A supplement to

South Carolina: Great stories that embrace the history of the Palmetto State
NATIVE AMERICANS IN SC

Indicators: 8-1.1 Summarize the collective and individual aspects of the Native American culture of the Eastern Woodlands tribal group

Include: Catawba, Cherokee, and Yemassee tribes

Background Information

On pages 24-25 of South Carolina, read the passage, “Meet the Natives” about the different Native American tribes that lived in South Carolina during colonial times.

Class Opener

Ask your students to imagine that they are living 500 years ago. They decide to explore the town where they currently reside (including the area where the school is located). Have them write down what they might find (i.e. Native Americans, geographic landmarks, wildlife, trade routes, etc.). Remember that virtually no Europeans had come to South Carolina prior to the mid-1500s.

Discuss the major geographic landmarks that exist in the area today (such as rivers, lakes, mountains, roads, etc.). Did these exist 500 years ago? If so, how did they have an impact on the lives of Native Americans living at that time?

Mapping Activity

Divide your class into three groups. Assign each group one of the three major Native American tribes in South Carolina during colonial times— the Cherokees, Catawbas, and Yemassees. Each group must create a timeline that illustrates the key events of that tribe during the settlement of South Carolina. The timeline should include all major interactions with the Europeans, including alliances, land agreements, trading arrangements, and major conflicts.

After each group has completed its timeline, have your students share their information with the rest of the class. Discuss the similarities in the timelines of the three tribes. What are the differences? Point out the major events of the time period that had an impact on all of the Native American tribes.

An Integrated Approach: The Writing Process

Ask your students to prepare a Table of Contents for a book entitled, All about South Carolina before the Arrival of the Europeans. They should come up with 4 to 5 chapters that they feel are appropriate, and important, for a book of this title. For example, there will probably be a chapter on “Native Americans in South Carolina”, as well as “South Carolina Geography.”

Language Arts Skill: Demonstrate the ability to generate ideas and use written prewriting strategies.
EUROPEAN SETTLEMENTS

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

Background Information

On pages 18-19 of South Carolina read the passage, “New Land Up for Grabs” about the first attempts of European nations to explore and settle the Carolinas.

Class Opener

During the 16th and 17th centuries, European nations raced to claim land on the newly discovered American continent. Ask your students to list reasons why Europeans were so anxious to explore and settle new areas. Here are a few of the possibilities:

- To satisfy a sense of adventure
- To search for treasure and wealth
- To find a better life
- To escape religious persecution
- To find new trade routes
- To exploit resources in a new area
- To expand the Empire
- To gain respect from other nations

Evaluating History

During the 1500s, the Spanish and French tried to establish several settlements in South Carolina. The Spanish built the settlement of San Miguel (where Beaufort County is today) as early as 1526, although it failed within one year. The French built Charlesfort (also in Beaufort) in the 1560s, but it also failed. Other French and Spanish settlements of the time suffered the same fate.

Ask your students to answer the question: What did they do wrong? Why did these colonies fail? Make sure they consider factors such as motivation, location, experience, preparation, supplies, etc.

An Integrated Approach: Communication: Speaking

Divide your students into small groups, and have each group imagine that they have spent time in one of the early settlements of South Carolina (i.e. San Miguel, Charlesfort, Albemarle Point). They are now back in Europe and giving a presentation before the monarchy to describe what they experienced in the New World. Each group must prepare a class presentation where they give details about the Natives, the geography, the daily life, and the successes and failures of the settlement. Make sure the groups use appropriate background information and statistics.

Language Arts Skill: Demonstrate the ability to effectively use presentation techniques, visual aids, and other relevant sources to enhance an oral presentation.
ENGLISH SETTLEMENTS

Indicators: 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.

Background Information

On pages 28-29 of read the passage, “Charles Town to Charleston,” on pages 28-29. This passage discusses the first English settlements on SC’s coast.

Class Opener

Before the arrival of European settlers, the Native American tribes in South Carolina (and across the Eastern Woodlands) routinely interacted with one another. The arrival of the Europeans added another element to this interaction. In some cases, European settlers were on good terms with the Natives. At other times there were strong tensions.

Ask your students to list factors that defined the relationship between English settlers and the Natives. Consider:

- Land / Property
- Religion
- Culture
- Politics
- Customs / Etiquette
- Trade

As time went on, which of the above became the main source of tension between the Native Americans and the European settlers? (answer: all were sources of tension, but land disputes was a main cause of tension. The fight to keep control of their land became increasingly important for Native Americans as more Europeans came to the New World).

Drawing Comparisons

It wasn’t until the British settled at Albemarle Point in 1669 that Europeans succeeded in establishing a permanent settlement in South Carolina. Ask your students to compare the British settlement with earlier attempts by the Spanish and French. Why did the British succeed where the other nations had failed? Consider factors such as location, experience, motivation, organization, use of African slaves, surrounding environment, Native Americans, and even luck.

An Integrated Approach: Writing Purposes

Ask your students to imagine that they are among the first English explorers to arrive in South Carolina with hopes of establishing a settlement. Ask them to write a diary entry describing the work that lies ahead in building the settlement. Make sure that your students list a few of the challenges that they might have to face (i.e. Native Americans, harsh weather, disputes among settlers, etc.).

Language Arts Skill: Demonstrate the ability to use writing to explain, inform, describe, and entertain.
AFRICANS ARRIVE IN SC

Indicators: 8-1.4 Explain the significance of enslaved and free Africans in the developing culture and economy of the South and South Carolina.

Include: 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.

Background Information

On pages 30-31 of read the passage, “The Slave Trade” about the introduction of slavery and the plantation system to South Carolina. This institution defined the state’s history for centuries to come.

Class Opener

Ask your students to consider this “What If” Scenario. What if African slaves had never been brought to the New World? Would the early settlements (primarily those in South Carolina) have survived? What adjustments would the early settlers have had to make? How would this have changed the course of American history (remember that the issue of slavery became so intense that it led to a Civil War in the 1860s)?

Cause and Effect

The suggested passage listed above in the South Carolina book includes a “Side Note” box about Stono’s Rebellion. Stono’s Rebellion was the largest slave uprising in the American colonies prior to the Civil War. Ask your students to make a Cause and Effect Table for the rebellion. In a column labeled “Causes” they should list the conditions and circumstances that led to Stono’s Rebellion. In a column labeled “Effects,” the students should list the legal and social impact that the rebellion had on South Carolina. Below are a few ideas:

<table>
<thead>
<tr>
<th>CAUSES of Stono’s Rebellion</th>
</tr>
</thead>
<tbody>
<tr>
<td>The rise of slavery and the plantation system in South Carolina</td>
</tr>
<tr>
<td>The mistreatment of African Slaves</td>
</tr>
<tr>
<td>The population imbalance of blacks to whites (there were far more slaves than plantation owners)</td>
</tr>
<tr>
<td>The rise of a slave leader—Jemmy—who was willing to organize the rebellion</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EFFECTS of Stono’s Rebellion</th>
</tr>
</thead>
<tbody>
<tr>
<td>The passing of “Black Codes,” intended to control and monitor the slaves.</td>
</tr>
<tr>
<td>Harsh punishments for any slave involved in Stono’s Rebellion or any other rebellion</td>
</tr>
<tr>
<td>Increased tensions between plantation owners and African slaves</td>
</tr>
<tr>
<td>More efforts to prevent future slave rebellions</td>
</tr>
</tbody>
</table>

An Integrated Approach: Reading Comprehension

One of the most rigidly enforced “Black Codes” was that slaves could not learn to read and write. Ask your students to brainstorm reasons why preventing slaves from reading and writing helped plantation owners keep them under control. Have your students write down ways that their lives and future would be different if they did not have these skills.

Language Arts Skill: Understand the importance of being able to comprehend, interpret, analyze, and evaluate written resources.
SOUTH CAROLINA PROSPERS

Indicators: 8-1.5 Explain how South Carolinians used their natural, human, and political resources uniquely to gain economic prosperity.

Include: settlement by and trade with the people of Barbados, rice and indigo planting, and the practice of mercantilism

Background Information

On pages 38-39 of South Carolina read the passage, “South Carolina Gets Rich” about the enormous wealth enjoyed by South Carolina planters in the 17th and 18th centuries. This success was the result of a few major cash crops (i.e. rice, indigo, and later cotton), and the effective implementation of the plantation system.

Class Opener

On the board or overhead, place the words, “Blue Jeans.” In the years prior to the American Revolution, South Carolina was one of the wealthiest colonies. If blue jeans had been invented at that time (they didn’t come around until the mid-1800s), then South Carolina would have been even more prosperous. See if your students can guess why this would have been the case.

Answer: The dye that turns blue jeans the color blue is called indigo. During colonial times, indigo became a leading cash crop in South Carolina after Eliza Lucas Pinckney learned techniques to grow it. Had blue jeans been around, the demand for indigo would have been even greater.

Comparing Now and Then

Ask your students to look at a map of South Carolina and choose a county. Have them research what major businesses or industries currently drive the economy of that area. How were people in that area making money during colonial times? Discuss why the economy has changed so much over the years (i.e. abolition of slavery, improved technology, increased competition, people have different needs, people have more education, etc.).

During colonial time, most South Carolinians worked on the farms (growing rice, indigo, and some cotton). People who lived along the coast (especially near Charleston) could find work tending to the merchant ships coming in and out of the ports. In the backcountry, many colonists made a living by selling goods at trading posts established along the Indian trails. Obviously, there are many more employment opportunities available today.

An Integrated Approach: Communication: Listening

When settlers from Barbados came to South Carolina, they introduced the plantation system. In Barbados, plantations had been used to grow sugar cane. In América, they were used to grow rice, indigo, and cotton. As a class, list several why plantations are no longer a major part of South Carolina’s economy (i.e. changing demand, abolition of slavery, new technology, rise of industry, advanced education, etc.). After the list is complete, discuss whether all of the reasons are facts or opinions. Why is it important to distinguish between the two when studying history?

Language Arts Skill: Demonstrate the ability to distinguish between fact and opinion, and to compare and contrast ideas.
**Indicators: 8-1.6** Compare the development of representative government in South Carolina to representative government in the other colonial regions.

**Include:** the proprietary regime, the period of royal government, and South Carolina’s Regulator Movement

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**Background Information**

On pages 32-33 of *South Carolina*, read the passage, “A New Ruler in Town” about Proprietary Rule in South Carolina, and the reasons why settlers wanted to switch to a Royal Government.

On pages 36-37, read the passage “A Town Called Ninety-Six” about the settling of the backcountry in South Carolina. There was little formal government in these areas, which led to the rise of the Regulator Movement.

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**Class Opener**

When South Carolina was first settled, it was governed by a group of Lord Proprietors who were appointed by the King of England. Ask your students to brainstorm what sort of services the American settlers expected their Proprietary government to provide. A few ideas are listed below:

**Services Provided by the Proprietary Government**

- Protection from invasion by foreign nations
- Protection from attacks of Native Americans
- Protection from pirates terrorizing the coast
- Creation and enforcement of necessary laws
- Resolving specific land and business disputes
- Ensuring free trade throughout the area

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**Listing Pros & Cons**

As the settlements in South Carolina grew, the Proprietary government failed to provide many of the services listed above. The settlers grew frustrated with the Lord Proprietors, and instead wanted to become a Royal Colony, ruled directly by the King of England. Divide your students into two groups. One group should list the advantages—or **pros**—of South Carolina becoming a Royal Colony. The second group should list the disadvantages—or **cons**.

**PROS of a Royal Government**

- The King is impartial, which makes him a fair ruler
- England is the most powerful Empire on earth
- The English military can offer protection for the settlers
- The English monarchy has experience in governing

**CONS of a Royal Government**

- Decisions can be made without the consent of citizens
- The King is living over 3,000 miles away from the colony
- South Carolina is not a high priority for the English King
- England can tax the colonists as it sees fit

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**An Integrated Approach: Writing Process**

During colonial times, the backcountry of South Carolina had very little formal government, and law was often kept by harsh vigilante groups. Ask your students to write a letter to the South Carolina General Assembly explaining the problem. The letter should be an attempt to persuade the Assembly to become more involved in establishing an organized government in the backcountry of South Carolina (this was the focus of the “Regulator Movement” in the 1760s).

**Language Arts Skill:** Demonstrate the ability to write business letters and persuasive pieces.
THE FRENCH & INDIAN WAR

Indicators: 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.

Background Information

On pages 42-43 of South Carolina read the passage, “The French and Indian War” about how the American Colonists and the British went to war against the French and the Native Americans during the mid 1700s.

Class Opener

On the board or overhead, place this seemingly simple question: “Did General George Washington fight for the American Colonists or for the British?”

Most of your students should answer that George Washington fought for the American Colonists. If you are discussing the American Revolution, this is obviously the correct answer. However, it is a trick question. General Washington’s military career began during the French and Indian War, in which America and Britain were on the same side (therefore, Washington fought for both the Americans and the British). George Washington learned a great deal by fighting under British General George Braddock. He used that knowledge against the British in the American Revolution twenty years later.

Different Perspectives

The French and Indian War originally began in Europe as part of the larger scale “Seven Years War.” Britain and France, along with several other world powers, battled against one another for more control of the European continent. When the war came to America, the colonists immediately sided with the British. Most Native Americans, however, sided with the French. As a class, brainstorm reasons why these two groups took a different position in the French and Indian War. Below are a few possible reasons:

<table>
<thead>
<tr>
<th>Reasons the COLONISTS Joined the BRITISH</th>
<th>Reasons NATIVE AMERICANS Joined the FRENCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>• American colonists were ruled by the English King</td>
<td>• Native Americans wanted to prevent English settlers from taking away land</td>
</tr>
<tr>
<td>• Many of the colonists came from English families</td>
<td>• The French treated the Native Americans with respect</td>
</tr>
<tr>
<td>• England offered protection for the colonies</td>
<td>• Native Americans often traded with French trappers</td>
</tr>
<tr>
<td>• Most colonies did not want the French to gain control of land in America</td>
<td>• American colonists and Native Americans were already fighting in many areas (including the Carolinas)</td>
</tr>
</tbody>
</table>

An Integrated Approach: Communication: Speaking

Group your students into pairs. In each pair, one student should take on the role of a reporter, and the other as a soldier during the French and Indian War. Have your students write a mock interview where the reporter asks the soldier several questions about his or her situation. In this activity, imagine that the soldier is stationed at a fort in the woodlands of South Carolina and has been battling against Native American attacks for the past year. Ask for volunteers to deliver their interviews in front of the class (make sure they get into character).

Language Arts Skill: Demonstrate the ability to conduct and participate in interviews.
CAUSES OF THE REVOLUTION

Indicators: 8-2.2 Summarize the response of South Carolina to events leading to the American Revolution.

Include: the Stamp Act, the Tea Acts, and the Sons of Liberty

Background Information

On pages 48-49 of South Carolina read the passage, “Tensions Rise” about the Stamp Act, Townshend Duties, and other legislation that created tensions between the American colonists and the British.

On pages 52-53, read the passage, “A Patriot Named Gadsden.” This passage tells about Christopher Gadsden, a diehard patriot from South Carolina who led the Sons of Liberty group in Charleston.

Class Opener

Ask your students to imagine that they are living just before the start of the American Revolution, and that they have been given the job of writing slogans to help rally the colonists against the British. They must come up with a few catchy slogans that will help motivate others to join the cause.

One of the most famous slogans of the time period appeared on the Gadsden Flag, named for South Carolina native Christopher Gadsden. The slogan was, “Don’t Tread On Me.” Discuss why this motto was so appealing to the colonists at the time (answer: it was a clear warning to the British that the colonists would not be taken advantage of or submit to unfair practices like taxation without representation).

Another Viewpoint

When the Stamp Act was passed in 1765, the colonists immediately started to resent British rule and demand changes. The American Revolution, however, did not begin for another ten years. Divide your students into small groups and have each group list reasons why the colonists were unwilling to immediately resort to war. Was there a specific turning point that made war seem like an only option, or did the frustrations build over time?

Reasons the Colonists Did NOT Want to Resort to War

- Loyalty to the British crown
- Many hoped that peaceful negotiations with Britain would solve the problems
- England was the most powerful—and feared—empire in the world
- Colonists believed that the conditions would improve over time
- Taxes slowly increased, and Britain slowly began to abuse its power

An Integrated Approach: Reading Process and Word Study

There were a number of words and slogans used to rally support in the years prior to the American Revolution. Examples include: “freedom”, “liberty”, “Taxation without representation”, “Don’t tread on me”, “Down with the King, “Give me liberty or give me death.” Ask your students to list catchwords or phrases that are often used to inspire people (it might be to support a war or to buy a new car). Why do these words and slogans work? Why is it important to be able to recognize them?

Language Arts Skill: Demonstrate the ability to identify propaganda techniques and recognize the power of words
**SIGNING THE DECLARATION**

**Indicators:** 8.2.3 Explain the roles of South Carolinians in the adoption of the Declaration of Independence.

**Background Information**


On pages 56-57, read the passage, “The Rutledge Brothers” about John and Edward Rutledge (John Rutledge was South Carolina’s first governor, Edward signed the Declaration of Independence).

Lastly, read the passage, “Two Thomas Jr.’s” on pages 58-59. This passage details South Carolina’s final two signers of the Declaration of Independence, Thomas Lynch, Jr. and Thomas Heyward, Jr.

**Class Opener**

Ask your students to imagine that they are about to sign the Declaration of Independence, one of the most important documents in American history. Have them practice their best signature to place on the document. You can even have your students place it on an official classroom document, such as the “Rules of Conduct” or the “Class Homework Policy.”

**Creating Timelines**

Of the four men from South Carolina who signed the Declaration of Independence, Arthur Middleton was the oldest—and he was only thirty-three. The other three men were in their twenties when the Declaration was drafted. Divide your students into four groups. Assign each group one of South Carolina’s signers (Arthur Middleton, Edward Rutledge, Thomas Lynch, Jr., or Thomas Heyward, Jr.). Have them create a timeline illustrating the life and political career of that man.

Repeat the assignment for a modern American president (i.e. George W. Bush, Bill Clinton, George H.W. Bush, Ronald Reagan, etc.). As a class, compare the timelines for the Revolutionary heroes with the modern presidents. Note how the men in Revolutionary times were usually much younger when they became involved in politics (of course, they also lived shorter lives on average).

**An Integrated Approach:** The Writing Process

Ask your students to choose one of the men from South Carolina who signed the Declaration of Independence. Have them write a journal entry from that man’s point of view on the day the document is signed. Be sure that your students note the excitement, as well as the concerns, that the nation’s framers probably had on that day. They should also incorporate details from the signer’s life into the entry.

**Language Arts Skill:** Demonstrate the ability to use writing to explain, inform, and describe.
DIFFERENT PERSPECTIVES

Indicators: 8.2.4 Compare the perspectives of different groups of South Carolinians during the American Revolution.

Include: Patriots, Tories/Loyalists, women, enslaved and free Africans, and Native Americans

Background Information

On pages 50-51 of South Carolina read the passage, “Time to Choose Sides” about the differences of opinion among South Carolinians in the years prior to the American Revolution.

Class Opener

Ask your students to choose any major political or social issue (i.e. gun control, the environment, the death penalty, etc.) Have them list the different perspectives on the issue. They are not defending or condemning these perspectives, just providing a list.

After a few minutes, ask for volunteers to share their lists. Discuss how every major issue has several different sides. During the American Revolution, what were the different sides of the issue (i.e. loyalists who supported Britain, patriots who wanted to fight for independence, and those who wanted to remain neutral).

Cooperative Learning

Divide your students into several groups. Each group represents a class of South Carolinians prior to the American Revolution (i.e. backcountry residents, lowcountry elite, African Americans, Native Americans, politicians, etc.). Have each group decide whether or not they support the upcoming war, and state reasons why. Below are a few possible perspectives the different groups might have had:

- **Backcountry men**—These men rarely dealt with the British, so they were usually impartial to the war. These men didn’t want the war to interfere with their daily lives.
- **Lowcountry elite**—This group was split. Many resented British taxes and regulation, but there were also many elite families with English ties.
- **African Americans**—Most African slaves were primarily concerned with gaining their freedom, and they supported which ever side offered them that.
- **Native Americans**—Native Americans were concerned that the American colonists were overtaking their land, and they hoped that the British would defend their interests.
- **Politicians**—This group was also split. Some strongly argued for independence, regardless of the risks. Others supported the British out of respect for the Royal Crown (and protection of their jobs).

An Integrated Approach: The Writing Process

Ask your students to imagine that they are living in the years prior to the American Revolution and are a member of one of the groups listed in the above activity (i.e. backcountry men, lowcountry elite, African Americans, Native Americans, etc.). They must decide on their views of the war, and then write an official statement explaining that position, and trying to convince others to support it. Keep in mind that many South Carolinians were Loyalists (i.e. they supported the British or did not want to go to war at all) until the war actually began. Why did they take this perspective?

Language Arts Skill: Demonstrate the ability to use writing to explain, inform, and describe.
THE AMERICAN REVOLUTION

Indicators: 8-2.5 Summarize the role of South Carolinians in the course of the American Revolution.

Include: the use of partisan warfare and the battles of Charleston, Camden, Cowpens, Kings Mountain and Eutaw Springs

Background Information

On pages 64-65 of South Carolina read the passage, “A Great City Under Attack” about the British siege of Charleston.

On pages 66-67, read the passage, “A Disaster at Camden” about the Battle of Camden, which was a major blow to American troops during the southern campaign of the American Revolution.

Also, read the passage, “Join the Militia” on pages 70-71 about the role that partisan troops played in fighting the American Revolution.

Lastly, read the passage, “The Tables Turn” on pages 72-73 about the Battle of Kings Mountain, which proved to be a turning point for the Americans.

Class Opener

On the board or overhead, write the words, “American Revolution.” Ask your students to tell you the definition of a “revolution.” A good answer might be, “A series of events that brings about a drastic and sudden change.”

Next, ask your students if the American Revolution was really a “revolution” for America (i.e. did it bring about a drastic and sudden change?).

It’s fair to say that it was. Prior to the Revolution, America was comprised of a bunch of individual colonies, all ruled by Great Britain. In less than a decade, the colonies earned their independence, and created a new nation (the United States) that had to quickly learn how to rule itself.

Partisan Warfare

The American army often used partisan troops to fight the British during the Southern Campaign of the Revolution. These were soldiers who were not part of the organized army, but were trained as soldiers and fought in small militia groups. Ask your students to brainstorm techniques used by these militias:

Techniques used in Partison Warfare

♦ Surprise attacks and ambushes
♦ Fighting in inconvenient locations (i.e. jungles or swamps)
♦ Running away after a surprise attack before the enemy can retaliate
♦ Setting random traps for the enemy to stumble upon

An Integrated Approach: Communication: Speaking

Divide your students into groups of three or four, and have each group choose one person who was important to South Carolina during the American Revolution (i.e. Francis Marion, Thomas Sumter, Nathanael Greene, Christopher Gadsden, etc). After researching the individual, each group should give a short oral and visual presentation to the rest of the class describing that person’s role in the Revolution.

Language Arts Skill: Begin giving brief presentations, demonstrations, and oral reports
BUILDING A GOVERNMENT

Indicators: 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.

Background Information

On pages 82-83 of South Carolina, read the passage, “The Road to Statehood” about South Carolina’s constitution after the nation had gained its independence.

Class Opener

Ask your students to define the word “state” as it applies to the “United States of America.” They should definitely identify a state as a geographical area that is organized under one government. But there is much more to it than that. A state must also answer to the Federal Government on certain issues, as well as send representatives to create laws and shape the Federal Government. As a class, discuss what it means for South Carolina to be a “state.”

Now What?

Ask your students to imagine that they are living in 1783, and the American colonies have just become victorious in the American Revolution. Have them answer a simple question: Now what? What should the nation do now that the war is over and independence has been won? Your students should form a “checklist,” and that list should contain some of the following:

- Create a constitution and establish an approved system of government
- Decide the responsibilities and limitations of the federal government
- Determine how leaders are chosen, and what their roles will be
- Determine the roles and responsibilities of local and state governments
- Find out ways to raise revenue for local, state, and federal governments

Next, discuss as a class how the new nation addressed the issues on the above “checklist” in the late 1700s. What role did South Carolina play? In which cases were there strong disagreements (there were disagreements in every area, which made lots of compromise necessary)?

An Integrated Approach: The Writing Process

When the American Revolution was over, many South Carolinians were skeptical about replacing the old British government with a new one. Ask your students to write a persuasive article to convince them that having a Federal Government is necessary (i.e. consider factors like dealing with foreign nations, trade between the states, military protection, etc.). Make sure your students understand the main concern citizens were having—a strong federal government always means a loss of a certain amount of freedom to the individual.

Language Arts Skill: Demonstrate the ability to use writing to explain, inform, and describe.
LOWCOUNTRY vs. UPCOUNTRY

Indicators: 8-3.1 Explain the tensions between the Upcountry and the Lowcountry of South Carolina.

Include: 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.

Background Information On pages 88-89 of South Carolina read the passage, “Back to Real Life” about struggles among South Carolinians after the American Revolution. The main tensions existed between those living in the lowcountry (near Charleston) and those living in the upcountry (in the western part of the state).

Class Opener After the American Revolution, serious tensions started to build between the people living in the lowcountry and those living in the upcountry. In the lowcountry, near Charleston, there was a large population of wealthy and educated plantation owners. In the upcountry, there were many middle and lower class farmers. Both sides resented one another.

Ask your students to list adjectives that an elite citizen in the lowcountry might use to describe a man living in the upcountry (possible answers include: undignified, poor, ill-mannered, barbarous, dirty, etc.). Next, list adjectives that a man in the upcountry might use to describe a lowcountry man (possible answers include: snobby, conceited, high and mighty, stuck up, etc.).

Drawing Comparisons Ask your students to compare the life of a man living in the upcountry with a man in the lowcountry after the American Revolution. Remember, an upcountry man was probably a farmer with little education and little money. Most likely, he owned just enough land to make a living. On the other hand, a citizen in the lowcountry might own a thousand acre plantation with hundreds of slaves. He would probably be well-educated and come from a wealthy family.

When comparing the two men, ask your students to consider their daily routine, occupation, education, political views, priorities, and ambitions.

An Integrated Approach: The Writing Process

Ask your students to imagine that they living in the years after the American Revolution and are either a wealthy plantation owner living in the lowcountry or a poor farmer living in the upcountry. Have each student write a journal entry describing one average day in their life. Make sure your students consider their occupation, surroundings, financial situation, family, & education.

Language Arts Skill: Demonstrate the ability to use writing to explain, inform, and describe.
WRITING A CONSTITUTION

Indicators: 8-3.2 Explain the role of South Carolina and its leaders in the Constitutional Convention.

Include: 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.

On pages 84-85 of South Carolina, read the passage, “A High Profile Prisoner” about the tumultuous political career of Henry Laurens. Laurens came out of retirement to help ratify the United States Constitution for South Carolina.

Also, read the passage, “Hello Charles Pickney” on pages 86-87. This passage describes four important men during the Revolutionary Era—all of whom were named Charles Pinckney.

Background Information

When representatives gathered at the Constitutional Convention, they were embarking on a task that had never been done before—they were creating a nation by the people and for the people. Discuss why this was such a bold and risky concept (at the time, nobody knew if the "common" man was wise enough to make wise decisions to help the nation).

Class Opener

Have your students imagine that they have been chosen to represent South Carolina at the Constitutional Convention in 1787. The goal of this Convention is to establish a system of government for the new nation. Prior to arriving, what are some key issues that your students are concerned about for the state of South Carolina? Consider:

- Restrictions on the Federal Government to keep it from infringing on state and local governments
- Protection of the South’s agricultural lifestyle (including slavery)
- The representation of smaller states versus larger states in the new government
- The ability of the government to levy taxes, raise money
- Foreign policy and foreign trade (including control of the nation’s port cities)

Review each of the above issues and consider how a representative from South Carolina might have taken a different issue than the representative from a more populated Northern state (like Pennsylvania). How did the representatives from South Carolina approach these issues at the actual Convention?

An Integrated Approach: The Pre-Writing Process

Ask your students to consider the Constitution, which was written in 1787 and ratified by South Carolina the following year. Have them divide a piece of paper into two columns, with one column labeled "Same" and the other "Different." In each column, students should list how the Constitution is the same today as it was then, and in what ways it is different (i.e. Constitutional Amendments). Remind them that the "Bill of Rights" was not in the original document, nor were guaranteed rights for African Americans. Also, the power of the Federal Government has greatly increased over time.

Language Arts Skill: Pre-writing and organization techniques for writing.
A NEW CONSTITUTION

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

Background Information: On pages 90-91 of South Carolina read the passage, “Revolutionary Pride” about the ways that South Carolina honors the events and people who helped shape the early years of our nation. There are eight counties named for Revolutionary heroes in the state, which shows just how important the time period was to South Carolina (and the rest of the nation).

Class Opener: Ask your students to brainstorm the different elements that a constitution must have in order to create an effective working government (i.e. a series of checks and balances, protection of certain rights, an amendment process, etc). After the list is complete, discuss whether the Constitution of the United States has these elements.

Important Texts: Discuss the current South Carolina Constitution (the text of the Constitution can easily be found on the Internet) and the laws of the state, and decide what role South Carolina’s state government plays in these areas: education, law enforcement, health care, defence, ethical business practices, and road construction/maintenance. In most cases, these duties are divided in some way among the people, the state government, and the national government.

Next, review the constitution, laws, and government immediately after the American Revolution. Go through the above list one more time, and discuss how the roles of the state government have changed over the past two centuries.

An Integrated Approach: Reading Process and Comprehension

Below is the preamble to the United States Constitution:

We the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

As a class, break the preamble down item by item, and discuss the meaning of each part. What issues were the framers of the Constitution especially concerned about?

Language Arts Skill: Demonstrate the ability to analyze the main idea of a particular text.
SC in the EARLY 1800s

Indicators: 8-3.4 Analyze the position of South Carolina on the issues that divided the nation in the early 1800s

Include: 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

Background Information

On pages 100-101 of *South Carolina* read the passage, “The War Hawks” about the role of South Carolina in the War of 1812.

Class Opener

During the War of 1812, a number of South Carolinians became known as "War Hawks." Ask your students to guess what is meant by the word (they wanted the United States to fight against Great Britain).

One of the goals of the war was to gain freedom on the "high seas" (at the time, British ships were harassing American merchant boats). As a class, discuss why this was so important for South Carolina, especially the port city of Charleston.

Economic Focuses

In the early 1800s, South Carolina’s economy was defined by two major factors. The rural areas relied on agriculture, with cotton quickly becoming the main cash crop. The main urban center of Charleston relied on merchant shipping, with a port that imported and exported goods around the world.

Divide your students into two groups—one that focuses on agriculture, the other that focuses on merchant shipping. Each group must come up with ways that their focus shaped the views of South Carolina in the early 1800s. Have them consider factors such as slavery, industry, foreign policy, protective tariffs (taxes on imported goods).

An Integrated Approach: Literacy Elements (Mapping)

Give your students an outline of the state of South Carolina. Ask them to label key parts of the state as they existed in the early 1800s, including the Lowcountry, the Backcountry, the coastline, key urban areas (Charleston, Columbia), and their own hometown. Discuss how each of these areas has changed over the past 200 years. In what ways have they remained the same?

Language Arts Skill: Demonstrate the ability to draw and read maps
AGRICULTURE

Indicators: 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.

Background Information

On pages 94-95 of South Carolina read the passage, “A Better Way” about the invention of the cotton gin and how it revolutionized southern agriculture.

Class Opener

On the board or overhead, write the word “Antebellum.” This is a Latin word that describes the South in the decades prior to the Civil War. See if your students can figure out the literal translation of “Antebellum” (answer: it translates to “before the war.”).

Next, write the words “Cotton Gin” on the board or overhead. The cotton gin was a machine that separated cotton fibers from the seeds, thus making the crop extremely profitable during the Antebellum Era. Ask your students to guess why it was called the “cotton gin” (answer: it is short for “cotton engine”).

Determining Factors

Tensions between the North and South grew rapidly during the Antebellum Era. One of the main issues was slavery – the North wanted to abolish the practice, while the South depended on slavery for its agricultural economy. While the concept of slavery seems ridiculous today, ask your students to try to brainstorm reasons why southern plantation owners did not view their slaves as equal human beings. Consider the reasons below:

- Slaves were usually uneducated, which gave the plantation owners a low view of African Americans
- Most slaves grew up in slavery, so they rarely complained about the harsh conditions
- Plantation owners only saw the slaves work in the fields or as servants, and they were unaware that African Americans had the abilities to perform higher tasks.
- The slaves interacted with each other (often carrying on African traditions) in a way that seemed strange to white plantation owners.

An Integrated Approach: Word Study and Analysis

Prior to the 20th century, South Carolina was primarily an agricultural state. Ask your students to list words and phrases that may have derived in the “Deep South,” where most people lived on rural farms.

Language Arts Skill: Demonstrate the ability to determine meanings, alternate word choices, or the etymologies of words by using a dictionary and a thesaurus.
THE SLAVERY ISSUE

Indicators: 8.4.2 Analyze how sectionalism arose from racial tension, including the Denmark Vesey plot, slave codes and the growth of the abolitionist movement.

Include: the Denmark Vesey plot, slave codes and the growth of the abolitionist movement.

Background Information

On pages 102-103 of South Carolina, read the passage, “The Vesey Plot” about plans for a slave uprising in South Carolina prior to the Civil War.

On pages 106-107, read the passage, “Fighting the System” about the abolitionist movement to put an end to slavery.

Class Opener

Prior to the Civil War, many southerners argued that State's Rights was the key issue that was creating tensions between the North and the South. However, it was the issue of slavery that brought everything to a boiling point. Discuss how the issues of State's Rights and slavery became overlapped in the mid-1800s (answer: as northerners condemned slavery, or even tried to stop it from spreading to new states, southerners felt like their way of life was being attacked and their "rights" were being taken away).

Cooperative Learning

Divide your students into two groups. One group should represent Northern abolitionists arguing that slavery needs to end. The other group should represent the Southern farmers, who own slaves. Ask your students to come up with arguments that their group might use in a debate about whether or not the institution of slavery should exist. Consider:

Reasons FOR Slavery
- It is necessary for the agricultural economy of the South
- The issue should be left to individual states to decide
- Nobody—in the North or South—considers blacks to be equal
- Slaves are personal property that have been legally purchased
- Slavery has always existed in the United States

Reasons AGAINST Slavery
- It is immoral to subject human beings to slavery
- An industrial economy will soon overtake an agricultural one
- The addition of new states to the Union is complicating the issue (whether or not new states should allow slaves)
- There are more slaves in the south than whites, making the possibility of a slave rebellion a serious risk

An Integrated Approach: The Writing Process

Ask your students to imagine that they are going to write an essay condemning the practice of slavery and calling for it to be abolished. Have them write the outline for the essay, which should reveal the four or five main points that will be discussed and layout of the paper.

Language Arts Skill: Demonstrate the ability to use written prewriting strategies
### DECIDING TO SECEDE

**Indicators:** 8.4.3 Analyze key issues that led to South Carolina’s secession from the Union.

*Include: 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.*

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**Background Information**

On pages 110-111 of *South Carolina* read the passage, “Let Us Decide” about the Nullification Crisis in South Carolina that would plant the early roots for secession from the Union.

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**Class Opener**

The population of South Carolina had been growing rapidly since the first settlements of the 17th century. In the early 1800s, however, thousands of citizens left the state for various reasons. Ask your students to try to guess why people were moving away. A few ideas are listed below:

- There were many other urban areas where people could live
- Opportunities for business existed elsewhere
- (South Carolina did not welcome industry at the time)
- The cotton crop depleted the quality of the soil in South Carolina
- Men in the upcountry were frustrated by a lack of representation
  (the lowcountry elite dominated state politics)

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**Difference of Opinion**

John C. Calhoun was a firm defender of states’ rights. During the Nullification Crisis of the 1830s, Calhoun argued that South Carolina should have the right to nullify (or void) any federal law that did not apply to or benefit the state. Considering Calhoun’s viewpoint on states’ rights, ask your students to brainstorm on where he would stand on issues today (i.e. education, free trade, health care, environment, national defense, welfare, taxes, etc.).

Most likely, Calhoun would want the federal government to get involved as little as possible in all of these issues. He would want the major decisions to be made by the people of each state. Have your students research Calhoun’s political career and find out where he stood on the issues listed above in the 1830s.

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**An Integrated Approach:**

*Reading Process and Comprehension*

Throughout the early 1800s, there were a number of essays, speeches, letters, and other documents that supported or discouraged secession and the Civil War. Ask your students to find any speech or written document on the subject (*this can easily be done over the Internet or in a history book*). After reading the source, ask each student to summarize the viewpoint of the author, and to point out strengths and weaknesses in the argument.

**Language Arts Skill:** Demonstrate the ability to analyze the main idea of a particular text.
VIEWS ON SECESSION

Indicators: 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.

Background Information

On pages 128-129 of South Carolina State Divided read the passage, “A State Divided” about the different opinions of South Carolinians concerning the issue of secession.

Class Opener

On the board or overhead, write the words, “Unionist”, “Cooperationist”, and “Secessionist.” Prior to the Civil War, most South Carolinians fell into one of those three groups. Ask your students to try to define the ideals of each group just by considering the name of the group (Unionists wanted South Carolina to remain part of the Union, Cooperationists wanted to secede only if the other southern states were willing to cooperate, and Secessionists wanted South Carolina to secede no matter what).

Difference of Opinion

Divide your students into several groups with each group representing a faction of people living in South Carolina prior to the Civil War (i.e. plantation owners, African Americans, small farmers, politicians, etc.). Ask each group to decide which of the above categories—Unionists, Cooperationists, and Secessionists—a person in their group would most likely support. For example, most African Americans were Unionists because they wanted northern abolitionists to end the practice of slavery. On the other hand, many plantation owners favored secession in order to defend the practice of slavery.

After each group has defined their position, have them share the reasons for their choices. Under what circumstances might there be exceptions (for example, a plantation owner might be a Unionist if he feels that the practice of slavery is immoral and not worth destroying the nation over).

An Integrated Approach: Reading Process and Comprehension

In 1852, abolitionist Harriet Beecher Stowe wrote the novel, Uncle Tom’s Cabin, which exposed the abuses of slavery. Ask your students how the novel might have been different if it was written by a southern plantation owner. Have them cut out articles from newspapers and magazines to see how the writer reveals his/her own viewpoints.

Language Arts Skill: Demonstrate the ability to analyze the main idea of a particular text.
FIGHTING THE CIVIL WAR

Indicators: 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.

Include: the attack on Ft. 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; General William T. Sherman’s march through the state.

Background Information

On pages 138-139 of South Carolina, read the passage, “The Beginning of the End” about the Union capture of Port Royal in the early part of the Civil War.

On pages 140-141, read the passage, “The Stranglehold” about the Union blockade of Charleston.

Lastly, read the passage, “Path of Destruction” on pages 142-143. This discusses General Sherman’s infamous march through South Carolina.

Class Opener

Most young and healthy men living in South Carolina during the Civil War volunteered for the fight. Of course, there was often a difference between what they expected and what they found on the battlefield. Ask your students to try to list the positive perceptions of the war, as well as the negative realities.

Positive Perceptions of War

- It is glorious and exciting
- A soldier is treated like a hero
- The fight is for a worthy cause
- Soldiers learn about their “true character”

Negative Realities of War

- There is always a high risk of injury or death
- The conditions can be harsh
- The ideology can be tainted by attempts for political gain
- In large wars, soldiers are often viewed as “chess pieces” rather than living men.

Mapping Out a Strategy

Ask your students to imagine that they are leaders of the Union army and are preparing to attack South Carolina. Have them review a map and come up with an effective strategy for the assault. Remind your students to consider the geographical characteristics of the state, the major cities, the important ports, and other vital landmarks that might have an impact on the attack.

Have your students compare their plans with the actual strategy used by the Union Army when it invaded the South (i.e. the invasion of Port Royal, the blockade of Charleston, Sherman’s March, etc.). Why did the Union use the strategy it did?

An Integrated Approach: The Writing Process

When General William Sherman marched his Union Army through South Carolina, he destroyed everything in his path (i.e. houses, farms, plantations, railroads, etc.). Ask your students to imagine that they are members of the Confederate Army and have just returned home after years of violent fighting in the war. Have them write a journal entry that describes their reaction upon seeing the destruction of their homes and farms at the hands of the Union Army.

Language Arts Skill: Demonstrate the ability to use writing to explain, inform, and describe.
Indicators: 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.

Background Information

On pages 134-135 of *South Carolina,* read the passage, “Meet the Opponents” about the differences between Union and Confederate soldiers.

On pages 150-151, read the passage, “Beyond the Soldiers” about the impact of the Civil War on civilians.

Class Opener

Divide your students into two groups. One group represents a civilian living in a northern city (i.e. New York, Philadelphia, etc.) during the Civil War. The second group represents a civilian living in a southern city during the Civil War (i.e. Charleston, Richmond, etc.). Ask each group to describe how the person they represent feels about the war, and how it has had an impact on his/her daily life (remember that most southerners lived on farms, while many northerners lived in urban areas). In what ways would the impact change depending on the social class and occupation of the individual.

Same Event, Different Experiences

The devastation of the Civil War went well beyond the battlefield, especially in the South. Ask your students to brainstorm ways that the Civil War damaged the nation other than deaths on the battlefield. In what ways did civilians (i.e. women, children, etc.) have it as bad as the soldiers?

**Devastating Aspects of the Civil War OFF of the battlefield**

- Businesses and homes were destroyed by enemy troops
- Roads, bridges, and railroad tracks were destroyed
- The war disrupted the economy, forcing merchants to go out of business
- Women with little experience were left to run plantations when husbands went to war
- In the South, the morale was shattered when Union forces marched through
- Resources were used for the war effort, thus making them unavailable to civilians
- The abolition of slavery destroyed many plantations in the South

An Integrated Approach: The Writing Process

Divide your students into two groups. One group represents a Union Soldier; the other represents a Confederate Soldier. Each soldier is writing a letter home that describes their experiences during the Civil War. When writing the letter, ask your students to consider what the soldier is experiencing (i.e. battles, supplies, morale, etc.). Also, ask them to consider who they are writing the letter to (i.e. a Confederate soldier might be writing it to his relatives on the farm, while a Union soldier might have a family that lives in the big city).

Language Arts Skill: Demonstrate the ability to use writing to explain, inform, and describe.
Indicators: 8.5.1 Analyze the development of Reconstruction policy and its impact in South Carolina.

Include: the presidential and the congressional reconstruction plans, the role of black codes, and the Freedmen’s Bureau

Background Information

On pages 160-161 of South Carolina, read the passage, “Starting all Over” about the creation and ratification of a new South Carolina constitution in 1868.

On page 155, read the box labeled “A Side Note...” on the bottom of the page. This discusses the meaning and origin of the terms “carpetbaggers” and “scalawags,” both of which became common during the Reconstruction Era.

Class Opener

On the board or overhead, write the words “carpetbagger” and “scalawag.” These words were popular during the Reconstruction Era. Carpetbaggers were used to describe northerners who came South for political or financial gain after the Civil War. Scalawags (the word was originally used to describe a small and useless weed) were Republicans who sympathized with the carpetbaggers. Ask your students to guess why the words “carpetbaggers” and “scalawags” were chosen to describe these groups of people.

Answer: When the northerners came south, they often placed their belongings in a bag made from scrap carpet—thus the term carpetbagger. Scalawag was used to describe Republican sympathizers because they were hated so much that they were considered to be as bad as a small weed (which was the original meaning of “scalawag”).

Evaluating History

One of the major components of the Constitution of 1868 was that it gave freed slaves the right to vote. Ask your students to list reasons why this immediately changed the environment and way of life in the South. Below are a few possible answers:

- Freed slaves outnumbered whites, thus making it easy for them to win any fair election.
- As African Americans gained political power, racial tensions skyrocketed throughout the South.
- Republican politicians began to cater more to the needs of African American voters (who helped them get elected) more than white voters.
- Radical groups—such as the Ku Klux Klan—formed to intimidate African Americans into not voting.

An Integrated Approach: The Writing Process

Ask your students to write a list of criteria that every good constitution should have to govern a nation (i.e. protection of certain rights, an amendment process, a system of checks and balances). Discuss whether the United States Constitution has all of these elements. Did the South Carolina Constitution of 1868?

Language Arts Skill: Demonstrate the ability to generate ideas and use prewriting strategies.
SOCIAL GROUPS

Indicators: 8.5.2 Describe the economic impact of Reconstruction on South Carolinians in each of the various social classes.

Background Information

On pages 162-163 of South Carolina read the passage, “An Uphill Battle” about the struggles of African Americans to enter into a democratic society after the Civil War.

Also, on pages 164-165, read the passage, “Dirty Business” about the political corruption that existed in the South Carolina state government during the Reconstruction Era.

Class Opener

Ask your students to brainstorm some of the major factors (i.e. rights, freedoms, and privileges) that are necessary for a person to be able to participate in a democratic society. Consider:

- The right to vote
- The right to enter into contracts
- The right to own property
- Full protection under the law (i.e. civil rights)
- Protection from discrimination and intolerance

Finding the Pros and Cons

During the Reconstruction years, the state government in South Carolina gained a reputation for being “corrupt.” Ask your students to list ways that a government and politicians can be corrupt. Below are a few possible answers:

- Politicians accept bribes and financial gifts
- Politicians hold office for personal gain
- Political parties use violence to intimidate voters
- The government represents the interests of one people, and ignores the needs of another
- Politicians blackmail and harass opponents
- Politicians make promises to get elected, but have no intention of keeping them
- Political parties misuse contribution money
- Political parties tamper with election results

Discuss how different examples listed above were relevant during the Reconstruction Era (there were many cases of obvious corruption as the state recovered from the Civil War). Which groups of people did the corruption usually "benefit" (consider the different groups of the time: politicians, wealthy plantation owners, African Americans, poor white farmers, etc.).

As a class, consider if today’s government can ever be corrupt. In what ways are economic hardships related to political corruption?

An Integrated Approach: Communication: Speaking

Have your students compare the perspectives of two different kinds of people living in the South during Reconstruction (for example, a plantation owner and a former slave). Ask each student to give an oral presentation showing the views that these different individuals would have had on a specific issue of the time (such as the 15th amendment, which gave African Americans the right to vote).

Language Arts Skill: Demonstrate the ability to present information and explain ideas
Indicators: 8.5.3 Summarize the successes and failures that occurred in South Carolina during Reconstruction.

Include: the creation of political, educational, and social opportunities for African Americans; the rise of discriminatory groups; and the withdrawal of federal protection

Background Information

On pages 168-169 of *South Carolina*, read the passage, “The Election of 1876,” about the controversial state election of that year. In the end, Wade Hampton was elected governor and the Democrats took back control of the state government (though both parties originally declared a victory).

Class Opener

During Reconstruction, it seemed like an impossible task to merge African Americans and freed slaves into the Southern society. Programs such as the Freedman’s Bureau were designed to force the white population to accept the abolition of slavery and provide opportunities for African Americans. This had a positive and negative impact.

Divide your students into two groups. One group must list the positive results of federal attempts to help African Americans during Reconstruction. The other group must list the negative impact of federal intervention. Consider:

<table>
<thead>
<tr>
<th>POSITIVE Results of Federal Intervention</th>
<th>NEGATIVE Results of Federal Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>• African Americans were guaranteed voting rights and the right to own property</td>
<td>• Racial tensions formed as African Americans gained more representation in the government</td>
</tr>
<tr>
<td>• African Americans were given land grants and other incentives to help them achieve success</td>
<td>• The federal government “forced” the South to cooperate, which led to resistance</td>
</tr>
<tr>
<td>• African Americans were given full protection under the law</td>
<td>• Much of the land and money given to African Americans by the Freedman’s Bureau was “stolen” from Confederates during the war</td>
</tr>
</tbody>
</table>

Drawing Comparisons

During the South Carolina election of 1876, Democrat Wade Hampton ran against current Republican Governor David Chamberlain. Both sides used vicious campaign techniques (*including violence and intimidation*), and both sides claimed to have won the election. In the end, Wade Hampton became the standing governor.

That same year, the presidential election was equally as controversial. Republican Rutherford B. Hayes barely edged out Democrat Samuel Tilden (*Tilden actually received more popular votes, but less electoral votes*). Ask your students to cite similarities between the South Carolina election and the presidential election of that year (*i.e. the major issues, the surrounding controversy, campaigning methods, etc.*).

An Integrated Approach: The Writing Purposes

Ask your students to write a summary of the economy for South Carolina at the end of Reconstruction. They must point which areas (*i.e. agriculture, industry, railroads, tourism, etc.*) are booming and which are declining. Where do they feel the future of the state’s economy lies?

Language Arts Skill: Demonstrate the ability to use writing to explain and inform
DEMOCRATS GAIN POWER

Indicators: 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.

Background Information

On pages 172-173 of the text, read the passage, "Returning to Normal" about Wade Hampton’s term as governor after Reconstruction.

On pages 174-175, read the passage, "Back to Square One," about the repression of African Americans by the Democratic Party at the end of the 19th century.

Lastly, read the passage, "From Bad to Worse" on pages 176-177 about South Carolina’s struggling economy in the late 1800s.

Class Opener

Because most African Americans supported the Republican Party, the Democrats had to be creative to find a way to stay in power. They began by making voting difficult (i.e. poll taxes, literacy tests, confusing ballots) and eventually supported “Jim Crow Laws,” which directly suppressed African Americans. Ask your students to brainstorm the rights that these laws took away. For example, African Americans:

- had to attend different schools
- had to use different facilities
- weren’t protected by the law or the courts
- were discouraged from voting

Political Cartoons

The election of Wade Hampton as governor marked the return of Democratic power to the state government. His supporters called themselves “Redeemers,” claiming to have freed the state from fraud and political corruption (and also from the rule of African American political leaders). Hampton’s critics referred to “Redeemers” as “Bourbons.” The Bourbons were the monarch family in France who, after returning to the throne after the French Revolution, failed to make any real progress.

Ask your students to draw two political cartoons. One should represent Wade Hampton and the Democratic Party as “Redeemers.” The other should show them as “Bourbons.” Remind your students to try to use humor and creativity to deliver their message.

An Integrated Approach: The Writing Purposes

Ask your students to plan a campaign for Wade Hampton to use in the 1876 election. They must consider the events of the time (i.e. the end of Reconstruction), and write a one-page platform for him to use. This includes the type of people he should make the focus of his campaign (i.e. white farmers, African Americans, the elite, etc.), the promises he should make, and an overall strategy. After your students are complete, compare their campaign with Hampton’s actual campaign.

Language Arts Skill: Demonstrate the ability to use writing to persuade
INDUSTRIAL DEVELOPMENT

Indicators: 8.5.5 Compare industrial development in South Carolina to industrialization in the rest of the United States.

Include: the expansion of railroads, the development of the phosphate and textile industries, and immigration

Background Information

On pages 184-185 of South Carolina Textile Boom read the passage, “The Textile Boom” about the rise of the textile industry in South Carolina.

Class Opener

It’s amazing how one invention can lead to another, which can ultimately create an entire industry. Ask your students to brainstorm inventions or new technologies of the late 1800s that have led to major industries today. Here are a few:

- telephone
- gas-powered automobile
- typewriter
- oil drill
- elevators / escalators
- motion picture camera
- farming tractor

Discuss how the factory system aided in the creation of these different innovations, and how it helped get them out to the people. How are these items distributed to the public today (most items are produced in a factory or central location, and then they are sold to individual dealers who distribute them to the public).

Drawing Comparisons

Ask your students to compare farmers living during the late 1800s with those of people living in the urban areas. What were the advantages and disadvantages of living in each location?

Advantages of living on the farm

- Most likely owned a house and a large piece of land
- Lower property costs
- More solitude and privacy
- They could change/remodel the house as they saw fit

Advantages of living in the city

- More conveniences nearby
- They could move frequently and easily find housing already constructed
- If they rented, they were not responsible for maintenance or repairs
- They had neighbors in the area

Ask your students to consider their dream home. What is the desired location for the house (i.e. rural or urban area). Make sure they consider things like privacy, conveniences, neighbors, and accessibility.

An Integrated Approach: Letter Writing

In 1899, it is reported that Charles H. Duell, director of the United States Patent Office, asked President McKinley to shut down the office because, “Everything that can be invented has been invented.” Obviously, he was a little misled.

Have your students write a letter to Charles Duell in response to his inaccurate statement. Ask them to list factors from the second half of the 19th century that would seem to predict a rise in new inventions. They should touch on some of these points:

a) There has been a continuous growth of industrial centers capable of producing more products.
b) The light bulb, automobile, telephone, and other revolutionary devices have all been invented within the past few decades.
c) More people are receiving a formal education than ever before, which leads to more innovations.
d) As people move away from farming and into other industries there is a growing need for new technology.
e) Improved communication and transportation allow more scientists and inventors to share ideas and technology.

Language Arts Skill: Demonstrate the ability to write an informative and persuasive letter.
THE POPULIST MOVEMENT

Indicators: 8.5.6 Compare the plight of farmers in South Carolina with that of farmers throughout the United States.

Include: the problems of overproduction, natural disasters, and sharecropping and encompassing the roles of Ben Tillman, the Populists, and land-grant colleges

On pages 178-179 of South Carolina read the passage, “Helping the Little Man” about Ben Tillman and the rise of the Populist Movement in South Carolina.

Background Information

The Populist Movement of the late 1800s was led by small farmers who felt that the government was unaware of their needs. Ask your students to imagine that they are the leaders of a farmer’s organization that represents small farmers throughout the upcountry, and have been sent to talk to the General Assembly. They must organize a strategy (i.e. negotiations, compromises, rallies, protests, etc.) for convincing the state government to pay attention to the needs of the small farmer. What sort of demands is it reasonable for a farmer’s organization to make?

Class Opener

The Populist Movement of the late 1800s was led by small farmers who felt that the government was unaware of their needs. Ask your students to imagine that they are the leaders of a farmer’s organization that represents small farmers throughout the upcountry, and have been sent to talk to the General Assembly. They must organize a strategy (i.e. negotiations, compromises, rallies, protests, etc.) for convincing the state government to pay attention to the needs of the small farmer. What sort of demands is it reasonable for a farmer’s organization to make?

Campaign Promises

Beginning in the mid-1880s, Benjamin Tillman became extremely popular among the poor, white population of South Carolina. This popularity led to his election as governor in 1892. Ask your students to write a campaign speech that Tillman might have given while he was running for office. Make sure that they consider the audience that Tillman was trying to win support from, as well as the specific promises he might have made. Before your students write their speeches, remind them that:

- Tillman was trying to win support from the poor, white farmer
- Tillman favored the “Grange”, the Farmers Association, and other organizations aimed at improving agricultural production
- Tillman believed in segregation and “Jim Crow Laws” to control the huge African American population in South Carolina
- Tillman believed that most politicians sought power only for their own benefit—he promised to change that

An Integrated Approach:

Ask your students to find a primary document of the late 1800s (i.e. a political speech, historical document, a letter, etc.). Have them review the source and then discuss whether it represents the views of the Populist Movement (remember that the Populism was led by struggling, white farmers). For example, most political speeches by Democrats at the time probably did agree with Populism. However, a letter written by an African American condemning “Jim Crow Laws” would oppose the views of populism.

Language Arts Skill: Demonstrate the ability to compare & contrast findings on a particular topic
POPULATION SHIFTS

Indicators: 8.5.7 Compare migration patterns of South Carolinians to such patterns throughout the United States.

Include: the movement from rural to urban areas and the migration of African Americans from the South to the North, Midwest, and West

Background Information
On pages 186-187 of read the passage, “South Carolina on the Move” about the state’s population shifts in the late 19th century.

Class Opener
Divide your students into two groups. Have one group point out the positive impact of increased immigration to the United States in the 19th century. The other group should point out the negative impact.

POSITIVE Feelings about New Immigration
- Immigrants can be hard working and provide cheap labor
- Immigrants are willing to work at specific jobs that Americans don’t want
- Immigrants add diversity & character to the city
- New Immigration shows that America is the land of opportunity

NEGATIVE Feelings about New Immigration
- Immigrants may bring new diseases to the nation
- Immigrants increase competition, making it harder for Americans to find good jobs.
- The addition of new language and cultures detracts from the American culture
- A high immigrant population overcrowds the city and creates more slums

Population Shifts
Ask your students to draw an outline of the United States, and an outline of South Carolina. With a blue pen, have them mark an arrow to all of the places that witnessed a boom in immigration during the late 1800s (i.e. urban areas, the western states, etc.). Have them repeat this exercise with the outline of the nation and with the outline of South Carolina. Next, ask your students to use a red pen to draw an area away from places that experienced a large “outmigration” (i.e. rural areas, the southern states, etc.). Again, do this for the U.S. and for South Carolina.

Compare the population shifts of South Carolina and the nation as a whole. In what ways were the reasons for migration similar? How were they different?

An Integrated Approach:

Writing Purposes

Ask your students to write a few paragraphs explaining why their family moved from one location to the place where they live now, or why they might want to move in the future. Discuss how these reasons compare with reasons that might have been given by immigrants in the late 1800s.

Language Arts Skill: Demonstrate the ability to use writing to explain and inform
PROGRESSIVE ERA

Indicators: 8.5.8 Compare the Progressive movement in South Carolina with the national Progressive movement.

Include: including the impact on temperance; women’s suffrage; labor laws; and educational, agricultural, health, and governmental reform.

Background Information:

On pages 192-193 of South Carolina, read the passage, “The Progressive Movement” about the rise of the Progressives in South Carolina and the United States.

On pages 194-195, read the passage, “Put Down the Bottle,” about the beginnings of the Prohibition Movement in South Carolina.

Class Opener:

The goal of the Progressives in the early 1900s was to promote social change. They did this through a variety of methods, including rallies, boycotts, demonstrations, and strikes. Ask your students to list a number of issues that have prompted citizens to try to bring about change. Here are a few that have existed through the years:

- Worker’s Rights
- Civil Rights
- Women’s Rights / Suffrage
- Abortion
- Foreign Wars
- Human Rights
- Animal Rights
- Role of Government

After your students have completed their lists, discuss which of the above were the most heated topics during the Progressive Movement of the early 1900s (a few very “hot topics” were worker’s rights, women’s suffrage, and the role of government).

Organizing a Protest:

Divide your students into groups of three to five, and have them plan a protest. They must first choose an issue that they feel strongly about (this can be anything from changing the class’s homework policy to ridding the world of nuclear weapons).

After each group has chosen an issue, have them plan a protest to make specific changes and to raise awareness. They must first decide on the type of protest (i.e. boycotts, demonstrations, rallies, strikes, sit-ins, publicity stunts, etc.), as well as when and where it will take place. Have the groups create slogans, postures, brochures, and buttons to help them get their message across.

An Integrated Approach:

The Prohibition Movement was launched by different temperance groups (many of them women’s groups) that wanted to end the “evils” of alcohol. Prohibition failed, however. Ask your students to write a few paragraphs explaining why Prohibition did not work (i.e. possible reasons include: the laws of Prohibition were widely ignored, Prohibition hurt legitimate businesses but helped organized crime, the government was overstepping its authority, etc.).

Language Arts Skill: Demonstrate the ability to use writing to explain and inform.
WORLD WAR I

Indicators: 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.

Include: the building of new military bases and the economic impact of emigration to industrial jobs in the North

Background Information

On pages 200-201 of South Carolina read the passage, “The Great War” about South Carolina’s involvement in World War I.

Class Opener

On the board or overhead, write the words, “Boot Camp.” Ask your students to write down what comes to mind when they read those words (most students will probably associate the term with rigorous military training).

Next, ask your students if they know of any connection between “Boot Camp” and South Carolina.

Answer: Every enlisted Marine who lives east of the Mississippi River travels to Parris Island, South Carolina, for his “boot camp” training. The base at Parris Island was built while the United States was preparing to enter into World War I.

Biography

Eight men from South Carolina were given the Medal of Honor during World War I. This is the highest award that any American soldier can be given.

Divide your students into eight groups, and have each group research one of the eight South Carolinians who won the Medal of Honor (the Internet is a great place to start). Have the groups share with the rest of the class the reason why the honor was given, as well as any background information that they can find on the individual. Here is a list of the eight Medal of Honor recipients from South Carolina:

- James C. Dozier
- Gary E. Foster
- Thomas L. Hall
- James D. Heriot
- Richmond H. Hilton
- Freddie Stowers
- John C. Villepigue
- Daniel A. J. Sullivan

An Integrated Approach: Writing Purposes

World War I began as a purely European War. Many Americans did not want to get involved at all, while others felt that it was the duty of the United States to defend its European allies. Ask your students to imagine that they are living in South Carolina in 1916. Have them write a journal entry discussing their views of the war raging in Europe and whether or not America should get involved. Make sure they give several reasons why the United States should or should not enter the war.

Language Arts Skill: 8-W2.1 Demonstrate the ability to use writing to explain and inform.
THE ROARING TWENTIES

Indicators: 8.6.2 Explain the causes and impact of changes in South Carolina culture during the 1920s.

Include: 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.

Background Information

On pages 206-207 of South Carolina, read the passage, “The Roaring Twenties” about the exciting decade between World War I and the Great Depression.

Class Opener

In today’s world, most families take one or two vacations each year. This wasn’t always the case. Ask your students to brainstorm a few factors that enable people to take vacations. For example:

- They have money.
- They have leisure time.
- They have a means of transportation.
- They have different destinations to choose from.

In the 1920s, the tourist industry began to form along the coast of South Carolina (i.e. Charleston, the beach, the Grand Strand, etc.). Ask your students to review the list above, and discuss what changes took place during the Roaring Twenties that gave birth to the tourist industry.

Comparing Now & Then

The Roaring Twenties were defined by the spread of mass media. Ask your students to rank the following forms of media based on how much impact they had on American culture in the 1920s (rank from greatest impact to least – answers will vary):

- Newspapers
- Magazines
- Radio
- Movies (talking movies weren’t introduced until 1927)
- Sporting events
- Vaudeville theater (traveling theater shows)

After the list is complete, have your students rank the items one more time based on their impact in today’s culture. In this list, include television, video games, and the Internet. Discuss reasons why there might be differences between the two lists.

An Integrated Approach: Writing in a Variety of Formats

Not all political commentary has to be serious. During the 1920s, Will Rogers was a comedian who made a living by telling jokes about the politics and current events. See if your students can think of ways entertainment is used today to make political commentary (consider television shows such as the ‘West Wing,’ opening monologues for late night talk show hosts, political cartoons, etc.).

Have each the student make a political cartoon about a current event. It can be humorous, but it should still reveal the student’s position on a certain political topic.

Language Arts Skill: Demonstrate the ability to express an idea in a variety of formats.
STRUGGLES IN THE SOUTH

Indicators: 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.

Background Information

On pages 176-177 of South Carolina, read the passage, “From Bad to Worse” about the struggles of South Carolina’s economy from the late 1800s until World War II.

Class Opener

At the beginning of class, write on the board or overhead the words: “Economic Depression.” Ask your students to write down a definition for what an “economic depression” is. You’ll probably get a variety of answers such as: “A decline in the economy” – “A situation where people aren’t buying and selling as much” – “When people lose jobs and aren’t making as much money” – “The result of people becoming concerned about their financial security and not wanting to spend as much.”

Those are all good answers. To get technical, a depression is just an extended recession, which is defined as a fall in the Gross National Product (all of the goods and services produced by a country) for two consecutive quarters (six months). A recession that is shorter than that is called a panic.

Comparing Now & Then

Economic struggles are often a part of “chain reaction” that is hard to stop. In South Carolina, for example, a few seasons of crop failures (due to damage caused by a small beetle known as the boll weevil) began a collapse of the entire economy in the early 1920s. As a class, draw a flow chart showing how the struggles of a few small farmers ultimately hurt everyone. A sample chart is below:

START → Boll Weevil infestation results in crop failures. → Farmers don’t make money, so they stop buying other products. → Merchants suffer because they are no longer selling to rural farmers.

FINISH ← Unemployment leads to less income tax, & the government nears bankruptcy. ← Unemployment rises and the economy suffers. ← Factories are forced to lay off employees when merchants stop buying their products

An Integrated Approach: Writing Purposes

The 1920s and 1930s featured a period known as the Southern Literary Renaissance. During this time, many southern writers (such as William Faulkner, Thomas Wolfe, DuBose Heyward, Julia Peterkin, and others) helped draw a clear picture of the South. Ask your students to choose one of these writers and summarize his or her life, works, and contributions to literature.

Language Arts Skill: Demonstrate the ability to use writing to learn and describe.
THE GREAT DEPRESSION

Indicators: 8.6.4 Explain the effects of the Great Depression and the lasting impact of New Deal programs on South Carolina

Include: 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.

Background Information

On pages 208-209 of *South Carolina* read the passage, “The Roar is Silenced” about how the Great Depression devastated South Carolina in the early 1930s.

On pages 210-211, read the passage, “The New Deal,” about the impact of Roosevelt’s New Deal on South Carolina during the Great Depression.

Class Opener

During his inauguration speech in 1932, newly elected President Franklin D. Roosevelt declared, “The only thing we have to fear is fear itself.”

Ask your students to write three or four sentences about what Franklin Roosevelt was trying to say to the nation, and why the message was especially important during the Great Depression. Ask for volunteers to read their short answers. They may write something like this:

“Roosevelt was telling the American people not to ‘panic.’ Because times were hard during the Great Depression, fear could easily lead to rioting, theft, and chaos. If people were able to stay calm, the depression would eventually pass without destroying the country.”

New Deal Legislation

Divide your students into groups of three or four, and ask them to choose one of the following New Deal programs:

- Rural Electrification Act
- Civilian Conservation Corps
- Public Works Administration
- Rural Electrification Act
- Civilian Conservation Corps
- Public Works Administration

Have each group prepare a short oral presentation describing how their piece of legislation had an impact during the Great Depression and the New Deal. They should not only concentrate on the economic impact, but also on the way the program changed the geographic features of the state.

An Integrated Approach: Writing Purposes

Ask your students to imagine that they are living in South Carolina in 1932, during the heart of the Great Depression. Have them write a journal entry describing their concerns as the economy continues to falter. What are their thoughts about the future?

Language Arts Skill: Demonstrate the ability to use writing to learn, entertain, & describe.
**World War II**

**Indicators:** 8.6.5 Compare the ramifications of World War II on South Carolina and the United States as a whole.

Include: 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.

**Background Information**

On pages 212-213 of **South Carolina** read the passage, “Another World War” about South Carolina’s efforts during World War II.

On pages 214-215, read the passage, “Away from the Battlefield,” about the efforts of civilians during World War II.

**Class Opener**

With the exception of the bombing of Pearl Harbor, Hawaii, the vast majority of the fighting in World War II took place on two fronts—in Europe and the Pacific. Both of these locations are thousands of miles away from South Carolina. As a class, discuss how a war that is fought in a foreign country can have an impact on a state (consider: the use of local military bases, enlistment of local citizens, women joining the workforce, rising nationalism, etc.).

**Entering the War**

Have your students imagine that they are living in 1941 and are sitting around the dinner table with a large family. Suddenly, an argument breaks out about whether or not America should get involved in the war in Europe. Ask your students to write down some of the good points that are brought up for each side of the argument. Here are some examples.

**Reasons why the United States SHOULD get involved**

- Without the help of the United States, the continent of Europe may fall into the hands of fascist leaders.
- The United States has the military power to bring about an end to the war that is beneficial to America.
- The United States has a duty to help its European allies.
- If Germany and Japan conquer Europe and Asia, the ambitious nations will surely try to take over America.
- As a World Power, the United States has the responsibility to fight for freedom throughout the world.

**Reasons why the United States SHOULD NOT get involved**

- The United States became involved in World War I, and should have learned its lesson about interfering with European wars or other international affairs.
- The United States has just recently pulled out of a Great Depression, and does not need the turmoil of a war.
- Wars cost money and human lives—especially ones that are fought over 3,000 miles away.
- There has been no direct attack on the United States, so there is no rightful reason to declare war on anyone.

The United States decided to enter into World War II after Japanese forces attacked Pearl Harbor on December 7, 1941. In a way, the war came to the United States and not the other way around. As a class, try to determine when the United States would have entered the war if the Japanese had not attacked Pearl Harbor.

How would the attitude of the American people have been different?

**An Integrated Approach:** Writing Purposes

Ask your students to imagine that they are living in 1943, as the nation is in the midst of World War II. Have them write a journal entry expressing their concerns as the war rages on (remind them at in 1943 it was not clear whether or not the nation would be victorious in the war). Also, they should describe how the war is having an impact on them at home (i.e. national pride, rationing, food drives, air raid drills, relatives in the military, and so on).

**Language Arts Skill:** Demonstrate the ability to use writing to learn, entertain, & describe.
ECONOMIC REVITALIZATION

Indicators: 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.

Include: 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.

Background Information

On pages 220-221 of South Carolina, read the passage, “Strom Thurmond” about the well-known governor and senator. Strom Thurmond stressed the importance of bringing industry into the state following World War II.

On pages 222-223, read the passage, “A Revived Economy,” about the economic momentum in South Carolina following World War II.

Class Opener

When Strom Thurmond became governor in 1947, he immediately took steps to attract outside businesses into the state. Thurmond felt that the economic future of the state was in industry (despite the fact that South Carolina had relied on agriculture for the past three centuries). Ask your students to brainstorm reasons why Thurmond might have held this view. Consider:

Reasons why Strom Thurmond wanted to bring industry into South Carolina

- New factories made South Carolina less dependent on the northern states
- Mechanized farming equipment (such as the tractor) enabled the agricultural needs of the state to be met by less farmers
- While South Carolina had relied on agriculture for centuries, the economy had been struggling since the end of the Civil War
- Industrial advances were taking place quickly and more and more industrial opportunities were becoming available.

Economic Factors

Divide your students into several groups. Assign each group a major highway or interstate that passes through South Carolina (such as I-85, I-385, I-95, I-77, I-20, I-26). Each group must give a short presentation explaining when, where, and how these heavily traveled roads influenced the economy of the areas they passed through, as well as the entire economy of South Carolina. How were goods transported prior to the construction these roads?

An Integrated Approach: Writing Purposes

South Carolina succeeded in attracting industrial companies to the state after World War II because it lacked strong labor unions. Labor unions often help to protect the workers, but they can also discourage economic growth. Ask your students to write the disadvantages of labor unions (i.e. they interfere with managerial decisions, they drive up employee wages, they make constant accusations, etc.)

Language Arts Skill: Demonstrate the ability to use writing to explain and inform.
CIVIL RIGHTS IN SC

Indicators: 8.7.2 Analyze the movement for civil rights in South Carolina.

Include: 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.

Background Information

On pages 228-229 of South Carolina Crow Rules the South read the passage, “Jim Crow Rules the South” about the controversial laws of segregation.

On pages 230-231, read the passage, “The Civil Rights Movement,” about the struggles of African Americans to gain complete protection under the law.

Lastly, read the passage, “Educational Opportunities” on pages 232-233 about the transformation of public schools in South Carolina.

Class Opener

“Jim Crow Laws” (laws specifically designed to restrict the rights of African Americans), segregation, and other forms of racial discrimination plagued the South during the mid-1900s. Ask your students to draw a political cartoon depicting the struggles of African Americans during this time. The cartoon can be humorous, but it should also capture the seriousness of the racial tensions (have your students try to find other political cartoons to use for inspiration).

Different Perspectives

The Briggs vs. Elliott case was one of several cases that prompted the Supreme Court to end the laws of segregation in public schools. Ask your students to imagine that they have been placed on the jury during the case. They must write a list of the different arguments that they heard from both the plaintiff and the defense concerning the desegregation of public schools. Consider:

Reasons schools SHOULD NOT be desegregated
- Under the “separate but equal” policy, blacks already attend schools with “equal” facilities as the white schools.
- Schools have been segregated for generations, and it has worked fine. There is no reason to change it now.
- Desegregating schools will lead to tensions in the classroom and potential violence.
- In each area, the people should be able to vote on whether or not they want desegregated schools.

Reasons schools SHOULD be desegregated
- The “separate but equal” policy places a badge of inferiority on African Americans.
- Desegregation of schools will bring America one step closer to the ideology, “All men are created equal.”
- By forcing African Americans to attend a different school than white people, the government is acknowledging differences in the two groups, thus promoting racism.
- The construction of separate schools for blacks and whites, and the enforcement of segregation, costs more money.

An Integrated Approach: Writing Purposes

The National Association for the Advancement of Colored People (NAACP) and other organizations worked tirelessly during the Civil Rights Movement to fight for the equality of African Americans. Many of these organizations still exist. Ask your students to choose one (such as the NAACP) and write a summary of the programs that it currently sponsors.

Language Arts Skill: Demonstrate the ability to use writing to explain and inform.
CHANGING POLITICS

Indicators: 8.7.3 Explain changing politics in South Carolina.

Include: 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).

Background Information

On page 254-255 of South Carolina read the passage, “Today’s Politics” about South Carolina’s state government in the early 21st century.

Class Opener

As a class, discuss how participation in South Carolina’s government has changed over the past century. Remember, in the early 1900s there were a series of “Jim Crow” laws and other obstacles that made it difficult for African Americans to get involved. Also, women weren’t even allowed to vote until 1920, and full political equality didn’t come until much later.

Types of Government

Ask your students to list different political systems in order from complete individual freedom to complete government control. The list should look something like this:

**Complete Individual Freedom**

- Anarchy: No government involvement
- Democracy: Actions of government determined by the people through a majority vote
- Limited monarchy: The king has some rule, but the people also have representation
- Communism: Individual is relatively insignificant—everything is done for the good of the community
- Socialism: The government is responsible for the well-being of the citizens
- Absolute monarchy: A king or queen looks out for the best interests of everybody
- Dictatorship: One person has unlimited rule—often not concerned about the best interests of the people
- Totalitarianism: Complete rule over every aspect of the individual people in a nation

**Complete Government Control**

Discuss where the United States government (and South Carolina’s government) falls on the above list (our government is a democracy). What are the advantages and disadvantages of our type of government versus others? Also, how do political parties take a different view different types of government?

*An Integrated Approach: Pre-Writing Strategies*

Ask your students to prepare a Table of Contents for a book entitled, South Carolina’s Government in the 21st Century. They should come up with 4 to 5 chapters that they feel are appropriate, and important, for a book of this title. For example, there will probably be a chapter on “Key Issues,” “Important People,” “Format,” and so on.

Language Arts Skill: Demonstrate the ability to use pre-writing and organization techniques.
CURRENT ECONOMICS

Indicators: 8.7.4 Summarize key economic issues in present-day South Carolina.

Include: 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.

Background Information

On page 224-225 of South Carolina read the passage, “Great Place to Visit” about the tourism industry in South Carolina, which has boomed in recent decades and is an important part of the state’s new economy.

Class Opener

As industry and technology improves, so does agriculture. This means that less farmers are able to yield far more crops, so many small farmers are forced to find other work. This became a problem in South Carolina after World War II (prior to the war, well over half of the population of the state lived on farms). Ask your students to brainstorm some of the factors that led to these widespread improvements in agricultural production. Below are a few ideas:

Factors that Improved Agricultural Yields

- Mechanized farming equipment (especially tractors)
- Better techniques (crop rotation, planting patterns, etc.)
- Irrigation systems
- Fertilizers
- Pesticides
- Improved weed control

Economic Basics

It is no secret that money is important in society. Have your students list five reasons for having money. For example:

- To pay for necessary items like food and shelter.
- To pay for leisure activities and luxury items.
- In case of an emergency.
- To increase power and influence.
- To help others and assist in different charities.

Obviously, having money has its advantages. Next, discuss the different ways for a person to get money. Consider:

- Providing labor at an hourly rate
- Producing something of value and selling it
- Being paid for performing a specific task
- Selling intellectual property
- Selling off items and possessions that are valuable
- Receiving an inheritance or gift

Have your students consider businesses in the town, and discuss the goods and services they provide, and how they play a role in the larger economy.

An Integrated Approach: The Writing Process

Ask your students to imagine that they are working as a reporter. Their assignment is to interview an owner of a large company who has just moved his headquarters to South Carolina. Ask your students to write down several appropriate questions to ask him to determine why he chose South Carolina (i.e. low taxes, access to labor, right-to-work laws, etc.), as well as ways that he hopes his business will benefit the state.

Language Arts Skill: Demonstrate the ability to use writing to explain and inform.
Section 2

PASS Test Preparation
The following are a few tips to help your students do their best on the PASS Test:

**Tip #1: Know the standards!!!**

This is the most important tip of all. Make sure that you and your students know what material the PASS Test is going to cover. Telling your students to know everything about the “history of South Carolina” is overwhelming (and impossible). Fortunately, the 8th grade social studies standards have highlighted specific people, events, and facts that are the most important. The PASS Test cannot include anything that is not listed by the standards.

**Tip #2: Read the directions carefully.**

The social studies portion of the PASS Test should be straightforward (mostly multiple choice with a few constructed response questions). Nonetheless, a student should read the directions on his or her own to feel more confident about the test and to prevent major mistakes.

**Tip #3: Read the entire question and all of the multiple choice options before deciding on an answer.**

*Be careful—there may be tricks!* On multiple choice questions, there are usually one or two answers that can easily “throw a student off.” They may appear to be good answers, but contain some minor flaw. A student should not be too quick to say that one answer is correct. Reading all of the possibilities will prevent careless mistakes.

Also, the question may not be completely straightforward. Watch out for statements like, “Which of the following was NOT a cause of the Civil War” If this question is not read carefully, three out of the four options may appear to be correct.

**Tip #4: Answer easier questions first, then come back for the difficult ones.**

This helps build confidence during the test-taking, and prevents a student from running out of time.

**Tip #5: Make educated guesses.**

A student should never leave a question unanswered just because he or she is not 100% sure of the correct response.

**Tip #6: Budget time appropriately.**

Remind your students not to waste too much time on one question. Getting one question wrong at the beginning of the test is better than running out of time with five questions unanswered. It is especially important to leave enough time (and not to spend too much time) answering the constructed response questions.

**Tip #7: Check your work carefully.**

Remind your students that it never hurts them to go back and check their answers. They may find careless mistakes (such as answering ‘C’ when they intended to put ‘D’), or questions that were skipped over and not answered. However, there is no need to get carried away with the double check. For questions that a student was unsure about, his or her first response is usually the best one.

**Tip #8: Make sure that practice tests mirror the actual test.**

It doesn’t do much good to practice on essay questions when the actual test is all multiple choice questions. On the next few pages, there are several sample questions that are similar to the ones your students will see on the PASS Test. Use these questions to create your practice tests.
The Settlement of South Carolina

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.

Sample PASS-like Questions—Multiple Choice

1. Which of the following describes the main reason why Native Americans were frustrated by the continued settlement of Europeans in South Carolina?
   
   A) Upon arrival, the European settlers resorted to violence and attacked local Native American tribes.
   
   B) As European settlers continued to arrive in South Carolina, they began to expand into areas that once belonged to the Native Americans.
   
   C) The European settlers refused to trade with the local Native American tribes.
   
   D) The European settlers refused to help local Native American tribes win a war against other Native Americans.

   Answer: B

2. What was the major difference between South Carolina’s Proprietary Regime of the late 1600s and the Royal Government of the mid 1700s?
   
   A) Under the Proprietary Regime, South Carolina was ruled by a select group of Lord Proprietors. Under the Royal Government, it was ruled by the King of England.
   
   B) Under the Proprietary Regime, South Carolina was extremely wealthy. Under the Royal Government, the colony was very poor.
   
   C) Native Americans had representation under the Proprietary Regime, but not the Royal Government.
   
   D) The Proprietary Regime offered more protection from pirates.

   Answer: A

3. What was the purpose of Black Codes during the early years of South Carolina’s settlement?
   
   A) To protect the settlers from Native Americans.
   
   B) To prevent plantation owners from abusing their African slaves.
   
   C) To promote religious discipline in the new settlements.
   
   D) To prevent the large number of African slaves from rebelling against the plantation owners.

   Answer: D

4. Which of the following is NOT a reason why the plantation system was so successful in South Carolina during the early years of settlement?
   
   A) Many of the settlers were from Barbados, where the plantation system was already in use.
   
   B) South Carolina’s two main cash crops—rice and indigo—grew very well on plantations.
   
   C) The local Native Americans were skilled farmers, and they showed the settlers how to grow rice and indigo.
   
   D) The practice of slavery was legal in the Carolinas, and slaves were a necessary part of the plantation.

   Answer: C

Sample—Constructed Response

Many people left Europe in the 17th and 18th centuries to make a fresh start in South Carolina and the New World.

A) Give two reasons why a person would be willing to leave his or her life in Europe to come to South Carolina.

B) Identify two of the obstacles that a new settler might have to face during his or her first year in the New World.

Possible Answers to Part A:
- To escape religious persecution
- To find a better life
- To satisfy a sense of adventure
- To follow exciting rumors about the New World
- To leave troubles behind and get a fresh start

Possible Answers to Part B:
- Lack of experience in living in a new settlement
- Lack of supplies (i.e. weapons, food, shelter, etc.)
- No knowledge of the local land
- Unfriendly Native Americans in the area
- No knowledge of the local language (not everyone coming to America spoke English)
# The American Revolution

**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.

## Sample PASS-like Questions—Multiple Choice

1. Which of the following best describes the major contribution of militia troops (or partisan troops) during the American Revolution?
   - A) They spied on British troops and gave the Colonial Army critical information.
   - B) They frustrated the British troops with surprise attacks and guerrilla warfare.
   - C) They overpowered the British Regulars in several major battles throughout the war.
   - D) They gave civilians frequent updates about what was going on in the war.

   **Answer:** B

2. The British government did a number of things to anger the colonists prior to the Revolution. Which of the following was probably the most frustrating for the elite population living around Charleston?
   - A) British violations of search and seizure laws.
   - B) Quartering Acts that forced the colonists to house British soldiers.
   - C) Navigational Acts that dictated where an American port could send exports and receive imports.
   - D) British attempts to subdue the political leaders in Boston, Massachusetts.

   **Answer:** C

3. The battles fought in South Carolina (Camden, Cowpens, King's Mountain) during the American Revolution took place during which part of the war?
   - A) prior to the start of the war
   - B) during the first few years of the war
   - C) during the final years of the war
   - D) after the war had officially ended

   **Answer:** C

4. Which of the following battles fought in the Carolinas during the American Revolution demonstrated the intense hatred between Loyalists and Patriots living in the American Colonies?
   - A) King's Mountain
   - B) Cowpens
   - C) Camden
   - D) Fort Sullivan

   **Answer:** A

## Sample—Constructed Response

- Prior to the American Revolution, there were differing opinions in South Carolina about whether to go to war.
  - A) Identify **two** of the reasons that were given by South Carolinians to **AVOID** going to war with Great Britain.
  - B) Identify **two** of the reasons that were given by South Carolinians to **SUPPORT** going to war with Great Britain.

### Possible Answers to Part A:

- Many colonists were still loyal to the King of England
- Britain is the most powerful nation on earth, which makes it a far better ally than an enemy
- The American colonists have no ability to run a government without an experienced monarch
- The issues between Great Britain and the Colonists can be worked out peacefully without resorting to war

### Possible Answers to Part B:

- This is a chance to gain independence from Britain
- Britain is abusing the colonies with taxation without representation and other unfair practices
- A nation should be ruled by the people—not a King
- Britain cannot effectively rule a country that is over 3,000 miles away
**A New Nation**

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

**Sample PASS-like Questions—Multiple Choice**

1. The delegates who gathered at the Constitutional Convention in 1787 originally met for which purpose?

   A) to declare independence from Great Britain  
   B) to revise the Articles of Confederation  
   C) to choose a President for the new nation  
   D) to establish a military for the United States

   **Answer:** B

2. The United States government is divided into three branches (legislative, judicial, and executive). This organization was inspired by which concept?

   E) Freedom of Speech  
   F) Absolute Authority  
   G) Balance of Power  
   H) Double Jeopardy

   **Answer:** C

3. Which of the following arguments would South Carolina’s delegates to the Constitutional Convention most likely have made?

   A) Representation in the new government should not be determined solely by the population of the state.  
   B) If the United States is going to be a free nation, then the institution of slavery should be abolished.  
   C) The federal government should establish tariffs to control the amount of goods shipped by overseas companies to America.  
   D) The federal government should provide incentives for states to switch from agriculture to industry.

   **Answer:** A

4. Which of the following best explains why the state capital was moved from Charleston to Columbia in 1786?

   A) Charleston was becoming too populated and crowded to house the state’s political offices.  
   B) Columbia was a more centrally located city, and moving the capital helped ease tensions between the lowcountry and the upstate.  
   C) The majority of the state’s wealthy citizens moved from Charleston to Columbia after the Revolution.  
   D) Charleston was too damaged in the American Revolution to remain the state’s capital.

   **Answer:** B

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**Sample—Constructed Response**

➢ After South Carolina ratified the Federal Constitution in 1788, it became the 8th state to enter the Union.

A) Identify **two** of the advantages that South Carolina gained by becoming part of the United States of America.

   - Representation in the federal government
   - Coordination with other states (i.e. national currency, national roads, national military, etc.)
   - Military protection from foreign invaders
   - Assistance from the federal government when needed

B) Identify **two** of the obstacles that South Carolina had to face in the following decades after it became a new state.

   - Struggle for power with the other states
   - Tensions between the lowcountry and upcountry
   - New taxes to support the state & federal governments
   - Friction between the state and federal government *(highlighted by the Nullification Crisis of the 1830s)*
   - Moral pressure from other states to end slavery
The Civil War

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

Sample PASS-like Questions—Multiple Choice

1. Which of the following best describes the belief of South Carolinians during the Nullification Crisis of the 1830s AND during the decade prior to the Civil War?
   A) The federal government is trying to deny South Carolina representation in the Senate.
   B) The federal government is trying to stop individual states from trading with one another.
   C) The federal government is trying to infringe on the laws and the rights of the individual states.
   D) The federal government is trying to put an end to the plantation system in South Carolina.

   Answer: C

2. Each time a new state was added to the United States prior to the Civil War, it was debated whether it would allow slavery, or be a Free State. Which of the following describes why South Carolina was so interested in these new states?
   A) South Carolina felt that it could help the new slave states thrive economically.
   B) If the government outlawed slavery in the new states, it wouldn’t be long before the government made the practice illegal in South Carolina.
   C) South Carolina did not want new states taking away its supply of slaves.
   D) Many South Carolinians were planning to head west and move to these new states.

   Answer: B

3. A “total war” is a war that involves both soldiers and civilians. Which of the following events is the best example of the Civil War being a total war?
   A) The first shots at Fort Sumter
   B) The battle of the CSS Hunley submarine
   C) Sherman’s “March to the Sea”
   D) The construction of a prison stockade in Florence

   Answer: C

4. Confederate soldiers often had trouble getting food, clothing, and ammunition. Which of the following made it extremely difficult for the South to get needed supplies to its soldiers?
   A) The Union blockade of Charleston
   B) The burning of the city of Columbia
   C) The Union capture of Port Royal
   D) The Battle of Gettysburg

   Answer: A

Sample—Constructed Response

➢ In the decade prior to the Civil War, many South Carolinian’s were not convinced that secession was the answer.
   A) List two arguments that could be used to convince others that South Carolina SHOULD secede from the Union.
   B) List two arguments that could be used to convince others that South Carolina SHOULD NOT secede from the Union.

Possible Answers to Part A:
- The institution of slavery is being threatened
- The federal government is abusing its power
- Other southern states will rally behind the cause
- The people of the state have more loyalty to South Carolina than to the United States
- It is the only way to get respect from the North

Possible Answers to Part B:
- The Constitution is capable of solving the problem
- Secession will undoubtedly bring about war
- South Carolina will lose its respected place in the Union
- South Carolina and the southern states have no experience in self-government
- South Carolina residents have their own problems
The Reconstruction Era

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.

Sample PASS-like Questions—Multiple Choice

1. The 13th, 14th, and 15th amendments to the Constitution are often referred to as the “Reconstruction Amendments.” Which of the following best describes the central theme of these three amendments?
   A) Freedom of speech
   B) The right to a fair and speedy trial
   C) Equal treatment for all American citizens
   D) Freedom from cruel and unusual punishment
   Answer: C

2. Northerners who came to South Carolina during Reconstruction were often called “carpetbaggers” because they carried their belongings in a carpet bag. Which of the following describes why South Carolinians despised the carpetbaggers so much?
   A) They used the destruction of the South for political and financial gain.
   B) They tried to make the cities in South Carolina mirror the major cities in the North.
   C) They stopped South Carolinians from organizing another rebellion against the North.
   D) South Carolina was extremely overcrowded at the end of the Civil War.
   Answer: A

3. Which of the following led to rising racial tensions in South Carolina during Reconstruction?
   A) African Americans outnumbered whites, which helped them gain more political influence.
   B) The freed slaves became violent towards the plantation owners who had kept them in slavery.
   C) The freed slaves took away high paying jobs from skilled white workers.
   D) African Americans refused to obey the rules of America’s democratic government.
   Answer: A

4. Which of the following obstacles did South Carolina NOT have to overcome during the Reconstruction Era?
   A) High racial tensions
   B) No state government
   C) Extreme poverty
   D) Destruction of buildings, railroads, farms, and homes
   Answer: B

Sample—Constructed Response

➤ The end of the Civil War also brought an end to the institution of slavery.

A) Identify two challenges that the freed slaves faced in the Reconstruction period after the Civil War

B) Identify two rights (be specific) that the former slaves gained after citizenship was granted.

Possible Answers to Part A:
- It was difficult to find work
- Most freed slaves could not read or write
- Most freed slaves had no money
- Most freed slaves had no place to live
- Racial tensions were high, and soon laws were passed to restrict the rights of African Americans.

Possible Answers to Part B:
- The right to vote
- The right to free speech
- The right to hold private meetings
- The right to legal protection, and a quick and fair trial
- The right to bear arms
- The right to own property and enter into contracts
The Late 19th Century

STANDARD 8-5: The student will understand the impact of Reconstruction, industrialization, and Progressivism on society and politics in South Carolina in the late 19th and early 20th centuries.

Sample PASS-like Questions—Multiple Choice

1. The election of Wade Hampton as governor in 1876 marked what turning point in South Carolina’s history?
   A) The official end of slavery and the start of the Reconstruction Era.
   B) The end of Reconstruction and the return of the Democrats to political power.
   C) The ratification of the “Reconstruction Amendments,” which protected the rights of American citizens.
   D) The end of elite rule in South Carolina, and the start of the Populist Movement.

   Answer: B

2. In the midst of the Populist Movement in South Carolina, “Pitchfork” Ben Tillman easily won the 1890 election for governor. Who were his main supporters?
   A) African Americans
   B) Textile workers
   C) The Charleston elite
   D) Poor, white farmers

   Answer: D

3. A number of natural disasters struck Charleston in the late 19th century. Which of the following best explains why the earthquake of 1886, and the hurricane of 1893, were so damaging to the city?
   A) The natural disasters caused a great deal of structural damage in an area that was still trying to recover from the Civil War and Reconstruction.
   B) The city had never experienced an earthquake or a hurricane before.
   C) The city relied heavily on tourism at the time, and the natural disasters kept people from traveling there.
   D) The natural disasters reduced the cost of the real estate in the area, and the value never recovered.

   Answer: A

4. Which of the following is NOT an explanation for the major population shifts in South Carolina during the late 19th century?
   A) Small farmers moved from rural areas to growing towns to find work in the textile mills.
   B) Many northerners came south to build winter homes in the milder climate of South Carolina.
   C) African Americans left the state to escape continued racial tensions.
   D) Prospectors traveled to South Carolina after hearing rumors of gold being discovered in the Blue Ridge Mountains.

   Answer: D

Sample—Constructed Response

➢ South Carolinians did not support the rise of industry in the late 1800s, but the textile industry eventually thrived.
   A) Identify two reasons why South Carolinians were hesitant to welcome new industry into the state.
   B) Identify two ways that the state has benefited from the rise of industry.

Possible Answers to Part A:
- The state had a tradition of agriculture
- Small farmers felt threatened by new industry
- Industrialization was considered a northern trend
- Factories & mills destroyed the character of the state
- Factories were known for having harsh working conditions, and young children were forced to work

Possible Answers to Part B:
- Industry creates new jobs
- Industry helps support the state’s economy
- Industry helps improve technology
- Growing industry has attracted new companies to SC
- Roads, railroads, and other transportation systems have been built to support factories and businesses
Early 20th Century

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

Sample PASS-like Questions—Multiple Choice

1. An active member of the Progressive Movement in the early 1900s would be most likely to favor which of the following laws?
   A) A law that aims to attract businesses and factories to South Carolina by decreasing government regulation.
   B) A law that aims to increase the profits of restaurants by allowing them to distribute and sell alcohol.
   C) A law that aims to help the working class by creating a minimum wage and a shorter work week.
   D) A law that aims to increase the value of public lands by allowing developers to build in the national forests.

   Answer: C

2. Which of the following developments during the “Roaring Twenties” had the most impact on the people living near the beaches of South Carolina?
   A) The rise of professional sports.
   B) The growth of the tourism industry.
   C) The popularity of jazz music.
   D) The laws of prohibition.

   Answer: B

3. Funding for the Santee Cooper project was provided during the Great Depression as part of President Roosevelt’s “New Deal.” The Santee Cooper project did which of the following?
   A) Provided electricity to South Carolina residents.
   B) Funded the construction of state office buildings.
   C) Created state parks and protected natural forests.
   D) Built new libraries, hospitals, and schools.

   Answer: A

4. Which of the following best describes South Carolina’s contribution to the war effort during World War I and World War II?
   A) The state gave huge sums of money to the federal government to purchase better weapons.
   B) The state donated and sold land to the federal government for the construction of military bases.
   C) The state used its industrial centers to produce the majority of the nation’s military vehicles.
   D) South Carolina had more soldiers enlist in the military than any other state.

   Answer: B

Sample—Constructed Response

- President Roosevelt’s “New Deal” greatly benefited the people of South Carolina during the Great Depression.
  A) Name two “New Deal” programs that helped the state of South Carolina.
  B) List two ways that the different “New Deal” programs benefited the state.

Possible Answers to Part A:
- Rural Electrification Act / Santee Cooper Facility
- Civilian Conservation Corps (CCC)
- Public Works Administration (PWA)
- Federal Writers’ Project
- Works Progress Administration
- Social Security Act

Possible Answers to Part B:
- Provided residents with electricity
- Creation of state parks
- Construction of state offices & community buildings
- “Make-work” jobs to keep craftsmen & artists employed
- Disability and retirement programs to protect the working class
Modern Times

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.

Sample PASS-like Questions—Multiple Choice

1. Which of the following is the best explanation for why South Carolina politician Strom Thurmond became such a controversial figure across the nation?
   
   A) He strongly supported racial segregation.
   B) He served in the Senate for over 40 years, longer than any other person in history.
   C) He left the position of circuit judge in South Carolina to go fight in World War II.
   D) He strongly opposed bringing industry into South Carolina.

   Answer: A

2. Which of the following is NOT a major benefit of the industrialization of South Carolina during the second half of the 20th century?
   
   A) An increased number of jobs.
   B) More roads, railroads, and transportation systems to support the new factories and businesses.
   C) A growing sense of pride as South Carolina returns to its industrial roots and traditions.
   D) Companies from other states and nations have moved to South Carolina to build new factories.

   Answer: C

3. The Briggs vs. Elliott case and the Brown vs. Board of Education case both helped end segregation in public schools. Which of the following was the main reason for ending segregation?
   
   A) It proved to be too costly to send black and white children to different schools.
   B) Having a separate school for black children placed a “badge of inferiority” on African Americans.
   C) The black schools were beginning to surpass the white schools in academics and quality of facilities.
   D) Racial discrimination had virtually disappeared in the South.

   Answer: B

4. During the late 1900s, South Carolina developed a number of new technical colleges. Which of the following has been the greatest benefit of these technical colleges to the state of South Carolina?
   
   A) They have introduced a young and trendy college culture to South Carolina.
   B) They have greatly increased the revenue of the state government.
   C) They have produced a large number of technically-skilled workers in South Carolina.
   D) They have decreased South Carolina’s dependence on major universities in other areas of the nation.

   Answer: C

Sample—Constructed Response

South Carolina houses some of the most popular tourist destinations in the entire country.

A) Name two regions or locations in South Carolina that cater to tourists.

B) Identify two developments of the 1900s that have helped create a rise in South Carolina’s tourism industry.

Possible Answers to Part A:
- The beaches of South Carolina
- Myrtle Beach & the Grand Strand
- Charleston
- Hilton Head Island
- “South of The Border” travel stop
- National forests / Blue Ridge Mountains
- State battlefields
- Thoroughbred Country (Aiken)

Possible Answers to Part B:
- Increased income for the average American family
- More highways, railroads, and airports
- Popularity of the automobile and commercial airplanes
- Rise of mass media for advertising
- Construction of new hotels, golf courses, restaurants, etc.
- Increased vacation time and flexible work schedules