

# CONVERSATIONS ON SC HISTORY

## with Dr. Walter Edgar

### Lesson 6: Art and Architecture in South Carolina

#### Focus Points:

- Architecture and the Arts
  - Explorers – first drawings and paintings
  - Architecture impacted by climate
    - Coastal architecture
      - Tall ceilings
      - Windows and porches for ventilation
    - Frontier architecture – located outside of Charleston
      - Log Cabins
      - Pole houses
        - Dirt floors
        - Large fire places
        - One room
  - Art
    - Flaunted by wealthy
      - Carriages
      - Paintings
      - Chinese porcelain
      - Silver
      - Furniture
        - Imported from England
        - Built by cabinet makers
- Colonial Education – Classes of Society
  - Personal tutors
  - Preparatory Schools
    - English Schools
      - More SC young men completed English law schools than any other colony
  - Parrish Schools – Pauper Schools
  - Dane Schools
  - Apprenticeships

#### Discussion:

What were the determining factors in architecture near the coast and on the frontier? How did the school that one attended determine the class of society of which that individual was a member?

#### Readings:

Edgar, South Carolina, A History. pp. 171-203.

## **South Carolina Social Studies Standards:**

**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.

**Indicator 8-1.3:** Summarize the history of European settlement in Carolina from the first attempts to settle at San Miguel de Gualdape, Charlesfort, San Felipe, and Albemarle Point to the time of South Carolina's establishment as an economically important British colony, including the diverse origins of the settlers, the early government, the importance of the plantation system and slavery, and the impact of the natural environment on the development of the colony. (H, G, P, E)

**Indicator 8-1.6:** Explain how South Carolinians used natural, human, and political resources to gain economic prosperity, including trade with Barbados, rice planting, Eliza Lucas Pinckney and indigo planting, the slave trade, and the practice of mercantilism. (H, G, E)

### **Literacy Elements:**

- E. Explain change and continuity over time
- F. Ask geographic questions: Where is it located? Why is it there? What is significant about its location? How is its location related to that of other people, places, and environments?
- G. Make and record observations about the physical and human characteristics of places
- J. Demonstrate responsible citizenship within the school community and the local and national communities
- O. Consider multiple perspectives of documents and stories