GRADE 3
South Carolina Studies

Standard 3-1: The student will demonstrate an understanding of places and regions in South Carolina and the role of human systems in the state.

Enduring Understanding:
People utilize, adapt to, and modify the physical environment to meet their needs. They also identify regions based on geographic and human characteristics to help them interpret Earth's complexity. To understand how people interact with the physical environment, the student will:

3-1.1 Categorize the six landform regions of South Carolina—the Blue Ridge, the Piedmont, the Sand Hills, the Inner Coastal Plain, the Outer Coastal Plain, and the Coastal Zone—according to their climate, physical features, and natural resources.

Taxonomy Level: Understand/Conceptual Knowledge – 2/B

Previous/future knowledge:
Previously, students have learned to recognize natural features of their physical environment (K-1.4). Students have learned to identify natural resources (1-1.3) and compare how land and natural resources are used throughout the world (1-1.4). Students have learned to recognize geographic features and natural resources of the local region (2-1.2) as well as how individuals use the land to make a living (2-1.4).

Although students will revisit the study of South Carolina in eighth grade, a study of the landform regions will not be repeated. However, students will need an understanding of South Carolina's regional differences as a foundation for many of the eighth grade standards. Throughout the social studies standards, students will encounter opportunities to learn how physical differences of various regions affect ways of life in all parts of the world.

It is essential for students to know:
An understanding of the six landform regions should serve as a foundational aspect of instruction for students as they learn how South Carolinians have interacted with the physical environment throughout history. Students should be able to identify on a map and describe the six landform regions of South Carolina: Blue Ridge, Piedmont, Sand Hills, Inner Coastal Plain, Outer Coastal Plain and Coastal Zone. It is appropriate during this time to introduce students to the terms Upcountry and Lowcountry as additional terms frequently used to identify areas within the state. Upcountry refers to land north of the fall line that bisects the Sand Hills region and includes the Blue Ridge and Piedmont. The Lowcountry refers to land south of the fall line and includes the Inner Coastal Plain, Outer Coastal Plain, and the Coastal Zone. Students should understand that these terms are often used interchangeably with the landform regions throughout history. It is also important for students to be able to locate and describe the location of the state as being in the southeastern portion of the United States, bordered by North Carolina, Georgia, and the Atlantic Ocean. Students will learn about the development of the human settlements and systems throughout South Carolina history. Therefore, teachers should consistently refer to the characteristics of the landform regions as they teach later indicators.

The Blue Ridge Region is mountainous and has many hardwood forests, streams, and waterfalls. It is the smallest of the landform regions and includes the state's highest point, Sassafras Mountain. South Carolina's mountains are part of the Appalachian Mountains.

The Piedmont Region is the foothills of the mountains and includes rolling hills and many valleys. The region was once a productive farming area but poor farming practices led to the erosion of the topsoil. The red clay that was left is not good for farming. One agricultural industry that thrives in the Piedmont is the farming of peaches. Waterfalls and swift flowing rivers provided the water power for early mills and the textile industry.

The Sand Hills Region is the region that in ancient times was the seacoast and therefore includes relatively flat lands with sandy soil that is not good for growing crops. The Sand Hills region follows the fall zone of the state's rivers where a drop in elevation results in rapids.

The Coastal Plain includes the Inner Coastal Plain and the Outer Coastal Plain and makes up two- thirds of South Carolina. Large stands of trees promote the development of timbering in the region. Well-drained soil, sufficient annual rainfall and a long growing season promotes agriculture, such as the cotton and soybeans.

The Coastal Zone is a ten mile wide stretch of land from the Atlantic coast inland. It includes barrier islands that protect the coast from erosion due to tides and storms. The coastal zone includes a number of natural harbors. It also includes marshes that were used for growing rice during the 1700s. Today, the region relies heavily on the tourism industry which includes historic sites, golf, and the beach itself. The port of Charleston is one of the busiest on the east coast of the United States.

It is not essential for students to know:
It is not essential for students to know specific details about each geographic region, such as size in square miles or the specific size of the population in that area.

Social Studies Literacy Skills for the Twenty-First Century:

- Recognize maps, mental maps, and geographic models as representations of spatial relationships.
- Find and describe the locations and conditions of places.

Assessment Guidelines:
Appropriate classroom assessments ***could*** require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

GRADE 3
South Carolina Studies

Standard 3-1: The student will demonstrate an understanding of places and regions in South Carolina and the role of human systems in the state.

Enduring Understanding:
People utilize, adapt to, and modify the physical environment to meet their needs. They also identify regions based on geographic and human characteristics to help them interpret Earth's complexity. To understand how people interact with the physical environment, the student will:

3-1.2: Describe the location and characteristics of significant features of South Carolina, including landforms; river systems such as the Pee Dee River Basin, the Santee River Basin, the Edisto River Basin, and the Savannah River Basin; major cities; and climate regions.

Taxonomy Level: Understand/ Conceptual Knowledge – 2/B

Previous/future knowledge:
Previously, students have learned to recognize natural features of their physical environment (K-1.4). Students have learned to identify natural resources (1-1.3) and compare how land and natural resources are used throughout the world (1-1.4). Students have learned to recognize geographic features and natural resources of the local region (2-1.2) as well as how individuals use the land to make a living (2-1.4).

Throughout the social studies standards, students will be required to describe the locations and significant features of a variety of settings in South Carolina, the United States, and across the world. Therefore, students will consistently encounter examples of how humans interact with landforms, rivers, major cities, and climate in order to survive and develop unique cultures. This is a fundamental concept to understanding history.

It is essential for students to know:
Once students have learned the landform regions of South Carolina (3-1.1), students should be able to describe the various characteristics of the significant physical features found throughout these landform regions including, mountains, foothills, the Fall Line, Carolina bays, monadnocks, rivers, swamps, plains, marshlands, barrier islands, beaches, and dunes. In conjunction with Indicator 3-1.1, students should also be able to explain the location of South Carolina in terms of geography. The Savannah River forms the western border of the state with Georgia. The Blue Ridge Mountains, part of the Appalachian Mountains, are located in the northwest corner of the state. The Atlantic Ocean runs along the eastern portion of the state. The intent of this indicator is for students to grasp the variety that exists within our state and adds to its natural richness.

Students should be able to locate on a map and describe the major river systems of South Carolina including the Pee Dee River Basin, the Santee River Basin, the Edisto River Basin, and the Savannah River Basin. Students should know that a river system is comprised of a number of smaller rivers that join one main river. Students should also know that all of South Carolina's major lakes are man-made, formed by the damming of the rivers.

Students should be able to locate on a map the major cities of South Carolina, such as Charleston, Columbia, Greenville, and Myrtle Beach. Students should be able to utilize a map legend to find the symbol for cities (dot) and the capital (star). It is also essential that students understand how these cities vary according to their location within the state. Some examples include, Charleston as a port city, Myrtle Beach as a center for tourism, and Greenville's connection to the rapidly moving rivers that flow out of the Blue Ridge region.

Students should know that South Carolina is located within only one climate region, the humid subtropical region. Although there are differences in climate within the state, those differences are minor and are affected primarily by elevation and proximity to bodies of water. In general, the mountains are cooler than the coastal regions.

It is not essential for students to know:
It is not essential for students to know specific details about the significant features of South Carolina, such as the height of Sassafras Mountain, the length of the major rivers, the number of Carolina Bays, the population of the major cities, or the average temperature.

Social Studies Literacy Skills for the Twenty-First Century:

- Recognize maps, mental maps, and geographic models as representations of spatial relationships.
- Find and describe the location and condition of places.

Assessment Guidelines:
Appropriate classroom assessments ***could*** require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

GRADE 3
South Carolina Studies

Standard 3-1: The student will demonstrate an understanding of places and regions in South Carolina and the role of human systems in the state.

Enduring Understanding:
People utilize, adapt to, and modify the physical environment to meet their needs. They also identify regions based on geographic and human characteristics to help them interpret Earth's complexity. To understand how people interact with the physical environment, the student will:

3-1.3: Explain interactions between the people and the physical landscape of South Carolina over time, including the effects on population distribution, patterns of migration, access to natural resources, and economic development.

Taxonomy Level: Understand/ Conceptual Knowledge – 2/B

Previous/future knowledge:
Previously, students have learned to recognize natural features of their physical environment (K-1.4). Students have learned to identify natural resources (1-1.3) and compare how land and natural resources are used throughout the world (1-1.4). Students have learned to recognize geographic features and natural resources of the local region (2-1.2) as well as how individuals use the land to make a living (2-1.4).

An understanding of how humans interact with the physical environment is critical to the study of history. As such, students will consistently encounter examples of how humans interact with the physical environment and landscape through their studies of South Carolina, World History, and United States History. Throughout the social studies standards, students will have many opportunities to further develop their understanding of this indicator in a variety of locations during a variety of time periods.

It is essential for students to know:
Human survival has always depended on the ability of people to interact successfully with the environment in which they lived to produce food, shelter, clothing, etc. This indicator requires students to know and explain how people living in South Carolina have interacted with the physical environment throughout the state's history. Therefore, in addition to being taught in conjunction with Indicators 3-1.1 and 3-1.2 as an introduction to the geography of South Carolina, this indicator should be referred to throughout future units of study as people have interacted with the environment in a variety of ways over time with both positive and negative results.

Students should understand that the physical geography of South Carolina affected where the Native Americans originally lived and their culture as well as where the early European explorers and settlers first established their settlements. Physical aspects considered by settlers were the location of rivers and access to the coast, and the climate and availability of other natural resources. Students should also understand how these physical characteristics impacted later development of South Carolina cities and towns and continues to have an impact on present-day growth. Students should be able to describe how people make decisions as to where to live and work based on the physical environment.

Additionally, students should know the impact of the natural resources found within South Carolina and how that has created economic development in our state. Ample forests led to the development of the timber industry and eventually to the establishment of national and state forests to preserve natural habitats. Rich soil and a temperate climate zone allowed for agriculture. At first rice and indigo were grown along the coast; later, South Carolina farmers cultivated cotton, tobacco and peaches. Along the coastal regions, residents use sweetgrass, harvested along the marshlands, to make a variety of decorative and highly sought-after baskets. The abundance of natural harbors and rivers first led to the establishment of trade. Later textile mills were built along the fast-flowing rivers of the Piedmont. Rivers were dammed to create man-made lakes in order to produce hydroelectricity. The availability of beaches has led to the growth and development of tourism along the state's coast.

It is not essential for students to know:
An exhaustive listing of all minor natural resources (silica, kaolin, vermiculite, etc.) and the minor agricultural activities (eggs, dairy, shellfish, etc.) is not required of students for this indicator. It is not essential for students to recall specific populations of various regions, cities, etc.

Social Studies Literacy Skills for the Twenty-First Century:

- Recognize maps, mental maps, and geographic models as representations of spatial relationships.
- Understand that people make choices based on the scarcity of resources.

Assessment Guidelines:
Appropriate classroom assessments ***could*** require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

GRADE 3
South Carolina Studies

Standard 3-2: The student will demonstrate an understanding of the exploration and settlement of South Carolina.

Enduring Understanding:
The inhabitants of the early Carolina colony included native, immigrant, and enslaved peoples. To understand how these various groups interacted to form a new and unique culture, the student will:

3-2.1: Compare the culture, governance, and physical environment of the major Native American tribal groups of South Carolina, including the Cherokee, Catawba, and Yemassee.

Taxonomy Level: Understand/Conceptual Knowledge – 2/B

Previous/future knowledge:
In general, students in grades K-2 will have some exposure to Native American culture during the celebration of Thanksgiving, although it is only explicitly identified as an indicator in Kindergarten (K-3.2). Students will learn about the cultural contributions, including legends and folklore, of Native Americans in second grade (2-4.3, 2-4.4).

As a key ingredient in the blossoming American identity, the contributions and experiences of Native American tribal groups will continue to be studied in grades 3 and 8 and through American History in grades 4, 5, and 11.

It is essential for students to know:
The intent of this indicator is for students to acquire a basic understanding of the native cultures that existed in the "New World" of South Carolina prior to the arrival of the European explorers in order to understand how these groups interacted to form a new and unique culture. Later indicators will describe the Europeans as well as the arrival of African slaves. Students should be able to eventually describe the influences of each on the developing culture of South Carolina.

The Native American tribes of the Eastern Woodlands living in South Carolina differed from one another in language. However, the culture and government structure of these tribes were similar. The physical environment of each tribal area played a large role in shaping each culture. Cherokee culture involved living off the mountainous land of the Blue Ridge Mountain region and the hilly western Piedmont. The Cherokee settled near rivers and the Cherokee nation was comprised of many villages that were loosely united with each other. Cherokee traveled from village to village in large dugout canoes. They were hunters/gatherers, fishermen and farmers. They lived in longhouses during the summer and wattle and daub houses in the winter. The Cherokee were powerful and thought of themselves as "the real people." Their villages were run by councils where different leaders made decisions affecting the people. The leaders were elected and the Cherokee had a form of a constitution. Cherokee women sat on the village councils and had a significant voice in whether or not the tribe went to war. The Cherokee were traders and had a well-traveled trail that ran from the mountains to the Atlantic Ocean. The Catawba lived off the land of the Piedmont. They were also hunters and farmers. The Catawba traveled the rivers in dugout canoes and were known as "River People." They were powerful in

their part of the state, near where the city of Rock Hill is located today. The Catawba lived in wigwams and were also governed by councils. The Catawba were famous for their pottery and were more peaceful than many Native Americans of that time in South Carolina. The Yemassee lived in the coastal zone on the southern coast of South Carolina, near the Georgia border. They lived in wigwams close to the coast in the summer and farther inland in wattle and daub houses along rivers during the winter. The Yemassee hunted, fished, farmed, and gathered clams and oysters.

It is not essential for students to know:
It is not essential for students to know the other Native American tribal groups of South Carolina. While a basic understanding of the similarities and differences of the Cherokee, Catawba, and Yemassee is desired, the specifics of each culture learned should be chosen to give students the ability to compare Native American culture to that of the European settlers and African slaves yet to come to South Carolina.

Social Studies Literacy Skills for the Twenty-First Century:

- Identify cause and effect relationships
- Interpret information from a variety of social studies resources

Assessment Guidelines:
Appropriate classroom assessments ***could*** require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

GRADE 3
South Carolina Studies

Standard 3-2: The student will demonstrate an understanding of the exploration and settlement of South Carolina.

Enduring Understanding:
The inhabitants of the early Carolina colony included native, immigrant, and enslaved peoples. To understand how these various groups interacted to form a new and unique culture, the student will:

3-2.2: Summarize the motives, activities, and accomplishments of the exploration of South Carolina by the Spanish, French, and English.

Taxonomy Level: Understand/Conceptual Knowledge – 2/B

Previous/future knowledge:
Third grade provides the first opportunity for students to learn about the motives, activities, and accomplishments of explorers, specifically in South Carolina.

Students will learn about the economic, political, and religious incentives that motivated European nations to explore and settle new lands from a United States history perspective in grade 4 (4-1.3, 4-1.4) and from a global perspective in grade 6 (6-6.4, 6-6.5).

It is essential for students to know:
European explorers initiate the process of introducing a new culture to the existing Native American culture in North America. Students should be able to explain the various motives, experiences, and accomplishments of these explorers from Spain, France, and England.

European explorers wanted to find a shorter route to the spices of Asia and to find gold, silver, precious metals or other valuables such as furs. The Spanish, French and English monarchs were also interested in expanding their empires by acquiring new land. Monarchs promoted exploration and settlement so that their country could be richer and more powerful than their European rivals. Explorers were sent out to claim new lands for "king and country." Merchants and missionaries wanted to expand their knowledge of the world and to spread Christianity. Students need to know the geographic location of England, Spain, and France in relation to the New World.

Although not specifically identified in the indicator, the following explorers played a major role in the early exploration of South Carolina:

Hernando de Soto explored for Spain in search of gold and slaves. He and his men traveled north from Spanish Florida, and encountered Native Americans in South Carolina [1540]. However, he did not establish a permanent settlement in South Carolina. Instead De Soto traveled extensively throughout the Southeastern United States in search of riches.

Jean Ribault, exploring for France, came to South Carolina to compete with the Spanish for land in the New World. After arriving in Port Royal Harbor, which he named, he and his men built a fort [1563]. Located on present day Parris Island, Charlesfort provided protection to the colonists

that Ribault left behind. Eventually the settlement at Charlesfort failed and the surviving colonists returned to France. The French never again attempted to settle in South Carolina.

Juan Pardo, exploring for Spain, arrived at Parris Island and claimed the land for Spain [1566]. He renamed the land Santa Elena (was Charlesfort) and used it as a base from which he explored the interior of South Carolina. Juan Pardo tried to make friends with the Native Americans because the Spanish were beginning to see how trade with the Native Americans could be beneficial.

William Hilton was from England. Hilton was hired by English settlers in Barbados [1663] to explore the coast of present day South Carolina to find more lush land for plantations. He claimed the area now known as Hilton Head for England. Later English migrants from Barbados became an important part of the English colony of South Carolina.

Dr. Henry Woodward first traveled to South Carolina as part of Captain Robert Sandford's Barbadian sponsored exploration in 1666. He stayed in the area to become familiar with it in order to assist the settlers who would follow soon afterward. After capture by and service to the Spanish in St Augustine, Woodward was liberated by an English privateer (Captain Robert Searle) and served as surgeon on several vessels in the Caribbean before being shipwrecked on Nevis. In 1669 he joined the expedition [from England and Barbados on one of the three English ships, the *Carolina*] to establish a permanent English colony in South Carolina. The ship landed at Bull's Bay and initially established a settlement called Fort Royal before moving to the Ashley River [Albemarle Point] and named their settlement Charles Town. Ten years later, in 1680, they would move across the river to a more defensible location at Oyster Point on what is now the Charleston peninsula. Woodward traveled and explored the interior of South Carolina for England. Woodward's early solo experiences with the Native Americans and the Spanish taught him much about relationships. He continued to explore and was the official trader for the fledgling colony, trying to pave the way to honest, friendly relations with the various Native American tribes.

It is not essential for students to know:
An understanding of the specific details of the lives of the various explorers is not essential including their activities prior to and following their interaction with South Carolina lands. Likewise, dates are provided parenthetically for assistance in chronological reference. It is not essential for students to know the story of De Soto's encounter with the Queen of Cofitachequi.

Social Studies Literacy Skills for the Twenty-First Century:

- Identify cause and effect relationships
- Interpret information from a variety of social studies resources

Assessment Guidelines:
Appropriate classroom assessments ***could*** require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

GRADE 3
South Carolina Studies

Standard 3-2: The student will demonstrate an understanding of the exploration and settlement of South Carolina.

Enduring Understanding:
The inhabitants of the early Carolina colony included native, immigrant, and enslaved peoples. To understand how these various groups interacted to form a new and unique culture, the student will:

3-2.3: Describe the initial contact, cooperation, and conflict between the Native Americans and European settlers in South Carolina.

Taxonomy Level: Understand/Conceptual Knowledge – 2/B

Previous/future knowledge:
Students will have had no prior knowledge of the impact of European settlement of South Carolina on the Native American culture.

Students will summarize the relationship between Native Americans and European settlers in grade 4 (4-2.4) during the colonial period and the effects of the American Revolution on that relationship (4-3.4). This will be the last time that students learn of the initial contact, cooperation, and conflict between the settlers and Native Americans. However, throughout United States (grades 4, 5, and 11) and South Carolina history (grades 3 and 8), students will learn how this relationship grows and develops creating a new and unique American culture.

It is essential for students to know:
It is essential for students to learn the effects of the cultural clash that took place when European culture was introduced to the existing Native American culture in South Carolina. Students should also begin to understand how the combining of these cultures (with that of the African slaves in indicator 3-2.5) began to form a new and unique culture in South Carolina. Most of the Native Americans were friendly to the Europeans at first, enjoying the trading relationship.

Europeans traded with the Native Americans for furs in exchange for knives, guns, and other manufactured goods. Trade relations between the two groups worsened when they were handled unfairly by the Europeans. In addition, as settlers moved west from the lowcountry to the back country they encountered more Native American tribes who, at first, moved farther west themselves. As Europeans continued to encroach on the territories or hunting grounds of the Native Americans around them, conflict arose over the ideas of land ownership and land use. Native Americans believed in communal ownership of the land and believed it could not be owned while Europeans believed individual ownership of the land and claimed it for themselves. The settling of the town of Beaufort was the last straw for the Yemassee nation of the southern coast. The Yemassee fought back and for a year there was much violence and bloodshed between the native nations and the European settlers of South Carolina. However, not all native tribes resisted the Europeans. The Cherokee sided with the English against the Yemassee and their allies. The Yemassee War ended in a truce with both sides badly wounded by the year of hardship. The Yemassee were eventually driven out of the state. Later, the Cherokee would fight a four-year war against the settlers over the failure of the Governor to keep promises made to

them. A peace treaty was signed setting borders for Cherokee and settler lands. Disease also killed large numbers of the Native Americans in South Carolina after the arrival of the Europeans because the natives had no immunity to European diseases.

It is not essential for students to know:
Specific details concerning dates and battles between the Native Americans and settlers during the Yemassee and Cherokee wars are not essential for students to learn. Students do not need to learn the names and details of treaties established between the settlers and Native Americans.

Social Studies Literacy Skills for the Twenty-First Century:

- Identify cause and effect relationships
- Interpret information from a variety of social studies resources

Assessment Guidelines:
Appropriate classroom assessments ***could*** require students to be able to:

Understand

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or any verb from the **Remember** cognitive process dimension.

GRADE 3
South Carolina Studies

Standard 3-2: The student will demonstrate an understanding of the exploration and settlement of South Carolina.

Enduring Understanding:
The inhabitants of the early Carolina colony included native, immigrant, and enslaved peoples. To understand how these various groups interacted to form a new and unique culture, the student will:

3-2.4: Summarize the development of the Carolina colony under the Lords Proprietors and the royal colonial government, including the settlement by and trade with the people of Barbados and the influence of other immigrant groups.

Taxonomy Level: Understand/Conceptual Knowledge – 2/B

Previous/future knowledge:
Students will have had no prior knowledge of the development of the Carolina colony under the Lords Proprietors and the royal government. In the future, this concept will only be addressed in grade 8 (8-1.5, 8-1.6).

It is essential for students to know:
The colony of South Carolina had a diverse population from the earliest colonial times. Each group made a significant contribution to the culture and character of South Carolina. The English were the first to establish a permanent colony in the area. The king of England gave the land to eight Lords Proprietors for repayment of a debt. One of these proprietors was Lord Anthony Ashley Cooper for whom the rivers near Charleston are named. The Lords Proprietors commissioned the writing of the Fundamental Constitutions of Carolina which established representative government and guaranteed religious freedom in the colony and thus transferred the traditions of democratic government from England to South Carolina. The Lords Proprietors attracted new settlers to the colony by offering them free land. Many of the Englishmen who settled Charles Town came from the British settlement in Barbados where the plantation system had already been well established. These Englishmen brought the institution of slavery with them. Their rice and indigo plantations, run with African slave labor, made South Carolina one of the richest of the thirteen English colonies.

The Huguenots were French Protestants who were persecuted in Catholic France. They came to South Carolina for religious freedom. The Huguenots started the South Carolina Society which started schools and helped the poor.

European Jews were also attracted to the colony because of its religious toleration. They established a synagogue in Charleston and contributed to the city's economic growth.

The German and Scotch-Irish people settled the backcountry, which became the breadbasket of the colony. These rugged individualists were hardworking farmers but were sometimes scorned by the elite of the coast. After the Proprietors could not or did not provide enough protection for the backcountry settlers against the Native Americans, the colonists asked the King to take over control of the colony. He did so and sent a Royal Governor to govern the colony.

It is not essential for students to know:
Other than Lord Anthony Ashley Cooper, students do not need to know the names of the other Lords Proprietors or any of the other immigrant populations. Apart from understanding that it established representative government in South Carolina, students do not need to know any of the specific details of the Fundamental Constitutions of Carolina.

Social Studies Literacy Skills for the Twenty-First Century:

- Identify cause and effect relationships
- Interpret information from a variety of social studies resources

Assessment Guidelines:
Appropriate classroom assessments ***could*** require students to be able to:

Understand

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Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

GRADE 3
South Carolina Studies

Standard 3-2: The student will demonstrate an understanding of the exploration and settlement of South Carolina.

Enduring Understanding:
The inhabitants of the early Carolina colony included native, immigrant, and enslaved peoples. To understand how these various groups interacted to form a new and unique culture, the student will:

3-2.5: Explain the role of Africans in developing the culture and economy of South Carolina, including the growth of the slave trade; slave contributions to the plantation economy; the daily lives of the enslaved people; the development of the Gullah culture; and their resistance to slavery.

Taxonomy Level: Understand/Conceptual Knowledge – 2/B

Previous/future knowledge:
Previously, students have learned to recognize the contributions of African Americans (2-4.3) as well as the stories and songs of African American folklore (2-4.4). However, this is the first time that students will specifically look at the role played by Africans in the growth and development of the culture of South Carolina. In grade 4, students will learn the impact of the triangular trade on the developing culture and economy of the United States (4-2.3). In grade 8, students will revisit this indicator in further depth (8-1.4).

It is essential for students to know:
English settlers from Barbados brought with them the knowledge of the plantation system which was dependent on slave labor. They also brought their slaves. Captives, chained together below decks for weeks on very crowded and unsanitary ships, were brought from West Africa. At first, enslaved Africans were brought to Barbados and then to Charleston, but as time changed, the slaves were brought directly to Charleston. Slaves were valuable to the wealthy lowcountry planters because they knew how to grow rice which became central to the plantation economy and wealth of South Carolina.

The institution of slavery came to dominate the culture of the lowcountry and eventually the culture of all of South Carolina. African slaves also made significant contributions to the culture of South Carolina. Slaves entered the port of Charleston, but were quarantined on nearby Sullivan's Island to prevent the introduction of disease as well as to regain their strength in order to be more marketable. The slave trade included slave auctions which were the primary way of selling the enslaved people who arrived on the ships from Africa. Slaves were inspected by potential buyers and sold to the highest bidder. The daily life of the enslaved people differed widely from plantation to plantation or house to house depending on the benevolence of the master. The daily life of slaves included hard work and long hours in the fields that benefited the plantation owner, not the worker. Despite their often brutal circumstances, the enslaved Africans tried to keep the traditions of their homeland and succeeded in many cases. Their ingenuity and desire to communicate with fellow slaves who spoke many different African tongues led to the development of a common language. The blending of African traditions led to the Gullah culture which has its own music, stories and art forms, such as sweetgrass basket weaving. The

enslaved Africans also brought foods and techniques of cooking food to South Carolina. Residents enjoy okra, yams, hoppin' john and other foods and the technique of frying food because of influences from Africa. Though mostly peaceful, enslaved Africans sometimes practiced acts of resistance against white authority. The effort to keep their African traditions alive was a silent statement of resistance. Enslaved people could also sabotage tools, work slowly, or in more drastic situations, run away or rebel. There were a few examples of violence such as the Stono Rebellion. This rebellion was quickly put down, participating slaves were executed and a new set of laws was passed in South Carolina to control slaves.

It is not essential for students to know:
Students do not need to know the process of planting and cultivating rice and indigo. It is not essential that students know the process that led to Africans becoming slaves, including the role of African slave traders and warring African tribes. Although a fun activity to incorporate in lessons, students do not need to know aspects of the Gullah language.

Social Studies Literacy Skills for the Twenty-First Century:

- Identify cause and effect relationships
- Interpret information from a variety of social studies resources

Assessment Guidelines:
Appropriate classroom assessments ***could*** require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

GRADE 3
South Carolina Studies

Standard 3-3: The student will demonstrate an understanding of the American Revolution and South Carolina's role in the development of the new American nation.

Enduring Understanding:
People establish governments to provide stability and ensure the protection of their rights as citizens. To understand the causes and results of the American Revolution on South Carolina, the student will:

3-3.1: Summarize the causes of the American Revolution, including Britain's passage of the Stamp Act, the Tea Act, and the Intolerable Acts; the rebellion of the colonists; and the writing of the Declaration of Independence.

Taxonomy Level: Understand/Conceptual Knowledge – 2/B

Previous/Future Knowledge:
Students will have had no prior knowledge of the events surrounding the American Revolution and the role played by South Carolina during this time. While 3rd grade students will gain a basic understanding of these events, students will address the causes of the American Revolution in more depth in grade 4 United States history (4-3.1, 4-3.2) and also in grade 8 (8-2.1, 8-2.2, 8-2.3) when South Carolina studies are again addressed. Finally, students in United States history in high school will further study the steps leading to the American Revolution and independence from Great Britain (USHC-1.3).

It is essential for students to know:
Students must obtain a basic understanding of the series of events that led the colonists from a position of loyal British citizens to one seeking revolution and independence from their mother country. Great Britain thought that the colonies should to help pay for expenses related to the protection of the colonies during the French and Indian War. Colonists had long paid taxes on imported goods in order to control trade. However, the colonists believed that only their colonial assemblies had the right to tax them directly for the purpose of raising revenue.

The Stamp Act was the first direct tax that Great Britain placed on the colonies and was placed on such items such as newspapers, playing cards, and legal documents. Colonists responded with the rallying cry "no taxation without representation." The colonies had no representation in the British Parliament but they were represented in their own colonial assemblies. Colonists did not necessarily want representation in Parliament because, in that assembly, colonial interests would have been overshadowed by the interests of Great Britain. Colonial interests were protected in their own colonial assemblies. It was these assemblies that colonial citizens favored to govern them. Colonists' protests included a boycott of British goods which led to the repeal of the Stamp Act.

The Tea Act was not a tax. The Tea Act allowed the tea company to have a monopoly on the tea trade and therefore they were able to provide tea more cheaply to colonial consumers. The colonists responded to the Tea Act by boycotting British tea. However, when the British shipped this cheap tea to the colonies, colonial leaders feared that colonial consumers would be tempted to purchase it and the boycott would be broken. In Boston, Massachusetts and in Charleston,

South Carolina there were "tea parties." In Boston, a small group of colonists, called the Sons of Liberty, dressed as Mohawk Native Americans and boarded English ships and threw chests of tea overboard. In Charleston, the tea was stored in a warehouse and not allowed to be sold. Angry over the tea party in Boston, England passed laws to punish Boston called the Coercive Acts. The colonists called these laws the Intolerable Acts. The laws closed the port of Boston so that goods could not be shipped in or out. These acts also took the right to self- government away from the people of Massachusetts by dissolving their colonial assembly. In response to the Intolerable Acts, the colonists agreed to send representatives to the First Continental Congress. At the meeting, the representatives sent a letter to the King of England pledging their loyalty but stating their opposition to British actions. Meanwhile, South Carolinians sent the Bostonians rice and money to help them survive the closing of their port.

The First Continental Congress advised the colonies to establish militias and arm themselves. They also started another boycott of trade with Great Britain. British troops in Boston, hearing that the people of Lexington and Concord had arms and ammunition, marched to those towns. Shots were fired and the Revolutionary War began. British troops were chased back to Boston and the city was surrounded by American militiamen. Representatives of the colonies met again in the Second Continental Congress which named George Washington as Commander of the newly formed Continental Army. The King of England declared that the colonies were in a state of rebellion. Soon the British troops and the new Continental Army were fighting for control of the colonies.

In July of 1776, the Second Continental Congress issued a declaration establishing the United States of America. This Declaration of Independence was written by Thomas Jefferson and stated the reasons why the colonies should be free and independent states. It said "all men are created equal" and have the right to "life, liberty and the pursuit of happiness." In addition, it listed all of the reasons why the colonists believed they had the right to declare their independence from Great Britain.

It is not essential for students to know:
It is not essential for students to know any other specific actions taken by the British government that led to the conflict with the colonists, including the Proclamation of 1763, the Quartering Acts, the Boston Massacre, and the Townshend Duties. They do not need to know about the early battles of the revolution at Bunker Hill and in New York. Key individuals instrumental in the story of the American Revolution, such as Benjamin Franklin, John Hancock, Paul Revere, Patrick Henry and others, are not essential for grade 3 students to know. Additionally, students do not need to remember the names of the signers of the Declaration of Independence, including those from South Carolina, Edward Rutledge, Arthur Middleton, Thomas Lynch, Jr. and Thomas Heyward, Jr.

Social Studies Literacy Skills for the Twenty-First Century:
- Identify cause and effect relationships
- Interpret information from a variety of social studies resources

GRADE 3
South Carolina Studies

Assessment Guidelines:
Appropriate classroom assessments ***could*** require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

GRADE 3
South Carolina Studies

Standard 3-3: The student will demonstrate an understanding of the American Revolution and South Carolina's role in the development of the new American nation.

Enduring Understanding:
People establish governments to provide stability and ensure the protection of their rights as citizens To understand the causes and results of the American Revolution on South Carolina, the student will:

3-3.2: Compare the perspectives of South Carolinians during the American Revolution, including Patriots, Loyalists, women, enslaved and free Africans, and Native Americans.

Taxonomy Level: Understand/Conceptual Knowledge – 2/B

Previous/Future Knowledge:
Students will have had no previous experience comparing the perspectives of the various elements of South Carolina citizenry during the revolutionary period. In grade 4, students will address how the American Revolution had an impact on women, Native Americans, and general attitudes toward slavery on a national level (4-3.4). Students will once again study the various perspectives of South Carolinians during the American Revolution in grade 8 (8-2.4).

It is essential for students to know:
This indicator requires students to have an understanding of the varied perspectives of the citizens of South Carolina during the American Revolution. Students must understand that not all South Carolinians, indeed not all American colonists, agreed that the United States should be independent from Great Britain. The perspectives and roles of different South Carolinians during the American Revolution were varied and led to a civil war within the state. Although many believed in the concept of self-rule through the colonial assemblies and were inspired by many of the revolutionary events throughout the colonies, there were also many in South Carolina who recognized a strong trade relationship with the British and were fearful of the economic impact of that loss of trade.

American colonists began to volunteer as soldiers to fight in colonial militias and with Patriot partisan groups. Patriots were those colonists who supported the Continental Congress and the fight for independence from Great Britain. Most were from the Lowcountry and fought in small militias in their local areas.

Loyalists were individuals who remained loyal to the King and Great Britain, were not in favor of seeking independence, and often volunteered to fight on the side of the British. There were more Loyalists in South Carolina than in any of the other colonies, except New York. Most soldiers in the Upcountry were Loyalists. Many of the Upcountry people were not true loyalists in principal, but instead wished to live their lives without interference.

Women managed farms and plantations when the men were away at war. Some served as messengers or nurses while others sacrificed their homes and fortunes to the Patriot cause. Some women were also Loyalists.

Most African Americans continued to work as slaves in South Carolina. Some African Americans served as soldiers in the Continental Army. However, South Carolinians feared a slave uprising so at first they rejected the Continental Congress' appeal to allow slaves to serve non-military jobs for the army, such as cooking. Later, when more manpower was needed, the law was changed to allow 1/3 of the militia to be made up of slaves but they were not allowed to serve as soldiers. African Americans fought with the partisan bands. South Carolina did not offer slaves their freedom in exchange for their service in the army. African Americans fought for the British in response to the promise that they would earn their freedom. In this effort, they were disappointed.

At first, many Native Americans tribes avoided war. After American colonists attacked the Native Americans on the frontier, Native Americans retaliated. Many supported the British because the British promised to return control of the west to the Native Americans. The Cherokees supported the British and attacked the colonists.

It is not essential for students to know:
With the exception of William Jasper, Thomas Sumter, Andrew Pickens, and Francis Marion, who are addressed in Indicator 3-3.2, students do not need to know the names or actions of specific Patriots, Loyalists, women, African Americans, or Native Americans during the American Revolution.

Social Studies Literacy Skills for the Twenty-First Century:
- Identify cause and effect relationships
- Interpret information from a variety of social studies resources

Assessment Guidelines:
Appropriate classroom assessments ***could*** require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

GRADE 3
South Carolina Studies

Standard 3-3: The student will demonstrate an understanding of the American Revolution and South Carolina's role in the development of the new American nation.

Enduring Understanding:
People establish governments to provide stability and ensure the protection of their rights as citizens. To understand the causes and results of the American Revolution on South Carolina, the student will:

3-3.3: Summarize the course of the American Revolution in South Carolina, including the role of William Jasper and Fort Moultrie; the occupation of Charles Town by the British; the partisan warfare of Thomas Sumter, Andrew Pickens, and Francis Marion; and the battles of Cowpens, Kings Mountain, and Eutaw Springs.

Taxonomy Level: Understand/Conceptual Knowledge – 2/B

Previous/Future Knowledge:
Students will have had no previous experience in summarizing the course of the American Revolution in South Carolina. While the focus of this indicator is on the events that took place in our state, students will learn about the events of the American Revolution in grade 4 (4-3.3) and in high school (USHC-1.3) from a broader American history perspective. In grade 8, students will further address the information contained in this indicator by discussing the role of South Carolina during the American Revolution (8-2.5).

It is essential for students to know:
Students should be able to summarize the sequence of events that took place in South Carolina during the American Revolution, that led to the defeat of the British, which, in turn, gave birth to the United States of America. Initially, the British attempted to use Charles Town as a base from which they could plan attacks on other colonies. They believed they would find significant support from Loyalists in the colony. However, South Carolina troops, under the leadership of Colonel William Moultrie, were able to repel British attempts to capture Charles Town with a successful defense of the fort on Sullivan's Island. The fort, made of palmetto logs and sand, was able to absorb the bombardment from British naval vessels and remained undamaged. The British ships, which became stuck on a sand bar, did not fare as well and sustained significant damage. During the fighting, however, the fort's flag was shot down. Risking his life, Sergeant William Jasper retrieved the flag and returned it to its position above the fort and became a state hero. Later, the fort would be renamed Fort Moultrie in honor of the battle. The British were unsuccessful in their attempt to invade Charles Town in 1776 and adjusted their campaign to focus on the New England colonies. However, after four years of attempting to defeat the American forces in New York, New Jersey, and Pennsylvania, the British again returned to Charles Town in 1780. They hoped to find many people who were still loyal to the King. In fact, there were many Loyalists in South Carolina and even more people who did not want to be involved in the war on either side. After a long siege during which the British blockaded the city by land and by sea, the city fell to the British. When the British occupied Charles Town they forced Charles Town men to sign an oath of loyalty to England. Then the British required the South Carolinians to sign an oath to fight for the British. Many refused to do this, escaped from the city, and joined forces to fight the British.

Because of the harsh tactics of the British occupiers, many South Carolinians formed militias that aided the regular Continental Army in defeating the British in South Carolina. Their hit and run tactics are referred to as partisan warfare. Although this type of warfare is often referred to as "guerrilla" warfare today, this term was not used at the time of the Revolution. Thomas Sumter's home was burned by British soldiers. In retaliation, he led a militia against the British in the backcountry. Sumter was gifted at surprise attacks after which he would disappear into the woods. He became known by the nickname "The Gamecock". Another partisan fighter, Francis Marion, was known as the "Swamp Fox." Marion led surprise attacks on the British throughout the swamps of the Lowcountry. Andrew Pickens, nicknamed "The Wizard Owl" by upcountry Native Americans, was a backcountry farmer who joined the militia when the British burned his farm.

The British marched north from Charles Town and threatened the backcountry people attempting to force them into being loyal to the crown. Most of the men were not afraid and escaped to North Carolina and Tennessee to gather other Patriots to fight against the British. At Kings Mountain, the Patriots surrounded and defeated a force of Loyalists. The Loyalists were led by Major Patrick Ferguson, the only British soldier on the field of battle. The Loyalists tried to surrender. However, the Patriots remembered a time when the British had not honored their request to surrender and had slaughtered the Patriot troops. So the Patriots repaid the British actions by ignoring the British request to surrender. Most of the Loyalist force was killed, including Major Patrick Ferguson. Kings Mountain was a significant defeat for the British and a turning point of the war. After the Battle of Kings Mountain, the remaining British soldiers continued to engage the Patriots in the backcountry.

Three months later, the Patriots defeated the British again at the Battle of Cowpens. The American militia, led by Andrew Pickens, faked a strategic retreat. Seeing the Americans flee, a frequent occurrence, the British elected to advance on the retreating militia. However, the British were surprised to find the Continental Army, commanded by General Daniel Morgan, lined up behind the fleeing militia. Surrounded, the British suffered a major defeat. This battle forced the British to abandon their backcountry efforts. Almost nine months later, American General Nathaniel Greene defeated the British at Eutaw Springs, which became the last major battle of the American Revolution in South Carolina. The British marched out of the state making their way to the Virginia coast to await rescue by the British Navy. There they were surrounded by the Continental Army at Yorktown. The American's French allies used their navy to block the British escape by sea. Soon the British were forced to surrender and the American Revolution was over.

The British had initially attacked Charles Town hoping to find a large number of Loyalists to support them. However, the harsh actions of the British Army and their Loyalist allies soon turned many South Carolinians into Patriots willing to fight for independence. As a result, the British met defeat in South Carolina and ultimately in the American Revolution.

It is not essential for students to know:
With the exception of those described above, students do not need to know the names and actions of specific individuals or the dates and events of other battles that took place in South

Carolina. It is not necessary to know the numbers of soldiers that comprised the various military factions that participated in each battle or the number of resulting casualties.

Social Studies Literacy Skills for the Twenty-First Century:

- Identify cause and effect relationships
- Interpret information from a variety of social studies resources

Assessment Guidelines:
Appropriate classroom assessments ***could*** require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

GRADE 3
South Carolina Studies

Standard 3-3: The student will demonstrate an understanding of the American Revolution and South Carolina's role in the development of the new American nation.

Enduring Understanding:
People establish governments to provide stability and ensure the protection of their rights as citizens. To understand the causes and results of the American Revolution on South Carolina, the student will:

3-3.4: Summarize the effects of the American Revolution, including the establishment of state and national governments.

Taxonomy Level: Understand/Conceptual Knowledge – 2/B

Previous/Future Knowledge:
Students will have had no previous experience summarizing the effects of the American Revolution and the establishment of state and national governments during this period in history. However, students should have an understanding of rules and the role of authority figures in their lives (K-2.1, K-2.2, K-2.3, K-2.4). Students will have learned how governments function and affect families (1-2.1, 1-2.2, 1-2.3, 1-2.4). Students will have learned of the structure and function of local, state, and national governments (2-2.1, 2-2.2, 2-2.3, 2-2.4). In the future, students will learn how power is shared between state and national governments (4-4.1). In grade 8, students will further address the information contained in this indicator by discussing the roles played by South Carolinians in establishing state government (8-2.6). Finally, students in United States history in high school will study the events surrounding the Articles of Confederation, the Constitutional Convention in Philadelphia, and the ratification of the Constitution (USHC-1.4).

It is essential for students to know:
Students should be able to understand how the colonists established a new government and nation following the American Revolution and the struggles that come with such an endeavor. South Carolina changed from a colony to a state by writing a new state constitution after the signing of the Declaration of Independence. Although states in the North were influenced by the concept of "all men are created equal" to gradually emancipate their slaves, South Carolina slave owners did not support such laws. The plantation-owning Lowcountry elite continued to have more political power than the Backcountry farmers because they were given a greater representation in the state legislature. Later, compromises helped the Backcountry farmers. The capital was moved from Charleston to Columbia to give Backcountry people more of an opportunity to petition and influence their government. However, the Lowcountry retained its representative majority in the state legislature. Backcountry farmers were granted more equal representation once they began to own slaves and the Lowcountry elite no longer feared that the Backcountry men would vote to limit slavery.

Following the signing of the Declaration of Independence, the Continental Congress established a new government for the United States under the Articles of Confederation. However, some Americans thought that this first government was too weak and called for changes to be made. Representatives of the states met in Philadelphia to set up a better government for the new nation. This meeting, known as the Constitutional Convention, resulted in a new framework for

the government called the United States Constitution. South Carolina sent four delegates to Philadelphia. All were rich planters from the Lowcountry. Although South Carolina delegates had to compromise and did not get everything they wanted in the United States Constitution, they supported its ratification. Backcountry farmers did not support ratification because they feared the power of the elites. The compromise of adding a Bill of Rights to the Constitution in order to protect the rights of individuals was promised and South Carolina became the eighth state to ratify the new United States Constitution.

Authority in the new government derived from "We, the people." The new government of the United States had three branches: the legislative branch that makes the laws, the executive branch, which carries out the laws, and the judicial branch, which interprets the laws. The people were given the right to elect representatives to the House of Representatives and to indirectly elect Senators and the President. No branch of the government could become too powerful because of a system of checks and balances. The Constitution also included a process that allowed it to be updated or amended. The amendment process has allowed the Constitution to continue to work for over two hundred years, longer than any other constitution in the world to this day.

It is not essential for students to know:
Students do not need to know why the Articles of Confederation was considered weak by many Americans and in need of changes. Students do not need to know the names or actions of specific individuals associated with the Constitutional Convention in Philadelphia nor the details of the Virginia Plan, the New Jersey Plan, and the Great Compromise. Students do not need to know the position of the South Carolina delegates in the debates at the Constitutional Convention. Students do not need to know that the state's delegates supported the establishment of a stronger national government that would support their interests. Students do not need to know the circumstances of South Carolina's ratification of the Constitution or the debates that took place at the ratifying convention.

Social Studies Literacy Skills for the Twenty-First Century:
- Identify cause and effect relationships
- Interpret information from a variety of social studies resources

Assessment Guidelines:
Appropriate classroom assessments ***could*** require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

GRADE 3
South Carolina Studies

Standard 3-3: The student will demonstrate an understanding of the American Revolution and South Carolina's role in the development of the new American nation.

Enduring Understanding:
People establish governments to provide stability and ensure the protection of their rights as citizens. To understand the causes and results of the American Revolution on South Carolina, the student will:

3-3.5: Outline the structure of state government, including the branches of government (legislative, executive, and judicial), the representative bodies of each branch (general assembly, governor, and supreme court), and the basic powers of each branch.

Taxonomy Level: Understand/Conceptual Knowledge – 2/B

Previous/Future Knowledge:
Students should have an understanding of rules and the role of authority figures in their lives (K-2.1, K-2.2, K-2.3, K-2.4). Students will have learned how governments function and affect families (1-2.1, 1-2.2, 1-2.3, 1-2.4). Students will have also learned about the structure and function of local, state, and national governments (2-2.1, 2-2.2, 2-2.3, 2-2.4). Although government and political systems are an essential strand throughout the social studies standards, this is the last time that the functions and responsibilities of state and local government will be explicitly taught until students take United States Government (USG-3.2, USG-3.4).

It is essential for students to know:
In Indicator 3-3.4, students learned that the United States Constitution established a federal government comprised of three branches (legislative, executive, and judicial) as well as the basic powers of each. Students need to understand that the state government of South Carolina is structured in a similar manner. Students should understand the basic roles of the three branches of government in South Carolina. The legislative branch is called the General Assembly and has the responsibility for making state laws. The General Assembly is comprised of two houses, the Senate and the House of Representatives. The executive branch is led by the governor who is responsible for carrying out or executing the laws passed by the General Assembly. The governor signs or vetoes laws passed by the legislature. The judicial branch is our state's court system. The responsibility of the courts is to see that the laws are fairly applied to all citizens. The Supreme Court of South Carolina decides whether the laws passed by the General Assembly or the actions of the governor conform to the constitution of the state of South Carolina. Students should be able to explain how the three branches of government function independently of one another although a system of checks and balances prevents any one branch from asserting more power than the others.

It is not essential for students to know:
Students do not need to know the names or actions of any specific individuals who have served in the General Assembly, as Governor, or in the judicial branch. An understanding of how individuals are elected or appointed to positions within the branches of government is not essential for students to know. Students do not need to know any specific laws passed by the

legislature, signed or vetoed by the governor, or declared unconstitutional by the state's Supreme Court.

Social Studies Literacy Skills for the Twenty-First Century:

- Identify cause and effect relationships
- Interpret information from a variety of social studies resources

Assessment Guidelines:
Appropriate classroom assessments ***could*** require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

GRADE 3
South Carolina Studies

Standard 3-4: The student will demonstrate an understanding of life in the antebellum period, the causes and effects of the Civil War, and the impact of Reconstruction in South Carolina

Enduring Understanding:
South Carolina played a key role in events that occurred before, during, and after the Civil War; and those events, in turn, greatly affected the state. To understand South Carolina's experiences during this tumultuous time, the student will:

3-4.1: Compare the economic conditions for various classes of people in South Carolina, including the elite, the middle class, the lower class, the independent farmers, and the enslaved and free African Americans.

Taxonomy Level: Understand/Conceptual Knowledge – 2/B

Previous/Future Knowledge:
Although students have previously learned to compare the lives of families in America and throughout the world (K-4.1, 1-4.2), the concept of comparing the lives of the various social classes living in South Carolina during the antebellum period is new for third grade students. Later students will learn how the Civil War affected the lives of the various elements of South Carolina's population (3-4.5). Students in grade 8 will also discover the effects of various historic events (impact of agriculture, the Civil War, and Reconstruction) on the various social classes (8-4.1, 8-4.6, 8-5.2).

It is essential for students to know:
The central idea of this indicator is that different social classes exist in every society. Historic events may impact these classes in different ways. As a result, these classes may have different perspectives regarding historic events. Emphasis should be placed on the concept of class differences by teaching about the daily lives and characteristics of the various classes of people living in antebellum South Carolina.

The elite were the wealthy, upper class. This planter aristocracy was land rich. The elite typically owned twenty or more slaves and attained their wealth from the cultivation and sale of cash crops such as cotton and rice. Although the elite had lived only along the coast in colonial times, by the antebellum period they lived in the midlands and the upstate as well. The children of the elite were often educated by private tutors or at private schools in South Carolina and abroad. The elite had greater political power and influence in the state because of their wealth and social standing and made laws that protected their interests, including their economic interests in slavery.

The middle class were tradesmen, merchants, shopkeepers, physicians and attorneys, and could easily earn a living during prosperous economic times. They were most likely to live in cities and towns and had some political and social influence in their neighborhoods. They may have owned a few slaves to do household chores. Children of the middle class were taught to read and write and might pursue a profession like their fathers.

The lower class was comprised of unskilled and uneducated individuals who were often landless. As a result, their job prospects were very limited. Those who could afford to hire them preferred to use slave labor. Often lower class people squatted on a piece of land and engaged in subsistence farming. Children of the lower class were uneducated as there were no public schools and were needed to work to financially support the family. They had little social or political influence.

Most South Carolinians lived on small farms, not large plantations, which they worked themselves with the aid of family members. Some successful independent farmers might own a few slaves but worked along side them in the fields. The children of independent farmers might be educated at home. The majority of farming in the state, especially in the upstate, was done by these independent farmers. As independent farmers became more successful in growing cash crops and became more prosperous, they bought more slaves and increased their social and political standing. Some even became members of the elite. At the time of the Civil War not all white South Carolinians owned slaves.

Free African Americans, most of whom lived in Charleston, were usually skilled workers such as carpenters, tailors, and shoemakers. Free African Americans living outside of Charleston were small farmers who typically had been given their freedom by a master for some special deed or service. Some of these free African American farmers actually owned slaves. Once freed, many stayed in the region because they had family members who were still enslaved. They worked to earn money to buy the freedom of wives and children. The children of freed African Americans might be taught to read and write at home but there were no public schools provided for them. Although free African Americans in the South had more economic opportunity than free African Americans who lived in the North because of their special skills, they did not have political or social equality with other Southerners. They had to pay a special tax and carry their freedom papers wherever they went. They lived in fear of being returned to slavery.

Enslaved African Americans were an unpaid labor source who were bought, sold, and considered the property of their white masters. Slaves were allowed few personal freedoms and had to carry a pass issued by their master to travel from one plantation to another. Many enslaved African Americans were born and died on the same plantation. They lived in one-room slave cabins, which often had dirt floors, under the strict supervision of their masters. Others were sold upon the death of their masters, when they were disobedient, or when the master needed extra cash. Families were divided by such sales. Slaves, including women and children, worked from sun-up to sun-down in the fields or in the master's house. They were not paid for their work but were given a few clothes and limited amounts of food by the master. It was illegal for slaves and their children to learn to read and write because such knowledge, it was believed, might encourage them to escape from their masters. Slaves who disobeyed the rules or tried to escape were punished, sometimes severely.

Students should be able to compare and contrast the various characteristics of each social class and be able to discuss the positive or negative impact of each characteristic on the daily life of each class.

It is not essential for students to know:
Students do not need to know the social hierarchy within each class or the names of specific individuals who were members of each class. They do not need to remember the style of dress or the social customs that each class developed. However, such details would help students to understand the differences that social class distinctions fostered. Students do not need to know what slaves ate or the difference between the task system and the gang system. They do not need to know the social distinctions between house servants and field hands. They do not need to understand the role of the driver or the overseer. Students do not need to know the relative numbers of the members of each class. However, they should understand that there were few free African Americans and that a majority of the antebellum population of South Carolina was African American slaves.

Social Studies Literacy Skills for the Twenty-First Century:

- Identify cause and effect relationships
- Interpret information from a variety of social studies resources

Assessment Guidelines:
Appropriate classroom assessments ***could*** require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

GRADE 3
South Carolina Studies

Standard 3-4: The student will demonstrate an understanding of life in the antebellum period, the causes and effects of the Civil War, and the impact of Reconstruction in South Carolina

Enduring Understanding:
South Carolina played a key role in events that occurred before, during, and after the Civil War; and those events, in turn, greatly affected the state. To understand South Carolina's experiences during this tumultuous time, the student will:

3-4.2: Summarize the development of slavery in antebellum South Carolina, including the invention of the cotton gin and the subsequent expansion of and economic dependence on slavery.

Taxonomy Level: Understand/Conceptual Knowledge – 2/B

Previous/Future Knowledge:
Although the discussion of slavery in the South Carolina is new for third grade students, they have previously learned how the choices that people make have an impact on the goods and services that are produced as well as the effects of supply and demand on the price of those goods and services (2-3.2, 2-3.5). These are important foundational concepts that students need to understand in order to appreciate the role of slave labor in South Carolina. Earlier in third grade, students learned of the origin of slavery in the South Carolina colony as well as the daily lives and contributions of slaves (3-2.5). Students will address the introduction and development of slavery and its impact on the economy and culture of the United States in grade 4 and in United States History (4-2.3, USHC-2.3). In grade 8, students will further analyze the concept of slavery and its impact on the cultural, economic, social, and political environment in South Carolina (8-1.4, 8-4.1).

It is essential for students to know:
Students should have a good understanding of the origins of slavery in South Carolina, which was introduced by the early English settlers who brought the institution with them from Barbados (3-2.5). The geography of South Carolina, including the climate, soil conditions, and topography supported agriculture, specifically the production of rice, indigo and cotton. Slavery became an integral part of society in the state and was supported by the social class system (3-4.1) of South Carolina. The elite class who controlled the government encouraged the practice of slavery in order to support their lifestyle, economic situation, and social and political position.

Following the Revolutionary War, Northern states began to pass laws that would gradually free their slaves; however, the plantation-owning political elite in South Carolina did not support such measures. The invention of the cotton gin by Eli Whitney in 1793 had a profound effect on the institution of slavery in the Southern states. By making it easier to pick the seeds from the cotton, the cotton gin made cotton a profitable cash crop for South Carolina planters. Some students mistakenly think that because the cotton gin improved the efficiency of harvesting cotton, less slave labor was required. It is important that students understand that the cotton gin led to the expansion of slavery, not a decrease. The cotton gin allowed planters the ability to increase cotton production, requiring more slave labor to plant, cultivate, and harvest the cotton, which in turn led to an increase in profits for southern plantation owners. Planters bought additional slaves

and were less likely to free any of their slaves, continuing the cycle of exploitation of African Americans.

As the cultivation of cotton grew, cotton became increasingly important to the economy of South Carolina. South Carolinians became evermore dependent on African slave labor. Many smaller independent farmers, because of increased profits due to the cotton gin, also became slave owners. Like the larger plantations, they too became dependent on the slaves to keep up the increased production of cotton on their farms. More slaves equaled more money, regardless of the size of the farm. As a result of the increased production of cotton, cotton farmers sought more land farther west and the institution of slavery spread. Students need to understand that the increased planting of cotton had a negative impact on the nutrients found in the soil. Many planters were unaware of this and began to see a decrease in the cotton yield of their farms.

It is not essential for students to know:
Students do not need to know about the fluctuations of the cotton market brought about by the increased production, the differences in types of cotton, or the process used to plant, cultivate and harvest cotton. They do not need to specifically understand how the cotton gin works. Although it may be useful as a means of helping students understand the important role played by cotton, it is not essential for students to understand the term "King Cotton."

Social Studies Literacy Skills for the Twenty-First Century:

- Identify cause and effect relationships
- Interpret information from a variety of social studies resources

Assessment Guidelines:
Appropriate classroom assessments ***could*** require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

GRADE 3
South Carolina Studies

Standard 3-4: The student will demonstrate an understanding of life in the antebellum period, the causes and effects of the Civil War, and the impact of Reconstruction in South Carolina

Enduring Understanding:
South Carolina played a key role in events that occurred before, during, and after the Civil War; and those events, in turn, greatly affected the state. To understand South Carolina's experiences during this tumultuous time, the student will:

3-4.3: Explain the reasons for South Carolina's secession from the Union, including the abolitionist movement and the concept of states' rights.

Taxonomy Level: Understand/Conceptual Knowledge – 2/B

Previous/Future Knowledge:
Students will have had no previous experience regarding the concepts of secession, abolitionism, and states' rights as it relates to South Carolina during the antebellum period. However, students should have an understanding of the ways that a government's decisions affect individuals and families (1-2.3) and the basic functions of government and how it enforces the different types of laws it creates (2-2.1, 2-2.2). This information is foundational for understanding how South Carolinians made the decision to secede from the United States. In fourth grade, students will learn about the abolitionist movement and the specific events that occurred outside of South Carolina that contributed to the secession of the southern states from the Union (4-5.5, 4-6.2, 4-6.3), much of which is indicated below in the "it is not essential for students to know" section of this document. Students will return to the concepts addressed in this indicator in grade 8 as well as in United States History (8-4.2, 8-4.3, USHC-3.1).

It is essential for students to know:
Students must understand that the institution of slavery was the central issue leading to the secession of South Carolina from the Union. Due to the introduction of slave labor by the English settlers who initially came from Barbados, South Carolina's agricultural economy became increasingly dependent on this labor source and was intensified by the invention of the cotton gin during the antebellum period. As a result, a way of life was established and defended by the elite class who profited greatly from the use of slaves. Cotton production brought prosperity to the state. Although many South Carolinians did not own slaves, slavery became accepted by almost all South Carolinians as an integral part of life in the state. Slavery was defended by the middle class, who aspired to one day to achieve the status of the elites and also by lower class whites who felt some measure of superiority to the enslaved African American.

During the antebellum period, the concept of slavery became a topic of national discussion. Some believed the practice to be an immoral one. Some felt it to be an integral part of the agricultural way of life. Some agreed with both of these statements, proving the complex nature of the issue. A movement to abolish slavery throughout the United States began to grow. Abolitionism was seen by South Carolinians as a threat to their way of life. Abolitionists spoke out against slavery in speeches and newspapers. South Carolina refused to allow abolitionist newspapers to be mailed into the state. South Carolinians feared that abolitionists would foster slave revolts and were not welcome in the state. South Carolinians who spoke out against slavery

were often vilified and not accepted by society. Some abolitionists, such as the Grimke sisters, were forced to leave South Carolina. Abolitionists also provided resting places for escaping slaves along the Underground Railroad. However, this means of escape was not very effective in South Carolina because the state was too far from the border with the North and even farther from Canada. Escaped slaves often continued their journey all the way to Canada because they were not safe from recapture in the North. The abolitionist movement was effective in South Carolina making slave owners more determined to defend the right to own slaves. It is important for students to understand that most Northerners were not abolitionists.

The argument over slavery reached a climax as a result of a series of disagreements between the North and the South over whether or not slavery should be allowed to expand to the western territories. South Carolina was concerned that if more states joined the Union as free states, the slave states would be outnumbered by the more populous free states not only in the House of Representatives, where representation is based on population, but also in the Senate, where each state has two senators. They feared that the South and South Carolina would lose control over the right to have slaves as a result of national legislation.

The concept of states' rights was an idea that each state had the right to decide whether or not to obey national laws. This theory did not conform to the intent of the Constitution of the United States. The theory of states rights' supported the notion that only the South Carolina legislature had the right to make decisions about slavery (or any other issue) in the state and that the state could defy national laws with which it disagreed thus making them null and void within that state. During his campaign for the presidency, Abraham Lincoln proposed to halt the spread of slavery to the territories but he was not an abolitionist. Lincoln did not advocate ending slavery in South Carolina and the rest of the South. When Lincoln won the election of 1860, South Carolinians believed that, despite his claims to the contrary, he would indeed seek to abolish the practice of slavery freeing their slaves. As a result, South Carolina decided to secede from the Union in order to preserve their cultural and economic way of life. The secession of South Carolina and the other southern states was an attempt to hold on to a way of life based upon slavery and defended their action with the argument of states' rights.

It is not essential for students to know:
Students do not need to know the events that led to the disagreement over the expansion of slavery into the territories including the Missouri Compromise, the Mexican War, the Compromise of 1850, the Kansas-Nebraska Act, the *Dred Scott* Supreme Court decision, and the raid on Harper's Ferry by the abolitionist John Brown. They do not need to know that the theory of states' rights was used first in arguments over domestic and foreign policy in the Washington and Adams administrations that led to the creation of two political parties. They do not need to understand the circumstances and outcome of the Nullification Crisis nor the arguments made by proponents of states' rights. They do not need to know that John C. Calhoun of South Carolina articulated the theory of states' rights in *South Carolina Exposition and Protest*. They do not need to know that other Americans believed that only the Supreme Court had the right to declare an act of Congress to be unconstitutional and therefore null and void. Students do not need to know the other three candidates in the election of 1860.

GRADE 3
South Carolina Studies

Social Studies Literacy Skills for the Twenty-First Century:

- Identify cause and effect relationships
- Interpret information from a variety of social studies resources

Assessment Guidelines:
Appropriate classroom assessments ***could*** require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

GRADE 3
South Carolina Studies

Standard 3-4: The student will demonstrate an understanding of life in the antebellum period, the causes and effects of the Civil War, and the impact of Reconstruction in South Carolina

Enduring Understanding:
South Carolina played a key role in events that occurred before, during, and after the Civil War; and those events, in turn, greatly affected the state. To understand South Carolina's experiences during this tumultuous time, the student will:

3-4.4: Summarize the course of the Civil War in South Carolina, including the Secession Convention, the firing on Fort Sumter, the Union blockade of Charleston, the significance of the *Hunley* submarine; the exploits of Robert Smalls; and General William T. Sherman's march through the state.

Taxonomy Level: Understand/Conceptual Knowledge – 2/B

Previous/Future Knowledge:
Students will have had no previous experience in summarizing the course of events of the Civil War. While both third and eighth grade students will discover the role of South Carolina during the Civil War (8-4.5), students will also learn about the events outside of South Carolina during the same time period in grade 4 and in United States History (4-6.4, USHC-3.1, USHC-3.2).

It is essential for students to know:
Students need to know and be able to summarize the sequence of events that took place during the Civil War in South Carolina. Abraham Lincoln was elected President of the United States in the fall of 1860. As a result of a disconnect between Lincoln's stated position regarding slavery in the South and what many southerners believed he would actually do once in office, citizens in South Carolina believed the election of Lincoln to be a threat to their social, political, and economic way of life. Prior to Lincoln being sworn in as President, a Secession Convention was held in Charleston in December of 1860. Almost all members of the convention voted to secede from the United States. They signed the Ordinances of Secession to declare their intentions. South Carolina was the first state to secede from the Union.

Other states soon joined South Carolina in seceding from the Union and formed a new country called the Confederate States of America. They wrote a constitution and elected Jefferson Davis of Mississippi as president, The Confederacy also formed an army to take over forts, including Fort Sumter located in Charleston harbor, and other properties located in the South that belonged to the national government. The Confederate government ordered the Union soldiers to leave Fort Sumter. The United States army refused to obey the orders of the Confederate States of America. President Lincoln would not recognize the Confederate split from the Union and sent supplies to the federal troops at Fort Sumter. Before the supply ships could arrive, Confederate troops opened fire on Fort Sumter. The bombardment continued until the Union troops surrendered. Federal troops were allowed to leave peacefully but the Civil War had begun.

President Lincoln and the Union army prepared for war. Expecting the war to be short, many northern and southern men volunteered to serve in the military. South Carolina relied upon the export of cotton to Europe in exchange for imports of much needed war supplies. Knowing this,

the United States Navy blockaded the port of Charleston. The Union blockade brought great hardship to the people of South Carolina due to the limited supply of fabric, clothing, shoes, blankets, and medicine.

Determined to break the blockade, the Confederacy developed the first submarine to ever be used in war, the *H. L. Hunley*. It also became the first submarine to sink an enemy warship. Unfortunately, the *Hunley* itself mysteriously sank following its mission and was not effective in breaking the Union blockade of the port of Charleston. The wreckage of the *H. L. Hunley* was not located until 1995. Five years later, it was brought to the surface and can now be viewed at a facility in Charleston.

Students should be able to explain the role played by Robert Smalls during the Civil War. A slave prior to the war, Smalls became very knowledgeable about the Charleston harbor while working as a dockworker, sail maker, and wheelman. As a result, Smalls was hired by the Confederate army to steer boats and deliver messages to forts in the harbor. On one evening in 1862, Smalls commandeered a Confederate transport ship and sailed it past the Confederate forts in Charleston harbor and onward to freedom. Because of his extensive knowledge, Smalls was able to provide valuable intelligence to the Union Navy. Smalls became famous in the North, meeting and receiving a Congressional award from President Lincoln for his actions. Later, Smalls would serve in the South Carolina House of Representatives and Senate as well as the United States House of Representatives.

Unlike the Revolutionary War, in which South Carolina locations were the sites of many key battles, most of the fighting in the Civil War took place outside of South Carolina. However, the war did come to the state when the Union forces took over Port Royal near Hilton Head and tried to take Charleston for over a year. Believing he could end the war quickly, Union General William Tecumseh Sherman led his troops across Georgia and South Carolina in late 1864 and early 1865 in an effort to split the Confederacy and finally bring an end to the war by using the tactic of total war. Sherman's "March to the Sea" from Atlanta to Savannah, Georgia left behind a trail of destruction of burned and looted farms and plantations. Sherman continued the march through South Carolina from Savannah to Columbia. While in Columbia, the city mysteriously caught fire destroying most of the city. The purpose of Sherman's march was to destroy available supplies and anything important to the economy and to convince the civilian population to end the war.

It is not essential for students to know:
Students do not need to know that the Secession Convention was moved from Columbia to Charleston because of an outbreak of smallpox. Students do not need to remember specific battles, dates, or events that did not take place in South Carolina. However, understanding some of the war strategy, such as the effort of the Union forces to split the Confederacy at the Mississippi River and the attacks of both sides on their respective capitals will help students understand why there was not much fighting in South Carolina. They do not need to know the names of military leaders, except for Sherman. They do not need to understand how the *H. L. Hunley* worked or the circumstances of its retrieval. They do not need to know about blockade runners, about the Port Royal experiment, the siege of Charleston by land, or the assault on Fort Wagner led by the 54th Massachusetts African American unit.

GRADE 3
South Carolina Studies

Social Studies Literacy Skills for the Twenty-First Century:

- Identify cause and effect relationships
- Interpret information from a variety of social studies resources

Assessment Guidelines:
Appropriate classroom assessments ***could*** require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

Standard 3-4: The student will demonstrate an understanding of life in the antebellum period, the causes and effects of the Civil War, and the impact of Reconstruction in South Carolina

Enduring Understanding:
South Carolina played a key role in events that occurred before, during, and after the Civil War; and those events, in turn, greatly affected the state. To understand South Carolina's experiences during this tumultuous time, the student will:

3-4.5: Explain how the destruction caused by the Civil War affected the economy and daily lives of South Carolinians, including the scarcity of food, clothing, and living essentials and the continuing racial tensions.

Taxonomy Level: Understand/Conceptual Knowledge – 2/B

Previous/Future Knowledge:
Students have previously learned about the daily lives of the various classes of people living in South Carolina during the antebellum period (3-4.1). This indicator requires students to reflect on the effects of the Civil War on these same classes of people. In the future, students will further study the events of the Civil War, the resulting destruction, and the various ways it had an impact on different segments of society both in South Carolina and throughout the nation (4-6.5, 8-4.6, USHC-3.2).

It is essential for students to know:
The destruction caused by the Civil War had a tremendous impact on the daily lives of people in South Carolina, who suffered much as a result of the war. Students should be able to explain how the economy and lives of the various groups of people living in the state were affected by the events of the Civil War. As a result of the Union blockade of southern ports, like Charleston, Southerners were unable to successfully export cotton and other goods and import basics necessities. Therefore, food, clothing, and other goods increasingly were in short supply. Massive destruction of cities, towns, factories, and railroads had taken place. A fire in Charleston in 1861 and the bombardment of the city left it in ruins. The burning of Columbia as a result of Sherman's March left the capital city and many towns along Sherman's route destroyed. The few factories that were in the South had converted to war production, but the money paid by the Confederate government was worthless once the war ended so they went out of business. Some factories had been destroyed. Railroads and bridges had been destroyed by both armies to prevent the enemy from using them to transport soldiers and supplies. However, each group of people was affected in different ways.

The elite plantation owners lost much of their wealth as a result of the war. They were not able to export their cotton because of the blockade. When the advancing Union army freed the slaves, confiscated food and livestock and burned buildings, the elite lost much of their property. Many had loaned money to the Confederate government and invested in it by buying bonds using their Confederate currency. Confederate bonds and currency became worthless when the South lost the war. Despite these losses of property, the elite continued to have social status and influence among the white population of South Carolina during and after the war.

Independent farmers, middle, and lower class men volunteered or were drafted to serve in the Confederate army. They spent days in army camps preparing for battle. Carrying everything they might need, they marched from battle to battle at the command of their officers. In battle, many lost their lives or were gravely wounded. Others died of disease in crowded camps or prisons. Soldiers suffered from loneliness, poor weather, hunger and fatigue. The middle class also lost money and suffered property damage as a result of the war.

Women of all classes were left at home to tend to businesses and farms. This became increasingly difficult as basic necessities were in short supply and some slaves ran away or were freed by the advancing Union army. As supplies became scarce, rising prices affected poor families more than wealthy ones. Women also served as nurses at wayside hospitals. Because of the high number of casualties, many women continued to run farms and businesses after the war.

Most African American slaves continued to work on plantations during the war. Some, close to the battle lines, attempted to flee to the Union side. Eventually some African Americans were allowed to join the Union army and fight for their freedom in segregated units. Slaves were also used by the Confederate army to build fortifications. Like everyone else, African Americans suffered from lack of food. They were liberated as the Union army reached their vicinity.

During the war, racial tensions increased as whites feared that slaves would rise up in rebellion. This led to the "20 slave rule" that exempted owners of 20 or more slaves from serving in the Confederate army. As slaves were liberated by the Union army, many left their plantation homes to search for family members who had been sold away or to experience freedom. Destitute, without food and/or shelter, except that provided by the Freedmen's Bureau, most eventually returned to the vicinity of their original plantation homes. In the post-war period, whites tried to continue to control the freedmen through a series of laws intended to prevent their mobility and exercise of new freedoms. African Americans, protected by amendments to the Constitution and by the national government, wanted to exercise the full rights of American citizens. This led to increased tension between former slaves and former slave owners in the years that followed the Civil War.

It is not essential for students to know:
Students do not need to know the numbers of South Carolina soldiers who were killed or wounded during the Civil War. They do not need to know how many slaves fled during the war years. Students do not need to know about the Port Royal experiment or the Penn School. They do not need to know details about all-black regiments that were formed or where and how these units fought. It is not necessary for students to explain the controversy surrounding the burning of Columbia.

Social Studies Literacy Skills for the Twenty-First Century:

- Identify cause and effect relationships
- Interpret information from a variety of social studies resources

GRADE 3
South Carolina Studies

Assessment Guidelines:
Appropriate classroom assessments ***could*** require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

GRADE 3
South Carolina Studies

Standard 3-4: The student will demonstrate an understanding of life in the antebellum period, the causes and effects of the Civil War, and the impact of Reconstruction in South Carolina

Enduring Understanding:
South Carolina played a key role in events that occurred before, during, and after the Civil War; and those events, in turn, greatly affected the state. To understand South Carolina's experiences during this tumultuous time, the student will:

3-4.6: Summarize the positive and negative effects of Reconstruction in South Carolina, including the development of public education; the establishment of sharecropping; racial advancements and tensions; and the attempts to rebuild towns, factories, and farms.

Taxonomy Level: Understand/Conceptual Knowledge – 2/B

Previous/Future Knowledge:
Students will have had no previous experience summarizing the effects of the Reconstruction period following the Civil War. In third grade, students will continue to learn of the racial tensions that exist in our state, including ongoing discrimination, the emergence of Jim Crow laws, the desegregation of the public schools and the civil rights movement (3-5.1, 3-5.2, 3-5.4, 3-5.5). The course and effects of Reconstruction will be addressed in further detail in fifth and eighth grade as well as in United States History (5-1.1, 5-1.2, 5-1.3, 5-1.4, 8-5.1, 8-5.2, 8-5.3, USHC-3.3, USHC-3.4).

It is essential for students to know:
Reconstruction was a period of time following the Civil War when the federal government protected the rights of newly freed slaves and sought to rebuild the political union of the North and South. It is important that students understand that the purpose of Reconstruction was not to rebuild the destroyed economic infrastructure of the South during this time. The United States government did not believe that it was the responsibility of the national government to rebuild the South's economy, but rather the responsibility of the states and individuals. It is essential that students be able to summarize the various effects, positive and negative, of Reconstruction in South Carolina.

President Lincoln proposed an initial plan for Reconstruction that failed because Confederate leaders were still in power that refused to protect the rights of newly freed slaves. A second plan for Reconstruction was passed by Congress. It brought federal military intervention to the state stripping the power of the former Confederate leaders. South Carolina was forced to ratify the 13th and 14th amendments, which abolished slavery and recognized the rights of African Americans to be treated as citizens of the United States. The state also had to write a new state constitution that recognized these rights. Many African Americans were elected to serve in the convention that wrote the new constitution and later served in the state legislature. Later, Congress also passed the 15th amendment which guaranteed African Americans the right to vote.

The South Carolina elite resented the interference of the federal government as well as the political role that African Americans were now able to play in state government. Protected by federal troops who enforced the law, African Americans could now vote, own property, serve on

juries, and be elected to the legislature. South Carolina whites called anyone who cooperated with this new state government, a "scalawag." The term "carpetbaggers" was a derogatory reference to northerners who came South as missionaries or for economic opportunity. South Carolina whites accused these people of trying to take advantage of the plight of the state following the war. Racial tensions increased as African Americans gained rights and opportunities. Many whites refused to participate in state government so long as African Americans were able to vote and hold office. Organizations, such as the Ku Klux Klan, resented the freedmen and tried to intimidate them by burning their homes and churches so that they would not vote or exercise their rights.

The new state constitution required the establishment of a system of public education for the state's citizens. This was a positive aspect of Reconstruction for former slaves and poor whites who did not have access to education prior to the Civil War. However, public education intensified racial tensions because whites did not want to go to school with African Americans. As a result, two separate school systems were created. These segregated schools were not equal and would continue to be a source of tension and discrimination into the twentieth century. Students will learn about the Civil Rights Movement in Indicator 3-5.5.

The economy of South Carolina following the war was slow to improve. The plantation system collapsed due to the loss of slave labor. However, fertile soil and a favorable climate allowed for cotton to remain the dominant crop. The agricultural economy of pre-war South Carolina was also able to survive because of the development of the system of sharecropping. Cash was not readily available to pay wages to farm workers so the sharecropping system was developed to make use of the available, newly freed African American labor force. The landowner provided acreage, seed, and equipment such as hoes and plows. The freedman provided the labor in exchange for a portion, or share, of the crop that was produced. This mutually beneficial arrangement allowed the freedman some control over his labor and provided manpower for the land owner. As time went on, however, the system mired the sharecropper, whether white or African American, in poverty and indebtedness.

Although the infrastructure was not immediately repaired, commerce did continue. By the end of the century, entrepreneurs began to build textile mills in the state. The availability of natural resources, such as swift flowing rivers, impacted the state's recovery. Textile mills used water power to run the machines that turned cotton into cloth.

In 1877, Reconstruction ended as federal troops withdrew from the southern states. Almost immediately, white leaders in South Carolina regained control of the state government and began to pass laws designed to limit the rights African Americans had gained during Reconstruction.

It is not essential for students to know:
Students do not need to know any of the specific details or provisions of the various Reconstruction plans of Presidents Lincoln and Johnson and Congress or be able to compare them to one another. It is not essential for students to know the names or actions of any individuals (federal military personnel, governors, black legislators, etc.) during the Reconstruction period.

GRADE 3
South Carolina Studies

Social Studies Literacy Skills for the Twenty-First Century:

- Identify cause and effect relationships
- Interpret information from a variety of social studies resources

Assessment Guidelines:
Appropriate classroom assessments ***could*** require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

GRADE 3
South Carolina Studies

Standard 3-5: The student will demonstrate an understanding of the major developments in South Carolina in the late nineteenth and the twentieth century.

Enduring Understanding:
South Carolina experienced major economic, political, and social changes during the late nineteenth and the twentieth century. To understand the effects of these changes, the student will:

3-5.1: Summarize the social and economic impact of developments in agriculture, industry, and technology, including the creation of Jim Crow laws, the rise and fall of textile markets, and the expansion of the railroad.

Taxonomy Level: Understand/Conceptual Knowledge – 2/B

Previous/Future Knowledge:
Students will have had no previous experience summarizing the social and economic impact of development in agriculture, industry, and technology during the late nineteenth and early twentieth century in South Carolina. In third grade, students will continue to learn about changes in the social and economic landscape of South Carolina, including a shift in the population from rural to urban centers and attempts to address widespread unemployment and discrimination. Student will also continue to learn about the economic, social, and political opportunities of African Americans, including the end of Jim Crow laws, the desegregation of schools and other facilities, and gaining the right to vote freely (3-5.2, 3-5.5). Similar themes and information will be addressed in grades 5, 8, and United States History (5-3.2, 8-5.4, 8-5.5, 8-5.6, USHC-3.4).

It is essential for students to know:
Although agriculture remained the dominant economic activity in South Carolina, the state experienced changes in the late nineteenth century and early twentieth century due to developments in agriculture, industry, and technology.

Although "cotton was king" in South Carolina prior to the Civil War, the cotton industry rose and fell in the late nineteenth and 20th century. Following the Civil War, landowners insisted that sharecroppers continue to plant cotton. Increasing cotton production led to the growth of the textile industry which provided jobs and a boost to economic activity. Local entrepreneurs became boosters of the idea of a New South that was based on investment in industry as well as agriculture. South Carolina's geography provided ideal locations for textile mills. Mills were located along fall line rivers where they could use the swift flowing water to make hydroelectric power to turn the turbines to run machinery. This also placed the mill close to the source of cotton. Towns were built near textile mills to provide housing, social activities, and needed goods for the textile workers.

Low prices for the cotton crop were the result of an increase in supply because too many farmers continued to depend on cotton as a cash crop and production of cotton increased in other parts of the world. In the late 19th century, several events including the hurricane of 1885, the earthquake of 1886 and a string of hurricanes in the 1890s further hurt the cotton economy. World War I increased

the demand for cotton cloth for use in soldier's uniforms. However, once the war ended, so did the demand. Textile mills also experienced hard times in the 1920s. They could not get high prices for their products and workers wanted more money for the long hours that they worked. The development of synthetic fibers replaced using cotton for clothing thereby decreasing the demand for the crop and for cotton textiles. The Great Depression hurt the cotton farmer and the textile mills. During World War II there was an increased demand for cotton and once again the farmers and the textile mills were working. When the war ended, demand fell again.

Cotton also depleted the soil of its nutrients. Farmers planted more and more acreage to get larger yields in order to make up for the low prices, thus increasing supply even more. Farmers who could no longer make a living from the land because of falling cotton prices and depleted soil moved to the towns so that they could find work in the mills. Some farmers turned to other crops such as peaches and tobacco. Foreign competition eventually led to the closing of many textile mills and decreased the demand for cotton. Some cotton continues to be grown in South Carolina today. However, tobacco, peaches, pine trees and soybeans are now the state's most important crops.

When Federal troops withdrew from the South ending Reconstruction, conditions deteriorated for African Americans. Segregation and discrimination had long been accepted practices in South Carolina. Schools had been segregated from the time of their establishment during Reconstruction. Following the end of Reconstruction, the South Carolina legislature passed Jim Crow laws to provide a legal means to segregate African Americans. Jim Crow laws were a way for South Carolina to circumvent the rights established for African Americans by the thirteenth and fourteenth amendments to the Constitution of the United States. The thirteenth amendment abolished slavery. The fourteenth amendment secured the rights of citizenship for African Americans including due process and equal protection under the laws. Jim Crow laws meant that African Americans could not ride in the same railroad cars or use the same public restrooms or water fountains. They had to sit in the balcony at theaters and could not eat in the same restaurants as whites. Every aspect of life was separate. As time passed and technology changed, Jim Crow was applied to new circumstances.

Other laws were also passed to limit African Americans' right to vote as protected in the fifteenth amendment. African Americans were required to pass a literacy test on the Constitution. Even if they could read the Constitution, the white examiner declared that they were illiterate and therefore could not vote. Voters were also required to pay a poll tax before they could vote. This was particularly hard for poor sharecroppers, many of whom were African Americans. Poor illiterate whites were allowed to vote in several Southern states because of the "grandfather clause" that allowed them to vote if their grandfather could vote prior to the Civil War. South Carolina, however, never adopted the "grandfather clause" because Ben Tillman thought it would be unworkable and risky and quashed it.

Jim Crow laws meant that racial discrimination was now written into the state laws and could be enforced by the state government. Because their right to vote was denied, African Americans had no representation in their government and could not protect their rights. The national government did not interfere in state government to protect African American citizens. The Supreme Court ruled that "separate but equal" was constitutional. However, conditions

were not equal. Because of segregation and discrimination, African Americans were not hired to work in the mills but might get jobs loading and unloading the cotton bales and finished cloth outside of the mill.
The growth of the railroad in South Carolina improved the movement of goods and people and promoted economic growth. Many more miles of track were laid, especially in the upstate. Peach farmers were able to get their crops to market in special refrigerated cars. Textile mills were able to ship cloth out of state to markets across the country. Towns grew up along the railroad routes across the state. Streetcars also helped to expand the cities of Charleston and Columbia.

Other technological innovations such as the telephone, electricity and the automobile had limited impact in South Carolina. Many people who lived in the state, especially those who lived in rural areas, were not able to get service and many others could not afford to pay for it. Automobiles lead to an increase in paved roads in the state.

It is not essential for students to know:
Students do not need to be familiar with the working conditions in the mills, the lack of child labor laws, or that inventors were attracted to South Carolina because of the lack of labor unions. They do not need to know that the paternalistic attitude of some mill owners led them to control the lives of the workers who lived in the mill villages. In addition, students do not need to know all of the circumstances in which segregation was practiced. They do not need to know that Jim Crow laws were passed by the followers of Ben Tillman in an effort to be sure that the conservative faction of the Democratic Party could not appeal to the African American voter and therefore win an election. They do not need to know that the Tillmanites used racism as a means of consolidating their own political power. Students do not need to know that the literacy test and poll tax were written into the South Carolina Constitution of 1895 that replaced the Reconstruction Era Constitution of 1868. They do not need to know the degree to which lynchings were used to intimidate African Americans. They do not need to know the name of the Supreme Court case, *Plessy v. Ferguson*, that declared "separate but equal" to be constitutional.

Social Studies Literacy Skills for the Twenty-First Century:
- Identify cause and effect relationships
- Understand that people make choices based on the scarcity of resources.

Assessment Guidelines:
Appropriate classroom assessments ***could*** require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

GRADE 3
South Carolina Studies

Standard 3-5: The student will demonstrate an understanding of the major developments in South Carolina in the late nineteenth and the twentieth century.

Enduring Understanding:
South Carolina experienced major economic, political, and social changes during the late nineteenth and the twentieth century. To understand the effects of these changes, the student will:

3-5.2: Explain the causes and impact of emigration from South Carolina and internal migration from rural areas to the cities, including discrimination and unemployment; poor sanitation and transportation services; and the lack of electricity and other modern conveniences in rural locations.

Taxonomy Level: Understand/Conceptual Knowledge – 2/B

Previous/Future Knowledge:
Students will have had no previous experience with the emigration from and internal migration within the state of South Carolina during the late nineteenth and early twentieth century. Students will learn of the patterns of migration (primarily from rural to urban areas) in the grades 5, 8, and United States History (5-4.1, 8-5.7, USHC-4.5).

It is essential for students to know:
Migration is an essential understanding that will be addressed repeatedly in the standards. Students must understand what the term migration means, the difference between emigration and immigration, and that both 'push' and 'pull' factors influence migration.

During the late nineteenth century, African Americans began to emigrate from South Carolina to the North and Midwest. They were pushed from South Carolina by segregation, discrimination, and the violence of the Ku Klux Klan as well as by the cycle of poverty of sharecropping and the lack of other economic opportunities in the state. They were pulled by jobs in other states, particularly at the time of World War I. Although segregation was practiced in the North and Midwest, segregation was not mandated by law as it was in South Carolina. African Americans were allowed to vote in regions outside of the South. This movement is known as the Great Migration and led to the flowering of African American culture in the Harlem Renaissance.

Internal migration occurred in South Carolina as a result of the cycle of poverty of sharecropping (push) and the opportunity for work in the textile mills (pull) that was provided for whites and a few African Americans. Improved sanitation and water lines and the greater availability of electricity in cities such as Charleston, Greenville, and Columbia made mill towns around these cities attractive to poor workers and their families. However, mill workers were not well paid and most could not afford to buy the conveniences that electricity made possible.

GRADE 3
South Carolina Studies

As a result of both the emigration of African Americans and the internal migration of white farm families to mill towns, agriculture in South Carolina was impacted, particularly the planting and harvesting of labor intensive crops such as cotton. In addition, many of the modern conveniences that were being introduced during this time were not available in the rural areas of South Carolina.

It is not essential for students to know:
Students do not need to know how many South Carolinians emigrated from the state or moved from farms to mill towns within the state. Students do not need to know specifics about the Harlem Renaissance or the South Carolinians who were part of it. They do not need to know how much mill workers were paid or how much modern conveniences run by electricity cost.

Social Studies Literacy Skills for the Twenty-First Century:

- Identify cause and effect relationships.
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GRADE 3
South Carolina Studies

Standard 3-5: The student will demonstrate an understanding of the major developments in South Carolina in the late nineteenth and the twentieth century.

Enduring Understanding:
South Carolina experienced major economic, political, and social changes during the late nineteenth and the twentieth century. To understand the effects of these changes, the student will:

3-5.3: Explain the effects of the Great Depression on daily life in South Carolina, including the widespread poverty and unemployment and the efforts of the federal government to create jobs through a variety of New Deal programs.

Taxonomy Level: Understand/Conceptual Knowledge – 2/B

Previous/Future Knowledge:
Students will have had no previous instruction in order to understand the effects of the Great Depression on daily life in South Carolina. In the future, students will summarize the causes of the Great Depression, the American response through the various New Deal policies of Franklin D. Roosevelt, and the lasting impact of the New Deal on South Carolina and the United States (5-4.2, 5-4.3, 8-6.4, USHC-6.3).

It is essential for students to know:
The Great Depression had a profound effect on South Carolina as well as on other parts of the country and around the world. Many South Carolinians were already living in poverty prior to the Great Depression. The Stock Market Crash of 1929 did not cause the Depression but was a symptom of many problems that undermined the health of the economy in the 1920s. As a result of the Depression, many South Carolinians lost their jobs because textile mills closed. Many lost their life savings due to the failure of banks and their homes or farms because they were not able to pay their mortgage. Nearly twenty-five percent of South Carolinians were unemployed during the Depression. Between 1929 and 1933, the United States government did little to directly help the many people who were out of work and hungry.

In 1932, Franklin Delano Roosevelt was elected president of the United States. President Roosevelt and Congress worked to create a number of New Deal programs to put Americans back to work, relieve the suffering of the American people, provide a boost to the economy, and to reform the system so that such a depression would not happen again. Students should understand the purpose of the various New Deal programs created during this period rather than the specific activities of any one program.

One example of a New Deal program was the Civilian Conservation Corps (CCC). The CCC provided employment by hiring young men to work on outdoor projects. CCC projects included soil conservation, reforestation, fire prevention, and the development of recreational areas across the state. The CCC planted crops that helped the South Carolina soil recover from years of planting cotton. The work of the CCC in South Carolina provided the foundation of South Carolina's State Park System and enhanced the geography of the state. However, the CCC was racially segregated. Other New Deal programs also discriminated against African

Americans. Sharecroppers, many of whom were African Americans, lost their land because a New Deal program took farm land out of production in order to lower supply and boost the price that land owners could get for their crops. Whites were given preference on the public works projects designed to put the unemployed back to work.

New Deal programs were designed mostly to relieve suffering by putting people back to work and therefore earning a paycheck. They were also designed to help bring the economy out of the Depression. As workers spent their paychecks, that helped others such as grocers and store keepers. Grocers and store keepers would then order more goods from farms and factories. People would be hired to produce these goods and more people would get a paycheck to spend. Students should understand the cyclical nature of this process. The New Deal relieved some suffering and gave many people hope. However, it did not end the Depression. The Depression ended due to government spending and job creation that resulted from the start of World War II.

It is not essential for students to know:
This indicator does not require students to understand the causes of the Great Depression or the specific details of the Stock Market Crash of 1929. They do not need to know about "Hoovervilles" or bread lines. However, such details and images would help students understand and visualize the poverty experienced. They do not need to know about all of the New Deal programs created by Congress but rather the purpose of them.

Social Studies Literacy Skills for the Twenty-First Century:

- Identify cause and effect relationships.
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Assessment Guidelines:
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Compare

Explain

or any verb from the **Remember** cognitive process dimension.

Standard 3-5: The student will demonstrate an understanding of the major developments in South Carolina in the late nineteenth and the twentieth century.

Enduring Understanding:
South Carolina experienced major economic, political, and social changes during the late nineteenth and the twentieth century. To understand the effects of these changes, the student will:

3-5.4: Summarize the social and economic impact of World War II and the Cold War on South Carolina, including the end of the Great Depression, improvements in modern conveniences, increased opportunities for women and African Americans, and the significance of the opening and eventual closing of military bases.

Taxonomy Level: Understand/Conceptual Knowledge – 2/B

Previous/Future Knowledge:
Students will have had no previous experience summarizing the social and economic impact of World War II and the Cold War on South Carolina. Students have discussed the Great Depression as well as the evolving opportunities available to African Americans (3-5.1, 3-5.2, 3-5.3). Topics associated with this indicator (impact of World War II, end of the Great Depression, improvements in modern conveniences, increased opportunities for women and African Americans) will be addressed in further detail in grades 5, 8, and United States History (5-4.7, 5-5.2, 8-6.5, 8-7.1, USHC-7.4, USHC-7.6).

It is essential for students to know:
During World War II, South Carolina experienced significant economic growth. The war effort brought the Great Depression to an end and instituted recovery that had not occurred since the end of the Civil War. Many South Carolinians experienced greater opportunities in the workforce. Many of the state's citizens, white and African American, men and women, joined the armed forces. As a result, farms were often left shorthanded causing land owners to turn to crops that could be harvested by machine, such as soybeans. Following the war, many returning veterans did not return to work on the farms. Others left the farms for work now available in the growing mills and related industries. Women left the home to work in factories serving in roles vacated by men who left to serve in the military. Military bases were opened and/or expanded at Fort Jackson, Parris Island, Greenville, Spartanburg, Charleston, Myrtle Beach, Beaufort, Eastover, and Sumter. These bases provided a boost to the local economy. Although President Roosevelt's executive order offered some wartime industries to African Americas, segregation and discrimination limited those opportunities in South Carolina. Many African Americans left the state to pursue work options in cities in the northern and western United States.

Once the war ended, economic prosperity continued in South Carolina. Demand for goods, unavailable in wartime, led to increases in consumer spending. Returning veterans used the GI Bill benefits to pursue an education. New businesses were started. Due to the expansion and modernization of port facilities, Charleston became one of the leading seaports in the United States by the 1950s. The Cold War had a large impact on the economy of South Carolina. Military spending produced new industries and jobs. The Savannah River nuclear plant was

built to provide plutonium for the nation's nuclear weapons arsenal. There are four other nuclear power or weapons facilities sites in South Carolina. Despite the end of the Cold War, the state's long affiliation with the military continues to provide jobs and an economic boost to the economy of South Carolina. As a result of Cold War spending and the war on terrorism, military bases in South Carolina have continued to play a major role in the state's economy. Although the Myrtle Beach Air Force Base and the Naval Base at Charleston were closed following the collapse of the Soviet Union and the subsequent end of the Cold War, recent developments in the Middle East have continued to require a dependence on the state's military installations.

It is not essential for students to know:
It is not essential for students to remember specific events related to World War II. Students do not need to know the names of the Governors of South Carolina during the post-war period or the role that each played in fostering economic development in the state. Students do not need to remember the events of the Cold War or any specific contributions of South Carolinians during this time.

Social Studies Literacy Skills for the Twenty-First Century:

- Identify cause and effect relationships.
- Understand that people make choices based on the scarcity of resources.

Assessment Guidelines:
Appropriate classroom assessments ***could*** require students to be able to:

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Explain

or any verb from the **Remember** cognitive process dimension.

GRADE 3
South Carolina Studies

Standard 3-5: The student will demonstrate an understanding of the major developments in South Carolina in the late nineteenth and the twentieth century.

Enduring Understanding:
South Carolina experienced major economic, political, and social changes during the late nineteenth and the twentieth century. To understand the effects of these changes, the student will:

3-5.5: Summarize the development of economic, political, and social opportunities for African Americans in South Carolina, including the end of Jim Crow laws; the desegregation of schools (*Briggs v. Elliott*) and other public facilities; and efforts of African Americans to achieve the right to vote.

Taxonomy Level: Understand/Conceptual Knowledge – 2/B

Previous/Future Knowledge:
In first grade, students learned about the fundamental principles of American democracy, including respect for the rights, opinions, and property of others; fair treatment for all; and respect for the rules by which we all live (1-3.1). Earlier in grade 3, students learned to summarize the effects of Reconstruction including racial advancements; the continuing tensions between white and African American citizens; the creation of Jim Crow laws; and their impact on the social, economic, and political opportunities of African Americans in South Carolina (3-4.6, 3-5.4). The concepts associated with the various attempts of African Americans to achieve equal rights in South Carolina and throughout the nation, including the Civil Rights Movement, will be further addressed in grades 5, 8, United States History, and United States Government (5-1.1, 5-1.2, 5-1.4, 5-3.2, 5-5.3, 8-5.1, 8-5.2, 8-5.3, 8-5.4, 8-7.2, USHC-3.3, USHC-3.4, USHC-3.5, USHC-8.1, USG-4.5).

It is essential for students to know:
It is important for students to understand that the movement for civil rights for African Americans was an ongoing process that originated during the early abolitionist period. A number of organizations and individuals were actively protesting and pushing for an end to the Jim Crow laws and restrictions on voting long before the post-World War II Civil Rights Movement began. Following World War II, living conditions for most in South Carolina had improved from the days of the Great Depression. However, African Americans who had played an active role in the military during World War II came home to a land still mired in segregation. Economic, political, and social opportunities were limited due to the persistence of Jim Crow laws passed by southern legislatures.

In South Carolina, the arena of public education played a major role in ending segregation throughout the country. The Supreme Court ruled in 1896 (*Plessy v. Ferguson*) that operating a segregated school system in which black and white students attended different schools was constitutional so long as the schools were "separate, but equal." However, the two school systems were far from equal. The white schools received the newest materials, including buses, books, and desks. Old and outdated furniture and instructional materials were then passed down to the schools that black students attended. Although their schools were inferior to the schools

provided for white students, the parents of some African American children in Clarendon County, South Carolina actively sought a bus to take their students to school. The school board provided buses for the white students but refused to provide transportation for African American students. Parents purchased their own bus but the school board denied their request to pay for the gas. With the assistance of the National Association for the Advancement of Colored People (NAACP), the parents brought suit against the district school board seeking equal treatment under the law, as required by the fourteenth amendment. The case was called *Briggs v. Elliott*. The state court ruled in favor of the school district. The parents appealed the decision to the Supreme Court of the United States. The NAACP had four similar cases before the Supreme Court from other parts of the country. *Briggs* became part of the landmark *Brown v. Board of Education of Topeka, Kansas* decision reached by the Supreme Court in the early 1950s. In *Brown*, the Supreme Court ruled that segregation in public schools was inherently unequal and that African American students should be integrated into classrooms with white children with "all deliberate speed."

However, the Supreme Court's decision in *Brown v. Board of Education* [1954] was not quickly enforced as called for ["with all deliberate speed"] and, as result, had little immediate effect. Segregation continued in schools and in other public facilities throughout the South. Rosa Parks was a member of the NAACP who was tired of segregation. Her refusal to move from her seat on a public bus led to the Montgomery Bus Boycott. This peaceful protest against segregation started a series of protests throughout the South that included sit-ins, marches, and boycotts. During the bus boycotts in Montgomery, Martin Luther King, Jr., a local pastor, became a leader of the non-violent protest movement for African American civil rights. He also made the famous "I Have a Dream" speech at a protest march in Washington, D.C. News coverage of protesters being attacked by police dogs and sprayed with fire hoses in places such as Birmingham and Selma, Alabama was featured on television and in nationwide newspapers leading to greater public awareness of racial discrimination and sympathy for the conditions of African Americans in the South. It also led South Carolina's leaders to be concerned that these protests would hurt their efforts to attract businesses to the state. As a result, South Carolina government and business leaders began to deliberately plan to peacefully integrate public facilities in the state while exhausting all legal options. Although the state of South Carolina legally resisted integration all the way to the United States Supreme Court, Clemson University soon became the first state facility in South Carolina to integrate [January 28, 1963] and did so without incident at a time when other states experienced court orders, violence, and a National Guard presence as their state-supported colleges lead the way in the desegregation process. Stores and restaurants opened their doors to African American customers. This peaceful integration was eventually marred by the "Orangeburg Massacre," [1968] when black students were shot by the South Carolina Highway Patrol and the National Guard after protesting a segregated bowling alley.

As a result of the civil rights protests, the federal government passed laws that protected the rights of African Americans. The Civil Rights Act of 1964 made segregation illegal in all public facilities. The Voting Rights Act of 1965 outlawed literacy tests. The twenty-fourth amendment outlawed poll taxes. African Americans were allowed to freely vote and be elected to state legislatures for the first time since Reconstruction.

It is not essential for students to know:
Although the many stories of the civil rights movement can bring this era alive, students do not need to know exact dates or details. They do not need to know the role of Judge J. Waties Waring in ruling that African Americans should have the right to vote in the all-white primary of the Democratic Party or his suggestions concerning attacking the legality of segregation because "separate is inherently unequal." They do not need to know the role of Strom Thurmond as a candidate for the Dixiecrat Party in 1948 or as author of the Southern Manifesto that condemned the *Brown* ruling. Students do not need to know that Clemson University was integrated by Harvey Gantt or the number of students who were killed in the Orangeburg Massacre. They do not need to know about the role of Jackie Robinson in integrating baseball in 1947. However, the story of integrating baseball is an interesting one for students and will help them to understand that segregation touched every part of life. While students should be made well aware that the struggle for equality in all aspects of life was waged continuously from the inception of Jim Crow in the nineteenth century to its demise in the twentieth century, students at this level do not have to know about the specific contributions of earlier civil rights pioneer organizations and personalities at the national and local levels, such as the NAACP, Septima Poinsette Clark, Modjeska Monteith Simkins, George A. Elmore and Sarah Mae Fleming.

Social Studies Literacy Skills for the Twenty-First Century:
- Identify cause and effect relationships.
- Interpret information from a variety of social studies resources.

Assessment Guidelines:
Appropriate classroom assessments ***could*** require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

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GRADE 3
South Carolina Studies

Standard 3-5: The student will demonstrate an understanding of the major developments in South Carolina in the late nineteenth and the twentieth century.

Enduring Understanding:
South Carolina experienced major economic, political, and social changes during the late nineteenth and the twentieth century. To understand the effects of these changes, the student will:

3-5.6: Describe the growth of tourism and its impact on the economy of South Carolina, including the development of historic sites, state parks, and resorts and the expanding transportation systems that allow for greater access to our state.

Taxonomy Level: Understand/Conceptual Knowledge – 2/B

Previous/Future Knowledge:
Students will have had no previous experience describing the growth of tourism and its impact on the economy of South Carolina. In eighth grade, students will continue to learn of growth and development of tourism and the important role it plays in the economy of South Carolina (8-6.2, 8-7.1).

It is essential for students to know:
In the 21st century, tourism is one of South Carolina's major industries and has a tremendous impact on the state's economy. Tourism developed in South Carolina as a result of the efforts of both entrepreneurs and the state government who promoted the historic city of Charleston, the state's beautiful beaches and mountains, and the wealth of sites of historic significance. Although the historic preservation movement in the United States began in Charleston in the 1920's, in the years following World War II, the increasing number of automobiles, completion of the interstate highway system, and improvements to secondary highways and state roads helped to make South Carolina tourist attractions more accessible to people from other states. Hotels and fast food restaurants followed the building of the highways and resort development provided many reasons for tourists to visit South Carolina. Charleston, and the South Carolina coast, especially Myrtle Beach and Hilton Head Island, became popular vacation destinations. A number of historic sites have been designated and seek to preserve the cultural, geographic, and historical legacy of the state. South Carolina is home to eight national parks and forty-seven state parks. Students should be able to recall the various regions of South Carolina (3-1.1) and be able to recognize the various ways that tourism plays a role throughout the state. In addition, the state has been divided into ten tourism regions (Olde English District, Pee Dee Country, Upcountry Carolina, Thoroughbred Country, etc.) that the state uses to attract visitors to the Palmetto State.

It is not essential for students to know:
Students do not need to know how wealthy Northerners, attracted to various areas of South Carolina for the temperate climate and outdoor recreation opportunities, purchased large tracts of former plantations for hunting and vacationing. It is not essential for students to know that some of these lands would later become national and state parks. It is not essential for students to know the specific interstates that make up the highway system of South Carolina or the adverse

effects they had on many communities throughout the state. It is not essential for students to understand the environmental hazards to beaches, natural areas, and wildlife that tourism has brought to the coastal regions. It is not essential for students to know the ten tourism regions of South Carolina.

Social Studies Literacy Skills for the Twenty-First Century:

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