



Image: Griffith J. Davis, 1947

2022-2023

EDUCATOR'S GUIDE

CHARLOTTE HAWKINS BROWN MUSEUM
At Palmer Memorial Institute

About the Museum

The Charlotte Hawkins Brown Museum interprets the life and work of Dr. Charlotte Hawkins Brown—a prominent educator, advocate for social justice, and “First Lady of Social Graces”—and her school, Palmer Memorial Institute. Visitors can explore the school’s campus, uncover connections between Dr. Brown and the civil rights movement, and discover how African Americans lived in the Jim Crow south.



About Palmer Memorial Institute

Palmer Memorial Institute (1902-1971) began as a private community school for African American children in the town of Sedalia, NC. By the late 1930s, it was a renowned college prep boarding school, focusing on the education of African American boys and girls from 7th to 12th grade.

To Contact Us:

Phone: 336-449-3310

Email: chb@ncdcr.gov

Website: www.nchistoricsites.org/chb

Facebook: [CharlotteHawkinsBrownMuseum](https://www.facebook.com/CharlotteHawkinsBrownMuseum)

Twitter: [@CHBrownMuseum](https://twitter.com/CHBrownMuseum)

Instagram: [chbmuseum](https://www.instagram.com/chbmuseum)

Street Address:

(Use this address for GPS navigation.)

6136 Burlington Road, Gibsonville, NC 27249

Mailing Address:

PO Drawer B, Sedalia, NC 27342

Directions to Charlotte Hawkins Brown Museum

The Museum is located one mile from the I-40/85 corridor in Guilford County.

From Interstate 40/85, take Exit 135 (Rock Creek Dairy Road), between Burlington and Greensboro.

Follow the directional signs north on Rock Creek Dairy Road to U.S. 70.

Turn left on U.S. 70 and travel approximately one mile.

Field Trip Options

We have a variety of field trip options to fit your needs. Our most popular field trip formats are:

25 Students or Less

- Canary Cottage Tour (35 Minutes)
- Campus Tour (35 Minutes)

25-50 Students

- Students will be split into two groups.
- Station 1: Canary Cottage Tour (35 Minutes)
- Station 2: Campus Tour (35 Minutes)

50-75 Students

- Students will be split into three groups.
- Station 1: Canary Cottage Tour (35 Minutes)
- Station 2: Campus Tour (35 Minutes)
- Station 3: Program (35 minutes)

If you have more than 75 students please make sure to let site staff know.

All field trips must include at least a tour of Campus or Canary Cottage. Let staff know if you have a preference



FIELD TRIP PROGRAMS

Zoom into Canary Cottage (*Free & Virtual*)

- ♦ *Recommended for:* K—12th (All Ages)
- ♦ *Clarifying Objectives:* Social Studies—K.B.1.3, K.C&G.1.2, K.H.1.1, K.H.1.2, K.H.1.3, 1.C&G.1.1, 1.H.1.1, 2.H.1.1, 2.H.1.2, 3.H.1.1, 3.H.1.2, 4.H.1.1, 5.H.1.2, 5.H.1.1, 7.B.1.2, 7.H.1.5, 8.B.1.2, 8.H.1.3, 8.H.1.4, 8.H.2.2, 8.H.2.3, AH.E.1.5, AH.H.1.1, AH.H.1.2, AH.H.3.3, AH.H.3.4
- ♦ *Main/Key Objective:* Students will understand the life of Dr. Charlotte Hawkins Brown and her work as Palmer's President and Founder, Educator, and Civil Rights Activist.
- ♦ *Modifications:* Younger children may focus on change over time and how the home looks compared to their homes today. Older children will receive more in-depth information on Palmer's role as a boarding school for Black children during Jim Crow and Dr. Brown's role as an educator and activist.
- ♦ *Lesson and Activity Description:* Staff will take students on a virtual tour of Canary Cottage, giving them information about the home as well as the background of Palmer Memorial Institute. Time is available at the end of each room for questions, which will be moderated via second-staff and teachers.



FIELD TRIP PROGRAMS (CONT.)

Minding Your Manners (Free)

- ◆ *Recommended for:* PreK—12th (All Ages)
- ◆ *Clarifying Objectives:* Social Studies—K.H.1.1, K.C&G.1.2, K.B.1.1, 3.H.1.1, 4.H.1.2, 7.B.1.2, 8.B.1.2, 8.H.2.2, 8.H.2.3, AH.H.1.1, AH.E.1.5
- ◆ *Main/Key Objective:* Students will understand the role that etiquette played in the education of students at Palmer Memorial Institute.
- ◆ *Modifications:* Younger children may focus on etiquette-related activities and discuss good manners. Older children may discuss etiquette in the context of career preparation or the role of etiquette as a racial uplift strategy in the early 20th century.
- ◆ *Lesson and Activity Description:* Students use Dr. Brown's writings (including her book, *The Correct Thing To Do, To Say, To Wear*) and student guidelines used at Palmer Memorial Institute to discuss Dr.

Art at Palmer Memorial Institute (Free)

- ◆ *Recommended for:* K-8
- ◆ *Clarifying Objectives:* Visual Arts— K.CX.1.3, 1.V.3.2, 1.CX.1.4, 1.CX.1.5, 2.V.3.1, 2.CX.1.3, 3.V.2.3, 3.CX.1.3, 3.CX.2.3, 4.V.1.2, 4.V.3.3, 5.V.1.1, 5.V.1.3, 5.V.2.3, 6.CX.1.2, 7.V.1.3, 8.CX.1.2
- ◆ *Main/Key Objective:* Students will understand the role that artist Lois Mailou Jones and art played in the education of students at Palmer Memorial Institute.
- ◆ *Modifications:* Younger children may focus on different styles of art and creating their own with existing works. Older children may discuss different art movements and create their own work.
- ◆ *Lesson and Activity Description:* Students use Lois Mailou Jones' art and information about the art department at Palmer Memorial Institute to discuss the importance of the subject, as well as different art movements and their role in history. Afterwards, students will either put together a pre-colored puzzle to create their own art (k-2) or color, cut and paste to create their own abstract art piece (3-8).



FIELD TRIP PROGRAMS (CONT.)

Black History and Palmer (Free)

- ◆ *Recommended for:* Grades 4-12
- ◆ *Clarifying Objectives:* Social Studies— 4.H.1.1, 4.H.1.2, 4.B.1.1, 5.H.1.1, 7.H.1.5, 8.H.1.3, 8.H.1.4, 8.H.2.3, 8.C&G.2.1, AH.H.1.1, AH.C&G.1.3, AH.C&G.1.4
- ◆ *Main/Key Objective:* Students will be able to analyze sources and draw conclusions about the accomplishments and influences of African Americans. Emphasis changes based on audience
- ◆ *Modifications:* Younger audiences will have a short presentation and will do a matching activity to show what they learned. Older students will use sources to learn about the work of the people discussed and what impact they had on Palmer and Black History.
- ◆ *Lesson and Activity Description:* Students use pictures and other sources to understand influential African Americans and their relationship to North Carolina and Palmer history. Emphasis on the Harlem Renaissance, Black Education, Civil Rights Movement, and Jim Crow.

Women of Palmer and North Carolina (Free)

- ◆ *Recommended for:* 4-12
- ◆ *Clarifying Objectives:* Social Studies— 4.H.1.1, 4.H.1.2, 4.B.1.1, 5.H.1.1, 7.H.1.5, 8.H.1.3, 8.H.1.4, 8.H.2.3, 8.C&G.2.1, AH.H.1.1, AH.C&G.1.3, AH.C&G.1.4
- ◆ *Main/Key Objective:* Students will be able to analyze sources and draw conclusions about the accomplishments and influences of women in North Carolina.
- ◆ *Modifications:* Younger audiences will have a short presentation and will do an activity to show what they learned. Older students will use primary sources to learn about the work of the people discussed, and what impact they had on Palmer.
- ◆ *Lesson and Activity Description:* Students use primary sources to understand influential women and their relationship to North Carolina and Palmer history. Emphasis on the accomplishments and lives of Charlotte Hawkins Brown, Alice Freeman Palmer, Mary McLeod Bethune, Wilhelmina Crosson, Maria Hawkins Cole and others.



FIELD TRIP PROGRAMS (CONT.)

Wayside Scavenger Hunt (Free)

- ◆ *Recommended for:* Grades 4-8
- ◆ *Clarifying Objectives:* Social Studies— 4.H.1.1, 4.H.1.2, 4.B.1.1, 5.H.1.1, 7.H.1.5, 8.H.1.3, 8.H.1.4, 8.H.2.3, 8.C&G.2.1, AH.H.1.1, AH.C&G.1.3, AH.C&G.1.4
- ◆ *Main/Key Objective:* Students will utilize the wayside self-guided tour across campus to learn more about the buildings and history of Palmer Memorial Institute. This will allow students the opportunity to interact more broadly with most of Palmer's campus.
- ◆ *Modifications:* Modifications can be made for all audiences. Older students will have more of a traditional fact find and younger students can have a more engaged scavenger hunt that has them draw pictures and find answers.
- ◆ *Lesson and Activity Description:* After a brief campus tour, students will be handed a wayside fact find and a pencil and will be sent out to wander campus and learn more about the site. The campus tour will orient them to what a wayside is, how to use them and where to find them. All answers to the scavenger hunt can be found on the waysides.

PLAN A VISIT

Field trips must be scheduled at least 2 weeks out.

Please contact our staff during regular business hours (9:00 am—5:00 pm, Tuesday—Saturday) to set up your site visit.

336-449-3310 or chb@ncdcr.gov

Let us know:

- The date and time you would like to visit
- The time allotted for your visit (field trips take approximately 2 hours)
- Group size
- Age and/or grade level
- Number of teachers and chaperones
- Special needs
- Specific topics you would like to have addressed

- ♦ A confirmation will be emailed to the contact teacher or group leader.



Image: Griffith J. Davis, 1946