



Heritage Tourism: Explore Local Culture

Created by Meg Gaillard, SCDNR Heritage Trust Archaeologist (2015).

Grade Levels

K – 8th, High School English and World Geography

Estimated Time

This lesson can take up to an entire semester to complete if more advanced segments of this activity are chosen (i.e., cultural heritage film or website development). Alternately, only a few class periods may be required to develop smaller products such as a postcard, flyer, or brochure.

Goal

Students will examine the subject of heritage tourism by developing cultural heritage promotional materials (i.e., brochure, postcard, website, film).

Objectives

After completion of the activity and viewing of the *Fort Frederick Tours* documentary, students will be able to:

1. *Observe* the tours featured in the Fort Frederick Tours documentary.
2. *Summarize* key themes of the documentary (i.e., preservation, extracting a story).
3. *Identify* the location of Fort Frederick in South Carolina.
4. *Develop* an idea to promote heritage tourism at an SCDNR Cultural Heritage Preserve or somewhere in your local community.
5. *Investigate* techniques for promoting heritage tourism.
6. *Discuss* the importance of heritage tourism and cultural resources preservation.
7. *Propose* ideas for preserving archaeological sites and promoting heritage tourism.
8. *Create* a product using creative *design* techniques that promotes heritage tourism.
9. *Evaluate* the product for promoting heritage tourism.

Academic Standards

English Language Arts

K-2 The student will begin to read and comprehend a variety of informational texts in print and nonprint formats.

- K-4 The student will begin to create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.
- K-5 The student will begin to write for a variety of purposes and audiences.
- K-6 The student will begin to access and use information from a variety of sources.
- 1-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.
- 1-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.
- 1-5 The student will write for a variety of purposes and audiences.
- 1-6 The student will access and use information from a variety of sources.
- 2-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.
- 2-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.
- 2-5 The student will write for a variety of purposes and audiences.
- 2-6 The student will access and use information from a variety of sources.
- 3-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.
- 3-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.
- 3-5 The student will write for a variety of purposes and audiences.
- 3-6 The student will access and use information from a variety of sources.
- 4-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.
- 4-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.
- 4-5 The student will write for a variety of purposes and audiences.
- 4-6 The student will access and use information from a variety of sources.
- 5-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.
- 5-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.
- 5-5 The student will write for a variety of purposes and audiences.
- 5-6 The student will access and use information from a variety of sources.
- 6-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.

- 6-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.
- 6-5 The student will write for a variety of purposes and audiences.
- 6-6 The student will access and use information from a variety of sources.
- 7-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.
- 7-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.
- 7-5 The student will write for a variety of purposes and audiences.
- 7-6 The student will access and use information from a variety of sources.
- 8-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.
- 8-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.
- 8-5 The student will write for a variety of purposes and audiences.
- 8-6 The student will access and use information from a variety of sources.
- E1-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.
- E1-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.
- E1-5 The student will write for a variety of purposes and audiences.
- E1-6 The student will access and use information from a variety of sources.
- E2-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.
- E2-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.
- E2-5 The student will write for a variety of purposes and audiences.
- E2-6 The student will access and use information from a variety of sources.
- E3-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.
- E3-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.
- E3-5 The student will write for a variety of purposes and audiences.
- E3-6 The student will access and use information from a variety of sources.
- E4-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.
- E4-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

- E4-5 The student will write for a variety of purposes and audiences.
- E4-6 The student will access and use information from a variety of sources.

Social Studies

- 1-1 The student will demonstrate an understanding of how families interact with their environment both locally and globally.
- 2-1 The student will demonstrate an understanding of the local community as well as the fact that geography influences not only the development of communities but also the interactions between people and the environment.
- 3-2.2 Summarize the motives, activities, and accomplishments of the exploration of South Carolina by the Spanish, French, and English.
- 3-2.4 Summarize the development of the Carolina colony under the Lords Proprietors and the royal colonial government, including settlement by and trade with the people of Barbados and the influence of other immigrant groups.
- 4-1.3 Explain the political, economic, and technological factors that led to the exploration of the new world by Spain, Portugal, France, the Netherlands, and England, including the competition between nations, the expansion of international trade, and the technological advances in shipbuilding and navigation.
- 6-6.4 Compare the economic, political, and religious incentives of the various European countries to explore and settle new lands.
- 7-1.1 Compare the colonial claims and the expansion of European powers through 1770.
- 8-1.2 Compare the motives, activities, and accomplishments of the exploration of South Carolina and North America by the Spanish, French, and English.
- WG-4 The student will demonstrate an understanding of the characteristics of culture, the patterns of culture, and cultural change.
- WG-5 The student will demonstrate an understanding of the role that geography plays in economic development.

Activity Type: In/Out-of-Class

To be done as an in-class and/or out-of-class activity either as an individual assignment or in groups. The teacher will provide materials required for this activity.

Materials

Materials will vary depending upon the activity type chosen.

Paper products (i.e., construction paper, cardboard)

Markers, colored pencils, crayons

Scissors
Glue
Printed photographs
Computer or iPad
Design and/or editing software
Color printer
Camera
Sound equipment

Historical Background

- Fort Frederick was built by the British colonial government to protect approaches to Beaufort Towne from the Atlantic Ocean by way of Port Royal Sound and the Beaufort River.
- Estimates for the construction costs of the fort were presented on 20 January 1726 to the South Carolina Commons House of Assembly by Colonel William Rhett. Rhett had overseen construction of the defenses surrounding Charles Towne in 1707.
- Funding for the construction of Fort Frederick was authorized in 1730.
- Barracks were probably completed before January 1733 because James Oglethorpe lodged a large group of Georgia's first settlers in the building while he looked for lands to settle around Savannah.
- Construction of the fort was complete, except for platforms, in 1734.
- The architect/engineer of the fort is not known, and the original plans for the fort have been lost.
- The best historical information we now have about the original construction of the fort is in the verbal description given by Robert Brewton who examined the nearly completed fort on behalf of the South Carolina Commons House of Assembly in 1734. Brewton stated that he saw four lines and two bastions, observing that the tabby walls were five feet high and five feet thick at the top. The fort contained a magazine, and this was described as leaky in 1739/1740. Brewton also mentioned barracks but does not give any location or dimensions leaving open the question as to whether or not such accommodations were constructed within the fort's enclosing walls. That is one of the research questions archaeologists working at the fort in 2014/2015 determined with their excavations.
- Fort Frederick was built by "Messrs. Bond and Delabere." A partial payment for construction was made on 24 January 1734 in the amount of £1,600.
- The fort was garrisoned from 1734/1735 until it was abandoned in 1757 following the construction of Fort Lyttelton.
- Within six years of the fort's completion, the tabby walls had partially disassociated along the western wall, the barracks had deteriorated, and the magazine was unfit for service. Other than a few minor patches to the fort, no major repairs or alterations were authorized.

- Openings along the fort walls may have been original or alterations during the Civil War to provide access for a landing stage.
- In the late 1750s, permission was sought to remove material from Fort Frederick in order to construct Fort Lyttelton. It cannot be determined if this actually took place.
- The fort varied in its number of occupants anywhere from two provincials to 100 British regulars.
- In 1785, the fort and its surrounding land were sold to Captain John Joyner on whose death in 1796 the property passed to his grandson John Joyner Smith (1790-1872). This tract of land was comprised of 700 acres by 1861 and was known during the late antebellum period as *Old Fort*, the *Smith Place*, or *Smith's Plantation*. By 1860, the history of the fort is assumed to have been forgotten as people called the fort *Old Spanish Fort* or *Smith's Fort*.
- The fort was occupied by Union forces following the Battle of Port Royal in November 1861. It became the headquarters for the 1st South Carolina Regiment of Volunteers, a regiment of African-American soldiers. The site was renamed Camp Saxton after General Rufus Saxton (self-styled Governor of the Sea Islands and leading advocate of the Port Royal Experiment).
- In 1863, the fort and its surrounding plantation land, as well as many other plantations on Port Royal Island were sold by the American government (Union authorities) for the non-payment of taxes. The amount owed on *Old Fort* plantation was \$93.40. The U.S. government purchased the property for \$1,000.
- In 1949, part of the site was developed as a U.S. Naval Hospital and associated housing.
- In 1974, Fort Frederick was nominated to the National Register of Historic Places.
- The preserve was acquired in 1997 by the South Carolina Department of Natural Resources with funds from the Heritage Land Trust Fund and by a donation from the National Park Service's Federal Land to Parks program.

Heritage Tourism

The National Trust defines heritage tourism as “traveling to experience the places, artifacts and activities that authentically represent the stories and people of the past.” Heritage tourism can include cultural, historic and natural resources. Tourism to historic sites and museums ranks third behind shopping and outdoor activities for tourists to the United States. Examples of heritage tourism sites include: SCDNR Cultural Heritage Preserves, archaeological sites, battlefields, museums, historic homes, historic neighborhoods, historic trails and corridors, and Native American sites.

Heritage tourism has grown in recent years as people are choosing to travel closer to home while still looking to experience diverse culture, unique places, and authentic stories. There are both preservation and economic benefits to local communities who market to this growing segment of the tourism industry. Heritage tourism not only promotes traditional communities and assists in the growth of local economies, but it also raises awareness for preservation.

Lesson

1. Give a brief history of Fort Frederick Heritage Preserve.
2. Give a brief overview of heritage tourism.
3. Show the *Fort Frederick Tours* documentary film.
4. Optional. Show the other Fort Frederick documentary films (History, Archaeology, and Tabby).
5. Discuss with the students why heritage tourism of archaeological sites and other cultural resources like Fort Frederick Heritage Preserve is important.
6. Using the *Tours* documentary film as an example to promote heritage tourism of Fort Frederick Heritage Preserve and Port Royal, SC, brainstorm with the students about other methods they could use to promote heritage tourism (i.e., postcards, brochures, museum displays, outdoor signage, and films).
7. As a class or in groups, have the students brainstorm places (local, state, or world) that they would like to promote through a heritage tourism campaign.
8. Students or groups will decide on one place to promote through a heritage tourism campaign activity.
9. Students or groups will decide what method(s) they would like to use to promote heritage tourism at this chosen place. Alternatively, the teacher can choose one method.
10. Students will research their chosen location and choose one or more themes (i.e., African American history, historic downtown, etc.) to promote through the activity.

Suggested Heritage Tourism Activities

1. Each student writes a postcard or letter to a friend talking about their trip to a heritage tourism location.
2. Each student or group designs a postcard to promote a heritage tourism location.
3. Each student or group designs a flyer to promote a heritage tourism location.
4. Each student or group creates a brochure to promote a heritage tourism location.
5. Each student or group creates a photo essay to promote a heritage tourism location.
6. Each student or group writes a newspaper article to promote a heritage tourism location.
7. The class develops a website to promote a heritage tourism location.
8. The class develops a cultural festival to promote a heritage tourism location.
9. The class works together to create a film to promote a heritage tourism location.
10. The class develops a heritage tourism travel corridor.
11. Following the activity, have the students evaluate the value of the product they created in this activity. Do they think they were successful in developing effective material for promoting heritage tourism through this activity? What would they do differently? What would they do again? What was the most difficult part of this activity, and the easiest?