

Colonial Charleston Teacher Institute



SUMMER 2024

June 17 – July 3, 2024

June 17-21: in person site visits in Charleston, Berkeley, and Dorchester County

Remainder of Course: from home zoom lessons and coursework prep



CCTI 2024 Course Packet

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Program Overview

Welcome to the 2024 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:

<https://www.powdermagazinemuseum.org/kids-teachers#recertification-credit>

In late spring, pre-registered teachers 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 the site above or by calling (843)722-9350 or (843)345-7930.



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 CCTIgraduatecourse@gmail.com (Rennie All 843-345-7930). CCTI 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

843-345-7930 / rennieall52@gmail.com

Or visit our website:

<https://www.powdermagazinemuseum.org/kids-teachers#recertification-credit>

**SCHOOL OF EDUCATION, HEALTH, AND HUMAN PERFORMANCE
UNIVERSITY OF CHARLESTON, SOUTH CAROLINA
Office of Professional Development in Education**

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, June 22, 2024. Location TBD

Dates/Times for Course:

Attendance: June 17- July3, 2024

Week One: June 17- June 21: In Person Site Visits: 9:00 am to 3:00 or 4:00 pm Course hours: 30 to 34 hours

Week Two: June 24 - 27 - Zoom Lectures (Evening Classes) 7:00pm – 8:00pm Course hours: 8 to 10 hours

Week Three: July 1- July 3 - Journal and PBL Lesson Plan Finalization and Submission Course hours: 8 to 10 hours

Total Course Hours: 52.5 hours (3 graduate credit renewal hours or 60 renewal credit points SC Dept. of Education PD)

Instructor of Record: Lawrene All, M.Ed., Masters in Elementary Education, Arts Integration Specialist, Science and Language Arts Certification, Social Studies, Drama, and Dance integrated instruction. National Board-Certified Music Teacher. 843-345-7930 rennieall52@gmail.com

CCTI Education Team: Ann DuPre, Retired Educator, M.Ed; Meri DuPre, Retired Educator and Administrator, MAT; Millie Horton, Retired Educator, MAT, Tina White, Powder Magazine Education Coordinator; Suzanne Taylor, treasurer.

Office Hours: Before and after each session, and as requested **Education Consultant:** TBD

Site and Lecture Scheduling/Course Registration: CCTIgraduatecourse@gmail.com

Semester credit earned: **Summer 2024**

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 or 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 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 Saturday site visit, including any hands-on or participation activities.
- Develop at least 3 ideas to use in your classroom from the information you receive on each Saturday site visit.
- Critique each Saturday site visit, 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.

Please note: Journal summaries are required for site visits only. They are not required for Zoom sessions.

Format for Journal:

Electronically formatted journal entries submitted as email attachments or using Google Docs. The journal will have three components:

- I. Historical Presentation Overview.
- II. Historical Presentation Critique.
- III. 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 July . (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. 8-10 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 June 23, 2023. (175 Points)

Attendance : Participants are required to attend at least 85% of the institute with all work completed by July 3, 2024. 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 site visit gets canceled due to inclement weather, a makeup option will be offered on a date to be determined, but before July 1, 2024.

Makeup sessions: Participants will have the opportunity to makeup up to 5 hours of this course through self-guided tours of sites with follow up reports. Contact your instructor for instructions on how to receive makeup hours. Please note: participants will have to pay for their own admission to the sites for makeup credit.

**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) (<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

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

Participation and Discussion	25 Points	15 Points	10 Points
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Lunch Roundtable Participation	Actively engages in group/class discussions. Brings unique content perspectives to the issues presented	Sometimes engages in group/class discussions. Occasionally relates unique content area to the issues presented	Seldom engages in group/class discussions. Rarely relates unique content area to the issues presented
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PBL Lesson Plan Elements	Includes Features of Effective PBL 175 points	Needs Further Development 125 points	Lacks Features of Effective PBL 75 points
Student Learning Goals	The project goals are focused on teaching students specific and important knowledge, understanding, and skills derived from Standards and central to academic subject areas.	The project goals are aligned to Standards but there may be too few, too many, or less important learning goals targeted.	Project goals are not clear or specific; the project is not aligned to Standards.
Essential Question	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -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.

<p>Lesson Progression</p>	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -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.
<p>Student Voice and Choice</p>	<ul style="list-style-type: none"> -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). -Students have opportunities to take significant responsibility and work independently from the teacher, as is appropriate, with guidance. 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -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.

<p>Resources</p>	<p>-All resources were appropriate, and showed sensitivity to student age, demographics, and learning styles. -All links worked seamlessly and were from sites that have long-standing educational value. -Copyright laws/ requirements were adhered to in the creation of teacher-made documents.</p>	<p>-Some resources were appropriate, and showed sensitivity to student age, demographics, and learning styles. -Some links worked seamlessly and were from sites that have long-standing educational value. -Copyright laws/ requirements were not adhered to in the creation of teacher-made documents.</p>	<p>-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.</p>
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Project Based Lessons (PBL): Additional Information

2019 pi-top STEAM Resources

9 STEPS

FOR GETTING STARTED WITH PBL.



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

STEAM PBL PROJECT OVERVIEW

Class	Grade	Teacher
Topic		Duration
Driving Question		
Project Summary		

Standards & Skills Alignment		21 st Century Skills
	Primary Content Standards & Skills	
Science		<input type="checkbox"/> Critical Thinking <input type="checkbox"/> Collaboration <input type="checkbox"/> Complex Problem-Solving <input type="checkbox"/> Team Work <input type="checkbox"/> Conflict Resolution <input type="checkbox"/> Creativity <input type="checkbox"/> Innovation <input type="checkbox"/> Emotional Intelligence <input type="checkbox"/> Intrapersonal Skills <input type="checkbox"/> Reflection <input type="checkbox"/> Evaluation <input type="checkbox"/> Other:
Technology		
Engineering		
Arts		
Mathematics		
Language Arts		
Social Studies		
Other		

Project Kick-Off

Presentation Audience

Assessments	
Formative	
Summative	
Individual	
Group	

STEAM PBL LESSON

Class	Grade	Teacher
Topic		Duration

STEP 1: Desired Results

Established Goals / Content Standard Skills

Essential Question(s):

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

STEP 2: Assessment Evidence

Performance Task(s):

Other Evidence:

STEP 3: Lesson Activities

Lesson Steps:

Materials:

Differentiation / Accommodations / Personalization:

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

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



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

Sample CCTI Project Based Lesson Plan

CCTI PROJECT-BASED-LESSON UNIT OVERVIEW / LESSON PLAN

Project Topic: Food Chains and Ecosystems

Grade Level: 5

Teacher: Tracy Beach

Duration: 4 weeks

Project Overview
Driving Question: How can you compare how food is obtained and utilized from Colonial Charleston to modern-day Charleston Food Webs and Ecosystems?
21 st CENTURY AND STEAM SKILLS
Critical Thinking, Collaboration, Complex Problem Solving, Teamwork, Conflict Resolution, Creativity, Innovation, Emotional Intelligence, Intrapersonal skills, Reflection, Evaluation
STANDARDS
Science 5.L.4B.2 Develop and use models of food chains and food webs to describe the flow of energy in an ecosystem. 5.L.4B.3 Construct explanations for how organisms interact with each other in an ecosystem (including predators and prey, and parasites and hosts). 5.L.4B.4 Construct scientific arguments to explain how limiting factors (including food, water, space, and shelter) or a newly introduced organism can affect an ecosystem. 5.S.1.A.2 Develop, use, and refine models to (1) understand or represent phenomena, processes, and relationships, (2) communicate ideas to others. 5.S.1.A.4 Analyze and interpret data from informational texts, observations, measurements, or investigations using a range of methods (1) reveal patterns and construct meaning or (2) support hypotheses, explanations, claims, or designs 5.S.1.A.6 Construct explanations of phenomena using (1) scientific evidence and models, (2) conclusions from scientific investigations, (3) predictions based on observations and measurements, or (4) data communicated in graphs, tables, or diagrams. 5.S.1.A.7 Construct scientific arguments to support claims, explanations, or designs using evidence from observations, data, or informational texts.
English Language-Arts RI.10.1 Compare and contrast a primary and secondary account of the same event or topic Science RI.11.2 Explain how an author uses reasons and evidence to support particular points, identifying which reasons and evidence support which points. RI. 12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers. W.1.1.a. Write arguments that introduce a topic or text clearly, state a claim, and create an organizational structure. W.2.1 Write informative/explanatory texts, Provide a general observation and focus, Use credible sources. W. 3.1.d Use dialogue, pacing, and manipulation of time to develop experiences and events or show the responses of characters to situations. W.1.1.f. and W.2.1.i. Use paraphrasing, quotations, summarizing, and original language to avoid plagiarism.
Math 5. NSF.2 Solve real-world problems involving addition and subtraction of fractions with unlike denominators. 5.ATO.2 Translate verbal phrases into numerical expressions and interpret numerical expressions as verbal phrases. 5.ATO.3 Investigate the relationship between two numerical patterns. 5.MDA.1 Convert measurements within a single system of measurement: customary (i.e., in., ft., yd., oz., lb., sec., min., hr.) or metric (i.e., mm, cm, m, km, g, kg, mL, L) from a larger to a smaller unit and a smaller to a larger unit. 5.MDA.4 Differentiate among perimeter, area and volume and identify which application is appropriate for a given situation.

Social Studies

- 5.1.CE Examine push- and pull-factors related to immigration and expansion on urban and rural populations during the period. This indicator was developed to promote inquiry into why and how various peoples immigrated to the U.S. Furthermore, this indicator was designed to promote inquiry into how these immigrant cultures influenced American culture and society.
- 5.3.CE Analyze the cause and effect of government-sponsored policies within the United States and Europe related to the status of different groups.
- 5.4.CE Analyze the causes and impacts of social movements in the U. S. and South Carolina.
- 5.5.CX Contextualize the changes in rural communities in South Carolina within national and global industries.

Arts

- Artistic Processes: Connecting- I can relate artistic ideas and work with personal meaning and external context.
- Artistic Processes: Creating- I can conceive and develop new design ideas and work.
- Artistic Processes: Presenting- I can present new design ideas and work.
- Artistic Processes: Responding- I can respond to feedback from others on new design ideas and work.
- Artistic Processes: Connecting- I can relate artistic ideas and work with personal meaning and external context.
- Artistic Processes: Creating- I can conceive and develop new artistic ideas and work.
- Artistic Processes: Creating- I can conceive and develop new artistic ideas and work.
- Artistic Processes: Performing/Producing/Presenting- I can produce new artistic ideas and work from a variety of materials, techniques, and processes.
- Artistic Processes: Responding- I can interpret and evaluate how the arts convey meaning.
- Artistic Processes: Connecting - I can relate artistic ideas and work to personal meaning and external context.
- Artistic Processes: Creating- I can conceive and develop new artistic ideas and work.

English Language-Arts

- Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.
- Principles of Reading Standard 1: Demonstrate understanding of the organization and basic features of print.
- Standard 11: Analyze and provide evidence of how the author's choice of point of view, perspective, and purpose shape content, meaning, and style.
- Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.
- Standard 10: Analyze and provide evidence of how the author's choice of purpose and perspective shapes content, meaning, and style.
- Standard 1: Write arguments to support claims with clear reasons and relevant evidence.
- Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.

Project Kick-Off

After learning about ecosystems, food webs, limiting factors, visiting Charles Towne Landing and Middleton Place students will research Ecosystems, Food Webs, and Limiting Factors in populations and communities, by looking at resources in Colonial South Carolina compared to South Carolina today.

Introduce my Journalled stories, letters, archaeological evidence, cookbooks, and art resources that depict the use of the Colonial Charleston Ecosystems, Food Webs and Limiting Factors.

Students will work together toward a culminating artistic presentation that represents their Ecosystem and how Colonial Charleston and Modern Charleston utilized their Food resources.

Assessment Practices

Multiple Formative Assessments to provide avenues to discussion and creation of summative Product.
Students will assess each other and their own participation.

Presentation Audience

Students will create presentations through a multitude of choices for one another and the school community. Through individual and group research assignments, students will have choices to create visual art, poems, TV commercials, Skits, Puppet shows, songs, interpretive dances, limericks, archaeology box, cartoons, dioramas, magazine/Newspaper ads, and more to share what they have learned about the utilization of Charleston's Food Web

STEAM PBL Lesson Step 1 Desired Results

Established Goals/Content Standards Skills: Students will identify the Food Webs in South Carolina by dividing into groups covering different Ecosystems (Salt Marsh, Ocean, River, Forest, Farm Land, etc). Students will build their Food Webs with Humans as the Apex predator. Students will build their knowledge as a Web, Pyramid or table with knowledge constructed from resources, essential questions and the Project Rubric then come together to create multiple media arts and creative options to understand the differences and similarities in how Colonial Charleston and Modern Charleston utilize the food resources.

Essential Questions Week 1: Build a Food Web or Pyramid from your 21st century (today) Charleston Ecosystem with humans as the Apex predator by answering the following questions: What are the top 5 plant and top 5 animal food resources available in your Ecosystem? How often are these food resources available throughout the year? What effects do Humans have on the Food Web? What ways are these resources processed, stored and prepared for consumption? What are the Limiting Factors in your ecosystem? Which Charlestonians ate these resources? What other questions did you think of?

Essential Questions Week 2: What were the top 5 plant and top 5 animal resources available in your late 17th-early 18th Century (Colonial) Charleston Ecosystem? How often were these resources available throughout the year? What effects did humans have on the Food Web? What ways were the foods processed, stored and prepared for consumption? What Limiting Factors were present in Colonial Charleston? Which Charlestonians ate these resources? What other questions did you think of?

Essential Questions Week 3: What similarities and differences did you find in how the Ecosystems food resources utilized comparing Colonial Charleston to Modern Charleston inhabitants? What differing Limiting Factors have played a part in how Colonial Charleston and Modern Charleston utilize resources? How can you create an artistic presentation that teaches these differences and similarities?

Student will be able to understand, know and be able to do at the end of the lesson:

Students will apply their knowledge of Ecosystems and Food Webs to better understand the many ecosystems unique to the South Carolina Low Country.

Students will be able to understand written language differences from historical documents.

Students will read scientific archaeological reports and understand stratigraphy.

Students will be able to construct Food Webs from recent and historical resources.

Students will be able to analyze and synthesize the ratio of food distribution and to whom.

Students understand how to glean information from a multitude of historical records, beyond food resources, constructing a better understanding about the very different cultural elements existing in Colonial Charleston.

Students will be able to create an artistic presentation that incorporates the differences in how Colonial Charleston's ecosystems, food webs and limiting factors were utilized compared to today in a creative way.

Students will be able to present using a combination of at least 3 of the following choices guided by the Project Rubric:

skit, video, dance, commercial, comic, drawings/paintings, poems, puppet show, news interview, Magazine article,

Assessment Evidence

Performance Tasks following Rubric Guidelines: (Students will divide themselves and assign roles within groups) Teacher will help if needed. Topics have been introduced and are ready for applying)

Week 1: Daily and weekly checklist by teacher: (Students can record evidence, notes, images, ideas on a shared Google Doc). Build a Food Web or Pyramid from your 21st century (today) Charleston Ecosystem with humans as the Apex predator by answering the following questions: What are the top 5 plant and top 5 animal food resources available in your Ecosystem? How often are these food resources available throughout the year? What effects do Humans have on the Food Web? What ways are these resources processed, stored, and prepared for consumption? What are the Limiting Factors in your ecosystem? Which Charlestonians ate these resources? What other questions did you think of?

Week 2: Daily and Weekly Checklist by teacher. (Students can record evidence, notes, images, ideas on a shared Google Doc). What were the top 5 plant and top 5 animal resources available in your late 17th-early 18th Century (Colonial) Charleston Ecosystem? How often were these resources available throughout the year? What effects did humans have on the Food Web? What ways were the foods processed, stored, and prepared for consumption? What Limiting Factors were present in Colonial Charleston? Which Charlestonians ate these resources? What other questions did you think of?

Week 3: Daily and Weekly Checklist by teacher. Beginning of creating and synthesizing information into at least 3 creative arts presentations. What similarities and differences did you find in how the Ecosystems food resources utilized comparing Colonial Charleston to Modern Charleston inhabitants? What differing Limiting Factors have played a part in how Colonial Charleston and Modern Charleston utilize resources? How can you create an artistic

Other Evidence:

- Research Notes
- Pyramids or Food Webs
- Conferences with teacher daily
- Effectively working with peers daily
- Using a rubric assessment checklist daily
- Reviewing their progress against weekly essential questions developed for the project
- Identifying areas where improvement has occurred and where it is needed
- Reviewing Artistic Choices expectations
- Final Project Presentation Grading Rubric

Lesson Activities

Lesson Steps:

Week 1

Groups will create and share a Google Doc on Google Drive so all can edit. Utilizing the Week 1 Links, download and video resources to build a Food Web or Pyramid from your 21st century (today) Charleston Ecosystem with humans as the Apex predator by answering the following questions to be incorporated on your Pyramid or Web. What are the top 5 plant and top 5 animal food resources available for humans in your Ecosystem? How often are these food resources available throughout the year? What effects do Humans have on the Food Web? What ways are these resources processed, stored, and prepared for consumption? What are the Limiting Factors in your ecosystem? Which Charlestonians eat these resources? What percentage of nutrients are consumed by these people? What other questions did you think of?

Resources:

Coast:

<https://www.fws.gov/southeast/charleston/coastal-program/#>

<https://www.scseagrant.org/sustainable-fisheries-and-aquaculture/>

Plants in season:

<https://certifiedsc.com/where-to-buy-local/whats-in-season/>

Lakes and Freshwater:

<https://www.dnr.sc.gov/news/freshwater.html>

<https://www.dnr.sc.gov/freshwater.html>

Saltwater:

<https://www.dnr.sc.gov/news/saltpiers.html>

<https://www.dnr.sc.gov/saltwater.html>

Hunting:

<https://www.dnr.sc.gov/hunting.html>

Other:

<https://www.dnr.sc.gov/wsfr/index.html>

<https://lgpress.clemson.edu/publication/south-carolinas-coastal-habitats-and-regional-comparison/>

<https://www2.dnr.sc.gov/ManagedLands/>

Dietary Guidelines:

<https://www.dietaryguidelines.gov/resources/downloadable-graphics>

Week 2: Students will build a Pyramid or Food Web utilizing week 2 downloads, links and video resources. What were the top 5 plant and top 5 animal resources available in your late 17th-early 18th Century (Colonial) Charleston Ecosystem? How often were these resources available throughout the year? What effects did humans have on Food Web? What ways were the foods processed, stored, and prepared for consumption? What Limiting Factors were present in Colonial Charleston? Which Charlestonians ate these resources? What percentage of nutrients were consumed by these people? What other questions did you think of?

Agriculture and food resources in Colonial Charleston:

[Teacher's Guides and Analysis Tool](#) | [Getting Started with Primary Sources](#) | [Teachers](#) | [Programs](#) | [Library of Congress \(loc.gov\)](#)

[Agricultural Labor · Hidden Voices: Enslaved Women in the Lowcountry and U.S. South · Lowcountry Digital History Initiative \(cofc.edu\)](#)

[Family and Additional Plantation Labor · Hidden Voices: Enslaved Women in the Lowcountry and U.S. South · Lowcountry Digital History Initiative \(cofc.edu\)](#)

<https://www.charlestonpecialtyfoods.com/pages/recipes>

<https://www.knowitall.org/video/sweetgrass-basket-making-gullah-roots>

<https://www.ccpl.org/charleston-time-machine/dining-and-drinking-charleston-food-and-beverage-industry>

https://www.ducksters.com/history/colonial_america/daily_life_on_the_farm.php

<https://www.knowitall.org/lessons/gullah-gourmet>

<https://www.knowitall.org/video/making-baskets-gullah-net>

<https://www.charlestonmuseum.org/assets/pdf/ArchaeologyReports/First%20Trident%201983%20-%20AC%206.pdf>

<https://www.scencyclopedia.org/sce/entries/hunting/>

<https://www.statehousereport.com/2015/08/30/history-early-south-carolina-gardens/>

<https://www.nps.gov/places/enslaved-village-at-snee-farm.htm?>

Artistic Presentation Options

VISUAL ART

Examples: painting, graphic design, illustration, sculpture, literature, architecture, film, music, theater, and fashion

1. Should be descriptive but be accurate and related to the subject we are studying
2. Contain at least **10 facts**
3. Be neat
4. No spelling mistakes
5. Discuss with Mrs. Beach if you need help

POEM

6. Should be descriptive but be accurate and related to the subject we are studying
7. Contain at least **10 lines**
8. Be neat
9. No spelling mistakes
10. Contain factual information about our about our subject
11. Have Mrs. Beach check over your rough draft before your final copy is done on plain paper with illustrations in color.

Examples:

- Blank verse. Blank verse is poetry written with a precise meter—almost always iambic pentameter—that does not rhyme. ...
- Rhymed poetry. In contrast to blank verse, rhymed poems rhyme by definition, although their scheme varies. ...
- Free verse. ...
- Epics. ...
- Narrative poetry. ...
- Sonnet.

TV Commercial

Create a TV commercial selling a product or service that depicts our current subject of study!

Commercial must be between 60 and 120 seconds. Pack the commercial with scientific facts!

Utilize props and turn in your script!

Get Mrs. Beach's approval and review of rough draft.

SKIT

Skit may refer to: Sketch comedy; Hip hop **skit**; Puppet **skit**, etc. Make sure your skit has 8-10 science facts and is created about a topic we are currently studying! The skit must be no longer than 2 minutes in length.

I must have a manuscript with all participants names listed!

The manuscript must be neat!

Song

1. Song must tell about the subject and be factual. You can use the beats of current songs.
2. Get Mrs. Beach to approve your song before your final draft.
3. You must write it out.
4. Should have at least 8 lines or more.
5. Song must have a catchy chorus apart from the 8 lines.

Interpretive Dance

Interpretive dance seeks to **translate human emotions, conditions, situations or fantasies into movement and dramatic expression**, or else adapts traditional ethnic movements into more modern expressions.

Tell a story of your current subject through movement. Identify with the movements of people, animals, how their bodies respond to certain emotions, stir up emotions with quick movements that depict or tell a story!

Explain your dance in a write up and how your movements portray the story you want to tell.

LIMERICK

A **limerick** is a five-line poem with a strict form, originally popularized in English by Edward Lear. Limericks are witty or humorous. The first line of a limerick traditionally introduces a person and a place, with the place appearing at the end of the first line and therefore establishing the rhyme scheme for the second and fifth lines.

It was customary at the time for limericks to accompany an absurd illustration of the same subject, and for the final line of the limerick to be a kind of conclusion, usually a variant of the first line ending in the same word.

All limericks must include scientific facts about our current subject!

Example:

Inertia

Newton's first law is important for knowing
It tells us that objects in motion keep going
While some keep their places
Not joining the races
But what makes those fast-moving objects start slowing?

Mrs. Beach must approve the rough draft before a final draft is completed on plain paper with illustrations.

Archaeology Box

Create a box filled with artifacts that represent the story you are telling! Use finds from around your home, thrift stores, old toys, broken objects, pieces of material, fragmented art, map and diagram your artifacts and their significance as you present!

Comic Strip

Create a comic strip story that relates to our current subject matter!

Comic strip can have enough Cels to tell your story, use illustrations, neatness and color!

Discuss your concept with Mrs. Beach if you need help!

Diorama

Dioramas are 3 dimensional peeks at a certain time and place! Be sure you have depictions of at least 8-10 facts you need to show or share! Use recycled materials, finds around the house, clay or just get creative!

Newspaper or Magazine AD

1. Use 8 ½ by 11 inch white paper
2. Colorful
3. Pictures
4. Descriptive
5. NO spelling mistakes
6. Make me want to buy your product or visit your store or such
7. Fill up the page
8. Put your name and number on the back
9. What is the cost of the item?
10. Where can it be purchased?

This is not a newspaper article. This is an ad that is to sell something!

Colonial and Modern Charleston Ecosystem Food Web Comparison Project Instructions and Rubric

CATEGORY	4	3	2	1
COLONIAL AND MODERN-DAY CHARLESTON ECOSYSTEM FOOD WEB COMPARISON	10 PLANET, MOON OR CHARLESTON ECOSYSTEM FOOD WEB COMPARISONS ARE LABELED	9-7 COLONIAL CHARLESTON ECOSYSTEM FOOD WEB COMPARISONS ARE LABELED	6-4 CHARLESTON ECOSYSTEM FOOD WEB COMPARISONS ARE LABELED	LESS THAN 4 CHARLESTON ECOSYSTEM FOOD WEB COMPARISONS ARE LABELED
SPELLING AND CAPITALIZATION	100% OF THE WORDS ON THE COLONIAL AND MODERN-DAY CHARLESTON ECOSYSTEM FOOD WEB COMPARISON AND DESCRIPTIONS ARE SPELLED AND CAPITALIZED CORRECTLY	MOST OF THE WORDS ON THE PROJECT ARE SPELLED AND CAPITALIZED CORRECTLY	MORE THAN 50% OF THE WORDS ARE SPELLED AND CAPITALIZED CORRECTLY	LESS THAN 50% OF THE WORDS ARE SPELLED AND CAPITALIZED CORRECTLY

CREATIVITY	STUDENT/S SHOW/S AN EXCEPTIONAL AMOUNT OF CREATIVITY ON THE PROJECT	THE STUDENT/S SHOW/S CREATIVITY ON THIS PROJECT	STUDENT/S SHOW MINIMAL CREATIVITY ON THIS PROJECT	STUDENT/S SHOWS LITTLE TO NO CREATIVITY ON THIS PROJECT
FACTS/RESOURCES	THERE ARE NO VISIBLE ERRORS AND ALL FACTS/RESOURCES ARE DEPICTED	THERE ARE MINIMAL ERRORS AND MOST FACTS/RESOURCES ARE DEPICTED	THERE ARE MANY ERRORS AND MOST FACTS/RESOURCES ARE NOT DEPICTED	ERROR CORRECTIONS AND FACTS ARE NOT CORRECTLY DEPICTED

Name/s _____

Driving Question: How can you compare the utilization of food chains and Ecosystems in Colonial Charleston from modern Charleston?

Your group needs to utilize the videos, downloads and link resources provided on our class KnightLine:

Essential Questions Week 1: What Human food resources are available in your Ecosystem? How often are these food resources available throughout the year? What effects do Humans have on the Food Web? What ways are the foods processed, stored, and prepared for consumption? What are the Limiting Factors in your ecosystem?

Essential Questions Week 2: What Human food resources were available in Colonial Charleston's Ecosystems? How often were these resources available throughout the year? What effects did humans have on the Food Web? What ways were the foods processed, stored, and prepared for consumption? What Limiting Factors were present in Colonial Charleston?

Essential Questions Week 3: What similarities and differences did you find in how the Food resources were utilized comparing Colonial Charleston to Modern Charleston inhabitants? What Limiting Factors have played a part in how Colonial Charleston and Modern Charleston inhabitants obtain and utilize available food resources? How can you create an artistic presentation that teaches these differences and similarities?

Week 4: Presentations, discussions and reflections.

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, black smithing, 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/>

Images: Eliza's Place, rice ready for processing, Blacksmith demonstration

Program Contact Information

<i>For questions related to...</i>	<i>Please contact:</i>
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 Susanne Taylor taylorssusanne77@hotmail.com 843-345-2910
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 pegeastman@comcast.net

June 17, 2024 - 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@scprt.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:

Program Contacts:

Rennie All: rennieall52@gmail.com

Agenda

- 8:45AM - Meet at CTL
- 9:00AM – Introductions and Welcome
- 9:15AM - Programming with CTL Education Team (Snack/Bathroom Break 10:45 - 11:00)
- 12:15PM - Bag Lunch and Discussion: Your Takeaway & Ideas for Use in Classroom
- 1:00PM - Project-Based Lesson Plans - Lisa Ray (Zoom)
- 2:00PM - Course Syllabus Overview
- 3:00PM - “The Walled City” Speaker (Katherine Pemberton)
- 4:00PM - Conclude

Parking & Where to Meet:

Park in main visitor lot and enter the Visitor Center. Admissions desk will direct you to the classroom.



June 18, 2024–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.

June 18, 2024 - 9:00AM

Defending Charlestown - The Powder Magazine

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 and Programming with TPM Education Team
10:30AM – 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 33



June 18, 2024 - 10:45AM

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 writing/ art activities in the classroom space.

Schedule:

10:45AM – Introductions and Programming with the Gibbes Museum staff

12:15PM – Bag Lunches Washington Park (Fireproof Building)

12:45 - Transition to The Old Exchange Building

*****Dame Volunteer Job Arrive with Bag lunches and Quilts

Family Owned Business at 1 Broad Brown Dog Deli



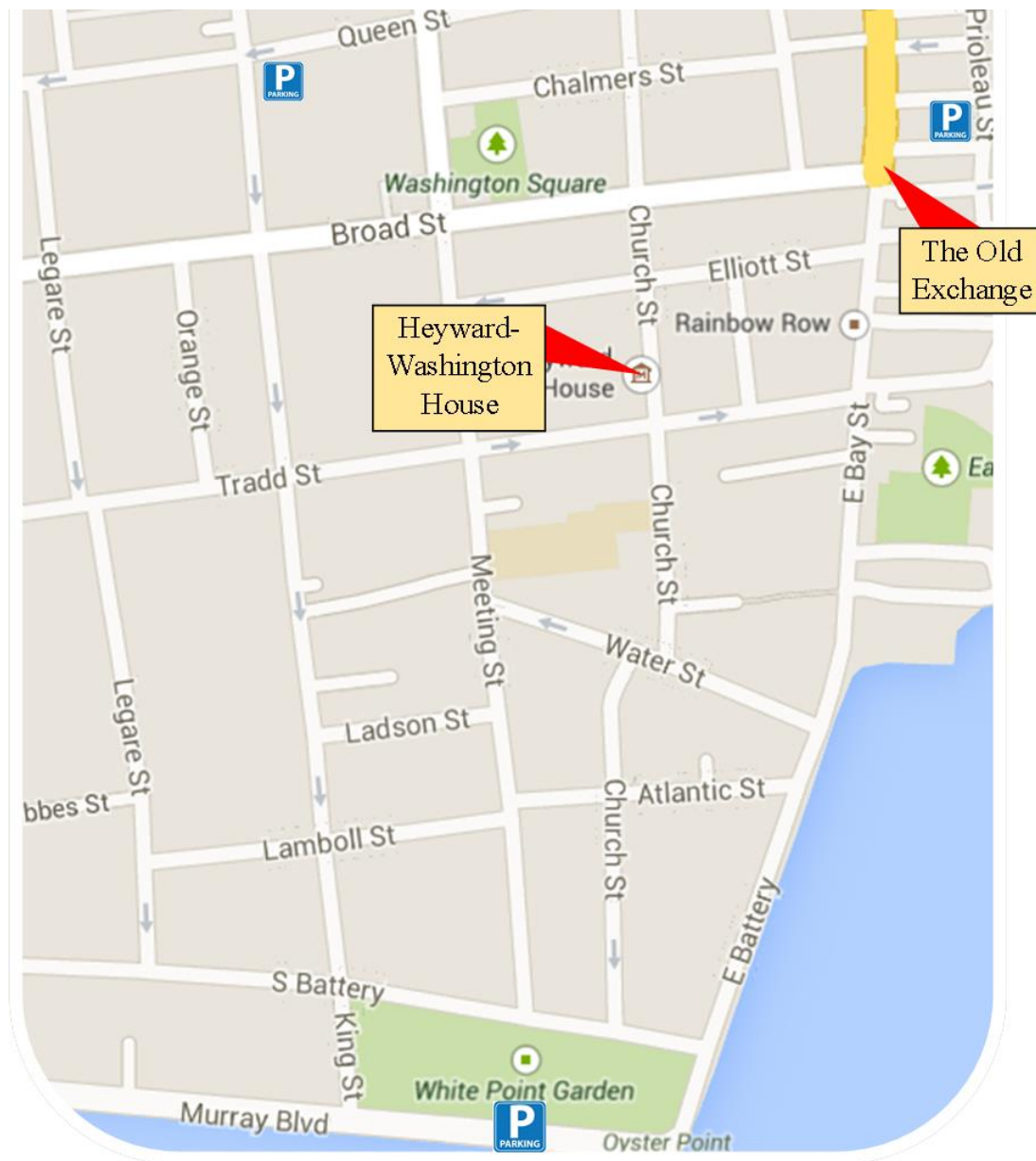
Parking & Where to Meet:

See expanded map with more parking options on page 36



June 18, 2024–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.



June 18, 2024 - 1:00 PM

Colony to Country: Charleston's Old Exchange

Location:

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

Contacts:

?????????: 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:

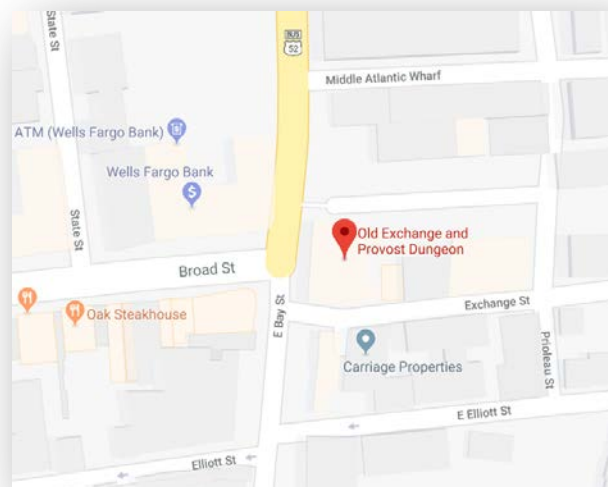
Originally constructed as a British customhouse and merchant exchange, this building witnessed Revolutionary events that led to the end of Charleston's Colonial era. OXB staff lead a tour and discussion of colonial trade, defense, government and the road to Revolution. We'll end with a presentation and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

Schedule:

1:00PM – Meeting Time and Programming with OXB Education Team
1:45PM - Colonial Women's attire: Laura Thompson, The Grand Ballroom, OXB
2:30 PM – Transition to The Heyward Washington House via Old City Wall Walk

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

June 18, 2024 - 3:15 PM

A Colonial Household: The Heyward-Washington House

Location:

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

Contacts:

Elise Reagan: ereagan@charlestonmuseum.org 843-722-2996 Ext. 236

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:

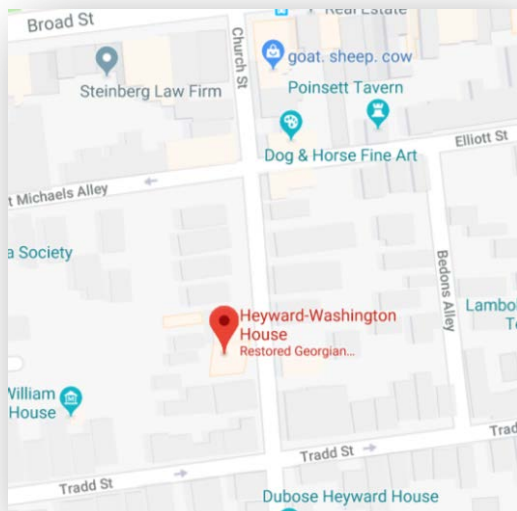
We will explore the house with its incredible collection of 18th century Charleston furniture and the outbuildings. The early kitchen building provides space for a discussion of Charles Town's enslaved residents, their lives and labors.

Schedule:

3:15PM – Programming with HWH Education Team
4:30PM – 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 36

When do we meet again?
June 13th at 7:00PM via Zoom (see next page)

June 19, 2024 - 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 c. 843-214-3448

Site Overview:

Through meticulous research of history, architecture, and horticulture and continuous exploration of agriculture, archaeology, art, artifacts, and journals, Middleton Place keeps alive the spirits, lessons, and stories of this area. American stories. Black stories. White stories. Essential, lifechanging human stories.

Program Description:

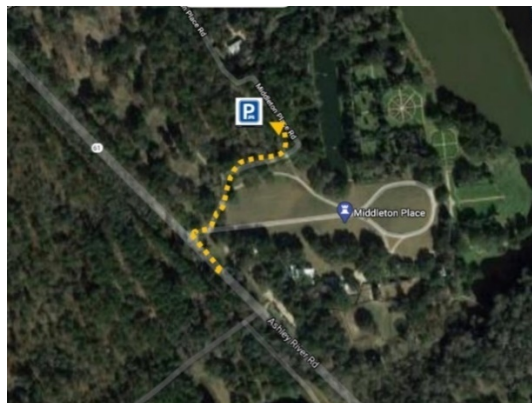
We will explore Middleton Place Plantation with a focus on two of 18th-century South Carolina's major cash crops – Indigo and Carolina Gold Rice. The lives and labors of the enslaved workers will be a key focus. We will investigate a Freedman's house and view an exhibit on slavery. We will also explore 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 ?????????? incorporate a dramatic interpretation
9:00AM – Introductions
9:15 AM – Tours and Programming with Middleton Place Education Team
12 Noon - Lunch Lecture or Presentation and Discussion
2:00PM – Lesson Plan Round Table
4:00PM - 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.



June 20, 2024 - 9:00AM

Caw Caw Interpretive Center

Location:

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

Contacts:

Toby Smith tsmith@ccprc.com 843-762-9508

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
11:00AM – “Teaching Difficult History” Speaker TBD
12:00 Noon - Conclude

LUNCH ON YOUR OWN

Parking & Where to Meet:

Park in parking lot and gather at the admissions area

June 20, 2024 - 1:30PM

A Rediscovered Colonial Dorchester

Location:

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

Contacts:

Noah Letter: nletter@scprt.com 843-873-1740

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:

1:30PM – Introductions and Program with Colonial Dorchester Edu. Team
3:45PM – Your Takeaway & Discussion Archeology Excavation ?
4:00PM – 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



June 21, 2024 - 9:00AM

Ft. Moultrie: Gateway to Charleston Harbor

Location:

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

Contacts:

Cheri Yates - cyates@friendscnp.org (Invoice send to Powder Mag)
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:

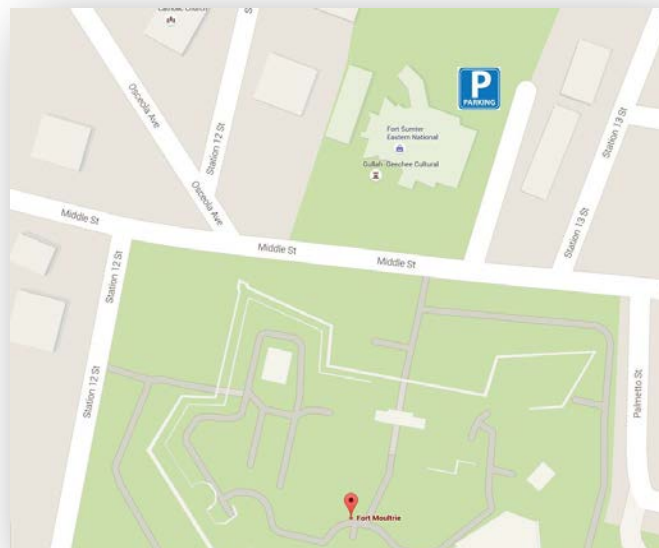
TBD

Schedule:

8:45AM – Meeting Time
9:00AM – Introductions
9:15AM – Program with Fort Moultrie Staff
11:00AM – Your Takeaway & Discussion
11:15AM – Lunch on your own 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.



June 21, 2024 - 11:45AM

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:

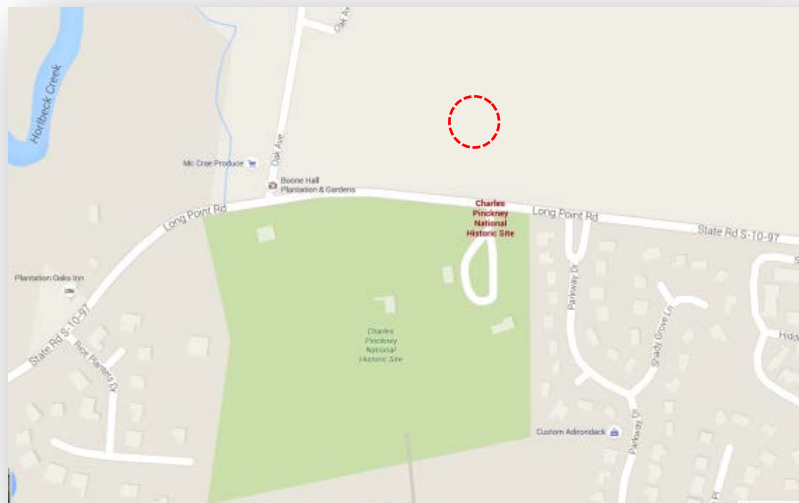
TBD

Schedule:

- 12:30PM – Introductions and Program with Charles Pinckney Staff
- 2:00PM – Final Discussion, Certificates Presentation and Group photo!
- 2:45PM – “SC 250th” Speaker TBD Brett Bennett (?) bennett53@comcast.net 843-693-2484
- 3:45PM – Your Takeaway & Discussion
- 4:00PM - 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.



June 24, 2024 - 7:00PM

ZOOM: Charleston's Colonial History 101

Link:

Zoom link will be emailed out on **Sunday, June 23rd**

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: pegeastman@comcast.net

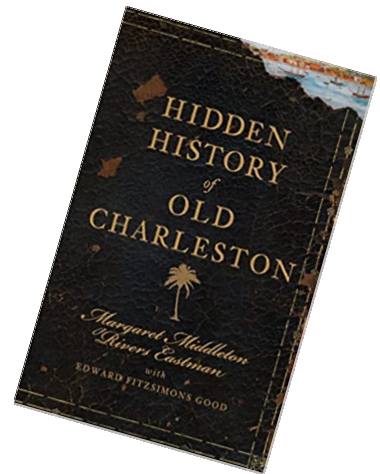
Agenda

7:00PM – Barbadian Connection to the beginnings of Charles Towne

8:00PM – 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.



on the

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. Please make accommodations to allow for your total visual presence and attention in all zoom sessions. Please do not zoom while driving or riding in a car.

June 25, 2024 - 7:00PM

ZOOM: The Yamasee War

Link:

Zoom link will be emailed on **Monday, June 24th**

Need a Zoom Tutorial?

<https://support.zoom.us/hc/en-us/articles/206618765-Zoom-video-tutorials>

Program Contacts:

Katherine Pemberton: Katherine@PowderMag.org

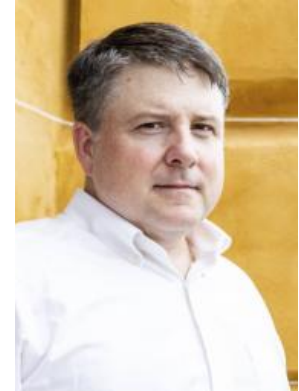
Jon Marcoux: jbmarco@Clemson.edu

Agenda

7:00PM – The Yamasee War

7:45PM – Your Takeaway & Discussion

8:00PM – 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. Please make accommodations to allow for your total visual presence and attention in all zoom sessions. Please do not zoom while driving or riding in a car.

June 26, 2024 - 7:00PM

ZOOM: Using Technology to Teach History

Link:

Zoom link will be emailed on **Tuesday, June 25th**

Need a Zoom Tutorial?

<https://support.zoom.us/hc/en-us/articles/206618765-Zoom-video-tutorials>

Program Contacts:

Brian Day: bday@scetv.org

Furman Fortner: ffortner@scetv.org

Agenda

7:00PM – Technology and Teaching History

7:45PM – Your Takeaway & Group Discussion

8:00PM – 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 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. Please make accommodations to allow for your total visual presence and attention in all zoom sessions. Please do not zoom while driving or riding in a car.

June 27, 2024 - 7:00PM

ZOOM: Using Primary Sources in the Classroom

Link:

Zoom link will be emailed on **Wednesday, June 26th**

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

faye.jensen@schsonline.org 843-723-3225 Ext. 110

Agenda

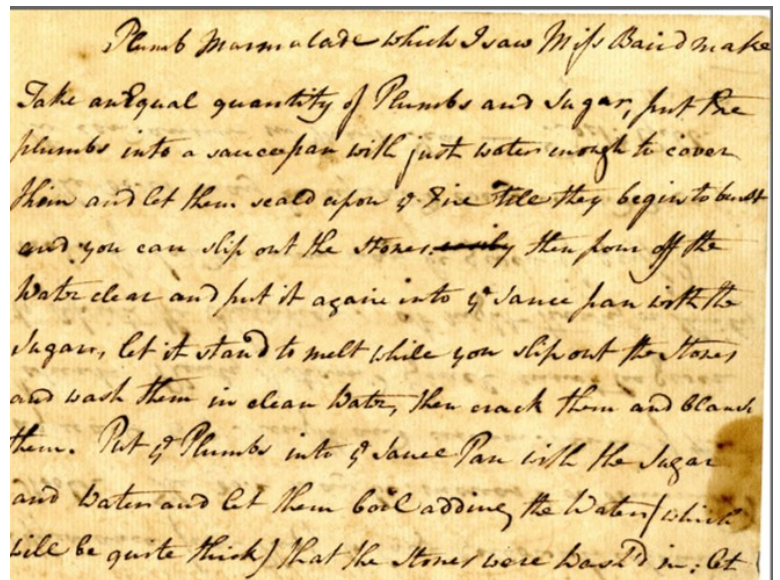
7:00PM – Using Primary Sources

7:45PM _ Your Takeaway & Discussion

8:00PM – 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. Please make accommodations to allow for your total visual presence and attention in all zoom sessions. Please do not zoom while driving or riding in a car.

