

UNIT: Charleston History through Architecture
TOPIC: Charleston Wrap-up

DAY: 10
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.
- 8-4 The student will demonstrate an understanding of the impact of Reconstruction on the people and government of South Carolina.
- 8-6 The student will demonstrate an understanding of South Carolina’s development during the early twentieth century.
- 8-7 The student will demonstrate an understanding of South Carolina’s economic revitalization during World War II and the latter twentieth century.

I. Objectives

Students will be able to:

- A. Interpret the evolution of Charleston’s history through its built environment by writing a narrative or drawing a comic strip.
- B. Exhibit a comprehensive understanding of Charleston history.

II. Materials

- A. Paper
- B. Pencil
- C. Colored pencils and/or markers

III. Procedures

A. Introduction

- 1. The purpose of this lesson is to allow students to summarize their knowledge of the evolution of Charleston’s history and built environment in a fun and creative way.

B. Body of Lesson

1. Begin the lesson by telling students they will choose between writing a narrative and drawing a comic strip/picture that illustrates how Charleston's built environment has evolved throughout history.
2. Tell the students to think about what historical events they have learned about over the past two weeks.
3. Tell the students they must also include a section in their narrative or drawing that illustrates what influences they think will shape the future of Charleston's buildings and what they think those buildings might look like.
4. Tell the students they will be able to use all of the notes and handouts from the entire unit in order to create a unique interpretation of how Charleston's built environment has changed due to significant periods in the city's history.
5. Tell the students they will be working on this assignment on their own.
6. After providing the students with supplies or have them use their own, tell the students they may begin the assignment. It is up to the teacher to decide how much class time should be allotted for this assignment and whether it should be finished in class or for homework.
7. Walk around the room to answer any questions or help students develop ideas for their narratives and drawings.

C. Conclusion

1. When the students have completed the assignment, have them come up in front of the class to present their narratives and drawings.
2. Ask the students what events they believe were the most influential in shaping the city's built environment.

IV. Evaluation

Students will be evaluated based on their written narratives and drawings.