

Historical Background

“Textile manufacturing began in South Carolina before the Civil War, but it became important to the economy of the state after the war. By 1880, the industry was producing almost \$3 million worth of goods a year. For many years, textile manufacturing was measured by the number of spindles, or rods on which thread was gathered, in a mill. In 1880, South Carolina had eighteen textile mills operating with 95,983 spindles. About one-half of those spindles were located in Aiken County. Most of the remaining spindles were in the upper Piedmont counties of Anderson, Greenville, Oconee, and Spartanburg.”

Horne, Paul A. Jr. *South Carolina: The History of an American State, 2nd Ed.* Georgia: Clairmont Press, 2006.

South Carolina Standards

8-5.3 Summarize the changes that occurred in South Carolina agriculture and industry during the late nineteenth century, including changes in crop production in various regions, and the growth of the textile industry in the Upcountry.

Objectives

- Students will research the history of South Carolina’s textile industry.
- Students will create an exhibit (physical or digitized) using the Gregg Graniteville Photographic Archive that explains why the textile industry was important to South Carolina.

Time Required

3 class periods

Recommended Grade Level

Middle/High

Lesson Materials

- The Gregg Graniteville Photographic Archive
- Computer lab or access to computers for students
- Internet access
- Analyzing Photographs and Prints guide
- Primary Source Analysis handout
- Contentdm PowerPoint Instructions
- Rubric for grading

Lesson Preparation

1. Visit the Gregg Graniteville Photographic Archive via USC’s Digital Collection Library <http://digital.tcl.sc.edu/cdm4/browse.php?CISOROOT=%2Fggpaiken>
2. Navigate the site to become more familiar. Clicking on each photograph will take you to the Collection home where you can save to “My Favorites” and create a PowerPoint presentation.
3. Print the Analyzing Photographs and Prints guide, Primary Source Analysis handout, and rubric for grading, Contentdm PowerPoint instructions, and the Creating Exhibits

handout attached to this lesson. (You may also consider providing an electronic copy of all of these documents in lieu of printing.)

4. Develop a list of information that is important for students to understand about the textile industry in South Carolina for the debriefing portion of the lesson.

Lesson Procedure

1. Explain to students that they each will be conducting research on the start of the textile industry in South Carolina. Emphasize that their goals are to analyze the photographs and to conduct additional research to learn the history of the textile industry. Finally students are to create an exhibit using the photographs from the collection.
2. Distribute all necessary handouts to students.
3. Preview these handouts with students. Emphasize that the goal is to conduct a thorough analysis of each picture. It is not necessary to answer every question on the guide.
4. Practice analyzing a photograph or two with the whole class.
5. Direct students to visit the Gregg Graniteville Photographic Archive at <http://digital.tcl.sc.edu/cdm4/browse.php?CISOROOT=%2Fggpaiken>
6. Students should select 5 photographs and save them to “My Favorites” inside the collection. Students can choose to create a PowerPoint presentation with these photographs (see Contentdm PowerPoint instructions).
7. After saving each photograph, students should conduct research to help them explain the history of the textile industry in South Carolina.
8. Reconvene after analysis and research to debrief with the whole class. Ask: How did South Carolina’s textile industry get started? Collect their feedback on the board.
9. Add information from your own presentation to fill in gaps that may have been missed.
10. After debriefing, students should work to create an exhibit that explains the history of the textile industry in South Carolina.
11. Collect their final products, and then grade using the rubric provided, grade then display.

Assessment

Use the grading rubric to assess the adequacy of research information included in exhibit.

Lesson Extension Options

- Have students present their exhibit in a three minute presentation to the class.
- Have students vote to determine who created the best exhibit. Place the top three on display in the classroom.
- Display the exhibits in the library for faculty and student viewing.

Digital Collections Information

This lesson plan is based on images and/or documents derived from the Gregg Graniteville Photographic collection available from the South Carolina Digital Libraries digital collections.

To see more from this collection please visit the following link.

<http://digital.tcl.sc.edu/cdm4/browse.php?CISOROOT=%2Fggpaiken>

To see other collections that may be helpful to your search, visit the Digital Collections homepage by clicking here <http://sc.edu/library/digital/index.php> or visit SCDL's collections by clicking here <http://www.scmemory.org/index.php>.

Using Contentdm to Create PowerPoint

If your computer is not yet running the .NET Framework version 2.0 or later, you will need to install it before installing the plug-in.

To install the PowerPoint Plug-in:

1. Close Microsoft PowerPoint, if it is open.
2. Download the executable file onto your computer from here:
<http://digital.tcl.sc.edu/cdm4/cdmppt/Cdmppt2009Setup.msi>
3. Double-click the executable file to install CONTENTdm PowerPoint Plug-in 2009.
4. Follow the installation directions.

Note: If you have a previous version of the CONTENTdm PowerPoint Plug-in installed on your computer, we recommend that you uninstall it using the Windows Control Panel Add or Remove Programs before installing the CONTENTdm PowerPoint Plug-in 2009. However, removing the previous version is not required.

Importing Items from My Favorites

To import My Favorites into PowerPoint, you must first create a collection of Favorites.

Note: To save a selected CONTENTdm item to My Favorites, your Web browser privacy settings must allow cookies, and you must use Microsoft Internet Explorer 6.0 or later, or Firefox 2.0 or later to save My Favorites.

To add an item to My Favorites in CONTENTdm:

1. Search or browse a CONTENTdm collection. When you open an item to view it, links to add items to My Favorites appear in the upper- and lower-left corners of the display pages.



Figure 12: This example shows **Add to Favorites** in the lower left corner.

2. Click **Add to Favorites**. The image and its metadata are added to My Favorites.
3. When viewing documents, add whole documents by clicking **Add Document to Favorites** or add single pages by clicking **Add Page to Favorites**.



Figure 13: The whole-document and single-page My Favorites options appear in the upper-left corner.

4. Click **Back to Results** to return to browsing or searching for more items to add.

To add multiple items to My Favorites:

1. From the browse or search-results view, place a check in the boxes to the left of the desired items or click **Select All**. The **Select All** link is in the upper- and lower-left corners of the display page.



Figure 14: This example shows **Select All** in the upper-left corner.

2. Click **Add to Favorites**.

Note: Only items on the current Web page can be added to My Favorites. In other words, you cannot select items on one results page, and then move to another page to select

Getting Started

After you have installed the PowerPoint Plug-in and saved images to My Favorites, you are ready to create your presentation. This section covers opening the plug-in, selecting a Web site, and importing My Favorites.

Opening the PowerPoint Plug-in

To open the CONTENTdm PowerPoint Plug-in:

1. Start Microsoft PowerPoint, and then open an existing or new PowerPoint presentation.
2. Open the CONTENTdm PowerPoint Plug-in by clicking the **CONTENTdm** button on the PowerPoint toolbar, usually located in the upper-left corner, under other toolbars.

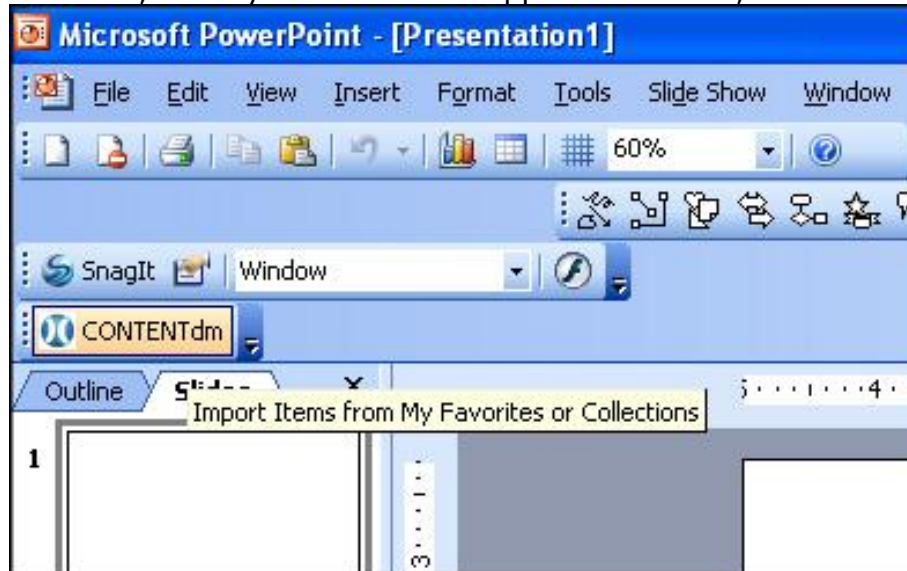


Figure 1: The CONTENTdm PowerPoint Plug-in button usually appears in the upper-left of the screen.

3. The CONTENTdm PowerPoint Plug-in **Welcome** screen displays. Click **Next** to continue.

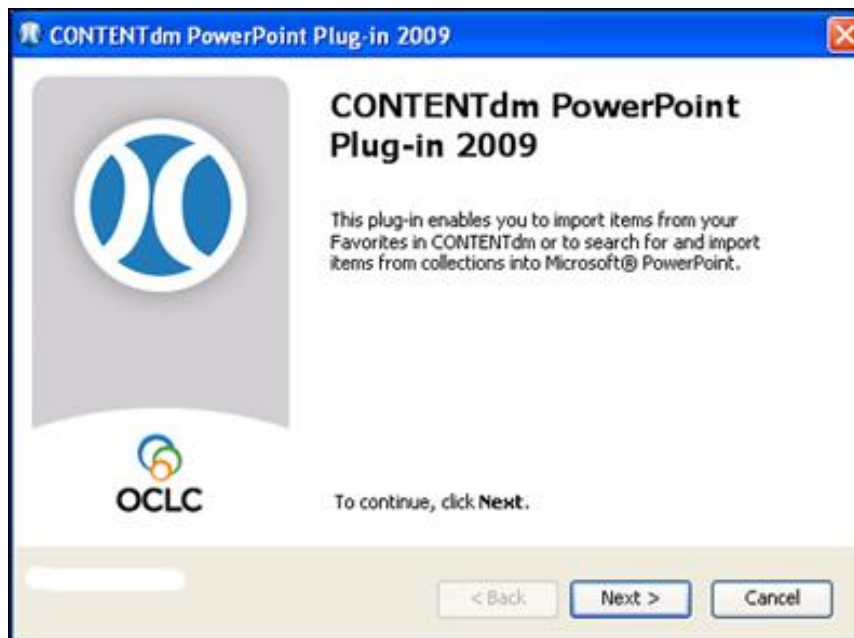


Figure 2: The **Welcome** screen.

Selecting a Web Site

After advancing from the **Welcome** screen, you can specify a CONTENTdm Web site address.

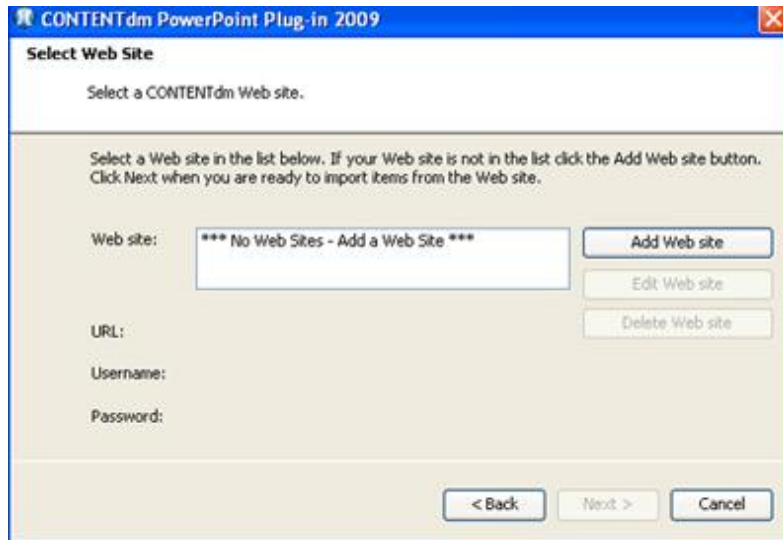


Figure 3: Selecting the CONTENTdm Web site.

To select a Web site:

Select a site from the list box and then click **Next**.

To add a Web site:

1. Click **Add Web Site**. The Web Site Settings dialog displays.

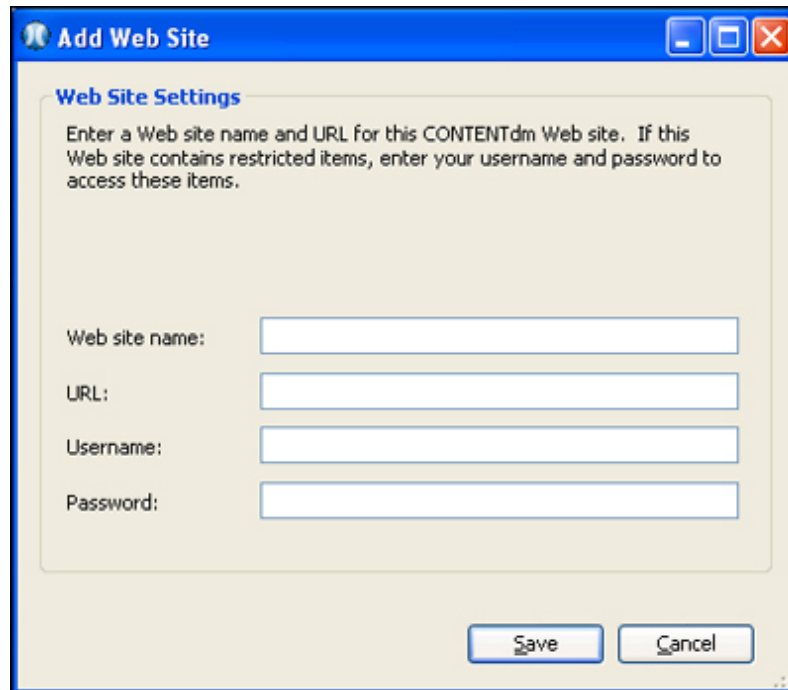


Figure 4: Adding a Web site.

2. Enter a name the site. This is just for your reference. It could be something like USC Digital Collections.
3. Enter the URL , <http://digital.tcl.sc.edu>, for the USC Digital Collections web site.
4. Click **Save** to close the dialog and save the Web site. The Select Web site screen displays, with the site that you added available to select.

Importing Items

After you have selected the CONTENTdm Web site address, you are ready to select your import method and then begin finding and importing items.

To select your import method:

1. From the **Select Import Method** screen, select **Import My Favorites**.
2. Click **Next** to continue.



Figure 7: **Select Import Method** screen.

1. After you have selected **Import My Favorites** on the **Select Import Method** screen, your Favorites are downloaded to the plug-in and displayed on the **Choose Items from My Favorites** screen.

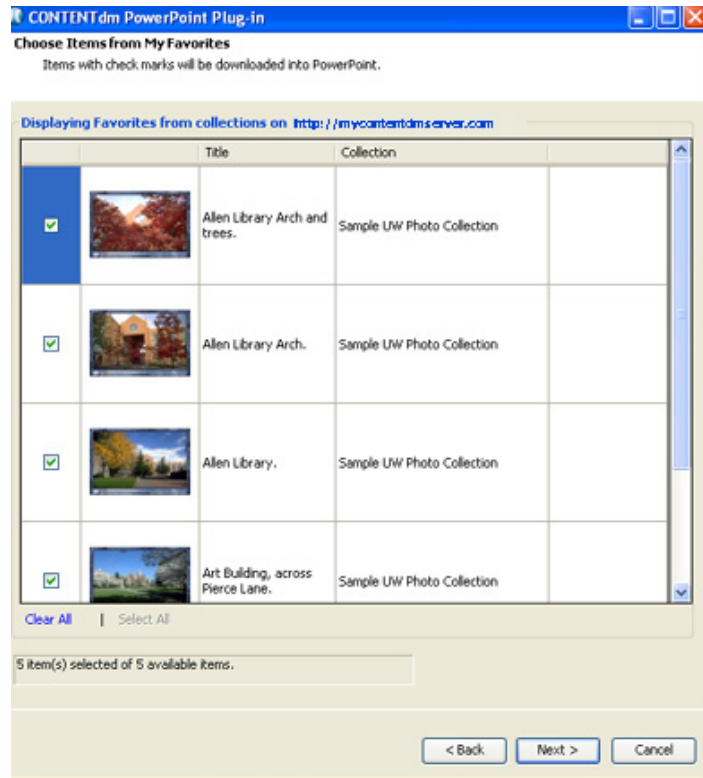


Figure 15: Favorites are displayed for selection.

2. All results are selected by default. Deselect any items you do not want to download to PowerPoint.

Note: Your Favorites may include restricted items or compound objects. For more information about working with those types of items, see the previous section.

3. Click **Next** to select your slide layout and metadata.

After you have selected the items you want to download into your presentation, choose your slide layout and specify which metadata to include.

Selecting Slide Layout

On the **Select Layout** screen, first choose the number of images to include on each slide. (Images are automatically sized smaller when you choose to include more than one on each slide.) Then specify the metadata you want to include for each item.



Figure 16: Images are automatically sized smaller when layout is defined as more than one image per slide.

1. On the **Select Layout** screen, click **Download** to download your selected items and associated metadata to PowerPoint.

Note: Depending on the number and types of items you selected, downloading may take a few minutes. The **Downloading Options** screen displays a progress bar (you can stop downloading by clicking **Cancel**).

2. The **Item Download Complete** screen confirms the number of items downloaded.

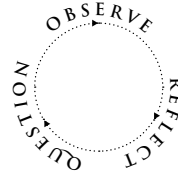


Figure 18: The number of items downloaded successfully is displayed.

3. Click **Finish** on the **Item Download Complete** screen to close the plug-in and review your presentation.

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TEACHER'S GUIDE ANALYZING PHOTOGRAPHS & PRINTS



Guide students with the sample questions as they respond to the primary source. Encourage them to go back and forth between the columns; there is no correct order.

OBSERVE

Have students identify and note details.

Sample Questions:

- Describe what you see. · What do you notice first?
- What people and objects are shown? · How are they arranged? · What is the physical setting?
- What, if any, words do you see? · What other details can you see?

REFLECT

Encourage students to generate and test hypotheses about the image.

- Why do you think this image was made? · What's happening in the image? · When do you think it was made? · Who do you think was the audience for this image? · What tools were used to create this?
- What can you learn from examining this image? · What's missing from this image? · If someone made this today, what would be different? · What would be the same?

QUESTION

Have students ask questions to lead to more observations and reflections.

- What do you wonder about...
- who? · what? · when? · where? · why? · how?

FURTHER INVESTIGATION

Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.

Sample Question: What more do you want to know, and how can you find out?

A few follow-up activity ideas:

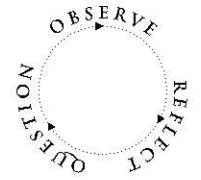
Beginning
Write a caption for the image.

Intermediate
Select an image. Predict what will happen one minute after the scene shown in the image. One hour after? Explain the reasoning behind your predictions.

Advanced
Have students expand or alter textbook or other printed explanations of history based on images they study.

For more tips on using primary sources, go to

<http://www.loc.gov/teachers>



PRIMARY SOURCE ANALYSIS TOOL

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REFLECT

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QUESTION

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FURTHER INVESTIGATION

Exhibit Grading Rubric

Name: _____

Did the student have an appropriate title? 10pts _____

Does the product accurately explain the history of the textile industry in South Carolina? 40pts _____

Does the exhibit meet the following criteria? 40 pts _____

1. Is the exhibit inviting?
2. Is the navigation of the exhibit understandable?
3. Does the exhibit invite exploration
4. Does the exhibit inspire interaction?
5. Is the content of the exhibit accurate?
6. Is the exhibit accessible to people of varying ages?
7. Can the visitor take something away? (i.e. a connection to a different experience)

Was the product turned in on time? 10pts _____

Total 100 pts _____

Notes: _____

