

**UNIT:** Charleston History through Architecture  
**TOPIC:** Culminating Activity – Mock BAR Meeting

**DAY:** 7-9  
**CLASS:** South Carolina History

Standards

- 8-7 The student will demonstrate an understanding of South Carolina’s economic revitalization during World War II and the latter twentieth century.
- 8-7.5 Explain the economic impact of 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. Analyze the factors used to determine how and why a historic property should be preserved.
- B. Experience how real-life Charleston organizations handle issues within its built environment.
- C. Make decisions concerning the preservation of Charleston’s historic properties.

II. Materials

- A. Culminating Activity packets
- B. Mock BAR/Planning Commission Meeting – Teacher Guide
- C. Computer/Laptop with MS PowerPoint capability
- D. Projector OR Overhead Projector
- E. Paper
- F. Pencil

III. Procedures

- A. Introduction

1. The purpose of this culminating activity is to show students how Charleston's built environment is monitored through Board of Architectural Review meetings. Students will learn how local preservation organizations like act as the preservation "watchdogs" for the city's historic properties.
2. Because this is a multi-day activity, it will be up to the teacher to decide how much can be accomplished during each class period due to time constraints and student progress. The distribution of days provided in the following instructions is the recommended schedule, but can be altered to fit the needs of each individual class.
3. The following website can be accessed to learn more about Charleston's Board of Architectural Review:  
<http://www.charlestoncity.info/dept/content.aspx?nid=491>

#### B. Body of Lesson

1. **DAY 1:** Begin the lesson by briefly going over the "Culminating Activity: Introduction" handout with the students. Even though the students may not fully understand every aspect of the lesson right away, be sure to answer any questions and help them understand the goal and scope of the activity. Students will be more responsive if they understand that the activity they are participating in is something that adults do in the "real world." This will make the lesson much more meaningful and worthwhile for them.
2. Before the students are organized into groups, explain to the students that their groups will be assuming one of the following roles: Board of Architectural Review, Charleston Heritage Preservation Trust, Homeowner, Business Owner, and Interested Citizens. It will be up to the teacher to ensure that the students fully understand how important the inner workings of these organizations and individuals are to the preservation of Charleston's historic properties.

3. After explaining the responsibilities of each role, tell the students they will now be placed into four different groups.
  - a. It is up to the teacher to decide whether to place students into specific groups or to allow them to choose their own groups. However, it is recommended that the teacher place the students into pre-organized groups that consider each student's compatibility and scholastic abilities.
4. Next, provide each group with the Culminating Activity packet that corresponds with their assigned group. These packets provide instructions for the students, but the teacher will need to go through them prior to the lesson to be prepared to answer any questions the students may have.
5. Tell the students to begin reading their packet beginning on Page 1. Tell the students they are to remain in their respective groups while everyone works on the assignment.
6. Walk around the room to check on their progress and answer any questions.
7. Before class is dismissed, retrieve the Culminating Activity packets and other handouts from each group. It is recommended that student work be completed in class so there is no need to take the packets and handouts home. However, this can be modified to include homework if needed.
8. **DAY 2:** Have the students go directly to their groups and begin where they left off the day before in their assignment.
9. The amount of time that will be given for them to complete the preparation for the mock BAR meeting is completely left up to the teacher. However, it is recommended that the students be given some sort of deadline to have the assignment completed.
10. Walk around and check to see that students understand the assignment and know what will be expected of them during the mock BAR meeting.

11. Before the students are dismissed, tell them the mock BAR meeting will be held in class on the next day and they will need to come to class prepared to present their side of the discussion.
12. Tell the students they are encouraged to dress up for the meeting if they are able to help them to be more authentic and professional.
13. **DAY 3:** Tell the students to go to their groups and finish any last minute tasks to prepare for the mock BAR meeting that will be held during class today.
14. Have the BAR group organize their desks or chairs into a semi-circle at the front of the class. The other groups may arrange their desks in rows facing the BAR group.
15. The teacher will act as mediator during the meeting, calling on groups when it is their turn to present and asking the students questions periodically to clarify points and delve deeper into the material. The teacher may consult the Mock Board of Architectural Review Meeting-Teacher Guide for a detailed step-by-step procedure for the meeting.
16. The students will begin by presenting their material for the Homeowner proposal.
17. After the Homeowner, Charleston Heritage Preservation Trust, and Interested Citizens groups have presented, tell the students in the BAR group they will now be able to discuss whether or not to authorize the Homeowner group's proposed modifications to the exterior of the historic property. The teacher will help guide the students' discussion if needed. Make sure the students in the other groups remain silent during this time.
18. After the students are finished deliberating, ask each student in the BAR group to vote yea or nay to approve the exterior modifications of the Homeowner group's property. Tell the students to write down their reasons behind the decision they chose because they will be required to write an essay based on their answer at the end of the activity. The teacher will have each student in these groups individually answer yea or nay out

loud and provide a brief explanation why they made the decision they did. The teacher will keep record of the votes either on a piece of paper or on the white/blackboard. Tell the students within the Homeowner group they will have the opportunity to voice their opinions on the final decision at the end of the meeting.

19. Repeat steps 17 through 19 for the Business Owner group proposal.

### C. Conclusion

1. After the Business Owner proposal has been presented and voted on, tell the students they are to write an essay to explain why they voted the way they did (if they are in the BAR group) or whether they agreed with the final decision (if they are in the Charleston Heritage Preservation Trust, Homeowner, Business Owner, and Interested Citizens groups).
2. Provide the students with time to write their essays. Even if not all students are complete, tell them to stop writing and they will be able to finish the essays for homework if needed.
3. Have the students arrange their desks in a circular fashion. Lead the students in a discussion about the mock BAR meeting. Ask them to talk about the decisions that were made and how they think those decisions can affect Charleston's buildings in today's world. Use the "Mock Board of Architectural Review Meeting" teacher guide for other discussion question suggestions. It is important for the students to understand that the roles they played and the organizations they represented are real and each have a significant impact on how Charleston's buildings are preserved and utilized.

### IV. Evaluation

Students will be evaluated based on their participation in group activities, presentations, and discussions as well as their individual essays.