

## Charleston Virtual Field Trip Lesson Plan

**GRADE LEVELS:** All

### APPROXIMATE LENGTH OF TIME

2-3 hours, depending on how many supplemental materials you incorporate.

### GOAL

To virtually explore the history of Charleston via video, primary and secondary sources and classroom discussion.

### OBJECTIVES

Upon completion of this lesson, the students will be able to:

1. Knowledge
  - a. Students will be able to identify important locations and historic events in Charleston.
2. Comprehension / Application / Analysis
  - a. Read primary source documents.
  - b. Summarize findings by writing an original creative piece.
3. Evaluation
  - a. Evaluate and discuss some of the key locations and historic moments in and around Charleston, South Carolina.

### INSTRUCTIONS

Before class, look through the supplemental videos, articles and lesson plans to decide which you want to utilize alongside the Virtual Field Trip. Show students the Virtual Field Trip Video and have them answer the multiple-choice question worksheet while viewing the video. Utilize the discussion questions after watching the video.

### DISCUSSION QUESTIONS

- Have you ever visited this city or any of its historic sites?
- Which site would you like to visit and why?
- What role do you think the city played in the Revolutionary War?
- What role do you think this city had during the American Civil War?
- What was your favorite site the videos visited and why?
- Is there a site or subject from the video you'd like to know more about?
- Was there something you didn't understand about the video? What was that?

### ACTIVITIES

1. Watch some or all the [Charleston Virtual Field Trip video](#).
2. Conduct a group discussion utilizing the discussion questions.
3. Have the students complete the [Video Question Quiz Worksheet](#).
  - a. If the entire Virtual Tour video was watched, have the students complete all of it.
  - b. If only some of the Virtual Tour video was viewed, the students can complete the relevant sections.
4. Have the students complete one of the following exercises utilizing primary and secondary sources to influence a creative piece. They should provide an accurate summary of the sources.
  - a. Have students read and reference the below primary and secondary sources about events that happened in Charleston. Then, have them write a newspaper article about one of the events as though reporting on it from that historic era.
  - b. Remember that there could be different perspectives on events and Charleston has been home to many people with different perspectives like patriot, loyalist, unionist, abolitionist, secessionist, Confederate and Union.
    - i. American Revolution:
      1. Primary:
        - a. [Charleston Non-Importation Agreement](#)
        - b. [Sir Henry Clinton's 1780 Proclamation to the Southern States](#)
      2. Secondary:
        - a. [Charleston Battle Facts and Summary](#)
        - b. [Defying the King: The Charleston Tea Party Protest](#)
        - c. [Washington's Visit to Charleston](#)
        - d. [10 Facts: Charleston in the Revolutionary War](#)
    - ii. South Carolina's Secession:
      1. Primary:
        - a. [The Declaration of Causes of Seceding States](#)
        - b. [Secession Acts of the Thirteen Confederate States](#)
        - c. [Amendments Proposed by the Peace Conference, February 8-27, 1861](#)
      2. Secondary:
        - a. [Voices of Secession](#)
        - b. [The Gathering Storm: The Secession Crisis](#)
        - c. [States' Rights](#)
        - d. [The Election of 1860](#)
    - iii. Start of the Civil War
      1. Primary:
        - a. [Diary of Mary Chesnut](#)
        - b. [Gen. P. G. T. Beauregard to Maj. Robert Anderson](#)
        - c. [1861: "Barracks at Sumter Set On Fire"](#)
      2. Secondary
        - a. [Charleston during the Civil War](#)

- b. [10 Facts: Charleston in the Civil War](#)
  - c. [The History of Fort Sumter](#)
5. Complete an optional exercise.

## STANDARDS

Please visit the [Lesson Plan Page](#) and select the “Common Core and NCSS Standards for Social Studies” to view the details.

## RESOURCES

Visit the [Lesson Plan Page](#) to find all resources in one convenient place. You’ll find everything mentioned or linked in this Lesson Plan along with additional videos, articles, primary sources, maps, and biographies.

### Quick Links

- [Charleston Virtual Tour \(Video\)](#)
- [Video Question Quiz Worksheet](#)

## OPTIONAL EXERCISES / HOMEWORK / ASSESSMENT / ADDITIONAL ACTIVITIES:

OPTION #1: Break students into small groups and assign one or two chapters of the video for each group to watch. Have the groups only watch their assigned sections. After viewing, have the small groups present what they learned to the class.

OPTION #2: Have students research one aspect of the video that piqued their interest. They can prepare a 500-word paper or present their findings to the class in the form of an in-person or video presentation.

OPTION #3: Gullah Geechee culture has shaped and inspired Charleston’s history. Language, music, sweetgrass baskets and unique foods are among its hallmarks. Students can choose an aspect of the Gullah Geechee culture to explore and make notes from their findings. Here are some resources to start with:

- [The Gullah Geechee People – Discovering Legacy Of African Cultures](#)
- [What is Gullah Geechee food and how do you make it?](#)
- [Lowcountry Gullah-Geechee Culture · Hidden Voices: Enslaved Women in the Lowcountry and U.S. South · Lowcountry Digital History Initiative](#)
- [Sweetgrass - a historically important native grass for coastal conservation | Natural Resources Conservation Service](#)

Have students create a piece of art to share their findings about Gullah Geechee culture and its history.

OPTION #4: The 54<sup>th</sup> Massachusetts and the 1<sup>st</sup> South Carolina Infantry Regiments were among the first regiments of Black soldiers fighting for the Union cause during the Civil War. Read [The 54th Massachusetts Infantry Regiment](#), [Fort Wagner and the 54th Massachusetts Volunteer Infantry](#) and [1st South Carolina Volunteer Infantry Regiment & The 33rd United States Colored Troops](#) to learn about these black soldiers who fought in South Carolina during the Civil War. Explore and discuss how each regiment was recruited and the war experiences of the units. Use the following questions to guide the discussion:

- How was recruiting different and similar for each regiment?
- What military experiences were similar and different for each regiment?
- The Black soldiers in these regiments came from different regions and backgrounds. How might this have influenced their goals, hopes and service?

OPTION #5: Have students read [this excerpt from Edgar Allan Poe's \*The Gold Bug\*](#) along with secondary sources about Fort Moultrie: [Sullivan's Island Battle Facts and Summary](#) and [History of Fort Moultrie](#). Divide the students into three groups and have them collect details and draw conclusions about what life at Sullivan's Island would have been like during the Revolutionary War, the early 1800s (Poe's era), and the Civil War. What would be similar? What changes? How does this help us consider the layers of history at locations?

**Teacher Preparation – If you're watching the Virtual Tour, then visiting Charleston in-person:**

Visiting Charleston will be a memorable experience for you and your class. We want it to be memorable for the right reasons...not logistical headaches! Here are a few helpful tips as you prepare to use this lesson plan and begin your explorations.

#### TEACHING TIPS

1. Check out these tour itineraries for more ideas:
  - a. [Tour Civil War Charleston in One Day](#)
  - b. [Tour Civil War Charleston and Savannah in Three Days](#)
  - c. [Tour Revolutionary Charleston in Two Days](#)
2. Contact any sites or museums that you plan to visit.
3. There are some parts of Charleston (like the Historic District) where buses are restricted and require permits. For more information, visit [Bus Tour & Parking Permit Application | Charleston, SC](#).
4. Consider if you would like to hire a local guide to help you and your students explore the local history and the city! There are many buses and walking tour guides available.
5. Print any resources that you will want on paper – like maps or photographs.
6. Pre-watch any videos that you don't want to pre-download for the day.

MAPS and APPS

- Print or download our tour map:
  - [American Revolution Tour Map](#)
  - [Civil War Tour Map](#)
- Download our FREE app [The Liberty Trail SC App](#). The app will give you insights into the different sites that you visit.



AMERICAN  
BATTLEFIELD  
TRUST ★ ★ ★