

GRADE EIGHT

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.

Enduring Understanding:

The human mosaic of the South Carolina colony was composed of indigenous, immigrant, and enslaved populations. To understand how these differing backgrounds melded into an entirely new and different culture the student will . . .

8-1.1 Summarize the collective and individual aspects of the Native American culture of the Eastern Woodlands tribal group, including the Catawba, Cherokee, and Yemassee.

Taxonomy Level: Understand /Conceptual Knowledge 2/B

Previous/future knowledge:

Students have studied the major Native American tribal groups of South Carolina, including the Cherokee, Catawba, and Yemassee (3-2.1), and the contact, cooperation, and conflict between the Native Americans and settlers in South Carolina (3-2.3) in grade three. In grade four, students studied the Land Bridge Theory (4-1.1) and compared the major Native American cultural groupings, including the Eastern Woodlands, the Plains, the Southwest, the Great Basin, and the Pacific Northwest (4-1.2). In United States History and the Constitution,, students will summarize the impact of the westward movement, including the displacement of Native Americans (USHC-2.1) and the impact of government policy on the culture of Native American peoples (USHC 4.1).

It is essential for students to know:

Native American nations of North America were divided into regional groups based on where people lived and the languages that they spoke. Such groups include the Eastern Woodlands, who were the first Native Americans to encounter European settlers in North America. This encounter would impact their culture.

The culture, political systems and daily life of the Eastern Woodlands (named so because they were forest dwellers) were affected by the geography of the region in which they lived. Waterways, flora, and fauna were plentiful. They used rivers for transportation and fishing. They used rocks, wood, and animal pelts to create tools for hunting and farming and to make clothing. They used tree trunks to build dugout canoes. Housing was made from natural resources available in the area such as tree bark and animal hides. The land was fertile, with rolling hills and clay soil, which allowed the people of the Eastern Woodlands to developed farming. The men used sharp points carved from rocks and animal bones for hunting as well as bows and arrows because they had not yet discovered iron. Because Eastern Woodlands natives farmed, they settled into more permanent villages than did their nomadic ancestors. The nation worked the land together and did not have a sense of private ownership of the land, believing instead that the land was held in trust by tribal groups. The Native Americans of the Woodlands cut trees and burned the brush (called slash and burn agriculture) to create farmland or to drive out animals and clear a field for farming. Women of the village, who gathered fruits and nuts, were also the principal farmers, using simple hoes made of bone. Their primary crops were corn, pole beans,

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squash, (known as the “three sisters”), pumpkins, and bottle gourds which they planted together using corn stalks as poles for the beans. They also grew tobacco.

There were many Eastern Woodlands tribes in South Carolina. Each had a specific lifestyle depending upon where they lived. South Carolina tribes spoke different languages but all preserved their history through the oral tradition of storytelling. The three most important tribes were the Cherokee of the mountains, the Catawba of the Piedmont region, and the Yemassee who lived along the coast.

The Cherokee was a Native American nation that lived in the foothills and mountains of South Carolina at the time of the encounter with Europeans. The Cherokee called themselves ‘the real people’ and were a powerful nation. The Cherokee lived in villages of up to six hundred people surrounded by a palisade for protection. Their summer homes were open to the air; their winter homes were round structures with thick walls made of a mixture of grass and clay called daub. The roofs were made of bark and branches called wattle. The men fished by poisoning the water with walnut bark. This stunned the fish and made them rise in the water to be gathered. Leaders of the village, including women, met as a council to make rules for the nation. In times of peace, the village was led by a White leader; in times of war, the Red leader took over. Each village also had a holy man or woman.

The Catawba tribe, who called themselves the “river people”, lived along the rivers of the Piedmont region in villages surrounded by a palisade. Their homes were wigwams made of sapling frames covered with bark or mats made of grasses and reeds. The Catawba also had council houses in their villages where leaders made the rules for the people. The Catawba were great potters, using clay that they shaped into pots.

The Yemassee nation was originally from Spanish Florida (present day Georgia) but later moved to the coast of South Carolina near the mouth of the Savannah River to escape the Spanish governor. During the summer the people lived on the beach in wigwams covered with palmetto leaves which were plentiful in the area. During the fall, winter, and spring they lived farther inland in wattle and daub homes like the Cherokee with a roof of palmetto leaves. Clams and oysters were part of their diet. The Yemassee also had a council that sometimes included women. The Yemassee fled to Florida after the Yemassee War with the settlers.

When Europeans arrived, the people of the Eastern Woodlands traded furs and deerskins for iron tools, weapons, and guns. As the settlers became more prosperous and numerous, they took over more of the native peoples’ lands, cheated them in trade, and forced some of the natives into slavery, leading to hostilities between the settlers and the people of the Eastern Woodlands nations.

It is not essential for students to know:

It is not essential for students to know the names of the chiefs, specific time periods, or specific locations within the Eastern Woodlands region.

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Social Studies Literacy Skills for the Twenty-First Century:

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

Assessment Guidelines:

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

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

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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.

Enduring Understanding:

The human mosaic of the South Carolina colony was composed of indigenous, immigrant, and enslaved populations. To understand how these differing backgrounds melded into an entirely new and different culture the student will . . .

8-1.2 Compare the motives, activities, and accomplishments of the exploration of South Carolina and North America by the Spanish, French, and English.

Taxonomy Level: Understanding/ Conceptual Knowledge – 2/B

Previous/future knowledge:

In grades three and four, students learned about the exploration of South Carolina and the United States by Spain, Portugal, France, the Netherlands, and England (3-2.2, 4-1.3) and have compared European nations' trade and settlement patterns in the Americas in grade 7 (7-1.5). In United States History and the Constitution, students will summarize the distinct characteristics of each colonial region in the settlement and development of British North America, including religious, social, political, and economic differences (USHC-1.1).

It is essential for students to know:

As a result of the explorations of Columbus and later Spanish explorers, and the actions of the *conquistadors*, the Spanish claimed large areas of Central and South America. Initially explorers searched for gold but soon set up *encomiendas* [large plantations] on which the native peoples were put to work to produce more wealth for their Spanish masters. Disease and overwork soon decimated the native population and the Spanish brought in African slaves to work the plantations and mines. They built cities and established universities, transferring a complex social class system, their style of government, and their Catholic religion to the New World. Spanish explorers extended their search for gold and their claim of land into North America, establishing settlements in what is now Florida and South Carolina and the southwestern parts of the continent. By the time of the American Revolution, the Spanish established missions along the Pacific coast, enhancing their claim to the area.

French explorers, searching for the Northwest Passage, sailed down the St. Lawrence River and claimed the region for France. They established settlements at Montreal and Quebec. Although relatively few Frenchmen settled in these cold climates, they brought their culture with them. French Protestants were not allowed to immigrate to the New World so the French colony was Catholic. French traders established good relations with the native peoples on whom they relied for trade in furs. Frenchmen traveled along the rivers, including the Mississippi River, and claimed those lands for France, naming it Louisiana after their king.

Not to be outdone, English explorers also sailed along the coast of North America, claiming these lands for the English King. They would later establish permanent settlements in regions along the eastern coast naming the areas Virginia and New England. Some settlers were attracted to these regions by the hope for the discovery of gold and stayed to grow tobacco. Others were fleeing from religious persecution in England and founded societies based on their shared

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religious values. All English settlers brought their culture, including their language, Protestant religions, and ideas about self-government, with them to the New World.

Spain, France, and England vied for a foothold in South Carolina as part of the competition for colonies that would enrich the mother country. Although a Spanish explorer, Hernan de Soto, traveled through what is now South Carolina looking for gold, neither Spain nor France were able to establish a permanent settlement. Conditions at the settlements and problems in the mother countries led to lack of support for the settlements and resulted in their abandonment. Spain founded the San Miguel de Gualdape settlement along the Waccamaw River near what is now Georgetown [1520s] but abandoned it. The French founded Charlesfort near present day Beaufort but also abandoned it [1560s]. The Spanish again tried to establish a foothold and founded San Felipe, which was built on the abandoned settlement of Charlesfort. This settlement survived for ten years until it was attacked by Native Americans. Survivors fled to St. Augustine, Florida. Finally the English founded a settlement which became the first permanent colony (Charles Town) in South Carolina [1670].

Students should know the general locations of the Spanish, French and English colonies in the New World.

It is not essential for students to know:

It is not essential for students to know specific dates, European explorers, or political leaders of these colonial settlements. They do not need to know specifics about the location of settlements or missions in New Spain or New France. They do not need to know details about the form of government or the social structures in New Spain or New France, only that these reflected the culture of the Mother Country. Students do not need to know about the initial English settlement at Albemarle Point and its later move to the better location on the peninsula between the Ashley and Cooper Rivers.

Social Studies Literacy Skills for the Twenty-First Century:

- Compare the locations of places, the conditions at places and the connections between places.
- Interpret parallel time lines from different places and cultures.

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Enduring Understanding:

The human mosaic of the South Carolina colony was composed of indigenous, immigrant, and enslaved populations. To understand how these differing backgrounds melded into an entirely new and different culture, the student will...

8-1.3: Summarize the history of English settlement in New England, the mid-Atlantic region, and the South, with an emphasis on South Carolina as an example of a distinctly southern colony.

Taxonomy Level: Understand / Conceptual Knowledge – 2/B

Previous/future knowledge:

In grade three and four, students have studied the development of the Carolina colony under the Lords Proprietors (3-2.4) and compared the various European settlements in North America in terms of economic activities, religious emphasis, government, and lifestyles (4-2.2). In United States History and the Constitution, students will summarize the distinct characteristics of each colonial region in the settlement and development of British North America, including religious, social, political, and economic differences (USHC 1.1).

It is essential for students to know:

Jamestown was the first permanent English settlement in the New World [1607]. Established by a joint stock company, the settlers endured several years of starvation and the deaths of many until tobacco made the settlement sustainable. Anxious to attract more settlers, the London Company initiated the headright system that provided land to anyone who paid their own passage or the passage of others to the settlement. The headright system promoted the establishment of large tobacco plantations and thus conflict over land with the natives as the settlers took more land for tobacco production. Tobacco growers enlarged their landholding through the headright and secured workers by paying for the passage of indentured servants. By the end of the 1600s however, they had turned to a more reliable source of labor – African slaves. The London Company also established the House of Burgesses [1619] so that settlers would have a voice in the governance of the colony. Although not completely democratic, this assembly was in keeping with English political tradition since the Magna Carta. Jamestown grew into the colony of Virginia and established the pattern for the southern colonies.

The New England colonies were founded as a haven for religious groups persecuted in England. The Separatists [Pilgrims] landed at Plymouth after signing the Mayflower Compact [1620] establishing another bedrock of American democracy – the idea that the people form the government. They struggled to survive as had the Jamestown settlers. With the help of a Native American, they learned to plant corn and sustained themselves but never prospered. A much larger migration of Puritans landed in the Massachusetts Bay [1630s]. The Puritans invested in their own joint stock company and brought their charter with them to the New World. Consequently they established a democratic form of government that included town meetings

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and a general assembly. All male church members could vote. They prospered almost immediately, harvesting the lumber of the great northern woods, building ships, and engaging in trade. They established schools so that their children could learn to read the Bible and established religious conformity. Dissenters were exiled to other parts of the region. Puritan families were large so the population grew and spread to other areas of New England, taking its religious and governing ideas along. New Englanders enjoyed religious homogeneity, a thriving economy based on trade, and a democratic government.

Settlers to the Middle Colonies included a great variety of Europeans, including the Dutch who first settled New York and the Swedes who first settled Delaware. English Puritans also moved into the Middle Colonies and English Quakers settled Pennsylvania. The Quakers were a group of religious dissenters who believed that everyone had an inner light. They promoted religious tolerance and good relations with the natives in their region and so the colony attracted many other groups of people. The Middle Colonies had the greatest diversity of people and religions in British North America. The king (Charles II) granted William Penn land as the repayment of a family debt so Penn had the rights of a proprietor and could name the governor of the colony. Pennsylvania also had a representative assembly as did the other colonies in the region. Founded for the purpose of profit, this region's economic prosperity rested on its good harbors and fertile fields. It became known as the 'breadbasket' of the colonies.

South Carolina was founded as a proprietary colony when the king (Charles II) granted land to the eight Lords Proprietors as repayment of debts incurred in reclaiming the throne, just as he had to a single proprietor in Pennsylvania. The proprietors hoped to make a profit by charging settlers a quitrent on the land. The proprietors commissioned John Locke to write the Fundamental Constitutions of Carolina. This document included policies, such as religious toleration, designed to attract settlers. It also included provisions for establishing a social class system based on the granting of titles to large landholders. Although this provision was never carried out, it shows the intention to make Carolina a society based on deference to the elites, unlike the experiences in New England and the middle colonies where religion at first emphasized equality. In order to encourage immigration, the proprietors granted large tracts of land to settlers through the headright system, just as in Virginia. The headright system led to the establishment of large plantations based on cash crops that made South Carolina a distinctly southern colony. The first settlers were Englishmen who emigrated from the British colony of Barbados and brought a well-developed slave system with them (8-1.4). Slavery made the plantation owners very wealthy (8-1.5). Other settlers attracted to the prosperous colony came from France, Switzerland, Germany, Scotland, and Ireland. Assured of religious choice by the Fundamental Constitutions, settlers came from diverse religious backgrounds, including French Huguenots and Jewish settlers. The South Carolina colony's natural resources, including fertile land, a mild climate, and many waterways, also contributed to the development plantations and prosperity (8-1.5). Originally the Lords Proprietors controlled the government through a Governor and Grand Council, which included representatives of the proprietors, the Carolina elite and a smaller representation of the common people of the colony. Just as in the other colonies, Carolina had some degree of democracy from the beginning (8-1.6).

It is not essential for students to know:

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It is not essential for students to know about the individual European cultural groups that came to America, but they must understand that the diversity of cultures contributed to the making of America. Students do not need to know the names of the individual founders of each colony. Students do not need to know the names of the Lords Proprietors. Students do not need to know that the debt that King Charles owed the Lords Proprietors arose as a result of the English Civil War, Charles's II time in exile, and the eventual restoration of the king to the throne.

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Assessment Guidelines:

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8-1.4: Explain the significance of enslaved and free Africans in the developing culture and economy of the South and South Carolina, including the growth of the slave trade and resulting population imbalance between African and European settlers; African contributions to agricultural development; and resistance to slavery, including the Stono Rebellion and subsequent laws to control slaves.

Taxonomy Level: Understanding / Conceptual Knowledge – 2/B

Previous/future knowledge:

In grade three, students learned about the transfer of the institution of slavery into South Carolina, including the slave trade and the role of African Americans in the developing plantation economy, the daily lives of African American slaves, the Gullah culture, and African American acts of resistance (3-2.5). Students also learned about the impact of enslaved and free people on the developing culture and economy of North America (4-2.3), and slave revolts (4-2.4) in grade four.

In United States History and the Constitution, students will summarize the distinct characteristics of each colonial region in the settlement and development of British North America, including religious, social, political, and economic differences (USHC-1.1).

It is essential for students to know:

African Americans played a significant role in the developing economy of South Carolina. The economy of South Carolina, like the economies of other southern colonies, was largely based on the plantation system. Most of the crops were labor intensive, requiring many workers to cultivate the land. In Virginia, indentured servants were used as laborers at first. However, by the time of the settlement of the Carolinas, there were fewer workers willing to accept a contract of indenture. Initially, Carolina planters attempted to use Indians as workers, however natives could easily escape into the land that they knew and male natives were not accustomed to cultivating the land. Carolina settlers from Barbados brought their slaves with them. Additional slaves were forced through the “Middle Passage” from the west coast of Africa by way of the West Indies and sold on the auction block. These Africans brought with them the knowledge of cultivation from their native lands, including the knowledge of tending cattle and cultivating rice. Africans were also used to harvest the naval stores and lumber from the forests of the Carolinas that contributed to a thriving trade with Barbados and Britain. With the development of cash crops and the plantation system came an increase in the slave trade. Large-scale importation of African slaves began in the 1690s and thousands of African slaves came to South Carolina and the South

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through the port of Charleston. The growing demand for both rice and indigo led plantation owners to import more slaves.

Slaves brought their African culture directly from West Africa, including language, dance, music, woodcarving, folk medicine, and basket weaving. African rhythms could be heard in the call and response songs that slaves used to sustain their work and their spirit. Drums kept the beat of the fields and communicated with slaves on other plantations until they were banned by fearful whites after the Stono Rebellion. Foods such as yams became a staple of the southern diet. Gullah was a spoken language and the shared culture of Africans that developed in the Sea Islands off the coasts of South Carolina and Georgia, where it is called Geechee. A mixture of many spoken languages combined with newly created words, the Gullah language was unique to the coastal region because of this area's limited access and the large concentration of Africans.

As early as 1698, the Assembly began to worry that there were too many slaves in the colony but, because slaves were vital to the economic success of the colony, the Assembly did not want to limit the number of slaves coming into the colony. With the demand for more slaves came an increase in the slave trade that created a population imbalance. Slaves outnumbered whites by large numbers in many areas and this fact raised concerns about controlling the slave population. The Stono Rebellion, a slave revolt near Charles Town, significantly increased this concern. This uprising began when a small group of slaves, who wanted to escape to St. Augustine, Florida where the Spanish said they would be free, broke into a store on the Stono River and killed two settlers. Using their drums, the rebels summoned more slaves to join them. By day's end, many settlers and slaves had been killed. As a result of the Stono Rebellion, slave codes, originally brought from Barbados, were strengthened. Slaves codes [the Negro Act of 1740] prohibited slaves from gathering without white supervision, learning to read and write, and carrying guns. Much of the Negro Act was devoted to controlling minute aspects of a slave's life. For example, slaves were not allowed to dress in a way "above the condition of slaves." It created harsher punishments for disobeying the law and also fined slave owners who were cruel to their slaves. What was most important to the colonists was that the codes established tighter control of their slaves. Even after the Stono Rebellion, the slave trade was not limited.

South Carolina had fewer free African-Americans than many other colonies. The state legislature acknowledged the right of owners to free, or manumit, their slaves for good cause in the early 1700s. Some slaves were free by the last will and testament of their owners, for faithful service, or from masters freeing their slave mistresses and their children. However this occurred rarely because the slaves were so valuable. Some slaves were able to purchase their freedom as the result of having some special talent or skill that allowed them to be hired out and earn money which they used to purchase their freedom. However, free blacks were required by law to leave South Carolina within six months or be re-enslaved and sold at auction. Very few free blacks [4%] lived in the South. Free blacks were most likely to live in urban areas where they were able to earn a living by their craft. After the American Revolution restrictions on the rights of owners to free their slaves were further legislated.

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It is not essential for students to know:

Students do not need to know specific population numbers [75% of the population of South Carolina was slaves] or other provisions of the slave codes and dates.

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

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

Understand

Interpret

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Enduring Understanding:

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8-1.5: Explain how South Carolinians used their natural, human, and political resources uniquely to gain economic prosperity, including settlement by and trade with the people of Barbados, rice and indigo planting, and the practice of mercantilism.

Taxonomy Level: Understanding/ Conceptual Knowledge – 2/B

Previous/future knowledge:

In grades three and four, students learned about the role of African Americans in the developing plantation economy (3-2.5), trade with Barbados (3-2.4) and the triangular trade (4-2.3). Students have also learned about the policy of mercantilism (7-1.4) in grade seven.

In United States History and the Constitution, students will learn the distinct characteristics of each colonial region in the settlement and development of British North America, including religious, social, political, and economic differences (USHC-1.1).

It is essential for students to know:

South Carolina's natural resources included deer that could be hunted for its skins and pine forests which could be used to harvest timber. South Carolina also had broad expanses of fertile land, a mild climate, and a long growing season. Geographic conditions in the Lowcountry made it suitable for rice planting. A port at Charleston and navigable waterways along the coast and into the interior made shipping goods to market possible.

As a result of the use of its natural resources, a flourishing trade made South Carolina a profitable colony. Initially, traders obtained furs and deerskins from Native Americans in exchange for beads, trinkets, guns, and alcohol. When some Native Americans were forced into slavery, this relationship ended. Because the early Carolina settlers came from Barbados, South Carolinians established a thriving trade with this Caribbean island. South Carolinians sold cattle and Native American slaves to the people of Barbados. South Carolina pine trees were a source of pitch and tar (naval stores) which the British used for making ships watertight. The growing African slave trade brought not only laborers but also their knowledge of cattle herding and rice planting to South Carolina (8-1.4). Rice became known as "Carolina Gold," a staple crop and the source of long-term prosperity. The determination of the settlers and the hard work of their slaves resulted in a growing agricultural economy. As an immigrant from Antigua, Eliza Lucas planted indigo because she was determined to make the family plantation successful. Indigo was a plant used to make a highly valued blue dye. The British government offered a subsidy as an incentive to anyone who would grow it. Eventually, Eliza Lucas succeeded and shared her success with other area planters. Indigo became a new cash crop for South Carolina.

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Political factors also contributed to South Carolina's prosperity. Mercantilism was an economic system in which the mother country controlled trade in order to export more goods than it imported. By enforcing mercantilist policies, the mother country would amass more gold and silver and become wealthy and powerful. South Carolina served as both a source of raw materials and a market for British manufactured goods. This lessened the mother country's dependence on foreign trade and thus improved her balance of trade (exports over imports). The British government encouraged the development of new products such as indigo by offering subsidies (or bounties) to planters who grew it. Both rice and indigo were on the 'enumerated' list of products that could be sold only to England. South Carolina planters therefore had a secure market in which to sell their crops. However the British government did not enforce this part of the law on Carolina rice, giving South Carolina the economic advantage of a wider market. The British government was lax in its enforcement of most mercantilist laws (a condition known as salutary neglect) and so the people of British North America were free to develop their economies without much interference from the mother country.

It is not essential for students to know:

It is not essential for students to know the names of the rivers in South Carolina, specific amounts of rice or indigo produced, nor how either of these is processed. They do not need to know the specific acts of Parliament that put the policy of mercantilism into practice.

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8-1.6 Compare the development of representative government in South Carolina to representative government in the other colonial regions, including the proprietary regime, the period of royal government, and South Carolina’s Regulator Movement.

Taxonomy Level: Understand / Conceptual Knowledge – 2/B

Previous/future knowledge:

In third grade, students summarized the contributions of settlers in South Carolina under the Lords Proprietors and the Royal colonial government (3-2.4). In fourth grade, they compared the governments of the European settlements in North America.

In United States History and the Constitution, students will analyze the early development of representative government and political rights in the American colonies (USHC 1.2).

It is essential for students to know:

South Carolina’s government became more democratic during the colonial period. South Carolina began as a proprietary colony when the land and political control over the land was granted to the eight Lords Proprietors by the king. In order to attract more settlers the proprietors began to share some of the political control of the colony with property owners. South Carolina developed a political elite as a result of the amassing of great wealth and political power in the hands of the largest plantation owners. Other colonies also developed a political elite based on economic status (8-1.3).

Just as in the other colonies, there was a legislative assembly in South Carolina established to make laws, including tax laws, for the colony. Most English colonies had a bicameral (two house) assembly. In South Carolina, the Proprietors and the elite had greater representation in the government than did the common people. The Grand Council decided that a majority of each group in the colonies – the representatives of the Proprietors, the colonial elite and the common people – should have equal voice in the government even though this representation would not be proportional to their numbers in the population. Later a separate house was established as the Commons House of Assembly to represent the people. In South Carolina representation for the Lowcountry continued to be greater than that for the backcountry.

By the end of the 1600s, most English colonies founded as the joint stock companies lost their right to name the colonial governor and had become royal colonies. This meant that the king appointed the governor. Most often this change was the result of the king’s desire to control the wealth or to limit the independence of the colony. South Carolina became a royal colony at the invitation of the

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colonists. Tension between the colonists and the Proprietors grew because the colonists felt neglected by the absentee landlord who collected rent but offered them little protection. The Proprietors thought that the colonists were disobedient and they were making little profit. The Council protested to the king about the neglect of the proprietors and appealed to the king to make Carolina a royal colony. The king reached a financial agreement with the Proprietors and Carolina became a royal colony and was later split into North and South Carolina. South Carolina continued to have self government through their representative assembly but now had a governor who was appointed by the king rather than by the proprietors. The power of the royal governor was limited because colonial assemblies controlled the taxes that paid the governor's salary. Most often the king and Parliament left the colonies alone to control their own local government.

South Carolina enjoyed some economic advantages as a result of becoming a royal colony. The English government increased subsidies for naval stores and allowed merchants to sell rice directly to foreign countries (8-1.5). The English government through the royal governor established townships in the backcountry to encourage migration. Settlers moved there to establish subsistence farms. This intensified the animosity between the Lowcountry and the backcountry. The first white settlers to move to the backcountry were traders and woodsmen, so they were viewed by the Lowcountry elite as "uncivilized." As the first area settled in the state, the Lowcountry along the Atlantic coast surrounding the city of Charleston, was the home of plantation owners who grew rich from the export of rice and indigo.

As more coastal settlers moved inland and immigrants such as the Scotch Irish and the Germans traveled along the backcountry valleys from Pennsylvania, the backcountry's white population grew to outnumber that of the Lowcountry. However the backcountry continued to have much less representation in the Assembly. Although they paid taxes, the backcountry folk got little in return from their colonial government. There was no law enforcement so settlers took the regulation of society in the backcountry into their own hands called the Regulator movement. Because there were no courts, the Regulators operated as vigilantes. This movement to provide law and order through "self-regulation" turned lawless. The "guilty" were hanged or beaten to death without a jury trial, violating their rights as Englishmen. Eventually the government of South Carolina came to the aid of the backcountry settlers by setting up seven circuit courthouses around the colony to provide justice, law and order in the region. However representation in the General Assembly was still disproportional and the tensions between the Lowcountry and the backcountry continued.

It is not essential for students to know:

Students do not need to know specific leaders or dates of the regimes or individual names of the Lords Proprietors or of the governors of the colonies. They do not need to know which of the English colonies remained proprietary or charter colonies, only that by the time of the American Revolution most were royal colonies. Students do not need to know the reasons for the split of Carolina into North and South Carolina. It might be helpful for students to know that the difference in the culture between the elitist of the Lowcountry of South Carolina and the farmers of the North Carolina backcountry played a role.

Social Studies Literacy Skills for the Twenty-First Century:

- Interpret parallel time lines from different places and cultures.

GRADE EIGHT
South Carolina: One of the United States

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

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 EIGHT
South Carolina: One of the United States

GRADE EIGHT
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.

Enduring Understanding:

The events surrounding the American Revolution transformed British colonists into American citizens. To understand South Carolina's pivotal role in this process, the student will ...

8-2.1 Explain the political and economic consequences of the French and Indian War on the relationship of the South Carolina colonists with Native Americans and England.

Taxonomy Level: Understand/Conceptual Knowledge – 2/B

Previous/future knowledge:

In grade four, students learned about the relationships among the Native Americans, Europeans, and Africans, including the French and Indian War and the conduct of trade (4-2.4). Students learned about the policy of mercantilism in grade seven (7-1.3).

In United States History and the Constitution, students will analyze the conflict between the colonial legislature and the British Parliament that started as a result of the French and Indian War (USHC 1.2).

It is essential for students to know:

South Carolina and the other American colonies became involved in the military and economic rivalry between the French and the English. The economic policy of mercantilism was practiced by both the French and the British in order to prevent colonies from trading with anyone except their mother country. Although the British did not enforce their policies strictly, following a policy of salutary neglect towards the colonies, the rivalry with the French was rooted in longstanding animosities. This rivalry led to a series of wars in Europe which had counterparts in North America. The French and Indian War, the last in this series of wars, began in the colonies when the French moved into the Ohio River Valley. The war later spread to Europe where it was known as the Seven Years War. The French and Indian War was so named because Great Britain was fighting France and France's Indian allies.

Although South Carolina had little military involvement in the French and Indian War, the war contributed to the Cherokee War in South Carolina. Conditions for war with the Cherokee had been building since colonists moved into the Upcountry. When French fur traders moved to the upstate region, English settlers were prompted to seek a treaty with the Cherokee. The Cherokee interpreted this treaty to be an alliance while the British saw it as an acknowledgement of British sovereignty. Although peace lasted for thirty years, it was broken during the French and Indian War. Although the Cherokee favored the British, the British failed to protect the Cherokee when the French and their Indian allies attacked. Cherokee warriors, feeling cheated by the British, took possession of horses belonging to settlers, whites attacked, and Cherokee retaliated. The royal governor of South Carolina tried to control the Cherokee by stopping all trade and making hostages of the Cherokee peace emissaries. The Cherokee War lasted about two years and

GRADE EIGHT
South Carolina: One of the United States

resulted in many deaths among the Cherokee. The treaty that ended the war forced the Cherokee to give up much of their land and created a boundary dividing the colony and the Cherokee territory.

The French and Indian War ended with British victory. France lost her possessions in North America and Spain lost control of Florida to the British. A British-controlled Florida and the expansion of the indigo trade were both good results for South Carolina. However, the war changed the relationship of the colonies with the mother country, Great Britain. During the war the British gave up their policy of salutary neglect and attempted to enforce their mercantilist policies. The Sugar Act was designed to stop illegal trade with France and collect revenues to fund the war effort. Smugglers were prosecuted in vice admiralty courts, which did not use juries. While colonists acknowledged the right of Parliament to control trade, they saw the vice admiralty courts as a violation of the right to a trial by a jury of one's peers promised in the Magna Carta and English common law. More importantly, as a result of the war, Great Britain incurred a significant debt that they thought the American colonists should pay. This led to the attempts to impose other taxes which the colonists resisted.

It is not essential for students to know:

It is not essential for students to know specific leaders, the Iroquois League, specific battles or dates.

Social Studies Literacy Skills for the Twenty-First Century:

- Compare the locations of places, the conditions at places, and the connections between places.
- Identify and explain the relationships among multiple causes and multiple effects.

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 EIGHT
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.

Enduring Understanding: The events surrounding the American Revolution transformed British colonists into American citizens. To understand South Carolina's pivotal role in this process, the student will ...

8-2.2 Summarize the response of South Carolina to events leading to the American Revolution, including the Stamp Act, the Tea Acts, and the Sons of Liberty.

Taxonomy Level: Understand/Conceptual Knowledge – 2/B

Previous/future knowledge:

Students have learned about the Tea Act, the Intolerable Acts, and the Declaration of Independence and South Carolina's role in these events (3-3.1), the perspectives of Patriots, Loyalist, women, enslaved and free Africans, and Native Americans (3-3.2) and the course of the war in South Carolina (3-3.3) in grade three. In grade four, students learned about the role of the French and Indian War in bringing about a change in British colonial policies and colonial resistance through boycotts, congresses, and petitions (4-3.1). Students learned how the Enlightenment influenced the American Revolution in grade seven (7-2.5).

In United States History and the Constitution, students will examine the conflict between colonial legislatures and the British Parliament over the right to tax that resulted in the American Revolutionary War (USHC 1.2).

It is essential for students to know:

Events leading to the American Revolutionary War were largely the result of the attempt by the British crown and Parliament to impose taxes on the colonies in order to pay for the French and Indian War. Colonists believed it was the right of their colonial assemblies to impose taxes, not the prerogative of the King or Parliament.

The most important tax imposed by Parliament was authorized by the Stamp Act. This act placed a tax or a duty on paper, such as legal documents and newspapers which the colonists paid directly. Taxes prior to this one were indirect taxes, paid by the merchants. Incensed colonists protested "No taxation without representation" because colonists did not have their own representative in Parliament and therefore believed that they had no colonial voice in Parliament. Colonists wanted the rights of their own colonial assemblies to impose taxes to continue. Colonists organized a Stamp Act Congress and a boycott on British goods that led to the repeal of the Stamp Act. They also organized the Sons and Daughters of Liberty in order to protest British taxes. The Sons of Liberty played a significant role in enforcing the boycotts through persuasion and intimidation. The Daughters of Liberty engaged in spinning bees and refused to buy British products, finding substitutes instead. The British then imposed another indirect tax through the Townshend duties, which were import taxes on paint, paper, tea, and a variety of other goods. The colonists at this point were unwilling even to accept an import tax because it was designed to collect revenue, not to

GRADE EIGHT
South Carolina: One of the United States

regulate trade. Again the colonists used a boycott. As a result of the boycott, the Townshend duties were repealed except for the tax on tea.

The Tea Act was not a tax. This act gave the British East India Company exclusive rights to sell tea in the colonies because the East India Tea Company had financial problems and Parliament wanted to help the company. Colonists were boycotting tea because of a tax imposed under the Townshend Acts. Although most of the Townshend duties had been repealed as a result of a successful colonial boycott, the tax on tea remained. The Sons of Liberty feared that the availability of cheap tea would threaten the effectiveness of the boycott. In Boston they threw the tea overboard. Georgetown and Charles Town had small “tea parties” that were not as large as the Boston protest, but did not allow the tea to be sold. The Boston Tea Party resulted in Parliament’s passage of what the colonists called the Intolerable Acts. Colonists sent delegates to a Continental Congress in order to address the problem of the Intolerable Acts.

In 1774, representatives from across the South Carolina colony met in Charles Town to elect representatives to the Continental Congress to be held in Philadelphia. They also established a General Committee of 99 to govern the colony instead of the royal governor. The Continental Congress, under the leadership of Henry Middleton of South Carolina, who was elected its president, established a non-importation and non-exportation agreement. South Carolina delegates successfully argued that rice was essential to the survival of their colony, so trade in rice was allowed. After Lexington and Concord, the Second Continental Congress met in Philadelphia. Students should understand the sequence of events that led to the Declaration of Independence including the Intolerable Acts, First Continental Congress, Lexington and Concord, Second Continental Congress and war.

It is not essential for students to know:

It is not essential for students do not need to remember the Proclamation of 1763, the Currency Act, the Wilkes Affair, the specific Intolerable Acts or any specific individuals involved other than those specifically mentioned above.

Social Studies Literacy Skills for the Twenty-First Century:

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

Assessment Guidelines:

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

Understand

Interpret

Exemplify

Classify

GRADE EIGHT
South Carolina: One of the United States

Summarize

Infer

Compare

Explain

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

GRADE EIGHT
South Carolina: One of the United States

GRADE EIGHT
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.

Enduring Understanding:

The events surrounding the American Revolution transformed British colonists into American citizens. To understand South Carolina’s pivotal role in this process, the student will ...

8-2.3 Explain the roles of South Carolinians in the adoption of the Declaration of Independence.

Taxonomy Level: Understand/Conceptual Knowledge – 2/B

Previous/future knowledge:

In grades three and four, students learned about the Declaration of Independence (3-3.1) and how the American Revolution affected attitudes toward and the future of slavery, women, and Native Americans (4-3.4).

In United States History and the Constitution, students will analyze the impact of the Declaration of Independence and the American Revolution on establishing the ideals of a democratic republic (USHC-1.3).

It is essential for students to know:

South Carolinians served as delegates to the Second Continental Congress when the Declaration of Independence was debated. These delegates were planters who represented the Lowcountry elite rather than the people of the backcountry. Thomas Lynch, Jr., Thomas Heyward Jr., Edward Rutledge, and Arthur Middleton signed the document. Each of these men went on to serve in the state militia, defending the independence that they had claimed. They also served in government after the war.

The Declaration, based on the ideas of John Locke, stated the ideals of democracy including the principles of equality, the natural rights of “life, liberty and the pursuit of happiness,” the purpose of government to “secure those rights,” and the “right of the people to alter or abolish” government when natural rights are not protected by government. It then made the case that the King, not the Parliament, had violated the rights of the colonists. The litany of actions that “He” did was designed to break the bonds between the King and his loyalist subjects in the colonies and to unify the new nation against a common enemy.

It is not essential for students to know:

Students do not need to know that, at first, Rutledge, Middleton, Lynch and Heyward were not in favor of independence and the delegation voted against independence. This change still puzzles historians. Students do not need to know the other signers of the Declaration of Independence. Thomas Lynch Sr. was a member of the South Carolina delegation to the Second Continental Congress but he suffered a stroke in 1776. Unable to sign the Declaration in 1776, a space was left for him to sign with the South Carolina delegation. Unfortunately, while traveling home, he suffered a second stroke and died and so never signed the document. Students do not need to know

GRADE EIGHT
South Carolina: One of the United States

that Edward Rutledge was the head of South Carolina's congressional delegation. Rutledge, Heyward, Jr., and Middleton were captured when Charleston surrendered in 1780 and held as prisoners in St. Augustine, Florida. They were all released as part of a prisoner exchange. Rutledge was elected and served in the state legislature from 1782 to 1798 and was elected governor in 1798. Thomas Heyward, Jr., served as a circuit judge after his release from prison. Arthur Middleton again served as a member of the Continental Congress from 1781 to 1782. After the war, Middleton rebuilt his rice plantations and lived at Middleton Place until his death.

Social Studies Literacy Skills for the Twenty-First Century:

- Evaluate multiple points of view or biases and attribute the perspectives to the influences of individual experiences, societal values, and cultural traditions.
- Understand responsible citizenship in relation to the state, national, and international communities.

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 EIGHT
South Carolina: One of the United States

GRADE EIGHT
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.

Enduring Understanding:

The events surrounding the American Revolution transformed British colonists into American citizens. To understand South Carolina's pivotal role in this process, the student will...

8-2.4 Compare the perspectives of different groups of South Carolinians during the American Revolution, including Patriots, Tories/Loyalists, women, enslaved and free Africans, and Native Americans.

Taxonomy Level: Understand/Conceptual Knowledge - 2/B

Previous/future knowledge:

In grade three, students compared the perspectives of South Carolinians during the American Revolution, including Patriots, Loyalists, women, enslaved and free Africans, and Native Americans (3-3.2) and summarized key conflicts and key leaders of the American Revolution in South Carolina (3-3.3). Students learned how the American Revolution affected attitudes toward and the future of slavery, women, and Native Americans in grade four (4-3.4).

In United States History and the Constitution, students will analyze the impact of the Declaration of Independence and the American Revolution on establishing the ideals of a democratic republic (USHC1-3).

It is essential for students to know:

Students must understand that not all South Carolinians, indeed not all American colonists, agreed that the colonies should be independent from Great Britain. The perspectives and roles of different South Carolinians during the American Revolution led to a civil war within South Carolina and ultimately impacted the success of the Patriot cause in the Revolutionary War.

Patriots were those colonists who supported the Continental Congress and independence. Lowcountry South Carolina Patriots created a provisional government to control the colony during the war. The political leaders were wealthy white men who were land owners and who supported independence. South Carolina Patriots volunteered as soldiers to fight in colonial militias and with Patriot partisan groups.

South Carolina Loyalists, who remained loyal to the King and Great Britain, 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 backcountry were Loyalists, or Tories as the American Patriots derisively referred to them. Many of the backcountry people were not true loyalists in principal, but instead wished to live their lives without interference. An example would be the number of backcountry German immigrants who had no allegiance to either the King or to the principles of democracy. Lowcountry Patriots and backcountry Loyalists fought each other in the Revolutionary War. When the war ended, many Loyalists voluntarily left South Carolina for the Caribbean or Canada. Others were fined or run out of town.

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Some South Carolina women were Patriots, others were Loyalists and still others wished to not be involved in the war. Women managed farms and plantations when the men were away. Some served as messengers or nurses; others sacrificed their homes and fortunes.

Most African Americans continued to work as slaves in South Carolina. Some African Americans served as soldiers in the Continental Army. South Carolinians feared a slave uprising so at first they rejected the Continental Congress's appeal to allow slaves to serve in non-military jobs for the army such as cooking. Later, when more manpower was needed, the law was changed to allow one third 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:

Students do not need to know that special emissaries were sent to the Loyalists of the Upcountry or that these initiatives eventually led to the Treaty of Ninety-Six. Although examples would be helpful to student understanding, students do not need to know the names or roles of specific patriot women such as Emily Geiger and Rebecca Motte.

Social Studies Literacy Skills for the Twenty-First Century:

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

Assessment Guidelines:

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

Understand

Interpret

Exemplify

Classify

Summarize

GRADE EIGHT
South Carolina: One of the United States

Infer

Compare

Explain

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

GRADE EIGHT
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.

Enduring Understanding:

The events surrounding the American Revolution transformed British colonists into American citizens. To understand South Carolina's pivotal role in this process, the student will ...

8-2.5 Summarize the role of South Carolinians in the course of the American Revolution, including the use of partisan warfare and the battles of Charleston, Camden, Cowpens, Kings Mountain, and Eutaw Springs.

Taxonomy Level: Understand/Conceptual Knowledge – 2/B

Previous/future knowledge:

Students learned about the course of the American Revolution in South Carolina in grade three (3-3.3). In grade four, they learned about the importance of the key battles of the Revolutionary War (4-3.3).

In United States History and the Constitution, students will learn the impact of the Declaration of Independence and the American Revolution (USHC 1-3.).

It is essential for students to know:

Key conflicts of the American Revolution took place in South Carolina and affected the state and the outcome of the Revolutionary War.

American forces thwarted the British attempt to split the colonies and won a victory at Saratoga. This victory was a turning point in the war because it led to an American alliance with France. Soon after their defeat at Saratoga, New York, the British turned their attention to South Carolina, where they hoped to find a large number of Loyalists. Although the first attempt by the British to capture Charleston had been thwarted by the tides and the resilience of the palmetto log fort that became known as Fort Moultrie, the British were successful the second time around. Charleston was under siege by the British land forces for many days. Charleston Harbor was blockaded and supply lines were cut off. Patriot troops, trapped on the peninsula, were forced to surrender to the British [May 1780]. Other Patriot forces in South Carolina also surrendered and were paroled. The British hoped that South Carolina Loyalists and the large numbers of South Carolinians who remained neutral would help them control the state and contribute to their winning of the war. However, the British soon changed the terms of the parole, requiring Patriots to take up arms against their countrymen at the same time that British and retaliatory Tory forces treated South Carolina harshly - burning churches, looting or confiscating homes, and harassing and exiling citizens. This behavior turned many South Carolinians against the British and they formed partisan bands. Soon Patriot partisans led by Francis Marion, Thomas Sumter, Andrew Pickens, and William Harden were fighting both the British regular troops and Loyalist forces using hit and run tactics all over the state.

The Battle of Camden was a major defeat for the regular Continental Army because it signified that almost all of South Carolina was controlled by the British. The South Carolina militia was

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not prepared and turned and fled in the face of the regular British forces. Horatio Gates' command of the southern arm of the Continental Army was transferred to Nathaniel Greene, who understood the need to coordinate with the work of the state's partisans in order to fight a destructive war of attrition [termed today a "mobile war"] that would unbalance and eventually destroy the British war effort.

Loyalist forces and British regulars that had been rampaging through the backcountry were stopped at the Battle of King's Mountain. Mountain men from both North and South Carolina were tired of the behavior of the British/Tories and determined to stop it by attacking the mostly-Tory forces from behind rocks and trees, inflicting heavy casualties. Although the British tried to surrender, they were offered no quarter by the Patriots in retaliation for harsh treatment of Patriots by the British. King's Mountain is considered a turning point because the British began to retreat from the Upcountry.

Soon after, the Battle of Cowpens showed the cooperation of the regular Continental Army and the irregular partisan forces. Partisans had a reputation among the British regular forces of turning tail and running. The American commander counted on this reputation for his battle plan. The partisans, under the leadership of Andrew Pickens, led the attack and then fled the field, tricking the British regulars into thinking that the Americans were again retreating. Instead, the partisans lured the British forces into the guns of the regular American army. The British were soundly defeated, the first time in the war that an American army defeated a force consisting of mostly British regulars. Cornwallis and the British retreated northward into North Carolina to fight and wait for supplies, eventually moving on toward Virginia while leaving the remainder of their forces posted in the South Carolina backcountry to be evacuated or systematically reclaimed by partisan troops and/or Greene's Continental forces as they moved toward the coast.

When partisan parolee Colonel Isaac Hayne was captured near Charleston in July 1781, the British decided to stem the tide of Patriot progress by making his fate an example. After a brief trial, Hayne was hanged as a traitor to the crown. Greene immediately issued a proclamation stating that he would retaliate and, after the Battle of Eutaw Springs, he had enough British officers as prisoners to insure that no more executions would take place. While the Battle of Eutaw Springs was neither the last of one hundred thirty-seven battles fought in the state, nor a technical victory because of the unsoldierly plundering behavior of the hungry and nearly naked Continentals, the irreplaceable British troop losses made it strategically the final major battle in the beleaguered state. While current sources often disagree in their final assessment of who won the battle itself, there is no question about its evaluation by the Patriot cause. American contemporaries viewed the Battle of Eutaw Springs in the very least as a Pyrrhic victory for the British because it marked the clearance of the British from the battleground state and region, with the exception of a few coastal enclaves that were finally evacuated after Yorktown and during the peace proceedings in 1782, and thus the demise of the British southern campaign. At most, newly-minted Americans patriotically viewed the battle as a victory because of its positive tactical results. This can be seen both in the striking of a commemorative medal and the commissioning of a tribute door panel of the Capitol building in the early years of the new republic.

It is not essential for students to know:

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South Carolina: One of the United States

It is not essential for students to know specific dates of the battles, however, the course or order of these encounters is important. Although students should know the names of Marion, Pickens and Sumter, they do not need to know the names of other American commanders such as Horatio Gates, Nathaniel Green, or Daniel Morgan. They do not need to know the names of the British commanders such as Cornwallis or Patrick Ferguson or the atrocities associated with Banastre Tarleton. Students do not need to know details about why partisan leaders took to the field. For instance, they do not need to know that the British burned Thomas Sumter's home and he responded by rallying backcountry men into a partisan fighting force. Students will be interested to know the nicknames of these partisan leaders but it is not essential. Sumter's hit and run guerrilla tactics and his tenacity earned him the appellation the "Gamecock." Marion and his forces launched surprise attacks on the British and then disappeared into the Lowcountry swamps earning him the nickname "Swamp Fox." Pickens was named the "Wizard Owl" by Upcountry Native Americans.

Social Studies Literacy Skills for the Twenty-First Century:

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

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 EIGHT

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.

Enduring Understanding:

The events surrounding the American Revolution transformed British colonists into American citizens. To understand South Carolina's pivotal role in this process, the student will...

8-2.6 Explain the role of South Carolinians in the establishment of their new state government and the national government after the American Revolution.

Taxonomy Level: Understand/Conceptual Knowledge – 2/B

Previous/future knowledge:

In grade three, students learned about the effects of the American Revolution, including the establishment of state and national governments (3-3.4). Students have also compared the ideas in the Articles of Confederation with those in the Constitution.

In United States History and the Constitution, students will analyze how dissatisfactions with the government under the Articles of Confederation were addressed with the writing of the Constitution of 1787 (USHC-1.4).

It is essential for students to know:

South Carolina formed an independent government before the first shots of the Revolution were fired. The General Meeting elected a Committee of 99 [15 merchants, 15 artisans and 69 planters] that became the de facto government. Although the royal governor was still in Charleston, most of the residents of the city obeyed the Committee of 99, so it was the government in fact (de facto) if not by law (de jure). In November of 1774, the General Meeting called for the election of delegates to a Provincial Congress. Representation in this congress was disproportionately from the Lowcountry. The Provincial Congress raised an army, issued currency, created a committee to enforce nonimportation and commissioned the writing of a constitution that eventually was approved as the Articles of Confederation. However not everyone in South Carolina was happy with this government or agreed with nonimportation, especially the people of the backcountry. The provincial government sent a delegation to the backcountry in an attempt to make peace. In the Treaty of Ninety Six, the backcountry agreed that they would remain neutral in the fight with Great Britain. Later the Provincial Congress sent a force to defeat the loyalist militia and silence opposition from the backcountry.

South Carolina adopted its first constitution establishing an independent state government before the Declaration of Independence was signed. It was written by the provincial government and was to serve as the foundation of government until the disagreements with England were resolved. This constitution provided for a two house legislature with the lower house elected by the people and the upper house elected by the lower house. The president, who was elected by the legislature, had the right to veto laws. The Lowcountry had more representation in the new government than did the backcountry. A second constitution was written after the signing of the

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Declaration of Independence, however, it included only a few changes. The president would now be called the governor, representation was slightly more equally distributed, and the Church of England was no longer the official, state-supported church of South Carolina.

South Carolinians took an active role in the establishment of the new national government. The Continental Congress acted as the first national government of the United States. South Carolina was the only one of the thirteen states to fully meet its financial obligation to the Continental Congress. South Carolinian Henry Laurens served as president of the Continental Congress and later on the committee that negotiated the Treaty of Paris for the government under the Articles of Confederation.

After the signing of the Declaration of Independence, the Articles of Confederation were written to officially establish the first national government for the new United States. Although South Carolina ratified the Articles quickly, other states did not until a compromise was reached over the ownership of western lands. These lands were ceded to the national government and the Confederation government went into effect. The government under the Articles of Confederation was modeled on the Continental Congress with one vote for each state. However, a government that was effective in a time of war when all of the states agreed on the need to defeat Great Britain found itself not effective once the war was over. The problems of the United States government under the Articles of Confederation were similar to the economic problems of indebtedness and depression faced by South Carolinians after the Revolutionary War (8-3.1). Disagreements over interstate trade, currency, and taxes proved the Confederation government too weak to meet the needs of the new nation. South Carolinian Charles Pinckney was an early advocate for a stronger national government. Pinckney chaired a committee of the Confederation Congress that recommended amendments that would strengthen the government under the Articles of Confederation and also served on a committee trying to persuade other states to pay their obligations to the national government. When a backcountry rebellion in Massachusetts [Shay's] raised the fear of insurrection, other states called for a meeting in Philadelphia to amend the Articles and strengthen the national government.

It is not essential for students to know:

Students do not need to know the specific contents of South Carolina's first constitution, nor the name of the state's first president. They do not need to know the details of the compromise that led to the ratification of the Articles of Confederation or specific examples of the problems between the states under the Confederation government.

Social Studies Literacy Skills for the Twenty-First Century:

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

GRADE EIGHT
South Carolina: One of the United States

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 EIGHT
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.

Enduring Understanding:

Independence from Great Britain made the creation of a new national government and individual state governments imperative. To understand how and why these governments were created, the student will. . .

8-3.1 Explain the tensions between the Upcountry and the Lowcountry of South Carolina, including their economic struggles after the Revolutionary War, their disagreement over representation in the General Assembly, the location of the new capital, and the transformation of the state’s economy.

Taxonomy Level: Understand / Conceptual Knowledge – 2/B

Previous/future knowledge:

In grade three, students learned about the effects of the American Revolution in South Carolina, including the establishment of a new nation and a new state government and capital (3.3.3).

In United States History and the Constitution, students will analyze how dissatisfaction with postwar economic conditions and the government under the Articles of Confederation were addressed with the writing of the Constitution (USHC 1.4).

It is essential for students to know:

The tensions between the people of the Upcountry and the Lowcountry of South Carolina, evident in the Regulator Movement (8-1.6), were exacerbated by the Revolutionary War as Lowcountry Patriots fought backcountry Loyalists. These tensions continued after the Revolutionary War ended. The Upcountry [after the revolution the backcountry was called the Upcountry] is the area in the northwestern part of the state, originally the home to the Cherokees. The first white settlers to move to the area were traders and woodsmen, so they were viewed by the Lowcountry elite as “uncivilized.” The Lowcountry was the area that surrounded the city of Charleston along the Atlantic coast of the state and was the first area settled in the state. Eventually the plantation owners in the area grew rich from the export of rice and indigo.

Tension between the regions rested in part on their economic differences. Many of the Upcountry folk were subsistence farmers. Although a few owned slaves, they did not have large plantations and most worked their farms without the assistance of slave labor. The Lowcountry was dominated by the planter elite whose economic well-being and social status depended on their slave holdings. Both groups suffered economically as a result of the war. During the war years, fighting ravaged the countryside and slaves, livestock, and goods were taken by the British. Once the war ended, the economy was slow to improve. The Lowcountry suffered because the mercantilist policies of Great Britain that had offered them economic subsidies and protected markets while South Carolina was a colony were now turned against them as part of an independent United States. The planters also owed money to creditors in

GRADE EIGHT

South Carolina: One of the United States

England which they could not pay. The United States government and the state governments were unable to pay for the goods they had commandeered during the fighting from the citizens. Poor crop yields made it even more difficult to recover economically. Economic problems would persist until the early 1800s when cotton became a new cash crop.

During South Carolina's early years, the Lowcountry elite had little respect for the people living in the Upcountry. Political representation was a major source of tension. There was a larger white population living in the Upcountry, but most of the political power rested in the Lowcountry. Not only did the Lowcountry have greater representation in the legislature but Charleston was the capital and legal business was transacted there. The Charleston elite had a greater influence on the government. Upcountry people objected to having to travel so far to present issues to the legislature or argue their legal matters in court. In 1785, counties and county courts were created. The next year, the capital was moved to the newly established city of Columbia in the center of the state and equally accessible to both the Upcountry and the Lowcountry [just as the national capital was moved to the more central location at the District of Columbia (8-3.4)]. These measures helped ease, but did not eliminate, political tensions between the Upcountry and the Lowcountry since the Lowcountry maintained its majority in the legislature.

Lowcountry planters resisted giving the Upcountry more equal representation in the legislature because they feared that the Upcountry farmers did not support slavery. The invention of the cotton gin made cotton a viable cash crop in the Upcountry and, as a result, the Upcountry had a greater need for slave labor. As the numbers of slaves in the Upcountry increased, the willingness of the Lowcountry to share power increased as well. In the compromise of 1808, the legislature agreed to reapportionment. Representation was to be based equally on the white population and the amount of taxable property (including slaves). Consequently, those areas that had the most slaves continued to have disproportionate control over the legislature. But now both the Lowcountry and the Upcountry had their share of slaves and so their share of political power.

It is not essential for students to know:

Students do not need to know that the creation of the college that became the University of South Carolina was first proposed as a concession to the Upcountry folks and as a way to ensure that if Upcountry men got political power in the state at least they might be educated. Students do not need to know the other factors that contributed to the fears of Lowcountry elite about giving greater representation to the Upcountry. Lowcountry men, who were often Federalists, were concerned because Upcountry men were most likely to be members of Jefferson's Democratic-Republican Party who supported the French Revolution. The Lowcountry elite feared that the Upcountry's advocacy of French radicalism paired with the recent slave rebellion in Haiti threatened their way of life. Religious revivalism in the Upcountry also contributed to the fear that Upcountry folk were anti-slavery. Religious groups that arose during the Great Awakening which was centered in the Upcountry professed a belief in spiritual equality. As the power of the Federalist Party faded after the election of Jefferson in 1800, the Democratic Republicans of the Lowcountry and the Upcountry had more and more in common. As cotton became a valuable cash crop, economic need overshadowed theology and slavery was more and more accepted as a way of life in the Upcountry.

GRADE EIGHT
South Carolina: One of the United States

Social Studies Literacy Skills for the Twenty-First Century:

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

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 EIGHT
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.

Enduring Understanding:

Independence from Great Britain made the creation of a new national government and individual state governments imperative. To understand how and why these governments were created, the student will. . .

8-3.2 Explain the role of South Carolina and its leaders in the Constitutional Convention, including their support of the Three-Fifths Compromise and the Commerce Compromise as well as the division among South Carolinians over the ratification of the Constitution.

Taxonomy Level: Understand / Conceptual Knowledge – 2/B

Previous/future knowledge:

In grade three, students learned about the effects of the American Revolution in South Carolina, including the establishment of a new nation and a new state government and capital (3-3.3). Students compared how powers are shared and individual and states were represented under the Articles of Confederation and the Constitution and how the Bill of Rights and Constitution originally protected only the rights of white males in fourth grade (4-4.3).

In United States History and the Constitution, students will analyze how the dissatisfactions with the Articles of Confederation were addressed in the writing of the Constitution (USHC 1.4).

It is essential for students to know:

The problems of the United States government under the Articles of Confederation were similar to the economic problems of indebtedness and depression faced by South Carolinians after the Revolutionary War (8-3.1). Political tensions between the coastal elite and the backcountry folk in Massachusetts [Shays’ Rebellion] were instrumental in bringing about the call for a stronger central government that could control this type of rebellion.

South Carolinians played a role in the writing of the Constitution in 1787. The Philadelphia Convention was called to solve the problems of the government under the Articles of Confederation. Delegates from South Carolina took positions on all of the subjects that were debated. On the issue of amending the Articles or writing a new constitution, South Carolinians supported the establishment of a stronger national government in a new constitution. They supported the creation of a three branch government with a legislative, judiciary, and executive branch [Virginia Plan]. Regarding the issue of how representation was to be allocated in the new legislature, they supported the plan that based representation on population supported by large states [Virginia Plan] rather than the plan that called for equal representation of the states that was supported by the smaller states [New Jersey Plan]. This would give South Carolina and other populous states more voice in the new government. However, South Carolina supported the Great Compromise [Connecticut Compromise] that provided for equal representation in the Senate and proportional representation in the House of Representatives.

GRADE EIGHT

South Carolina: One of the United States

The Great Compromise raised the issue of whether or not slaves should be counted for the purposes of determining representation in the new government. As a slaveholding state, South Carolina wanted slaves to be counted. Northern states, many of which were emancipating their slaves in the spirit of the Declaration of Independence, did not. South Carolina did not support the Three-Fifths Compromise that resolved this debate. South Carolina delegates were also concerned that a stronger national government might attempt to regulate trade. They objected to any regulation of exports since South Carolina exported its cash crops and they feared any control of the international slave trade through a tax on imports. A compromise was reached that promised that the federal government would not tax exports or attempt to regulate the international slave trade for at least twenty years. This agreement is known as the Commerce Compromise. Regarding the issue of how strong the president should be, South Carolina supported a strong executive with a term of six or seven years, rather than the four year term included in the final document. As representatives of the elite, they advocated an aristocratic republic in which only property owners could hold office. States were given the authority to determine voter qualifications. Although South Carolina delegates did not get everything they wanted in the Constitution, they were satisfied with the new document and returned to South Carolina to lobby for its ratification.

Political tensions between the Lowcountry and the Upcountry (8-3.1) played a prominent role in the ratification of the Constitution. The South Carolina ratifying convention was held in Charleston despite the fact that the state capital had already been moved to Columbia. Not only did the Lowcountry elite have more representation, just as they did in the state legislature, but it also was easier for even non-delegates to influence the proceedings that were held in their city. The Upcountry men lived too far away to have a voice. The backcountry opponents of the new constitution in several states were called the anti-Federalists because they opposed a stronger federal government. They feared that the elite would have too much power in such a government and abuse the rights of the individual. They also feared that the national government would be located far away from the people who had enough trouble influencing their own state government. Charles Pinckney and other members of the elite, who called themselves Federalists, argued for a strong government that could be influential in foreign affairs and establish better trade relations that would restore economic stability. The anti-Federalists were outvoted and South Carolina ratified the Constitution, thus making it the eighth state to join the United States of America. Opposition to ratification by anti-Federalists in several states, prompted the Federalists to promise to add a Bill of Rights to the Constitution. This was done by the First Congress.

It is not essential for students to know:

Students do not need to know the specific roles of members of the South Carolina delegation to the Philadelphia Convention. For instance, they need not know that Charles Cotesworth Pinckney helped to develop the compromise on the slave trade, despite the fact that they need to understand how important the slave trade was to the state. They do not need to know that Charles Pinckney added the amendment that no religious test should be required of any office holder. Students do not need to know that Pierce Butler recommended to the convention that the new government become effective once nine states had ratified the constitution. They do not need to know that John Rutledge served on the writing committee that submitted the first draft of the

GRADE EIGHT
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constitution. Students do not need to read the entire United States Constitution. However, they should have a working knowledge of the three branches of government so that they can understand information contained in subsequent indicators. Students do not need to know the names of the leaders of the Anti-Federalists such as Rawlin Loundes and Thomas Sumter.

Social Studies Literacy Skills for the Twenty-First Century:

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

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 EIGHT
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.

Enduring Understanding:

Independence from Great Britain made the creation of a new national government and individual state governments imperative. To understand how and why these governments were created, the student will. . .

8-3.3 Explain the basic principles of government as established in the United States Constitution.

Taxonomy Level: Understand / Conceptual Knowledge – 2/B

Previous/future knowledge:

In grades three and four, students studied the structure of state government, including the branches of government and the basic powers of each branch (3-3.5); how powers are shared between state and national government and how individuals and states are represented in Congress (4-4.1), and the structure and function of the legislative, executive, and judicial branches of the federal government (4-4.2).

In United States History and the Constitution, students will explain how the fundamental principle of limited government is protected by the Constitution and the Bill of Rights, including democracy, republicanism, federalism, the separation of powers, the system of checks and balances, and individual rights (USHC-1.5). In United States Government, students will study constitutional principles in much greater detail.

It is essential for students to know:

From 1781 until 1789, the United States was governed by the Articles of Confederation. However, the Articles of Confederation government, which derived its powers from the states, was too weak to meet the needs of the new nation. To meet those deficiencies, the Constitution was drawn up in 1787, ratified in 1788, and went into effect in 1789.

The Constitution of the United States of America established a limited government based on power shared between the national and state governments. The Bill of Rights provided a written guarantee of individual rights. The Constitution is the highest law in the United States. All other laws must conform to the Constitution. Each state also has a constitution. The constitutions of the states are the highest law for that state, but the United States Constitution is the supreme law of the land.

The basic principles of American government include:

- *Popular Sovereignty- (Democracy)* The authority for government flows from the people. (Amendment IX and the Preamble)
- *Individual Rights-* Unalienable rights are guaranteed to all citizens in the Preamble and the Bill of Rights.
- *Federalism-*The federal system divides governmental powers between national government and the governments of the states. (10th Amendment)

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- *Separation of Powers* - The structure of the new national government established three separate branches of government to limit the power of any one branch. The Legislative Branch is the United States Congress which makes the laws. Congress is a two-house legislature. The Judicial Branch consists of federal courts. The highest court is the Supreme Court which determines if laws made by Congress are constitutional. The Executive Branch is headed by the President and carries out the laws. The Vice President and the Secretaries of all departments are also in the Executive branch.
- *Checks and balances* - Each branch can check the power of the other. These checks keep any one branch from gaining too much power (Articles I, II, III). An example of checks and balances is the process by which a bill becomes a law. The bill must be passed by both houses of the Congress. Then the President may sign it or veto it. If the bill is vetoed, then the Congress may override the president's veto with a two thirds vote.
- *Limited Government* - Powers of the government are restricted by the Constitution as stated in Articles I, II, and III and by the Bill of Rights which protects the rights of the individual against excessive power by the government.
- *Representative Democracy (republicanism)* - The constitution recognizes that the authority of the government derives from "We, the People." Voters hold the sovereign power but elect representatives to exercise power for them, including the President, Senators and Representatives (The Preamble and Article I, II).

Students should know that most state governments mirror the organization of the national government, with an executive, legislative, and judicial branch including the concepts listed above, such as checks and balances.

It is not essential for students to know:

It is not essential for students to know the fifteen departments under the Executive Branch, but to understand that there are departments. Students do not need to know other examples of the system of checks and balances.

Social Studies Literacy Skills for the Twenty-First Century:

- Analyze evidence, arguments, claims, and beliefs.
- Identify and explain the relationships among multiple causes and multiple effects.

Assessment Guidelines:

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

Understand

Interpret

Exemplify

Classify

Summarize

GRADE EIGHT
South Carolina: One of the United States

Infer

Compare

Explain

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

GRADE EIGHT
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.

Enduring Understanding:

Independence from Great Britain made the creation of a new national government and individual state governments imperative. To understand how and why these governments were created, the student will . . .

8-3.4 Analyze the position of South Carolina on the issues that divided the nation in the early 1800s, including the assumption of state debts, the creation of a national bank, the protective tariff and the role of the United States in the European conflict between France and England and in the War of 1812.

Taxonomy Level: Analyze / Conceptual Knowledge – 4/B

Previous/future knowledge:

Students studied the roles and accomplishments of early leaders in the development of the new nation, including George Washington, John Adams, Thomas Jefferson, Alexander Hamilton, John Marshall, and James, and the social and economic policies of the two political parties that were formed in the 1790s in fourth grade (4-4.4, 4-4.5).

In United States History and the Constitution, students will learn about the development of the two-party system during the presidency of George Washington, including controversies over domestic and foreign policies and the regional interests of the Democratic-Republicans and the Federalists (USHC-1.6).

It is essential for students to know:

The new federal government was established in 1789. George Washington was elected the first president of the United States. Alexander Hamilton, as Secretary of the Treasury, called for an economic policy that would strengthen the national government. Hamilton proposed that the federal government pay the debt incurred as a result of the American Revolutionary War and that the national government assume the debts of the states from the war. A third proposal called for a national bank to issue bank notes and collect taxes. Hamilton asked Congress to pass a high protective tariff on imported goods designed to encourage Americans to make goods at home, rather than buying them from overseas.

Two political parties developed as a result of disagreements over these proposals. The Federalists were led by Alexander Hamilton and were in favor of the policies of Hamilton. The Federalists believed in a strong central government that would promote trade and industry. Most Federalists were from New England. The Democratic-Republicans were led by Thomas Jefferson and James Madison and opposed Hamilton's proposals. The Lowcountry elite from South Carolina tended to support the Federalists while those from the Upcountry supported the Democratic-Republicans. Most South Carolinians supported the assumption of state debts because so much of the war had been fought in South Carolina and therefore the state had more debt; however, most Democratic-Republicans opposed assumption. Democratic-Republicans agreed to assume

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South Carolina: One of the United States

the state debts because Federalists agreed to support moving the capital of the nation to the banks of the Potomac River in the South [just as moving the capitol to Columbia had somewhat relieved the tensions between the Lowcountry and the Upcountry].

The biggest controversy was over the establishment of a national bank. The Democratic-Republicans argued that the Constitution should be interpreted strictly; it did not specifically grant Congress the right to create a national bank. Federalists argued that Congress had been granted the authority to make all laws that were “necessary and proper” to the execution of its powers. They argued that a bank was necessary for the power to tax and control commerce which was granted to the national government in the Constitution. Federalists advocated a loose interpretation of the Constitution. Washington sided with the Federalists and signed into law a bill creating the First National Bank. The Democratic-Republicans objected to this extension of the power of the central government and wanted to balance the federal power with states rights. Because the Democratic-Republicans favored a republic of small farmers and shopkeepers rather than manufacturing, they also opposed the protective tariff recommended by Hamilton. The protective tariff bill did not pass.

Federalists and Democratic-Republicans also disagreed over foreign policy. When the French Revolution began in 1789, the Democratic-Republicans supported the French in the overthrow of their king. The Federalists were appalled at the bloodshed and, when the French declared war on Britain, sided with the mother country hoping to secure more trade. George Washington issued a Proclamation of Neutrality and the United States attempted to remain neutral in the Napoleonic Wars. President John Adams sent South Carolinian Charles Cotesworth Pinckney to negotiate peace with France. Pinckney and two other Americans met with three representatives of the French government (X, Y, and Z) who asked for a bribe. Incensed, Pinckney replied, “No, no, not a sixpence.” The incident became known as the X, Y, Z Affair and brought the emerging political parties into conflict. While Federalists prepared for war, Democratic-Republicans vilified President John Adams in their party newspapers. Incensed at this insult, Federalists passed the Alien and Sedition Acts designed to limit the growth of the Democratic-Republican Party and to silence its newspapers. Several newspaper publishers were jailed. [including Thomas Cooper after whom the libraries at the University of South Carolina and Clemson are named] and Democratic-Republicans decried this attack on freedom of the press. Jefferson and Madison wrote the Virginia and Kentucky Resolutions saying that states had the right to nullify an act of Congress that they found to be unconstitutional such as the Alien and Sedition Acts. These resolutions became a foundation of the states’ rights doctrine [espoused by John C. Calhoun and put into practice first in the Nullification Controversy (8-4.3) and later in secession.]

Controversy over the Alien and Sedition Acts contributed to the election of Thomas Jefferson as president in 1800. The Napoleonic Wars continued and Americans traded with both the British and the French. The British practice of impressment, pressing into service American sailors they claimed were British citizens, became a major grievance. In 1807, Congress passed the Embargo Act to stop American trade with both Britain and France. The embargo devastated the American shipping industry based in New England, a Federalist region. Federalists opposed both the embargo and later the War of 1812. Democratic-Republicans living in the West accused the

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British of urging Native Americans to attack American settlers. When a British ship fired on an American ship, protest meetings were held all over South Carolina. In 1810, War Hawk John C. Calhoun was elected to Congress from South Carolina and urged Congress to declare war on Great Britain. In 1812, the United States declared war on Great Britain and invaded Canada where the American army was defeated. In 1814, a British army attacked Washington, DC and set fire to the capital and the President's house [later the White House]. Although the treaty that ended the war brought no exchange of lands [*status quo antebellum*], the War of 1812 brought a new surge of nationalism. The Federalist Party died as a result of their opposition to the war and the Democratic-Republicans, including John C. Calhoun, began to support Federalist policies including a protective tariff and the national bank.

It is not essential for students to know:

It is not necessary for students to know the names of Alexander Hamilton's Reports. Students do not need to know all of the foreign policy accomplishments of the early government. For instance, they do not need to know that in 1795 Federalist John Jay went to Britain to address trade issues and to protest impressment. In the Jay Treaty, the British made important concessions but did not promise to end impressment. Democratic-Republicans, including South Carolinians, protested the treaty. However, South Carolinians supported the Pinckney Treaty, negotiated with Spain by South Carolina Federalist Thomas Pinckney [son of Eliza Lucas Pinckney] that opened the Mississippi River to navigation. Students do not need to know the names of the many South Carolinians who took important roles in the new government. When the first Congress met in New York in 1789, South Carolina's first senators were Pierce Butler and Ralph Izard. The United States sent five foreign ministers overseas. Three of the five were from South Carolina. William Loughton Smith was minister to Portugal. John Rutledge was an associate justice of the Supreme Court. In 1795, President Washington named him Chief Justice.

Students do not need to know other examples of the argument over how to interpret the Constitution or that, contrary to his party's ideology; Jefferson supported the expansion of the power of the government and a loose interpretation of the Constitution when he purchased Louisiana from France in 1803. They do not need to know about the argument of the Jefferson administration with Chief Justice John Marshall that resulted in the decision in *Marbury v Madison* that claimed the right to decide the constitutionality of an act of Congress for the Supreme Court (judicial review). Students do not need to know the names of the other South Carolina War Hawks elected to Congress in 1810, William Lowndes and Langdon Cheves. They need not know specifics of the battles of the War of 1812 – only that South Carolina supported it. Students do not need to know that the White House is so named as a result of painting it to cover up the signs of its burning or that during the British attack on Baltimore Francis Scott Key wrote "The Star Spangled Banner." It is also not essential that they know that General Andrew Jackson stopped the British at New Orleans and was honored as a great hero or that the Treaty of Ghent was the name of the treaty that ended the War of 1812.

Social Studies Literacy Skills for the Twenty-First Century:

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

GRADE EIGHT
South Carolina: One of the United States

Assessment Guidelines:

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

Analyze

Differentiate

Organize

Attribute

or any verb from the **Understand, Apply** or **Remember** cognitive process dimensions.

GRADE EIGHT
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.

Enduring Understanding:

The outbreak of the Civil War was the culminating event in a decades-long series of regional issues that threatened American unity and South Carolina's identity as one of the United States. To understand how South Carolina came to be at the center of this conflict, the student will . . .

8-4.1 Explain the importance of agriculture in antebellum South Carolina, including the plantation system and the impact of the cotton gin on all social classes.

Taxonomy Level: Understand / Conceptual Knowledge – 2/B

Previous/future knowledge:

In grades three and four, students have learned about the economic conditions for various classes of people in South Carolina (3-4.1), the development and expansion of slavery in antebellum South Carolina and the invention of the cotton gin (3-4.2). They have explained the economic and geographic differences between the North and the South (4-6.1).

In United States History and the Constitution, students will compare the social and cultural characteristics of the North, the South, and the West during the antebellum period, including the lives of African Americans and social reform movements such as abolition and women's rights (USHC-2.4).

It is essential for students to know:

During colonial times, agriculture was the basis of society in South Carolina. The *headright* method and the availability of slave labor contributed to the establishment of large plantations. By 1860, South Carolina had the highest percentage of slaveholders in the nation. It is important to note that most South Carolinians lived on family or subsistence farms. Most did not own slaves. The majority of slave owners in South Carolina owned only one or two slaves and often worked beside their slaves in the fields. Few slave owners owned large plantations. However, the economic, social, and political systems in South Carolina were based on the institution of slavery.

In 1793, Eli Whitney invented the cotton gin and South Carolina farmers had a new cash crop. As a result they planted more cotton to increase profits and became even more dependent on slave labor. Now cotton could be planted in the Upcountry and soon the upcountry farmers increased their ownership of slaves. As a result, the elites of the Lowcountry were less fearful of loss of political power to the Upcountry. Since the Regulator Movement (8-1.6), the Upcountry had wanted equal representation in the legislature. In 1810, voting became equal. An amendment to the Constitution gave one vote where one lived to "every free white man of 21." No longer did a voter have to own property. Nor could a person vote in as many districts as he owned land. South Carolina was the first state to give the vote to all white males over the age of twenty-one. The cotton gin had impacted the lives of slaves and the political rights of white South Carolinians.

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South Carolina: One of the United States

Although slave importation (*international* slave trade) was outlawed in 1808, the slave population continued to grow in antebellum South Carolina because of cotton. With ready markets in the textile mills of the North and in England, planters sold cotton at good prices and both southern planters and northern mill owners acquired great wealth either directly or indirectly due to slave labor. Although planting cotton eventually wore out the soil, planters were hesitant to find new crops and instead moved to new lands. The need for new lands played into southern arguments for the westward expansion of slavery.

Plantation life required self-sustaining communities and depended on the institution of slavery for the production of goods and services needed to support plantations. Slaves did the work in the fields and in the plantation houses. They cleared the land, planted, cultivated, harvested and processed the crop, working from dawn to dusk six days a week. Women and children worked in the fields alongside the men under the supervision of a driver or an overseer. Slaves also had a diverse range of skills and might be hired out by the master who would collect the slave's wages. Other slaves worked in the owners' homes, cooking, cleaning, doing laundry and raising the owners' children. Since slave owners had a large financial investment in slaves, they were concerned about their property and therefore some treated their slaves comparatively well, although others were brutal. Although the treatment of slaves varied from one owner to another, slaves were consistently denied their freedom and forced to work long hours. Slaves had little time to tend to their own families or to the plots that owners might allow them to cultivate for their own food. They were provided with a minimum of food, clothing, and shelter. Since the law did not recognize slave marriages, families were often separated through sale because of changes in the slave owner's family or finances. The law also forbade teaching a slave to read and write.

Slaves lived in small cabins with dirt floors not far from the plantation owner's home (the Big House) so they could remain under the watchful eye of the master. Slaves were constantly monitored to ensure that they did not run away. If they left the plantation, they had to carry a pass. Patrollers roamed the roads on constant watch for escaping slaves. Runaways were pursued and punished harshly when they were captured. Although there were a few slave revolts, the great majority of slaves were forced to confine their protests to work slow downs, surreptitious destruction of the master's property, and feigned illnesses. Although slaves were often separated from family members through sale, they created extended family ties and found some solace in religion. African Americans converted to Christianity and attended the white controlled church where they heard the preacher tell them that they should be content with their place in the world. However, in secret prayer meetings and in their spirituals, they placed a strong emphasis on freedom.

The Plantation System dominated South Carolina society and politics. The strict class system in South Carolina was based on slavery. The planter elite enjoyed great wealth, social position and political influence as a result of their dependence on slave labor. But plantation life for the slave owners was also hard work. Most goods were produced on the plantation and both the master and the mistress had responsibilities for making the plantation work. Sometimes overseers would be hired but all business decisions including the marketing of the crops and the managing

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South Carolina: One of the United States

of the slave population was the responsibility of the master. The mistress oversaw the running of the house and sometimes cared for slaves when they were sick. Such actions led southerners to justify slavery as a 'positive good' and claim that southern slaves were bettered cared for than factory workers in the North. These arguments contributed to the growing sectionalism that divided the nation.

It is not essential for students to know:

Students do not need to know specific plantation names or numbers of slaves held or profit generated at these plantations. They do not need to know how many slaves were owned by what proportion of the whites in South Carolina.

Social Studies Literacy Skills for the Twenty-First Century:

- Analyze evidence, arguments, claims, and beliefs.
- 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.

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 EIGHT
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.

Enduring Understanding:

The outbreak of the Civil War was the culminating event in a decades-long series of regional issues that threatened American unity and South Carolina's identity as one of the United States. To understand how South Carolina came to be at the center of this conflict, the student will . . .

8-4.2 Analyze how sectionalism arose from racial tension, including the Denmark Vesey plot, slave codes and the growth of the abolitionist movement.

Taxonomy Level: Analyze / Conceptual Knowledge – 4/B

Previous/future knowledge:

In grades three and four, students have learned about the economic conditions of people in South Carolina, (3-4.1), the institution of slavery (3-4.2), how the American Revolution affected attitudes about slavery and contributed to abolition in northern states (4-3.4); the effects of specific legislation and events on the institution of slavery in the territories (4-5.5); the contributions of abolitionists to mounting tensions (4-6.2); and specific events and issues leading to the Civil War and secession (4-6.3).

In United States History and the Constitution, students will compare the social and cultural characteristics of the North, the South, and the West during the antebellum period, including the abolitionist movement (USHC-2.4).

It is essential for students to know:

Sectionalism is loyalty to a particular region or section of a country instead of to the nation as a whole. Sectionalism developed in the period after the ratification of the Constitution as the economies, cultures and political interests of the North and the South became more and more different.

Sectional differences first developed in the colonial period as a result of the different geographies of the regions. The North developed as a trading region of small farms and the South developed the plantation system. Although all regions had slavery prior to the American Revolution, after the war was over, Northern states passed laws to gradually emancipate their slaves. In the South, the invention of the cotton gin led the South to become even more economically dependent upon slave labor (8-4.1). Although both Northerners and Southerners supported the ratification of the Constitution, the different interests of the regions helped to create the two-party system. Southerners tended to be Democratic-Republican followers of Thomas Jefferson who called themselves Republicans (8-3.4). New Englanders tended to be Federalists (and later Whigs). [It is important not to confuse the Jeffersonian Republicans with the Republicans of Lincoln. Jefferson's Republicans became Jackson's Democrats. Lincoln Republicans are the ideological descendants of the Federalists.] The political parties and the regions increasingly took different positions on the issues of the day.

GRADE EIGHT

South Carolina: One of the United States

Sectionalism intensified as a result of the growing slave population in the South. In South Carolina, by the 1720's, the black population surpassed the white population and there was an African American majority in most Southern states. Although the international slave trade was outlawed in 1808, the numbers of slaves grew due to higher birth rates and smuggling. This growing population increased the fear of slave revolts. The Denmark Vesey plot caused South Carolinians to become even more fearful of their slaves. Slave codes that had been developed as a result of the Stono rebellion during colonial times were strengthened to better protect white society. The General Assembly passed laws that prohibited slaves from meeting, learning to read and write and that regulated all aspects of slaves' lives. A similar uprising in Virginia, the Nat Turner Rebellion, further increased tension throughout the region. Southerners feared that if slavery could not expand into the territories eventually the national government would be in the hands of the North, slavery would be outlawed and Southerners would have among them a large African American population that they could not control.

Tension also arose as a result of the growing abolitionist movement. The goal of the Abolitionist Movement was to outlaw slavery throughout the United States. Although abolitionism grew in the North, it was effective in South Carolina only in making slave owners more determined to hold onto their 'peculiar institution.' Abolitionists were active in South Carolina prior to the uncovering of the Denmark Vesey plot. However, after the plot was uncovered, abolitionists such as Sarah and Angelina Grimke were forced to either leave the state or keep silent. It is important for students to understand that the abolitionist movement was not popular among most northerners. The abolitionist movement grew with the publication of antislavery newspapers such as *The Liberator* by William Lloyd Garrison. Postmasters across South Carolina removed from the mails what they considered inflammatory materials including anti-slavery newspapers. However they could not keep abolitionists from reaching a larger and larger Northern audience. Southerners responded to abolitionists' criticism by claiming that slavery was a 'positive good,' because slaves were cared for throughout their lives, unlike northern laborers that they termed 'wage slaves.' Abolitionists manned the Underground Railroad with limited impact in South Carolina since the state was too far from the border with "free states" to make this escape route effective. Abolitionists played a role in all of the incidents that furthered tension between the North and the South (8-4.3).

Sectionalism was furthered by changes in the Northern economy and politics. The development of industry in the North attracted European immigrants to jobs there. The resulting growth of population allowed the Northern states to have a larger representation in the House of Representatives. Another political party that supported a strong national government, called the Whigs, emerged to compete with Democrats, many of whom were southerners, for control of the presidency and Congress. Concern over the North's greater voice in Congress led the South to compete rigorously for the admission of new states as slave states in order to maintain the balance of slave and free states in the Senate.

It is not essential for students to know:

Students do not need to know specific numbers regarding population. They do not need to know the names of other abolitionists or early efforts to move former slaves back to Africa.

GRADE EIGHT
South Carolina: One of the United States

Social Studies Literacy Skills for the Twenty-First Century:

- Analyze evidence, arguments, claims, and beliefs.
- 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.

Assessment Guidelines:

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

Analyze

Differentiate

Organize

Attribute

or any verb from the **Apply**, **Understand** or **Remember** cognitive process dimensions.

GRADE EIGHT
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.

Enduring Understanding:

The outbreak of the Civil War was the culminating event in a decades-long series of regional issues that threatened American unity and South Carolina's identity as one of the United States. To understand how South Carolina came to be at the center of this conflict, the student will . . .

8-4.3 Analyze key issues that led to South Carolina's secession from the Union, including the nullification controversy and John C. Calhoun, the extension of slavery and the compromises over westward expansion, the Kansas-Nebraska Act, the Dred Scott decision, and the election of 1860.

Taxonomy Level: Analyze / Conceptual Knowledge – 4/B

Previous/future knowledge:

In grades three and four, students have learned about South Carolina's secession from the Union, including the concept of states' rights (3-4.3); specific legislation and events that affected the institution of slavery (4-5.5); and specific events and issues led to the Civil War, including sectionalism (4-6.3).

In United States History and the Constitution, students will explain how the political events and issues that divided the nation led to civil war; the emergence of the Republican Party and the formation of the Confederate States of America (USHC-3.1).

It is essential for students to know:

Westward expansion led to growing sectionalism and controversy over the expansion of slavery to the territories. The first indicator of national trouble between the north and south came when Missouri applied for statehood. Northern states were concerned about Missouri joining the Union as a slave state because it was the first state admitted from the Louisiana Purchase (thereby setting a precedent) and it would upset the equal balance of slave and free states' votes that was balanced in the Senate. A compromise was reached that admitted Missouri as a slave state and Maine as a free state. The Missouri Compromise tried to avoid future controversy by prohibiting slavery in the Louisiana Territory north of the 36 30' latitude line. However, southerners learned from this crisis the importance of maintaining the balance of Senate votes from slave and free states.

The nullification [interposition] crisis was the result of the different impact that protective tariffs had on the North and the South. A protective tariff is designed to raise import taxes on goods coming from foreign countries in order to make them more expensive than goods produced in the United States. This would benefit the emerging industries in the North. However, since South Carolina was largely agricultural, a protective tariff would raise the price of the manufactured goods that South Carolinians would buy from the industrial north or from Great Britain. Therefore southerners objected to raising the protective tariff. When the United

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South Carolina: One of the United States

States Congress passed a protective tax in 1828, then Vice President John C. Calhoun anonymously wrote *South Carolina Exposition and Protest*. Calhoun claimed under the compact theory that it was a state's right to declare such a law unconstitutional and nullify it through a special state convention. This position threatened the unity of the United States and the exclusive right of the Supreme Court to decide whether or not an act of Congress was constitutional. The concept of states' rights was widely debated in both Washington, DC and South Carolina. South Carolinians split into a States' Rights Party (Nullifiers) and a Union party (Unionists). In 1832, the Nullifiers won control of the General Assembly. When the United States Congress passed another tariff in 1832, the South Carolina legislature called a meeting to nullify the tariff. John C. Calhoun resigned the vice presidency and entered the United States Senate where he was a strong voice against the tariff and for nullification. President Andrew Jackson condemned the flouting of federal law and urged Congress to pass a Force Bill that would authorize the national government to send troops to collect the tariff in South Carolina. The crisis ended with a compromise. Congress lowered the tariff and South Carolina repealed its nullification of it. However, South Carolina then nullified the Force Bill, thus asserting a state's right to declare an act of Congress to be unconstitutional in that state. Since the Force Bill was never put into effect because the tariff controversy was solved, confrontation was avoided and the states' rights theory continued to be debated. The states' rights idea would develop and evolve into the theory of secession, that the United States was a mere confederation of states, not a binding union. The theory of secession, as an alternative to the nullification of laws, allowed states to leave the United States if they believed that their rights were being infringed upon. Under this compact (between states) theory, the states were more powerful than the federal union that was the United States. The states' rights theories of both nullification and secession would eventually be tested and disproven by civil war.

Continued expansion as a result of the Mexican War led to further controversy over the expansion of slavery. The California Territory became part of the United States through the treaty that ended the Mexican War. After the discovery of gold in 1849, people flocked to California. They did not want to compete with slave owners who would be able to use their slaves to mine for gold. Because Californians wanted their state to be 'free soil,' they applied for admission as a free state. This would upset the balance of slave and free states. The Compromise of 1850 allowed California to be a free state but also outlawed the slave trade in Washington DC. It provided that the rest of the Mexican Cession would decide whether or not the residents wanted to be a slave or free states through the vote, a concept called popular sovereignty. Southerners also got a new Fugitive Slave Law that gave them more opportunity to capture and return to the South slaves that had escaped. This last provision caused much controversy as northern states passed laws attempting to protect escaped slaves. Sympathy for fugitive slaves intensified with the publication of *Uncle Tom's Cabin* written by Harriet Beecher Stowe in protest against the Fugitive Slave Act while southerners decried the 'misconceptions' about slavery that the book portrayed.

The Kansas-Nebraska Act was also the result of westward expansion and north/south economic competition. The Kansas Territory was in the northern part of the Louisiana Territory so according to the Missouri Compromise it could not be a slave state. However, some politicians wanted to build a railroad across the country through Kansas and they needed to get southern

GRADE EIGHT
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support. Southerners, especially Jefferson Davis, wanted to build a transcontinental railroad on a southern route from New Orleans. The Kansas-Nebraska Act repealed the 36° 30' line of the Missouri Compromise. It allowed people in these territories to decide for themselves whether or not to allow slavery within their borders through 'popular sovereignty.' In order to affect that vote (not the way the concept of popular sovereignty was supposed to have worked!), northern abolitionists and southern slave owners temporarily moved into the Kansas Territory. Soon their fighting led people to call the area "Bleeding Kansas." Some northern Whigs and northern Democrats who were appalled at the violence joined with the Free Soil Party (those opposed to the expansion of slavery) and the Liberty Party (abolitionists) to form a new political party: the Republicans.

The Dred Scott decision was an attempt by the Supreme Court to end the controversy over the role of free states in determining the status of the enslaved. Dred Scott was a slave whose master had taken him into free territory. With the help of northern abolitionists, Scott sued his master for his freedom claiming 'once free, always free.' The Supreme Court decided that African Americans were not citizens of the United States, even if they had been born in the United States, and therefore they had no right to sue in the Supreme Court. In fact, the court said they had no rights at all. However, the court went on to rule that Scott was property and that the Constitution of the United States protects the owner of property from having that property taken away by the government. The court further ruled that Congress could not pass measures such as the Missouri Compromise or the Kansas Nebraska Act limiting the expansion of slavery into the territories. Such acts were ruled unconstitutional because they denied the slave owner the right to take his property anywhere that he wanted. The Dred Scott decision did not end the controversy over slavery. Instead, northerners claimed that the court would deny them the right to outlaw slavery in their states and would end the idea of popular sovereignty, limiting democracy. South Carolinians applauded the decision and accepted the Supreme Court's ruling as the final word on the issue. Debates over the Dred Scott decision led Republican Abraham Lincoln to national prominence and further split the Democratic Party. Abolitionist John Brown's raid on the federal arsenal at Harper's Ferry and the publicity that surrounded his trial further heightened sectionalism by stoking the fears of southern slave owners that abolitionists and freed slaves would be a danger to their lives as well as their livelihoods. Many southerners had also come to believe their interests would be gravely threatened by the election of a northern, Republican candidate.

The election of 1860 prompted South Carolina to secede from the Union. Republican Abraham Lincoln campaigned on a platform of 'free soil'. "Free soil" is the idea that slavery should not be allowed to expand to the territories. Lincoln was not an abolitionist in 1860, but a free-soiler. Lincoln won the election with electoral votes from the North. The South and border states split their votes among several candidates. After Lincoln's election, however, South Carolina called a special convention and signed Articles of Secession claiming that the rights of South Carolinians had not been and would not be protected by the federal government. Six other southern states seceded soon after.

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South Carolina: One of the United States

It is not essential for students to know:

Students do not need to know the details of the Kansas-Nebraska controversy or the competing slave and free governments. They do not need to know the details of the formation of the Republican Party. Although a general characterization of political party ideology is helpful, it is far more important that students know that by 1860 the parties were divided along north/south issues. Students do not need to remember the names or parties of the other candidates in 1860 such as northern Democrat Stephen A. Douglas, southern Democrat John C. Breckinridge or Constitutional Union party candidate John Bell.

Social Studies Literacy Skills for the Twenty-First Century:

- Analyze evidence, arguments, claims, and beliefs.
- 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.

Assessment Guidelines:

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

Analyze

Differentiate

Organize

Attribute

or any verb from the **Apply, Understand** or **Remember** cognitive process dimensions.

GRADE EIGHT
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.

Enduring Understanding:

The outbreak of the Civil War was the culminating event in a decades-long series of regional issues that threatened American unity and South Carolina's identity as one of the United States. To understand how South Carolina came to be at the center of this conflict, the student will . . .

8-4.4 Evaluate the arguments of unionists, cooperationists, and secessionists on the issues of states' rights and slavery and the ways that these arguments contributed to South Carolina's secession.

Taxonomy Level: Evaluate / Conceptual Knowledge – 5/B

Previous/future knowledge:

In grades three and four, students have studied the reasons for South Carolina's secession from the Union, states' rights, (3-4.3); and specific events and issues led to the Civil War, including slavery in the territories and states' rights (4-6.3).

In United States History and Constitution, students will explain how the political events and issues that divided the nation led to civil war, including the compromises reached to maintain the balance of free and slave states, the conflicting views on states' rights and federal authority, the emergence of the Republican Party and the formation of the Confederate States of America (USHC 3.1).

It is essential for students to know:

Members of the South Carolina secession convention in 1860 voted unanimously to secede from the Union. However, there were South Carolinians who strongly discouraged secession prior to the national election of 1860. Unionists favored the idea of remaining part of the Union. Although Unionists did not necessarily agree with the actions of the Northern states or the federal government, they believed that the United States Constitution was well-equipped to protect South Carolina's way of life. Cooperationists were South Carolinians who favored seceding from the Union. However, this was a last resort and only if it was done with the support of all of the southern states. They believed that it would be a big mistake for South Carolina to secede without the cooperation and support of other southern states. On the other hand, secessionists, also known as radicals or fire-eaters, argued that breaking apart from the Union was the only answer for South Carolina. They believed that the issue was not debatable and had been ready to secede since as early as 1852. The events of the 1850s and the election of Lincoln convinced most South Carolinians to support the position of the fire-eaters.

When it became clear that Lincoln was to be the sixteenth president of the United States, the leaders of South Carolina carried through with their threat to secede. The South Carolina legislature issued a call for a convention to determine the relationship between South Carolina and the Union. The convention met at the First Baptist Church in Columbia but rumors of a smallpox outbreak led them to quickly and conveniently adjourn and move to Charleston where

GRADE EIGHT
South Carolina: One of the United States

support for secession was strongest. When the meeting reconvened, the leaders unanimously adopted an Ordinance of Secession. This political statement said that the federal government should not interfere with the decision making and freedoms of the individual states (states' rights). Because Lincoln was a Republican and therefore opposed to slavery in the territories, many Southerners assumed that the federal government would soon make slavery illegal. Ending slavery would, in turn, end southern wealth, political influence and way of life. Without waiting for Lincoln to be inaugurated, South Carolina and six other southern states seceded from the union to protect the institution of slavery upon which their way of life depended.

It is not essential for students to know:

Students do not need to know the individuals or leaders in each group/movement. They do not need to memorize the date of South Carolina's secession, although they should know its chronological place in reference to other events.

Social Studies Literacy Skills for the Twenty-First Century:

- Analyze evidence, arguments, claims, and beliefs.
- 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.

Assessment Guidelines:

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

Evaluate

Checking

Critiquing

or any verb from the **Analyze, Apply, Understand** or **Remember** cognitive process dimensions.

GRADE EIGHT
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.

Enduring Understanding:

The outbreak of the Civil War was the culminating event in a decades-long series of regional issues that threatened American unity and South Carolina's identity as one of the United States. To understand how South Carolina came to be at the center of this conflict, the student will . . .

8-4.5 Compare the military strategies of the North and the South during the Civil War and the fulfillment of these strategies in South Carolina and in the South as a whole, including the attack on Fort Sumter, the Union blockade of Charleston and other ports, the early capture of Port Royal, and the development 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:

In grades three and four, students have learned about the course of the Civil War and South Carolina's role in significant events (3-4.4); significant battles, the Emancipation Proclamation, the role of African Americans in the Civil War, and the surrender at Appomattox (4-6.4).

In United States History and the Constitution, students will summarize the course of the Civil War and its impact on democracy, including the major turning points; the impact of the Emancipation Proclamation; the unequal treatment afforded to African American military units; the geographic, economic, and political factors in the defeat of the Confederacy; and the ultimate defeat of the idea of secession (USHC 3.2).

It is essential for students to know:

The military strategy of the North was fourfold: to blockade Southern ports to cut off supplies from Europe, to break the Confederacy in two at the Mississippi River, to destroy the transportation and communication systems of the Confederacy thus crippling morale and to attack the Confederate capital at Richmond. The Southern strategy was to fight a defensive war, using supplies from Europe gained from the sale of cotton, until Northern forces tired of the war.

Although most of the fighting of the Civil War took place in northern Virginia and along the Mississippi River, there were several specific events that took place at geographic locations in South Carolina. The first shots of the war were fired by the Confederacy on Fort Sumter (to confiscate it) after northern attempts to re-supply the federally owned forts in Charleston harbor were foiled (by the Confederates). The first major setback for the Confederate Army was the capture of areas surrounding Port Royal Sound along the coast near Hilton Head by Union troops. These areas remained under Union control throughout the Civil War.

The Union strategy was to prevent ships from importing or exporting from South Carolina ports. Although the Confederacy initially withheld its chief cash crop from the European markets to

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increase the demand for it and thus gain allies willing to assist in the war effort in order to obtain their product, this strategy ultimately failed as the blockade became more effective, new international cotton markets were found, and the purpose of the war changed with the issuance of the Emancipation Proclamation. The Northern blockade was effective in South Carolina despite the efforts of blockade runners and the use of a new technology, the submarine *Hunley*. The blockade was devastating to the South because it kept the Confederate Army from receiving supplies. Union forces laid siege to Charleston attacking from Port Royal and bombarding the city for over a year. During this campaign, the fifty-fourth Massachusetts unit of African American soldiers led the charge on Fort Wagner at the mouth of Charleston Harbor.

Robert Smalls, a twenty-three year old slave who was the pilot of a Confederate ship, his wife and children escaped to a Union ship engaged in the blockade. While the white crew was ashore, Smalls navigated the harbor giving the appropriate signals to all of the Confederate forts he passed until he reached the Union blockade line where he surrendered the ship. Smalls provided the Union with valuable information about the fortifications around Charleston. After the Civil War, Smalls served as an officer in the South Carolina militia and as a state legislator. Smalls also helped draft the constitution of South Carolina and served 5 terms as a Congressman from South Carolina.

Union General William Sherman marched into South Carolina, after his capture of Atlanta, as part of his march-to-the-sea campaign. Sherman's goal was to make total war, bringing the war home to civilians to convince the South to surrender. This had a direct impact on the civilians in South Carolina, destroying homes, plantations, railroads and towns along the way. The current state house, at the time still under construction, was shelled. Although there is some controversy over who started the fire, the capital city of Columbia burned. Sherman especially wanted to convince South Carolina to surrender since it was the first state to secede from the Union.

It is not essential for students to know:

Although the study of other Civil War battles will help put the actions of South Carolina into perspective, it is not necessary for students to remember Manassas, Antietam, Gettysburg and Vicksburg nor the Civil War leaders associated with these battles. Students do not need to know specifics about how the *Hunley* was found and raised from the sea, the conditions of the sailors found inside, speculation about how the ship was lost or current efforts to preserve the ship. Students do not need to know all of the details about Robert Smalls' escape, the name of the ship or how many escaped with him. They do not need to know the specific intelligence that Smalls provided to the Union. They do not need to know that, after an act of bravery under fire, Smalls became the first black captain of a vessel in the service of the United States or that he was instrumental in recruiting African American troops to fight for the Union.

Social Studies Literacy Skills for the Twenty-First Century:

- 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.

GRADE EIGHT
South Carolina: One of the United States

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 EIGHT
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.

Enduring Understanding:

The outbreak of the Civil War was the culminating event in a decades-long series of regional issues that threatened American unity and South Carolina's identity as one of the United States. To understand how South Carolina came to be at the center of this conflict, the student will . . .

8-4.6 Compare the differing impact of the Civil War on South Carolinians in each of the various social classes, including those groups defined by race, gender, and age.

Taxonomy Level: Understand / Conceptual Knowledge – 2/B

Previous/future knowledge:

In grades three and four, students have studied the destruction caused by the Civil War affected the economy and daily lives of South Carolinians (3-4.5); the social, economic, and political effects of the Civil War on the United States (4-6.6).

In United States History and the Constitution, students will summarize the course of the Civil War and its impact on democracy (USHC 3.2) and analyze the effects of Reconstruction on the southern states (USHC 3.3).

It is essential for students to know:

The Civil War had a profound impact on daily lives of all the people in South Carolina. Prior to the Civil War, plantation owners became wealthy from cash crops and slavery. Slaves also gave their owners social and political status; therefore the plantation owners defended slavery and the southern way of life. When the war came, many of the wealthiest slave owners volunteered and served as officers in the Confederate army. Others were exempt from service under the "20 slave" law. So men from the lower classes served and died in disproportionate numbers to their elite countrymen. When the Civil War ended, many plantations had been destroyed. War brought an end to slavery and the plantation owners lost the fortunes that had been tied up in slave property. Since a manpower shortage in the South during the war pressed most males into service, after the war ended most of the male population was Confederate veterans who were eventually pardoned by the United States government.

As the men went off to fight, women were left behind to tend to the farms and run the plantations. The lives of women were made especially difficult because of shortages of supplies such as clothes and food needed by the southern soldiers. Women found substitutes for many products or did without, especially as inflation made Confederate money worthless. Some women served as nurses to the wounded or raised money for the cause. Many were forced to flee their homes as Union forces advanced, only to return to ruins. At the end of the war, many were left widowed and were forced to continue to be the sole providers for the family.

During the war, African Americans longed for their freedom and many fled to nearby Union lines to claim it. Others stayed on the plantation and waited for the Union army. President

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South Carolina: One of the United States

Lincoln issued the Emancipation Proclamation, declaring that all slaves in areas that had not yet been captured by the Union army were free. These states, still under the control of the Confederacy, did not obey the Union president and most slaves remained on plantations following the progress of the war. Slaves were freed as a result of military action, not as a result of the Emancipation Proclamation. President Lincoln's proclamation allowed African Americans to fight for the Union Army and many, including both free blacks and recent runaways, volunteered immediately. Although African American troops served with distinction, they were discriminated against. They served under the leadership of white officers and were paid less than their white comrades. Some African Americans were put into service for the Confederate armies, as masters took their slaves with them to the battlefield or they were commandeered to build defenses.

The Civil War also had an impact on children. Both slave and free children assisted around the farm or plantation. They suffered the same privations as other members of the wartime society. Some boys as young as ten enlisted in the army, served as drummer boys and standard bearers, were sometimes caught in the crossfire and died for their cause. After the war, many children were left without fathers or had fathers whose ability to earn a livelihood was hampered as a result of the injuries and surgeries they had sustained during the war. An entire generation grew up coping with war-resultant changes that made their lives vastly different from those of their parents' generation.

It is not essential for students to know:

Students do not need to know specific numbers of people in the armies or specific numbers of slaves in various areas. They do not need to know that the diplomatic purpose of the Emancipation Proclamation was to make it impossible for the English to form an alliance with the South because of the unpopularity of slavery in Britain. They also do not need to know that the Proclamation could be interpreted as a last ditch effort by Lincoln to end the war without ending slavery. Lincoln's intention to free the slaves in areas still in rebellion was announced in September to take effect on January 1, 1863. Students do not need to know about the confiscation acts that led up to the Emancipation Proclamation.

Social Studies Literacy Skills for the Twenty-First Century:

- 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.

Assessment Guidelines:

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

Understand

Interpret

Exemplify

Classify

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South Carolina: One of the United States

Summarize

Infer

Compare

Explain

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

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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.

Enduring Understanding:

During the periods of Reconstruction, industrial expansion, and the Progressive movement, South Carolina searched for ways to revitalize its economy while maintaining its traditional society. To understand South Carolina's experience as representative of its region and the United States as a whole during these periods, the student will . . .

8-5.1 Analyze the development of Reconstruction policy and its impact in South Carolina, including the presidential and the congressional reconstruction plans, the role of black codes, and the Freedmen's Bureau.

Taxonomy Level: Analyze / Conceptual Knowledge – 4/B

Previous/future knowledge:

In grades three and five, students have learned about the effects of Reconstruction in South Carolina (3.4.6); the aims and course of Reconstruction (5-1.1); new rights under the thirteenth, fourteenth, and fifteenth amendments; the move from a plantation system to sharecropping. (5-1.2); the purpose and motivations of subversive groups during Reconstruction and their rise to power after the withdrawal of federal troops from the South (5-1.3), and the political, economic, and social effects of Reconstruction on different populations in the South (5-1.4).

In United States History and the Constitution, students will analyze the effects of Reconstruction on the southern states and on the role of the federal government and opportunities for African Americans (USHC-3.3).

It is essential for students to know:

The Reconstruction policies of the federal government significantly impacted society and politics in South Carolina after the Civil War. Although South Carolina faced significant economic problems as a result of the Civil War, the federal government did not believe it should have the responsibility to rebuild the South economically. Instead this was the responsibility of individuals and state and local governments. Consequently the Reconstruction policies of the national government did not include the reconstruction of towns, factories, farms, and transportation systems. This is a common misunderstanding.

The Bureau of Refugees, Freedmen and Abandoned Lands, known as the Freedman's Bureau, was established by Congress prior to the end of the Civil War. The Bureau was the first line of assistance to everyone affected by the war, including whites, as well as destitute freedmen. This federal agency, under the control of the United States Army, provided food, clothing, medical care, education and some protection from the hostile white environment. The Freedman's Bureau helped many freedmen find jobs and established courts to protect the illiterate workers. The bureau was also charged with distributing to freedmen those lands that had been abandoned during the war or that had been confiscated as punishment for disloyalty to the Union.

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However, the Bureau was forced to take these lands back when President Johnson pardoned the white owners and returned their property to them. Congress would not pass legislation granting lands to freedmen because they respected the constitutional rights of southern whites to their landed property. The great majority of African Americans did not receive land that would have given them economic independence. In lieu of having their own land, the Freedman's Bureau helped African Americans establish the sharecropping relationship with the worker-less plantation owner. Although this system mired African Americans as well as landless poor whites in economic dependence and poverty for generations, it did play a role in the economic reconstruction of South Carolina. The most important contribution of the Freedman's Bureau, however, was the facilitation of the establishment of over one thousand schools throughout the South.

Plans for Reconstruction were developed and promoted by Presidents Lincoln and Johnson and also by the United States Congress. The purpose of President Lincoln's plan, formulated before the end of the fighting, was to end the war as quickly as possible. By requiring that only ten percent of the population swear allegiance to the Union before they could reconstitute their state governments and send representatives to Congress, Lincoln hoped to convince southern states, including South Carolina, to surrender. Lincoln also required state governments to recognize the end of slavery. Lincoln's assassination did not significantly change this presidential Reconstruction plan. President Johnson basically continued Lincoln's ten percent policy with the additional personal purpose of humiliating the southern elite by requiring that they individually request a pardon from President Johnson and ratify the thirteenth amendment that freed the slaves. Johnson quickly granted pardons to the prominent southerners who requested them.

While these presidential Reconstruction plans had their own objectives, by the time of Congress' plan there were other objectives. The reason Congress passed a Reconstruction plan was to protect the rights of the newly freed slaves as well as the Republican's political power. During the months after Appomattox when Congress was not in session, the South Carolina legislature and legislatures in other southern states passed Black Codes and elected former Confederates to Congress. Congress refused to admit returning Southern officials to Congress. Increased violence against the freedmen and President Johnson's opposition to Congressional efforts to secure the rights of the freedmen by his veto of the extension of the Freedman's Bureau and his opposition to the Fourteenth Amendment significantly changed the course of Reconstruction policy. As a result of the voting public's reaction to violence in the South against African Americans and the actions of President Johnson, the so-called "Radical Republicans" won a majority in the congressional elections of 1866 and passed a congressional plan for Reconstruction. This plan called for military occupation of the former Confederacy, splitting it into five military districts. South Carolina was in the second military district. Each district had a military governor and the army was used to enforce its provisions. Congress impeached Johnson to ensure that as commander in chief he could not undermine its efforts. Although he was not removed from office, Johnson's power was curtailed. The Union army attempted to enforce the Reconstruction policy and the thirteenth, fourteenth and fifteenth amendments.

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Ratification of and assurances that they would abide by the thirteenth amendment was required of southern states before they could form new governments. The thirteenth amendment effected emancipation of the slaves throughout the United States and brought profound social change for southern African Americans. Freedmen worked to consolidate their families and communities, establish a network of churches and other autonomous institutions, claim equal citizenship, get an education and carve out as much independence as possible in their lives. Although freedom brought significant social change for African Americans, initially there was little change for the white population. Social classes remained fairly stable despite the loss of economic status by the planter elite. The Black Codes demonstrated that white South Carolinians were unwilling to recognize the social and political rights of the newly freed slaves. Both groups preferred to maintain a social distance that slavery had not allowed. African Americans left the white churches for congregations of their own. They moved from the slave quarters to plots away from the Big House and established their own communities. This separation and loss of control over African Americans caused anxiety among whites to escalate. White South Carolinians resented African Americans who were now free of the imposed submissiveness of slavery and some white southerners feared retaliation by their former slaves. The formation of terrorist groups such as the Ku Klux Klan reflected mounting racial tension and the determination of the white population to keep the African American population in 'its place' socially, politically, and economically.

The fourteenth amendment was designed to protect the political and social rights of freedmen from this intimidation. The fourteenth amendment overturned the *Dred Scott* decision by recognizing the citizenship of African Americans; it upheld the right of all citizens to "equal protection" before the laws and "due process" of law. The amendment required that two thirds of Congress vote to grant amnesty to ex- Confederates before they could hold public office. It included a provision that was designed to force states to grant political rights to freedmen by reducing representation for states that did not allow African Americans to vote. However, this provision proved ineffective. The fifteenth amendment was passed to ensure that the right of all male citizens to vote, in the North as well as in the South, would not be denied based on "race, creed or previous condition of servitude." The amendment was also motivated by the desire of the Republican Party to secure its political power in the South. The Southern vote, largely made up of the vote of African Americans, had contributed to Grant's election in 1868. South Carolina refused to ratify the fourteenth and fifteenth amendments. As a result of Congressional Reconstruction, the military governor of Military District 2 required South Carolina to hold a convention to write a new state constitution that would recognize the amendments.

It is not essential for students to know:

Students do not need to know the other provisions of Lincoln's or Johnson's plans for Reconstruction. They do not need to know that the Wade Davis Bill was an early attempt on the part of Congress to have some input in the plan for Reconstruction. They do not need to know that the Wade Davis Bill required fifty percent of the former Confederates to pledge their loyalty to the Union or that Lincoln pocket vetoed it or what a pocket veto is. Students do not need to know that Jefferson Davis was imprisoned for two years and charged with treason, but was never prosecuted or that he was released to retire to his plantation in Mississippi. Students do not need to know that the Congress pardoned ex-Confederates in a series of Amnesty Acts required

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by the fourteenth amendment and that by the end of the Reconstruction period in 1877 only five hundred had not been pardoned. These Amnesty Acts helped the southern whites to regain control of their state governments. Students do not need to know that Johnson was impeached for violating the Tenure of Office Act when he fired Secretary of War Edwin Stanton or that the vote to remove him from office fell one vote short of the two-thirds required for removal from office. Students do not need to know that the term “forty acres and a mule” comes from General Sherman’s Field Order #15. This order allotted forty acres, the amount of land that a family could work, and a military mule for plowing. The Freedman’s Bureau was charged with implementing this plan. However, President Johnson overturned this order and later returned confiscated lands to pardoned Southerners.

Social Studies Literacy Skills for the Twenty-First Century:

- 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.

Assessment Guidelines:

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

Analyze

Differentiate

Organize

Attribute

or any verb from the **Apply**, **Understand**, or **Remember** cognitive process dimensions.

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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.

Enduring Understanding:

During the periods of Reconstruction, industrial expansion, and the Progressive movement, South Carolina searched for ways to revitalize its economy while maintaining its traditional society. To understand South Carolina's experience as representative of its region and the United States as a whole during these periods, the student will . . .

8-5.2 Describe the economic impact of Reconstruction on South Carolinians in each of the various social classes.

Taxonomy Level: Understand / Conceptual Knowledge – 2/B

Previous/future knowledge:

In grades three and five, students studied the effects of Reconstruction in South Carolina (3-4.6); the aims and course of Reconstruction (5-1.1); new rights under the thirteenth, fourteenth, and fifteenth amendments; the actions of the Freedmen's Bureau and the move from a plantation system to sharecropping (5-1.2).

In United States History and the Constitution, students will analyze the effects of Reconstruction on the southern states and on the role of the federal government, including the impact of the thirteenth, fourteenth, and fifteenth amendments on opportunities for African Americans (USHC-3.3).

It is essential for students to know:

Reconstruction policy had little economic impact on the South's recovery from the devastation of the Civil War. The economy continued to rest on agriculture and cotton, but now depended on sharecropping rather than slave labor. The national government did not see its role as taking an active hand in managing the economy until the twentieth century and so the national government did not rebuild the war-torn region economically. The South remained in a state of economic depression well into the twentieth century.

As a result of the war and the thirteenth amendment, plantation owners lost their labor force and a very large part of their wealth. Many were astonished that their former slaves, who they thought were loyal to them, left the plantations. Feeling betrayed and resentful of the former slaves' attitudes, many became more hostile to the freedman. Now they were forced to perform all of the normal household and farm duties themselves or pay their workers, but their investments in Confederate dollars were worthless. All they had was the land. Facilitated by the Freedman's Bureau, many entered into sharecropping relationships with freedmen and reestablished their former position as master through a new means. Sharecroppers tilled the land that belonged to their former masters in exchange for a share of the crop. Although the planter elite tried to hold onto slave-like conditions through the Black Codes and control over the government of the state through the constitution of 1865,

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Congressional Reconstruction brought a temporary end to their political control of South Carolina. However, plantation owners and the middle class engaged in violence and intimidation against African Americans throughout Reconstruction.

Small farmers who had not owned slaves were not directly affected financially by their liberation. However, now they had to compete with African American sharecroppers when they marketed their crops. Many who had felt a sense of social superiority to slaves now felt that superiority threatened. They reacted with anger and resentment and joined the ranks of the vigilante groups that terrorized African Americans. Some small farmers from non-slaveholding districts cooperated with the Republicans because they would benefit from the educational and economic opportunities they offered. They were called “scalawags” by other South Carolinians.

Freedmen were both liberated and displaced in the Reconstruction period. At the end of the war, many freedmen left the plantation looking for relatives sold “down the river” or seeking a taste of freedom. Most soon returned to the area that they knew best, their former plantations. It is a common misconception that former slaves left the South as soon as they had the opportunity to escape the society that had mistreated them. With the assistance of the Freedman’s Bureau and their own determination, they worked to consolidate their families and communities and establish a network of churches and other autonomous institutions. Unable to secure their own land to farm, many African Americans entered into agreements with southern landowners, who were land rich and cash poor. In sharecropping, the landowner supplied the seed, tools and land and the sharecropper supplied the labor. Both then shared the crop that was produced. Although the sharecropper was able to move away from the old slave quarters, the sharecropper remained economically dependent on the landowner. In bad years the crop shared might be very little and sharecroppers would take out a loan in the form of a lien on the next year’s crop to buy supplies to last until the next harvest. This crop lien system placed the sharecropper in a cycle of debt and dependence on the landowners and lien holders. Although African Americans suffered from white violence and intimidation throughout the Reconstruction period, they continued to claim equal citizenship and carve out as much independence as possible in their lives.

The impact on women of the Reconstruction period depended on their social class. Both the wives of elite plantation owners and small farmers shared their husbands’ loss of social status and fear of economic competition from the freedmen. Elite white women had to negotiate household services from former slave women or perform household tasks themselves. In addition, the large number of men killed, and others physically and mentally impaired during the Civil War meant that many white women took on non-traditional roles. Former slaves, “carpetbaggers” and “scalawags” pushed for some women’s rights. As a result of the constitution of 1868, women achieved some rights, including the right to own property in their own name after marriage.

Northern immigrants, both men and women, came to South Carolina as teachers, missionaries, or entrepreneurs. Some came as Union soldiers and stayed. Reviled as “carpetbaggers”, they were not accepted by most of white South Carolina society. Some

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found political opportunity in the Reconstruction governments, others found economic opportunity.

It is not essential for students to know:

Students do not need to know the names of any particular Northern immigrant, small farmer, or plantation owner. Students do not need to know the total value in slave property that was lost to plantation owners as a result of emancipation. They do not need to know that freedmen celebrated the date that they found out about their freedom. Students do not need to know the names of Northern immigrants who came as teachers and missionaries such as Laura Towne, Ellen Murray, Charlotte Forten and Martha Schofield. They do not need to know the names of Civil War soldiers, such as B. F. Randolph, who stayed in the South.

Social Studies Literacy Skills for the Twenty-First Century:

- 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 at places, and the connections between 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.

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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.

Enduring Understanding:

During the periods of Reconstruction, industrial expansion, and the Progressive movement, South Carolina searched for ways to revitalize its economy while maintaining its traditional society. To understand South Carolina's experience as representative of its region and the United States as a whole during these periods the student will . . .

8-5.3 Summarize the successes and failures of Reconstruction in South Carolina, including the creation of political, educational, and social opportunities for African Americans; the rise of discriminatory groups; and the withdrawal of federal protection.

Taxonomy Level: Understand / Conceptual Knowledge – 2/B

Previous/future knowledge:

In grades three and five, students have studied the effects of Reconstruction in South Carolina, including the development of public education (3.4-6); Southern resistance to the rights of freedmen (5-1.1); the actions of the Freedmen's Bureau (5-1.2) and the purpose of subversive groups and their rise to power after the removal of federal troops (5-1.3).

In United States History and the Constitution, students will summarize the end of Reconstruction, including the role of anti-African American factions and competing national interests in undermining support for Reconstruction; the impact of the removal of federal protection for freedmen; and the impact of Jim Crow laws and voter restrictions on African American rights in the post-Reconstruction era (USHC-3.4).

It is essential for students to know:

Circumstances surrounding the writing of a new state constitution for South Carolina reflected the refusal of white society to accept the freedom of African Americans and the authority of the federal government. South Carolina refused to ratify the fourteenth and fifteenth amendments that guaranteed equal rights and the right to vote to African American men. Consequently, under Congressional Reconstruction, southern states, including South Carolina, were required to call a convention and write new state constitutions. Most whites boycotted the election of delegates to these constitutional conventions. African Americans were the majority of the population in South Carolina so African Americans were well represented in the convention. Slightly more than half of the delegates to the convention were African American and half of those were newly freed slaves. Recent immigrants to South Carolina were also selected to write the document.

Under the constitution of 1868, African American men were allowed to vote and hold office and did so in large numbers. African Americans had greater political power in South Carolina than they did in any other southern state. Reflecting their numbers in the population, African Americans held every office in the state with the exception of the

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governorship and were a majority in the state legislature throughout the Reconstruction period. South Carolina sent six African Americans to the United States House of Representatives. White propaganda often characterized the African-American elected officials as ignorant ex-slaves. Although they were inexperienced in governance, as were many whites, most African Americans who served were literate members of the middle class, many of whom had been free before the Civil War.

The Republican government during Reconstruction left an enduring legacy. Despite the corruption of some individuals, the Reconstruction state governments established social service programs such as state-supported institutions for the blind and the deaf and made public health care a concern of the government in South Carolina. Most importantly, they established public schools for all children, white and African American, for the first time. However, these services also raised taxes that whites claimed were bankrupting them. Exaggerating the corruption of the inexperienced African-American legislators and playing on northern racism, white South Carolinians effectively manipulated the Northern press with propaganda about the incompetence of the Republican government. They blamed the rising tax rate on corruption when it was largely due to new state services. Consequently the northern public tired of Reconstruction and gave up hope of changing Southern attitudes and way of life.

The opening of educational opportunities for former slaves, who had been denied the opportunity to learn to read and write through the slaves codes, was an enduring legacy of the Reconstruction period. Most freedmen, young and old, desperately wanted to learn. Prior to the end of slavery, some blacks had secretly established schools. After emancipation, African Americans openly flocked to freedom schools established through the Freedman's Bureau, schools privately supported by northern philanthropists and the new public schools established by the Reconstruction state governments. Religious denominations and Northern philanthropists provided support for the establishment of colleges for African Americans in South Carolina including Claflin College, Benedict College, Allen University and the Avery Institute. The Northern Aid Society created the Penn School in Beaufort. Both men and women traveled to the South to serve as teachers. Although mocked as "carpetbaggers" by Southerners, these missionaries made a significant contribution to the education of African Americans. Literacy rates among African Americans and all southerners rose steadily.

As a result of the expansion of democracy, many formerly disfranchised were now able to participate in state government. However, African American gains created a backlash among white South Carolinians. Outnumbered by the African American political majority, white South Carolinians refused to participate in the new state government. Instead they carried on a campaign of terror against African American and the white Republicans who were perceived as assisting them. With federal troops withdrawn and the state militia disbanded after the 1868 constitution, vigilante groups such as the Ku Klux Klan, the Riflemen, and the Red Shirts, were free to engage in harassment, intimidation and murder. The federal government responded by passing the Ku Klux Klan Act and President Grant again sent federal soldiers to South Carolina. Although some Klansmen surrendered and were brought to trial, the federal government's insufficient efforts only had the effect of encouraging the insurgency. By 1876, the white insurgents were ready to contest the political control of the Republicans in an election.

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South Carolina: One of the United States

Reconstruction ended in South Carolina with violence and controversy. The Hamburg Massacre of 1876 took place in a predominantly African-American town in Aiken County. Six black militia members were killed by a white mob. This incident marked an intensification of the white campaign to “redeem” South Carolina’s government. White Democratic “Red Shirts,” led by former Confederate general Wade Hampton, coordinated a campaign of violence, intimidation and fraud in order to win the election of 1876. President Grant sent more federal troops but they could not assure a free and fair election. Voting irregularities threw the governor’s election into the General Assembly but there were also disputes about who was elected to the state legislature. Two rival governments were established, one Republican and one white Democrat. There was a stand-off as white taxpayers refused to support the Republican government.

Election irregularities also plagued the national election. The electoral votes of three southern states, including South Carolina, were in dispute. The resolve of Congress to protect the freedmen had waned in the face of continuing resistance of southerners as well as the corruption of the Grant administration, economic depression in the North and issues related to increased migration to the West. Democrats and Republicans reached a compromise whereby Democrats would recognize the election of Republican President Hayes in exchange for the withdrawal of federal troops from the South. President Hayes withdrew the last of the federal troops from South Carolina, Florida and Louisiana. The Conservative Democratic Party under former Confederate General, now Governor, Wade Hampton, took control of the government of South Carolina and African Americans were left to fend for themselves in a hostile environment.

It is not essential for students to know:

Students do not need to know that, in 1861, Mary Peake, a free black woman, opened a school in Hampton, Virginia. On South Carolina’s Sea Islands, a black cabinetmaker began teaching openly after having covertly operated a school for years. African Americans were also interested in access to higher education. In 1873, the African American leaders in the state legislature compelled the all-white South Carolina College (today’s University of South Carolina) to admit African Americans. From 1873 to 1877, the college admitted students of both races.

Students do not need to know about the origins of the Ku Klux Klan as a social club that engaged in pranks nor how the violent actions of the Klan led to the reestablishment of the state militia. Because whites refused to serve, this militia was almost entirely made up of African Americans. Whites cited this as an excuse for their terrorism, saying their “rifle clubs” were only intended to protect them against the corrupt Republican government and its black militia. However, this is part of the myth of Reconstruction perpetrated by newspapers and the white leadership in the South. The Klan was the reason for the establishment of the militia, rather than a reaction to it. Students do not need to know that vigilante groups were a de facto government in parts of South Carolina. They do not need to know that Confederate General Nathan Bedford Forrest was the first leader of the Klan. They do not need to know that Wade Hampton was able to control the Klansmen’s actions showing that he had the real power in the state rather than the Republican government which had authority but little power.

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Students do not need to know the names of individuals in South Carolina, such as Governors Scott or Moses, or the nation, such as Boss Tweed, who were accused of bribery and corruption. Students do not need to know that this era is sometimes referred to as the “Era of Good Stealings” because of rampant corruption in government both the North and South or the Gilded Age because conditions seemed golden on the outside but were base metal and corrupt underneath. They do not need to know the details of the violence of the Red Shirt campaign in 1876 or the details of voter fraud except that it was widespread. It is not essential for students to know the complex negotiations that led to the Compromise of 1876 or its other provisions such as a promise to grant Southerners more jobs in the federal government and to help to rebuild the Southern infrastructure. Students need only remember that this compromise led to the abandonment of the African Americans in the South to the political will of their former masters.

Social Studies Literacy Skills for the Twenty-First Century:

- 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.

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.

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GRADE EIGHT
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.

Enduring Understanding:

During the periods of Reconstruction, industrial expansion, and the Progressive movement, South Carolina searched for ways to revitalize its economy while maintaining its traditional society. To understand South Carolina's experience as representative of its region and the United States as a whole during these periods the student will . . .

8-5.4 Summarize the policies and actions of South Carolina's political leadership in implementing discriminatory laws that established a system of racial segregation, intimidation, and violence.

Taxonomy Level: Understand / Conceptual Knowledge – 2/B

Previous/future knowledge:

In grades three and five, students have learned about the Jim Crow laws (3-5.1); discrimination and the impact of discriminatory laws and the ruling in *Plessy v. Ferguson* on the rights of African Americans (5-3.2).

In United States History and the Constitution, students will summarize the end of Reconstruction, including the impact of Jim Crow laws and voter restrictions on African American rights in the post-Reconstruction era (USHC-3.4). They will evaluate the varied responses of African Americans to the restrictions imposed on them in the post-Reconstruction period, including the leadership and strategies of Booker T. Washington, W. E. B. DuBois, and Ida B. Wells-Barnett (USHC 3.5).

It is essential for students to know:

After the election of 1876, Governor Wade Hampton and the so-called Redeemers had political authority as well as political power in South Carolina. The Conservative Democratic Party had "redeemed" South Carolina from the Republicans, as they had other southern states, by reminding them of the recently lost Civil War, the "lost cause". The antebellum political elite regained control of the government. As conservatives, they wanted to restore South Carolina's government and society as nearly as possible to its condition before the war under the control of the elite and with limited taxes.

Although Governor Wade Hampton was willing to maintain the status quo established during Reconstruction on race relations and recognized the rights of African Americans to vote and hold office, other members of the Democratic Party soon moved to disenfranchise the African American voter. Taking advantage of the still-high rates of illiteracy among the impoverished former slaves, politicians adopted the Eight Box Law and the poll tax. Although these devices often also disenfranchised poor whites, the Conservative elite were not concerned. The South Carolina legislature also adopted a plan in which Congressional districts were redrawn so that only one district had an African American majority. This gerrymandering limited the number of African Americans elected to the United States Congress.

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South Carolina: One of the United States

In South Carolina, poor white farmers accepted the leadership of Ben Tillman because of his extraordinary oratorical and political skills. Tillman was a Populist because he appealed to the values and needs of the common people against the Conservative elite. Unlike his Populist counterparts elsewhere in the nation, Tillman never supported the appeal for the vote of the African-American farmers, who suffered as much or more from declining economic conditions as did the white farmer. This appeal led to an increase of violence and lynching against African-Americans and opposition to the Populist Party in many parts of the South. In South Carolina, Tillman ran on a platform of white superiority and later led the movement to further disenfranchise the African-American voter. Tillman's bigotry and racist rhetoric led to the reemergence of the terrorism of the Reconstruction era. Soon violence and lynchings increased and African Americans who dared to protest were intimidated into silence. Race baiting increased during economic hard times as poor whites took out their frustrations on an easy target.

In 1895, Senator Benjamin Tillman urged his followers to call for a new state constitution to replace the Reconstruction constitution of 1868 (8.5.3). Tillman wished to cement his control of the Democratic Party and to be sure that the black majority did not provide political support to his Conservative opposition. The new constitution established a literacy test for voting by requiring that voters be able to read and interpret the United States Constitution. It also required that the poll tax be paid six months before the election. Poor farmers had little money so far ahead of harvest time. Poor, illiterate white voters were protected by the "grandfather clause" because they were able to vote if their grandfathers had been able to vote in 1860. This accelerated the trend in limitations on the right to vote that had begun under the Wade Hampton and the Bourbons. The new constitution required that there be separate schools for black and white children. South Carolinians further limited the social opportunities of African Americans by passing a series of laws, called Jim Crow Laws, which set social segregation into law, not just practice. In 1896, the Supreme Court of the United States ruled that such laws were constitutional. The Court ruled that separate-but-equal facilities satisfied the fourteenth amendment's requirement for equal protection under the law in the case of *Plessy v Ferguson*. As a result, nationally sanctioned Jim Crow impacted, both directly and indirectly, every aspect of the African-American experience for most of the next six decades. Although African-American South Carolinians protested their exclusion from public life, violence, intimidation and lynchings by white terrorists effectively silenced them.

It is not essential for students to know:

Students do not need to know that the white leadership took the name Bourbons from the French royal family restored to the throne after the French Revolution. Although helpful, it is not essential to know that the Conservative government spent as much money on educating African American children as they did on educating white children or their accomplishments in providing better health care. They do not need to know that Martin Gary was a principal person who opposed Wade Hampton's ideas on race relations or the name of the gerrymandering plan to create one black district – the Dibbles Plan. They do not need to know about other actions of the government under Governor Wade Hampton or Governor Ben Tillman for mastery of this indicator.

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Social Studies Literacy Skills for the Twenty-First Century:

- 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.

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 EIGHT
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.

Enduring Understanding:

During the periods of Reconstruction, industrial expansion, and the Progressive movement, South Carolina searched for ways to revitalize its economy while maintaining its traditional society. To understand South Carolina's experience as representative of its region and the United States as a whole during these periods the student will . . .

8-5.5 Compare industrial development in South Carolina to industrialization in the rest of the United States, including the expansion of railroads, the development of the phosphate and textile industries, and immigration.

Taxonomy Level: Understand / Conceptual Knowledge - 2 /B

Previous/future knowledge:

In grades three and five, students learned about the social and economic impact of developments in agriculture, industry and technology and the rise and fall of textile markets, the expansion of the railroad (3-5.1), technologies, federal policies and natural resources on the development of the West (5-2.2).

In United States History and the Constitution, students will evaluate the role of capitalism and its impact on democracy, including the ascent of new industries, the increasing availability of consumer goods and the rising standard of living, the role of entrepreneurs, the rise of business through monopoly and the influence of business ideologies (USHC-4.3). They will also explain the impact of industrial growth and business cycles on farmers, workers, immigrants, labor unions, and the Populist movement and the ways that these groups and the government responded to the economic problems caused by industry and business (USHC-4.4).

It is essential for students to know:

In the post Civil War period, spurred by wartime government spending and the federal government's support for the building of the transcontinental railroad, industry throughout the United States expanded rapidly. Discoveries of iron ore and coal in the west and the need for steel for the railroad as well as the role of entrepreneurs and new technologies led to a growth in the steel and oil industries. Meat packing and grain processing plants were built to make the bounty of the ranches and farms of the west and Midwest available to people throughout the country. Immigrants anxious to make their fortunes in America provided the labor for expanding factories.

South Carolina remained largely unaffected by the economic growth in the rest of the country in the immediate postwar period and consequently South Carolina did not attract large numbers of immigrants looking for work. The planter elite looked down on the development of industry as a less noble calling than their antebellum agricultural society. Conservatives did little to support South Carolina's struggling industrial development, being more interested in reviving the old

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South than in fostering the birth of a New South. The railroad boom that spurred national industrialization in the post war period was also felt in South Carolina. Major cities grew as a result of their location on track routes that connected them to suppliers and markets throughout the country. Columbia was a regional railroad hub served by over one hundred trains a day. The transcontinental trains promoted the establishment of time zones and standard time.

In part, due to the railroad boom, the textile industry that had begun prior to the Civil War eventually became very important to South Carolina. A ready supply of raw materials and a changing attitude about the development of industry led to the growth of the textile industry in the Upcountry of South Carolina. New entrepreneurial leadership became boosters of the idea of the industrialized New South. Local investors provided most of the capital for the building of textile mills, located close to the cotton fields and along rivers that would supply power. Although South Carolina did not attract a large number of foreign immigrants, the state had a ready supply of workers. Poor farmers who could no longer make a living from the land were attracted to mill villages that provided homes, schools, churches, and stores in addition to jobs. Most African Americans were not considered for traditional textile mill labor. The first mills were started in the upstate and within fifteen years there were mills in the Midlands and the Lowcountry. The boom for mill building came after 1895 due to technological innovations. Modeled after New England mills, these textile mills produced finished cloth on their many spindles. By 1910, South Carolina was the second largest textile producing state in the nation.

Life for workers in the mill villages was not ideal. Conditions depended upon the generosity of the mill owners and the economic conditions of the times. When depression struck, workers were laid off and lost their homes as well as their jobs. Many children worked in the mills where their small fingers made them better able to retie broken threads but their youth made them more susceptible to workplace accidents. Men, women and children worked long hours for low pay and were often looked down upon as “lint heads.” Workers in South Carolina earned less than half of what mill workers in other parts of the United States earned and women and children were paid even less than men. They worked from six am until six pm until Governor Tillman’s law reduced working hours to sixty-six per week. Workers often suffered from diseases of the lung including tuberculosis from breathing in cotton fibers and from the crowded conditions of their workplace. Workplace accidents that could end a career were an ever-present possibility. Workers were unable to organize to improve their lot. Union organizers were immediately fired and the organized labor movement was consistently crushed by the mill owners. Low wages and poor conditions mirrored what was happening to workers throughout the United States. Although workers outside of South Carolina were somewhat more effective in organizing unions and in launching protests through strikes, the national unions were not successful in improving conditions. The United States government backed the interests of the mill owners rather than the workers as did the political leadership of South Carolina.

The production of cottonseed oil, lumber, and phosphates for fertilizers increased after Reconstruction due mainly to the states’ ability to lure northern mills south by offering a source of cheap and non-union labor. Phosphate rock that was found near Charleston and Beaufort was a major part of commercial fertilizer that was produced in the state for about twenty years after

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the Civil War. In the late nineteenth century, phosphate mining brought a degree of wealth to the coastal area from Charleston to Beaufort. In the Beaufort area, phosphate mining never recovered after the 1893 hurricane. When rich phosphate deposits were found in Florida, South Carolina companies went out of business.

Immigration will be addressed more fully in 8-5.7.

It is not essential for students to know:

Students do not need to know details about life in the mill villages or the names of individual entrepreneurs who established them. They do not need to know about specific labor unions that attempted to organize the workers in the mills. They do not need to know about the social tensions between the middle class townspeople, who often advocated for the establishment of a mill until it became a reality. Students do not need to know the names of specific phosphate companies. Students do not need to know that companies mined phosphate and paid one dollar a ton in state taxes which provided a major source of state income

Students do not need to know the names of the presidents of the United States during this time period. They do not need to know the role of John D. Rockefeller or Andrew Carnegie in developing the oil and steel industries in other parts of the United States nor specifics about the role of the government in fostering economic growth through railroad subsidies and land policies. They do not need to know specific instances of labor unrest in other parts of the country.

Social Studies Literacy Skills for the Twenty-First Century:

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

Assessment Guidelines:

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

Understand

Interpret

Exemplify

Classify

Summarize

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Compare

Explain

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

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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.

Enduring Understanding:

During the periods of Reconstruction, industrial expansion, and the Progressive movement, South Carolina searched for ways to revitalize its economy while maintaining its traditional society. To understand South Carolina's experience as representative of its region and the United States as a whole during these periods the student will . . .

8-5.6 Compare the plight of farmers in South Carolina with that of farmers throughout the United States, including the problems of overproduction, natural disasters, and sharecropping and encompassing the roles of Ben Tillman, the Populists, and land-grant colleges.

Taxonomy Level: Understand / Conceptual Knowledge – 2/B

Previous/future knowledge:

In grade three, students studied the developments in agriculture in the post Reconstruction era (3-5.1).

In United States History and the Constitution, students will explain the impact of industrial growth and the business cycle on farmer and the ways that farmers and the government responded to economic problems caused by industry and business (USHC-4.4).

It is essential for students to know:

The postwar agricultural depression continued after the end of Reconstruction and the Conservative government did nothing to help small farmers. Small farms, worked by sharecroppers or tenant farmers, replaced the large plantations of the antebellum period. Cotton continued to dominate the South Carolina economy, but it did not bring prosperity. Instead of helping the destitute farmers, the Conservatives passed a crop lien law that allowed creditors to have first claim on a farmer's crop. The crop lien system held farmers in continual debt.

In order to understand the economic roots of the Populist movement of farmers in the United States, in general, and in South Carolina, in particular, students must understand supply and demand. Although South Carolina farmers did not experience the mechanization of farming (cotton was picked by hand well into the twentieth century) that raised supply in other regions of the country, they did have fertilizers that increased the cotton yield. They were also competing with foreign suppliers. Worldwide supply exceeded demand and the price that farmers were able to get for their crops fell throughout the period. Farmers throughout the Midwest and the South were unable to make payments on the loans that they had taken out to purchase land and equipment. In South Carolina, the problem of debt was exacerbated by the sharecropping and tenant farming system and the crop lien laws. Farmers first responded to this problem as individuals by planting more so that they could make more profit. The more farmers planted, the more prices fell. In South Carolina, farmers also felt the impact of bank foreclosures, forfeiture of their land for non-payment of taxes, as well as drought and pests such as the army worm and the boll weevil that led to periodic crop failures.

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The political roots of the Populist movement were established in South Carolina, as in other parts of the South and in the Midwest, as a result of these worsening economic conditions. Farmers organized first as the Grange, a social organization designed to alleviate the isolation of farm life. In the Midwest, the Grange evolved into a political organization. In South Carolina, the farmers did not have political power. It remained in the hands of the elite Conservatives. Farmers organized in regional Farmers' Alliances in the 1880s that advocated for an increase in the monetary supply, especially the coinage of silver. In South Carolina, where society was segregated by both law and practice, there was a white Farmers' Alliance and a Colored Farmers' Alliance. In the 1890s, alliances around the country united to form the Populist Party, which supported the regulation of railroads and banking, the free and unlimited coinage of silver, and a system of federal farm loans. The party also advocated democratic reforms such as the popular election of Senators, the secret ballot, and a graduated income tax. The farmers attempted to ally with industrial workers by advocating an eight-hour work day and restrictions on immigration. The Populist Party was successful in electing senators, governors and state legislators in the South and West. In South Carolina, farmers did not form a separate party but worked to control the Democratic Party.

South Carolina farmers accepted the leadership of Ben Tillman because of his extraordinary oratorical and political skills. He could be considered a Populist because he appealed to the values and needs of the common people against the Conservative elite. Tillman was not a true advocate for the ideals of the Populist Party and he strove to gain control of the Democratic Party in South Carolina. Tillman's demagoguery and political maneuvering were more in keeping with the political machines of the late nineteenth century than they were with the idealistic farmers' reform movement, which advocated for more popular control of the government. Unlike other Southern Populists [such as Tom Watson of Georgia], Tillman never supported the Populists' appeal for the vote of the African-American farmers, who suffered as much or more from economic conditions as the white farmer. Tillman's white supremacy message and racist rhetoric led to an increase of violence and lynching against African-Americans and to efforts to disenfranchise the African-American voter (8-5.4).

The fight between the Tillmanites and the Conservative establishment got statewide attention with Tillman's support for the establishment of Clemson as an agricultural college and his opposition to the elitism of the University of South Carolina. Tillman advocated the establishment of educational facilities for farmers to teach them better crop management and to develop new crops to increase their economic prosperity. The property at Clemson was a bequest by Thomas Green Clemson [son-in-law of John C. Calhoun], who supported Tillman's promotion of an agricultural college. Clemson was also a land grant college in that its operation was supported by the system of land grants established by the national government [Morrill Act] by which the sale of a portion of western lands was reserved to support agricultural improvements in each of the established states. In order to comply with the "separate but equal" doctrine, South Carolina and other southern states established separate land grant colleges for African American farmers. South Carolina State University was authorized by the land grant system but received limited financial support from the state. Clemson and South Carolina State encouraged diversification of crops, but changes in crop production in various regions of South Carolina occurred as a result of natural disaster and entrepreneurship.

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Although its epicenter was nearer to Summerville, the effects of the 1886 intraplate earthquake were more graphic in the city of Charleston rather than the agricultural countryside. As the largest, most destructive, costly, and lethal earthquake ever to strike east of the Mississippi, the catastrophe and the city's response to it revolutionized and modernized practices in construction, disaster preparedness/response, and scientific study that continue to this day. The hurricane that struck Charleston in 1893 and others that followed wiped out the rice fields and competition from the Far East brought an end to the production of 'Carolina Gold.' Lowcountry farmers turned to truck gardening to supply local markets. Tobacco was introduced as a cash crop in the Pee Dee region but could not be grown in other parts of the Lowcountry. Some upstate farmers planted peach trees but cotton continued to dominate South Carolina agriculture into the twentieth century.

It is not essential for students to know:

Students do not need to know about the election of 1896 in which Williams Jennings Bryan ran on tickets of both the Populist Party and the Democratic Party. Bryan supported many of the planks of the Populist Party platform including the free and unlimited coinage of silver as a means of expanding the money supply. They do not need to know that Jennings lost to Republican William McKinley who was supported by big business.

Social Studies Literacy Skills for the Twenty-First Century:

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GRADE EIGHT
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.

Enduring Understanding:

During the periods of Reconstruction, industrial expansion, and the Progressive movement, South Carolina searched for ways to revitalize its economy while maintaining its traditional society. To understand South Carolina's experience as representative of its region and the United States as a whole during these periods the student will . . .

8-5.7 Compare migration patterns of South Carolinians to such patterns throughout the United States, including the movement from rural to urban areas and the migration of African Americans from the South to the North, Midwest, and West.

Taxonomy Level: Understand / Conceptual Knowledge – 2/B

Previous/future knowledge:

From their study in grades three and five, students have prior knowledge of the causes and impact of emigration from South Carolina and internal migration from rural areas to the cities (3-5.2) and about immigration to the United States (5-3.3) and the Great Migration (5-4.1).

In United States History and the Constitution, students will explain the causes and effects of urbanization in late nineteenth century America; including the movement from farm to city; the changing immigration patterns; the rise of ethnic neighborhoods; the role of political machines; and the migration of African Americans to the North, Midwest, and West (USHC-4.5).

It is essential for students to know:

In the post Civil War period, westward expansion continued as people moved from one region to another and immigrated to the United States. After emancipation, some African Americans moved to towns in the West, for example, the Exodusters who moved to Kansas. In the postwar period, most South Carolinians did not move west. Neither African-American freedmen nor poor whites had the money to make such a move, even with the promise of free land. Instead they concentrated on making use of the available land and economic opportunity in their home state. Motivations for settlers from the East and from foreign countries to move West were the offers of free land by the United States Government [Homestead Act] and the economic opportunities made possible by the railroad. The transcontinental railroad first brought immigrants from China and Europe to lay the track then attracted new settlers to the West through aggressive advertising and land sales and also provided farmers access to new markets.

Depressed economic conditions and low prices for their crops drove many South Carolina farmers off of the land and to the mill villages. However, mill jobs were not open to African Americans. Instead African Americans moved from rural areas in South Carolina to factory jobs in the urban areas in the Northeast and the Midwest. African Americans were also pushed out of the state by the continued agricultural depression and the ravages of the boll weevil, by the social discrimination of Jim Crow laws and by increasing violence. The wars of the

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twentieth century would provide additional economic opportunities and prompt more migration.

Foreign immigrants did not come to South Carolina in large numbers because of the depressed economic conditions in agriculture, the lack of available land, and a lack of industrial jobs. The mills had an ample supply of dispossessed farmers from the rural areas of the state. Those immigrants who did come to the state made significant cultural and economic contributions to South Carolina. Many immigrants established businesses including the founder and editor of *The State* newspaper, who was an immigrant from Cuba.

Immigration had a much greater impact on the cities of the Northeast and Midwest. Although some immigrants moved to the plains and established farms, many immigrants were too poor to move beyond the port cities where they landed. Ethnic neighborhoods grew as immigrants looked for the familiar in a strange new land. Churches, schools, businesses, and newspapers reflected the ethnicity of Little Italy, Greektown or Polonia. South Carolina city neighborhoods were divided into black and white sections by law. Many established immigrants helped those who had newly arrived to find jobs and housing which had a powerful impact on city politics. People voted for those who found them jobs and helped them through hard times. Immigrants gave their votes to neighborhood and ward bosses in gratitude for the help they had received, not as a result of any direct bribery. Although many political bosses were corrupt and routinely used graft and bribery in awarding city contracts, they also served an important role in helping new immigrants to adapt to their new country. The power that immigrant groups gave to this urban political machine allowed the bosses to solve urban problems. The political machine in South Carolina was controlled by the Tillmanite faction of the Democratic Party. They too engaged in corruption and graft and controlled the votes of the people through disfranchisement of the African American voter and racist rhetoric but gave voice to the aspirations of the common white farmer. Just as the immigrant communities helped each other, the African American community in South Carolina developed organizations and churches that supported them as they attempted to protect themselves against the white political machine.

Much like the restrictions on the rights of African Americans in South Carolina, racial hostility led to restrictions on immigration. Students should understand the term nativism. In the late nineteenth century, resentments focused on the immigrants from Southern and Eastern Europe including the Italians, Poles, Russians and Eastern European Jews, as the numbers of these groups grew and the differences with previous immigrant groups including the Irish and Germans and 'native' Americans were more obvious. Although literacy tests for immigrants were proposed in Congress in the 1890s, immigration restrictions in the form of a quota system did not pass until the 1920s. Late nineteenth century nativism can be seen as a Northern counterpart of the anti-African American prejudices in South Carolina.

The effect of racial and ethnic diversity on national identity in the late nineteenth and early twentieth century was to solidify the confidence among the native white population in their inherent superiority and "100% Americanism." The idea of Social Darwinism gave an intellectual justification for white supremacy. It was not until much later in the twentieth century that immigrants and African Americans were recognized for the contributions they

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have made to the strength of American democracy and the richness of American culture.

It is not essential for students to know:

Students do not need to know numbers of African Americans who left South Carolina nor the numbers of migrants from other regions of the United States and foreign countries that settled in the West. They do not need to know the names of cities that developed as a result of the trade patterns established from the transcontinental railroad. They do not need to know about the impact of this migration on the Native Americans. Competition for economic opportunity contributed to anti-immigrant prejudices. After the Civil War, westerners resented the Chinese workers who had built the railroads and Chinese immigration was restricted as a result of such prejudices. Union members also resented the immigrants who were employed as “scabs” (strikebreakers) by management. This was not significant in South Carolina because unions were not effective in the state. Students do not need to be able to name any specific immigrants or immigrant groups who have made a contribution to South Carolina

Social Studies Literacy Skills for the Twenty-First Century:

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Assessment Guidelines:

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Understand

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

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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.

Enduring Understanding:

During the periods of Reconstruction, industrial expansion, and the Progressive movement, South Carolina searched for ways to revitalize its economy while maintaining its traditional society. To understand South Carolina's experience as representative of its region and the United States as a whole during these periods the student will . . .

8-5.8 Compare the Progressive movement in South Carolina with the national Progressive movement, including the impact on temperance; women's suffrage; labor laws; and educational, agricultural, health, and governmental reform.

Taxonomy Level: Understand / Conceptual Knowledge – 2/B

Previous/future knowledge:

Students studied the impact of industrialization such as low wages and poor working conditions and child labor and the resulting reform movements in grade five (5-3.4).

In United States History and the Constitution, students will study the women's rights movement and the Progressive movement in affecting social and political reforms (USHC 4.6).

It is essential for students to know:

The Progressive movement developed first at the city and state level in response to the problems of the growing cities and the changing workplace in the late nineteenth century (8-5.5). Nationally, Progressives wanted to reform corrupt government, end the monopolistic practices of Big Business, improve the conditions of the industrial working class, and address the problems of both immigrants and migrants. Progressivism reached a large audience through the work of 'muckraking' journalists. Progressive mayors and governors were supported by a growing middle class in their localities and Progressivism gained support at the national level with the presidency of Theodore Roosevelt.

In South Carolina, some national issues held little concern. South Carolinians were not interested in solving the problems of new immigrants, since few came to the state. Some southerners, such as Ben Tillman, argued that disenfranchising the African American was a progressive reform of government since such an act removed from the body politic a group deemed inferior to whites and not able to make intelligent political decisions. The major issues of the Progressives in South Carolina included child labor, fair treatment for workers, temperance, women's suffrage, and education. Just as with the Populist movement in South Carolina, progressive South Carolinians did not want to align themselves with the national movement or party but rather worked within the Democratic Party.

The problems of the cities of the North prompted Northern progressives to propose reform and the problems of the mill villages prompted South Carolina progressives to support reform.

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Newspapers in South Carolina such as Columbia's *The State*, like muckraking journalists elsewhere, supported child labor reform with articles that described the problems of the workers. Despite the opposition of politically powerful mill owners, progressives were able to pass child labor laws that set the minimum age to work at ten and later raised it to twelve. South Carolina progressives were also concerned with issues of health and literacy as diseases spread through mill villages and mill workers remained largely illiterate. Only one third of South Carolina children went to school at the turn of the century. Of those who attended, one third only attended school for four months or less of the year. Education reforms included a compulsory attendance law, increased funding, and the establishment of an adult school program by the state. However, most reforms were left to the local community. These reforms did not always have the support of mill workers who needed the income their children brought to the family and who resented anyone telling them when their children could work or that they had to go to school or that they should be inoculated against disease. A state hospital for patients suffering from tuberculosis was established on the outskirts of Columbia during the progressive era. Money was raised by women's leagues to build libraries in communities throughout the state. However, these facilities were separate libraries for African-American and white citizens.

A land grant from the United States government was offered to assist African American farmers but the state would not authorize the purchase of land. Claflin College, an African American institution founded during Reconstruction (8-5.3), offered land and support. Clemson and South Carolina State attempted to provide the state's farmers with the latest in farming techniques and encouraged the diversification of crops. Because of sharecropping and the crop lien system, many South Carolina farmers remained tied to cotton as their cash crop.

Many progressives throughout the nation believed that prohibition of the sale of alcohol or the promotion of temperance in the use of alcohol would curb crime and improve family life. Despite being a socially conservative state, South Carolina was slow to pass temperance legislation because of Governor Tillman's control of the state government. Many socially conservative farmers supported prohibition and voters approved a referendum in favor of prohibition. The legislature passed a prohibition bill, but Tillman substituted the State Dispensary system so that the state would control the distribution of alcohol. By the early twentieth century, many county governments [over twenty out of forty-three] passed prohibition laws that made them "dry" counties. In 1915, the state passed a prohibition law and in 1918 the United States amended the United States Constitution to outlaw the sale and distribution of alcohol. Many South Carolinians continued to make, distribute, or drink illegal alcohol, as did other people throughout the United States.

Although South Carolina women, like women throughout the United States, took an active role in promoting reforms that would improve their communities, they gained little support for securing the right to vote. Women's clubs promoted prohibition, fostered civic responsibility, and pushed for education reforms. Church women established the first tuberculosis treatment center in the state. African American women's clubs promoted better health and education in their communities. Initially the strategy of the national women's suffrage movement was to change the voting laws at the state level. Although there was an Equal Rights Association of women in South Carolina, it rallied little support. Women of South Carolina benefited when

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women in the suffrage movement began to take a national approach. During World War I, women suffragettes employed assertive tactics in their national campaign, engaging in marching, picketing and being arrested. However, women were not successful until political leaders, including President Wilson, recognized women's contributions to the war effort by supporting a suffrage amendment to the Constitution. The nineteenth amendment was passed by Congress and sent to the states for ratification. Although the South Carolina legislature did not ratify the nineteenth amendment until 1967, South Carolina women were able to vote because of ratification by other states.

Government reform was another cornerstone of the progressive idea throughout the nation. Reform initiatives were based on the expansion of democracy and the limitation of the power of the corrupt political bosses and included support for the secret ballot, primary elections that allowed voters rather than party bosses to select the candidates for office, direct election of Senators, and an income tax to ensure revenue to provide government services. Although South Carolina held the first in the nation primary, other government 'reforms' in South Carolina were designed to limit the voting power of the mill workers. Having all but eliminated the African American vote, middle class South Carolinians used a variety of devices to limit the political power of mill workers. In some places the registrar refused to qualify mill workers. In Columbia, the adoption of the city commission form of government whose members were elected at large rather than from local communities deprived the mill workers of a voice in city government. The annexation of suburbs further diluted the mill workers' vote. Several state governors, like governors throughout the United States, supported a fair tax system including the income tax that could provide needed services to the people. Nationally the sixteenth amendment established the federal income tax. One governor [Robert Cooper] supported raising state taxes to increase spending on public education and supported a law that increased the amount of time students were to spend in school to seven months per year. Another progressive South Carolina governor, Richard Manning, helped to establish a fair tax system that enforced income taxes for all South Carolinians, established schools, improved the administration of hospitals, and paved South Carolina's roads. Despite these efforts, graduation rates from high schools in South Carolina, especially African American high schools, were extremely low due to limited numbers of high schools in the state. In the Progressive Era, many South Carolinians embraced the idea that good government could improve the lives of the state's people. World War I brought an end to the progressive movement but not an end to the problems the movement had tried to address.

It is not essential for students to know:

Students do not need to know that the federal child labor law passed during the Progressive Movement set the minimum age for working at sixteen but was ruled unconstitutional by the Supreme Court. Students do not need to know that the minimum age for children to enter the work force that is currently recognized was passed during the New Deal. Although the New Deal was an extension of the Progressive Movement, it is considered a separate reform period. Students do not need to know that the first state to pass prohibition was Maine in 1851. They do not need to know the current laws on drinking in the state of South Carolina. Students do not need to know about chain gang reform or other specific reforms that took place in South Carolina during the progressive era. Although students should know that women of both races

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played a significant role in the Progressive Movement in South Carolina, as they did in the rest of the nation, they do not need to know the names of specific reformers or organizations. For instance, they do not need to know that Dr. Matilda Evans founded the Negro Health Association and trained African American women as nurses or that she established the Taylor Lane Hospital. The South Carolina Federation of Colored Women's Clubs was organized in 1909, the same year as the NAACP. The federation created the Fairwold Home in Columbia, a school for orphaned and abused girls. Students do not need to know the names of specific governors of South Carolina who supported reforms or those who did not. For instance, they do not need to know that Governor Coleman Blease followed in the tradition of Ben Tillman and used racist rhetoric to secure the governor's mansion or that he undermined progressive's efforts to establish law and order and limit lynching. Students do not need to know the names of the women's clubs (South Carolina Federation of Women's Clubs and their national federation) or the churches (Trinity Episcopal Church in Columbia) that promoted the health and welfare of the citizens of South Carolina.

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

Assessment Guidelines:

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Infer

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Explain

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

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

Enduring Understanding:

South Carolina's response to national crises during the first half of the twentieth century brought it back into full participation in the national experience. To understand the state's changed status, the student will...

8-6.1: Explain the reasons for United States involvement in World War I and the war's impact on South Carolina and the nation as a whole, including the building of new military bases and the economic impact of emigration to industrial jobs in the North.

Taxonomy Level: Understand / Conceptual Knowledge – 2/B

Previous/future knowledge:

Students have studied the factors that led to the involvement of the United States in World War I and the role of the United States in fighting the war in grade five (5-3.6).

In United States History and the Constitution, students will analyze the causes and consequences of United States involvement in World War I (USHC-5.4).

It is essential for students to know:

The United States declared neutrality at the outbreak of the war. However, various factors challenged American neutrality and eventually led to the involvement of the United States in what came to be known as the Great War. The traditional trading partnership with Great Britain and the blockade of German ports by the British Navy severely limited American trade with Germany. American businesses made loans to the Allies in order to continue trade. Public opinion was impacted by America's traditional connection to the British. The German use of the submarine affected public opinion against Germany and alienated President Wilson, who was incensed by the loss of innocent lives. The 1915 German U-boat's sinking of the British passenger ship, the *Lusitania*, brought about sharp protests from President Wilson but did not bring the United States into the European war. Instead, Germany pledged to restrict their use of submarines. Wilson campaigned for re-election in 1916 on the slogan "He kept us out of war." The interception and publication by the British of Germany's Zimmerman note to Mexico negatively impacted American public opinion. In early 1917, revolution in Russia replaced the monarchy with a republic and President Wilson could now consider allying the United States with a 'democratic' Russia. The decision of Germany to resume unrestricted submarine warfare in the spring of 1917 and Wilson's desire to broker a just peace prompted him to ask Congress to declare war on Germany in April 1917. President Wilson announced his intention to "make the world safe for democracy" and later issued his Fourteen Points. The American Expeditionary Force affected the course of the war by deflecting the last push of the Germans on the western front in France. The armistice of November 11, 1918 ended the fighting between the Allies and the Central Powers.

As a result of United States' entrance into World War I in 1917, there was a resurgence of

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South Carolina: One of the United States

patriotism in South Carolina. Both white and African American South Carolinians signed up for the draft, contributed to bond drives, and did their part to conserve food and fuel for the front. Many South Carolinians served in the American Expeditionary force with distinction. However, all wartime activity remained segregated. Just as on the national scene, anti-German feelings were manifested in the shutdown of a German language newspaper in Charleston and changing of the name of the town of Hamburg to North Augusta. Although some South Carolinians opposed the war, their voices were silenced by the Sedition Act.

Economically, South Carolina benefited from the war. New military bases were constructed at Camp Jackson (present-day Fort Jackson) in Columbia and in Spartanburg and Greenville. The Charleston Navy Yard and the United States Marine Corps base at Parris Island grew to meet the needs of wartime. All of these facilities brought federal dollars into the state and stimulated the local economy, but they also reflected the segregated society of South Carolina. Farmers throughout the country saw good times as prices rose for their crops now in high demand for the war effort. This was particularly true for South Carolina's cotton farmers, including sharecroppers and tenant farmers. Despite the improvement in the farm economy, many South Carolinians, especially African Americans, were drawn to jobs in the war industries of the North. Emigration to industrial jobs in the North continued a trend that first started in the 1890s. African American emigrants found a degree of independence, community, and economic opportunity that allowed their culture to flourish

African Americans volunteered for service in World War I to prove their patriotism and make a claim to equal treatment under the law. However, African-American South Carolinians who served their country in the 'war to make the world safe for democracy' returned to a racist South Carolina. In early 1919, a convention of African Americans met in Charleston to protest against Jim Crow and restrictions on voting and to ask for improvements in schools. Later in the year, a race riot in Charleston, sparked by a white attack on African American citizens, claimed the lives of three African Americans. Similar riots occurred in other parts of the country. Throughout the South many African Americans, some still in their army uniforms, were lynched in the year after the war ended.

It is not essential for students to know:

Students do not need to know the causes of World War I in Europe.

Social Studies Literacy Skills for the Twenty-First Century:

- 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.

GRADE EIGHT
South Carolina: One of the United States

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 EIGHT
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.

Enduring Understanding:

South Carolina's response to national crises during the first half of the twentieth century brought it back into full participation in the national experience. To understand the state's changed status, the student will...

8-6.2 Explain the causes and effects of changes in South Carolina and the nation as a whole in the 1920s, including Prohibition, the destruction caused by the boll weevil, the rise of mass media, improvements in daily life, increases in tourism and recreation, the revival of the Ku Klux Klan, and the contributions of South Carolinians to the Harlem Renaissance and the Southern Literary Renaissance.

Taxonomy Level: Understand / Conceptual Knowledge - 2/B

Previous/future knowledge:

In fifth grade, students studied the changes in daily life in the boom period of the 1920s (5-4.1).

In United States History and the Constitution, students will explain the impact of the changes in the 1920s on the economy, society, and culture, including the expansion of mass production techniques, the invention of new home appliances, the introduction of the installment plan, the role of transportation in changing urban life, the effect of radio and movies in creating a national mass culture, and the cultural changes exemplified by the Harlem Renaissance (USHC 7.2).

It is essential for students to know:

In the United States and in South Carolina, the 1920s seemed to be a prosperous time. Economic change resulted from the prosperity brought by the war years. During the war, farmers' economic conditions improved because of increased demand for their products. This had a ripple effect on the rest of the agriculturally based South Carolina economy. Bankers and merchants as well as landowners, sharecroppers, and tenant farmers shared in the good times and went on a spending spree. Prosperity did not last and soon cotton and tobacco prices fell as a result of overproduction and the loss of overseas markets (8-6.3).

In the 1920s, some social change came as the result of improvements in urban life because of new technologies. However, there was little change for South Carolina's farmers. Water and sanitation systems were built in towns and cities of South Carolina. Because of trolley systems and the automobile, some people moved to suburbs on the outskirts of cities such as Columbia. Electricity became more available to people in towns and cities as the result of the harnessing of water power through the building of dams along South Carolina's rivers, including the dam that formed Lake Murray, but electricity did not reach rural areas. Improvements in daily life were the result of greater availability of electricity and the new appliances that used it. Some South Carolinians bought automobiles, vacuum cleaners, and washing machines on the installment plan, just as people did throughout the United States. Although, appliances eased the workload of housewives, few South Carolina women joined the ranks of the flappers. South

GRADE EIGHT
South Carolina: One of the United States

Carolina society continued to be stratified, sexist and segregated.

In response to the decline of the agricultural and industrial sectors of the economy (8-6.3), South Carolinians attempted to boost tourism by opening hotels in Charleston, promoting development along the coast and beginning the national historic preservation movement. The increased number of automobiles made travel possible and visitors from the North were attracted to the climate and culture of the Old South, preserved in the stately homes and buildings of a bygone era.

Prohibition was a failure in South Carolina, just as it was in the rest of the country, but it created a social phenomenon. It led to an increase in crime and corruption as ‘bootleggers’ and ‘moonshiners’ violated the law. This prompted a backlash of conservatives who abhorred the moral decline that such flagrant violation of the law exemplified. Blue laws were strictly enforced and the Ku Klux Klan found a new target in the immoral bootleggers and immigrant groups who continued to drink.

Mass media had a significant impact on South Carolina as it did on the rest of the country. In 1930, the first radio station in South Carolina went on the air in Charleston and provided entertainment and news to those who could afford it. South Carolinians listened to their radios and went to the movies with a resulting nationalization of culture. South Carolinians learned about flappers and the latest music and dance crazes. Night spots, such as the Big Apple, named after the African-American nightclub where the steps originated opened.

Responding to criticisms of South Carolina as a cultural wasteland, the Southern Literary Renaissance furthered the celebration of South Carolina’s heritage. The Poetry Society of South Carolina led this revival and contributors included Julia Peterkin, who won a Pulitzer Prize for Literature, and DuBose Heyward, who wrote *Porgy*, which later became the opera *Porgy and Bess*.

South Carolinians contributed to the arts through the Harlem Renaissance. This cultural renaissance was the result of the Great Migration that brought African Americans to the cities of the Northeast and the Midwest and furthered the development of a growing black middle class. African Americans left the South in response to push factors such as Jim Crow discrimination, violence and poverty, and pull factors such as job opportunities in the Northern cities. The Harlem Renaissance exalted the unique culture of African Americans and brought recognition and pride to black artists in a variety of genres, particularly musicians. The radio helped to spread appreciation for new trends in music such as jazz to white audiences and promoted a shared national culture. Writers of the Harlem Renaissance such as James Weldon Johnson and Langston Hughes, celebrated ties to African cultural traditions and black pride and questioned the position of African Americans in American life. Visual artists, such as William H. Johnson of Florence, South Carolina, splashed their canvases with vibrant color that captured the dance halls, jazz bands, and the emotion of the era. Johnson traveled to Paris in 1926, where he settled, painted, and studied the works of modern European masters. The Harlem Renaissance further pointed out the second class citizenship of African Americans.

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South Carolina: One of the United States

Despite the growing popularity of African American music and art, the 1920s also saw a resurgence of the Ku Klux Klan. In 1915, the movie *The Birth of a Nation* depicted the origins of the Klan positively as the Redeemers of the Reconstruction era and the saviors of white womanhood, employing traditional racist stereotypes. The movie aroused racist sentiments against African Americans throughout the country. Anti-immigrant sentiments fueled by the Great War and by anti-immigrant legislation in the 1920s, added radicals, immigrants and Catholics to the list of groups targeted by the new Klan. The business climate of the 1920s also contributed to the Klan's resurgence as they used advertising and business organizations to promote membership and gain political power. In the 1920s, the Klan was a national organization with a strong following in the small towns and cities of the Midwest as well as in the South. Seeing themselves as moral regulators, Klansmen targeted bootleggers and gamblers with cross burnings, public beatings, and lynching.

It is not essential for students to know:

Students do not need to know about notorious criminals of the Prohibition era such as Al Capone. Students do not need to know which coastal tourist communities were founded in the 1920s. They do not need to know other artists of the Southern Literacy Renaissance. They do not need to know that Klan leaders were involved in sex scandals and corruption which undermined their claims to moral leadership and caused the Klan to fade from public view.

Social Studies Literacy Skills for the Twenty-First Century:

- 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.
- Select or design appropriate forms of social studies resources to organize and evaluate social studies information.

Assessment Guidelines:

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

Understand- Construct meaning from instructional messages, including oral, written, and graphic communications.

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

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

GRADE EIGHT
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.

Enduring Understanding:

South Carolina's response to national crises during the first half of the twentieth century brought it back into full participation in the national experience. To understand the state's changed status, the student will...

8-6.3 Explain the reasons for depressed conditions in the textile mills and on farms in South Carolina and other regions of the United States in the 1920s and the impact of these conditions on the coming of the Great Depression.

Taxonomy Level: Understand / Conceptual Knowledge – 2/B

Previous/future knowledge:

In grade three, students have studied the causes and impact of emigration from South Carolina and internal migration from rural areas to the cities (3-5.2) and the effects of the Great Depression on daily life in South Carolina (3-5.3).

In United States History and the Constitution, students will learn about the causes and consequences of the Great Depression, including the collapse of the farm economy (6-3).

It is essential for students to know:

During the war years, the United States exported food to feed the troops and war-torn Europe. This produced a brief period of prosperity in South Carolina as the state's farmers supplied food and cotton for uniforms to meet the wartime demand. Once the war ended, the troops came home. Europeans were able to resume farming to feed their own populations. South Carolina farmers suffered as demand for their crops plunged as did prices. The agricultural economy sagged further when the boll weevil, an insect pest, attacked the cotton crop. In some years, the boll weevil destroyed one half of the crop. Prices improved a little in 1922, because of the plunging supply due to the boll weevil, but never reached prewar levels. By the end of the 1920s, cotton, like rice before it, was no longer a viable crop in the Lowcountry. Farmers turned to other crops such as peaches and livestock. Drought, erosion, and soil depletion further exacerbated the dire conditions in the farming sector.

During the boom of the war years, farmers borrowed from local banks to expand, buying land, equipment and later, in a desperate attempt to salvage their crops, pesticides to kill the boll weevil. With plunging prices for their increasingly lower crop yields, farmers were unable to make payments on these loans. Banks foreclosed on delinquent mortgages or farms were taken by the state because the farmers could not pay their taxes. Because they could not make money on their loans or sell the devalued land that they had foreclosed on, banks were failing in South Carolina even before the stock market crash of 1929 marked the beginning of the Great Depression. Dispossessed farmers became sharecroppers or tenant farmers or left the state to seek opportunities in the factories of the North. White farmers and sharecroppers moved to mill towns to find work in the textile mills.

The textile industry also experienced changes during the 1920s. High demand during the war years was followed by declining demand in the 1920s. Synthetic fibers such as nylon replaced cotton in the fashions of the era. International competition also increased as tariffs that had protected the domestic textile industry

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South Carolina: One of the United States

were reduced. Despite these challenges, the textile industry in South Carolina grew throughout the 1920s as New England textile mills closed in response to these poor economic conditions and moved south. Northern industrialists were attracted to South Carolina because of the ready supply of cheap labor. Mill owners improved living conditions in the mill villages by adding electricity and running water. They also tried to combat continued economic competition and increase their profit by using methods such as the ‘speed-up’, where machines were set to run faster, and the ‘stretch-out’, where fewer workers were used to tend a larger number of machines. Workers’ wages remained low which affected their purchasing power. As mills produced more cloth than was demanded by a weakening economy, reductions were made in the work week or workers were laid off. This compounded the effect on the economy of South Carolina. By the end of the 1920s, the South Carolina textile industry, like agriculture and industry throughout the United States, suffered from declining demand and overproduction.

It is not essential for students to know:

Students do not need to know any specific numbers of bales of cotton that were produced in the 1920s or the specific price drops such as that cotton prices in the spring of 1920. In 1922, South Carolina farmers produced less than one third the number of bales produced just two years earlier as a result of the boll weevil. Students do not need to know where new textile mills were built nor who built them. They do not need to know that the mill owners’ efforts increased the productivity of their workers was part of a general trend towards scientific management called Taylorism. They do not need to know about the labor protests against changing working condition, lay-offs and wage cuts during the 1920s.

Social Studies Literacy Skills for the Twenty-First Century:

- 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.
- Select or design appropriate forms of social studies resources to organize and evaluate social studies information.

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 EIGHT
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.

Enduring Understanding:

South Carolina's response to national crises during the first half of the twentieth century brought it back into full participation in the national experience. To understand the state's changed status, the student will . . .

8-6.4 Explain the effects of the Great Depression and the lasting impact of the New Deal on people and programs in South Carolina, including James F. Byrnes and Mary McLeod Bethune, the Rural Electrification Act, the general textile strike of 1934, the Civilian Conservation Corps, the Works Progress Administration, the Public Works Administration, the Social Security Act, and the Santee Cooper Electricity Project.

Taxonomy Level: Understand / Conceptual Knowledge – 2/B

Previous/future knowledge:

In grades three and five, students studied the effects of the Great Depression on daily life in South Carolina (3-5.3) and the response to the Great Depression in the New Deal (5-4.3).

In United States History and the Constitution, students will analyze the effectiveness of President Roosevelt's response to the Great Depression (USHC-6.4).

It is essential for students to know:

It is important for students to understand that the Great Depression was not caused by the stock market crash. Although the crash marked what is recognized as the beginning of the Great Depression nationally, South Carolina had been in a depression many years before the crash (8-6.3). After the stock market crash, conditions continued to deteriorate in South Carolina. More banks failed and some textile mills closed their doors. More farmers lost their land to foreclosure and a railroad went bankrupt. A quarter of the people in South Carolina were unemployed and people had no money to spend in their local stores. Marriage and birth rates dropped dramatically as people postponed starting families because they could not afford them. Young men wandered from town to town or rode the rails searching for work or a handout. Charitable organizations, such as churches and community groups, could not keep up with the need for food, clothing, and shelter. People looked to the government for help.

Franklin Delano Roosevelt was elected President of the United States in November 1932 on the promise that he would bring a New Deal to the American people. By the time he was inaugurated in March of 1933, conditions were even worse. Roosevelt sought advice from South Carolinians, most notably James F. Byrnes and Mary McLeod Bethune. Byrnes was elected to the United States Senate in 1930 where he helped Roosevelt pass the New Deal through Congress and served as an important domestic policy adviser. Byrnes was South Carolina's Senator until 1941 when he accepted an appointment to the Supreme Court. He later served as head of the Office of War Mobilization, Secretary of State, and Governor of

GRADE EIGHT

South Carolina: One of the United States

South Carolina. Mary McLeod Bethune was an African American educator and civil rights leader who founded a college and organized the National Council of Negro Women. She served as the Director of Negro Affairs for the National Youth Administration and was an influential member of the unofficial “Black Cabinet,” a group of African American leaders President Roosevelt consulted.

During his first “hundred days” in office, President Roosevelt started an aggressive program to bring relief, recovery, and reform to the country. He used the radio for “fireside chats” to reassure the American people that they had “nothing to fear but fear itself.” New Deal programs were not specifically designed for South Carolina, however, certain programs had significant and long-term impact on the people of South Carolina.

The Civilian Conservation Corps (CCC) put unemployed young men to work in the nations’ parks. They lived in army camps and sent most of their pay home to help their struggling families and pumped money into the economy. Over 50,000 South Carolinians were employed in reforestation and soil conservation projects and in building parks including Hunting Island, Paris Mountain, Poinsett, and Myrtle Beach State Parks. The CCC reflected the prejudices of the times and was racially segregated.

The Public Works Administration (PWA) and the Works Progress Administration (WPA) engaged in building projects that not only put people to work but also provided lasting improvements for the community. The PWA built schools, libraries, and courthouses as well as United States Navy aircraft carriers. The WPA built highways, airports, bridges, and playgrounds as well as hospitals and schools. Artists and writers were also employed by the WPA. They produced murals and plays and recorded interviews with former slaves that preserved the historical record of African Americans in South Carolina. African Americans did not receive their fair share of New Deal assistance and continued to be discriminated against in hiring by these programs. Job creation programs put some people to work, alleviated their despair and economic hardship, and pumped some money into the economy. However, the New Deal did not result in economic recovery.

The Social Security Act was designed as a reform of the system to prevent future depressions and provide protection for the elderly, the orphaned, the disabled, and the unemployed. The system of old age pensions was particularly important to South Carolina because it was one of only a few states that did not offer such an insurance program. The cost was shared by workers and their employers. Social Security was also the basic social welfare legislation in the United States and set the precedent for future aid to people in need. Because of this, Social Security was criticized. The poverty rate for the elderly declined significantly as a result of Social Security. The Social Security System has had a profound impact on Americans of all ages.

The Santee Cooper Electricity Project was the largest New Deal project in South Carolina and was promoted by South Carolina Senator and New Deal supporter James F. Byrnes. The project built dams on the Santee and the Cooper Rivers, creating Lake Marion and Lake Moultrie. These hydroelectric dams produced power to region, provided jobs to those who built

GRADE EIGHT
South Carolina: One of the United States

the dams and to others in industries made possible by the power the project provided, and improved living conditions for many South Carolinians. The Rural Electrification Act brought power to many of the farms and rural regions of South Carolina. By creating power cooperatives, citizens were able to get government loans and work together to provide electricity to less populated areas where commercial power companies were unwilling to string power lines. By 1940, twenty five percent of farms had electricity. Although dispossessed land owners were offered meager compensation, other farmers were able to install milking machines and water pumps that made farming more profitable.

Other New Deal programs were designed to address the problems of overproduction and declining prices for farmers and industry (8-6.3). The National Recovery Act set up codes for industries that would regulate prices for consumers and hours and wages for workers. The code for textile mills did not affect the “speed up” or the “stretch out” that mill owners used to get more productivity out of their workers, nor did it guarantee workers a forty hour week. As a result of the workers dissatisfaction with wages and working conditions, mill workers in South Carolina joined a labor union and called a general strike in 1934. The strike affected mills along the eastern seaboard. Soon violence broke out between union members and strike breakers (scabs). In South Carolina, deputies fired on a crowd in Honea Path killing seven workers and injuring others. President Roosevelt urged the workers to end the strike and allow arbitration to find a settlement. Strikers agreed, but many South Carolina mill owners did not, keeping their mills closed even when the workers were ready to return. The strike led to the collapse of the union in South Carolina. The New Deal later passed laws that established a minimum wage and maximum hours for industrial workers and recognized their right to form a union and bargain collectively. In South Carolina the general textile strike intensified anti-union sentiment which continues today.

Although the New Deal had a lasting impact on the United States and South Carolina, it did not end the Great Depression. The depression ended when the United States became involved in helping the Allies fight Hitler’s Germany in World War II.

It is not essential for students to know:

Students do not need to understand the efforts of President Herbert Hoover to address the problems of the Depression. They do not need to know about the campaign of 1932, the bank holiday, or the specific legislation that was passed during the Roosevelt’s First 100 Days.

Although students are not required to know about the role of the Agricultural Adjustment Act (AAA) in meeting the needs of farmers but because so many South Carolinians were affected by this act, it should be discussed. The AAA paid landowners to keep their land out of production, thus limiting overproduction but driving sharecroppers and tenant farmers off the land. The AAA was declared unconstitutional by the Supreme Court. It was replaced by a system of payments for limiting production that were important to South Carolina farmers throughout the twentieth century. Students do not need to know about the Tennessee Valley Authority (TVA) however it would be helpful to draw the comparison of the TVA with the Santee Cooper River Project.

GRADE EIGHT
South Carolina: One of the United States

Social Studies Literacy Skills for the Twenty-First Century:

- 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.

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 EIGHT
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.

Enduring Understanding:

South Carolina's response to national crises during the first half of the twentieth century brought it back into full participation in the national experience. To understand the state's changed status, the student will . . .

8-6.5 Compare the ramifications of World War II on South Carolina and the United States as a whole, including the training of the Doolittle Raiders and the Tuskegee Airmen, the building of additional military bases, the rationing and bond drives, and the return of economic prosperity.

Taxonomy Level: Understand/Conceptual Knowledge – 2/B

Previous/future knowledge:

Students have learned about the principle events related to United States involvement in World War I in grade five (5-4.7).

In United States History and the Constitution, students will explain controversies between the Big Three Allies (USHC -7.3); evaluate the impact of war mobilization (USHC 7.2); and summarize the economic, humanitarian, and diplomatic effects of World War II (USHC 7.4).

It is essential for students to know:

World War II had a significant impact on South Carolina just as it did on the rest of the country. Immediately after the bombing of Pearl Harbor, the United States was anxious to retaliate against the Japanese, whose sneak attack had brought the United States out of isolationism and into the war in Europe as well as the Pacific. A group of bomber pilots under the leadership of James Doolittle trained in Columbia and engaged in an air attack on Tokyo launched from aircraft carriers. The attack helped to lift the morale of Americans.

Even before Pearl Harbor the United States government was drafting young men into the armed services and preparing for war. Military camps that had been established during World War I in South Carolina reopened to serve as training bases for the thousands of young men drafted into the armed services. Camp Jackson in Columbia became Fort Jackson. The Charleston Navy yards increased production of destroyers. South Carolinian James F. Byrnes helped to guide the Lend Lease plan through Congress that offered support to the allies in their fight against the Germans. He later served as the director of war mobilization. The economy of South Carolina and the United States began to climb out of the Great Depression as the result of government spending on war preparations.

African American pilots were trained at the air base at the Tuskegee Institute in Alabama. Commanded by white officers, the Tuskegee airmen supported the allied invasion of Italy. They were assigned to escort heavy bombers on raids against strategic enemy targets. This air campaign was directed at weakening Germany prior to the D-Day invasion. Several of the Tuskegee airmen earned the Distinguished Flying Cross and the airmen proved that African American pilots could shoot down enemy aircraft as well as or better than white air crews. African American soldiers served in segregated units commanded by white officers in the fight for freedom. When they returned to the states, many were determined to fight to end segregation.

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The Tuskegee Airmen and the bravery and sacrifice of other African American members of the military opened the doorway for other African Americans to serve in the military and for the desegregation of the military in the postwar period.

Many South Carolinians served in the armed forces but many others were not fit for service. One third of young white men and one half of black men were either illiterate or in such poor health that they could not serve. This was a startling indication of the poverty of South Carolina but war did bring about some prosperity. War mobilization meant more jobs at home and the wartime population of South Carolina cities grew with a resulting impact on area businesses. Farmers were shorthanded causing women and children to work in the fields to bring in bumper crops.

Just as occurred throughout the United States, South Carolinians collected scrap metal and rubber for the war effort. They used ration books to get their share of the short supply of food and fuel and they bought war bonds to fund the war effort. When the war was over, they had savings which they used to buy automobiles and other goods that were not available during the war. When V-E Day and V-J Day finally arrived, South Carolina and the United States were poised to enter a period of prosperity.

It is not essential for students to know:

Students do not need to know the specific details of the bombing of Pearl Harbor, such as the number of ships or men who were lost or the warning signs or the conspiracy theory. Students need background information about the Doolittle Raiders and their connection to South Carolina but they do not need to know targets of the raiders or where they landed after the attack. Students do not need to know the specific names of the Tuskegee Airmen.

Social Studies Literacy Skills for the Twenty-First Century:

- 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.

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 EIGHT

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.

Enduring Understanding

Changes that took place in the United States during the late twentieth and early twenty-first centuries revitalized the economy and challenged traditional society and politics in South Carolina. To understand the response of South Carolina to these challenges, the student will . . .

8-7.1 Compare the social and economic impact of World War II and the Cold War on South Carolina with its impact on the rest of the United States, including the increases in the birth rate; the emergence of the consumer culture; the expanding suburbanization, highway construction, tourism and economic development; the continuing growth of military bases and nuclear power facilities; and the increases in educational opportunities.

Taxonomy Level: Understand / Conceptual Knowledge – 2/B

Previous/future knowledge:

In grade five, students studied the social impact of World War II (5-4.7) on the United States and the social, cultural, and economic developments during the Cold War (5-5.2).

In United States History and the Constitution, students will analyze the causes and consequences of social and cultural changes including education, consumerism, suburbanization, advances in medicine and agriculture, changes in the standard of living and demographic patterns and the roles of women in American society (USHC-7.6).

It is essential for students to know

During World War II, South Carolina experienced significant economic growth. The war effort ended the Great Depression and most South Carolinians enjoyed full employment. Many South Carolinians joined the armed forces. The expansion of military bases to meet training needs at Fort Jackson, Parris Island, the naval base at Charleston, and the new air base at Columbia stimulated the local economy. However, segregation and discrimination continued to limit opportunities for African Americans in South Carolina. President Roosevelt's executive order opened jobs in wartime industries and led African Americans to move off South Carolina farms in search of better economic and social opportunities in the cities of the North and West. Once the war ended, economic prosperity continued in South Carolina as it did throughout the country. Demand for goods unavailable in wartime and the ability to pay for them because of wartime savings led to increased consumer spending.

Returning veterans used GI Bill benefits to get an education or start new businesses, boosting the South Carolina economy in the process. As soldiers returned home and the economy improved, there was a post-war baby boom. Pent-up consumer demand from the war years and the needs of growing families led to the development of the consumer culture and contributed to the growth of suburbs. Federal and state highway construction, the availability of the automobile, and growing industry contributed to the continuation of the shift from rural to urban areas and to suburbs. Growing families, the desire to attract industry, and Cold War competition with the USSR meant that states and local governments were called on to improve education. In South

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South Carolina: One of the United States

Carolina, the school year was extended to nine months and twelfth grade was added to high schools. A system of technical colleges was created to attract economic investment to South Carolina. It supplied an educated and trained work force to meet industry specifications. As the result of court cases on civil rights, South Carolina invested more heavily in schools to preserve segregation (8-7.2). During the last thirty years, South Carolina has worked to reform education through the Education Improvement Act (EIA) (8-7.3).

In the post war period, South Carolina continued a tradition begun in the late nineteenth century of promoting Northern tourism to Southerners. In the early twentieth century, moneyed Northerners were attracted to places such as Aiken and Camden for temperate outdoor pastimes including horse racing and hunting, and bought up former plantations for hunting and relaxation. These large tracts of land were purposely left undeveloped providing the state with parcels that later became parks and preserves for research, recreation, and tourism such as Brookgreen Gardens and Huntington State Park. The wide availability automobiles and the expansion of highways accelerated the development of South Carolina's tourist industry. Motels and fast food restaurants followed the building of highways and resort development gave Americans a place to go. The greater availability of air conditioning contributed to the growth of tourism during the hot summer months. Charleston and the South Carolina coast, especially Myrtle Beach, became popular vacation destinations. As the Greatest Generation and the Baby Boom generation age and retire they are looking for places to play golf and to enjoy their golden years. South Carolina's mild climate and moderate housing costs compared to other areas of the country make it an attractive place to retire. Resorts such as Hilton Head Island answer this demand. The development of these sea islands, however, can threaten existing historic communities thus giving South Carolina the opportunity to continue the tradition of actively preserving the cultural heritage of the region.

The Cold War impacted the economy of the United States and that of South Carolina. Military spending spawned industries that provided jobs. The Savannah River Nuclear Plant was built to provide weapons grade plutonium for the United States nuclear arsenal. It continues to provide jobs and an economic boost to the region, despite the end of the Cold War. As a result of Cold War spending and the war on terrorism, military bases in South Carolina have continued to play an important role in the state's economy. After the fall of the Soviet Union, the Myrtle Beach Air Force Base and the Charleston Naval Shipyard were closed. However, recent problems in the Middle East, including the first and second Gulf Wars in Iraq, have seen an increase on America's dependence on training facilities and staging areas in South Carolina, such as Fort Jackson, Parris Island, Shaw Air Force Base and the Port of Charleston.

It is not essential for students to know:

It is not essential for students to know specific highways that were built or improved, such as Highway 301 or Interstate 95. It is not essential for students to understand how the building of Interstate 95 adversely impacted the 301 corridor and many communities in South Carolina. It is not essential for students to know about specific resorts or the environmental hazards to beaches, natural areas and wildlife that tourism has brought to the coast.

Social Studies Literacy Skills for the Twenty-First Century:

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

GRADE EIGHT
South Carolina: One of the United States

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 EIGHT
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.

Enduring Understanding

Changes that took place in the United States during the late twentieth and early twenty-first centuries revitalized the economy and challenged traditional society and politics in South Carolina. To understand the response of South Carolina to these challenges, the student will . . .

8-7.2 Analyze the movement for civil rights in South Carolina, including the impact of the landmark court cases *Elmore v. Rice* and *Briggs v. Elliot*; civil rights leaders Septima Poinsette Clark, Modjeska Monteith Simkins, and Matthew J. Perry; the South Carolina school equalization effort and other resistance to school integration; peaceful efforts to integrate beginning with colleges and demonstrations in South Carolina such as the Friendship Nine and the Orangeburg Massacre.

Taxonomy Level: Analyze / Conceptual Knowledge – 4/B

Previous/future knowledge:

In grades three and five, students have studied the civil rights movement in South Carolina, including the desegregation of schools (*Briggs v. Elliott*) and other public facilities and the right to vote (3-5.5). They have also studied events and people in the civil rights movement throughout the United States, the desegregation of the armed forces, *Brown v. Board of Education*, Martin Luther King Jr., Rosa Parks, Malcolm X, and the Voting Rights Act (5-5.3).

In United States History and the Constitution, students will analyze the Civil Rights Movement, including initial strategies, landmark court cases and legislation, the roles of key civil rights advocates, and the influence of the civil rights movement on other groups seeking equality (USHC-9.5).

It is essential for students to know

Jim Crow laws, restrictions on voting through poll taxes and literacy tests, and discrimination in the workplace (8-5.1), continued to limit the social, political, and economic opportunities of African Americans in the twentieth century. It is important for students to understand that the movement for civil rights in the United States continued from the colonial period. Throughout the twentieth century, organizations such as the National Association for the Advancement of Colored People (NAACP), the Congress of Racial Equality, the National Association of Colored Women, and the National Urban League actively sought the recognition of African American rights and the fulfillment of the promises of the Declaration of Independence and the thirteenth, fourteenth, and fifteenth amendments.

The Civil Rights Movement intensified after World War II. The movement for civil rights accelerated as a result of the “victory abroad, victory at home” (Double V) campaign of African Americans, the Supreme Court decision in *Brown v. Board of Education*, the influence of mass media, and the leadership of Martin Luther King, Jr.

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The National Association for the Advancement of Colored People (NAACP) took the legal approach and brought cases to the courts that challenged the prevailing practices of discrimination and laid the groundwork for change. Among many other cases, the NAACP challenged the exclusion of African American voters from participation in the South Carolina Democratic Party's selection of candidates. The Democratic Party had dominated politics in South Carolina and the South since Reconstruction so the white primary effectively excluded blacks from having any say in selecting the state's elected officials. The United States Supreme Court ruled in *Elmore v. Rice* (1947) that the white primary was unconstitutional. African Americans, who continued to face white hostility, still had to overcome intimidation but they now had the opportunity to impact the selection of candidates and subsequently the eventual office holders in solidly Democratic South Carolina.

The landmark case of *Brown v. Board of Education* (1954) started with a simple request. The parents of African American students in Clarendon County, South Carolina requested a bus to take their children to their all-black school. Some children had to walk eighteen miles to and from school each day. Since the county's [2375] white children had [30] school buses for their use and its [6531] black students had none, parents at Scott's Branch School felt that the "separate-but-equal" doctrine established by the Supreme Court in *Plessy v. Ferguson* required the school district to pay for the gas and repairs on the used bus that the families bought to take their children to school. Parents did not originally seek integration but equality. The original case was dismissed due to a technicality. With the assistance of local leaders including Modjeska Monteith Simkins and the NAACP, parents brought suit against the school district in a new case, *Briggs v. Elliot*, for equal treatment under the law as required by the fourteenth amendment. In federal district court, the counsel for the state of South Carolina admitted that separate schools for African Americans were unequal but claimed that the state had initiated a building program that would bring the African American schools up to par with the white schools. The court, therefore, ruled in favor of the school district. The NAACP then appealed the case to the United States Supreme Court. *Briggs v. Elliot* was one of five cases that became part of the landmark *Brown v. Board of Education of Topeka, Kansas* decision. In *Brown* the Supreme Court overturned *Plessy v. Ferguson* and ruled that separate was inherently unequal. The court further ruled that African American students should be integrated into classrooms with white children with "all deliberate speed."

South Carolina officials resisted efforts to integrate schools in a variety of ways. While the *Briggs* case was still pending in the federal courts, South Carolina launched a statewide effort to improve education by making separate African American schools equal to schools for whites and were able to remain segregated under the *Plessy* "separate but equal" doctrine. This massive building program is known as the equalization effort. Modern schools for African American students were built throughout the state. When the equalization effort was not successful in persuading the courts that "separate but equal" should be upheld, the *Brown* ruling was met with widespread and sometimes violent opposition and delay. The Governor of South Carolina, James F. Byrnes, encouraged this resistance. White Citizens Councils were established to coordinate efforts to intimidate African Americans who petitioned for equal treatment and to label whites who supported the court's ruling as traitors to their race. South Carolina's Senator Strom Thurmond authored the Southern Manifesto, signed by all but three of the Congressmen from the Deep South [101 in total]. This document condemned the *Brown* decision for upsetting the

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relationship of whites and African Americans in the South and encouraged resistance to desegregation. Resistance included the establishment of numerous ‘white flight’ private academies, school choice, and plans for the voluntary closing of public schools. For almost two decades, South Carolina sought to avoid the integration of public schools. Similar actions were taken in other southern states. It would be the early 1970s before full-scale integration occurred in most South Carolina schools.

The *Brown* decision prompted other civil rights actions throughout the South and South Carolina was affected. In response to the actions of Rosa Parks and the Montgomery Bus Boycott, the Supreme Court ruled that city buses could not be segregated. South Carolina’s bus companies ignored the ruling. When students staged a sit-in at a North Carolina lunch counter, South Carolina students followed their example throughout the state and initiated a new tactic. Grassroots protests and demonstrations throughout South Carolina echoed the national movement led by Martin Luther King, Jr. The response of the white leadership of South Carolina was tempered by their desire to attract economic investment to the state (8-7.1). Pictures of protests and violence in other southern states broadcast on nationwide television and newspapers did not encourage such investment. Consequently in 1963, South Carolina began to slowly and deliberately integrate public facilities. Beginning with Clemson College and followed by the University of South Carolina, state colleges were integrated without the violence which engulfed campuses in other southern states. This relatively peaceful integration of public facilities in South Carolina was marred by the violence of the Orangeburg Massacre. The Civil Rights Act of 1964 and the Voting Rights Act of 1965 were enforced in South Carolina and public schools were finally desegregated as a result of another court ruling fifteen years after the *Brown v. Board of Education* ruling.

Although many South Carolinians played a significant role in the civil rights movement, most notable among them are Septima Clark, Modjeska Simkins and Matthew Perry. Septima Poinsette Clark was a public school teacher. In a case brought by the NAACP, she sought equal pay for African American and white teachers. A member of the NAACP, Clark left South Carolina when the state legislature passed a bill saying that public employees could not belong to any civil rights organization. Clark later taught at the Highlander Folk School in Tennessee where many civil rights leaders learned the strategy of nonviolent direct action. Clark served in the Southern Christian Leadership Conference led by Dr. King. Clark founded citizenship schools to improve literacy among the African American community and increase voter registration. Modjeska Monteith Simkins was a teacher and public health worker. An active member of the NAACP, she also participated in the efforts to equalize teachers’ salaries and to reform the white primary (*Elmore v Rice*). Simkins also helped write the declaration for the lawsuit that asked for the equalization of Clarendon County schools (*Briggs v Elliot*). Matthew J Perry was the first graduate of the new law school at South Carolina State to pass the bar exam. As a civil rights lawyer, Perry was instrumental in bringing cases in South Carolina to challenge segregation. African American efforts to push for integration of schools to conform to the *Brown* ruling were first pursued at the college and university level because these would be least resisted by white parents. Perry defended the right of an African American student to attend Clemson University. Perry also fought for the adoption of single-member districts in South Carolina’s House of Representatives, making it possible for more black lawmakers to get elected. Perry later served as South Carolina’s first African American federal judge.

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South Carolina college students also played a role in the Civil Rights Movement. The Friendship Nine were students at Friendship College who introduced a new tactic to the movement in the early 1960s. While planning a sit-in at a Rock Hill lunch counter, the students decided that if arrested, they would not accept bail but would serve out their sentences. By so doing, they brought greater public attention to their protest against segregation. Other protesters across the country adopted the "jail no bail" tactic, and served out their jail sentences, thus straining the local prison system and drawing the attention of the national press. In 1968, students at South Carolina State College protested the segregation of a bowling alley in Orangeburg. Several days later police who had been called in to keep the peace, opened fire on students, injuring dozens and killing three. The officers were acquitted but a wounded student was convicted of "riot" because of his activity at the bowling alley several nights before the shooting. By 1968, the national press paid little attention to the event and it was overshadowed by the riots that followed the assassination of Dr. King in April.

It is not essential for students to know:

Students do not need to remember the names of the governors who served during the civil rights era but it would be helpful to be familiar with other influential African American leaders such as Reverend Joseph DeLaine (leader of the parent group in *Briggs*), Thurgood Marshall (the lawyer for the *Briggs* and *Brown* cases), Cleveland Sellers (jailed in connection with the Orangeburg Massacre) or South Carolina (federal) Justice Julius Waite Waring (whose legal pronouncements not only provided the early civil rights movement with landmark initial victories and readily understandable quotes ["with all deliberate speed"] but also pursuable legal strategies ["separate educational facilities are inherently unequal."]) Students do not need to know the specifics of South Carolina's efforts to resist integration, but they should have an understanding of the extremely economically infeasible extent to which the state adhered to segregation policies as well as their ramifications. An example was the state's willingness to provide expensive separate professional programs or pay high tuition rates for African American students to attend out-of-state professional programs rather than admit African American students to professional programs at the all-white state schools. To fund these efforts and those for equalization of public schools, the state legislature passed a sales tax. At the same time, in order to address inequities in districts that offered just whites-only facilities, the state also began a process of consolidating school districts from over one thousand to approximately eighty-three. As a result, the one-room schools attended mainly by African Americans in rural areas closed. In response to the resistance movement that developed as a reaction to the *Brown* ruling, the state legislature passed a compulsory education law. The courts ruled that freedom of choice plans were an unacceptable means of integrating the schools. Eventually educational opportunities for African American and rural white students alike were improved when schools were integrated as a result of another court order in the early 1970s.

Students do not need to remember civil rights activities that took place in other parts of the South, such as the Birmingham Campaign or the Selma March, however these would put the actions within South Carolina in context.

Students do not need to know additional details about the lives of South Carolina's civil rights leaders. When Septima Clark was Director of Workshops at the Highlander Folk School in

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Tennessee, among those who came to Highlander was Rosa Parks. Mrs. Parks attended a school desegregation workshop in 1955, some months before her refusal to give up a seat on a bus led to the Montgomery bus boycott. Matthew Perry was part of a team of lawyers for a client who sued a bus company after a bus driver prevented the client from using the bus door reserved for whites. The ruling in this case set a precedent that supported Rosa Parks in her similar case in Montgomery, Alabama. Students do not need to know the names of the Friendship Nine or of the students killed in the Orangeburg Massacre or that both Reverend DeLaine and Justice Waring found it necessary to permanently leave South Carolina because of reactions to their courageous work to affect change.

Social Studies Literacy Skills for the Twenty-First Century:

- Identify and explain the relationships among multiple causes and multiple effects.
- Evaluate multiple points of view or biases and attribute perspectives to the influences of individual experiences, societal values, and cultural traditions.
- Interpret parallel time lines from different places and cultures.

Assessment Guidelines:

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

Analyze

Differentiating

Organizing

Attributing

or any verb from the **Apply, Understand, or Remember** cognitive process dimension.

GRADE EIGHT
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.

Enduring Understanding

Changes that took place in the United States during the late twentieth and early twenty-first centuries revitalized the economy and challenged traditional society and politics in South Carolina. To understand the response of South Carolina to these challenges, the student will...

8-7.3 Explain changing politics in South Carolina, including the role of Strom Thurmond, the shift from the Democratic Party to the Republican Party, the increasing political participation of African Americans and women, and the passage of the Education Improvement Act (EIA).

Taxonomy: Understanding/ Conceptual Knowledge – 2/B

Previous/ future knowledge:

In fourth and fifth grades, students studied the role of political parties in representing the interests of specific groups (4-4.5) and in espousing a particular set of policies such as the Republican Party in the election of 1860 (4-6.3) and in Reconstruction policy (5-1.1).

In United States History and the Constitution, students will analyze the causes and consequences of the resurgence of the conservative movement, including social and cultural changes of the 1960s and 1970s, Supreme Court decisions on integration and abortion, the economic and social policies of the Reagan administration, and the role of the media (USHC-8.4).

It is essential for students to know:

In the mid- twentieth century, political parties shifted in South Carolina as a result of the evolving position of the Democratic Party on issues of race and other issues of interest to conservative Southerners. In order to understand this shift, students must first understand why South Carolina and the rest of the South were solidly Democratic prior to the emergence of the modern civil rights movement.

Although many Lowcountry planters supported the Federalist Party of Alexander Hamilton in the early years of the republic (8-3.4), as the political power of the national Federalists waned and that of the backcountry and the Lowcountry of South Carolina equalized (8-3.1), South Carolina became predominantly Democratic-Republican and then Democratic. In the pre-Civil War period, the Republican Party emerged as a coalition of groups opposed to the expansion of slavery into the territories. South Carolina seceded as a result of the election of the Republican candidate Abraham Lincoln in 1860 (8.4-3). In the Reconstruction period, when the so-called radical Republicans attempted to reconstitute South Carolina's government to include active participation by freedmen, the majority of the white population refused to participate in the Republican government, ultimately "redeemed" the government of South Carolina by returning it to white control, and subsequently disenfranchised the African American voter (8-5). Blaming the Republicans for both the war and Reconstruction, South Carolina, like other southern states, voted solidly Democratic and became a part of what was known as the "solid South."

Conservative Southerners and South Carolinians initially supported the New Deal of Democrat Franklin Roosevelt but became suspicious of Roosevelt as he increasingly attracted African American voters in the North to the New Deal. Shortly after World War II ended, President

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South Carolina: One of the United States

Harry Truman ordered the desegregation of the military (1948) and supported the inclusion of planks in the Democratic Party platform (1948) supporting anti-poll tax legislation and federal protection against lynching measures aimed at rectifying the deplorable conditions for African Americans. Incensed at this intrusion into the affairs of the states, many delegates from the South walked out of the Democratic National Convention. They formed their own party, which became known as the Dixiecrats, and named South Carolina's Strom Thurmond as their presidential candidate. Thurmond carried South Carolina in the 1948 presidential election. Although Thurmond and other South Carolinians returned to the Democratic Party after the Dixiecrat's defeat, this was the beginning of the end of the solidly Democratic South.

In 1947, the Supreme Court ruled in *Elmore v. Rice* that the white primary was unconstitutional (8-7.2) and later ruled that segregation of the public schools was also unconstitutional (*Brown v. Board of Education*) (8-7.2). South Carolina's Senator Strom Thurmond continued to lead resistance to recognizing the rights of African Americans. Thurmond opposed implementation of the *Brown* ruling by writing the Southern Manifesto condemning the *Brown* decision and encouraging resistance to desegregation. Senator Thurmond holds the record of twenty-four hours and eighteen minutes for his filibuster against the passage of a civil rights act that would provide some federal protection for the right to vote (1957). As Democratic presidents John F. Kennedy and Lyndon Johnson responded to the Civil Rights Movement with support for the passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965, southern Democrats, most notably Strom Thurmond, withdrew their support for the president and the Democratic Party. Thurmond changed his party affiliation from Democrat to Republican (1964). South Carolina has voted for the Republican presidential candidate since 1964 with only one exception in 1976 when Georgia's Jimmy Carter carried the state. Republican candidate Richard Nixon was supported by Thurmond in the 1968 election. He won further support with his 'southern strategy' of resisting the expansion of civil rights protections and thus appealing to southern voters. Ronald Reagan appealed to South Carolinians because of his stand on taxes and the Cold War.

Other factors cemented South Carolina's return to the Republican Party. Protests against the Vietnam War were seen by many in a state heavily committed to the military as unpatriotic and were associated with the Democratic Party. Richard Nixon's campaign promise to restore "law and order" appealed to conservative Southerners who feared the backlash of the black power movement as well as the antiwar protests. Fundamentalist and evangelical churches, prominent in the South, organized politically as social conservatives and became a cornerstone of the growing conservative movement.

African Americans have voted in increasing numbers as a result of the *Elmore v. Rice* decision, the Voting Rights Act of 1965, and the anti poll tax amendment to the Constitution (24th amendment). Although African Americans supported the Republican Party that won them their freedom and protected it during Reconstruction, they have consistently supported the Democratic Party since the mid 1960s because of the Democratic Party's support for civil rights. African Americans make up about twenty-eight percent of the population of South Carolina according to the 2010 Census, so they have had limited impact on presidential elections in a state with a winner-take-all policy granting all electoral votes to the candidate that gains the majority. Presently, African Americans hold thirty-eight seats in the South Carolina legislature.

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The Civil Rights Movement contributed to a reemergence of the women's rights movement. Although South Carolina women had been able to vote since 1920, South Carolina ratified the nineteenth amendment in 1969. South Carolina was one of ten states that failed to ratify the Equal Rights Amendment and so the Amendment failed. South Carolina women have had prominent roles in government including women who have served in Congress, Lieutenant Governor, and as members of the state legislature. There are sixteen women currently serving in the state legislature.

Education continued to be an area of concern even after integration made the equalization effort (8-7.2) moot. In order to ensure continued economic growth, successive governors backed state funding of a minimal level of education for all of the state's children funded by a sales tax. At the urging of the business community, South Carolina led the nation in addressing educational issues through the Education Improvement Act in the mid-1980s. The act called for a one cent increase in sales tax to be used for education. Although improvement was seen in the graduation rates and the numbers of students attending college, inequality continues and the funding has proved unstable. The state has cut funding in the last several years because of lower revenues due to the recession. Wealthy districts are able to tap into local resources while poor districts are unable to fully fund education for their children. The achievement gap continues to be the legacy of years of discrimination in educational opportunity. The Education Improvement Act of the 1980s and Educational Accountability Act of the 1990s were passed to ensure that all South Carolina children have an equal opportunity to learn. National legislation, currently labeled No Child left Behind [NCLB] established an accountability system based on state standards.

Social Studies Literacy Skills for the Twenty-First Century:

- Identify and explain the relationships among multiple causes and multiple effects.
- Select or design appropriate forms of social studies resources to organize and evaluate social studies information.

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 EIGHT
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.

Enduring Understanding

Changes that took place in the United States during the late twentieth and early twenty-first centuries revitalized the economy and challenged traditional society and politics in South Carolina. To understand the response of South Carolina to these challenges, the student will...

8-7.4 Summarize key economic issues in present-day South Carolina, including the decline of the textile industry, the state's continuing right-to-work status, the changes in agricultural emphasis, the growing globalization and foreign investment, the influx of immigrants and migrants into the Sunbelt, the increased protection of the environment, the expanding number of cultural offerings, and the changes in tax policy.

Taxonomy Level: Understand / Conceptual Knowledge – 2/B

Previous/future knowledge:

In grades three and five, students have studied the rise and fall of the cotton/textile markets (3-5.1), the growth of tourism in South Carolina (3-5.6), changes in the United States economy following World War II, including the expanding job market and service industries, consumerism, and new technology (5-5.2). They have also identified issues related to natural resources (5-6.6).

In United States History and the Constitution, students will summarize key economic issues of the last twenty-five years, including globalization, tax policy and immigration (USHC 8.5).

It is essential for students to know

Changes in the economy of contemporary South Carolina are rooted in economic changes of the post World War II period. During World War II many workers, especially African Americans, left farms, for factory jobs in towns in South Carolina or in wartime industries across the nation. Consequently, landowners turned to crops that could be harvested by machine such as soybeans. Many veterans did not return to the farm. Depopulation led to an even greater reliance on mechanization and fewer acres planted in cotton which was still harvested by hand. By the mid-1950s, tobacco replaced cotton as the most important crop in the state. Unable to buy the expensive equipment needed to plant and harvest crops, sharecroppers and tenant farmers left the countryside. Landowners borrowed money using their land as collateral to buy equipment. In the postwar period, new farming methods and the use of fertilizers led to increased yields, overproduction, and falling prices. Falling prices left small farmers unable to pay their loans so many more left the farm for cities and towns. By the 1970s, more South Carolinians lived in cities than in rural areas. As a result of industrialization and mechanization, South Carolina's economy changed from one that was based on agriculture to one based on manufacturing and tourism.

The state government of South Carolina made a concerted effort to attract new industry to the state and those efforts continue today. With the encouragement of Governor Strom Thurmond, the legislature passed bills that provided for the expansion and modernization of the port

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facilities at Charleston. By the 1950s, Charleston was one of the leading seaports in the United States. To attract shipping, Charleston developed container facilities. The State Ports Authority oversees the development of the ports of Charleston, Georgetown and Port Royal and has helped to attract foreign companies to the state and promote international trade. The future of the Charleston Harbor, however, depends on efforts to deepen the port to allow for larger container ships once the wider Panama Canal opens in 2014. An extensive system of roads and highways built by both the federal government and the state of South Carolina crisscrosses the state and provides transportation for goods to consumers throughout the country. Airports, built in major cities in South Carolina, have contributed to economic development. South Carolina has developed a system of technical colleges that prepare a skilled workforce and also attracts new industries. The State Development Board, created in 1954, continues to recruit businesses from other parts of the country and from Europe to the state by touting the incentives of tax breaks, low wages, and the state's opposition to labor unions.

The textile industry particularly benefited from South Carolina's long standing hostility to labor unions. In the 1920s, Northern investors moved their mills to South Carolina in order to cut costs in the face of foreign competition (8-6.3). In the 1930s, textile workers were unsuccessful in their attempt to improve wages and working conditions through general strikes (8-6.4). Despite New Deal legislation protecting labor unions, the state legislature passed a bill in the late 1940s that established South Carolina as a 'right to work' state. Right to work laws supported the interests of management over the workers by outlawing the closed shop. The law allowed employees to work in a factory without joining the recognized and elected union. This undermines the unity and therefore the effectiveness of the union at the bargaining table and contributes to the scarcity of labor unions in South Carolina. South Carolina continues to market itself as a 'right to work' state and attracts businesses away from states that recognize the right of workers to join a union to protect their interests. Despite low wages, the textile industry was unable to weather the international competition brought by globalization in the 1990s. Just as declining tariffs contributed to depressed conditions in the textile industry in the 1920s, the removal of all tariffs through agreements such as the North American Free Trade Agreement (NAFTA) and the General Agreement on Tariffs and Trade (GATT) meant that textile jobs went overseas where wages were even lower than they were in South Carolina.

Although globalization contributed to the loss of textile jobs in South Carolina, globalization has also meant foreign investment in South Carolina. These investments, in turn, attract workers. Workers were attracted to the Sunbelt when industries in the Rustbelt, suffered from foreign competition and downsized. Hispanic migrant farm workers have taken the place of South Carolinians who left agriculture for better opportunities. Retirees attracted to the Sunbelt by climate and low taxes have spawned businesses to meet their needs, such as the construction of new housing. Some African Americans have returned to South Carolina due to improving race relations as a result of the Civil Rights movement and economic growth.

The environmental hazards to beaches, natural areas, and wildlife as a result of tourism brought to the coast, has ironically led to an effort to protect the natural resources of South Carolina making the state a tourist destination. Universities and city boosters have provided an ever expanding array of cultural offerings designed to improve the quality of life and attract businesses to the state.

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It is not essential for students to know:

Students do not need to know the number of people who left farms for other jobs nor do they need to know the percentage of the decline in numbers of acres planted. Students do not need to know the names or accomplishments of specific governors who contributed to the economic development of South Carolina. Students do not need to know specific companies that have been attracted to South Carolina such as Michelin or BMW. They do not need to know that there was some resistance to these companies from local businesses because of the fear that the higher wages they promised to pay would adversely affect their own ability to attract workers.

Social Studies Literacy Skills for the Twenty-First Century:

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

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.