

# Chester County Schools—A Great Place to Grow, Committed to Excellence for ALL Students

## 8<sup>th</sup> Grade Social Studies Curriculum Guide South Carolina—One of the Fifty States

**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.**

1 <sup>st</sup> 9 Weeks	Indicators	Pacing	Materials/Resources	Suggested Activities
	<p><b>8-1.1</b>—Summarize the collective &amp; individual aspects of the Native American culture of the Eastern Woodlands tribal group, including the Catawba, Cherokee, &amp; Yemassee.</p> <p><b>Tier 3 Words:</b> Eastern Woodlands, nomadic, Piedmont, Cherokee, foothills, Catawba, daub &amp; wattle, Yemassee, council, hostilities, Algonquin</p>	2 days	<p><u>The History of S.C. in the Building of a Nation</u>—Chapter 2</p> <p>Student Resource Guide—pp. 10-15</p> <p>Website: <a href="http://studysc.org">http://studysc.org</a> <a href="http://discus.org">http://discus.org</a></p>	<p><i>S.C. Curriculum Guide/Support Documents</i></p> <ol style="list-style-type: none"> <li>1. Local Native Americans/Native Americans across S.C./Map location of tribes</li> <li>2. Create a story map of hunting &amp; farming methods</li> <li>3. Use a map to identify the locations of Native American settlements in S.C. &amp; write about how they interacted with each other.</li> <li>4. Read background material about the Cherokee, Catawba, or Yemassee tribes; create/write a booklet that includes information about the tribe of your choice. Students can also include illustrations in their booklets.</li> <li>5. Read about the “Legend of Issaqueena” or other Native American Legends. Students will create/write their own Native American legend based on a real place in S.C.</li> </ol>
	<p><b>8-1.2</b>—Compare the motives, activities, &amp; accomplishments of the exploration of S.C. &amp; North America by the Spanish, French, &amp; English.</p> <p><b>Tier 3 Words</b>—encomiendas, conquistadors, missions, religious persecution, Protestant, decimate, self-government, San Miguel de Gualdape, Waccamaw River, Charlesfort, San Felipe</p>	2-3 days	<p><u>The History of S.C. in the Building of a Nation</u></p> <p>Website: <a href="http://studysc.org">http://studysc.org</a> <a href="http://discus.org">http://discus.org</a></p>	<p>Compare &amp; contrast the settlements of the French, English, &amp; Spanish settlers</p>

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<p><b>8-1.3</b>—Summarize the history of English settlements in New England, the mid-Atlantic region, &amp; the South, with an emphasis on S.C. as an example of a distinctly southern colony.</p> <p><b>Tier 3 Words</b>—headright system, indentured servants, persecute, charter, joint stock company, Mayflower Compact, Pilgrims, Puritans, democracy, dissenters, quitrent, Fundamental Constitution of Carolina, Lords Proprietors</p>	<p>3 days</p>	<p><u><a href="#">The History of S.C. in the Building of the Nation</a></u></p>	<ol style="list-style-type: none"> <li>1. Create a flip chart that summarizes each settlement in the New World—New England, Mid-Atlantic, &amp; the South.</li> <li>2. Create your own colony—students can work in groups to create a new colony from scratch—students can use what they learned about each of the colonies including economic activity, daily, slaves, mistakes made, problems encountered &amp; solutions to problems. Students can create a colony, a map, log &amp; brief description of the people of the colony, &amp; finally solve a problem by making decisions about how they will utilize the 5 boats they will be given for the trip.</li> </ol>
<p><b>8-1.4</b>—Explain the significance of enslaved &amp; free Africans in the developing culture &amp; economy of the South &amp; S.C., including the growth of the slave trade &amp; resulting population imbalance between African &amp; European settlers; African contributions to agricultural development; &amp; resistance to slavery, including the Stono Rebellion &amp; subsequent laws to control slaves.</p> <p><b>Tier 3 Words:</b> Gullah, Geechee, indentured servants, Middle Passage, naval stores, indigo, staple, slave codes, manumit</p>	<p>3 days</p>	<p><u><a href="#">The History of S.C. in the Building of the Nation</a></u></p> <p>The International slave Trade—pp. 56-58</p> <p>African Americans in Carolina—pp. 58-59</p> <p>The Stono Rebellion &amp; its Aftermath—p. 59</p> <p>Student Resource Guide—pp. 37, 39, 40, 41, 43, 44</p> <p>Website:  <a href="http://studysc.org">http://studysc.org</a>  <a href="http://discus.org">http://discus.org</a></p>	<ol style="list-style-type: none"> <li>1. Create a cause/effect chart depicting events/conditions leading up to the Stono Rebellion &amp; its effect on the colony</li> <li>2. Analyze the slave &amp; white populations of S.C. &amp; hypothesize how the population imbalance affected production, the economy, &amp; culture</li> </ol>

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<p><b>8-1.5</b>—Explain how S.C. used their natural, human, and political resources uniquely to gain economic prosperity, including settlement by &amp; trade with the people of Barbados, rice, &amp; indigo planting, &amp; the practice of mercantilism</p> <p><b>Tier 3 Words:</b> Lowcountry, prosperity, cash crop, indigo, mercantilism, subsidies, enumerated salutary neglect, Carolina Gold, naval stores, immigrant, balance of trade</p>	<p>2-3 days</p>	<p><u><a href="#">The History of S.C. in the Building of the Nation</a></u> A Growing Economy—pp. 46-47</p> <p>Britain Develops a Colonial Policy—p. 52</p> <p>Rice—Carolina Gold—pp. 53-54</p> <p>Indigo—A Second Staple—pp. 54-55</p> <p>The Growth of African Slavery—pp. 55-56</p> <p>Website: <a href="http://studysc.org">http://studysc.org</a> <a href="http://discus.org">http://discus.org</a></p>	<ol style="list-style-type: none"> <li>1. Create a timeline that illustrates the key events in the history of S.C. settlement</li> <li>2. Analyze ways in which Lords Proprietors attempted to persuade people to settle in Carolina—In cooperative of 3-4 students, design an advertisement that persuades people to come to Carolina (include facts about the new land, ways to profit &amp; what settlers will get in return for coming to a strange new land)</li> <li>3. Research the life of Eliza Lucas Pinckney with regard to indigo planting &amp; the prosperity it brought to planters</li> <li>4. Create a map that shows the location of natural, human, &amp; political resources throughout the colony of S.C.</li> </ol>
<p><b>8-1.6</b>—Compare the development of representative government in S.C. to representative government in the other colonial regions, including the proprietary regime, the period of royal government, &amp; South Carolina’s Regulator movement.</p> <p><b>Tier 3 Words:</b> elite, bicameral assembly, proportional, Backcountry, royal colony, animosity, regulators, Regulator Movement, vigilante, circuit court, disproportional</p>	<p>3 days</p>	<p><u><a href="#">The History of S.C. in the Building of the Nation</a></u></p> <p>Carolina Charter—pp. 36-37</p> <p>Royal Gov’t in the Colonies—pp.65-66</p> <p>Ten Years of Indecision—pp. 69-70</p> <p>Life in the Backcountry—pp. 92-93</p> <p>The Regulator Movement—pp. 95-96</p> <p>Student Resource Guide—pp. 27, 45, 47, 57, 60, 61</p> <p>Website: <a href="http://studysc.org">http://studysc.org</a> <a href="http://discus.org">http://discus.org</a></p>	<ol style="list-style-type: none"> <li>1. Propriety vs. Royal Government—Create a chart that depicts the differences b/t a proprietary &amp; royal government</li> <li>2. Write a short paper that explains the purpose for government (especially in a land so far away from the mother country). Use this to explain why regulators were utilized in the Backcountry of S.C.</li> <li>3. Writing Prompt—the Backcountry of S.C. is located a long distance away from Charleston and is relatively isolated because of distance &amp; terrain. How do you &amp; your family live in the backcountry? Give a written account of a typical day in the Backcountry.</li> </ol>

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**Standard 8-2—The student will demonstrate an understanding of the causes of the American Revolution and the beginnings of the new nation, with an emphasis on South Carolina’s role in the development of that nation.**

1 <sup>st</sup> 9 Weeks	Indicators	Pacing	Materials/Resources	Suggested Activities
	<p><b>8-2.1</b>— Explain the political &amp; economic consequences of the French &amp; Indian War on the relationship of the S.C. colonists with Native Americans &amp; England.</p> <p><b>Tier 3 words:</b> mercantilism, salutary neglect, animosity, Upcountry, treaty, boundary, smuggler, Sugar Act, admiralty court</p>	3-4 days	<p><u>The History of S.C. in the Building of the Nation</u></p> <p>The War for the Backcountry—p. 91</p> <p>The Cherokee War—pp. 94</p> <p>Student resource guide—p. 56</p> <p>Website:  <a href="http://studysc.org">http://studysc.org</a>  <a href="http://discus.org">http://discus.org</a></p>	<ol style="list-style-type: none"> <li>1. Create a flowchart listing the causes, events, &amp; outcomes of the French &amp; Indian War—include alliances with Native American tribes where possible.</li> <li>2. Compare S.C. involvement in the French &amp; Indian War to the involvement of the colonies as a whole</li> <li>3. Summarize the French &amp; Indian War</li> </ol>
	<p><b>8-2.2</b>— Summarize the response of S.C. to events leading to the American Revolution, including the Stamp Act, Tea Acts, &amp; the Sons of Liberty.</p> <p><b>Tier 3 Words:</b> taxes, Stamp Act, prerogative, Sons of Liberty, Townshend duties revenue, boycott, Tea Act, Intolerable Acts</p>	3-4 days	<p><u>The History of S.C. in the Building of the Nation</u></p> <p>American Reaction to New Taxes—p. 102</p> <p>The Stamp Tax in S.C.—pp. 105-106</p> <p>The Tea Crisis &amp; Revolution—p. 107</p> <p>Declaring Independence—pp. 113-114</p> <p>Student Resource Guide—pp. 62, 62, 64, 65, 66, 68</p> <p>Website:  <a href="http://studysc.org">http://studysc.org</a>  <a href="http://discus.org">http://discus.org</a></p>	<ol style="list-style-type: none"> <li>1. Analyze the Stamp Act—create a list of items that one uses daily that would be taxed under the Stamp Act</li> <li>2. Create a sequence of events that led up to the Revolutionary War</li> </ol>

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<p><b>8-2.3</b>—Explain the roles of South Carolinians in the adoption of the Declaration of Independence.</p> <p><b>Tier 3 words:</b> delegates, natural rights, democracy, principles of equality</p>	<p>2 days</p>	<p><u><a href="#">The History of S.C. in the Building of the Nation</a></u>          Declaring Independence—          pp. 113-114</p> <p><u><a href="#">South Carolinians in Congress</a></u>—p. 119</p> <p>Student Resource Guide—          pp. 70-71          Website:  <a href="http://studysc.org">http://studysc.org</a>  <a href="http://discus.org">http://discus.org</a></p>	<ol style="list-style-type: none"> <li>1. Compare the roles of the 3 signers of the Declaration of Independence</li> <li>2. Write a short biographical sketch of each of the S.C. signers of the Declaration of Independence</li> </ol>
<p><b>8-2.4</b>—Compare the different perspectives of different groups of South Carolinians during the American Revolution, including Patriots, Tories/Loyalists, women, enslaved &amp; free Africans, &amp; Native Americans</p> <p><b>Tier 3 words:</b> Patriots, Loyalists, Tories, provisional government, Continental Army, partisan bands, messengers</p>	<p>2-3 days</p>	<p><u><a href="#">The History of S.C. in the Building of the Nation</a></u>          A New Government in Charles Town—pp. 114-116</p> <p>Where did the Backcountry Stand?—pp. 116-117</p> <p>British Invasion of the State—pp. 120-121</p> <p>South Carolina—pp. p. 121</p> <p>Disaster at Camden—p.122</p> <p>Victory at King’s Mountain &amp; Cowpens—pp. 122-123</p> <p>Patriot Victory in S.C.—pp. 123-124</p> <p>Website:  <a href="http://studysc.org">http://studysc.org</a>  <a href="http://discus.org">http://discus.org</a></p>	<p>Working in pairs, assign a student to play a Lowcountry plantation owner and another to play a small farmer from the Upcountry. Have them analyze advantages &amp; disadvantages of loyalty to Britain versus patriotism to the U.S. and finally choose their allegiance. Write a short narrative that explains their choice of allegiances.</p>

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<p><b>8-2.5</b>—Summarize the role of South Carolinians in the course of the American Revolution, including the use of partisan warfare &amp; the battles of Charleston, Camden, Cowpens, Kings Mountain, &amp; Eutaw Springs</p> <p><b>Tier 3 words:</b> palmetto tree, Fort Moultrie, exile, militia, war of attrition, Battle of Camden, Battle of King’s Mountain, Battle of Cowpens, irregular partisan forces, retreat, traitor proclamation, Battle of Eutaw Springs, beleaguered, Pyrrhic victory, tactical, guerilla warfare</p>	<p>3 days</p>	<p><u>The History of S.C. in the Building of the Nation</u></p> <p>British Invasion of the State—p. 120-121</p> <p>S.C. Fights Back—p. 121</p> <p>Disaster at Camden—p.122</p> <p>Victory at King’s Mountain &amp; Cowpens—pp. 122-123</p> <p>Student Resource Guide—pp. 67, 69, 72, 73, 74 Website: <a href="http://studysc.org">http://studysc.org</a> <a href="http://discus.org">http://discus.org</a></p>	<p>1. Compare the different battles that took place in S.C. and write about any similarities or patterns</p> <p>2. “Badge of Honor”—Research various people involved in the American Revolution. (Provide students with a list of names or they can use a person of their choice)</p> <p>Materials: list of names, the Badge of Honor (create one using internet source), S.C. History Text</p>
<p><b>8-2.6</b>—Explain the role of South Carolinians in the establishment of their new state government &amp; the national government after the American Revolution</p> <p><b>Tier 3 words:</b> Committee of 99, Provincial Congress, provincial government, delegation, Declaration of Independence, Continental Congress, Treaty of Paris, Articles of Confederation, ratify, ceded, Confederation Congress, insurrection</p>	<p>3-4 days</p>	<p><u>The History of S.C. in the Building of the Nation</u></p> <p>Growing Sentiment for a New Constitution—pp. 131-132</p> <p>The Federal Convention—pp. 132-133, &amp; 136</p> <p>Ratifying the Constitution—pp. 136-137</p> <p>The State Constitution of 1790—pp. 136</p> <p>Website: <a href="http://studysc.org">http://studysc.org</a> <a href="http://discus.org">http://discus.org</a></p>	<p>1. Write a comparison of the lives of people of the Lowcountry &amp; the Upcountry</p> <p>2. Analyze the arguments during the Constitutional convention that led to the 3/5 Compromise, ending in the slave trade</p>

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**Standard 8-3—the student will demonstrate an understanding of South Carolina’s role in the development of the new national government.**

2 <sup>nd</sup> 9 Weeks	Indicator	Pacing	Materials/Resources	Suggested Activities
	<p><b>8-3.1--</b>Explain the tensions between the Upcountry and the Lowcountry of South Carolina, including their economic struggles after the Revolutionary War, their disagreement over representation in the General Assembly, the location of the new capital, and the transformation of the state’s economy.</p> <p><b>Tier 3 words:</b> Economy Representation, Patriots, Loyalist, Regulators, Mercantilists, Elite, Upcountry, subsistence farmers</p>	<p><b>3 days</b></p>	<p><u>The History of S.C. in the Building of the Nation</u></p> <p>Website:  <a href="http://studysc.org">http://studysc.org</a>  <a href="http://discus.org">http://discus.org</a></p>	<ol style="list-style-type: none"> <li>1. Compare/Contrast the Articles of Confederation to the Constitution examining the effects both had on S.C. and its people.</li> <li>2. Imagine you are Charles Pinckney of S.C. and write an argument for the new constitution to the Federal convention.</li> <li>3. Create a political cartoon that illustrates how the Upcountry &amp; Lowcountry felt about each other.</li> </ol>
	<p><b>8-3.2--</b> Explain the role of South Carolina and its leaders in the Constitutional Convention, including their support of the Three-Fifths Compromise and the Commerce Compromise as well as the division among South Carolinians over the ratification of the Constitution.</p> <p><b>Tier 3 Words:</b> Three-fifths compromise, Commerce compromise Ratify, Articles of Confederation, Constitution, Shay’s Rebellion, Virginia Plan, Bicameral, New Jersey Plan, Delegates, Great Compromise, Federalist, Antifederalist, Ratify</p>	<p><b>1-2 days</b></p>	<p><u>The History of S.C. in the Building of the Nation</u></p> <p>Website:  <a href="http://studysc.org">http://studysc.org</a>  <a href="http://discus.org">http://discus.org</a></p>	<ol style="list-style-type: none"> <li>1. Compare/Contrast the Articles of Confederation to the Constitution examining the effects both had on S.C. and its people.</li> <li>2. Imagine you are Charles Pinckney of S.C. and write an argument for the new constitution to the Federal convention</li> </ol>

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	<p><b>Standard 8-3.3</b>—Explain the basic principles of government as established in the United States Constitution.</p> <p><b>Tier 3 Words</b>-- Popular Sovereignty, Individual Rights, Federalism, Representative Democracy, Checks and balances, Limited Government, Separation of Powers, Bill of Rights</p>	<p><b>1-2 days</b></p>	<p><u><a href="#">The History of S.C. in the Building of the Nation</a></u></p> <p>Website:  <a href="http://studysc.org">http://studysc.org</a>  <a href="http://discus.org">http://discus.org</a></p>	<p>Compare/Contrast the Articles of Confederation to the Constitution examining the effects both had on S.C. and its people.</p>
	<p><b>Standard 8-3.4</b>-- Analyze the position of S.C. on the issues that divided the nation in the early 1800's, including the assumption of state debts, the creation of a national bank, the protective tariff and the role of the U.S. in the European conflict between England &amp; France, and in the War of 1812.</p> <p><b>Tier 3 Words</b>—          Democratic-Republican, War Hawks, Jacksonian Democracy, Democratic Party, Veto, Whig Party Arsenal, Nullification, Nationalism Second great awaking, Tariff, Proclamation of Neutrality, XYZ Affair, Alien Sedition Acts, Embargo Act, Protective Tariff, State's Rights</p>	<p><b>3 days</b></p>	<p><u><a href="#">The History of S.C. in the Building of the Nation</a></u></p> <p>Website:  <a href="http://studysc.org">http://studysc.org</a>  <a href="http://discus.org">http://discus.org</a></p>	<ol style="list-style-type: none"> <li>1. Compare/Contrast the Articles of Confederation to the Constitution examining the effects both had on S.C. and its people.</li> <li>2. Imagine you are Charles Pinckney of S.C. and write an argument for the new constitution to the Federal convention</li> </ol>

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## Standard 8-4—The student will demonstrate an understanding of the multiple events that led to the Civil War.

2 <sup>nd</sup> 9 Weeks	Indicator	Pacing	Materials/Resources	Suggested Activities
	<p><b>Standard 8-4.1</b> Explain the importance of agriculture in antebellum South Carolina, including the plantation system and the impact of the cotton gin on all social classes.</p> <p><b>Tier 3 Words:</b> Headright system, Cotton gin Antebellum, Planter, Field hands, Plantation system, Cash crop, Sectionalism, Overseer, Class system</p>	3 days	<p><u><a href="#">The History of S.C. in the Building of the Nation</a></u></p> <p>Website: <a href="http://studysc.org">http://studysc.org</a> <a href="http://discus.org">http://discus.org</a></p>	<p>Write a paper about one of the events of the Civil War that you believe to be the most important event with the strongest effect on S.C. society (must have proof of opinion).</p> <p><b>Journal Activity:</b> From the point of view of the slave or (future) soldier. Students will be given topics on which to write a journal entry. <i>This is intended to be an on-going activity from pre- Civil War to post Civil War. This activity highlights the events before, during, and at the conclusion of the war.</i></p>
	<p><b>Standard 8-4.2</b> Analyze how sectionalism arose from racial tension, including the Denmark Vesey plot, slave codes and the growth of the abolitionist movement</p> <p><b>Tier 3 Words—</b> Jeffersonian Republic, Nat Turner Rebellion, Abolitionist movement, Denmark Vesey Plot, Sectionalism, Slave codes Underground RR, Whigs, Wage Slave, Free states, <i>The Liberator</i></p>	3 days	<p><u><a href="#">The History of S.C. in the Building of the Nation</a></u></p> <p>Website: <a href="http://studysc.org">http://studysc.org</a> <a href="http://discus.org">http://discus.org</a></p>	<ol style="list-style-type: none"> <li>1. Working in groups, students will create a scenario in which Denmark Vesey plotted his slave uprising; they will “act out” their storyline.</li> <li>2. Working in groups, students will write a list of slave codes; each student will write an argument that justifies the codes they created.</li> </ol>

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	<p><b>Standard 8-4.3--</b> Analyze key issues that led to South Carolina’s secession from the Union, including the nullification controversy and John C. Calhoun, the extension of slavery and the compromises over westward expansion, the Kansas-Nebraska Act, the Dred Scott decision, and the election of 1860</p> <p><b>Tier 3 Words:</b> Know Nothings, Popular sovereignty, Kansas-Nebraska Act, Dred Scott Decision, Westward expansion, Missouri Compromise Nullify, Liberty Party, Unionists, Free soil, Fugitive Slave Law, Force Bill, Nullification Crisis</p>	<p><b>3 days</b></p>	<p><u><a href="#">The History of S.C. in the Building of the Nation</a></u></p> <p>Website: <a href="http://studysc.org">http://studysc.org</a> <a href="http://discus.org">http://discus.org</a></p>	<p>Write an argument for or against SC secession from the United States. Site examples of why your argument is valid</p>
	<p><b>Standard 8-4.4--</b> Evaluate the arguments of unionists, cooperationists, and secessionists on the issues of state’s rights &amp; slavery and the ways that these arguments contributed to S.C. secession</p> <p><b>Tier 3 Words--</b> Cooperationist Ordinance of Secession, Unionists, Secessionists, State’s Rights</p>	<p><b>3 days</b></p>	<p><u><a href="#">The History of S.C. in the Building of the Nation</a></u></p> <p>Website: <a href="http://studysc.org">http://studysc.org</a> <a href="http://discus.org">http://discus.org</a></p>	<p>Write an argument for or against SC secession from the United States. Site examples of why your argument is valid Write an argument for or against SC secession from the United States. Site examples of why your argument is valid</p>

## Chester County Schools—A Great Place to Grow, Committed to Excellence for ALL Students

<p><b>Standard 8-4.5--</b> Compare the military strategies of the North &amp; South during the Civil War &amp; the fulfillment of these strategies in S.C. and in the South as a whole. This includes the attack on Fort Sumter, the Union blockade of Charleston, the capture of Port Royal, &amp; the development of the Hunley submarine; the exploits of Robert Smalls, &amp; Gen. William Sherman’s march through the state</p> <p><b>Tier 3 Words--</b> Civil war Blockade, Confederacy, Union, Robert E. Lee, Ulysses S Grant, William T. Sherman, Total War, Conscription, H.L. Hunley</p>	<p><b>4 days</b></p>	<p><u>The History of S.C. in the Building of the Nation</u></p> <p>Website: <a href="http://studysc.org">http://studysc.org</a> <a href="http://discus.org">http://discus.org</a></p>	<p>Imagine you are General Grant or Lee and you are explaining to others why they should join the North or South in this fight</p> <p>Student groups will be assigned an event in which they will create a short skit using their notes. Each group will act out their skit for the class</p>
<p><b>Standard 8-4.6—</b>Compare the impact of the Civil War on South Carolinians in each of the various classes, including those groups defined by race, gender, &amp; age.</p> <p><b>Tier 3 Words—</b>Emancipation Proclamation, pardon, inflation</p>	<p><b>2 days</b></p>	<p><u>The History of S.C. in the Building of the Nation</u></p> <p>Website: <a href="http://studysc.org">http://studysc.org</a> <a href="http://discus.org">http://discus.org</a></p>	

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**Standard 8-5: The student will understand the impact of Reconstruction, industrialization, & progressivism on society & politics in S.C. in the late 20<sup>th</sup> & early 21<sup>st</sup> centuries.**

3 <sup>rd</sup> 9 weeks	Indicator	Pacing	Materials/Resources	Suggested Activities
	<p><b>Standard 8.5-1</b>—Analyze the development of Reconstruction policy and its impact in South Carolina, including the presidential and the congressional reconstruction plans, the role of black codes, and the Freedmen’s Bureau.</p> <p><b>Tier 3 Words</b>— Reconstruction, Freedmen’s Bureau, sharecropping, southern elite, Black Codes, “Radical Republicans”, military district, 13<sup>th</sup> amendment, 14<sup>th</sup> amendment, 15<sup>th</sup> amendment, Ku Klux Klan, Congressional Reconstruction</p>	3 days	<p><u><a href="#">The History of S.C. in the Building of the Nation</a></u></p> <p>Website:  <a href="http://studysc.org">http://studysc.org</a>  <a href="http://discus.org">http://discus.org</a></p>	<p>Writing Prompt: Compare and contrast some similarities women and black men faced in fighting for equal rights under the law. Also, contrast women and black men on their rights following the 13th, 14th, and 15th Amendments. Hypothesize why women were excluded from voting</p>
	<p><b>Standard 8.5-2</b>—Describe the economic impact of Reconstruction on South Carolinians in each of the various social classes.</p> <p><b>Tier 3 Words</b>—Economic Depression, Sharecropper, Tenant Farmer, vigilante groups, scalawags, carpetbaggers, crop lien system, immigrants</p>	3 days	<p><u><a href="#">The History of S.C. in the Building of the Nation</a></u></p> <p>Website:  <a href="http://studysc.org">http://studysc.org</a>  <a href="http://discus.org">http://discus.org</a></p>	<p>Have students define sharecroppers, tenant farmers, and the crop lien system. Have students create a flow chart explaining how the crop lien system kept the sharecroppers and tenant farmers in constant debt.</p> <p style="text-align: center;"><a href="http://ca.uky.edu/Agripedia/glossary/croplien">http://ca.uky.edu/Agripedia/glossary/croplien</a></p>

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<p><b>Standard 8.5-3</b>—Summarize the successes and failures of Reconstruction in South Carolina, including the creation of political, educational, and social opportunities for African Americans; the rise of discriminatory groups; and the withdrawal of federal protection.</p> <p><b>Tier 3 Words</b>—Ethnic Diversity, Regionalism, Disenfranchise, Segregation, propaganda, corruption, freedom schools, philanthropists, Northern Aid Society, Penn School, literacy, Ku Klux Klan, Riflemen, Red Shirts, electoral votes</p>	<p><b>3 days</b></p>	<p><u>The History of S.C. in the Building of the Nation</u></p> <p>Website:  <a href="http://studysc.org">http://studysc.org</a>  <a href="http://discus.org">http://discus.org</a></p>	<p>Create a cause and effects chain that describes the political movement from Reconstruction to the Populist movement.</p>
<p><b>Standard 8.5-4</b>—Summarize the policies and actions of South Carolina’s political leadership in implementing discriminatory laws that established a system of racial segregation, intimidation, and violence.</p> <p><b>Tier 3 Words</b>—redeemers, Conservative Democrats, “lost cause”, eight box law, poll tax, gerrymandering, disenfranchise, Populist, Jim Crow Laws</p>	<p><b>3 days</b></p>	<p><u>The History of S.C. in the Building of the Nation</u></p> <p>Website:  <a href="http://studysc.org">http://studysc.org</a>  <a href="http://discus.org">http://discus.org</a></p>	<ol style="list-style-type: none"> <li>1. Students will examine a copy of the Constitution of 1895 and list examples of ways African Americans were negatively impacted  <a href="http://www.sciway.net/afam/reconstruction/majorevents.html">http://www.sciway.net/afam/reconstruction/majorevents.html</a></li> <li>2. Hypothesize why some people resorted to violence such as racial conflict and lynchings in their dealings with African Americans following the Civil War.</li> </ol>

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<p><b>Standards 8.5.5</b>—Compare industrial development in South Carolina to industrialization in the rest of the United States, including the expansion of railroads, the development of the phosphate and textile industries, and immigration.</p> <p><b>Tier 3 Words</b>—Industrialization, textiles, immigrant, emigrate, ethnic diversity, mass production, transcontinental, textile mills, “lint heads”, tuberculosis, unions, strike, phosphates</p>	<p><b>3 days</b></p>	<p><u>The History of S.C. in the Building of the Nation</u></p> <p style="text-align: center;">Website:  <a href="http://studysc.org">http://studysc.org</a>  <a href="http://discus.org">http://discus.org</a></p>	<ol style="list-style-type: none"> <li>1. Collect a series of photos about child labor, perhaps from those of Lewis Hine, and draft a bill to propose changes in the Child Labor Law.</li> <li>2. Hypothesize why families would allow their children to work in the conditions that have been reported by photographers of the period. What other choices did they have? Take and defend a stand on one side or the other of the issue.</li> <li>3. Students will debate the positives and negatives of living in a mill village.</li> </ol>
<p><b>Standard 8.5-6</b>—Compare the plight of farmers in South Carolina with that of farmers throughout the United States, including the problems of overproduction, natural disasters, and sharecropping and encompassing the roles of Ben Tillman, the Populists, and land-grant colleges.</p> <p><b>Tier 3 Words</b>—Populism, land-grant college, Populists, supply &amp; demand, lien laws, Farmers’ Alliance, popular election, secret ballot, natural disasters, tobacco</p>	<p><b>3 days</b></p>	<p><u>The History of S.C. in the Building of the Nation</u></p> <p style="text-align: center;">Website:  <a href="http://studysc.org">http://studysc.org</a>  <a href="http://discus.org">http://discus.org</a></p>	<ol style="list-style-type: none"> <li>1. Have student study photographs taken after the Charleston earthquake of 1886. Construct a table comparing the short-and long-term effects of the earthquake on the people of South Carolina, including how people now deal with and prepare for natural disasters. The website below has photographs of the Earthquake of 1886.  <a href="http://www.knowitall.org/schistory/">www.knowitall.org/schistory/</a>  <a href="http://www.eas.slu.edu/Earthquake_Center/1886EQ/">http://www.eas.slu.edu/Earthquake_Center/1886EQ/</a></li> <li>2. Students will compare the ideologies of the Populist Tillmanites and the Conservative Bourbons  <a href="http://www.itv.sctev.org/guides/ConversationsonHistory/lesson16.pdf">http://www.itv.sctev.org/guides/ConversationsonHistory/lesson16.pdf</a></li> <li>3. Video Activity: Discuss The Wizard of OZ as a Populist political allegory  <a href="http://paws.wcu.edu/mulligan/www/oz">http://paws.wcu.edu/mulligan/www/oz</a>.</li> </ol>

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<p><b>Standard 8.5-7</b>—Compare migration patterns of South Carolinians to such patterns throughout the United States, including the movement from rural to urban areas and the migration of African Americans from the South to the North, Midwest, and West.</p> <p><b>Tier 3 Words</b>—migration, regionalism, population density, urban, rural, immigrant, transcontinental railroad, urban, Tillmanites, ethnic diversity, quota system</p>	<p><b>3 days</b></p>	<p><u><a href="#">The History of S.C. in the Building of the Nation</a></u></p> <p>Website: <a href="http://studysc.org">http://studysc.org</a> <a href="http://discus.org">http://discus.org</a></p>	<ol style="list-style-type: none"> <li>1. Have students create a flyer/poster advertising for homesteaders encouraging them to travel out west. Include on the poster a great slogan that includes a positive impact of Western Migration.</li> <li>2. Have students use primary-source information, such as census data, to create a graph that shows how the population of South Carolina has changed over time. Include a projection of how the population will change over the next twenty years. What is the impact of population growth on South Carolina? What is the impact of immigration?</li> </ol>
<p><b>Standard 8.5-8</b>—Compare the Progressive movement in South Carolina with the national Progressive movement, including the impact on temperance; women’s suffrage; labor laws; and educational, agricultural, health, and governmental reform.</p> <p><b>Tier 3 Words</b>—Progressive Movement, muckrakers, temperance, suffrage, compulsory attendance, labor union, strike, collective bargaining, lockout, injunction, Progressives, picketing, 19<sup>th</sup> Amendment, prohibition</p>	<p><b>3 days</b></p>	<p><u><a href="#">The History of S.C. in the Building of the Nation</a></u></p> <p>Website: <a href="http://studysc.org">http://studysc.org</a> <a href="http://discus.org">http://discus.org</a></p>	<ol style="list-style-type: none"> <li>1. The Progressive Movement developed in response to the problems of the growing cities and the changing workplace in the late 19th century. Students will list social, economic, and political problems of the era that require change. Considering these problems, students will investigate the role of the muckraker in exposing problems/corruption. In groups, choose a problem and write an expose about the corruption (Hine and Sinclair)</li> <li>2. Have the students explain the meaning of suffrage. Research when women got the right to vote and which amendment gave them this right. How does ratification work? What percentage of the states must approve the amendment? How could women legally vote in SC when the amendment was not ratified? When did SC ratify this amendment?</li> </ol>

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**Standard 8-6: The student will understand the impact of Reconstruction, industrialization, & Progressivism on society & politics in S.C. in the late 19<sup>th</sup> & 20<sup>th</sup> centuries.**

4 <sup>th</sup> 9 Weeks	Indicator	Pacing	Materials/Resources	Suggested Activities
	<p><b>Standard 8.6-1</b>—Explain the reasons for United States involvement in World War I and the war’s impact on South Carolina and the nation as a whole, including the building of new military bases and the economic impact of emigration to industrial jobs in the North.</p> <p><b>Tier 3 Words</b>—Armistice, Reparations, patriotism, bond drives, Sedition Act, patriotism</p>	3 days	<p><u><a href="#">The History of S.C. in the Building of the Nation</a></u></p> <p>Website: <a href="http://studysc.org">http://studysc.org</a> <a href="http://discus.org">http://discus.org</a></p>	<ol style="list-style-type: none"> <li>1. Research a military base in SC from WWI. Gather information about date of opening, location, number of military personnel, number of civilian employees, and the base’s purpose.</li> <li>2. Have students create a map identifying the military bases in SC in 1918 and a map identifying the military bases in SC today? IF bases are not currently in operation today, determine when the bases were in operation and when they ceased operation.</li> <li>3. Create a cause/effect chart that explains how World War I helped the economy of S.C. &amp; the nation.</li> </ol>
	<p><b>Standard 8.6-2</b>—Explain the causes and effects of changes in South Carolina and the nation as a whole in the 1920s, including Prohibition, the destruction caused by the boll weevil, the rise of mass media, improvements in daily life, increases in tourism and recreation, the revival of the Ku Klux Klan, and the contributions of South Carolinians to the Harlem Renaissance and the Southern Literary Renaissance.</p> <p><b>Tier 3 Words</b>—KKK, Prohibition, boll weevil, Harlem Renaissance, flappers, moonshine, “bootleggers”, Southern Literacy Renaissance</p>	3 days	<p><u><a href="#">The History of S.C. in the Building of the Nation</a></u></p> <p>Website: <a href="http://studysc.org">http://studysc.org</a> <a href="http://discus.org">http://discus.org</a></p>	<p>Research the Boll Weevil. What is a boll weevil and how did this particular insect effect cotton production? How has the problem of the boll weevil been controlled? In groups, students will suppose that the boll weevil has destroyed their cotton crops, they will develop and choose an alternative crop for production.</p>

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<p><b>Standard 8-6.3</b>—Explain the reasons for depressed conditions in the textile mills and on farms in South Carolina and other regions of the United States in the 1920s and the impact of these conditions on the coming of the Great Depression.</p> <p><b>Tier 3 Words</b>—Stock Market Crash, Great Depression, boll weevil, overproduction, foreclosure, sharecroppers, tenant farmers</p>	<p><b>3 days</b></p>	<p><u><a href="#">The History of S.C. in the Building of the Nation</a></u></p> <p>Website:  <a href="http://studysc.org">http://studysc.org</a>  <a href="http://discus.org">http://discus.org</a></p>	<p>1. Create a cause/effect chart that summarizes the reasons why S.C. was already in a depressed economical state before the Great Depression.</p>
<p><b>Standard 8.6-4</b>—Explain the effects of the Great Depression and the lasting impact of the New Deal on people and programs in South Carolina, including James F. Byrnes and Mary McLeod Bethune, the Rural Electrification Act, the general textile strike of 1934, the Civilian Conservation Corps, the Works Progress Administration, the Public Works Administration, the Social Security Act, and the Santee Cooper electricity project.</p> <p><b>Tier 3 Words</b>—bankrupt, New Deal, WPA, Santee Cooper Electricity Project, SSA, PWA, REA, CCC, Tennessee Valley Authority, “fireside chats”, power cooperative, National Recovery Act, arbitration</p>	<p><b>3 days</b></p>	<p><u><a href="#">The History of S.C. in the Building of the Nation</a></u></p> <p>Website:  <a href="http://studysc.org">http://studysc.org</a>  <a href="http://discus.org">http://discus.org</a></p>	<p>1. Construct a cause/effects/consequence chart that depicts the Depression as the cause &amp; alphabet programs as multiple effects. Students will write a short explanation of the consequences of the programs.</p> <p>2. Students will read a short bio about James F. Byrnes &amp; Mary McLeod Bethune. They will write a summary of the part these S.C. natives played the Roosevelt administration.</p>

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<p><b>Standard 8.6-5</b>—Compare the ramifications of World War II on South Carolina and the United States as a whole, including the training of the Doolittle Raiders and the Tuskegee Airmen, the building of additional military bases, the rationing and bond drives, and the return of economic prosperity.</p> <p><b>Tier 3 Words</b>—Doolittle Raiders, Tuskegee Airmen, isolationist, Communism, mass production, draft, illiterate, poverty, ration, war bonds</p>	<p><b>3 days</b></p>	<p><u><a href="#">The History of S.C. in the Building of the Nation</a></u></p> <p style="text-align: center;">Website:  <a href="http://studysc.org">http://studysc.org</a>  <a href="http://discus.org">http://discus.org</a></p>	<ol style="list-style-type: none"> <li>1. Students will write a paper in which they make the argument as to why the Doolittle’s Raiders is a mission that is critical to restoring the morale of the U.S. (after the bombing of Pearl Harbor).</li> <li>2. Students will create a cause/effect chart that summarizes the important role of the Tuskegee Airmen during WWII</li> </ol>
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# Chester County Schools—A Great Place to Grow, Committed to Excellence for ALL Students

**Standard 8-7: The student will demonstrate an understanding of the impact on S.C. of significant events of the late 20<sup>th</sup> and early 21<sup>st</sup> century.**

4 <sup>th</sup> 9 Weeks	Indicator	Pacing	Materials/Resources	Suggested Activities
	<p><b>8-7.1</b>—Compare the social &amp; economic impact of World War II &amp; the Cold War on S.C. with its impact on the rest of the U.S. including the increases in high birth rate; the emergence of the consumer culture; the expanding suburbanization, highway construction, tourism, &amp; economic development; the continuing growth of the military bases &amp; nuclear power facilities; &amp; the increases in educational opportunities.</p> <p><b>Tier 3 words:</b> GI Bill, wartime industry, Cold War, Greatest Generation, Baby Boomers, plutonium, tourism, resorts, U.S. Nuclear Arsenal</p>	<p><b>4 days</b></p>	<p>Website:  <a href="http://studysc.org">http://studysc.org</a>  <a href="http://discus.org">http://discus.org</a></p>	<ol style="list-style-type: none"> <li>1. Compare/contrast how WW II &amp; the Cold War impacted the U.S. &amp; S.C.</li> <li>2. Construct a cause/effect/consequences chart with WW II being the cause. Students list &amp; write a brief explanation of the effects the war had on families, the culture, the economy, the government, and education.</li> </ol>

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<p><b>8-7.2:</b> Analyze the movement for civil rights in S.C., including the impact of the landmark court cases <i>Elmore v. Rice</i> and <i>Briggs v. Elliot</i>; civil rights leaders, Septima Poinsette Clark, Modjeska Monteith Simkins, and Matthew J. Perry; the S.C. school equalization effort &amp; other resistance to school integration; peaceful efforts to integrate beginning with colleges &amp; demonstrations in S.C. such as the Friendship Nine &amp; the Orangeburg Massacre.</p> <p><b>Tier 3 Words:</b> mass media, unconstitutional, poll tax, civil rights movement, sit-in, riots, Southern Manifesto</p>	<p><b>4 days</b></p>	<p>Website:  <a href="http://studysc.org">http://studysc.org</a>  <a href="http://discus.org">http://discus.org</a></p>	
<p><b>8-7.3:</b> Explain the changing politics in S.C., including the shift from the Democratic Party role of Strom Thurmond, in the Republican party, the increasing political participation of African Americans &amp; women, &amp; the passage of the Education Improvement Act (EIA).</p> <p><b>Tier 3 Words:</b> Democrats, Republicans, Dixiecrats, conservatives, fundamentalists, evangelical, recession, revenues</p>	<p><b>4 days</b></p>	<p>Website:  <a href="http://studysc.org">http://studysc.org</a>  <a href="http://discus.org">http://discus.org</a></p>	<p>1. Cause/Effect Chart: The effect of Strom Thurmond’s shift from the Democratic Party to the Republican Party.</p> <p>2. Investigate the Education Improvement Act (ACT) and write a brief summary of the effect it had on education.</p>

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<p><b>8-7.4:</b> Summarize key economic issues in present-day S.C., including the decline of the textile industry, the state continuing right-to-work status, the changes in agricultural emphasis, the growing globalization &amp; foreign investment, the influx of immigrants &amp; migrants into the Sunbelt, the increased protection of the environment, the expanding number of cultural offerings, and the changes in tax policy.</p> <p><b>Tier 3 Words:</b> tax breaks, labor unions, “right to work” status, globalization, NAFTA, GATT, Sunbelt, Rustbelt, environmental hazards</p>	<p><b>4 days</b></p>	<p>Website:  <a href="http://studysc.org">http://studysc.org</a>  <a href="http://discus.org">http://discus.org</a></p>	<ol style="list-style-type: none"> <li>1. Chart the effects of the decline of the S.C. Textile Industry.</li>   <li>2. Investigate the various ways in which S.C. has increased the awareness of protecting the environment, and the changes that this awareness has brought across the state. Write a paper that explains your position on this issue.</li> </ol>
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## Suggested Websites:

### 1. Larry Ferlazzo's Website of the Day

<http://larryferlazzo.edublogs.org/2013/06/16/the-best-social-studies-sites-of-2013-so-far/>

### 2. Teaching American History Sites

<http://teachingamericanhistory.org/>

<http://teachingamericanhistory.org/50docs/>

<http://teachingamericanhistory.org/podcasts/>

<http://teachingamericanhistory.org/library/>

### 3. Olde English Consortium Sites

<http://oldeenglishconsortium.org/TAH/>

<http://oldeenglishconsortium.org>

### 4. Los Angeles Unified School District

<http://notebook.lausd.net>

<http://lausd.net>

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## 5. World History Connected

<http://worldhistoryconnected.press.illinois.edu/10.1/webb.html>

<http://www.fodey.com/generators/newspaper/snippet>

## 6. Common Core Informational Texts: Grades 7-9 US History—Information at a nominal cost

<http://teacherspayteachers.com>

## 7. Create a story from pictures

<http://petapixel.com/2013/08/04/wwii-prisoners-built-improvised-cameras-to-document-their-lives/>

## 8. Digital Storytelling

[www.schrockguide.net](http://www.schrockguide.net)

[www.edudemic.com](http://www.edudemic.com)

[www.microsoft.com/education/en-us/teachers/guides/pages/digital\\_storytelling.aspx](http://www.microsoft.com/education/en-us/teachers/guides/pages/digital_storytelling.aspx)