Textiles on the Rise

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.”


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.
3-5.1 Summarize developments in industry and technology in South Carolina in the late nineteenth century and the twentieth century, including the rise of the textile industry, the expansion of the railroad, and the growth of the towns.
3-5.3 Summarize the changes in South Carolina’s economy in the twentieth century, including the rise and fall of the cotton/textile markets and the development of tourism and other industries.

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*
- *Gregg Graniteville Library* site
- Computer lab or access to computers for students
- Internet access
- Analyzing Primary Sources sheets. Go to [http://www.loc.gov/teachers/usingprimarysources/guides.html](http://www.loc.gov/teachers/usingprimarysources/guides.html) for this resource. (Download the *Analyzing Photographs and Prints* document)
- Rubric for grading
- *What Makes a Good Interactive Exhibit* handout.

http://library.sc.edu/blogs/academy
Lesson Preparation

1. Visit the Gregg Graniteville Photographic Archive.
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”.
3. Print the Analyzing Photographs and Prints guide, Primary Source Analysis handout, rubric for grading, and the What Makes a Good Interactive Exhibit handout associated with this lesson.
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 and the Gregg Graniteville Library site.
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.
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 University of South Carolina Digital Collections Library.

To see other collections that may be helpful to your search, visit the Digital Collections homepage or visit SCDL’s collections.
What Makes a Good Interactive Exhibit?

The kind of exhibits that we've found to be most successful seem to have a handful of common characteristics. Not all fit the mold, but these characteristics seem to be useful tools in working through creating exhibits, and in deciding whether what you have created is successful.

Here, in a nutshell, are some common characteristics of good interactive exhibits. Keep this list and use it as you work on topics and exhibit ideas.

**The exhibit is inviting**
The exhibit needs to look interesting enough to invite someone to stop and spend some time with it. The topic should be interesting and the look of the exhibit should be inviting.

**The navigation of the exhibit is understandable**
This is probably the most difficult thing to get right, and is what we spend lots of time tinkering with. The user must be able to understand what they should do to get the exhibit to "work". If the navigation is not clear, then the visitor will, at best, think it is a confusing exhibit, and at worst, will think that they are stupid for not being able to figure it out.

**The exhibit invites exploration**
The exhibits we find most interesting and successful invite open-ended "messing about" with several possible outcomes. A great deal of learning takes place when visitors are allowed to discover things for themselves. If the exhibit has a "right" answer at the end, then there are two problems; there's a "right" answer, and there's an end.

**The exhibit inspires interactions among visitors**
An exhibit that is designed so that more than one person can interact with it and with each other is more successful than an exhibit that can be used by only one person at a time. One of the goals of this collaboration is to inspire family and peer interactions, and the exhibits can be created with that in mind.

**The content of the exhibit is accurate**
Sounds absurd, but it's common for an exhibit to simplify a concept to the point of presenting it incorrectly. This is a problem most when people try to present big complicated topics in an exhibit, and then discover that they need to simplify them.

**The exhibit is accessible to people of varying ages and development**
This is very tricky and very important. The best scenario is that the exhibit is interesting to a child, to a teenager, to an adult, to a developmentally-challenged pre-teen, to a... you get the idea. A really good exhibit can appeal to people with a wide variety of previous experiences, ages, ethnicity, etc.

**A visitor can take something away**
No, not handouts. Ideally a visitor walks away with something to think about. If we can relate the content of the exhibit to something in a visitor's own life, so much the better. Often a good exhibit doesn't actually impart any hard information, but instead lets the visitor make connections with other exhibits, other phenomena, (in our case) books, and past experiences. This can happen while the visitor is interacting with the exhibit, or it can happen two months later.

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http://www.montshire.org/stacks/exhibits/goodexhibits.html
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: __________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________