



**South Carolina
Alternate Assessment
(SC-Alt)**

**SC-Alt Social Studies
Assessment and Instructional
Support Guide**

Grade 8

2014

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Introduction

The South Carolina Alternate Assessment (SC-Alt): Social Studies Assessment and Instructional Support Guide document was developed to provide guidance to teachers for including students with significant cognitive disabilities in challenging academic instruction. The South Carolina social studies standards are prioritized for students participating in the alternate assessment. These prioritized standards, referred to as *essential concepts*, preserve the essence of the grade-level expectations while narrowing the depth and breadth of content students with significant cognitive disabilities are exposed to during instruction and assessment. This document is intended to make the South Carolina social studies standards accessible to students with significant cognitive disabilities for classroom instruction and assessment development. This support guide identifies essential concepts, by grade level and standard, which are important for students participating in the alternate assessment to have exposure to during instruction. Teachers should use this document in conjunction with the *Social Studies Standards Support Document*, which contains the complete list of concepts students in South Carolina are expected to be taught.

For each standard, literacy skills have also been prioritized to reflect skills that are meaningful in post-secondary life. For each literacy skill identified, an instructional activity has also been provided at the concrete symbolic communication level. The intent of providing these activities is to assist teachers in linking their instruction to the identified literacy skills and essential concepts. The activities provided are intended to serve as a model of how to braid literacy skills and social studies essential concepts into instruction. There are many ways in which skills and concepts can be incorporated based on student's individual learning styles and needs. The activities have been provided as examples with the intent that teachers will differentiate the activities both for the diverse learning needs within the "concrete symbolic" group of students as well as to make the skills and concepts accessible and meaningful for students in the pre-symbolic and abstract symbolic levels of communication. It is important to understand that students are not expected to rote recall the specific information included in sample activities. This information provided is intended to demonstrate how the prioritized literacy skills can be reinforced through the content identified in the standard. The complete list of literacy skills for the Social Studies standards can be found in the *Social Studies Standards Support Document*.

Standard—The general education standard from which the essential concepts are derived

Essential Concepts—The narrowed scope of content for instruction to be based on

Literacy Skills Addressed—The prioritization of literacy skills, which lend themselves to being incorporated into the standard and have relevance to the student's academic and post-secondary life

Application of the Literacy Skills—Specific examples demonstrating the relationship of the skill to the essential concepts

Abstract Symbolic—Students who use *abstract symbolic* communication are those who typically use a vocabulary of pictures, picture symbols, and words to communicate. They recognize some sight words and numbers and understand abstract concepts such as yesterday and happy or sad.

Concrete Symbolic—Students at the *concrete symbolic* level of communication are beginning to use pictures or other symbols to communicate. They primarily use *concrete symbols* (e.g., eat, drink, play, more).

Pre-Symbolic—Students at the *pre-symbolic* level may not yet have a consistent system of communication. They may use gestures, an eye gaze, and purposeful movement toward objects and sounds to indicate wants or needs. For example, students may point to or hold up a cup to indicate they

are thirsty. Some students at the *pre-symbolic* level of communication may still be at the awareness level of communication and may communicate by crying or vocalizing, but they may not yet be able to demonstrate purposeful communication.

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South Carolina Alternate Assessment (SC-Alt) Social Studies

Grade 8: South Carolina: One of the United States

Standard 8-1: The student will demonstrate an understanding of the settlement of South Carolina and the United States by Native Americans, Europeans, and Africans.

It is essential for students to know: Native Americans that lived in South Carolina used the land and **natural resources** to survive. The different Native American groups in South Carolina were the Catawba, Cherokee, and Yemassee. When European **settlers** arrived, these groups came into **conflict** with the Europeans (8-1.1). European settlers built colonies in the Americas for a variety of reasons. Initial reasons for building colonies were to gain **wealth**, including the search for gold and later building large farms called **plantations**. Europeans also brought their religion, languages, and forms of **government** (8-1.2). **Colonists** from England established 13 **colonies** in North America. The colonies were divided into three different **regions**: the New England Colonies, the Middle Colonies, and the Southern Colonies. The New England colonies and Middle colonies were started mainly for religious purposes and the Southern colonies were started mainly for wealthy colonists to build plantations. The Southern Colonies like South Carolina were settled by many different groups of Europeans who were hoping to make money (8-1.3). During this time, **slaves** became the main source for work on South Carolina’s plantations. Land owners depended on slaves to do the work needed to grow **cash crops** that could be sold for money. Slavery led to the development of African-American **culture** in South Carolina and the United States (8-1.4). Like the Native Americans, settlers used South Carolina’s many natural resources and physical features like forests and rivers to help the **economy** do well. By using these natural resources and physical features, South Carolina became a wealthy colony. Because England controlled South Carolina, the colony provided the **mother country** with **raw materials** and **markets**, thereby making England a wealthier country (8-1.5). Like other English colonies, South Carolina developed a **representative government**. At first, South Carolina tried different forms of government. Although all settlers had some rights, wealthy landowners had more control over the **laws** than small farmers and other commoners. This led to conflict and the demand for equal **rights** and **power** to make **decisions** (8-1.6).

Literacy Skills Addressed by This Standard

- Identify and explain the relationship among multiple causes and multiple effects.
- Compare the location of places, the condition of places, and the connection between places.
- Explain why trade occurs and how historical patterns of trade have contributed to global interdependence.
- Explain multiple points of view or biases and attribute the perspectives to the influences of individual experiences, societal values, and cultural traditions.

Application of Literacy Skills at the Concrete Level—Instructional Assessment Strategies

Identify and explain the relationship among multiple causes and multiple effects.

Cause-and-Effect Game

- Work with the general education social studies teacher (or other content expert) to write several short sentences from the content that include both a cause and an effect (e.g., early explorers

came to South Carolina to find gold; many workers were needed to grow cash crops on plantations).

- Make cards for the game by writing each sentence on one side of a 3 x 5 inch card with either the cause or the effect underlined. On the back side, write the answer (i.e., “cause” or “effect”).
- Make a game board with at least 20 spaces. (The game board can be as big as needed.) Add some squares to the board that send students ahead two spaces or back a space to keep things interesting.
- To play, have the student draw a sentence card. Then read the card aloud, rereading the underlined part (teacher). Have a student identify whether the underlined part is the cause or the effect of the sentence.
- Check the answer key (back of card). If correct, flip a penny and move one space for heads or two spaces for tails (or roll a numbered cube and move the number of spaces indicated). If the answer is not correct, do not advance.
- The game can be played with a small group or with the entire class. AAC devices can be programmed with the words “cause” and “effect” to give access to the game for non-verbal students.

Compare the location of places, the condition of places, and the connection between places.

- Use a map of North America (depicting the colonies) and Europe. On the map, divide the colonies into Southern, Middle, and Northern colonies. The economy of the Southern colonies was based on farming.
- Place objects, pictures, and words on the map to demonstrate the crops that were grown.

Explain why trade occurs and how historical patterns of trade have contributed to global interdependence.

- (Continued from previous map activity) Use a map of North America (depicting the colonies) and Europe. Place a picture of a crown on England and an arrow to the colonies. On the lines between England and the colonies, use pictures of goods to show that the goods go back and forth between the colonies and England.

Explain multiple points of view or biases and attribute the perspectives to the influences of individual experiences, societal values, and cultural traditions.

- Create a list of items, practices, jobs, etc., related to the cultures of slaves and slave owners.
- Compare and contrast how slaves and slave owners lived and worked.

South Carolina Alternate Assessment (SC-Alt) Social Studies

Grade 8: South Carolina: One of the United States

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

It is essential for students to know: As a **colony** of England, South Carolina had some involvement in the French and Indian War between France and England. The French and Indian War led to the Cherokee War in South Carolina. England won both the French and Indian War and the Cherokee War. The result was that Great Britain gained land and raised **taxes** on the colonies to pay for the war (8-2.1). **Colonists** were unhappy about taxes like the Stamp **Act** and Tea Act. Colonists wanted to make their own **laws** and began to **protest** by limiting **trade** and with the Boston Tea Party. South Carolina sent representatives to a meeting called the First Continental Congress to discuss these problems. These problems and **conflicts** led to the American Revolution (8-2.2). South Carolina also sent **representatives** to the Second Continental Congress where the **Declaration of Independence** was written. This letter to the **king** of England stated the **rights** that were being unfairly taken by the **mother country**. It also said the colonies wanted **independence** from England. This led to the American **Revolution** (8-2.3). South Carolinians served as both **Patriots** and **Loyalists** during the American Revolution. Patriots supported the colonies and Loyalists supported England (8-2.4). Important **battles** of the American Revolution took place in South Carolina and helped the colonists win independence from England (8-2.5). South Carolina formed its own government after the American Revolution and then helped create a **national government** for the United States of America (8-2.6).

Literacy Skills Addressed by This Standard

- Identify and explain the relationships among multiple causes and multiple effects.
- Evaluate multiple points of view or biases and attribute the perspectives to the influences of individual experiences, societal values, and cultural traditions.
- Compare the locations of places, the conditions of places, and the connections between places.

Application of Literacy Skills at the Concrete Level—Instructional Assessment Strategies

Identify and explain the relationships among multiple causes and multiple effects.

- Use a graphic organizer to determine causes of the American Revolution (i.e., British taxing the colonists and colonists wanting to make their own laws) and outcomes of the war (i.e., American independence, establishment of new state and national laws and government).

Evaluate multiple points of view or biases and attribute the perspectives to the influences of individual experiences, societal values, and cultural traditions.

- Have the students create a diagram about the American Revolution comparing the roles of Patriots and Loyalists. For example, both groups of English colonists had major differences—the Patriots supported the colonies and won (creating the United States of America), and the Loyalist supported England and lost.

Tax Time

- The purpose of this activity is to help students understand the colonial reaction to a series of tax acts passed by Parliament to raise money to pay for the French and Indian War and to pay England for the protection of the colonies.
- Have students select a card from a bowl to take on one of the following roles: King/Queen (1); Parliament (2); Tax Collector (1); Colonists (everyone else).
- Hand out cups of 10 pennies to each participant; sit the King/Queen in a tall chair and position the parliament members just below him/her.
- Explain that Parliament will draw new laws from the bowl, and when applicable, the tax collector will collect taxes, sell stamps, etc. Also explain that if the students run out of money and can't pay their taxes, they could be sent to debtor's prison where they can only get out if someone else is willing to pay their debt plus the daily 1 pence (penny) fee for keeping them in prison.
- The laws are:
 - Any subject wearing denim of any sort shall pay the crown a tax of 2 pence (pennies).
 - Any subject possessing a political cartoon of any sort must affix the proper stamp to said cartoon. The stamp shall cost 3 pence.
 - Any subject who wishes to use the bathroom shall pay a toilet tax of 2 pence.
 - Any subject wearing a t-shirt must pay a cotton tax of 3 pence.
 - Any subject who traveled to the school meeting hall by any form of transportation involving wheels shall pay a roadway fee of 2 pence.

Compare the locations of places, the conditions of places, and the connections between places

History Footprints

- Work with students to make a timeline of key events and dates for South Carolina using their own footprints.
- First, outline both the left and right feet of students and adults (a variety of sizes works best) on construction paper and cut them out.
- Write key events and dates on each footprint, alternating between left and right footprints. Students can add pictures for the events or other embellishments as appropriate.
- Place footprints in chronological order on a wall or bulletin board in the classroom or display down a hallway in the school.
- Here's some dates you might want to include:
 - 1754—the beginning of the French and Indian War
 - 1764—the Sugar Act
 - 1765—the Stamp Act
 - 1773—the Tea Act and the Boston Tea Party
 - 1774—the first Continental Congress
 - 1775—George Washington becomes first president
 - 1776—the Declaration of Independence

South Carolina Alternate Assessment (SC-Alt) Social Studies

Grade 8: South Carolina: One of the United States

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

It is essential for students to know: After the United States became a **country**, the conflict between people from the **Upcountry** and **Lowcountry** of South Carolina increased for a number of reasons. Some of the main issues were the location of the new **capital**, the number of **representatives** in the new **government**, and economic differences (8-3.1). Representatives from South Carolina had an active role in creating the United States **Constitution**. Representatives made **laws** to form a new **limited government** for the **nation**. South Carolina wanted to count their **slaves** in their population so it could have more representatives in **Congress**. They had to **compromise** on this issue and many others (8-3.2). The United States Constitution outlines how the government of the United States works (8-3.3). An important concept in the Constitution is representative **democracy** where people choose other **citizens** to make the laws. Another important concept is the **three branches** of government. To make decisions for the nation, the three branches share power and have different jobs. These branches are the **executive, legislative, and judicial branches**. The legislative branch makes laws. The executive branch enforces the laws. The **president** is the head of the executive branch. The judicial branch makes sure the laws are fair. Another important concept is giving people individual **rights** which are in the Bill of Rights. After the Constitution was passed by all states, there was still a debate about who should be more powerful, state governments or the national government (8-3.4).

Literacy Skills Addressed by This Standard

- Understand responsible citizenship in relation to the state, national, and international communities.
- Compare the locations of places, the conditions at places, and the connections between places.
- Explain how political, social, and economic institutions are similar or different across time and/or throughout the world.
- Establish the chronological order in the reconstructing a historical narrative.

Application of Literacy Skills at the Concrete Level—Instructional Assessment Strategies

Understand responsible citizenship in relation to the state, national, and international communities.

- Create a graphic organizer to compare the responsibilities of each branch of government and the Bill of Rights.
- Have students identify what the Bill of Rights means to them and how the branches of government protect them as citizens. Use pictures and videos as needed.

Bill of Rights Game

- Review the rights included in the Bill of Rights with this interactive game:
<http://constitutioncenter.org/billofrightsgame/>

Create Your Own Classroom Constitution

- Lay the groundwork for understanding the U.S. Constitution through read alouds (e.g., read the books *Shh! We're Writing the Constitution* by Jean Fritz; *If You Were There When They Signed the Constitution* by Elizabeth Levy; *We the Kids* by David Catrow; or *The Amazing Life of Benjamin Franklin*).
- As a class, help students write their own classroom constitution, including these major parts:
 1. The U.S. Constitution begins with a statement called the Preamble. Its main point is that the U.S. government was established by the people. It also describes the goals of the Constitution: to guarantee justice, peace, and liberty for the nation's citizens. What are your goals for your classroom?

We, the people of Room _____, share the goals
of _____.

2. The main body of the U.S. Constitution establishes the three branches of the U.S. government and explains how important decisions will be made. What will the government of your classroom be like? What responsibilities will the teacher and principal have? What responsibilities will the students have? Describe your classroom government here:
_____.

3. The first 10 amendments to the Constitution are known as the Bill of Rights and describe the basic freedoms Americans enjoy. What freedoms will the citizens of your classroom have? Describe them here:

Citizens of our classroom should have the freedom to:
_____.

Citizens of our classroom should have freedom from:
_____.

Compare the locations of places, the conditions of places, and the connections between places.

- On a map of South Carolina, identify and label the Upcountry and Lowcountry. Create a graphic organizer to compare the way of life and resources available in each.

Explain how political, social, and economic institutions are similar or different across time and/or throughout the world.

Classroom Court

- Establish a classroom court to allow student opportunities to understand the law and its legal proceedings as well as to experience “trial by a jury of your peers” in simple matters.
- Give each student a job in the courtroom. These positions may vary throughout the year.
- Decide how much weight the court will have. As the teacher, you are still responsible for the class. Then, as a class, decide on sentences for guilty verdicts and post them in the classroom.
- Define the offices of the court and the length of each office. Some possibilities for jobs are: judge, jury, bailiff, court reporter, defense attorney, prosecuting attorney, and substitute.

- Hold nominations for positions and decide on an appropriate number for each position. Draw up a very simple ballot and have students vote. You may want to appoint some positions or have a secret ballot.
- Have a very simple swearing-in ceremony for all court officials. Set a particular day for holding court and a limit to the amount of time in sentences that must be served.

Establish chronological order in the reconstructing a historical narrative.

Human Timeline

- Select several important dates from this time period that help tell the story of the establishment of the U.S. Constitution.
- Some possible dates include:
 - 1781—The Articles of the Confederation are the first law of the land.
 - 1787—The Constitution is signed.
 - 1789—The first national “Thanksgiving Day” was originally created by George Washington as a way of giving thanks for the Constitution.
 - 1791—The Bill of Rights was added to the Constitution.
- Assign a date to each student and help him or her make a poster describing the date through pictures and/or words.
- Place students (with their posters) in chronological order of events.
- Using the dates and posters created by the students, retell the story.

South Carolina Alternate Assessment (SC-Alt) Social Studies

Grade 8: South Carolina: One of the United States

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

It is essential for students to know: After the United States became a new **nation**, farming was still the main **economic** activity in South Carolina. **Slavery** was therefore also still very important to the economic success of small farms and **plantations**. The **invention** of the **cotton gin** increased cotton production, and **slaves** were needed to keep up with the production. This made people in South Carolina and other southern **states** want to continue slavery (8-4.1). Over time, the northern states, or the North, and southern states, or the South, in the United States became increasingly different. The North's economy became more **industrial**-based, while the southern economy remained mostly farming-based. The abolitionist movement grew in the North. **Abolitionists** were people who wanted to end slavery. This increased conflict between the North and South (8-4.2). A major issue that led to conflict between the North and South was disagreement over whether slavery should be allowed in western states added to the United States (8-4.3). Before deciding to leave the **Union** of the United States, people in South Carolina had many views. Some people wanted South Carolina to stay as a part of the United States while others wanted South Carolina to break away from the United States and become its own **country**. When Abraham Lincoln was elected **president**, the **government** of South Carolina **voted** to leave the Union and the **Civil War** began (8-4.4). When the Civil War began, the Union (or northern army) and the **Confederate** (or southern army) had two very different plans. Northern leaders wanted to destroy southern railroads and cut off goods and **weapons** coming into the south. Southern leaders wanted to get weapons from Europe and keep fighting until the Union army got tired of fighting (8-4.5). During the Civil War, many southern men joined the Confederate army. Many were killed and wounded. Women had to do jobs men had usually done in the past. Lots of farmland in the South was destroyed as the Union army marched through southern states (8-4.6).

Literacy Skills Addressed by This Standard

- Identify and explain the relationships among multiple causes and multiple effects.
- Compare the location of places, the conditions of places, and the connections between places.
- Evaluate multiple points of view or biases and attribute the perspectives to the influences of individual experiences, societal values, and cultural tradition.

Application of Literacy Skills at the Concrete Level—Instructional Assessment Strategies

Identify and explain the relationship among multiple causes and multiple effects.

- Have students create a list of the causes of Civil War using pictures.

Compare the location of places, the conditions of places, and the connections between places.

- Use a table to compare lives of slaves, abolitionists, and plantation owners.

Hardtack

- Help students understand what life was like for soldiers during the Civil War by making hardtack. Introduce the activity by asking students if they have ever taken a bag of snacks with them on a road trip. Explain that if one lived in the nineteenth century, one might have taken hardtack instead of chips. Hardtack was a kind of cracker that sailors, Civil War soldiers, and pioneers carried with them so they would have something to eat if they found themselves in a place where food wasn't available. The high salt content in the dough acted as a preservative, giving it the ability to stay good for a long time. It's said that a well-made batch of hardtack could stay edible for a few years!
- Here's the recipe:
 - 2 cups whole wheat flour
 - ½ to 1 cup water
 - 6 pinches of salt
 - 1 tablespoon of vegetable shortening or oil
 - Rolling pin
 - Cookie sheet
- Directions:
 - Preheat the oven to 375 degrees. Have students mix the flour and salt in a bowl. Slowly add water to the flour mixture, using enough so that the dough will form; it may not take the full cup. Roll out the dough, shaping it into a large rectangle about ½-inch thick. Cut the dough into equal-sized squares. Place the squares on a cookie sheet and bake for 30 minutes. Remove the cookie sheet, turn each piece over, and bake for another 30 minutes. Let hardtack cool on a wire rack.

Evaluate multiple points of view or biases and attribute the perspectives to the influences of individual experiences, societal values, and cultural traditions.

Compare Cultures and Economies Chart

- Ask students to name a favorite thing they like to do. Write their responses on sticky notes and put the notes on a sheet of chart paper labeled “Our Favorite Things.”
- Tell students to consider no longer being able to do the things they like the most. On new sticky notes, write the students' responses about how losing their favorite thing makes them feel.
- Place these sticky notes on a separate sheet of chart paper labeled “Losing Our Favorite Things.”
- Ask students to think about what it might be like to never have the opportunity to do a favorite activity again or how their lives may be different if they could no longer play with or use something they love (e.g., playing with your best friend; not watching television shows; not playing video games).
- Explain that they are going to learn about a time when some people felt they were losing their way of life.
- Review the information in the Comparing Cultures and Economies Chart below. Add illustrations to the chart, as appropriate.

Social Factor	North	South
Slavery	Opposed	Generally Supported
Culture	Urban	Rural
Economy	Industrial	Agricultural
Government	Federal	States' Rights

Disunion Information Cards

- Make cards with the information below. Write the date and event on one side and the description on the other. Let students practice putting the cards in chronological order. Adapt the cards by adding illustrations or by shortening the information on each card, as needed for students.
 - 1820 Missouri Compromise—This legislation prohibited slavery north of latitude 36 degrees 30 minutes in the Louisiana Purchase territory, with the exception of Missouri, and allowed slavery south of that line.
 - 1831 Nat Turner's Rebellion—A slave named Nat Turner, along with 60 other slaves, led a violent rebellion that resulted in the deaths of more than 50 Virginians.
 - 1852 Harriet Beecher Stowe's *Uncle Tom's Cabin*—This book was published in response to the Fugitive Slave Act of 1850.
 - 1852 Declaration of Causes, South Carolina—South Carolina declared that the federal government had violated the state's rights under the U.S. Constitution.
 - 1854 Kansas-Nebraska Act—This act repealed the Missouri Compromise and allowed settlers in the territories of Kansas and Nebraska to decide whether they would allow slavery when they applied for statehood.
 - 1859 John Brown's Raid—John Brown, an abolitionist, and his followers seized the U.S. armory and arsenal at Harpers Ferry, Virginia.
 - 1861 The Battle of Fort Sumter—The American Civil War began.

South Carolina Alternate Assessment (SC-Alt) Social Studies

Grade 8: South Carolina: One of the United States

Standard 8-5: The student will understand the impact of Reconstruction, industrialization, and Progressivism on society and politics in South Carolina in the late nineteenth and early twentieth centuries.

It is essential for students to know: **Reconstruction** was the name for the time in history after the **Civil War**. **Slaves** became free in all former slave **states** (8-5.1). As a result of slaves getting their **freedom**, many **plantation** owners lost their workers. Some landowners entered into a **sharecropping** relationship with former slaves. This meant that landowners would supply tools, seed, and land to **sharecroppers**, and sharecroppers would give the landowners a percentage of the crops that they grew (8-5.2). During **Reconstruction**, African Americans were granted many **rights**, including the right to **vote** and serve as **representatives** in the **government**. However, when **Union** soldiers left South Carolina, the state government began treating African Americans **unfairly** once again. Even though African Americans were free, **laws** were passed in the South that limited the rights of African Americans and African Americans lost many of the rights that they had gained following the **Civil War** (8-5.3). The South Carolina government passed laws that limited African Americans' right to vote. African Americans who **protested** against these laws were often attacked by angry groups of southerners. "**Jim Crow**" laws discriminated based on race in public places and in the right to vote (8-5.1, 8-5.4). After the Civil War, the United States and South Carolina had a period of **industrial** growth. **Railroads** were built or repaired that connected South Carolina to other parts of the **country**. **Textile mills** were built across the state. In textile mills, cotton from South Carolina's farms was turned into cloth and other goods that could be sold in the United States and Europe. Many poor farmers from South Carolina moved to new towns to work in the mills. Conditions in the mills were often **dangerous** (8-5.5). During Reconstruction, many plantations were losing money and were replaced by small farms. When farmers continued to grow more crops than they could sell, the price of crops went down which made farmers even poorer. This caused many farmers to move to mill towns in the southern states and growing **cities** in the western and northern parts of the country. **Discrimination** against African Americans caused many people to move out of southern states such as South Carolina (8-5.6 and 8-5.7). People in the United States called **Progressives** began wanting changes for the country. They wanted to end discrimination, get better working conditions in **factories**, and end unfair political practices. The Progressive movement did not gain much support in South Carolina (8-5.8).

Literacy Skills Addressed by This Standard

- Identify and explain the relationship among multiple causes and multiple effects.
- Compare the location of places, the conditions of places, and the connections between places.
- Explain change and continuity over time and across cultures and identify and explain the relationships among multiple causes and multiple effects.
- Evaluate multiple points of view or biases and attribute the perspectives to the influences of individual experiences, societal values, and cultural tradition.

Application of Literacy Skills at the Concrete Level—Instructional Assessment Strategies

Identify and explain the relationship among multiple causes and multiple effects.

Reconstruction Activity

- Use this hands-on activity to help students discover the meaning of Reconstruction.
- Place students in pairs and give each pair some pattern blocks (or wooden geometry blocks). Tell students to create a design using the blocks.
- After each pair completes a design, ask students to draw a picture of their design. (This design could be as simple as outlining and coloring the blocks or taking a picture with a camera.) Note: The design pictures will be used later to “reconstruct” the design.
- Next, have each pair of students take apart their design, saving the blocks they used in a bag or basket.
- Last, ask students to exchange their blocks and drawing with another pair of students. Using the drawing as a guide, have each pair of students reconstruct the new design.
- Talk about the difficulties and successes in reconstructing the designs, including how the students felt when their designs were destroyed. Use this discussion as a jumping off place for more discussion of the destruction and reconstruction of the South after the Civil War.

Compare the location of places, the conditions of places, and the connections between places.

- Using pictures and videos create a T-chart showing how life was for African Americans before the Civil Rights Movement and how life is today.

Manufacturing and Trade Map

- View a map of Population Engaged in Manufacturing and Trade at <http://xroads.virginia.edu/~HYPER/DETOC/census/mfr1.jpg>. (The map can be projected on a screen or individual color copies can be made for students.)
- Point out the differences between the North and South. Counties with the most manufacturing are indicated in red. Notice that the North is almost completely red.
- Discuss these differences between the North and South with students. Help students to recognize the effect of these differences at the time before the Civil War: People in the North and South had different ways of earning a living, so they had different ideas about what was important. They could not understand why people in a different region felt the way they did.

Explain change and continuity over time and across cultures and identify and explain the relationships among multiple causes and multiple effects.

- Sequence events from the Civil War through Reconstruction (including civil rights issues for African Americans). For example, slaves were freed, many ex-slaves became sharecroppers, laws were passed limiting rights of African Americans, the economy’s focus changed from farming to factories (textile mills).

Evaluate multiple points of view or biases and attribute the perspectives to the influences of individual experiences, societal values, and cultural traditions.

Taking Sides

- Make three columns and label each column with one of the following: “Northern Abolitionist,” “Southern Slave Owner,” and “Poor Southern Farmer.”
- Read each of the quotes below, one at a time, to students (or have students draw the quotes from a hat and then read them aloud).
- Ask students to match each quote to the person (Northern abolitionist, Southern slave owner, poor southern farmer) who most likely said it. Add more quotes as appropriate.
 - “I grow cotton, but I can’t afford to own slaves.”
 - “If slave are freed, they might try to take my job!”
 - “I think slavery is terrible!”
 - “Slavery is not needed and should be illegal!”
 - “The government should do something about slavery.”
 - “Slaves are necessary to my cotton business.”
 - “The government shouldn’t tell me how to run my plantation!”

South Carolina Alternate Assessment (SC-Alt) Social Studies

Grade 8: South Carolina: One of the United States

Standard 8-6: The student will demonstrate an understanding of the role of South Carolina in the nation in the early twentieth century.

It is essential for students to know: During **World War I**, the United States tried to stay out of the war. The United States wanted to stay out of the war, but entered the war after a series of events by Germany like sinking ships with American citizens on them and German threats against the United States. Many South Carolinians joined the war and helped in many ways. South Carolina's economy improved as new **military bases** were built and farmers gained from rising crop prices (8-6.1). During the 1920s, the economy of most of the United States and South Carolina were doing well. Farmers did well during the war which led to economic success for others in South Carolina. **Cultural** changes came to South Carolina because of new **technologies** like water systems, electricity, cars, and **mass media** (8-6.2). However, after the war, **textile mills** and farms began to lose money because there was no longer as high a need for their goods. Farmers were unable to repay bank **loans** and began losing their land and farms. Businesses and banks began to close and **unemployment** increased (8-6.3). As the **economy** in South Carolina and the United States began to worsen, **President** Roosevelt introduced his **New Deal** programs to try to help people get jobs (8-6.4). Like in World War I, the United States tried to stay out of **World War II** when it began in Europe. The United States entered the war after being attacked by at Pearl Harbor by Japan. Military bases in South Carolina reopened and the economy in the United States and South Carolina began to improve as spending on the war increased (8-6.5).

Literacy Skills Addressed by This Standard

- Identify and explain the relationship among multiple causes and multiple effects.
- Evaluate multiple points of view or biases and attribute the perspectives to the influences of individual experiences, societal values, and cultural traditions.
- Compare the locations of places, the conditions of places, and the connections between places.
- Explain why trade occurs and how historical patterns of trade have contributed to global interdependence.

Application of Literacy Skills at the Concrete Level—Instructional Assessment Strategies

Identify and explain the relationship among multiple causes and multiple effects.

Alliance Activity

- Use the following activity to help students understand alliances, one of the reasons for World War I.
- To begin, ask students if they have ever asked a friend for help. Discuss their answers.
- Tell students that sometimes countries do the same thing. They sign alliances saying they will help each other if needed. Countries become allies when they sign an alliance. Many alliances were signed by countries between 1879 and 1914.

- Assign each student a country: Germany, Austria-Hungary, Serbia, Russia, Italy, France, or Britain. If more than seven students are present, repeat the activity until all students have a chance to participate.
- Explain that when alliances were signed between countries, the countries agreed to help one another. They became allies.
- To illustrate, ask students to re-enact the alliances below made by their country before World War I. For each alliance, have students (i.e., countries) stand next to their allies.
 - 1879 The Dual Alliance—Germany and Austria-Hungary make an alliance to protect themselves from Russia.
 - 1881 Austro-Serbian Alliance—Austria-Hungary makes an alliance with Serbia to prevent Russia from gaining control of Serbia.
 - 1882 The Triple Alliance—Germany and Austria-Hungary make an alliance with Italy to prevent it from taking sides with Russia.
 - 1894 Franco-Russian Alliance—Russia allied with France to protect itself from Austria-Hungary and Germany.
 - 1904 Entente Cordiale—This was an agreement between Britain and France.
 - 1907 The Anglo-Russian Entente—Britain and Russia ended their differences with this alliance.
 - 1907 The Triple Entente—This alliance between Britain, France, and Russia was made because of worsening relations between Germany on the one side and Russia and Britain on the other.
- Point out how complicated the alliances got over time. Because of the alliances they had made, some countries had no option but to declare war if one of their allies declared war first.
- NOTE: Students do not need to know the specifics of these alliances; use the alliances only to show how the alliances change and become difficult with time.

Evaluate multiple points of view or biases and attribute the perspectives to the influences of individual experiences, societal values, and cultural traditions.

World War I Posters

- The purpose of this activity is to help students understand how people were influenced about the war by propaganda.
- Introduce the idea of advertising and propaganda by asking students to choose an example of a print advertisement that they like from a popular magazine or newspaper.
- Have students cut out their ad and paste or glue it to a piece of notebook paper, providing support as needed.
- Show each of the ads to the class and talk about the objective of each ad. Ask students if their ad uses tools such as humor, celebrity endorsement, or emotional images.
- After all of the ads have been shared, tell students that advertising and propaganda (the spreading of ideas or beliefs to further a particular cause or damage an opposing cause) are very similar. For instance, the purpose of advertising is generally to get people to buy a product or use a service. Likewise, the purpose of propaganda is to get people to think, act, or feel a certain way. Also, advertisers and the creators of propaganda use many of the same tools—such as humor, catchy

slogans, emotional images or language, caricatures, and visual symbols—to make their work effective.

Note: If your classroom has access to a SMARTBoard, you may also want to find some recent TV commercials that are effective because of the use of humor, celebrity endorsements, etc.

- Next, tell students that in this activity they will look at World War I propaganda posters from the United States to learn about some of the tools used during wartime. Propaganda posters were used during wartime to
 - recruit soldiers;
 - raise money to pay for the war;
 - unify the country behind the war effort;
 - conserve resources needed to wage war (food, oil, steel); and
 - increase factory production of war materials.
- Some common tools propagandists used were
 - demonization,
 - emotional appeals,
 - name calling,
 - patriotic appeals,
 - half-truths or lies,
 - catchy slogans,
 - visual symbols, and
 - humor.
- Show several World War I posters. Posters appropriate for this activity can easily be found on the Internet or by searching the digital vault of the National Archives at <http://www.digitalvaults.org/>. As a class analyze the objective of each propaganda poster and the tools used. Have students answer these questions:
 - **What do you see in the poster?** (possible answers: planes and submarines, flames in the background, the Statue of Liberty with its head and torch on the ground)
 - **What is happening in the poster?** (possible answer: New York City is under attack.)
 - **What objective is the poster designed to achieve?** (possible answer: the sale of war bonds)
 - **What propaganda tools are used in the poster?** (possible answers: emotional appeals, evocative visual symbols)

Compare the locations of places, the conditions of places, and the connections between places.

- Use a Venn diagram to compare how the war affected Europe and North America.

Explain why trade occurs and how historical patterns of trade have contributed to global interdependence.

Exploring Photographs of the Great Depression

- Gather photographs from the Internet that show people living in South Carolina (and elsewhere in the United States) during the Great Depression and assemble the photos into a PowerPoint

presentation to show students. As students view the photographs, ask them the following questions:

- What do you see in the photos?
 - What are the people doing? Is this different than today?
 - How are they dressed? Are clothes different today?
 - How do the people in the photographs feel?
 - Do the people in the photo need help? If so, what might be done to help them?
 - Do some people need more help than others? Why?
- Emphasize the following key points about the Great Depression:
 - The Great Depression began in 1929, after many years of economic good times.
 - Suddenly, people didn't have jobs to make money to pay their bills or feed their families.
 - There were no government programs to help them.
 - The Great Depression lasted for a long time. People did not have money for necessities so they were not buying things they did not need.
 - Companies that sold items such as cars and other appliances that sold in abundance before the Great Depression were not selling anything.
 - Production factories stopped making money, so more people lost jobs.
 - People who had savings in banks lost all their money.
 - In 1933, Franklin D. Roosevelt became president. He came up with a New Deal policy to help get America out of the Great Depression.
 - World War II also helped the United States economy improve. Factories and farms were once again needed to produce products and food to send overseas.

South Carolina Alternate Assessment (SC-Alt) Social Studies

Grade 8: South Carolina: One of the United States

Standard 8-7: The student will demonstrate an understanding of the impact on South Carolina of significant events of the late twentieth and early twenty-first centuries.

It is essential for students to know: After **World War II** (WWII), the **economy** continued to do well in the United States and South Carolina. Soldiers returning from the war were given money to start new businesses or to get an education. **Tourism** and highway construction increased. The **Cold War** led to increased military spending. All of these factors led to more jobs in South Carolina (8-7.1). African Americans were still facing **racism** and **discrimination** in the United States. The **Civil Rights** movement grew after WWII. This movement focused on getting more **rights** and fair treatment for African Americans. Civil rights leaders like Rosa Parks and Dr. Martin Luther King, Jr. helped bring positive changes in schools, public places, and **voting** (8-7.2). South Carolina had **traditionally** supported the **Democratic Party** because the **Republican Party** had supported **slavery** before the **Civil War**. However, because support for the Civil Rights movement became associated with the Democratic Party, many white South Carolinians began supporting the Republican Party (8-7.3). Many changes have taken place in the economy of South Carolina since WWII. Many African Americans left farms to work in **factories** and land owners began using more machines to harvest crops. South Carolina has changed economically from farming to **industrial** work and tourism (8-7.4).

Literacy Skills Addressed by This Standard

- Identify and explain the relationship among multiple causes and multiple effects.
- Evaluate multiple points of view or biases and attribute the perspectives to the influences of individual experiences, societal values, and cultural traditions.
- Compare the locations of places, the conditions in places, and the connections between places.
- Explain why trade occurs and how historical patterns of trade have contributed to global interdependence.

Application of Literacy Skills at the Concrete Level—Instructional Assessment Strategies

Identify and explain the relationship among multiple causes and multiple effects.

- Identify why tourism and manufacturing are major industries in South Carolina (physical features, geography, and natural resources). Discuss how these became main industries after World War II and remain major industries today.

Evaluate multiple points of view or biases and attribute the perspectives to the influences of individual experiences, societal values, and cultural traditions.

Introduction to Civil Rights

- Discuss the rights students have in the classroom, in the school, and in the family. Further explore these rights by asking the following questions:
 - How did students achieve their rights?

- How do they keep or lose their rights or privileges?
- How do they feel when they lose some of their rights and privileges?
- Tell students you are going to talk about civil rights (the rights of full citizenship and equality under the law).
- Make a list of some of the civil rights people in the United States have and discuss whether all people have always had them. (Note: This is a good place to introduce the Bill of Rights.) Ask what it means to have or not have civil rights. Students at this age may most be able to relate to voting rights, housing rights, and the right to be able to go to school.
- Discuss what segregated schools were like. Emphasize that some students had more rights than others. Many students were not treated fairly and had to overcome many obstacles to get an education.
- Read aloud a book to help students understand the differences in schools during this time. A good book for this subject is *Remember: The Journey to School Integration* by Toni Morrison, a fictional account of children who lived during the era of segregated schools.
- Make a list of the ways schools are different today.

Compare the locations of places, the conditions of places, and the connections between places.

Key Events Timeline of the Civil Rights Movement

- Have students complete a timeline of key events from the Civil Rights Movement (individually or as a class).
- The timeline can be enlarged and events can be represented through pictures easily found on the Internet.
- Some key events from the Civil Rights Movement include:
 - Little Rock Nine
 - *Brown v. Board of Education of Topeka*
 - Freedom Rides
 - Birmingham Campaign
 - Civil Rights Act
 - March on Washington
 - March from Selma to Montgomery
 - Voting Rights Act
 - Martin Luther King Jr. assassination
 - Rose Parks and the Montgomery Bus Boycott
- For practice, an interactive timeline is available at <http://www.neok12.com/diagram/Civil-Rights-Movement-01.htm>.

Explain why trade occurs and how historical patterns of trade have contributed to global interdependence.

Tourism in South Carolina Activity

- Introduce the activity by telling students that they are going to talk about vacations. Ask students if they have ever been on vacation. Where? What do they like to do on vacation?
- Talk about a vacation you have taken. If possible, show some pictures and mementos from your vacation.
- Tell students that when people go on vacation, they spend money. The money helps support the economy. Have students make a list of the things people spend money on when they go on vacation (e.g., lodging, food, recreation, gas).
- Tell students that many people from all over the world come to South Carolina for vacation. Because of this, tourism is a big business in South Carolina. Many people who live in South Carolina have jobs in the tourism industry.
- Review the four major economies of South Carolina in the past 300 years (i.e., the rice, cotton, textile, and manufacturing economies) and the circumstances that supported these economies (e.g., demand in the European markets for rice in the early 1700s; British demand for cotton during the industrial revolution).
- Explain that as demand for products changes, the work people do in South Carolina has also changed. Today, manufacturing jobs are being replaced by service and trade jobs. Because of this, tourism has become increasingly important to the state's economy. When people visit the state, they spend money. This money helps the state's economy.
- Give students a county map of South Carolina (or show a map on a white board) and help them locate the four state parks and seven state historic sites.
- Show pictures of the state parks and historic sites that are most popular with the students and ask students to name one reason they like to visit them.