

# INTERACTIVE MAP LESSON:

## THE COTTON PLANTATION

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### RECOMMENDED TIME

90 minutes

### OBJECTIVES

After completing this lesson, students should be able to:

- Discuss life on southern plantations and the roles and experiences of the individuals who lived there.
- Describe the layout and functions of the various parts of a typical large southern plantation during the late 1700s and 1800s.

### LEARNING CONNECTIONS

- **Learning Styles:** linguistic, logical-mathematical, visual-spatial
- **Skills Mastery:** making comparisons, synthesizing information

### RESOURCE

- **Interactive Map:** [The Cotton Plantation](#)

### CONTEXT

During the early 1800s cotton replaced tobacco as the principal crop of the South. The development of new weaving machines dramatically cut the time and cost of cloth making, and textile producers could meet the growing demand for cotton. Cotton production in the South boomed, and the region became known as the “Cotton Kingdom.” Southern planters relied on slave labor to produce large quantities of cotton. The men and women who lived and worked on the plantations played many roles, and some large plantations formed complex societies of their own. On-site slave labor provided all or most of the work necessary to keep the plantation running.

**Developing Cultural, Economic, and Sociopolitical Literacy.** In this lesson, students will learn about life on southern plantations, the roles and experiences of the individuals who lived on plantations, and the layout and functions of the various parts of a typical large southern plantation during the late 1700s and 1800s.

### OPEN

1. Present the information from the Context section to students in the form of a brief lecture. Tell students that they will be learning about the roles and experiences of those who lived and worked on southern plantations, as well as the layout and functions of the various parts of a typical large southern plantation.

## TEACH

2. Have students explore The Cotton Plantation Interactive Map. Students may work individually or in small groups, depending on the number of computers available.
3. Have students complete the online review at the end of the interactive map. Check their scores to confirm their overall understanding of the material presented in the interactive map activity. If time permits, allow students who received low scores on the review to explore the interactive map further. Encourage them to take notes on the electronic notepad that is available to them throughout the activity.

If many students in the class experience difficulty with the interactive map activity and review, you may wish to have them complete one or more of the optional activities below to ensure mastery of the learning objectives.

## CLOSE

4. **Synthesizing Information.** Ask one or more volunteers to summarize life on a typical large southern plantation for the class. If necessary, prompt them to mention the roles of various individuals on a plantation as well as the layout and specific buildings of a large plantation.

## OPTIONS

- **Synthesizing Information.** Have students work in pairs or small groups to create three-dimensional replicas of Stillwater Plantation, the composite typical large southern plantation presented in The Cotton Plantation Interactive Map. Encourage students to provide labels that summarize the function of each building. Also have students include representations of the various people who lived and worked on the plantations. The people should also be labeled with short descriptions of their roles. To assess students' work or to guide students, use the [Artwork](#) and the [Writing to Describe Rubrics](#).
- **Making Comparisons.** Tell students that the interactive map shows a typical large southern plantation. Have them use the information presented in the interactive map (particularly in the "FYIs"), the library, and on the Internet to write three to five paragraphs describing a typical small southern plantation. Encourage them to include descriptions of the people who lived and worked on small plantations as well as the types of buildings that might have been found on small plantations. To assess students' work or to guide students, use the [Writing to Describe Rubric](#).