

Honoree: Bishop Daniel Alexander Payne

Grade Level: 3rd – High School

Subject: ELA/Social Studies

Standard Addressed:

ELA Indicators 2.2, 4.1, and 4.4

ELA Standards found at <http://ed.sc.gov/agency/programs-services/59/>

Social Studies:

Standard 3-4: The student will demonstrate an understanding of life in the antebellum period, the causes and effects of the Civil War, and the impact of Reconstruction in South Carolina.
3-4.6-Summarize the positive and negative effects of Reconstruction in South Carolina, including the development of public education; the establishment of sharecropping; racial advancements and tensions; and the attempts to rebuild towns, factories, and farms.

Standard 5-1: The student will demonstrate an understanding of Reconstruction and its impact on the United States.

5-1.2 - Explain the effects of Reconstruction, including new rights under the thirteenth, fourteenth, and fifteenth amendments; the actions of the Freedmen’s Bureau; and the move from a plantation system to sharecropping.

Standard 8-5: The student will understand the impact of Reconstruction, industrialization, and Progressivism on society and politics in South Carolina in the late nineteenth and early twentieth centuries.

8-5.3 - Summarize the successes and failures of Reconstruction in South Carolina, including the creation of political, educational, and social opportunities for African Americans; the rise of discriminatory groups; and the withdrawal of federal protection.

Standard USHC-3: The student will demonstrate an understanding of how regional and ideological differences led to the Civil War and an understanding of the impact of the Civil War and Reconstruction on democracy in America.

USHC-3.5 - Evaluate the varied responses of African Americans to the restrictions imposed on them in the post-Reconstruction period, including the leadership and strategies of Booker T. Washington, W. E. B. DuBois, and Ida B. Wells-Barnett.

Objectives:

Students will be able to:

1. describe important events in the life of Bishop Daniel Alexander Payne;
2. identify three key aspects of the educational opportunities available to African Americans living in the south in the 1800s; and
3. create a reflective journal entry in which they identify at least two contributions made by Bishop Alexander Payne

Background:

Daniel Alexander Payne was an educator, an author and one of the most influential bishops in the history of the African Methodist Episcopal Church. Payne helped found Wilberforce University in Ohio, the first university for African-Americans in the country. He became the nation’s first black president of

an institution of higher education when he assumed leadership at Wilberforce in 1863. The Wilberforce College Board of Trustees later established Payne Theological Seminary in his name and he served as its first president.

Payne was born free on Feb. 24, 1811, in Charleston, S.C. He began school at age 8 but dropped out after several years because of the poor quality in the schools for black students. He taught himself mathematics, physical science and classical languages.

After having worked as a shoe-merchant, carpenter and tailor, Payne began teaching and, at age 18, opened a school for black children. He was forced to close the school in 1835 when the S.C. Legislature passed Law Number 2639, which made it criminal to teach free people of color and slaves.

Crushed, Payne left Charleston and headed North, where he enrolled in the Lutheran Theological Seminary in Gettysburg, Pa. In 1839, he was ordained as the first African-American minister in the Lutheran Church in Fordsboro, N.Y. In 1842, he joined the African Methodist Episcopal Church, and was elected and consecrated the church's sixth bishop in 1852. Payne worked to improve education for ministers and was instrumental in the growth of the AME Church in the South. In April 1865 after the Civil War, he returned to Charleston — for the first time in 30 years — to help establish the AME Church's South Carolina Annual Conference.

Payne, whose autobiography is entitled "Recollections of Seventy Years," died on November 2, 1893, in Xenia, Ohio.

Procedures:

1. K-W-L. K, W, and L will be written on the board. Students will discuss what they **Know** about Bishop Daniel Alexander Payne and the educational system in the 1800s, **What** they want to learn about the two, and at the end of the lesson, what they have **Learned**.
2. Mini-Lecture. Introduce key concepts about slavery, its aftermath, and how African Americans were treated in South Carolina in the 1800s. Discuss the impact that slavery had on the way African Americans were educated in South Carolina in the 1800s.
3. Numbered Heads Together. Put students into small groups of four or five people. Have students number off within their groups. Each student will read the background information provided; as a group, the students will discuss the background information. Call out a number from one to five and that person from the group will have to answer the question based on the background information and the K-W-L chart.
4. As a class, complete the "L" column on the K-W-L.
5. **Closure:** Reflective Journal - students should create a 9 – 11 sentence paragraph summary on the things that they have learned from the lesson. Have the students include two of the contributions that Bishop Payne made during his lifetime and write why they feel that they are important.