Colonial Charleston Teacher Institute

Fall 2022 Course Packet
September 20 – November 19, 2022
# CCTI Fall 2022 Course Packet

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<td>45</td>
</tr>
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<td>November 5, 2022 - 11:15AM A Look at the US Constitution from a Lowcountry Plantation</td>
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</tr>
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Program Overview

Welcome to the Fall 2022 Colonial Charleston Teacher Institute (CCTI). This program is designed to connect you with a variety of historic locations and exclusive educational experiences and content. Program segments are independently designed and administered by each host site as well as via Zoom Conferencing Service. Tuitions are distributed to the organizations responsible for programming and services.

Pre-Registration info can be found on our website here: www.powdermagazine.org/ccti.

Once pre-registered, you will receive instructions on how to register for EDPD 823 O60: "Colonial Charleston Teacher Institute" through The College of Charleston Graduate School. You can receive 3 hours credit at the completion of CCTI.

The goal of the Colonial Charleston Teacher Institute is to ignite a passion for the colonial history of South Carolina. The nonprofit organization, The National Society of The Colonial Dames of America in the State of South Carolina (NSCDA-SC) through its Powder Magazine Museum and in partnership with other colonial sites spearheads this program. More information about our member sites can be found at www.powdermagazine.org/ccti or by calling (843)722-9350.

Please take a moment to review the contents of this packet. Questions about specific programs may be directed to the host sites. Questions about registration, tuition, and professional development can be directed to katherine@powdermag.org or (843)722-9350. CCTI typically qualifies for SC Public School recertification hours/points, but please confirm approval with your respective school district/employer. Make certain you ask! Most educators receive some level of tuition subsidy from either their school or district.

Questions about the program? Call or E-mail us!

843-722-9350 / katherine@powdermag.org

Or visit our website: www.powdermagazine.org/ccti
COURSE SYLLABUS

Course Number and Title: EDPD 823 O60 Colonial Charleston Teacher Institute

(official title: Colonial Charleston Summer Institute)

At this Teacher Institute, graduate students learn to develop a cross-curricular, experiential lesson/unit plan on South Carolina’s colonial history.

Credit Hours: This course gives 3 graduate PD hours for renewal credit and counts toward Bachelor’s+18 or Master’s+30. However, this graduate PD course does not count toward any type of degree program.

Locations of Course (in addition to remote learning sessions):

In addition to Zoom presentations, here are the historic sites visited in-person:
1. Charles Towne Landing, 1500 Old Towne Road, Charleston, SC 29407
2. The Powder Magazine, 79 Cumberland Street, Charleston, SC 29401
3. The Gibbes Museum of Art, 135 Meeting Street, Charleston, SC 29401
4. Old Exchange Building, 122 East Bay Street, Charleston, SC 29401
5. Heyward-Washington House, 87 Church Street, Charleston, SC 29401
6. Middleton Place, 4300 Ashley River Road, Charleston, SC 29414
7. Caw Caw Interpretive Center, 5200 Savannah Hwy, Ravenel, SC 29470
8. Colonial Dorchester, 300 State Park Road, Summerville, SC 29485
9. Fort Moultrie, 1872 Camp Road, Charleston, SC 29412
10. Charles Pinckney Site, 1254 Long Point Road, Mt Pleasant, SC 29464
11. Inclement Weather Makeup Saturday: Date and location TBD

Dates/Times for Course:

September 20 – November 5, 2022
Site Visits on Saturdays 9:00am – 1:00pm/2:00pm and
Zoom Lectures/Classes on Tuesdays 6:00pm – 7:00pm (40 hours)

November 6 – November 19, 2022
Final project preparation (12.5 hours)

Total Course Hours: 52.5 hours (3 Grad Credit Hours and equals 60 hours SC Education PD)

Instructor: Lawrene All, M.Ed. (Instructor of Record) Masters in Elementary Education, Arts Integration Specialist, Science and Language Arts Certification, Social Studies, Drama, and Dance integrated instruction. National Board-Certified Music Teacher. rennieall52@gmail.com

Education Consultant: TBD

Office Hours: Before and after each session, and as requested.

Semester credit earned: Fall 2022
**Text:** Special programming is designed and presented by historians at each of the sites. Websites and pamphlets associated with historic sites will be provided. Roundtables led by Instructor and Education Consultant.

**Grading:** Pass/Fail  ***As per the College of Charleston Graduate Catalog, a pass/fail course carries zero (0) quality points and cannot be converted to a letter grade. It does earn 3 hours graduate credit for teaching certificate renewal.

This course will count for master’s plus 18 and masters plus 30 programs once the course is approved for your particular program by the State Department of Education.

This graduate PD course does not count toward any type of degree program.

**Description:** This institute relates to the College of Charleston’s conceptual framework and theme of connecting teaching and learning by providing hands-on experiences for the teacher/participant through working/interacting with heritage-site historians. Knowledge of how colonial-era South Carolina shaped our history will be the focus of instructional units to be developed by each participant. Learning will be guided through these units and must correlate with national and South Carolina standards. Participants in this course will integrate guided lessons in colonial history through cross-curricular instruction in social studies, science, math, and language arts as well as in the expressive arts, such as drama, music, painting, sculpture, pottery, etc.

**Goals:** The course goals, objectives, and activities have been designed to correspond with both the College of Charleston’s Teaching and Learning Standards and the National Educational Technology Standards and Performance Indicators for Teachers.

**C of C Teaching and Learning Standards | ISTE Standards**

Teachers taking this course will be referred to as ‘INTERNS’

- Interns will aid the historians in a collaborative role. (EHHP IV, V) (ISTE 1, 5)
- What is the historian’s goal in this activity?
- How was the activity presented?
- Interns will be actively involved in transferring each presentation to a classroom setting. (EHHP I, II, III) (ISTE 2, 3, 4)
- Interns will be actively engaged in designing student-based learning activities for the duration of the course. (EHHP I, II, III) (ISTE 1, 5)
- Interns will be actively involved in identifying the brain processes that their students will be utilizing to achieve learning. (EHHP III) (ISTE 1, 5)

**Student Learning Outcomes: Interns will:**

- Document in journals the data of historical sites, discussing the goals for the historian and how the activity was presented.
- Analyze, internalize, and develop student-based learning activities that are real life and will help students internalize how Colonial Charleston developed.
- Develop a project-based lesson or unit, using the SCETV lesson-plan template that will engage students in activities to learn about life in SC Colonial History.
- Demonstrate how the teacher will involve his/her students in cross curricular subject areas though the development of the lesson plan on SC Colonial History.

**In Class Activities:** In class activities include lecture/presentations, on-site visitation at various locations, whole group and small group discussions, and hands-on activities.

**Out of Class Activities:** Research, electronic journaling, and planning/collaboration
**Grading and Assessment:** Procedures: Pass/Fail

**Total Points Available:** 300

- **Pass:** 240 points or higher
- **Fail:** 239 points or lower

The grade will be based on the following criteria:

| Historical Site Overviews as documented in Journal | 100 Points |
| SC Colonial Life SCETV-model Lesson Plan | 175 Points |
| Participation in Roundtable lecture discussions | 25 Points |
| **Total Points** | **300 Points** |

See pages 8-10 of this packet for course grading rubrics.

**Assignments:**

- **Journal Summaries:**
  - A journal that reflects thoughts and ideas for involving student learning, based on perceptions of historical presentations at each site.
  - Give a concise overview of the major presentation in each session, including any hands-on or participation activities.
  - Develop at least 3 ideas to use in your classroom from the information you receive on each day of the institute.
  - Critique each session, pointing out strengths and weaknesses of each presentation.
  - Document each historical site or destination with a photo and caption.
  - Organize your journal in a unique and creative way.

Format for Journal:

- Electronically formatted journal entries submitted as email attachments or using Google Docs.
- The journal will have three components:
  1. Historical Presentation Overview.
  2. Historical Presentation Critique.
  3. Classroom Application - how you will integrate a colonial-life component from at least one daily presentation into your classroom setting.

- The course grading rubric for Journals can be found on p. 8 of this packet
- For additional guidance, a sample journal entry is provided on p. 25

**Due Date:** Journals will be submitted no later than November 19, 2022. (100 Points)

- **Project Based Lesson** – Engaging complex question, problem, or challenge. Student-centered investigating and responding, acquiring a deeper knowledge through active exploration and addressing real world issues over an extended period of time. Teacher’s role is one of coach, activator, guide, advisor, and mentor.

- The course grading rubric for Project Based Lessons can be found on p. 9-10 of this packet
- For more information about project based lessons (PBL), see pages 12-15 of this packet
- For additional guidance, a sample CCTI project based lesson plan is provided on p. 16

**Due Date:** Lesson plans will be submitted no later than November 19, 2022. (175 Points)
Attendance: Participants are required to attend at least 85% of the institute with all work completed by November 19, 2022. This equates to attending a minimum of 46.7 of the 52.5 class hours. No more than 6 hours may be missed to receive 3 graduate hours of renewal credit. In the event a Saturday site visit gets canceled due to inclement weather, a makeup option will be offered.

Professionalism & Ethics: As a member of the professional development community, participants are expected to evidence a high standard of personal conduct, respect and honorable professional characteristics in the presentation of their course assignments, and interaction with class peers.

Disability Statement: If there are participants in this class who have a documented disability that allows him/her to receive accommodations, they are asked to please speak privately with the course instructor.

Auditing Statement: Some students may have elected to audit this course. If you have selected to audit, no official record will appear that you have audited the course at the College of Charleston. Additionally, you may not be added to the class roll after the class has been in session for more than two (2) weeks.

Course Calendar:

Schedule by location, day, & program time - See Pages 27-46 of this packet

Transcripts:

Please wait three weeks after the end of the class to check your unofficial grade in My Charleston. All transcript requests are now submitted online and processed through Credentials Solutions. Transcripts may be mailed, sent electronic PDF for $10, or picked up the next day at the College of Charleston for $12.

Current and former students can use ordering service through MyCharleston to authenticate and avoid completing the Signature Authorization Form:

- Login to MyCharleston (https://my.cofc.edu/cp/home/displaylogin)
- Select either the Academic Services or the Alumni tab
- Look for the Transcripts channel
- Click the Official Academic Transcript Request link

For MyCharleston Login assistance, or if your account has been "locked due to inactivity", you may contact the Helpdesk (843-953-3375, option 3, or helpdesk@cofc.edu).

Those without current MyCharleston login may order directly on the Credentials Solutions Order Site.

Further information can be found on the CofC Transcripts Webpage or by calling the Credentials Solutions helpline at 847-716-3005.

Detailed instructions and information regarding Transcripts are available in the Transcripts section of the Registrar’s website at: registrar.cofc.edu/transcripts/.

For MyCharleston Login assistance, or if your account has been "locked due to inactivity", you may contact the Help Desk (843-953-3375, option 3, or helpdesk@cofc.edu).
## Course Grading Rubrics

<table>
<thead>
<tr>
<th>Journal</th>
<th>100 Points</th>
<th>75 Points</th>
<th>50 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Sites Addressed</td>
<td>100% of sites were overviewed in journal.</td>
<td>75% of sites were overviewed in journal.</td>
<td>50% of sites were overviewed in journal.</td>
</tr>
<tr>
<td>Includes Ideas for Use in a Lesson Plan</td>
<td>Journal developed at least 3 ideas for use in a lesson plan for each day.</td>
<td>Journal developed at least 2 ideas for use in a lesson plan for each day.</td>
<td>Journal developed at least 1 idea for use in a lesson plan for each day.</td>
</tr>
<tr>
<td>Evaluation of Site Presentations</td>
<td>Journal points out strengths and weaknesses at 100% of sites.</td>
<td>Journal points out strengths and weaknesses at 75% of sites.</td>
<td>Journal points out strengths and weaknesses at 50% of sites.</td>
</tr>
<tr>
<td>Inclusion of Photos and Captions</td>
<td>100% of sites were included in photos with captions.</td>
<td>75% of sites were included in photos with captions.</td>
<td>50% of sites were included in photos with captions.</td>
</tr>
<tr>
<td>Creativity and Design</td>
<td>Journal was unique, organized, and well designed. It presented material in a way that showed creativity.</td>
<td>Journal organization was adequate and indicated some evidence of originality and creativity.</td>
<td>Journal lacked organization and displayed little originality and creativity.</td>
</tr>
</tbody>
</table>

### Participation and Discussion

<table>
<thead>
<tr>
<th>Participation and Discussion</th>
<th>25 Points</th>
<th>15 Points</th>
<th>10 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lunch Roundtable Participation</td>
<td>Actively engages in group/class discussions. Brings unique content perspectives to the issues presented</td>
<td>Sometimes engages in group/class discussions. Occasionally relates unique content area to the issues presented</td>
<td>Seldom engages in group/class discussions. Rarely relates unique content area to the issues presented</td>
</tr>
<tr>
<td>PBL Lesson Plan Elements</td>
<td>Includes Features of Effective PBL 175 points</td>
<td>Needs Further Development 125 points</td>
<td>Lacks Features of Effective PBL 75 points</td>
</tr>
<tr>
<td>--------------------------</td>
<td>---------------------------------------------</td>
<td>--------------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td><strong>Student Learning Goals</strong></td>
<td>The project goals are focused on teaching students specific and important knowledge, understanding, and skills derived from Standards and central to academic subject areas.</td>
<td>The project goals are aligned to Standards but there may be too few, too many, or less important learning goals targeted.</td>
<td>Project goals are not clear or specific; the project is not aligned to Standards.</td>
</tr>
<tr>
<td><strong>Essential Question</strong></td>
<td>-The essential question guides planning and reframes content Standards or big ideas. -The essential question captures and communicates the purpose of the project and engages students. -The essential question initiates and focuses inquiry. -The essential question is aligned to the final assessment.</td>
<td>-The essential question relates to the project but does not capture the central problem or question through focused inquiry. -The essential question may be too big and requires knowledge that can’t be learned in a reasonable amount of time. -The essential question somewhat captures and communicates the purpose of the project. -The essential question showed some connection to the final assessment.</td>
<td>-The essential question is too easily solved or answered to justify a project; it does not initiate or focus inquiry. -The essential question is not engaging to students (it sounds too complex or “academic” like it came from a textbook or appeals only to a teacher). -The essential question does not align with Standards. -There was no connection between the essential question and the final assessment.</td>
</tr>
<tr>
<td><strong>Lesson Progression</strong></td>
<td>-A step-by-step approach is used to communicate the lesson progression. -Tasks within the lesson progression are well organized, logical, and easy to follow. -Tasks deadlines are appropriate for the Standard and/or indicators covered. -The lesson progression requires learning to scaffold from the essential question to the final product.</td>
<td>-The approach used to communicate the lesson progression was hard to follow and did not always use a step-by-step approach. -Tasks within the lesson progression are somewhat organized, but not logical, or easy to follow. -Tasks deadlines are not appropriate for the Standard and/or indicators covered. -The lesson progression showed some scaffolding of learning from the essential question to the final product.</td>
<td>-There is no step-by-step approach used in communicating the lesson progression. -Tasks within the lesson progression are not well organized, logical, or easy to follow. -Tasks deadlines are not appropriate for the Standard and/or indicators covered. -The lesson progression did not require learning to scaffold from the essential question to the final product.</td>
</tr>
<tr>
<td>Student Voice and Choice</td>
<td></td>
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<tr>
<td>--------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Students have opportunities to express voice and choice on important matters (questions asked, texts and resources used, products to be created, use of time, organization of tasks).</td>
<td></td>
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<tr>
<td>- Students have opportunities to take significant responsibility and work independently from the teacher, as is appropriate, with guidance.</td>
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<table>
<thead>
<tr>
<th>Resources</th>
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<tbody>
<tr>
<td>- All resources were appropriate, and showed sensitivity to student age, demographics, and learning styles.</td>
</tr>
<tr>
<td>- All links worked seamlessly and were from sites that have long-standing educational value.</td>
</tr>
<tr>
<td>- Copyright laws/requirements were adhered to in the creation of teacher-made documents.</td>
</tr>
</tbody>
</table>

|  | - Students are given limited opportunities to express voice and choice, generally in less important matters (deciding how to divide tasks within a team or which websites to use for research). |
|  | - Students work independently from the teacher to some extent, but they could do more on their own. |

|  | - Students are not given opportunities to express voice and choice affecting the process of the project. |
|  | - Students are expected to work too much on their own, without adequate guidance from the teacher and/or before they are capable. |

|  | - Resources were not appropriate, and showed no sensitivity to student age, demographics, and learning styles. |
|  | - No links worked seamlessly and were not from sites that have long-standing educational value. |
|  | - Copyright laws/requirements were not adhered to in the creation of teacher-made documents. |

|  | - Resources were not appropriate, and showed no sensitivity to student age, demographics, and learning styles. |
|  | - No links worked seamlessly and were not from sites that have long-standing educational value. |
|  | - Copyright laws/requirements were not adhered to in the creation of teacher-made documents. |
### 9 STEPS FOR GETTING STARTED WITH PBL.

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
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<tbody>
<tr>
<td>1.</td>
<td>Identify standards in which the project will align to and assess.</td>
</tr>
<tr>
<td>2.</td>
<td>Identify the project topic.</td>
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<tr>
<td>3.</td>
<td>Establish the driving question.</td>
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<tr>
<td>4.</td>
<td>Plan and create the assessment(s).</td>
</tr>
<tr>
<td>5.</td>
<td>Determine who will be the authentic audience in which the students are to present their culminating projects and findings to.</td>
</tr>
<tr>
<td>6.</td>
<td>Provide a project summary.</td>
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<tr>
<td>7.</td>
<td>Identify the 21st-century skills and which ones will be assessed or simply leveraged.</td>
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<tr>
<td>8.</td>
<td>Establish project duration and timeline of activities.</td>
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<tr>
<td>9.</td>
<td>Determine daily lesson goals within the scope of the project duration.</td>
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</tbody>
</table>
# STEAM PBL PROJECT OVERVIEW

<table>
<thead>
<tr>
<th>Class</th>
<th>Grade</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
<td></td>
<td>Duration</td>
</tr>
<tr>
<td>Driving Question</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project Summary</td>
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<td></td>
</tr>
</tbody>
</table>

## Standards & Skills Alignment

<table>
<thead>
<tr>
<th>Primary Content Standards &amp; Skills</th>
</tr>
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<tbody>
<tr>
<td>Science</td>
</tr>
<tr>
<td>Technology</td>
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<tr>
<td>Engineering</td>
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<tr>
<td>Arts</td>
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<tr>
<td>Mathematics</td>
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<tr>
<td>Language Arts</td>
</tr>
<tr>
<td>Social Studies</td>
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<tr>
<td>Other</td>
</tr>
</tbody>
</table>

## 21st Century Skills

- □ Critical Thinking
- □ Collaboration
- □ Complex Problem-Solving
- □ Team Work
- □ Conflict Resolution
- □ Creativity
- □ Innovation
- □ Emotional Intelligence
- □ Intrapersonal Skills
- □ Reflection
- □ Evaluation
- □ Other:

## Project Kick-Off

## Assessments

<table>
<thead>
<tr>
<th>Formative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Individual</th>
</tr>
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<tbody>
<tr>
<td>Group</td>
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</tbody>
</table>

## Presentation Audience
# STEAM PBL LESSON

<table>
<thead>
<tr>
<th>Class</th>
<th>Grade</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
<td></td>
<td>Duration</td>
</tr>
</tbody>
</table>

## STEP 1: Desired Results

<table>
<thead>
<tr>
<th>Established Goals / Content Standard Skills</th>
<th>Essential Question(s):</th>
</tr>
</thead>
</table>

Students will understand, know, and be able to do at the end of the lesson ... (i.e. SWBAT)

## STEP 2: Assessment Evidence

<table>
<thead>
<tr>
<th>Performance Task(s):</th>
<th>Other Evidence:</th>
</tr>
</thead>
</table>

## STEP 3: Lesson Activities

<table>
<thead>
<tr>
<th>Lesson Steps:</th>
<th>Materials:</th>
</tr>
</thead>
</table>

Differentiation / Accommodations / Personalization:

*Lesson template is adapted from Tomlinson and McTighe, Integrating Differentiation Instruction + Understanding by Design, ASCD, 2006.*

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# THE STEAM PBL CHECKLIST

**16 questions to evaluate your STEAM project-based learning**

**Ways to use this checklist:**

- Leverage the checklist as a tool to evaluate pre- and post-project-based learning development of activities to determine whether or not they adhere to the goals of a PBL classroom.
- Create professional learning communities (PLCs) to evaluate your district, school, grade level, and/or classroom STEAM programs.
- Leverage the checklist to start grade level conversations around current and future STEAM program goals, initiatives, and instructional strategies.
- As a classroom teacher, use the checklist to evaluate your own instructional practices.

**Questions for evaluation**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Does hands-on, minds-on learning take place?</td>
</tr>
<tr>
<td>2</td>
<td>Is the STEAM lesson or project tied to specific, measurable learning objectives, big-picture goals, and student engagement outcomes?</td>
</tr>
<tr>
<td>3</td>
<td>Is learning driven by the project through the use of driving question?</td>
</tr>
<tr>
<td>4</td>
<td>Are projects geared towards creating solutions for real-world issues and centered around real-world, real-life applications?</td>
</tr>
<tr>
<td>5</td>
<td>Is the project-based learning lesson or unit multidisciplinary (i.e. cross-curricular)?</td>
</tr>
<tr>
<td>6</td>
<td>Is the project student-centered or teacher-driven?</td>
</tr>
<tr>
<td>7</td>
<td>Does the teacher act as a facilitator?</td>
</tr>
<tr>
<td>8</td>
<td>Do students learn through experience?</td>
</tr>
<tr>
<td>9</td>
<td>Are projects inclusive of – and accessible to – all students, such as English language learners (ELL), special needs and accommodations, etc.?</td>
</tr>
<tr>
<td>10</td>
<td>Can the Engineering Process be found at the ‘heart’ of the project-based learning lesson or unit?</td>
</tr>
<tr>
<td>11</td>
<td>Is the learning less structured?</td>
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<tr>
<td>12</td>
<td>Do students work in cooperative, collaborative groups?</td>
</tr>
<tr>
<td>13</td>
<td>Are there ample opportunities for students to provide honest, constructive feedback?</td>
</tr>
<tr>
<td>14</td>
<td>Do students produce an authentic product?</td>
</tr>
<tr>
<td>15</td>
<td>Do students present their outcome(s) to authentic audiences?</td>
</tr>
<tr>
<td>16</td>
<td>Does the STEAM program and/classroom provide a makerspace, or a place devoted to student making?</td>
</tr>
</tbody>
</table>
Sample CCTI Project Based Lesson Plan

CCTI PROJECT-BASED-LESSON
UNIT OVERVIEW / LESSON PLAN

Class: Honors Modern World history
Grade: 10th
Teacher: Jason Stackhouse
Topic: World History (Colonial Period)
Duration:

This inquiry is expected to take three to six ninety-minute class periods. The inquiry time frame could expand if teachers think their students need additional instructional experiences (i.e., supporting questions, formative performance tasks, and featured sources).

Driving Question:
How Did Colonial Charleston Move People?

Some Essential Questions to Consider:
Where did people move from in Colonial Charleston?
How did daily life move before and during in Colonial Charleston?
How did Colonial Charleston move society backward or forward?

Project Summary:
This inquiry leads students through three activities focusing on the geographic, social, and economic changes brought during Charleston’s Colonial period. By investigating the driving question students consider the ways in which movement (people, goods, and services) affects a person’s geographic location and daily life as well as the structure of society. Students examine the ways in which Colonial Charleston influenced people to physically move and metaphorically move people forward and backward. They do this by analyzing how the movement of Charleston’s people affected the progress of the city during its Colonial Era. In investigating geographic, artistic, historical, and economic evidence, students develop an interpretation of the positive and negative influences each had on Colonial Charleston and to the extent which these influences affected people in the past and people today.

Standards & Skills Alignment:
- Technology – (SC Computer Science Standards) (Data and Analysis Standards 1, 2, 3)
- Arts – (SC Visual Arts Standard) – (Anchor Standard #5) *I can interpret and evaluate the meaning of an artwork.*
- Language Arts – (SC High School) – (Reading Informational Text) (Meaning and Context) (Standards 5, 6, 7)
- Social Studies – (SC Standard #2) demonstrate an understanding of the effects of commerce, innovation and expansion on global affairs and interactions during the period of 1450–1815.

21st century skills
✓ Critical thinking
✓ Collaboration
South Carolina Content Standard Addressed:
MWH.2.CC - Examine the continuities and changes in the development of world trade networks and colonialism. This indicator was developed to encourage inquiry into Atlantic exploration, colonialism, trade networks among African kingdoms and the increasing interaction between Asian countries due to trade.
MWH.2.E - Utilize a variety of primary and secondary sources to analyze multiple perspectives on global interactions.

Students will understand, know, and be able to do at the end of the lesson … (i.e. SWBAT):
Demonstrate their ability to think in terms of periodization, students should:
- Define and understand the characteristics of an era.
- Summarize major turning points and developments according to historical eras and themes.

Demonstrate their ability to understand continuities and changes, students should:
- Define continuity and change.
- Identify patterns of continuity and change.
- Cite evidence of continuities and catalysts for changes within a period.
- Construct an argument that supports a catalyst of change for a significant event.

Demonstrate their ability to use evidence in the study of history, students should:
- Use historical thinking skills to weigh primary sources and identify point of view, including the effect of the author’s position, group affiliation, or specific beliefs.
- Discern similarities and differences among multiple points of view.
- Organize multiple points of view to construct a historical argument.

STEP 2: Assessment Evidence

Formative Activities / Assessments:
(1) Colonial Charleston Map and Artwork Analysis Sheet: (See attached example sheet)
(2) Colonial Charleston’s Cribs Presentation: (See attached presentation rubric)
(3) RAFT Assignment: (See attached Socratic Seminar rubric)

Summative Assessment:
See attached Summative PBL Rubric. This rubric combines the three formative activities, and will quantify students overall grade on the PBL Colonial era unit.

STEP 3: Lesson Activities

Project kick-off:
Teacher might stage the compelling question “How did Colonial Charleston move people?” by having students examine the attached (“Crisp Map” of 1711 showing urban “Charles Towne”), (Map of Antebellum Charleston
1849), (Heyward Washington House - early 20th century), and (Escaped Slave reward poster). Teachers could allow students to speculate about how geographical, technological, and societal changes affected daily life and society during this time. Teachers could also use this experience to introduce students to some of the concepts they will uncover throughout the inquiry, namely cultural diffusion, urbanization, economic growth, and slavery, etc.

Formative Activities

(1) **COLONIAL CHARLESTON MAP and ARTWORK ANALYSIS:**
Students create an understanding of the urbanization and population growth that coincided with the growth of Charleston during the Colonial era onward. The formative performance task requires students to focus on the idea of movement. Students will analyze various examples of colonial era maps and artwork (paintings, drawings, etc.) from the Colonial Charleston or Colonial South Carolina time period. Each student will identify two maps and two forms of artwork from the colonial period and analyze each piece using the analysis sheet provided. Students are free to choose any maps or pieces of art work they find in their research that apply. The main focus of their analysis is highlighting where people were engaged in movement by using the skills of observation, inference, and questioning. Students will complete four individual analysis sheets for a maximum grade of 5 points each. (Total: 20 points)

(2) **COLONIAL CHARLESTON’S CRIBS Presentation:**
In pairs or groups of three, students will pick one of Charleston’s many historic Colonial Mansions and conduct a historical background presentation about the property and its movement in history. Information included about the property should be when it was built, who its various owners were, modifications made to the property, and any historical elements that are unique to the property. They will then present their findings digitally in a format that best suits the group. Elements on the rubric that will be graded are historical content, presentation design, the delivery of the presentation, meeting the deadline (length) of completion. (Total: 20 points)

(3) **DRAFT ASSIGNMENT:**
Each student will assume the role of a Colonial Charleston historian. Their audience will be their fellow classmates (citizens of Charleston). The format will be a Socratic Seminar and the topic will be The People of Colonial Charleston. The goal of the Socratic Seminar is to show and explain from the student’s research how colonial Charleston moved society backward or forward. Students are free to research and choose any kinds of documentation regarding people who inhabited Charleston’s colonial society. Students should pick a person or social class to center their research around. Possible topics could be colonial people like colonist’s, Native Americans, and slaves. Student’s research should revolve around finding a mix of four primary and secondary source documents that pertain to their chosen person. Students should offer analysis of movement by their person, move the conversation forward, and demonstrate knowledge of their chosen topic during the seminar. (Total: 20 points)

**Materials:**
Google Chrome cart of laptop computers
Visuals
Rubrics

**Resources:**
Library of Congress Online
SC Discus.org
JSTOR
Differentiation / Accommodations / Personalization:
Teachers are encouraged to adapt the inquiries, in order to meet the needs and interests of their particular students. Resources can also be modified as necessary to meet individualized education programs (IEPs) or Section 504 Plans for students with disabilities.

Attachment (Kick-off Visual 1)

A portion of the “Crisp Map” of 1711 showing urban “Charles Towne.”
Map of Antebellum Charleston 1849
<table>
<thead>
<tr>
<th>Score</th>
<th>Exemplary 5 pts</th>
<th>Proficient 4 pts</th>
<th>Developing 3 pts</th>
<th>Beginning 2 pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Presentation content shows a thorough understanding of the topic. Substantive research effort is evident in locating relevant information and facts.</td>
<td>Presentation content shows an adequate understanding of the topic. Some research effort is evident in locating relevant information and facts.</td>
<td>Presentation content shows general understanding of the topic. There is limited evidence of research in locating relevant information and facts and/or supporting statements made.</td>
<td>Presentation content shows a lack of understanding of the topic. There is inadequate evidence of research and insufficient relevant information and facts.</td>
</tr>
<tr>
<td><strong>Design</strong></td>
<td>Presentation is visually well designed, aesthetically pleasing with appropriate use of space, visuals, and text.</td>
<td>Presentation is effectively designed with visual appeal including space, visuals, and text for the most part.</td>
<td>Presentation is general. Includes a mix of visuals, and/or text but not consistent. Some overuse or inappropriate use of color or animations.</td>
<td>Presentation generally lacks visual appeal and are text-heavy with little or no visuals and/or exhibit an overuse of color or animations.</td>
</tr>
<tr>
<td><strong>Delivery</strong></td>
<td>Highly effective in delivering a well-polished oral presentation within the time limit for the group to present (10 minutes total). All group members presented equally. Preparation was strongly evident.</td>
<td>Effective in delivering the oral presentation demonstrating good communication skills and generally close to the time limit for the group to present (10 minutes total). All group members presented and preparation was evident for the most part.</td>
<td>Somewhat effective in delivering the oral presentation demonstrating average communication skills. Slightly over/under the time limit. Some members presented more than others. More preparation was needed.</td>
<td>Ineffective in delivering the oral presentation demonstrating below average/poor communication skills. Substantially over/under the time limit to present and/or not all members presented. Lack of preparation was evident.</td>
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<tr>
<td><strong>Length</strong></td>
<td>Collaborative presentation is completed by the deadline and meets the required length (10 minutes).</td>
<td>Collaborative presentation is completed within 1 day (24 hours) after the deadline and meets the required length (10 minutes).</td>
<td>Collaborative presentation is completed 1-2 days (25-48 hours) after the deadline and/or is somewhat lacking (or exceeds) the required length.</td>
<td>Collaborative presentation is completed 2-3 days (49-72 hours) or more after the deadline and/or substantially lacks/exceeds the required length.</td>
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<tr>
<td><strong>Total Score</strong></td>
<td></td>
<td></td>
<td></td>
<td>20 points</td>
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# Socratic Seminar Rubric

<table>
<thead>
<tr>
<th>Score</th>
<th>Exemplary 16-20 pts</th>
<th>Proficient 11-15 pts</th>
<th>Developing 6-10 pts</th>
<th>Beginning 0-5 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Offers enough solid analysis, without prompting, to move the conversation forward.</td>
<td>Offers solid analysis without prompting.</td>
<td>Offers some analysis, but needs prompting from the seminar leader.</td>
<td>Offers little commentary.</td>
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<td></td>
<td>Demonstrates a deep knowledge of the text and the question.</td>
<td>Demonstrates a good knowledge of the text and the question.</td>
<td>Demonstrates a general knowledge of the text and question.</td>
<td>Comes to the seminar ill-prepared with little understanding of the text and question.</td>
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<td></td>
<td>Comes to the seminar prepared, with notes and a marked or annotated text.</td>
<td>Comes to the seminar prepared, with notes and a marked or annotated text.</td>
<td>Is less prepared, with few notes and no marked or annotated text.</td>
<td>Does not listen to others, offers no commentary to further the discussion.</td>
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<td></td>
<td>Shows active listening.</td>
<td>Shows active listening, offers clarification and/or follow-up.</td>
<td>Actively listens, but does not offer clarification and/or follow-up to others’ comments.</td>
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<td>Offers clarification and/or follow-up that extend the conversation.</td>
<td>Relies on the text to drive his or her comments.</td>
<td>Relies more upon his or her opinion, and less on the text to drive his or her comments.</td>
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<td></td>
<td>Makes comments that refer to specific parts of the text.</td>
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<table>
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<tr>
<th>Total Score</th>
<th>20 points possible</th>
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Comments:
## CCTI Project Based Learning Summative Rubric

<table>
<thead>
<tr>
<th>Score</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Map/Artwork Analysis</td>
<td></td>
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<tr>
<td>Cribs Presentation</td>
<td></td>
</tr>
<tr>
<td>Socratic Seminar</td>
<td></td>
</tr>
</tbody>
</table>

**Total Score**

60 points possible
Artwork / Map Analysis Worksheet (5 points)

Artwork / Map Title: ____________________________________________________________

Step 1. Observation

A. Study the piece of artwork or map for 2 minutes. Form an overall impression of the (artwork / map) and then examine individual items. Next, divide the (artwork / map) into quadrants and study each section to see what new details become visible. Record findings below.

B. Use the chart below to list (objects/items), people, and activities in the (artwork / map).

<table>
<thead>
<tr>
<th>Objects/Items</th>
<th>People</th>
<th>Activities</th>
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</thead>
<tbody>
<tr>
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Step 2. Inference

A. Based on what you have observed above, list three things you might infer from this (artwork / map) depicting or showing the idea of movement.

Step 3. Questions

A. What questions does this (artwork / map) raise in your mind?

B. Where could you find answers to them?
**Sample CCTI Journal Entry**

**Middleton Place Site 10/16/21**

**Historical Overview:**

The absolute seriousness and preservation of Middleton Place has changed over time to focus on the absolute success behind its presence, built on the backs of the enslaved. The honest approach to the multiple tasks performed by the enslaved necessary to keep the plantation running is described in all activities. Names, dates, descriptions, differences, are thoughtfully represented. The layout of this amazing property allows interpretation of many interests, planned landscaping, building site selection, adding on choice of plants, coopering, blacksmithing, milling, maintenance, animal needs, management and so much more. Middleton Place offers much to learn about multiple generations of the family itself and the enslaved they depended upon.

**Historical Preservation Critique:**

**Strengths:**
- Incredible spot for learning multiple tasks
- Approach to enslavement is thoughtful
- Site is amazing for multiple cross curricular teaching opportunities

**Weaknesses:**
- More descriptions about all ages of enslaved and children’s lives
- Curious how today’s African American students feel about these experiences

**Classroom application/Ideas for use in the classroom:**

As a class, pull the task card from a bag, research the necessary skilled or unskilled job to help meet the needs and success of its plantations day to day operations, who are you dependent on? Who is dependent on you? How did your task contribute to the success of the operations?

You are an enslaved resident. What food sources can supplement your provisions? Plan a 4 season garden that will contribute to your food supply. What animals can you trap and hunt throughout the seasons?

You and your group members are in charge of preparing your commodity for shipping from Colonial Charleston. Depending on the commodity assigned to your group ie: tea, indigo, cotton or rice, research and create a logistical plan to get the crop from the field to the consumer.

**Resource:** [https://www.middletonplace.org/explore/house-museum/](https://www.middletonplace.org/explore/house-museum/)

**Images:** Eliza’s Place, rice ready for processing, Blacksmith demonstration
**Program Contact Information**

<table>
<thead>
<tr>
<th>For questions related to...</th>
<th>Please contact:</th>
</tr>
</thead>
</table>
| College of Charleston course credit | Rennie All  
rennieall52@gmail.com  
843-345-7930 |
| Zoom issues or questions (zoom links, technical issues, etc.) | Katherine Pemberton  
katherine@powdermag.org  
843-813-2975  
Abby Davis  
scdames81@gmail.com  
843-722-3767 |
| Saturday site visits (parking, schedules, locations, etc.) | Katherine Pemberton  
katherine@powdermag.org  
843-813-2975 |
| Lesson plan questions and submissions | Rennie All  
rennieall52@gmail.com  
843-345-7930 |
| Journals questions and submissions | Ann DuPre’  
awdupre96@gmail.com  
843-729-8069  
Meri DuPre’  
tommeri1128@knology.net  
843-343-6777 |
| Attendance or participation | Rennie All  
rennieall52@gmail.com  
843-345-7930 |
| Historical facts verification | Peg Eastman  
pgeeastman@comcast.net |
The “classroom phase” of CCTI will run Tuesday, September 20 – Saturday, November 5th. Please know that due to safety concerns (e.g., Covid-19), or unexpected events, we may be required to modify the schedule. We will give notice if this occurs.

Participants are responsible for transportation to each CCTI site. The following pages show the schedule and content focus for each session. Please take the time to review the information on the following pages as it will be helpful for parking and other concerns.

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, Sept. 20th</td>
<td>6:00PM - 8:00PM</td>
<td>Zoom (Course overview and discussion about developing “project-based lesson plans”)</td>
</tr>
<tr>
<td>Saturday, Sept. 24th</td>
<td>9:00AM - 2:00PM</td>
<td>Visit Charles Towne Landing State Historic Site (The Walled City)</td>
</tr>
<tr>
<td>Tuesday, Sept. 27th</td>
<td>6:00PM - 7:00PM</td>
<td>Zoom (Charleston’s Colonial History 101)</td>
</tr>
<tr>
<td>Saturday, Oct. 1st</td>
<td>9:00AM - 1:00PM</td>
<td>Visit The Powder Magazine &amp; Gibbes Museum of Art</td>
</tr>
<tr>
<td>Tuesday, Oct. 4th</td>
<td>6:00PM - 7:00PM</td>
<td>Zoom (The Yemassee War)</td>
</tr>
<tr>
<td>Saturday, Oct. 8th</td>
<td>9:00AM - 1:00PM</td>
<td>Visit Old Exchange &amp; Heyward Washington House</td>
</tr>
<tr>
<td>Tuesday, Oct. 11th</td>
<td>6:00PM - 7:00PM</td>
<td>Zoom (Colonial Music)</td>
</tr>
<tr>
<td>Saturday, Oct. 15th</td>
<td>9:00AM - 1:00PM</td>
<td>Visit Middleton Place</td>
</tr>
<tr>
<td>Tuesday, Oct. 18th</td>
<td>6:00PM - 7:00PM</td>
<td>Zoom (ETV - Technology and Teaching History)</td>
</tr>
<tr>
<td>Saturday, Oct. 22nd</td>
<td>9:00AM - 1:00PM</td>
<td>Visit Caw Caw Interpretive Center</td>
</tr>
<tr>
<td>Tuesday, Oct. 25th</td>
<td>6:00PM - 7:00PM</td>
<td>Zoom (Using Primary Source Material in the Classroom)</td>
</tr>
<tr>
<td>Saturday, Oct. 29th</td>
<td>9:00AM - 1:00PM</td>
<td>Visit Colonial Dorchester</td>
</tr>
<tr>
<td>Tuesday, Nov. 1st</td>
<td>6:00PM - 7:00PM</td>
<td>Zoom (Lesson Plan Roundtable)</td>
</tr>
<tr>
<td>Saturday, Nov. 5th</td>
<td>9:00AM - 1:00PM</td>
<td>Visit Ft Moultrie &amp; Charles Pinckney Historic Site</td>
</tr>
</tbody>
</table>

In-Person Presentation: 1:00PM – 2:00PM (TBD, SC 250th)
September 20, 2022 - 6:00PM
ZOOM: Welcome & Course Overview

Link:
Zoom link will be emailed out on Monday, September 19th

Need a Zoom Tutorial?
https://support.zoom.us/hc/en-us/articles/206618765-Zoom-video-tutorials

Program Contacts:
Rennie All: RennieAll52@gmail.com

Agenda
6:00PM – Introductions
6:15PM – Course Overview & Schedule
7:00PM – Project-Based Lesson Plans
7:45PM – Q&As

Session Overview
Welcome to CCTI 2022! Our focus this evening will be to acquaint you with the course, schedule, and requirements. Your education consultant will lead a discussion on developing “project-based” lesson plans and how we can best accomplish this through the course of the Institute.

Zoom Expectations
To receive participation credit for the Zoom lectures and roundtables, teachers must have their cameras on at all times and remain engaged in the lecture and discussion.

When do we meet again?
We will gather in person on Saturday, September 24th (9:00AM) at Charles Towne Landing State Historic Site (1500 Old Towne Road, Charleston) for a guided tour and activities and to hear perspectives on South Carolina’s beginnings. This site visit will be followed by an in-person presentation and discussion, which will conclude by 2:00PM. Participants are encouraged to bring a bagged lunch. We’ll see you there!
September 24, 2022 - 9:00AM
Carolina on the Horizon

Location:
Charles Towne Landing State Historic Site
1500 Old Towne Road, Charleston, SC 29407

Contacts:
John Hiatt – (843) 852-4200 or jhiatt@scprrt.com

Site Overview:
Charles Towne Landing (1670) is the site of the first successful European settlement in South Carolina. This makes it an excellent archaeological resource that provides valuable information concerning the lives of Native Americans, African Americans, and European settlers.

Program Focus:
Walk in the footsteps of early colonists! Their stories have been brought to life through archaeology and research. History comes alive as we pass the palisade wall and enter fortified Albemarle Point. Board a reproduction 17th-century trading ship, play colonial games and compare your home to a colonial house. We will also learn about colonial crops like Indigo and dye a piece of cloth to take home.

Schedule:
8:45AM – Meeting Time
9:00AM – Introductions & Course Discussion
9:30AM – Programming with CTL Education Team
Lunch
12:30PM – Your Takeaway & Discussion
1:00PM – “The Walled City” Speaker (Katherine Pemberton)
1:45PM – Your Takeaway and Discussion
2:00PM - Conclude

Parking & Where to Meet:
Park in main visitor lot and enter the Visitor Center. Admissions desk will direct you to the classroom.

When do we meet again?
Tuesday, September 28th at 6:00PM via Zoom (see next page)
September 27, 2022 - 6:00PM
ZOOM: Charleston’s Colonial History 101

Link:
Zoom link will be emailed out on Monday, September 26th

Need a Zoom Tutorial?
https://support.zoom.us/hc/en-us/articles/206618765-Zoom-video-tutorials

Program Contacts:
Katherine Pemberton: katherine@powdermag.org
Peg Eastman: peeastman@comcast.net

Agenda
6:00PM – Overview of Colonial Charleston History
6:45PM – Your Takeaway & Discussion
7:00PM – Conclude

Session Overview
Author and historian Peg Eastman will offer a lightning fast and entertaining overview of the entire history of colonial South Carolina, focusing specifically on the town, and later city of, Charleston.

This Colonial Charleston 101 history overview is designed to offer an introduction and establish a mental timeline of 18th century events. The more detailed content of future sessions should be even more meaningful after seeing the big picture.

Zoom Expectations
To receive participation credit for the Zoom lectures and roundtables, teachers must have their cameras on at all times and remain engaged in the lecture and discussion.

When do we meet again?
We will meet in person Saturday, October 1st (9:00AM) at The Powder Magazine (79 Cumberland St., Charleston), and then we will walk over to the Gibbes Museum of Art (135 Meeting Street)
October 1, 2022–Downtown Map

There is parking near both The Powder Magazine and The Gibbes Museum of Art. (The Cumberland Street Garage is located at 84 Cumberland St. And another is located at 85 Queen St. There is also metered street parking, as available. If you do not mind a 20-minute walk, some free parking is located along the “water-side” of both Murray Blvd and East Battery.

This map shows parking options and the museum locations for both Oct. 1st and Oct 8th.
October 1, 2022 - 9:00AM
Defending Charlestown

Location:
The Powder Magazine Museum
79 Cumberland Street, Charleston, SC 29401

Contacts:
Katherine Pemberton - Katherine@PowderMag.org
Tina White – Tina@PowderMag.org

Site Overview:
The Powder Magazine (c.1713) was constructed to store gunpowder, needed for the defense of Charlestown. Today it stands as the only remaining component of the walled-city defensive system built under the eight Lords Proprietors.

Program Description:
Europeans, Native Americans, Africans, and even pirates were all part of early globalization. The Powder Magazine education team will provide an overview of conflict in Colonial Charleston and a STEM-centric discussion of 18th century-weapon technology. We’ll have a musket and canon demo, and you can get hands-on with quill and ink, colonial games, military uniforms, and more!

Schedule:
8:45AM – Meeting Time
9:00AM – Introductions
9:10AM – Programming with TPM Education Team
10:20AM – Your Takeaway & Discussion
10:45AM – Refreshments and Transition to The Gibbes Museum of Art

Parking & Where to Meet:
Park at the Battery or the garage across the street from The Powder Magazine. See expanded map with more parking options on page 31
October 1, 2022 - 11:00AM
Colonial Art in Charleston

Location:
The Gibbes Museum of Art
135 Meeting Street

Contacts:
Becca Hiester: rhiester@gibbesmuseum.org

Site Overview:
Charleston’s premier art museum, the Gibbes Museum, enhances lives through artwork by engaging people of every background and experience with art and artists of enduring quality, by collecting and preserving art that touches Charleston, and by providing opportunities to learn, discover, enjoy, and be inspired by the creative process. They also have a wonderful collection of colonial art!

Program Description:
We will enjoy a curator-led tour of some of the Gibbes Museum’s galleries, followed by writing/art activities in the classroom space.

Schedule:
11:00AM – Introductions
11:15AM – Programming with the Gibbes Museum staff
12:15PM – Your Takeaway & Discussion
12:30PM – Explore more of the Colonial Collection & Galleries
1:00PM – Conclude

Parking & Where to Meet:
See expanded map with more parking options on page 31

When do we meet again?
October 4th at 6:00PM via Zoom (see next page)
October 4, 2022 - 6:00PM
ZOOM: The Yamasee War

Link:
Zoom link will be emailed on Monday, October 3rd

Need a Zoom Tutorial?
https://support.zoom.us/hc/en-us/articles/206618765-Zoom-video-tutorials

Program Contacts:
Katherine Pemberton: Katherine@PowderMag.org
Jon Marcoux: jbmarco@Clemson.edu

Agenda
6:00PM – The Yamasee War
6:45PM – Your Takeaway & Discussion
7:00PM – Conclude

Session Overview
Dr. Jon Marcoux, director of the Clemson/ CofC MS Program in Historic Preservation will discuss the Yamasee War, a massive colonial era conflict between the British settlers and several native groups, including the Yamasee and a number of other native allies, including the Muscogee, Cherokee, Catawba and others.

Zoom Expectations
To receive participation credit for the Zoom lectures and roundtables, teachers must have their cameras on at all times and remain engaged in the lecture and discussion.

When do we meet again?
We will meet in person Sat., October 8th (9:00AM) at The Old Exchange Building (122 E. Bay St., Charleston). We will then walk over the Heyward Washington House (87 Church Street)
October 8, 2022—Downtown Map

There is metered street parking near both The Old Exchange Building and The Heyward Washington House, and a garage at 140 East Bay Street. If you do not mind a 15-minute walk, free parking may be available along the “water-side” of both Murray Blvd and East Battery.
October 8, 2022 - 9:00AM
Colony to Country:
Charleston’s Old Exchange

Location:
The Old Exchange Building
122 East Bay Street, Charleston, SC 29401

Contacts:
Zach Dinkins: education@oldexchange.org

Site Overview:
The Old Exchange is one of our state’s most historic buildings. One of the last public buildings completed in Colonial Charleston (c.1771), this structure hosted a variety of important 18th-century events.

Program Description:
Originally constructed as a British customhouse and merchant exchange, this building witnessed Revolutionary events that led to the end of Charleston’s Colonial era. OXB staff lead a tour and discussion of colonial trade, defense, government and the road to Revolution. We’ll end with a presentation and hands-on activities by Laura Thompson on colonial women’s clothing and accessories.

Schedule:
8:45AM – Meeting Time
9:00AM – Introductions
9:10AM – Programming with OXB Education Team
10:30AM – Your Takeaway & Discussion
10:45AM – Refreshments under the oak tree and transition to The Heyward Washington House

Parking & Where to Meet:
Park at the Battery or in the garage 140 East Bay St/ Mid-Atlantic Wharf. Enter the museum for instruction.

See expanded map with more parking options on page 35
October 8, 2022 - 11:00AM
A Colonial Household: The Heyward-Washington House

Location:
The Heyward-Washington House
87 Church Street, Charleston, SC 29401

Contacts:
Stephanie Thomas: sthomas@charlestonmuseum.org

Site Overview:
Charleston’s only colonial-era museum home, The Heyward-Washington House (c.1772) was also the home of patriot Thomas Heyward, Jr. The property offers a look at the lifestyles, & material culture of an 18th-century residential complex.

Program Description:
We will explore the house with its incredible collection of 18th century Charleston furniture and the outbuildings. The early kitchen building provides space for a discussion of Charles Town’s enslaved residents, their lives and labors.

Schedule:
11:00AM – Introductions
11:10AM – Programming with HWH Education Team
12:45PM – Your Takeaway & Discussion
1:00PM – Conclude

Parking & Where to Meet:
Park at the Battery or use meter parking along Church Street. Knock on the front door!

See expanded map with more parking options on page 35

When do we meet again?
October 11th at 6:00PM via Zoom (see next page)
October 11, 2022 - 6:00PM  
ZOOM: Colonial Music

**Link:**
Zoom link will be emailed on **Monday, October 10th**

Need a Zoom Tutorial?
[https://support.zoom.us/hc/en-us/articles/206618765-Zoom-video-tutorials](https://support.zoom.us/hc/en-us/articles/206618765-Zoom-video-tutorials)

**Program Contacts:**
TBD

**Agenda**
6:00PM – Colonial Music  
6:45PM - Your Takeaway & Discussion  
7:00PM – Conclude

**Session Overview:** This illustrated presentation will highlight the arts scene in colonial Charleston with an emphasis on music in Charleston’s colonial era.

**Zoom Expectations**
To receive participation credit for the Zoom lectures and roundtables, teachers must have their cameras on at all times and remain engaged in the lecture and discussion.

**When do we meet again?**
We will meet in person Sat., October 15th (9:00AM) at Middleton Place (4300 Ashley River Rd., Charleston). Participants are encouraged to bring a bagged lunch.
October 15, 2022 - 9:00AM
Middleton Place

Location:
Middleton Place
4300 Ashley River Road, Charleston, SC 29414

Contacts:
Greg Smith: gsmith@middletonplace.org
Jeff Neale: jneale@middletonplace.org

Site Overview:

Program Description:
We will explore Middleton Place Plantation with a focus on two of 18th-century South Carolina’s major cash crops – Indigo and Carolina Gold Rice. The lives and labors of the enslaved workers will be a key focus. We will investigate a Freedman’s house and view an exhibit on slavery. We will also explore the House Museum and stable yards. The contrast between black and white worlds in the 18th century is inescapable here.

Schedule:
8:45AM – Meeting Time
9:00AM – Introductions
9:15 AM – Tours and Programming with Middleton Place Education Team
Lunch
12:45PM – Your Takeaway & Discussion
1:00PM – Lecture and Speaker TBD
1:45PM – Your Takeaway & Discussion
2:00PM - Conclude

Parking & Where to Meet:
Turn left after you enter and park in the main visitor lot. Meet the group in the nearby outdoor Garden Market.

When do we meet again?
October 18th at 6:00PM via Zoom (see next page)
October 18, 2022 - 6:00PM
ZOOM: Using Technology to Teach History

Link:
Zoom link will be emailed on Monday, October 17th

Need a Zoom Tutorial?
https://support.zoom.us/hc/en-us/articles/206618765-Zoom-video-tutorials

Program Contacts:
Brian Day: bday@scetv.org

Agenda
6:00PM – Technology and Teaching History
6:45PM – Your Takeaway & Group Discussion
7:00PM – Conclude.

Session Overview
SCETV’s instructional technology specialist Brian Day has taught 5th and 6th grade Social Studies and is currently the vice-president for the SC Council for Social Studies, as secretary for the SC Council for African American Studies and serves on the board for the SC Council on the Holocaust. Brian will join us to lead a discussion on how we can better use technology in the teaching of history and social studies.

Zoom Expections
To receive participation credit for the Zoom lectures and roundtables, teachers must have their cameras on at all times and remain engaged in the lecture and discussion.

When do we meet again?
We will meet in person Sat., October 22nd (9:00AM) at Caw Caw Interpretive Center. Participants are encouraged to bring a bagged lunch.
October 22, 2022 - 9:00AM
Caw Caw Interpretive Center

Location:
Caw Caw Interpretive Center
5200 Savannah Hwy, Ravenel, SC 29470

Contacts:
TBD

Site Overview:
Journey from the past to the present and heritage to habitat at the Caw Caw Interpretive Center in Ravenel. Rich in natural, cultural and historical resources, Caw Caw was once part of several rice plantations and home to enslaved Africans who applied their technology and skills in agriculture to carve the series of early rice fields out of cypress swamps. Caw Caw was also an important site of the 18th century Stono Rebellion, the largest slave insurrection in British North America which took place in 1739.

Program Description: We will tour the interpretive center and exhibits and then walk through the property, noting wildlife and the rice landscape. As we explore the history of the Stono Rebellion, we will also talk as a group about how to deal with difficult or controversial history topics in the classroom.

Schedule:
8:45AM – Meeting Time
9:00AM – Introductions
9:15AM – Tours and Programming
Lunch
1:00PM – “Teaching Difficult History” Speaker TBD
1:45PM – Your Takeaways & Discussion
2:00PM - Conclude

Parking & Where to Meet:
Park in parking lot and gather at the admissions area

When do we meet again?
October 25th at 6:00PM via Zoom (see next page)
October 25, 2022 - 6:00PM
ZOOM: Using Primary Sources in the Classroom

Link:
Zoom link will be emailed on Monday, October 24th

Need a Zoom Tutorial?
https://support.zoom.us/hc/en-us/articles/206618765-Zoom-video-tutorials

Program Contacts:
Dr. Faye Jensen, Director of the South Carolina Historical Society

Agenda
6:00PM – Using Primary Sources
6:45PM _ Your Takeaway & Discussion
7:00PM – Conclude

Session Overview
Historian and Director of the South Carolina Historical Society, Dr Faye Jensen, speaks about some great ways to engage students directly with primary sources. What can we learn from primary sources? How can they link to a larger picture?

Zoom Expections
To receive participation credit for the Zoom lectures and roundtables, teachers must have their cameras on at all times and remain engaged in the lecture and discussion.

When do we meet again?
We will meet in person Sat., October 29th (9:00AM) at Colonial Dorchester.

The above 1759 Receipt Book by Eliza Lucas Pinckney includes formulas for making medicines to treat croup, fever, dropsy, and other conditions; recipes for cheesecake, puddings, currant wine, orange marmalade, jelly, oyster soup, and other foods; instructions for preparing meats and rice and preserving and pickling foods; and a formula “To make the hair grow.”
October 29, 2022 - 9:00AM
A Rediscovered Colonial Dorchester

Location:
Colonial Dorchester State Historic Site
300 State Park Road, Summerville, SC 29485

Contacts:
Mary Wightman: mwightman@scprt.com
Noah Letter: nletter@scprt.com

Site Overview:
The location of the colonial town of Dorchester provided an environment for growth, trade, and defense. Through history and archaeology, the site remains a link to the 18th-century Lowcountry.

Program Description:
In the setting of the once-thriving colonial village of Dorchester, participants will investigate the site, as they learn about its history and role in the colonial economy. We will see some of the archaeological investigations and explore the tabby fort and bell tower ruins.

Schedule:
8:45AM – Meeting Time
9:00AM – Introductions
9:15AM – Program with Colonial Dorchester Education Team
11:00AM – Refreshments
12:45PM – Your Takeaway & Discussion
1:00PM – Conclude / Option to explore independently.

Parking & Where to Meet:
Park in the main visitor lot. We’ll meet at the information kiosk and town model near the parking lot

When do we meet again?
November 1st at 6:00PM via Zoom (see next page)
November 1, 2022 - 6:00PM
ZOOM: Lesson Plan Roundtable

Link:
Zoom link will be emailed on **Monday, October 31st**

Need a Zoom Tutorial?
https://support.zoom.us/hc/en-us/articles/206618765-Zoom-video-tutorials

Program Contacts:
Rennie All: RennieAll52@gmail.com

Agenda
6:00PM – Lesson plans shared, discussion, and ideas
6:45PM – Final concerns about what to submit
7:00PM – Conclude

Session Overview
Let’s hear about YOUR lesson plan ideas! Teachers will briefly present their intended lesson and colleague will offer constructive feedback. We’ll then join our professor Rennie All and our education consultant for a final discussion about your lessons and review what should be submitted.

Zoom Expections
To receive participation credit for the Zoom lectures and roundtables, teachers must have their cameras on at all times and remain engaged in the lecture and discussion.

When do we meet again?
We will meet in person Sat., November 5th (9:00AM) at Ft. Moultrie (1214 Middle St, Sullivan’s Island). Participants are encouraged to bring a bagged lunch.
November 5, 2022 - 9:00AM
Ft. Moultrie: Gateway to Charleston Harbor

**Location:**
Fort Moultrie
1214 Middle Street, Sullivan's Island, SC 29482

**Contacts:**
Gary Alexander - gary_a alexander@nps.gov
Paula Ogden-Muse - paula Ogden-muse@nps.gov

**Site Overview:**
Fort Moultrie stood as defender of Charleston harbor for 171 years from 1776 to 1947. The palmetto-log-and-sand fort was the site of one of the first American victories of the Revolutionary War. Forty percent of Africans imported into Colonial America and the United States entered through the port of Charleston, with some first setting foot on Sullivan's Island.

**Program Description:**
TBD

**Schedule:**
8:45AM – Meeting Time
9:00AM – Introductions
9:15AM – Program with Fort Moultrie Staff
10:30AM – Your Takeaway & Discussion
10:45AM – Refreshments and Transition to Charles Pinckney National Historic Site

**Parking & Where to Meet:**
Park in the Visitor Center lot and meet near the Visitor Center entrance.
November 5, 2022 - 11:15AM
We the People: A Look at the US Constitution from a Lowcountry Plantation

Location:
Charles Pinckney National Historic Site
1254 Long Point Rd, Mt Pleasant, SC 29464

Contacts:
Matthew Wood - (843) 881-5516 - matthew_wood@nps.gov

Site Overview:
Revolutionary America put forth lofty ideals of liberty and equality that influenced the development of a new nation. In the context of the US Constitution and the influence of men like Charles Pinckney, a constitution signer, this program explores the dichotomy of the fight for liberty and equality with the reality of denying it to much of the population.

Program Description:
TBD

Schedule:
11:15AM – Introductions
11:30AM – Program with Fort Moultrie Staff
12:30AM – Final Discussion, Certificates Presentation and Group photo!
1:00PM – “SC 250th” Speaker TBD
1:45PM – Your Takeaway & Discussion
2:00PM - Conclude

Parking & Where to Meet:
Park in the main lot just off Long Point Rd and meet near the shade/restroom pavilion next to the lot.