



Create Your Own Appeal: Conservation and Preservation in South Carolina

Lesson Overview

Part 1: Create Your Own Appeal – 45 minutes

Students will begin to think critically about issues relating to conservation and preservation of places that have natural, cultural, or historic value. In completion of the [Proposal Template](#) provided, they will identify a place of significance in their community worthy of protection, while learning about the criteria and processes for nomination of places for inclusion in the National Register of Historic Sites.

Part 2: Share Your Proposal - 2-4 class periods

After allowing preparation time, let students talk to the rest of the class about what they learned about their targeted places of significance in completion of their proposal templates. Give them 3-5 minutes each for presentations.

Preparation Time: 45 minutes

Background

[Pee Dee Explorer](#) is a website that provides a look at the natural, cultural, and historic resources of the region in South Carolina that is called the Pee Dee. Named for its rivers, the Pee Dee region remains largely undeveloped. Rural, industrial, and agricultural lands are what mainly lie outside of a few small town centers. While struggling to maintain a vital economy, residents in some parts of the Pee Dee are finding value in the region's natural areas and historic sites. This lesson aims to help students to think critically about conservation and preservation, while cultivating appreciation for the natural, cultural, and historic resources that remain hidden in plain sight all around us.

Materials

A computer with an internet connection and a means of display to the class

[Brochure](#) that outlines criteria for designation of a site for inclusion on the National Register of Historic Sites / http://media.knowitall.org/sites/default/files/PeeDee_sc_historic_criteria.pdf

Proposal Template worksheet:

http://media.knowitall.org/sites/default/files/PeeDeeExplorer_proposal_template.pdf

For technology integration, use digital photo or video cameras, or allow students to use their cell phones (optional)

A computer lab with Microsoft PowerPoint, Microsoft Movie Maker, or Apple iMovie on all computers (optional)

Storage medium(s) for presentation of work in class on a computer that is fully compatible with all mediums of student presentation (optional)

A computer or television, depending on the format of student work, with means of display to the class (optional)

Resources

- The South Carolina Department of Natural Resources [list of Heritage Preserves](#):
- [The South Carolina Conservation Bank](#)
- The [National Register of Historic Places in South Carolina](#)
- The [National Register of Historic Places](#)
- [Publications of the National Register of Historic Places](#)
- The [National Park Service Guide](#)
- The [International Society of Arboriculture's Tree Ordinance Guidelines](#):
- [South Carolina Archives and History Preliminary Information Form](#) to evaluate National Register eligibility for inclusion into the National Register of Historic Places
- [South Carolina State Historic Preservation Office website](#): <http://shpo.sc.gov/>
- The [official National Register of Historic Places Nomination Form \(10-900\)](#)

- [How to Apply the National Register Criteria for Evaluation](#)

Part 1: Create Your Own Appeal – 45 minutes

Procedure

Precede the activity with discussion of topics and concepts related to conservation, preservation, and the importance of both in terms of natural, cultural, and historic places. For guidance, refer to the activity called "[Write About or Discuss](#)," in the Teacher Resources.

Share the [brochure](#) that outlines criteria for designation of a site for inclusion on the National Register of Historic Sites

And talk specifically about the following Applicable Register Criteria for significance:

- a) Property is associated with events that have made a significant contribution to the broad patterns of our history.
- b) Property is associated with the lives of persons significant in our past.
- c) Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.
- d) Property has yielded, or is likely to yield, information important in prehistory or history.

Draw connections between preservation, conservation, and human impact on ecosystems, and stress the need to diminish harm to the environment as one reason for these efforts. Solicit other reasons.

To illustrate these concepts, obtain real-world examples of protected places. Use the resources provided in the "Materials" section above, or if possible, draw connections using places in your community. Here are some options using **Pee Dee Explorer**:

OPTION 1:

Have students view the **Conway Oaks** video segment:

<http://media.knowitall.org/content/conway-oaks-pee-dee-explorer>

Read together or distribute the article called "Live Oaks: The Oldest Citizens of Conway South Carolina: The Trees in Conway Are as Impressive as the Town Itself,"

http://media.knowitall.org/sites/default/files/PeeDee_live_oaks_citizens_0.pdf

From

http://www.associatedcontent.com/article/6796/live_oaks_the_oldest_citizens_of_conway.html?cat=16

Talk about how the residents of Conway have taken measures to protect the trees, and as an example of legislation, share the official City of Conway Tree Protection ordinance:

http://media.knowitall.org/sites/default/files/PeeDee_oak.pdf

Show how these types of ordinances are being implemented for cities across South Carolina and the nation. http://sti.clemson.edu/publications-mainmenu-38/publications-library/doc_download/150-status-of-tree-ordinances-in-south-carolina

OPTION 2:

Have students view the Browntown “Introduction” video segment:

http://www.scetv.org/index.php/pee_dee_explorer/subcategory/109/

View the official nomination form from 1981 for Browntown to be included in the National register: http://media.knowitall.org/sites/default/files/PeeDee_browntown.pdf

Have students discuss how they might appeal to their local government for conservation or preservation of their targeted natural, cultural, or historic site.

Introduce and review the **Proposal Template*** worksheet, and assign completion of the worksheet as an exercise in how to nominate a target site for inclusion in the National Register of Historic Places.

http://media.knowitall.org/sites/default/files/PeeDeeExplorer_proposal_template.pdf

** Note: This template has no official value, but has been closely adapted from the official nomination form for classroom use. The official National Register of Historic Places Nomination Form (10-900) can be found at the following url: <http://www.nps.gov/history/nr/publications/forms.htm> and can be used in lieu of the adapted Proposal Template.*

Resources

For help with completion of the template, consult How to Apply the National Register Criteria for Evaluation

<http://www.nps.gov/nr/publications/bulletins/pdfs/nrb15.pdf>

If the site was chosen based on its value as a natural resources, then students can consult the PDF called “Defining Special Trees: Historic, heritage and Landmark Trees,” for ideas on how to approach their statements of significance.

http://www.isa-arbor.com/education/resources/educ_treeordinanceguidelines.pdf

Part 2: Share Your Proposal - 2-4 class periods

Procedure

If you have found enough time and resources in order to allow students to incorporate technology into their presentations, then spend two class periods in a lab setting allowing them to prepare Movie Maker, iMovie, or PowerPoint presentations (with about 7 or 12 slides apiece), and to incorporate any digital photography or video they might have collected. Spend 2 class periods going around the class allowing students about 3-5 minutes each to present and to talk to the rest of the class about what they have learned about their targeted places of significance in completion of their proposal templates. Allow for question and answer time and discussion at the end of each class.

Suggestions:

- Decide if you want your students to work as a class, in groups, or individually.
- Consider incorporation of the assignment called [“Learn About Your Community.”](#) whereby students collect and share oral histories about places of significance.
- Go outdoors for inspiration from your immediate environment or take a field trip to a special place nearby that is open to the public, such as a beach, a park or a garden. If you have access to a place of natural, cultural, or historical significance nearby, then use it as an example of how protection of special places starts with ordinary citizens. Be sure to have permission where it may be required.
- For those students who are serious about moving forward with their projects, provide consultation or suggestions of next steps, for example: begin a petition to garner support, attend a city or county council meeting and share your work, or submit your nomination to the [South Carolina State Historic Preservation Office](#) and the [Department of Archives and History](#).
- Require students to keep a journal of the process and its planning, or ask for a reflection essay answering: What was your favorite part of this experience and why? What was your least favorite and why?
- Invite a guest speaker from a local conservation organization or land trust program, [SCDNR](#), the [South Carolina State Historic Preservation Office](#) or the [Department of Archives and History](#).