

UNIT: Charleston History through Architecture
TOPIC: Charleston's Built Environment

DAY: 1
CLASS: South Carolina History

Standards

- 8-6.4 *Explain the causes and effects of changes in South Carolina culture during the 1920s, including Prohibition, the boll weevil, the rise of mass media, increases in tourism and recreation, the revival of the Ku Klux Klan, and the Southern literary Renaissance. (H, P)*
- 8-7.2 *Provide examples of the expanding role of tourism in South Carolina's economy, including the growth of resorts and development along the coast and the expanding transportation systems that allowed greater access to recreational sites. (H, E, G, P)*
- 8-7.5 *Explain the economic impact of the twentieth century events on South Carolina, including the opening and closing of military bases, the development of industries, the influx of new citizens, and the expansion of port facilities. (E, H, P, G)*

I. Objectives

Students will be able to:

- A. Evaluate how examples from Charleston's built environment influence the city's character.
- B. Complete a survey of a building using photographs and identify its materials and character defining features.
- C. Write an essay, utilizing the information collected from the building survey that will assess the role of historic buildings in Charleston's social and economic spheres.
- D. Discuss conclusions from their surveys and essays with classmates.

II. Materials

- A. Photographs of a variety of Charleston buildings
- B. Survey forms
- C. Computer/Laptop with MS PowerPoint capability

- D. Lecture 1 “The Architectural Styles of Charleston” MS PowerPoint presentation and script
- E. Visual Aid CD
- F. Projector OR Overhead Projector
- G. Paper
- H. Pencil

III. Procedures

A. Introduction

1. The intent of this lesson is to get students thinking about how important Charleston’s historic buildings are to the social and economic vitality of the community. Because this lesson is the first within this unit, the main goal today is to introduce a dialogue between you and the students that will help them understand Charleston’s historic properties are significant, relevant, and worthy of preserving.

B. Body of Lesson

1. Begin this lesson by asking students to tell the class what they think makes Charleston unique from other cities. Write their answers on the board. If no one mentions historic buildings, suggest that to the class. Ask them whether they think Charleston’s buildings make the city unique.
2. Show the students a PowerPoint presentation that provides basic information on the evolution of architectural styles that are inherent to the Charleston area. Use the script for Lecture 1 “The Architectural Styles of Charleston” as a guide for the presentation.
3. Tell the students that they will be selecting a historic building from the Charleston area in order to complete a building survey form. There are several ways this can be done:
 - a. Students may take photographs and bring them into class

- b. If most of your students have access to a computer, you can tell them the day before to find a photograph of a historic building online to be brought into class.
 - c. If your school has a computer lab, your students may go separately or as a class to find their buildings online.
 - d. You may make copies of photographic examples from the Visual Aid CD provided with the unit.
4. Use a photograph of a building whose architecture is different from Charleston to guide students through each question on the survey form. It is important not to use an example from Charleston so that students will come up with their own answers (Photographic examples of other architectural styles can be found on the Visual Aid CD) Be sure to go over the definition of terms such as *character defining features*, *preserve*, *restore* and any other terms they may have difficulty understanding.
 5. Explain to the students that they will be working on the survey forms in pairs, but they will be responsible for writing a minimum three-paragraph essay from the prompt question at the bottom of the survey on their own.
 6. Place students into groups of two. Tell them to get out the photograph of their building or provide them with an example from the Visual Aid CD. Hand out a survey form to each pair.
 7. Tell the students to begin filling out their survey forms. Walk around the room to check on their progress and answer any questions.
 8. Make sure students begin writing their essays as soon as they complete the survey.

C. Conclusion

1. Once students are finished with their surveys, ask those writing their essays to put their pencils down. Lead a class discussion by asking questions about their findings: What did you find difficult and easy about completing the surveys? What were some of the character defining features of your building? (Encourage students to hold up their

photographs in front of the class to point out features) How do these buildings contribute to the distinctive character of Charleston? Feel free to add any other questions.

2. Determine how many students have not finished their essays. Depending on how much time is left in class, tell them they must finish their essays by the end of class or complete them for homework.

IV. Evaluation

Students will be evaluated based on the completion of the survey form and written essay.