

UNIT: Charleston History through Architecture
TOPIC: Plantation and Urban Architecture in
Colonial Charleston

DAY: 2 & 3
CLASS: South Carolina History

Standards

- 8-1.3 Summarize the history of European settlement in Carolina . . . including the diverse origins of the settlers, the early government, the importance of the plantation system and slavery, and the impact of the natural environment on the development of the colony. (H, G, P, E)
- 8-1.6 Explain how South Carolinians used natural, human, and political resources to gain economic prosperity, including trade with Barbados, rice planting, Eliza Lucas Pinckney and indigo planting, the slave trade, and the practice of mercantilism. (H, G, E)

I. Objectives

Students will be able to:

- A. Create a lesson plan and teach fellow classmates about the differences and similarities between architecture on a plantation versus the urban city center in early Charleston.
- B. Express a narrative history in the form of a song, skit, poem, or drawing.
- C. Design a quiz to be taken by fellow classmates.

II. Materials

- A. Plantation and Urban Architecture Packets (3 to 5 copies per group)
- B. Computer/Laptop with MS PowerPoint capability
- C. Lecture 2 “The Early Settlement of Charles Town” MS PowerPoint presentation and script
- D. Projector OR Overhead Projector
- E. Paper
- F. Pencil
- G. Colored Pencils, Markers

III. Procedures

A. Introduction

1. This lesson is an opportunity for students to learn about how Charleston's architecture developed during its early settlement. It is important for students to see how buildings were designed differently in the city versus on the plantation. This lesson will begin with a brief lecture, but it will be up to the students to teach each other the rest.

B. Body of Lesson

1. Begin the lesson by showing the Lecture 2 "The Early Settlement of Charles Town" MS PowerPoint presentation that will provide students with a basic knowledge about the settlement of early Charleston. Use the script provided for Lecture 2.
2. Tell them their assignment will be to create a lesson to present to the rest of the class. The class will be divided into two groups. One group will teach about plantation architecture while the other group will teach about colonial Charleston's urban architecture. They will find the information they need to design the lesson in the packets you will be handing out later.
 - a. Explain to the students that they may present the information in any format they choose. However, they will be graded based upon how well they present the material. Suggest presentation methods such as a: skit, poem, song, or drawings. They may use images from the Visual Aid CD with guidance from the teacher.
 - b. Tell the students part of their lessons must include a 10-question quiz to be given to the students in the other group. The teacher will grade the quizzes.
4. Divide the class into two groups and pass out enough packets for every two students to share. The students will be given roles within each group.

It is recommended that the teacher assign each student a role because there must be multiple students per role.

5. Go over the instructions on the assignment handout that can be found on the first page of the packet. Answer any questions students may have about the different components of the assignment.
6. Tell the students to they will have the rest of class today and the first part of class tomorrow to work on their lesson. Have the students complete the quiz questions first so the teacher will be able to print enough copies of the quizzes for the next class period. The amount of time given to create the lessons will be dictated by how much time is in each class period. Make sure the students have access to paper, colored pencils or markers, and any other materials they may need to create the lesson.
7. Walk around the room to check on their progress and answer any questions.
8. On Day 2, have the students get back into groups to finish the lesson. Give the students a specific time limit in which they are to be completely done with the lesson.
9. Have the student in charge of creating the quiz for each group hand in the quiz questions to you before the presentations begin.
10. Decide which group will present first and have them present the lesson.
11. After both lessons have been presented, pass out the quizzes to the students. Make sure the students receive the quiz for the lesson material they did not teach themselves.

C. Conclusion

1. After the students complete and turned in the quizzes, go over the answers out loud with the students. Tell the students you will grade the quizzes and return them later. In the meantime, discuss the answers with the students and ask them which parts of the lessons were successful and which parts needed more clarification.

IV. Evaluation

Students will be evaluated based on their participation in creating the lesson plan as well as the grade they receive on the quiz.