

**UNIT:** Charleston History through Architecture  
**TOPIC:** Civil War, Reconstruction, and Change  
in Charleston

**DAY:** 5 & 6  
**CLASS:** South Carolina History

### Standards

- 8-3 The student will demonstrate an understanding of the American Civil War – its causes and effects and the major events that occurred during that time.
- 8-3.5 Compare the military strategies of the North and South with regard to specific events and geographic locations in South Carolina, including the capture of Port Royal, the Union blockade of Charleston, and Sherman’s march through the state. (H, P, G)
- 8-3.6 Compare the effects of the Civil War on daily life in South Carolina, including the experiences of plantation owners, women, Confederate and Union soldiers, African Americans, and children. (H, E)
- 8-4 The student will demonstrate an understanding of the impact of Reconstruction on the people and government of South Carolina.
- 8-4.2 Summarize Reconstruction in South Carolina and its effects on daily life in South Carolina, including the experiences of plantation owners, small farmers, freedmen, women, and northern immigrants. (H, P, E)

### I. Objectives

Students will be able to:

- A. Examine the effects of the Civil War and Reconstruction years by analyzing historic photographs of the Old Citadel on Marion Square.
- B. Discuss and assess which factors were the most influential in shaping Charleston as a city after the Civil War and Reconstruction period.

### II. Materials

- A. Lesson 4 “Civil War, Reconstruction, and Change in Charleston” MS PowerPoint presentation
- B. Computer/Laptop with MS PowerPoint capability

C. Projector OR Overhead Projector

D. Paper

E. Pencil

### III. Procedures

#### A. Introduction

1. The purpose of this lesson is to emphasize how important the Civil War and Reconstruction years were to the development of modern Charleston. One of the major points for the students to take away from this lesson is for them to understand how far-reaching the effects of this time period were for the city.

#### B. Body of Lesson

1. **Day 1:** Begin the lesson by showing a PowerPoint presentation that will provide students with a basic knowledge about how the Civil War and Reconstruction years influenced Charleston. Use the script provided for Lecture 4.
2. Tell the students they must take good notes because they will be asked to answer a short essay question at the end of class.
3. **Day 2:** Tell the students they will be looking at photographs of the Old Citadel on Marion Square from the Civil War era to today as a class.
4. The historic photographs of the Old Citadel on Marion Square can be found as a continuation of the Lecture 4 PowerPoint.
5. Go through each photograph and have the students raise their hands to identify the differences and similarities between each photograph of the Old Citadel. If the students are not voluntarily speaking up, call on students and ask them questions to encourage discussion. Use the notes that follow the script for Lecture 4 as a guide for identifying the distinctions between photographs.
5. For each observation, be sure students understand the historical significance behind each of the differences and similarities they observe.

6. After the photographs have been analyzed, have the students organize their desks into a circular formation.
7. Lead the students in a round table discussion about how the Civil War and Reconstruction years were such an influential period for Charleston's built environment. Use the questions below as a guide for the discussion.
  - a. After learning about the Civil War and Reconstruction years and seeing the Old Citadel building evolve, what events do you think had a significant impact on Charleston?
  - b. Why did Charlestonians alive during the Civil War want to preserve the practice of slavery?
  - c. Do you think the South was justified in seceding from the United States?
  - d. Do you think it was right that Federal troops occupied Charleston even after the Civil War was over?
  - e. The Old Citadel is now being used as a hotel. Do you think historic buildings should only be used as they were originally or do you think new uses can be found for historic buildings?

#### C. Conclusion

1. As a way to wrap things up, have the students write at least a paragraph answering the following short essay question: What factors of the Civil War and/or Reconstruction period do you think had the strongest effect on Charleston as a city? Tell the students they must use at least two examples from the class discussion that day in order to get full credit.

#### IV. Evaluation

Students will be evaluated based on their participation in class discussions and their answer to the short essay question.