

**UNIT:** Charleston History through Architecture  
**TOPIC:** Preserving Charleston's  
African American Culture

**DAY:** 4  
**CLASS:** South Carolina History

Standards

8-1.4 Explain the growth of the African American population during the colonial period and the significance of African Americans in the developing culture (e.g., Gullah) and the economy of south Carolina, including the origins of African American slaves the growth of the slave trade, the impact of population imbalance between African and European Americans, and the Stono Rebellion and subsequent law to control the slave population. (H, G, P, E)

I. Objectives

Students will be able to:

- A. Interpret the history and significance of the African American and Gullah traditions such as sweetgrass baskets in the Low Country.
- B. Develop ways to preserve and exhibit the sweetgrass basket tradition in the Charleston area.
- C. Design a brochure to illustrate how the sweetgrass basket tradition should be exhibited.

II. Materials

- A. Computer/Laptop with MS PowerPoint capability
- B. Lecture 3 "Sweetgrass Baskets: Preserving African American Traditions in the Low Country" MS PowerPoint presentation and script
- C. Projector OR Overhead Projector
- D. Paper
- E. Pencil
- F. Colored pencils and/or markers

### III. Procedures

#### A. Introduction

1. The purpose of this lesson is to show students the importance of preserving cultural heritage. This lesson will focus on the sweetgrass basket traditions of African Americans living in the Low Country from Charleston's early settlement to the present day.

#### B. Body of Lesson

1. Begin the lesson by showing students Lecture 3 "Sweetgrass Baskets: Preserving African American Traditions in the Low Country."
2. Tell the students they will be coming up with ways to interpret and exhibit the sweetgrass basket traditions in Mount Pleasant, South Carolina.
3. Tell the students they will design a brochure with a partner to illustrate how the sweetgrass basket cultural landscape should be interpreted.
4. The brochures can be organized in many different ways. Tell the students as long as their design is clear and represents their idea in a way that makes sense, they are free to design the brochure however they wish. Examples include, but are not limited to: tri-fold pamphlets, posters, artistic renderings
5. Tell the students their brochures must include both illustrations *and* text.
6. Tell the students they will be explaining their brochures in front of the other students at the end of class.
7. Divide the students into pairs.
8. Provide students with the paper and writing/drawing utensils necessary or have them bring their own.
9. Walk around the class to check on student progress and answer any questions.

#### C. Conclusion

1. After the students have completed their brochures, ask for volunteers to come to the front of the class and present. If no one volunteers, begin calling on students at random.
2. As each pair presents their brochure, ask them questions such as:
  - a. Did you have a hard time coming up with ideas for this assignment? If so, why?
  - b. How did you come up with this idea for interpreting the sweetgrass basket cultural landscape?
  - c. How does your idea present the sweetgrass basket tradition in an accurate and interesting way?
  - d. Do you think local residents and tourists would learn a lot from your design?
  - e. Do you think it is important to preserve the sweetgrass basket tradition for future generations?

#### IV. Evaluation

Students will be evaluated based on their participation, brochure designs, and presentations.