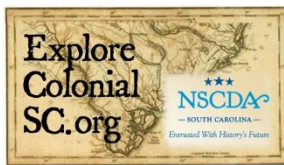
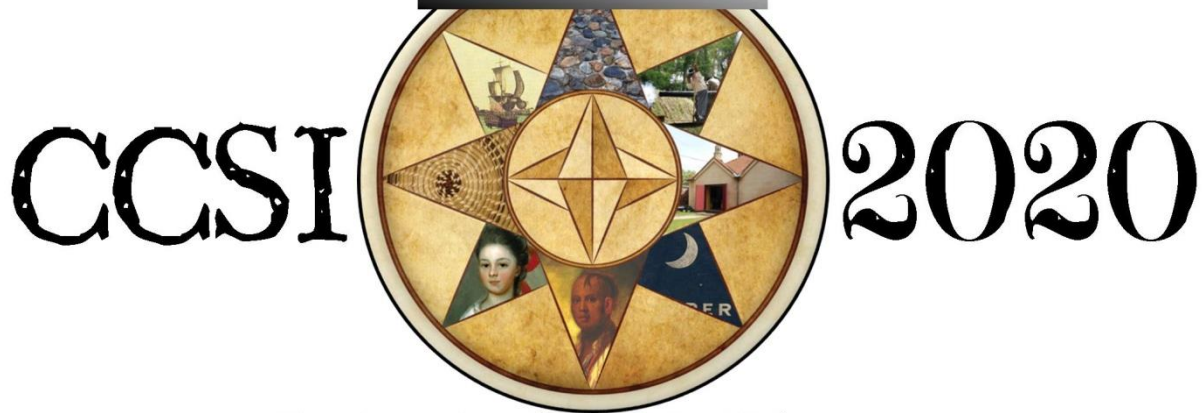


THIS WILL UPDATE ON APRIL 1, 2020

Colonial Charleston Summer Institute



June 8th-12th



Contents

CCSI Overview	Page 2
Course Registration & Graduate Credit.....	Page 3
Graduate Course Syllabus.....	Page 6
Lunch, Locations & Program Schedules.....	Page 14



Overview

We hope that you will decide to participate in the *2020 Colonial Charleston Summer Institute (CCSI)*. This program week was developed by connecting a variety of historic locations with exclusive educational experiences. Program segments are independently designed and administrated by each host site. Tuitions are distributed to the organizations responsible for programming and services.

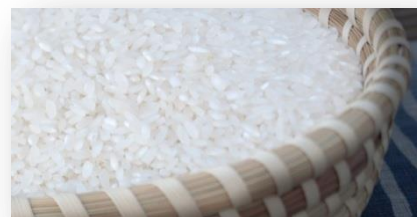


Upon registering for **EDPD 823 O60: "Colonial Charleston Summer Institute"** through The College of Charleston Graduate School, you can receive 3-hours credit at the completion of CCSI.

The ultimate goal of the Colonial Charleston Summer Institute is to ignite a passion for the colonial history of South Carolina. With the consent of each host site, this institute was promoted through *Colonial Charleston*, a marketing coalition managed as a courtesy of the non-profit organization, The National Society of The Colonial Dames of America in the State of South Carolina (NSCDA-SC). More information about *Colonial Charleston* member sites can be found at ColonialCharleston.com or by calling (843)722-9350.



Please take a moment to review the contents of this packet. Questions about specific programs should be directed to the host sites. Questions about registration, tuition, and professional development can be directed to Info@ColonialCharleston.com or (843)722-9350. CCSI typically qualifies for SC Public School recertification hours/points, but do 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.



General Registration

Colonial Charleston Summer Institute June 8 – 12, 2020

PLEASE NOTE!

You must register for **EDPD 823 O60** via The College of Charleston website – see page 4. On the first day (June 8th), your professor will need a photocopy of your teaching certificate and driver's license. These cannot be submitted via email.

By registering, you acknowledge that CCSI is a series of independently administered programs provided by the organizations noted in this packet. The NSCDA-SC is not responsible for the activities of hosting sites. Participants will earn 60 educational recertification hours upon the completion of this 3 hour credit graduate course. In-person class time will be 40 hours the week of June 8 – 12, 2020. Remaining class hours/requirements will be completed remotely and submitted to your professor online.

First Name: _____ Middle Name: _____ Last Name: _____

Address: _____ Cell Phone: _____

Email: _____ School & District: _____

Emergency Contact Name: _____ Cell Phone: _____



CCSI 2020 Tuition Total: \$475.00*

To secure participation, a non-refundable **\$100.00 deposit** must be received.

**Tuition subsidy may be available. Please appeal to Director@ExploreColonialSC.org*

Call with your credit card (843-722-9350) or make a check payable to
“The NSCDA-SC” – memo *“CCSI 2020 Tuition”* - and deliver to:

The NSCDA-SC c/o CCSI
81 Cumberland Street
Charleston, SC 29401

Tuition includes:

- Admission to all program segments and required materials
- 3 hour graduate credit course (The College of Charleston)
 - Lunch on Wednesday, June 10th

☐ Food allergy and/or dietary request: _____



Professional Development Online Registration EDPD 823-O60: “Colonial Charleston Summer Institute”

TO PRE-REGISTER (Before April 1, 2020) CLICK HERE:

<https://forms.gle/GpR3Uq929xEhB8q59>

The following instructions are designed to assist you with completing the Professional Development Online Registration process. The cost of this procedure will be \$5 that you must pay by using a credit card, debit card, or electronic check. **May not be available until April.**

The online registration process must be completed within 48 hours of the first class meeting to be officially registered in a professional development course.

IF BEFORE APRIL 1, 2020, PRE-REGISTER AT THIS LINK:

<https://forms.gle/GpR3Uq929xEhB8q59>

To officially register (May not be available until April 2020)

1. Visit: <https://ucsccofc.tfaforms.net/217729>
2. Select **Summer 2020** semester and course **823-O60**
3. Complete all required fields



Student Enrollment Verification Process

Section 17 of the South Carolina Illegal Immigration Reform Act (H. 4400, Act 280 of 2008), enacted June 4, 2008, requires South Carolina public colleges and universities to verify the lawful presence in the United States of their students. To attend a public college or university in the state, a student must be a citizen or national of the United States or an alien lawfully present in the United States. Students are required to provide proof of lawful presence in the United States before being allowed to enroll or continue enrollment at the College. The Board of Trustees of the College of Charleston has approved a verification process to comply with the law.

“You must provide a legible copy of your South Carolina driver’s license or identification card if it was issued after January 1, 2002. The College may verify the validity of the license with the SC Department of Motor Vehicles ”. If you do not have a South Carolina driver’s license or identification, you must request that a certified original Birth Certificate issued by the Bureau of Vital Statistics indicating you were born in the United States or a territory of the United States, with your given name and surname, date and place of birth, date the birth record was filed, and the seal or other certification of the official custodian of the certificate be sent to Archie Franchini, School of Education, Health and Human Performance, 66 George Street, Charleston, SC 29424.

Please note that the certificate will be retained by the College and photocopies are unacceptable. If name has changed since birth, applicant must present all legal documents (i.e., adoption records, marriage certificate, certificate of naturalization, court ordered name change) supporting all name changes from the name which appears on the document presented as proof of lawful presence in the United States.

UNIVERSITY OF CHARLESTON, SOUTH CAROLINA
Office of Professional Development in Education

SYLLABUS

Course Number and Title: EDPD 823 O60 Colonial Charleston Summer Institute
At the Colonial Summer Institute, graduate students learn to develop a cross-curricular, experiential lesson/unit plan on South Carolina's colonial history.

Credit Hours: 3 PD graduate hours

Locations of Course:

Historic Sites in the Charleston area:

1. Charles Towne Landing, 1500 Old Towne Road, Charleston, SC 29407
2. The Powder Magazine, 79 Cumberland Street, Charleston, SC 29401
3. Old Exchange Building, 122 East Bay Street, Charleston, SC 29401
4. Heyward-Washington House, 87 Church Street, Charleston, SC 29401
5. The Gibbes Museum of Art, 135 Meeting Street, Charleston, SC 29401
9. Drayton Hall, 3380 Ashley River Road, Charleston, SC 29414
7. Middleton Place, 4300 Ashley River Road, Charleston, SC 29414
8. Colonial Dorchester, 300 State Park Road, Summerville, SC 29485
9. Old St. James Church, 1872 Camp Road, Charleston, SC 29412
10. Fort Moultrie, 1872 Camp Road, Charleston, SC 29412
11. Charles Pinckney Site, 1254 Long Point Road, Mt Pleasant, SC 29464
12. The Charleston Museum, 360 Meeting Street, Charleston, SC 29403

Dates/Times for Course:

Monday through Friday, June 8-12, 2020 (40 hours)
8:30 am – 4:30 am (Class includes working lunch)
June 13 - July 19 - 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. rennieall@att.net

Assistant: Maria "Nikki" Childers, M.Ed. (Curriculum & Instruction) - childersm@bcstdschools.net

Office Hours Before or after each daily session; as requested

Semester credit earned Summer 2020

Text: Special programming is designed and presented by historians at each of the sites. Websites and pamphlets associated with historic sites will be provided.
Lunch & Methods Roundtables led by Instructor and education specialists.
Ann DuPre, M.Ed.; Dr. Caroline Gibbons Coker, Ph.D. English; and Alan Stello, MPA, (*Director of Programming for The NSCDA-SC*).

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.

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, and dance.

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: Students 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 through 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 lunch discussions	25 Points
Total Points	300 Points

Assignments:

Journal Summaries:

A journal that reflects thoughts and ideas for involving student learning, based on perceptions of historical presentations at each site and/or lecture

- 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/presentation 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:

- 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.

Due Date: Journals will be submitted no later than June 19, 2020. (100 Points)

Guidelines for Colonial Life in SC SCETV-model Lesson Plan:

Types of Lessons on LearningWhy.org

- **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.
- **1:1 Lesson** – Lesson plans for teaching in the 1:1 environment (each student has access to a device). Technology is integrated into the lesson.
- **Traditional Lesson** – These lessons have an objective, time, materials, a procedure for the lesson, a guided practice, an independent practice, and closure. A formal evaluation may or may not be required. Teacher-guided learning, focusing on what is being taught.

- Utilizing the content gained from this institute, design an integrated instructional lesson plan with a minimum of three activities requiring high student engagement. Your lesson plan should cover the number of lessons assigned to this content or learning process standard designated by your county pacing guide.
- Clearly state how this lesson plan will enhance the learning objectives in your classroom.
- Include objectives, essential questions, and connections to SC State Learning Standards.
- Organize activities to sequentially guide students toward solving the essential question, focusing on engagement of students in all core-curricula content areas, if applicable to your teaching situation.
- Utilize expressive-arts media (drama, music, painting, sculpture, pottery, and dance) to ensure student learning is either hands-on and experiential, or project-based.

Due Date: Lesson plans will be submitted no later than June 19, 2020. (175 Points)

Attendance: Attendance: Participants are required to attend at least 85% of the institute with all work completed by June 23, 2020. 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.

Professionalism and 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 14 – 25

Course Grading Rubrics

Journal	100 Points	75 Points	50 Points
All Sites and Lectures Addressed	100% of sites and lectures were overviewed in journal.	75% of sites and lectures were overviewed in journal.	50% of sites and lectures 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 and Lecture Presentations	Journal points out strengths and weaknesses at 100% of sites and lectures.	Journal points out strengths and weaknesses at 75% of sites and lectures.	Journal points out strengths and weaknesses at 50% of sites and lectures.
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
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

PBL lesson plan elements	Includes Features of Effective PBL – 175 pts.	Needs Further Development – 125 pts.	Lacks Features of Effective PBL – 75 pts.
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.

Lesson Progression	<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.
Student Voice and Choice	<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.

Resources	-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.	-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.	-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.
------------------	---	---	---

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/.

<http://registrar.cofc.edu/general-edu/index.php>.

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).

Working Lunches

Participants are responsible for transportation to each CCSI site. The following pages show the CCSI schedule and content focus for each program session. Please take the time to review this information, as it will be helpful for parking and other logistical concerns. Use the map on page 15 and addresses on page 16 to locate sites. There are more detailed maps included in the daily schedules listed on pages 17-29.

The CCSI will run Monday, June 8th – Friday, June 12th. Adequate time will be allowed for transitioning between sites. All lunches are working lunches.

NOTE! Lunch will be provided on Wednesday, June 10th. For other days, adequate time will be given for you to purchase lunch and eat at a restaurant determined by your small group. Keep in mind, group members will randomly rotate each day based on lunch preference. A “Bag-lunch” group is fine too! See options below...

Lunch Schedule

Monday, June 8th - Small group breakout sessions near *W. Ashley, Northbridge corridor*

- *Restaurants around along Hwy 61, Sam Rittenburg, etc.*
 - *Zombie Bob’s Pizza, Publix, Starbucks, McDonalds, Ms. Roses Café, etc.*
- Prefer not to eat at a restaurant? Stay at Charles Towne Landing with a bag-lunch group.***

Tuesday, June 9th – Small group breakout sessions in downtown Charleston

- *Restaurants near the City Market (T-Bonz, Subway, Swig & Swine, etc.)*
 - *Griffon Pub on Vendue (Burgers, Fish & Chips, etc.)*
 - *The Daily by Butcher & Bee @ Gibbes Museum (Salads, soups, sandwiches, etc.)*
- Prefer not to eat at a restaurant? Join a bag-lunch group at Waterfront Park.***

Wednesday, June 10th Lowcountry Buffet at *Middleton’s Pavilion*

There should be plenty of selection, but do list dietary preferences on your registration
This lunch is on us!

Thursday, June 11th – Small group breakout sessions near *CSU corridor*

- *Restaurants around the University Blvd (Hwy 78)*
 - *Come Back Shack, East Bay Deli, Cook Out, Arby’s, Sonic, Starbucks, etc.*
- Prefer not to eat at a restaurant? Join a Starbucks Coffee/bag-lunch group (Hwy 78).***

Friday, June 12th - Small group breakout sessions - *Ravenel Bridge corridor*

- *Mt. Pleasant: Moe’s, Sticky Fingers, Wendy’s, Whole Foods Café, Grit Counter, etc.*
 - *Upper Peninsula: Santis, Tattooed Moose, Taco Boy, Butcher & Bee, etc.*
- Prefer not to eat at a restaurant? Join a bag-lunch group at Mt. Pleasant’s Waterfront Park.***


Map, Location, and Schedule

Mobile-friendly version at www.ColonialCharleston.com


Explore the places that helped to shape a State and Nation...

Welcome to Charleston - or *Charles Town* - as the city was named until 1783. From early pioneers to Revolutionary Patriots, you are invited to experience the sites and stories that played a vital role in the foundation of the United States. Colonial Charleston has something for all levels of interest...


- Early Settlements & Plantations
- Slave Life
- Colonial Houses
- Native American History
- The *Charleston* Tea Party?
- Living History & Trade Demos
- The Revolution's Longest Siege
- 18th-Century Art
- Archaeology
- Colonial Forts & Weaponry




Discover *Colonial Charleston*




13 Sites to Explore!




Fort Moultrie




Old Exchange & Warehouse




MIDDLETON PLACE




Powder Magazine




Drayton Hall




COLONIAL DORCHESTER




HEYWARD-WASHINGTON HOUSE



Magnolia Plantation & Garden



The Charleston Museum



The Gibbes Museum of Art

www.ColonialCharleston.com

Sites with number key on next page

1 *The Birthplace of South Carolina*

- 17th-century settlement site
- Living history
- Animal forest

Circa 1670

1500 Old Towne Road
Charleston, SC • (843) 852-4200
www.CharlestonInnLanding.com
Daily 9AM - 5PM

2 *America's Oldest Garden*

- Drayton family ancestral home
- Site of 1780 British crossing

Magnolia
Plantation & Gardens

3550 Ashley River Road
Charleston, SC • (800) 367-3517
www.MagnoliaPlantation.com
8AM - 5:30PM - 9AM - 4:30PM (NOV-FEB)

3 *Best Preserved Tabby Fortification in the U.S.*

- The early settlement of Dorchester
- Archaeology and living history
- St. George Church Ruins

COLONIAL DORCHESTER
STATE HISTORIC SITE

300 State Park Road
Summerville, SC • (843) 873-1740
www.SouthCarolinaParks.com
9AM - 6PM; 9AM - 5PM (Nov-Feb)

4 *South Carolina's Oldest Public Building*

- Exhibits feature native wars, piracy, slave revolt, & Revolutionary War
- Collection-inspired gift shop

The Powder Magazine
300th Anniversary

79 Cumberland Street
Charleston, SC • (843) 722-9350
www.PowderMag.org
10AM - 4PM (Sunday 1PM - 4PM)

5 *America's Oldest Unrestored Plantation House*

- Tours interpret colonial life
- Standards-based student programs
- Museum Shop with colonial-era books & toys

Drayton Hall

3380 Ashley River Road
Charleston, SC • (843) 769-2600
www.DraytonHall.org
Open Daily 9AM (Sundays at 11AM)
Exit gate closes at 5PM

6 *America's Oldest Landscaped Gardens*

- Home of Declaration Signer Arthur Middleton
- Educational programs on African American history and rice production

MIDDLETON PLACE
NATIONAL HISTORIC LANDMARK

4300 Ashley River Road
Charleston, SC • (843) 556-6020
www.MiddletonPlace.org
Daily 9AM - 5PM

7 *Charles Pinckney National Historic Site*

- 28-acre remnant of a founding father's *Shnee Farm* plantation
- Exhibits on U.S. Constitution, plantation life, and Gullah-Geechee culture
- Bookstore, nature trail, and picnic area

CHARLES PINCKNEY NATIONAL HISTORIC SITE

1254 Long Point Road
Mt Pleasant, SC • (843) 881-5516
www.nps.gov/chpi
Daily 9AM - 5PM

8 *South Carolina's Most Historic Building*

- Site of Constitution Ratification
- Revolutionary War *Dungeon*
- See a section of the 1698 city wall

Old Exchange & Provost Dungeon

122 East Bay Street
Charleston, SC • (843) 727-2165
www.OldExchange.org
Daily 9AM - 5PM

9 **HEYWARD-WASHINGTON HOUSE**
Charleston's Revolutionary War House

- Home of Declaration Signer Thomas Heyward Jr.
- Charleston-made colonial furniture
- Hosted President Washington in 1791

87 Church Street
Charleston, SC • (843) 722-2996
www.CharlestonMuseum.org
Mon-Sat 10AM - 5PM
Sun 1PM - 5PM

10 **The Charleston Museum**
America's First Museum

- Wonderful introduction to Charleston's history
- Early artifacts related to Charleston's settlement
- Rotating textiles gallery, includes 18th-century pieces

360 Meeting Street
Charleston, SC • (843) 722-2996
www.CharlestonMuseum.org
Mon-Sat 9AM - 5PM
Sun 1PM - 5PM

11 **Fort Moultrie**

171 Years of Coastal Defense

- Site of the historic 1776 Palmetto fort
- Exhibits on Sullivan's Island & African Slave Trade
- Visitor Center & Film

1214 Middle Street
Sullivan's Island, SC
(843) 883-3123
www.nps.gov/fosu
Daily 9AM - 5PM

12 **The Old Slave Mart Museum**

- Ryan's Auction Mart est. 1856
- Focus on Charleston's domestic slave trade.

Old Slave Mart Museum

6 Chalmers Street
Charleston, SC • (843) 958-6467
www.OldSlaveMart.org
Mon-Sat 9AM - 5PM

13 **Charleston's Signature Museum**

- A nationally significant collection of Colonial-era portraiture
- Exhibition includes works by Johnston, Theus, West, Savage, Benbridge, & Wollaston

the Gibbes museum of art

135 Meeting Street
Charleston, SC • (843) 722-2706
www.gibbesmuseum.org
Tues-Sat 10AM - 5PM
Sun 1PM - 5PM

June 8, 2020 - 8:30AM

Carolina on the Horizon

Location:

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



Contacts:

Patrick Cook – (843)852-4200 or pcook@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:

After a course overview, we will 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, hear the repartee of 17th-century musketeers, and compare your home to a Colonial Common House.



Schedule:

8:30AM – Introductions & CCSI Course Overview with Professor
9:30AM – Program with CTL Education Team: *Carolina on the Horizon*
12:00PM – Working Lunch - Discussion Focus TBD
1:15PM – *Afternoon Application Discussion (Presenter TBD)*
3:45PM – Syllabus Discussion Continued

Parking & Where to Meet:

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



June 9, 2020 – Downtown Map

We recommend parking at the Battery and walking to each location.
Free parking along the “water-side” of both Murray Blvd and East Battery.



This map shows parking options and the museum locations for June 9th.

June 9, 2020 - 8:30AM

Urban Colonial Charlestown

Location:

The Powder Magazine
79 Cumberland Street, Charleston, SC 29401

Contacts:

Alan Stello – (843)722-9350 or Alan@PowderMag.org

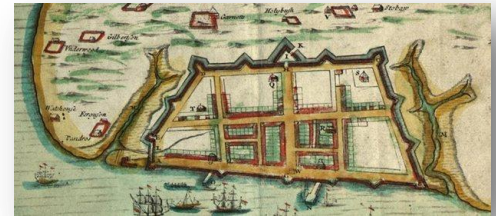
Site Overview:

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:

The Powder Magazine museum director Alan Stello will provide an overview of conflict in Colonial Charleston and 18th- century- weapon technology. Europeans, Native Americans, Africans, and even pirates were all part of early globalization.



Schedule:

8:30AM – Global Dynamics & Colonial Clothing

10:00AM – Transition to The Old Exchange Building (122 East Bay Street)

Parking & Where to Meet:

Park at the Battery or the garage across the street from The Powder Magazine. Enter the museum.



See expanded map with more parking options on page 18

June 9, 2020 - 10:15AM

Colony to Country: Charleston's Exchange Building

Location:

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

Contacts:

Rigel Kocur, education@oldexchange.org or (843)727-2165

Site Overview:

The Old Exchange is our state's most historic building. 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. Participants will explore each floor and have the chance to learn - and try - a few steps in the historic Great Hall, courtesy of Colonial Dancemaster Dana Cheney and Company.

Schedule:

10:15AM – Explore the Old Exchange with Director Tony Youmans
10:45AM – The historic Great Hall & Lesson with Dancemaster Cheney
11:15AM – Transition to The Heyward-Washington House (87 Church Street)

Parking & Where to Meet:

Park at the Battery or in the garage on Mid-Atlantic Wharf. Enter the museum for instruction.



See expanded map with more parking options on page 18

June 9, 2020 - 11:30AM

A Colonial Household: The Heyward-Washington House

Location:

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

Contacts:

Stephanie Thomas – (843)722-2996 or
stthomas@charlestonmuseum.org

Site Overview:

Charleston's only colonial-era museum home, The Heyward-Washington House (c.1772) was home of Declaration signer Thomas Heyward, Jr. The property offers an intimate look at the lifestyle, furniture, and decorative arts of an 18th-century townhome.

Program Description:

We will explore the townhome to investigate beautiful examples of Charleston made furnishings from the 18th century. See items once owned by Christopher Gadsden, Isaac Hayne, Francis Marion, and Thomas Heyward Jr. See works by popular colonial artists Jeremiah Theus, Thomas Elfe, Robert Walker, and William Axon.

Schedule:

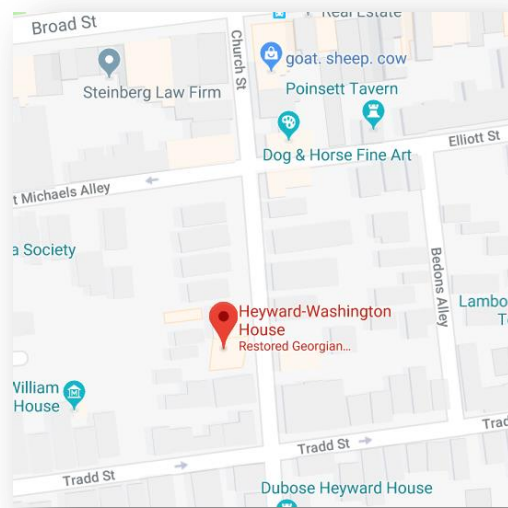
11:30AM – Explore with the Curator!

12:30AM – **Working Lunch (see page 13): Breakout topics TBD**

1:45PM – Transition to the Gibbes Museum of Art (135 Meeting St.)

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 18

June 9, 2020 — 2:00PM

Colonial Art in Charleston

Location:

Gibbes Museum of Art
135 Meeting Street

Contacts:

Becca Hiester
843-722-2706 x237
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 Colonial collection!

Program Description:

Not everyone dressed like a pirate! We will begin with a presentation about clothing methods and styles. Did you know Charleston's Henrietta Johnston was America's first female portrait artist? Join curator Sara Arnold and explore 18th-century portraiture, landscape paintings, miniatures, and decorative arts.



Schedule:

2:00PM – *18th Century Clothing* - Mackenzie Sholtz, Historical Seamstress
3:15PM – Exploring the Colonial Collection with the Curator
4:15PM – Curriculum Discussion

Parking & Where to Meet:

Park at the Battery or the garage at 85 Queen Street. Admissions desk will direct you to lecture room.



See expanded map with more parking options on page 18

Questions about registration, accommodations, or sites? Just call! (843)722-9350

June 10, 2020 - 9:00AM

Colonial Architecture & Artisanship

Location:

Drayton Hall Plantation
3380 Ashley River Road
Charleston, SC 29414

Contacts:

Amanda Felder - afelder@draytonhall.org - 843.769.2634

Site Overview:

Born into one of South Carolina's leading colonial families around 1715, John Drayton is virtually absent from the public record until his purchase of the property in 1738. His wealth was facilitated by the institution of slavery. Drayton owned more than 100 commercial plantations - totaling 76,000 acres of land using thousands of enslaved laborers.



Program Description:

Portions of our popular education program, *A Day in the Life at Drayton Hall*, will be fused with the interpretation of architecture and artisanship. By using primary documents, like the diaries of Dr. Charles Drayton, we are able to discuss some of the enslaved people by name and the variety of tasks they performed.

Schedule:

9:00AM – Meet & Introductions

9:30AM – Drayton Hall program led by education team

11:00AM – Transition to Middleton Place (4300 Ashley River Rd.)

Parking & Where to Meet:

Park in the main lot - the gate attendant will direct you. We'll meet near the gift shop / entry area.



From Summerville on Hwy 61, Drayton is 1-mile past Magnolia Gardens on the left side
From West Ashley on Hwy 61, Drayton is 1-mile past Drayton Hall School on the right side

June 10, 2020 - 11:30AM

Colonial Rice Culture at Middleton Place

Location:

Middleton Place
4300 Ashley River Road
Charleston, SC 29414

Contacts:

Greg Smith – (843) 556-6020 or gsmith@middletonplace.org
Jeff Neale – (843) 556-6020 or jneale@middletonplace.org
Debbie Jarrett, SCETV Instructional Tech Specialist
djarrett@scetv.org - 803-338-7203



Site Overview:

Through meticulous research of history, architecture, and horticulture and continuous exploration of agriculture, archaeology, art, artifacts, and journals, we keep alive the spirits, lessons, and stories of Middleton Place. American stories. Black stories. White stories. Essential, life-changing human stories.

Program Description:

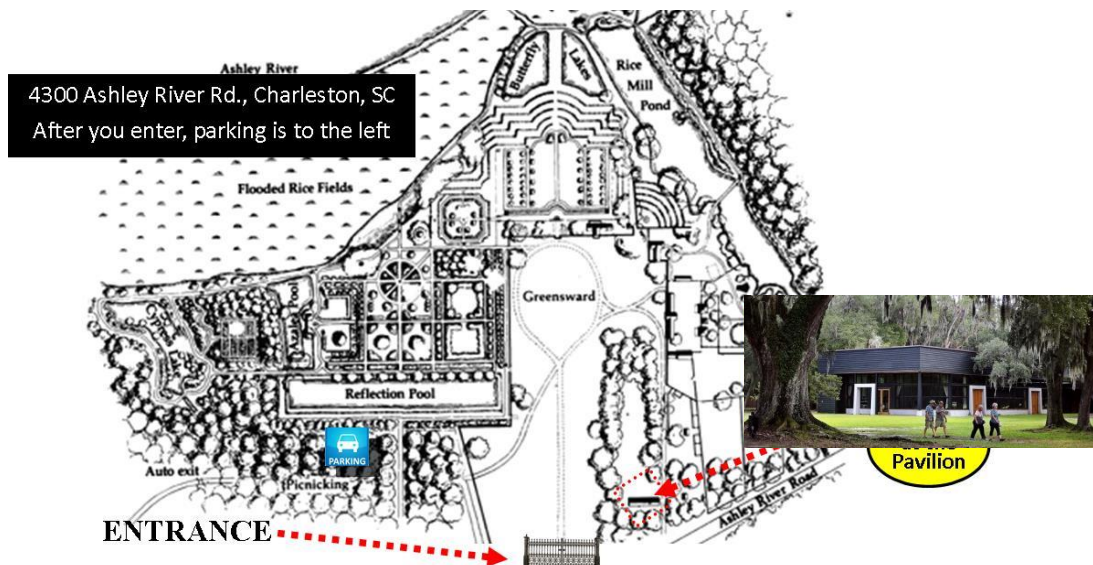
We will begin with a lunch lecture - *Teaching with Technology* – a presentation and discussion led by SCETV Technology Specialist Debbie Jarrett. Then, explore Middleton with a focus on two of 18th-century South Carolina's major cash crops – Carolina Gold Rice and Indigo. The knowledge, skill, and labor provided by enslaved workers produced what was called "The Rice Kingdom". Walk inside a former Freedman's house and view an exhibit on slavery. Visit a demonstration rice field and try fanning rice. Later try dyeing with indigo. We will finish by exploring the House Museum and stable yards.

Schedule:

11:30AM – Lunch Discussion: *Teaching with Technology* – Debbie Jarrett, SCETV
12:45PM – Classroom application workshop – Kelly Stello, BCSD School District
1:30PM – Program with Middleton Place Educators
4:00PM – Q&A with the Professor

Parking & Where to Meet:

Park in the main visitor lot and you will be directed over to the Pavilion for our lunch discussion.



Leave Drayton, turn right on Hwy 61, Middleton is 4 miles on the right side

Questions about registration, accommodations, or sites? Just call! (843)722-9350

June 11, 2020 - 9:00AM

A Rediscovered Colonial Dorchester

Location:

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

Contacts:

Mary Mikulla - 843-873-1740 - mmikulla@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. Explore the ruins of a tabby fort and bell tower. Get your hands dirty! Engage in archaeology to uncover more pieces of the 18th-century story.

Schedule:

8:30AM – Meet and Introductions

9:00AM – Rediscover Colonial Dorchester!

11:00AM – **Working Lunch (see page 13): Breakout topics TBD**

1:30PM – Transition to St. James Church (100 Vestry Lane, Goose Creek)

Parking & Where to Meet:

Park in the main visitor lot. We'll meet at the information kiosk and town model near the parking lot



Upon departure, right on Dorchester Rd, left on Ladson Rd, and right on Hwy 78 towards CSU

Questions about registration, accommodations, or sites? Just call! (843)722-9350

June 11, 2020 - 1:45PM

Religious Culture of the Colonial Lowcountry

Location:

St. James (Parish) Episcopal Church
100 Vestry Lane, Goose Creek, SC 29445

Contacts:

Robert Simmons - 843-324-0594

SPEAKER TBD

Site Overview:

The parish church for St. James, Goose Creek is one of the earliest Georgian- style churches found in the English colonies. Built 1713-19 by planters from Barbados this compact stucco single story -structure features a slate jerkinhead roof and arched windows. Tradition has it that the church was saved from burning by British troops because of the Royal arms over the chancel.



Program Description:

We will receive a history of the church courtesy of St. James steward Robert Simmons. Then, author-historian **Margaret Eastman** will lead a discussion of religion in the 18th-century Lowcountry.

Schedule:

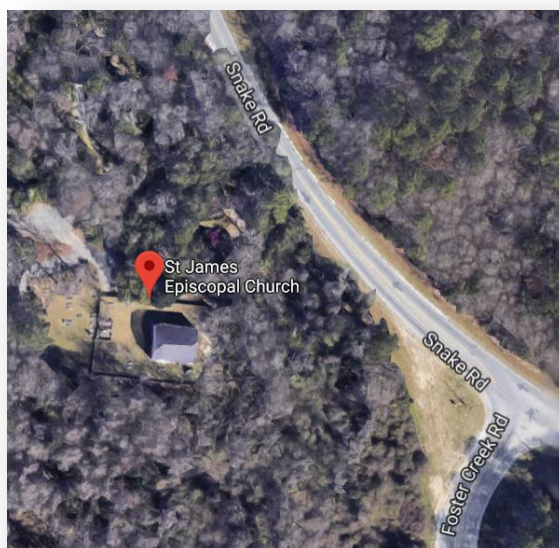
1:45PM – Meet & Introductions

2:00PM – *Religious Culture of the Colonial Lowcountry*, Dr. Nicholas Butler, CCPL Public Historian

3:30PM – Discussion regarding classroom application

Parking & Where to Meet:

Park in the church lot and meet inside.



From CSU corridor, head towards Goose Creek on HWY 78, right on Snake Rd, and right on Vestry Lane
Questions about registration, accommodations, or sites? Just call! (843)722-9350

June 12, 2020 - 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:

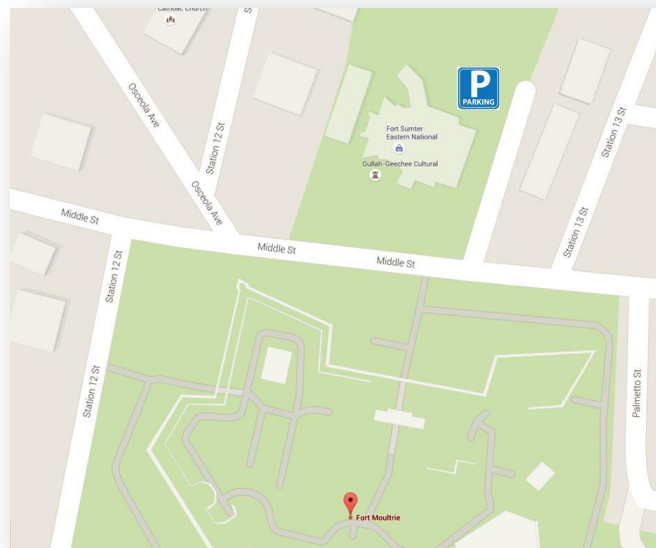
TBD

Schedule:

8:30AM – Meet and Introductions
9:00AM – Fort Moultrie Program
10:15AM - Transition to Charles Pinckney National Site (1254 Long Point Rd, Mt. Pleasant)

Parking & Where to Meet:

Park in the Visitor Center lot and meet near the Visitor Center entrance.



June 12, 2020 - 10:45AM

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:

10:45AM – Gather & Program at Pinckney's Snee Farm

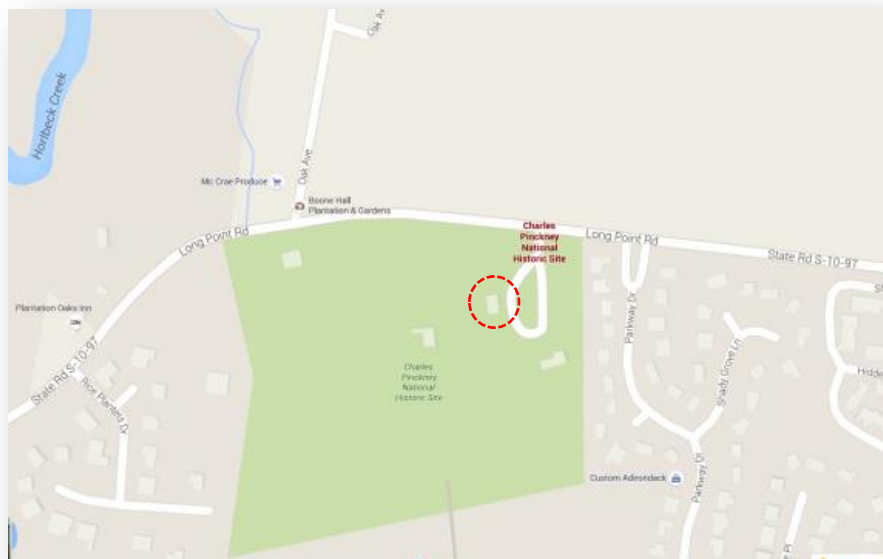
11:45AM – Classroom application discussion

12:15PM – **Working Lunch (see page 14): Breakout topics TBD**

1:45PM – Transition to Charleston Museum (360 Meeting St, Charleston)

Parking & Where to Meet:

Park in the main lot just off of Long Point Rd and meet near the shade/restroom pavilion next to the lot.



June 12, 2020 - 2:00PM

America's First Museum

Location:

The Charleston Museum
360 Meeting Street
Charleston, SC 29403



Contacts:

Stephanie Thomas – (843)722-2996 - stthomas@charlestonmuseum.org

Site Overview:

Founded in 1773 and a product of the colonial experience of New World discovery, The Charleston Museum was the first museum established in Colonial America. Its scientific and cultural collections represent the oldest-acquired and most comprehensive assemblage of South Carolina materials in the nation.



Program Description:

What can artifacts tell us? Teachers will receive an exclusive behind-the-scenes look at the Museum's colonial collection. Using the rich and diverse collections of the Charleston Museum, we'll learn about daily life during the colonial period. Museum staff will work with teachers to incorporate material culture into their classrooms.

Schedule:

2:00PM – Final Course Discussion

2:45PM - Introduction to Charleston Museum and *Behind the Scenes Exploration* with Staff

3:45PM - Q&A, Discussion, PD Certificates, & explore the museum on your own!

5:00PM – Museum closes

Parking & Where to Meet:

Park in the guest lot just off of John St. and meet inside near the admissions desk.

