



HORACE: The Bridge Builder King
(Duration 56:40)

Lesson Enhancement Plan:

Supplements the documentary video production:
HORACE: The Bridge Builder King

Auburn University - Office of Information Technology
Media Production Group
(formerly AU Telecom/ETV)

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Brinkley B. Pound

Horace: The Bridge Builder King

Table of Contents

<u>Item</u>	<u>Page</u>
Overview of Video	2-3
Lesson 1	4-5
Lesson 2	7-13
Lesson 3	14
Bibliography/References	15-17
Credits/Acknowledgements	18
Related Web Links	19-20
Blackline Masters/Worksheets	21-22

Horace: The Bridge Builder King

How the documentary was born...

The documentary, *HORACE: The Bridge Builder King*, was produced by the Office of Information Technology - Media Production Group at Auburn University, (formerly, the Division of Telecommunications and Educational Television) by Producer, Director/DP Tom C. Lenard in 1996.

In 1993, Mr. Lenard produced a documentary for the Alabama Public Television Network (APT) on the Alabama State Capitol restoration. The objective of *The Alabama State Capitol: History, Restoration Highlights and Tour* was to document the then, recently completed restoration of the Alabama State Capitol. While working on this production Mr. Lenard learned about the spiral staircase in the Capitol's Rotunda that records indicated was built and constructed by a freed slave named Horace King. During the restoration phase, the plaster had to be removed to facilitate visual inspection of the staircase framing in order to certify construction soundness and safety. At that point in the restoration, Mr. Lenard was told of the reaction that Tom Doland, one the historical conservators had when he first laid eyes on exposed wood framing of the staircase. Doland had been said to have gasped, "My God, it was built by a bridge builder!" Mr. Lenard did not understand how someone could look at a three story spiral staircase and then somehow, associate covered bridge construction techniques with a staircase. It was at that moment that Mr. Lenard said he instantly became fascinated with finding out more about Horace King. His curiosity led to questions to other historians, and the idea was quickly born to research and produce a documentary on the life of Horace King. Mr. Lenard, with the assistance of several historical consultants knowledgeable about the 1800's and Horace King, (Historians: Thomas L. French, Jr., RLS; William H. Green, Ph.D.; Karl-Heinz Reilmann, P.E.; and Richard Bailey, Ph.D.) then proceeded to develop the video that accompanies this lesson enhancement plan. His research and filming took him to several states, both north and south, as he interviewed and filmed Horace King's handwork, recreated civil war battle events, interviewed historians, and his descendants. Many of Mr. King's descendants, as you will note in the film, had no idea of Horace King's importance to the growth and progress of the South, to the fine engineering of bridge building or,

How the documentary was born continued...

more importantly, his contributions to mankind and humanity in a time when the relationships between people of different color was at issue.

This film consists of interviews with Horace King's descendants, footage of Horace King's bridges and other creations, along with assessments by leading historians and engineers on Horace King's contributions to history and engineering. All filming was done on location.

Today only one of Horace King's original bridges still stands in Gay Georgia, over the Red Oak Creek. It is kept in good repair through the efforts of the Meriwether County Historical Society and is still open to traffic. It is a part of the Covered Bridge Tour through Georgia that is sponsored annually each fall. The Red Oak Creek Bridge is a fine example of the *Town Lattice Truss Bridge* and remains as a monument to Horace King, "the best practicing Bridge Builder in the South." [see, French, *Horace King, Bridge Builder*, Alabama Heritage Magazine]

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LESSON ONE

Time: pre-viewing - 10-15 minutes
viewing - 60 minutes
post-viewing - 55 minutes

Please note that this lesson will require more than one regular classroom period to complete. For departmentalized or team-teaching units, allow for two days to complete the first lesson. For self-contained classrooms, allow for two days to cover lesson objectives in order to allow for adequate reflection.

Objective:

The objective of this lesson is to compare and contrast prior knowledge of specific aspects of American History focusing on the Civil War Era. Specifically, students will compare and contrast prior knowledge of the master/slave relationship, genealogy and heritage, bridge building and Civil War facts to information gained from the documentary film. Students will reflect and write to compare and contrast.

Materials: videotape documentary: *HORACE: The Bridge Builder*
King

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Procedure:

Pre Viewing

Prior to viewing the video, *HORACE: The Bridge Builder King*, the students should discuss the time of American history leading up to and including the Civil War. Specific discussion should include the history of the master/slave relationship among white and people of color, specifically focusing on the relationship of white professionals and those enslaved to them for working purposes.

Viewing

View videotape documentary, *HORACE: The Bridge Builder King*. The tape is 56 minutes in length and will require more than one class period to view.

Post Viewing

Continue study with a whole class discussion of items from the documentary to include the Master/Slave Relationship, Engineering/Bridge Building, Historical Facts, Genealogy, Slavery, Industrial Growth in the South and the Economics of Goods and Services.

Have students write a short essay on their reaction to the film focusing on comparing and contrasting prior knowledge with knowledge gained from the documentary. Have students orally share comments and observations.

LESSON TWO

Time: approximately 110 minutes

can be adjusted to meet the needs of the learner
according to ability or time restraints

Objective

The objective of this lesson is to explore the Civil War era through the six general areas in social studies by assigning tasks to small groups of students within the whole class. Small groups will work with the assigned task to research information and compare and contrast assigned topics within a study area. Students should rely on information from the documentary film, as well as, material from suggested sources as found in the lesson procedure and/or bibliography. Instructors are encouraged to supplement and/or substitute the bibliographical suggestions with available classroom materials and texts.

Please note that some of these activities are more advanced than others. Instructors must use discretion in assigning tasks. Some tasks may be beyond the expertise of the instructor or the student. The instructor is encouraged to use only those items that are within the scope and sequence of their grade level curriculum objectives. Instructors are encouraged to use the task concepts and apply local and regional objectives as appropriate. It is possible to assign the same task to the whole class using small group assignments wherein the groups compare and contrast information gained through their research.

Materials

Research Materials (see bibliography)

Materials as required for each assignment (see list)

Internet Access (if available)

Procedure

Students should be divided into cooperative working groups in order to allow free discussion of the viewed documentary and to insure the steady progress and completion of the tasks assigned.

ECONOMICS

Materials:

Research Materials

Calculators

Lumber/Hardware price lists [local suppliers have this]

Popsicle sticks, glue, paint

Procedure:

Students will research the major economic issues of the Civil War Era focusing on the circulation and value of money in the North and South. Students will research the cost of building the Dillingham Street Bridge which was built in 1832 for \$14,000, and compare and contrast it to the cost of building a bridge in the present day. In addition, students will compare the materials required to build the Dillingham Street Bridge to materials required to build a modern-day bridge. Students will focus on research that will assist them in building a replica of a KingPost of Town Lattice Truss Bridge using supplied materials.

(Materials on next page)

ECONOMICS (continued)

Materials:

Research Materials
Simple Rules of Debate [worksheet]
Debate Speaker Form [worksheet]
Stopwatch

Procedure:

Students will research and report on the differing laws in the States of Ohio and Alabama with regards to the “freeing of slave property.” Students will research the history of slavery in Alabama and in Ohio and compare and contrast the effects of slavery on these states. Student will review the Emancipation Proclamation of 1863 to assist with research. Students will research each states’ emancipation laws in order to prepare and conduct a traditional debate on the issue, “The State of Alabama Should Follow the Laws of the State of Ohio with Regards to the Freeing of Slave Property.”

HISTORY

Materials:

Research Materials
Drawing paper, Markers, Rulers

Procedure:

Students will research the industrial growth of the North and the South in the Civil War Era focusing in comparing and contrasting the industrial growth in the North to the agricultural and industrial growth in the South. Research should focus on the textile industry in the south. Students will prepare of a flow chart showing the steps necessary in the production of cloth in the southern textile industry.

SOCIOLOGY

Materials:

Research Materials
Genealogical Tree Diagram [worksheet]
Genealogical Tree Diagram Placement Chart [worksheet]

Procedure:

Students will research to compare and contrast the methods by which a person became determined to be a “person of color” and/or a slave in the pre-Civil War United States focusing on the lineage of Horace King. Students will interview their own family members to determine their ethnic origins. Students will make a tree-diagram depicting the lineage and descendants of Horace King. Students will also make a genealogical family tree showing the origin of their family to the fourth generation.

ANTHROPOLOGY

Materials:

Research Materials
Access to local cemetery or cemeteries
Drawing paper, markers, rulers

Procedure:

Students will research the difference in burial customs among people of the ante-bellum South. Students will research local and regional burial grounds of whites, people of color and slaves. Students will research to compare and contrast the local burials customs, past and present, with researched information and will prepare and present a detail map of a local cemetery or cemeteries focusing on burial designations.

GEOGRAPHY

Materials:

Research Materials
Maps of the South Carolina, Georgia, Alabama
Calculators
String, Ribbon or Markers
Poster Board

Procedure:

Students will research the travels of Horace King in the South and prepare a map of the southern states where Horace King once lived, worked or traveled. Students will trace the routes that he traveled and the locations where he lived. Students will calculate and record the distances between locations and calculate the time necessary to travel from one place to another on foot, by horse and by modern automobile.

Simple Rules of Debate

Debate begins with the proposed solution to the problem. The problem presented herein is

The State of Alabama Should Follow the Laws of the State of Ohio with Regards to the Freeing of Slave Property

Rules:

Each side should have the same number of speakers

Each speech is limited to one minute for each speaker

Speakers follow the order for the Traditional Debate

Speakers speak only on the Proposition presented herein (see above)

All speakers speak on policy only (no “isn’t it true” statements)

attempting to resolve issue *Should we change?*

Speakers speak only on the main issue stated above

DEBATE SPEAKER ORDER

For State of Alabama changing Laws (Affirmative):

For State of Alabama Retaining Current Laws (Negative):

Time Limit: 8 minutes (one minute each position)

Order of Debaters:

Constructive Speeches:

First Affirmative: _____

First Negative: _____

Second Affirmative: _____

Second Negative: _____

Rebuttal Speeches:

First Negative: _____

First Affirmative: _____

Second Negative: _____

Second Affirmative: _____

LESSON THREE

Time: 55 minutes

Objective:

The objective of the third lesson is to allow small groups to orally and visually present their research findings to the whole class. Each discipline was given a specific presentation task to accomplish. Each group should take approximately nine (9) minutes to present their assigned tasks and findings.

Procedure:

Political Science: Present Debate on issue: “The State of Alabama Should Follow the Laws of the State of Ohio with Regards to the Freeing of Slave Property.”

History: Present a Flow Chart showing the production of cloth from cotton growing to the production of usable cloth.

Economics: Present a Chart comparing the materials used to build typical covered bridges in the 19th century to materials used to build bridges in the 20th century. Present a model of the KingPost Truss/Town Lattice Truss Bridge typical of King.

Sociology: Present the genealogical history of Horace King tracing his lineage and his descendants. Individual group members present their lineage for four (4) generations.

Anthropology: Discuss local burial customs and present a detail map of local cemeteries showing conformance with and/or discrepancy with typical Southern burial customs.

Geography: Present a detail map of the regions and areas where Horace King was known to travel or build. Show the calculated distances between areas and indicate the travel time via foot, horse or automobile.

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Spring 1980, pp. 33-35.

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[http://www.viper.net/client/phenix/history2.htm.](http://www.viper.net/client/phenix/history2.htm)

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CREDITS/ACKNOWLEDGMENTS

*Even here and now today we need their bridges,
even now a way to get from shore to shore,
they built their covered crossings,
though some have fared not well,
but the bridge from King to Godwin never fell.*

- Allen Levi, *The Bridge from King to Godwin*

©1996 Allen Levi, *Rivertown*

These are the words of Allen Levi, songwriter, in his ballad that shared the story of the life of Horace King and John Godwin. King was a slave owned by Godwin in South Carolina. King was eventually freed by Godwin, but the two men continued to work side by side to construct bridges to link communities and lives in the Civil War South. They respected each other, regardless of the color of their skin or the label that was attached to their heritage. They worked together to build bridges, bridges that still stand today as a testament to the power of hard work and the spirit of man helping man.

The video, *Horace: The Bridge Builder King*, was produced and directed in 1996 by Producer/Director/DP Tom C. Lenard through the Office of Information Technology - Media Production Group at Auburn University, (formerly *Telecom/ETV Division of Telecommunications and Educational Television*.) The Lesson Enhancement Plan was developed by Brinkley B. Pound, M.Ed., an instructor with the Muscogee County School District in Columbus, Georgia. The union of producer/director and instructor came about as the result of a fifth grade social studies project undertaken by two of my students, Clay Willoughby and Seth Pound. Their interest in this project and their desire to learn as much as they could about Horace King led to Auburn and Mr. Lenard. He was a gracious host and furthered the young students' desire to learn more about Mr. King and Mr. Godwin. I hope that you and your students benefit from the "lessons" in the film and that the instructional materials provided will assist you in preparing your own unique lessons to enhance instruction in your special classroom.

Brinkley B. Pound

HORACE KING WEB LINKS:

HOMEWORK CENTER:

<http://www.multcolib.org/homework/amhsthc.html>

WHY ARE COVERED BRIDGES COVERED?

<http://www.fredbecker.org/News%20Letter/HistoryCoveredBr.htm>

Fun & Learning About Bridges

<http://www.bridgesite.com/funand.htm>

A COLLECTION OF COVERED BRIDGE POEMS:

http://www.troutinn.com/Poetry_Page2.htm

Civil Engineering Truss Bridge Laboratory (ENGINEERING ADDITION)

http://www.ce.ufl.edu/activities/trusslab/ce_lab.html

There is no way to know how many other geniuses
have been have been lost because they were born into poverty or
slavery:

<http://civilwarstudies.org/features/king.htm>

Former Slave Turned Bridge Builder:

<http://www.trouparchives.org/horace.html>

Note: Text inside article should read "...and a three-storygrist
mill..." instead of textile mill.

It reads now as "...and a three-story textile mill that still stands
near Columbus."

BOOK:Horace King: Bridges to Freedom

http://www.cranehill.com/bk_horking_adv.html

Oberlin History Bibliography

http://www.oberlin.edu/archive/resources/oberlin/oberlin1.htm_1

Modern History Sourcebook:

The Fugitive Slave Act, September 18, 1850

<http://www.fordham.edu/halsall/mod/1850fugitive.html>

Abolition and Slavery

<http://www.cwc.lsu.edu/cwc/links/slave.htm>

Manumission of Horace KING:

http://www.afrigeneas.com/slavedata/King_-AL-1859.txt

EXPLORE THE WORLD OF EARLY AMERICA:

<http://www.earlyamerica.com/earlyamerica/index.html>

HORACE KING WEB LINKS: Continued

African American Megasites: (includes Slavery)
http://www.multcolib.org/homework/afrahmc.htm_1#slav

The Institution of Slavery:
<http://www.historychannel.com/exhibits/undergroundrr/index.html>

Remembering Slavery: Those Who Survived to Tell Their Stories:
<http://www.uncg.edu/~jpbrewer/remember/voices.html>

The Trans-Atlantic Slave Trade, 1450-1750:
<http://library.thinkquest.org/13406/ta/>

The Underground Railroad:
http://www.nationalgeographic.com/features/99/railroad/jl.htm_ml

MATHLINE (PBS TEACHER SOURCE)
(Note: This activity allows students to try their hand at designing bridges. The activity uses Bridge Builder, an Agent Sheets project designed by Alexander Re-opening that can be run as a Java applet within your internet browser or can be run as a stand alone project on a Macintosh if you download and install a Beta version of Agent Sheets. Bridge Builder (Grades 4-9)
http://www.pbs.org/teachersource/mathline/concepts/architecture/activity_3.shtm

ABOLITIONIST MOVEMENT:
<http://www.historychannel.com/exhibits/undergroundrr/index.html>

U.S. National Bridge Inventory:
<http://www.nationalbridgeinventory.com/>