

The King's Highway - Places as Cultural Artifacts

Places are cultural artifacts that reflect a particular times or culture. They are central to our understanding of individual cultures and their histories. In this lesson students will examine how different cultures and time periods have shaped the natural habitat of the King's Highway in Hobcaw Barony. Students will answer specific questions to determine who interacted with the natural environment on King's Highway as well as how that interaction may have affected both people and the environment. They will also examine how cultural beliefs and practices contributed to changes in the natural environment, as well as patterns of migration, and economic development. Finally, students will answer an essential question that is applicable to the historical periods examined as well as to our present time:

How do cultural beliefs, past experiences, personal backgrounds and aspirations change the ways people interact with their environment?

Standard 3-1: The student will demonstrate an understanding of places and regions in South Carolina and the role of human systems in the state.

3-1.3 – Explain interactions between the people and the physical landscape of South Carolina over time, including the effects on population distribution, patterns of migration, access to natural resources and economic development.

***Note to teacher** – The lesson touches only partially on the standards listed below. They connect geography to history and past learning to 8th grade standards, giving them value as a tool to connect the past to the present.

Standard 8-1: The student will demonstrate an understanding of the settlement of South Carolina and the United States by Native Americans, Europeans, and Africans.

8-1.1 – Summarize the collective and individual aspects of the culture of the Eastern Woodlands tribal groups, including the Catawba, Cherokee, and Yemassee.

8-1.5 – Explain how South Carolinians used their natural, human, and political resources uniquely to gain economic prosperity, including settlement by and trade with the people of Barbados, rice and indigo planting, and the practice of mercantilism.

- Where is the King's Highway?
- What are the natural features of this area that make it unique?
- Who were the first people to live in the area?
- How did their beliefs and practices change the environment?
- Chronologically, what other groups lived and interacted in this region?
- How did their beliefs and practices change the environment?
- What natural occurrences have changed the landscape and the people who interact with that landscape?

Lesson Progression

Step 1: Using the *Between the Waters* site and other sources listed, have students work, either as a group or within individual groups, to answer the first two questions listed above.

Step 2: Divide students into groups and assign each group a specific historical period:

- Native American Period (prehistory)
- Colonial Period
- New Nation/Antebellum Period
- 20th/21st Centuries

Step 3: Each group should research their assigned time period, answering the last 4 questions. One group will answer 5 questions.

Step 4: Each group will answer the essential question, emphasizing their assigned time period. Be specific in your response, giving supporting evidence that links change to a past cultural event or group of people. This should be the final emphasis of your presentation.

Suggestions for how to creatively answer the background questions and essential question.

- Create a map for the time period – display the maps side-by-side to show change over time
- Slide presentation
- Wall Chart – (include group, the change that occurred during their era, effect of change)
- Prezi

Resources

<http://betweenthewaters.gomadmonkey.com/kings-highway/>

www.hobcawbarony.org

www.gcdigital.org

<http://knowitall.org/content/bernard-baruch-sc-hall-fame>

https://www.diigo.com/user/Scetved?page_num=4&type=all&sort=updated

<https://prezi.com/presentation-software/?placement=&gclid=CJW23I692M8CFU86gQod5eoIeA&KW=prezi&creativeID=81811624731&c3api=7659&matchtype=e>

Evaluation

Scale: (1)not at all, (2)somewhat, (3)usually, (4)to a considerable extent, (5)consistently

____ The presentation has a clear and interesting beginning and end.

____ The presentation is well organized with attention to detail.

____ The presentation utilized primary documents and internet resources well, using the documents to prove the stance taken by the group.

____ The group presented facts about their time period, accurately showing connections between the events.

____ The presentation stayed on topic and clearly answered the essential question.

I understood and learned several things from the presentation. In my opinion, these facts stood out during the presentation:
