

### Historical Background

“The Hurricane of 1893 was one of a series of seven that struck the South Carolina coast in a 20 year period. These hurricanes destroyed the rice fields of the Lowcountry and contributed to the end of ‘Carolina Gold’.”

The hurricane killed an estimated 1,000 to 2,000 people making it the 4<sup>th</sup> deadliest hurricane in U.S. history. Most agree that the death toll could be higher since many poor African Americans were not capable of reporting casualties.

South Carolina Social Studies Support Document, Grade 8, 2008 [http://ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/old/cso/social\\_studies/social.html](http://ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/old/cso/social_studies/social.html)

### South Carolina Standards

**8-5.5** Summarize the human, agricultural, and economic costs of natural disasters and wars that occurred in South Carolina or involved South Carolinians in the late nineteenth century, including the Charleston earthquake of 1886, the hurricane of 1893, and the Spanish American War.

### Objectives

- Students will analyze the devastation caused by the Hurricane of 1893.
- Students will compare the damage of the Hurricane of 1893 and Hurricane Hugo

### Time Required

1 class period

### Recommended Grade Level

Elementary/Middle/High

### Lesson Materials

- Satellite image with hurricane track of the Hurricane of 1893  
[http://en.wikipedia.org/wiki/File:1893\\_Sea\\_Islands\\_hurricane\\_track.png](http://en.wikipedia.org/wiki/File:1893_Sea_Islands_hurricane_track.png)
- [The State archives slideshow of Hurricane Hugo.](http://www.thestate.com/slideshows/gallery/887333.html#http://media.thestate.com/smedia/2009/07/01/09/743-hugo_satellite_last_light_approaching_coast.standalone.prod_affiliate.74.jpg)  
[[http://www.thestate.com/slideshows/gallery/887333.html#http://media.thestate.com/smedia/2009/07/01/09/743-hugo\\_satellite\\_last\\_light\\_approaching\\_coast.standalone.prod\\_affiliate.74.jpg](http://www.thestate.com/slideshows/gallery/887333.html#http://media.thestate.com/smedia/2009/07/01/09/743-hugo_satellite_last_light_approaching_coast.standalone.prod_affiliate.74.jpg)]
- Images collected from the [University of South Carolina Digital Collections website](#)

#### [Terminal and Docks Damage](#)

[[http://digital.tcl.sc.edu/cdm4/item\\_viewer.php?CISOROOT=/sk12&CISOPTR=216&CISOBX=1&REC=1](http://digital.tcl.sc.edu/cdm4/item_viewer.php?CISOROOT=/sk12&CISOPTR=216&CISOBX=1&REC=1)]

#### [The Battery](#) - Image A

[[http://digital.tcl.sc.edu/cdm4/item\\_viewer.php?CISOROOT=/sk12&CISOPTR=219&REC=2](http://digital.tcl.sc.edu/cdm4/item_viewer.php?CISOROOT=/sk12&CISOPTR=219&REC=2)]

#### [The Battery](#) - Image B

[[http://digital.tcl.sc.edu/cdm4/item\\_viewer.php?CISOROOT=/sk12&CISOPTR=220&REC=3](http://digital.tcl.sc.edu/cdm4/item_viewer.php?CISOROOT=/sk12&CISOPTR=220&REC=3)]

#### [Charleston Cyclone 1893 Bridge](#)

[[http://digital.tcl.sc.edu/cdm4/item\\_viewer.php?CISOROOT=/sk12&CISOPTR=221&REC=4](http://digital.tcl.sc.edu/cdm4/item_viewer.php?CISOROOT=/sk12&CISOPTR=221&REC=4)]

[Charleston Cyclone, 1893, Houses](http://digital.tcl.sc.edu/cdm4/item_viewer.php?CISOROOT=/sk12&CISOPTR=222&REC=5)

[[http://digital.tcl.sc.edu/cdm4/item\\_viewer.php?CISOROOT=/sk12&CISOPTR=222&REC=5](http://digital.tcl.sc.edu/cdm4/item_viewer.php?CISOROOT=/sk12&CISOPTR=222&REC=5)]

[Charleston Cyclone, 1893, Carolina Yacht Club](http://digital.tcl.sc.edu/cdm4/item_viewer.php?CISOROOT=/sk12&CISOPTR=223&REC=6)

[[http://digital.tcl.sc.edu/cdm4/item\\_viewer.php?CISOROOT=/sk12&CISOPTR=223&REC=6](http://digital.tcl.sc.edu/cdm4/item_viewer.php?CISOROOT=/sk12&CISOPTR=223&REC=6)]

[Damaged Houses, Sand Covered Streets Sullivans Island? 1893](http://digital.tcl.sc.edu/cdm4/item_viewer.php?CISOROOT=/sk12&CISOPTR=236&REC=7)

[[http://digital.tcl.sc.edu/cdm4/item\\_viewer.php?CISOROOT=/sk12&CISOPTR=236&REC=7](http://digital.tcl.sc.edu/cdm4/item_viewer.php?CISOROOT=/sk12&CISOPTR=236&REC=7)]

### Lesson Preparation

1. Download all necessary photographs and resources needed to teach this lesson.
2. Create points of emphasis to share with your students.

### Lesson Procedure

1. Teacher should introduce both the 1893 Hurricane that devastated the SC low country rice economy, as well as Hurricane Hugo which caused extensive damage to the SC coast in 1989. (10 min.)
2. Divide students into groups of three. Give each group a different copy of a picture of damage caused by Hurricane Hugo or the 1893 Hurricane. (5 min.)
3. Give each group a copy of the photo primary source worksheet (See attached). Each group should use the primary source guide to answer a series of questions about the photo. Students will study the photo and complete the guide. (15 min.)
4. After each group finishes the guide, each individual student should write a 1-2 paragraph response to the following prompt: *Imagine you lived through either Hurricane Hugo or the 1893 Hurricane. Write a 2 paragraph letter to a friend describing how your life has changed and what challenges you face.* (15 Min.)
5. Each group should present their findings.
6. Teacher should guide the class to make connections between the 1893 Hurricane and Hurricane Hugo.

### Assessment

The primary source guide may be used as an assessment, as well as the Venn diagram. Individual student responses can be graded for completion and accuracy.

### Lesson Extension Options

- Students should complete a Venn Diagram comparing the Hurricane of 1893 and Hurricane Hugo 1989. (See diagram attached.)

### Digital Collections Information

This lesson plan is based on images and/or documents derived from the K-12 Primary Sources Pilot Project collection available from the University of South Carolina's Digital Collections Library. To see more from this collection please visit the following link.

<http://www.sc.edu/library/digital/collections/K-12.html>

## Winds of Change The Hurricane of 1893

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>.

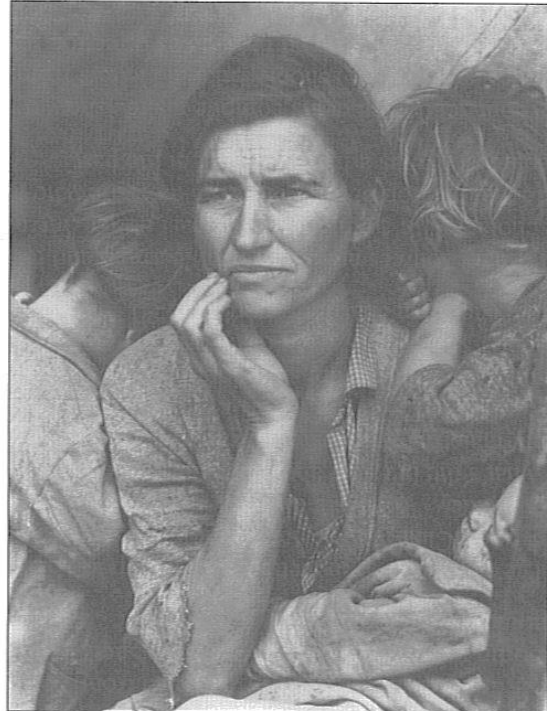
### Photographs

Visuals such as photographs help us to understand the past. Have your students consider looking through their own family photograph albums. This serves as a perfect opportunity to have students intimately connect with their own pasts.

Let's say that you have some of the harrowing photographs taken in the aftermath of the Battle of Antietam, September 17, 1862, accessible for your students. These photographs are not only important because of the carnage that they document, but they are important in how they shaped people's images and opinions of the Civil War. Students need to know that photographs not only record history, but that they can often shape history. A case in point here would be to consider some photographs of more recent vintage such as from the Vietnam War. Many photographs of that conflict shown in newspapers or magazines had a direct bearing on the perceptions and opinions of people who saw them.

Once you provide students with the photographs, have students study them for two minutes and then respond to the following:

- Describe in detail their overall impressions of the photograph.
- Divide the photograph into quadrants and study each quadrant in depth. In what ways do new details become visible?
- Generate a list of all the people, objects, and activities in the photograph.
- Based on their observations, have students draw inferences from the photograph.
- Generate a list of questions that are raised in their minds, relative to the photograph.
- Make a list of possible places where they might find answers to these questions.



*National Archives*



*Courtesy of Larry Nelson*

A reproducible student page for this activity is provided on page 233. These ideas are based on work from the Education Staff of the National Archives and Records Administration in Washington, D.C. ([http://www.archives.gov/digital\\_classroom/index.html](http://www.archives.gov/digital_classroom/index.html)).

Name \_\_\_\_\_

## Studying Photographs

**Directions:** Study the photograph for two minutes and then respond to the following prompts.

1. Describe in detail your overall impression of the photograph.

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2. Divide the photograph into quadrants and study each quadrant in depth. In what ways do new details become visible?

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3. Generate a list of all the people, objects, and activities that you see in the photograph.

People	Objects	Activities

4. Based on your observations, describe in detail what you can learn from the photograph.

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5. Generate a list of questions that are raised in your mind relative to the photograph.

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6. Make a list of possible places where you might find answers to these questions.

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Name \_\_\_\_\_

### Venn Diagram Template

