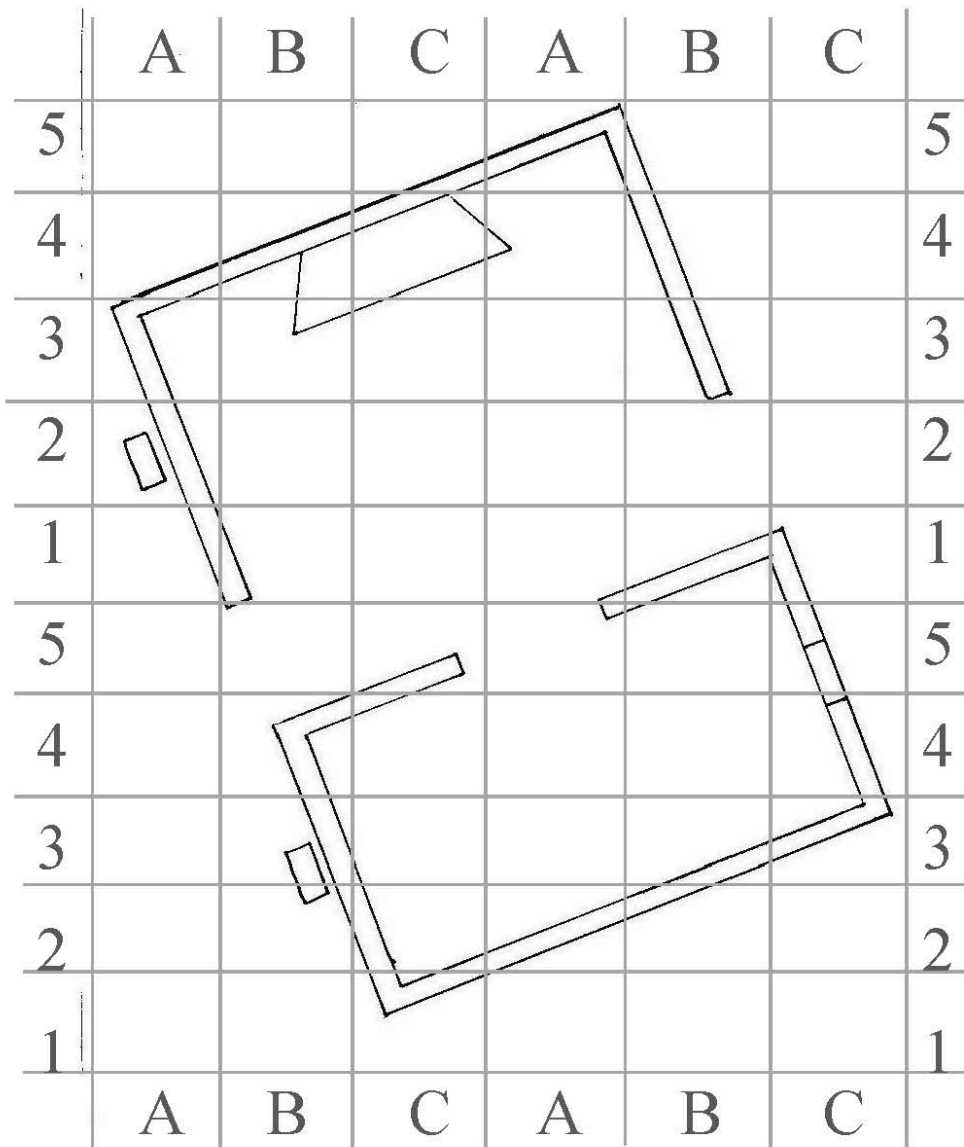
Unexcavated Area

*The excavated and unexcavated land at the Kingsley Plantation slave cabin site. The range pole (marked stick) is 3.28 feet long.*

*Photographs courtesy of Dr. James Davidson*

Excavated Area

# Map of the Kingsley Plantation Slave Cabin Site



Name \_\_\_\_\_

## Quadrant of a Slave Cabin: Analyzing the Data

1. Write the quadrant location you are investigating. \_\_\_\_\_
2. Use the circles below to put your artifacts in groups. Give each group a name and then count the artifacts. You may want to add more circles.

Category 1

Number of Artifacts

Category 2

Number of Artifacts

Category 3

Number of Artifacts

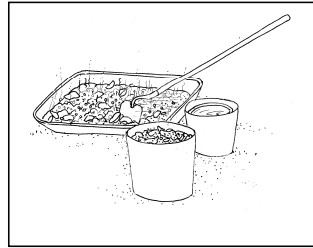
Category 4

Number of Artifacts

3. Draw the information above (number 2) as a bar graph or pie chart. Use separate graph paper if necessary.
4. Based on your observations of your artifact groups, write down two or more activities that took place in this part of the cabin.
5. Observe the complete archaeological map of the slave cabin site. Do your conclusions change after seeing the entire cabin? Do you have different ideas about how the people lived? If so, write your new conclusions. (Use another page.)

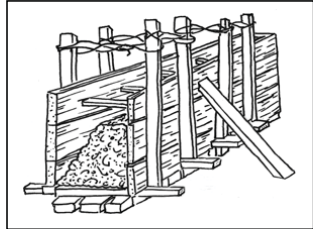
# Slave Cabin Construction

*Stage One*



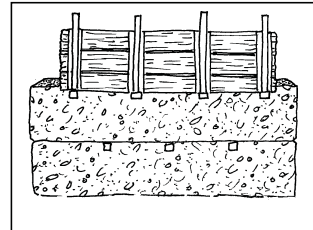
Tabby was mixed and poured for the foundation.

*Stage Two*



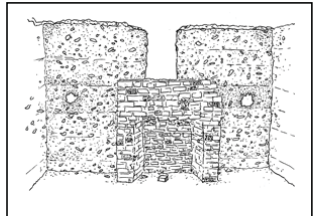
Tabby was poured into a wooden mold held in place with spreader pins.

*Stage Three*



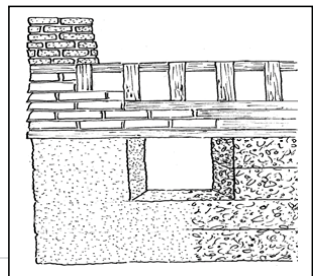
Tabby was poured in layers forming the walls of the cabin.

*Stage Four*



Tabby bricks were created to make a fireplace and chimney.

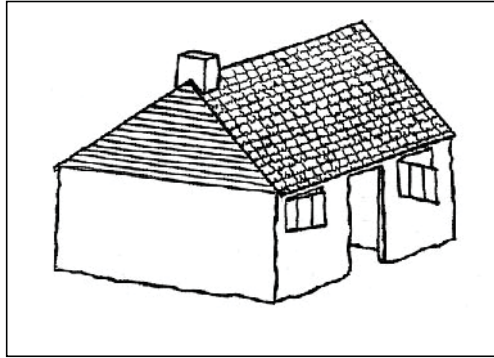
*Stage Five*



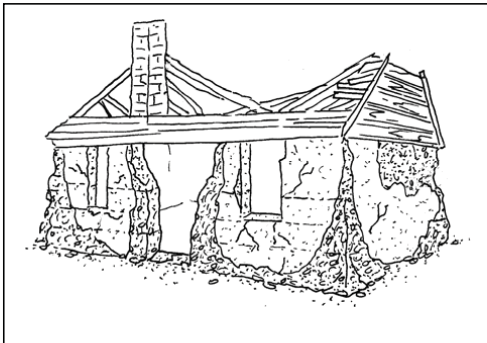
Once hardened, the whole shell tabby was covered with a protective coat of lime plaster, making the walls smooth. Frame holes were also filled with the plaster. A roof frame and cedar shingled roof were added to enclose the cabin.

## How an Archaeological Site is Formed

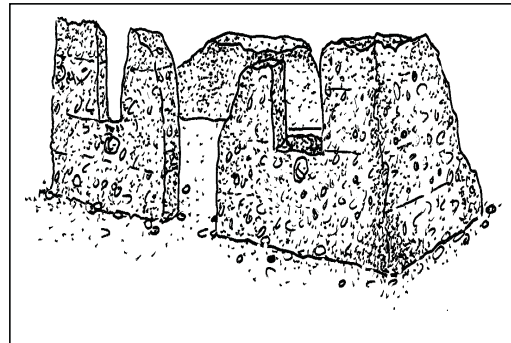
The artifacts and other evidence from the Kingsley Plantation slave cabin site shows that the cabin was not used after the early 1900s. The people living in the cabin may have moved to Pilot's Town, a small settlement located on the south end of Fort George Island. Over time the cabin cracked, weakened and the walls began to crumble. Pieces of the cabin were also used to build a boathouse and house for another planter's family. In 1968, Dr. Charles Fairbanks first excavated the Kingsley Plantation slave cabins searching for evidence of religious and spiritual practices of the African slaves. When he did this, the slave cabins had been partially broken down. Today, visitors can see the remains of 25 of the 32 original slave cabins.



Stage One



Stage Two



Stage Three

## African Identity and Archaeology

Archaeologists learned a lot about the slaves who lived in the cabins from the artifacts and the cabin foundations. But they wanted to know more. They wanted to know about the cultural practices of the enslaved Africans. They wanted to know if they had kept their African traditions.

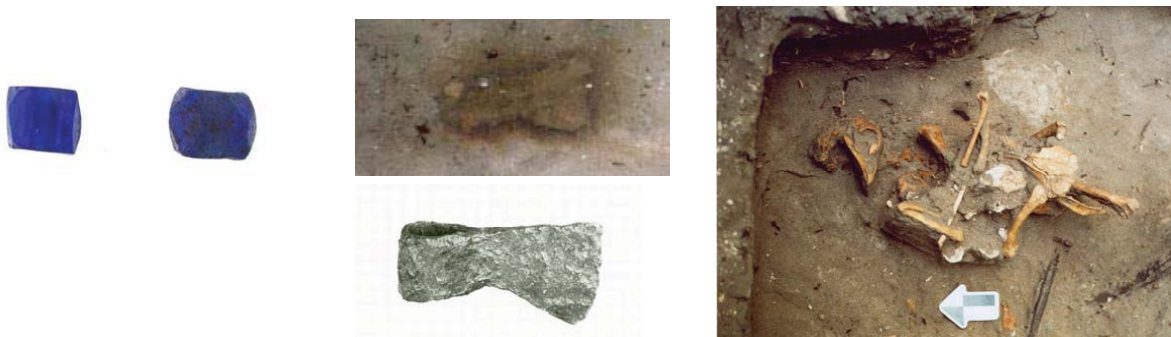
To find the answers, archaeologists focused on excavating the inside of the slave cabins. They found that some cultural practices used in Africa were used by the enslaved people at Kingsley Plantation. The artifacts provided clues to spiritual and religious traditions. However, the remains of their worship practices are extremely hard to find.

The pictures below are artifacts found in the slave cabins. The beads varied in size and shape, but all of them are blue. In other African cultural traditions beads have been used to provide protection from harm. We think that this is what these beads were used for.

House charms are objects that are worn or used to provide protection from harm. In some African cultures, there is a strong tradition of house charms. Iron is often buried to prevent any harm from entering the home. The picture of the soil stain below shows the outline of an iron hatchet that was used as a house charm.

Animal burials were also a common **ritual** in African culture. These were used by some cultures in Africa to show births and deaths, and sometimes as offerings to specific **deities**. One of the more spectacular finds relating to this was the remains of a chicken found under the floor of the slave cabin. The chicken was buried with an unbroken egg, a glass bead, and a piece of iron. This burial may have been used to keep earth spirits undisturbed during the building of the cabin.

Take a moment to study the pictures and answer the questions on the next page.

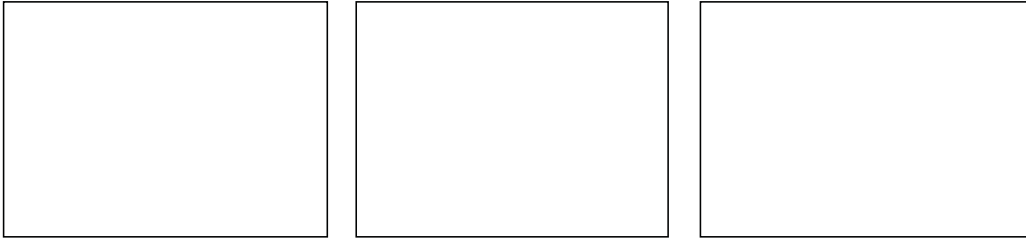


*Photographs courtesy of Dr. James Davidson*

Name \_\_\_\_\_

## African Identity and Archaeology

1. Examine the three artifacts on page \_\_\_\_.
  - a. Illustrate and describe the artifacts.

Three empty rectangular boxes are arranged horizontally, intended for students to draw and describe three artifacts.

- b. Look back at the “Map of the Kingsley Plantation Slave Cabin Site.” Where are these artifacts located?

2. Why do you think the artifacts were placed in those locations?

3. Why do you believe there are more artifacts on the southeast quadrant of the cabin?

4. Based on the information you have read about the artifacts, for what other purposes could these artifacts be used?



# Investigating a Slave Cabin

## Part Four: Today

### Archaeology Notebook

You are an archaeologist. Your question is:

*How can investigating a tabby cabin help us understand slaves and their culture?*

### Investigation Activities

1. Discussion about Deborah H. Bartley-Wallace
2. Read “The Slave Cabins Today” (page \_\_)
3. Read “Preserving Slave Cabin Sites” (page \_\_)

### Data Sources

“The Slave Cabins Today” (page \_\_)

“Preserving Slave Cabin Sites” (page \_\_)

### Word Bank

**interpret:** to guide others to see or understand in a certain way

**preserve:** to remain intact, to protect from injury or harm

**National Park:** land set aside by a government for the protection of resources and the enjoyment of people

## The Slave Cabins Today

A **national park** is land set aside by our Congress for people to enjoy. National parks also protect wildlife and areas that tell special stories about America's culture and history. Kingsley Plantation is located in Jacksonville, Florida. It is part of the Timucuan Ecological and Historic Preserve, one of Florida's 11 national park sites. Every year thousands of people visit Kingsley Plantation. They learn about the lives of the enslaved men, women, and children who were forced to come to Florida and work on plantations.

Historic buildings help us understand our past. The cabins at Kingsley Plantation help us learn about people who are no longer around to speak for themselves.



*This is a historic photo of Palmetto Avenue, one of two roads slaves traveled to the Sea Island Cotton fields. Photo courtesy of the Florida State Archives.*

When visitors explore the slave cabin ruins, they read signs and talk to park rangers who **interpret** how people once lived on Fort George Island. Visitors hike or bike along the same path that slaves walked to the Sea Island cotton fields. Guests can take a tour of the slave cabins with a park ranger. Some people attend ranger chats where rangers explain what life was like for the people who called Kingsley Plantation home. No matter what activity you choose to participate in, park rangers are there to help you have a safe, fun, and educational visit.

But remember...it is up to each and every park visitor to help protect the park for future generations!

## Preserving Slave Cabin Sites

The tabby cabin that you studied is one of 25 remaining slave cabins at Kingsley Plantation. Due to the historic artifacts, we know that people lived in these slave cabins from around 1814 to the early 1900s. These cabins were home to families of 2 to 4 people. We are very lucky to have well-preserved evidence of this time period. Rangers work hard to **preserve** our past, which is threatened by the environment and people.

The exposed tabby on these cabins breaks down quickly due to environmental factors such as water. Water seeps into the tabby, breaking down the lime putty and wearing away the walls of the cabin. Without the protective putty, the cabin walls become weak and eventually collapse. The biggest threat, though, is caused by humans! This includes touching or leaning on the buildings and also vandalism. When people damage things on purpose we call that vandalism. Vandalizing sites destroys the evidence of the people who lived in the cabins. Vandalism is also disrespectful to the site and the history that happened there.

Preserving the tabby cabins remains a top priority for archaeologists and the National Park Service. At Kingsley Plantation, Ranger Jose Brocato oversees this ongoing process. There are two steps in preserving the cabins. First, the cabins are cleaned by using a lime wash. This is a water and lime mix that cleans the surface for the second step. The second step is to keep the water from creeping inside the tabby wall. Lime putty is applied to the top of the walls in a process called “capping.” These are the same techniques and materials that were used during the Kingsley Plantation era more than 200 years ago!



*Evidence of vandalism in a slave cabin*



# Investigating a Slave Cabin Assessment

## Archaeology Notebook

You are an archaeologist. Your question is:

*How can investigating a tabby cabin help us understand slaves and their culture?*

## Assessment Activities

1. Write a final composition.
2. Complete the “Bringing the Past into the Future” activity by drawing a shelter based on the slave cabin.  
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## Word Bank

**performance standards:** basis for measuring your work

# Final Composition

After archaeologists investigate an archaeological site, they report their findings to other archaeologists or to the public. You will write an essay that answers the question: *How can investigating a tabby cabin help us understand slaves and their culture?* Use at least five words from the word bank.

## Introduction

In the Introduction write one paragraph.

- State the question: What can we learn about the enslaved people at Kingsley Plantation from an archaeological study of a slave cabin?
- In one or two complete sentences briefly list four things that can be learned about enslaved people through the slave cabin. If possible, choose one idea from each of the parts of the investigation (Geography, History, Archaeology, and the Slave Cabin Today).

## Body

In the Body, write one paragraph for each of the four ideas listed in your Introduction. Include specific evidence from the investigation to support each of the ideas.

Example: Archaeologists found many artifacts at the Kingsley Plantation slave cabin site. Artifacts tell what kinds of food the enslaved families ate. Wild animal bones and teeth show that they hunted animals for food.

## Conclusion

In the Conclusion, write one paragraph summarizing the four things that can be learned about enslaved people from studying the slave cabin. Answer the question: How does learning about the Kingsley Plantation Slave Cabin Site contribute to our understanding of history and culture?

## Performance Standards

❖ **Introduction** – My introduction states the question and includes four things that can be learned about the history of enslaved people by studying the slave cabin.

❖ **Body** – The body of my essay contains one paragraph for each idea. The paragraph describes each idea and includes specific data or evidence.

❖ **Conclusion** – My conclusion summarizes the four paragraphs in the body of the essay.

# Bringing the Past Into the Future

One way to honor history is to use ideas from the past to create new things in the present.

## Drawing

1. Imagine that people are moving into your community. There will be less space for housing and houses will need to be smaller. How could we use less living space?
2. Think back to everything you learned about the Kingsley Plantation slave cabin. Think about how the cabins were built, how traditions were kept, and how living space was organized.
3. Draw a present-day or futuristic shelter that includes at least three ideas from the cabin at Kingsley Plantation.
4. Label the ideas that you borrowed from the Kingsley Plantation slave cabin.

## Performance Standards

- ❖ **Ideas from the Kingsley Plantation slave cabin** - My drawing includes three ideas from the cabin and yard.
- ❖ **Design** - My design looks like a present day shelter, or a shelter of the future.
- ❖ **Lines and Labels** - I labeled all three of the ideas from the Kingsley Plantation slave cabin.