

Main Street Tour Columbia, South Carolina



Teachers' Resource Guide



Table of Contents

Topic	Pages
Overview	2
Visiting HCF	4
Hours	4
School Group Admission	4
Registration	4
Payment	4
Additional Information.....	4
Parking	5
Delays and Cancellations	5
Weather	5
Dress.....	5
Lunch.....	5
General Rules	5
For more information	5
Summary of History of Columbia	6
Pre-Visit Activities.....	9
Pre-Visit Activity 1: Elements of a Skyscraper	10
Pre-Visit Activity 2: Acting Out Structures	14
Pre-Visit Activity 3: Streets of Columbia	16
Pre-Visit Activity 4: Sit-in on Main Street.....	20
Post-Visit Activities	22
Post-Visit Activity 1: Drawing an Architectural Feature.....	23
Post-Visit Activity 2: Architectural Features Crossword Puzzle	24
Post-Visit Activity 3: Where are the Retailers Now?	27
Post-Visit Activity 4: Postcard to a President	30

Overview

Purpose: The purpose of this guide is to provide teachers with important information regarding their class' tour of Main Street. In addition to giving logistical information about visiting Historic Columbia Foundation (HCF), it will introduce teachers to the concepts their students will learn and how this tour connects to the South Carolina Standards. The guide presents teachers with background information about the metropolitan Columbia community's history, and provides Pre- and Post- Visit Activities that will encourage students to think about the themes and lessons highlighted during their walking tour.

Objectives: Students touring the sites will learn about several different aspects of the 19th and 20th century Main Street area of Columbia. Several of the sites are listed on the National Register of Historic Places. From the Barringer Building, the states' first skyscraper, to the First National Bank which sits on the site of the original site of Columbia's first city hall, this walking tour shows students how Columbia and particularly Main Street has changed over time and explains what implications those changes can suggest. The tour and accompanying activities will focus on the following themes:

- Architecture
- Business and Retail on Main Street
- Street's History over Time

Standards: This information is based on the January 2005 South Carolina Social Studies Academic Standards.

1. The Main Street sites tour helps students achieve the following **Standards**:
 - 3-4.2, 3-4.6, 3-4.7, 3-5.1, 3-5.2,
 - 4-6.6
 - 5-1.3, 5-1.4, 5-5.1,
2. The Pre- and Post-Visit Activities, designed for a 3rd grade class, help students begin to meet the following **3rd grade Standards**. More information regarding how each activity addresses standards is included in the activity description. Depending on your classroom needs, the materials can be altered

to different academic levels. For information regarding alternative learning styles and levels, please contact the Education Coordinator.

- 3-4.2
- 3-4.6
- 3-4.7
- 3-5.1
- 3-5.2

Visiting HCF

Hours

- Tuesday – Saturday 10 AM – 4 PM
 - (Last tour at 3 PM)
- Sunday 1 PM – 5 PM
 - (Last tour at 4 PM)
- Special arrangements can be made for school tours

School Group Admission

- House Tours
 - Single house per student -- \$3
 - One chaperone for each 10 students – FREE
 - Additional adult -- \$3
 - Two houses per student -- \$5
 - Additional adult -- \$5
- Walking Tours
 - Single tour per student -- \$3
 - One chaperone for each 10 students – FREE
 - Additional adult -- \$3
- Driving Tours
 - \$125 per busload –OR– \$3 per student

Registration

Download a field trip form online at HistoricColumbia.org or call the Education Coordinator at (803) 252-1770 ext. 36. We recommend scheduling your school visit at least one month in advance. Spring visits should be scheduled as early as possible. Your reservation should be made for the maximum number of youths and adults expected. Actual attendance will be noted upon arrival, and your visit will be charged accordingly.

Payment

You can either pay ahead of time by mailing a check, or you can pay at check-in on the day of your visit. Volunteers leading Main Street Tours are unable to process payments. We accept check, Visa, Mastercard, Discover, or cash.

Additional Information

- Each house museum tour takes about an hour. Length of specialty tours can vary. If you wish to visit the Museum Shop, we suggest planning for an additional half hour. Please contact the Education Coordinator to discuss any time constraints.

- One chaperone (18 years or older) per 10 students is suggested. One chaperone per five students is recommended for grades K–2.
- After registration is completed, teachers will receive written or e-mail confirmation of your tour. Please bring this confirmation with you to ensure the group rate.

Parking

Street parking for buses is available next to the South Carolina State House.

Delays and Cancellations

If you are delayed on your scheduled tour day, please notify HCF immediately at (803) 252-1770 ext. 36. If you need to cancel your tour, please provide prompt notification. In the event of a weather-related school closing, cancellations are automatic and fully refundable.

Weather

Tours are held rain or shine.

Dress

Significant portions of the Main Street tour are outside and require walking from site to site. Students should dress appropriately and wear comfortable walking shoes.

Lunch

Students may eat lunch in the Carriage House next to the Museum Shop with prior notification. Weather permitting, students may also eat lunch on the grounds of the historic homes. The State House has excellent green spaces for picnics.

General Rules

- Students are encouraged to ask questions
- Backpacks are not allowed inside house museums but welcomed on specialty tours
- Only pencils are allowed inside house museums
- No food, drink, or gum allowed inside house museums
- Chaperones must remain with students at all times
- No photography or video is allowed inside house museums

For more information

Call the Education Coordinator, James Quint, at (803) 252-1770 ext. 36 or email him at jquint@historiccolumbia.org.

Summary of History of Columbia

South Carolina's General Assembly created the city of Columbia in 1786 to serve as the new state capital. The site was chosen as a balance between Charleston and the upstate and because of its location where the Broad and Saluda rivers meet. The city was laid out in a two-square mile grid. Columbia's major thoroughfares were intended originally to be Assembly Street and Senate Street. However, these main routes changed because Assembly Street often flooded and Gervais Street lead to the ferry. Most businesses established themselves on Richardson Street, one block east of Assembly. Later the name would be changed to Main Street.

Columbia's streets were named in an orderly fashion. Those streets running north and south, west of Assembly, were named after generals of the Revolutionary War who fought in South Carolina: Gates, Lincoln, Gadsden, Wayne, Pulaski, Huger, Williams, Gist, and Pinckney. Those streets east of Assembly were named in honor of generals of the South Carolina militia: Richardson, Sumter, Marion, Bull, Pickens, Henderson, Barnwell, and Winn. Winn Street was later renamed Gregg Street in honor of General Maxcy Gregg of the Confederate Army.

Streets running east and west, north of Senate Street, bore a variety of names. Gervais Street honored John Lewis Gervais, who introduced the bill moving the seat of government from Charleston to Columbia. Washington and Lady Streets honor General George Washington and his wife, Martha Washington. Three streets were named after trees, Walnut, Laurel, and Lumber. Walnut later became Blanding Street after Colonel Abram Blanding, an engineer responsible for the city's waterworks, and Lumber became Calhoun after the eminent statesman John C. Calhoun.

The State House was the hub of Columbia. Erected in 1788, it was built on the crest of a hill and stood on the southern end of a square west of Richardson Street facing east. Many observers thought that the western approach from the river was more imposing. The lower story, built of brick slightly underground, held the state executive offices, such as Secretary of State, and for a time the state bank. Above the raised basement the building was wood with porticoes on the east and west facades reached by staircases on either side. On the main floor were the legislative halls and adjacent committee rooms, the House on the northern end, and the Senate on the southern.

Businesses were located close to the State House on Richardson Street and on the blocks east and west of it. The 1820 census lists 40 persons in Columbia engaged in commerce including dry goods and grocery stores. Only one mercantile company, Ainsley Hall's company, engaged in foreign trade, importing goods from England. Other businesses

were run by blacksmiths, carriage makers, cabinetmakers, upholsterers, silversmiths, tailors, boot and shoemakers, bakers, and confectioners.

Columbia gained two important amenities during the early 1850s when its “ill-paved and un-illuminated streets” were transformed. Richardson Street was graded and granite curbs were added to it, alleviating some of the first problem. However, most of the town’s streets continued to be rut-ridden and mud-logged in bad weather. All men in the city had to work on the streets themselves, have their slaves work in their place, or pay a tax. The Columbia Gas Light Company was chartered in 1852, with the town buying street lights made of post and iron at \$6.75 each and specifying that lighting costs would not exceed \$1,000 per year. During this decade, the state illuminated the capitol grounds, and the town illuminated most of the business district, particularly on Richardson and Sumter streets, and areas in front of most churches.

During the Civil War Columbia became increasingly important as a transportation and manufacturing center. A medical laboratory at the fair grounds produced alcohol, chloroform, and other supplies. The Confederate Printing Plant turned out Confederate Treasury notes. At the Saluda Factory, hundreds of workers produced cloth for the Confederacy. Other goods produced in Columbia included military gear, gunpowder, swords and sabers, and shoes.

On February 17, 1865, General William T. Sherman and his Federal forces, camped the preceding night on the west bank of the Congaree River, crossed the river and entered Columbia. Although Mayor Thomas J. Goodwyn surrendered to these forces, Goodwyn’s action did not secure the safety of the city. General Wade Hampton left the city earlier that morning, leaving behind in the streets significant stores of cotton, ordered not to be burned because of the danger fire presented to the city, and substantial supplies of liquor, not destroyed because most of it was private property.

When General Joseph Wheeler and his men, General Matthew Butler and his cavalry, and Hampton and his forces left town, they destroyed the bridge across the Congaree, looted shops downtown, and burned the Charlotte terminal. A huge explosion rocked the other depot. Discipline had clearly broken down. As Sherman’s forces entered, both blacks and whites met them with liquor. The outlying mansions of Hampton and other Confederates were burned. Fires then erupted in Columbia in the cotton bales on Sumter Street, the brothels near Gervais, and in the center of the city. This last fire, fueled by a high northwest wind, quickly spread to other buildings. The consequence of this conflagration was the loss of many homes between Main and Bull streets and the complete loss of Main Street’s business district. The flames engulfed over 400 buildings, destroying an area of 36 blocks.

Newspaper reports from the South Carolinian newspaper indicate that the city began rebuilding immediately after the fire. Military occupation of the city began in April 1865. Within a year, the post office reopened, and railway service between Columbia and Charlotte resumed. In 1870, rebuilding of City Hall began. The Congaree River Bridge and the gasworks were restored in 1872.

Life in the 1880s became markedly different in the urban center of Columbia as technological innovation made life in the city more appealing. Inventions such as electricity, the telephone, streetcars, and improvements such as home mail delivery and graded public schools, were available in Columbia, but not in the outlying rural areas. Still plaguing city-dwellers, however, was the problem of mud: muddy water in summer when the reservoirs were low and muddy roads in winter. People could travel from Charleston to Columbia by train or around the city by buggy or streetcar, but they could not cross Main Street easily by foot. Newspapers carried regular complaints on this problem throughout the last decades of the nineteenth century, but it was not until 1908 that sixteen blocks of Main Street from Union Station to Elmwood Avenue were paved.

During the first half of the twentieth century Main Street was the place to be. It was here that the state's first skyscrapers, the Barringer Building (1903), the Palmetto Building (1913), and the Columbia Building (1914) were built. Scores of businesses, movie theatres, bars and restaurants offered a variety of shopping opportunities and diversions to citizens who flocked downtown from nearby neighborhoods. Main Street's continued growth continued until the 1960s-1970s.

As Columbia experienced greater suburbanization many businesses relocated to trendy, new malls that offered larger stores and easier parking. To compensate for flagging numbers of customers, many Main Street property owners and business proprietors updated their earlier buildings to reflect more modern tastes. By the late 1960s, much of Main Street's early character lay behind facades of sheet metal, glass, or stucco. Buildings lost many of their former distinctive architectural details or had them obscured from fashion-seeking customers. These stopgap measures ultimately did not stem the flow of shoppers to points outside the immediate downtown as had hoped. By the 1980s, Main Street was a shadow of its former self with many of its former landmarks vacant or not developed to their highest potential. An effort to rejuvenate Main Street began in the early 21st century and with the recent additions of several well-known retailers, Main Street is well on its way to thriving once more.

Pre-Visit Activities

Purpose: The Pre-Visit activities' purpose are to introduce elementary school students to the Main Street Sites Tour content before visiting. These activities will link the sites to the South Carolina Social Studies Standards using Social Studies Literacy Elements and help teachers prepare their students for a meaningful field trip to the Historic Columbia Foundation.

Objectives: The Pre-visit Activities encourage students to think about themes and lessons that will be highlighted during their walking tour of Main Street. The activities will concentrate on reinforcing concepts students will learn and observe while taking the tour.

Activities: Following are descriptions of the Pre-Visit Activities for Elementary school classes planning to take the Main Street tour. Each description includes the Social Studies Standard the activity helps to achieve, the materials needed, a detailed description of the activity, and a connection to a corresponding Post-Visit Activity that the students can do after the visit (these activities are described in detail in the Post-Visit Section).

Pre-Visit Activities:

1. Elements of a Skyscraper
2. Acting Out Structures
3. Streets of Columbia
4. Sit-in on Main Street

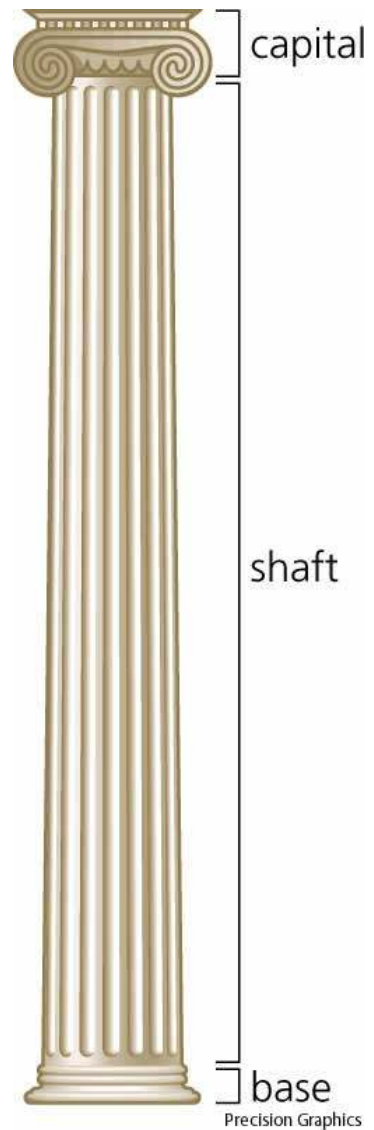
Post-Visit Activities:

1. Drawing an Architectural Feature
2. Architectural Features Crossword Puzzle
3. Where are the Retailers Now?
4. Postcard to the President

Pre-Visit Activity 1: Elements of a Skyscraper

1. Standards: This activity meets standard 3-5.1 by having students explore the developments in technology needed to construct a skyscraper.
2. Objective: Students will learn the three key inventions used to construct skyscrapers.
3. Materials needed: Comparison worksheet, Riddle worksheet, pencil
4. Activity:
 - a. Each student will look at a picture of a column and compare the picture to the Barringer building, matching the different parts of a column to the building.
 - b. Each student will solve use the Riddle worksheet to discover the three key pieces of technology used to create skyscrapers- water pressure, elevators, steel
 - c. Teachers should discuss why these three pieces of technology were so important to build tall buildings.

Objective: Early Skyscrapers were built to look like columns. The top of buildings had decorations to draw people's eyes to the sky and see how tall the buildings were. Compare the picture of the Barringer Building to a column and mark on the paper where the three features of a column apply to the building.





Objective: Solve the three riddles to find out the three key technologies needed to construct skyscrapers.

Riddle 1: To solve this riddle, you will need to think of two words. The first word is something that covers 70% of the Earth. Amphibians spend time on land and in this. The second word needed to solve this riddle is something used to move the first word around a city. When a submarine dives in deeper into the ocean, this riddle's answer increases as the submarine dives deeper. Another way to think about the second word is to think about athletes in important situations have to be able to perform under ...

The first key technology needed to build skyscrapers is _____.

Riddle 2: The second piece of technology needed to build a tall building is something that moves people. It's in the shape of a box and uses a cable and pulley system. Many people have a fear of riding in these and prefer to take the stairs.

The second key technology needed to build a skyscraper is _____.

Riddle 3: The last piece of technology needed to construct a skyscraper is a strong type of construction material. Many ships are also made out of this. Henry Bessemer perfected the process of making this construction material out of iron.

The third key technology needed to build a skyscraper is _____.



Riddle: Teacher Answer Key

1. Water Pressure
2. Elevators
3. Steel

Modern skyscrapers are built with materials such as steel, glass, reinforced concrete and granite, and routinely utilize mechanical equipment such as water pumps and elevators. Until the 19th century, buildings of over six stories were rare, as having great numbers of stairs to climb was impractical for inhabitants, and water pressure was usually insufficient to supply running water above 50 m (164 ft).

Pre-Visit Activity 2: Acting Out Structures

1. Standards: This activity meets standard 3-5.1 by having students explore different ways to construct buildings.
2. Objective: Students will act out different structures to learn about stability, compression, tension, and how buildings remain standing.
3. Materials needed: Activity Worksheet
4. Activity:
 - a. The teacher will have the class act out one of the structures displayed on the worksheet
 - b. The teacher or another student will gently nudge one of the students acting out the structure to demonstrate the stability of the building. Ex: Teacher will show that columns are not as strong as arches.
 - c. The teacher will repeat steps A and B with each activity, showing students how some structures are stronger than others. As students work together, they will learn how tension and compression work.
 - d. Teacher should take any classroom safety precautions they feel necessary when doing this activity.

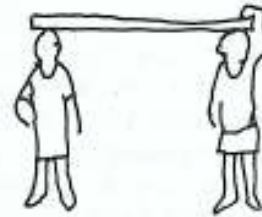
Acting Out Structures



COLUMN



ARCH



POST AND LINTEL



VAULT-TUNNEL



DOME



COLUMN AND BEAM



CANTILEVER



FLYING BUTTRESSES



LOAD AND SUPPORT



TENSION



COMPRESSION

Pre-Visit Activity 3: Streets of Columbia

1. Standards: This activity meets standard 3-3.2 and 3-3.3 by having students learn Columbia as a planned city with designated street names including heroes of the American Revolution.
2. Objective: Students will complete the word find consisting of street names used in the original plan of Columbia, SC. Many of the streets retain some of their names while others have changed.
3. Materials needed: Activity Worksheet, Teacher's Guide
4. Activity:
 - a. The class will complete the word find to learn the names of the original streets in Columbia.
 - b. The teacher may assign students one of the names and research who the individual was or the role they played in South Carolina history. Note: Not all of the streets are named after people as some are named after crops grown in South Carolina.
 - c. The teacher may want to have students look at a current map of downtown Columbia to see which streets have been renamed.



Streets of Columbia Wordfind

I H H Z R R N L A N L O Y E V G B L V J
 C K F Y G L I Z E A Y O V R L E Z U S D
 Q F O Q S A A C F R E B X Q X G S H L M
 R T L V T K T P H K P B V T W A S O W L
 E T A N E S R E I A T L I M I L M O E Q
 Q B G N I Z V V S C R Q O H N M A I R X
 H R E B M U L Y S T K D R T N H I O L B
 Z U T N L I P S C Y T E S I L C L I G X
 Z V G E L U S U M T E R N O D V L J B O
 C T I E L J I T N L N I N S N Z I T V R
 V T L A R E E N M O L E L L L G W Q A X
 K L S H M A J F S I T T D N I B E S V O
 D K E N Y A W P I M K G U S L N S D F Q
 I H T D T E P Z A V A M N J D E C G T V
 H D B P W P R Y V W B R L I M A G O E A
 Q Z M T F C D B R A Z G I B H U G E L V
 U Z I E G A C A E L N F L O B S C C R N
 U D C A L I D R G N I Y Q L N O A T N N

Z I R U C Q C G W U E G J K I M M W Z H
Q C I Z G Z H W K T V P X J O F A J I R

GERVAIS	PULASKI	WASHINGTON	HUGER
PICKENS	GATES	ASSEMBLY	WALNUT
LADY	WINN	WAYNE	LUMBER
SENATE	LINCOLN	RICHARDSON	BULL
SUMTER	MARION	WILLIAMS	GADSDEN



Streets of Columbia Answer Key

-	-	-	-	-	R	-	-	-	-	-	-	-	-	-	B	-	-	-
-	-	-	-	G	I	-	-	-	-	-	-	-	-	-	-	U	-	-
-	-	-	-	A	C	-	-	-	-	-	-	-	-	-	-	-	L	-
-	-	-	-	T	P	H	-	-	-	-	-	W	-	S	-	-	L	-
E	T	A	N	E	S	-	E	I	A	-	-	-	I	-	M	-	-	-
-	-	-	-	-	-	-	-	S	C	R	-	-	-	N	-	A	-	-
H	R	E	B	M	U	L	-	-	-	K	D	-	-	N	-	I	-	-
-	U	-	-	-	P	-	-	-	-	E	S	-	-	-	-	L	-	-
-	-	G	-	-	U	S	U	M	T	E	R	N	O	-	-	L	-	-
-	-	-	E	L	-	-	-	N	-	N	-	-	S	N	-	I	-	-
-	-	-	A	R	-	-	-	-	O	E	-	L	-	-	W	-	A	-
-	-	S	-	-	-	-	-	S	-	T	-	D	-	I	-	-	S	-
-	K	E	N	Y	A	W	-	I	M	-	G	-	S	-	N	S	-	-
I	-	-	-	-	-	-	-	A	-	A	-	N	-	D	E	C	-	-
-	-	-	-	-	-	-	Y	V	W	-	R	-	I	M	A	-	O	-
-	-	-	-	-	-	D	-	R	A	-	-	I	B	H	-	G	-	L
-	-	-	-	-	A	-	-	E	L	-	-	L	O	-	S	-	-	N
-	-	-	-	L	-	-	-	G	N	-	Y	-	-	N	-	A	-	-
-	-	-	-	-	-	-	-	-	U	-	-	-	-	-	-	-	W	-
-	-	-	-	-	-	-	-	-	T	-	-	-	-	-	-	-	-	-

Note: Lady Street is named after Martha Washington.
 Note: Assembly and Senate Streets are named after the state legislature.

Street Names that have been Changed

Winn Street was renamed Gregg Street in honor of General Maxcy Gregg
 Richardson Street was renamed Main Street.
 Walnut Street was renamed Blanding Street in honor of Abram Blanding.
 Lumber Street was renamed Calhoun Street in honor of John C. Calhoun.

Pre-Visit Activity 4: Sit-in on Main Street

1. Standards: This activity meets standard 3-5.2 and 3-5.6 by having students learn about Jim Crow laws in South Carolina and tactics employed during the civil rights movement in the early 1960's to protest these laws.
2. Objective: Students will create a poster protesting South Carolina's Jim Crow law preventing whites and African-Americans from eating in the "same room, table, or counter" or create a poster supporting the Sit-ins in the Kress Building.
3. Materials needed: Activity Worksheet, Markers, Poster Board
4. Activity:
 - a. Teachers will distribute the activity worksheet to students.
 - b. After students have familiarized themselves with the worksheet, they will make a poster protesting the Jim Crow law or supporting sit-ins at the Kress Building on Main Street.



Sit-Ins on Main Street

After Reconstruction, South Carolina passed several laws restricting African-Americans in public buildings and retail stores. One law restricted African-Americans from eating in the same restaurants as white people. During the civil rights movement of the 1950's and 1960's, people who supported equal rights started to protest these laws all over the country. One way to protest the restrictions African-Americans faced in restaurants was for whites and African-Americans to enter the restaurants, sit down, and wait to be served. Several people who supported equal rights did this at the Kress Building on Main Street. They entered the restaurant and sat at the lunch counter, waiting to be served. Sometimes, people would throw food at them, call them names, and treat them unfairly. Eventually, most people accepted that everyone should have equal rights and the sit-ins at the Kress Building eventually led to all of Main Street being desegregated.

Assignment: Make a poster either protesting the Jim Crow law that prevented African-Americans and whites from eating in the same restaurant or make a poster supporting the sit-ins at the Kress Building.

Post-Visit Activities

Purpose:

The Post-Visit activities' purpose is to reinforce the lessons elementary students learned taking the Main Street tour. These activities will link to the South Carolina Social Studies Standards and help reinforce key points students learned while touring the sites.

Objective:

The Post-Visit Activities encourage students to think about the themes and lessons that were highlighted during their walking tour and extend the lessons learned from the Pre-Visit activities.

Activities:

Following are descriptions of the Post-Visit Activities for elementary school classes taking the Main Street tour. Each description includes the Social Studies Standard the activity helps to achieve, the materials needed, a detailed description of the activity, and a connection to a corresponding Pre-Visit Activity that students may have completed prior to the visit.

Pre-Visit Activities:

1. Elements of a Skyscraper
2. Acting Out Structures
3. Streets of Columbia
4. Sit-in on Main Street

Post-Visit Activities:

1. Drawing an Architectural Feature
2. Architectural Features Crossword Puzzle
3. Where are the Retailers Now?
4. Postcard to the President

Post-Visit Activity 1: Drawing an Architectural Feature

1. Standards: This activity meets standard 3-5.1 by having students learn about of some the technology used to rebuild Columbia after the Civil War. As Main Street grew in the late 19th and early 20th centuries, new buildings incorporated some of the newest technology and architectural features.
2. Objective: Students will draw one architectural feature they saw on Main Street during the tour.
3. Materials needed: Paper, Markers or crayons
4. Activity:
 - a. Students should draw an architectural feature they saw while taking the Main Street tour
 - b. The drawings should be displayed for the entire class to see and the class should look for trends in the drawings. For example, if several students drew columns, does that mean that feature stood out more than any others during the tour or was it their favorite?

Examples of features

Columns (Doric, Ionic, Corinthian)

Bull's Eye Window- A round window

Cartouche- An ornamental panel that looks like a scroll, circle, or oval, often having inscriptions

Cupola- A small structure built on top of a roof

Dormer- A structure with a window that projects from a roof

Fanlight- Semi-circular or fan-shaped window set over a door or another window

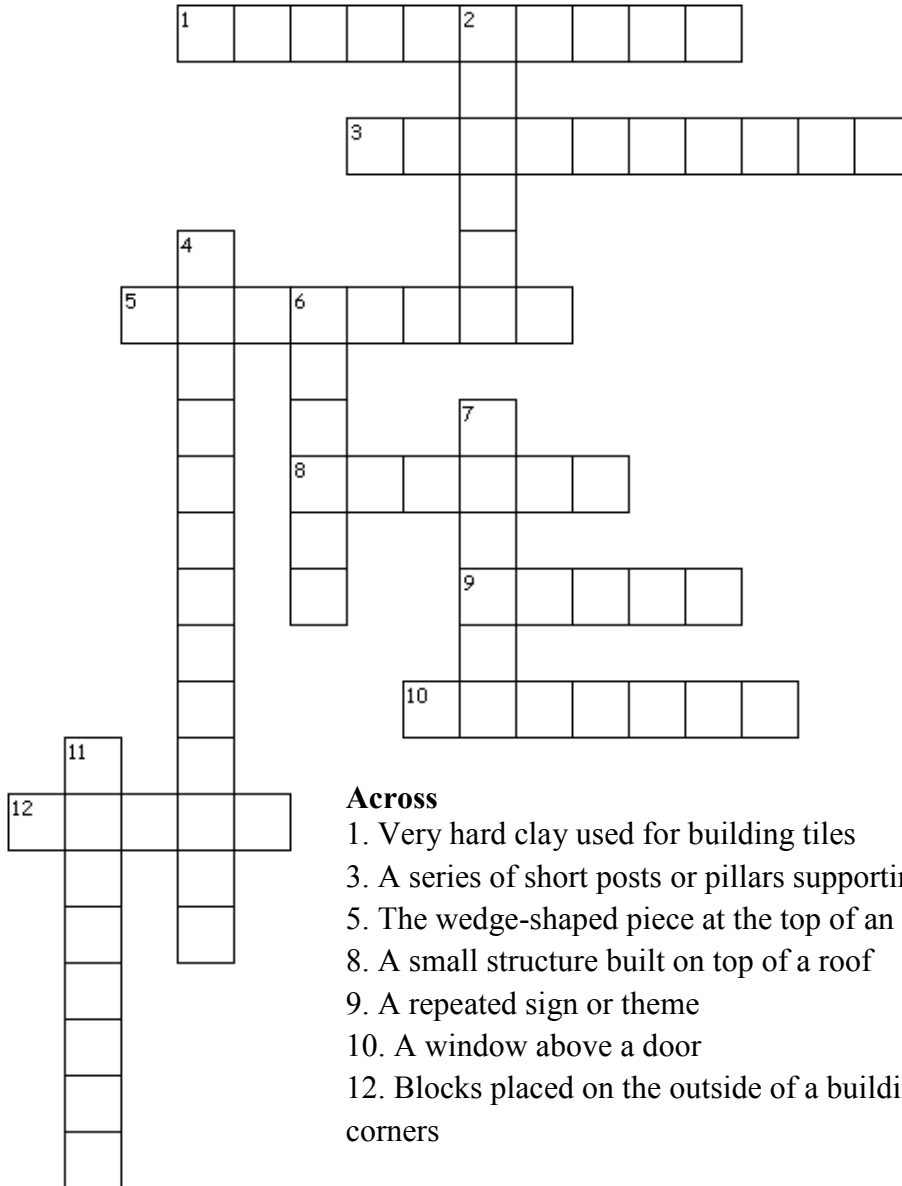
Keystone- The wedge-shaped piece at the top of an arch

Post-Visit Activity 2: Architectural Features Crossword Puzzle

1. Standards: This activity meets standard 3-5.1 by having students learn terms of new technology used in building Columbia in the late 19th and early 20th century.
2. Objective: Students will use the clues to fill out the crossword puzzle.
3. Materials needed: Activity Worksheet, pencils
4. Activity:
 - a. Students will complete the crossword puzzle using the clues provided.
 - b. Students are encouraged to search online for an image of each feature.



Architectural Features Crossword Puzzle



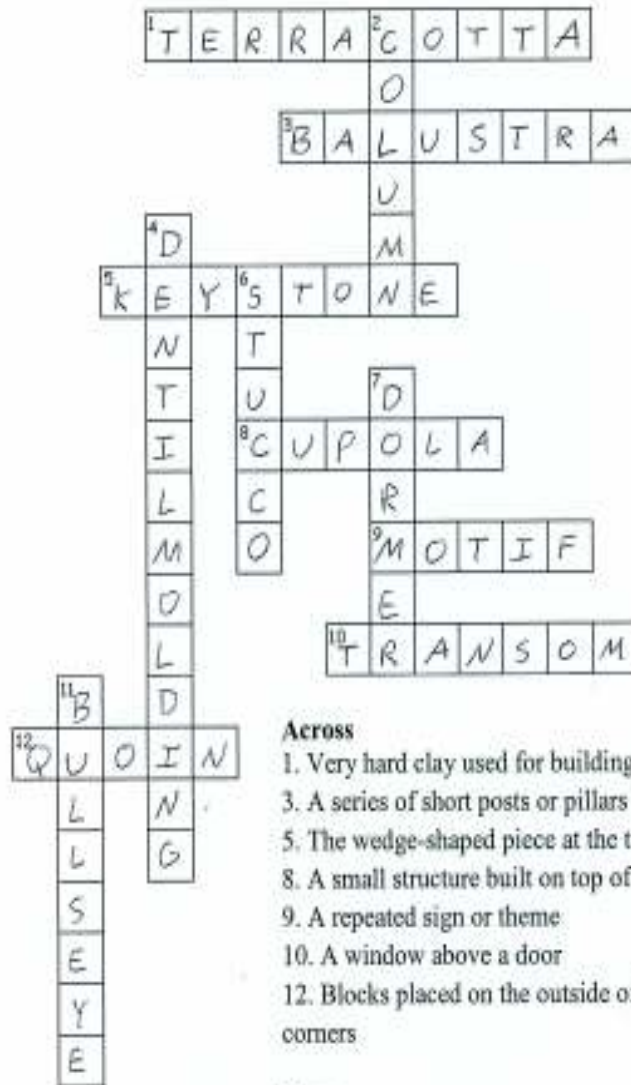
Across

- 1. Very hard clay used for building tiles
- 3. A series of short posts or pillars supporting a railing
- 5. The wedge-shaped piece at the top of an arch
- 8. A small structure built on top of a roof
- 9. A repeated sign or theme
- 10. A window above a door
- 12. Blocks placed on the outside of a building, usually on the corners

Down

- 2. Pillar used to support upper stories of a building
- 4. Small rectangular blocks arranged like teeth under a cornice
- 6. Cement made out of sand and lime
- 7. A structure with a window that projects from a roof
- 11. A round window

Architectural Features Crossword Puzzle- Answer Key



Across

- 1. Very hard clay used for building tiles
- 3. A series of short posts or pillars supporting a railing
- 5. The wedge-shaped piece at the top of an arch
- 8. A small structure built on top of a roof
- 9. A repeated sign or theme
- 10. A window above a door
- 12. Blocks placed on the outside of a building, usually on the corners

Down

- 2. Pillar used to support upper stories of a building
- 4. Small rectangular blocks arranged like teeth under a cornice
- 6. Cement made out of sand and lime
- 7. A structure with a window that projects from a roof
- 11. A round window

Post-Visit Activity 3: Where are the Retailers Now?

1. Standards: This activity meets standard 3-5.3 by having students learn about changes in South Carolina's economy from the growth of major department stores on Main Street to their decline in the 1960's.
2. Objective: Students will search each of the major retailers' websites to see if the retailer still is in business and where their stores in the Midlands are currently located. The activity will show how the growth of suburbs and development of malls drew away department stores once located on Main Street.
3. Materials needed: Computers, internet access, activity worksheet
4. Activity:
 - a. Students will review the activity worksheet for their instructions.
 - b. Students will visit each of the major retailers' websites and search for stores in the Midlands. (All retailers have a store locator link at the top of their homepage)
 - c. Students will complete the worksheet by answering where the stores are located and if they are in a mall.
 - d. Students will also discover two of the major retailers are no longer in business (Tapps and Berry's).



Where are the Department Stores?

Think about where you and your relatives go shopping for clothes. Do you go to a mall? In the 1950's and 1960's, Columbia's Main Street had several major department stores located on it including Belk, J.C. Penney, Berry's on Main, Macy's, Sears, and Tapps. These department stores lured visitors from all over the Midlands to shop on Main Street. In 1961, Columbia's first modern mall opened in Forest Acres, Columbia Mall. Beginning in the 1970's and 1980's, most of the major department stores on Main Street moved to other locations.

Objective: Visit each of these major retailer's websites to discover if the business is still open and where they are located. Students will also need to discover if the current location of the department store is in a mall. Only answer the second question if the company is still in business.

Belk

Is the company still open? _____ Where are Belks located? _____

J. C. Penney

Is the company still open? _____ Where are J. C. Penneys located? _____

Berry's on Main

Is the company still open? _____ Where are Berry's located? _____

Macy's

Is the company still open? _____ Where are Macy's located? _____

Sears

Is the company still open? _____ Where are Sears located? _____

Tapps

Is the company still open? _____ Where are Tapps located? _____



Where are the Department Stores? Answer Key

Think about where you and your relatives go shopping for clothes. Do you go to a mall? In the 1950's and 1960's, Columbia's Main Street had several major department stores located on it including Belk, J.C. Penney, Berry's on Main, Macy's, Sears, and Tapps. These department stores lured visitors from all over the Midlands to shop on Main Street. In 1961, Columbia's first modern mall opened in Forest Acres, Columbia Mall. Beginning in the 1970's and 1980's, most of the major department stores on Main Street moved to other locations.

Objective: Visit each of these major retailer's websites to discover if the business is still open and where they are located. Students will also need to discover if the current location of the department store is in a mall. Only answer the second question if the company is still in business.

Belk

Is the company still open? Yes Where are Belks located?
Richland Mall, Columbiana Mall, Village at Sandhills, Dutch Square Mall

J. C. Penney

Is the company still open? Yes Where are J. C. Penneys located?
Columbiana Mall and Village at Sandhills

Berry's on Main

Is the company still open? No Where are Berry's located? Business closed in 1982

Macy's

Is the company still open? Yes Where are Macy's located? Columbia Mall

Sears

Is the company still open? Yes Where are Sears located?
Columbia Mall and Columbiana Mall

Tapps

Is the company still open? No Where are Tapps located? All stores closed in 1996

Post-Visit Activity 4: Postcard to a President

1. Standards: This activity meets standard 3-4.7 and 3-5.1 by having students learn about Columbia's growth and change over time from the late 19th and early 20th century.
2. Objective: Students will learn about change in Columbia by viewing a postcard of Main Street in the early 20th century and reading Woodrow Wilson's quote on Columbia when he lived here. Students will then think about how Woodrow Wilson would see Columbia today.
3. Materials needed: Postcard image worksheet, Columbia image, paper, pencils
4. Activity:
 - a. Students will view the postcard image of Main Street created in the early 20th century.
 - b. Students will read Woodrow Wilson's quote about Columbia and think about what Columbia would have been like during his last visit to the city in 1916.
 - c. Students will view an image of Columbia's skyline today.
 - d. After completing parts a, b, and c, students will write a short note "on a postcard" to Woodrow Wilson telling him what Columbia is like today. They may want to talk about things that have changed, what they learned about Main Street on their tour, or what you can see and do in downtown Columbia today.
 - e. Teachers are encouraged to print off the current day photograph of Columbia and have the students write on the back of it as if it really were a postcard.



Columbia in 1910



This image is from a postcard of Main Street in Columbia in 1910. This is what Columbia looked like 100 years ago! Do you recognize any of the buildings? The tall building is the Barringer Building, still here today. The State House can be seen at the end of the street. What are some differences you see in the picture that is different from today?

Some examples of things that have changed is that there are a lot more skyscrapers on Main Street, the road is paved, and trolleys do not operate on Main Street anymore.

Woodrow Wilson's Trip to Columbia

After Woodrow Wilson moved away from Columbia, he made two trips back to the city, once in 1911 and once in 1916. This postcard gives us a good idea of what he would have seen while in Columbia.

Woodrow Wilson wrote about Main Street just before he moved away including talking about how the city had rebuilt quickly following the fire at the end of the Civil War, "The city is building up very fast indeed and there is little or no trace of the fire to be seen now." Wilson continued to claim that Main Street would rival any street in New York, except Broadway.



Present-day Columbia

