

**South Carolina: One of the United States**  
**2011-2012 Course Syllabus**  
**8<sup>th</sup> Grade**

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**Textbook:** Huff, Archie Vernon, Jr. The History of South Carolina in the Building of the Nation, Capital City Press, 2006.

### **1. General Overview**

This course is designed to introduce students to the history of South Carolina. It also focuses on the role that the state and its people have played in the development of the United States as a nation.

### **2. Learning and Developmental Goals**

(Copied from the South Carolina Department of Education website)

**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.

#### **Indicators**

- 8-1.1 Summarize the culture, political systems, and daily life of the Native Americans of the Eastern Woodlands, including their methods of hunting and farming, their use of natural resources and geographic features, and their relationships with other nations. (H, G, P)
- 8-1.2 Categorize events according to the ways they improved or worsened relations between Native Americans and European settlers, including alliances and land agreements between the English and the Catawba, Cherokee, and Yemassee; deerskin trading; the Yemassee War; and the Cherokee War. (H, P, E)
- 8-1.3 Summarize the history of European settlement in Carolina from the first attempts to settle at San Miguel de Gualdape, Charlesfort, San Felipe, and Albemarle Point to the time of South Carolina's establishment as an economically important British colony, including the diverse origins of the settlers, the early government, the importance of the plantation system and slavery, and the impact of the natural environment on the development of the colony. (H, G, P, E)
- 8-1.4 Explain the growth of the African American population during the colonial period and the significance of African Americans in the developing culture (e.g., Gullah) and economy of South Carolina, including the origins of African American slaves, the growth of the slave trade, the impact of population imbalance between African and European Americans, and the Stono Rebellion and subsequent laws to control the slave population. (H, G, P, E)
- 8-1.5 Summarize the significant changes to South Carolina's government during the colonial period, including the proprietary regime and the period of royal

- government, and the significance of the Regulator movement. (G, P)
- 8-1.6 Explain how South Carolinians used natural, human, and political resources to gain economic prosperity, including trade with Barbados, rice planting, Eliza Lucas Pinckney and indigo planting, the slave trade, and the practice of mercantilism. (H, G, E)
- 8-1.7 Summarize the military and economic involvement of South Carolina in the French-British colonial rivalry. (H, G, P, E)

**Standard 8-2:** The student will demonstrate an understanding of the American Revolution—the beginnings of the new American nation and South Carolina’s part in the development of that nation.

**Indicators**

- 8-2.1 Explain the interests and roles of South Carolinians in the events leading to the American Revolution, including the state’s reactions to the Stamp Act and the Tea Act; the role of Christopher Gadsden and the Sons of Liberty; and the role of the four South Carolina signers of the Declaration of Independence—Edward Rutledge, Henry Middleton, Thomas Lynch Jr., and Thomas Heyward Jr. (H, P, E)
- 8-2.2 Compare the perspectives and roles of different South Carolinians during the American Revolution, including those of political leaders, soldiers, partisans, Patriots, Tories/Loyalists, women, African Americans, and Native Americans. (H, G, P, E)
- 8-2.3 Summarize the course and key conflicts of the American Revolution in South Carolina and its effects on the state, including the attacks on Charleston; the Battle of Camden; the partisan warfare of Thomas Sumter, Andrew Pickens, and Francis Marion; the Battle of Cowpens; and the Battle of Kings Mountain. (H, G)
- 8-2.4 Summarize events related to the adoption of South Carolina’s first constitution, the role of South Carolina and its leaders in the Continental Congress, and the ratification of the United States Constitution, including Henry Laurens’s actions, Charles Pinckney’s role, and the importance of issues debated during the Philadelphia Convention for South Carolina. (H, P)
- 8-2.5 Explain the economic and political tensions between the people of the Upcountry and the Lowcountry of South Carolina, including the economic struggles of both groups following the American Revolution, their disagreement over representation in the General Assembly and the location of the new capital city, and the transformation of the state’s economy that was caused by the production of cotton and convinced lowcountry men to share power with upcountry men. (H, G, P, E)

**Standard 8-3:** The student will demonstrate an understanding of the American Civil War—its causes and effects and the major events that occurred during that time.

**Indicators**

- 8-3.1 Explain the importance of agriculture in antebellum South Carolina, including plantation life, slavery, and the impact of the cotton gin. (H, G, E)
- 8-3.2 Explain the impact of key events leading to South Carolina’s secession from the

- Union, including the nullification crisis and John C. Calhoun, the Missouri Compromise, the Tariff of 1832, the Compromise of 1850, the Kansas-Nebraska Act and subsequent armed conflict, the Dred Scott decision, the growth of the abolitionist movement, and the election of 1860. (H, P, G)
- 8-3.3 Draw conclusions about how sectionalism arose from events or circumstances of racial tension, internal population shifts, and political conflicts, including the Denmark Vesey plot, slave codes, and the African American population majority. (H, P, E)
- 8-3.4 Compare the attitudes of the unionists, cooperationists, and secessionists in South Carolina and summarize the reasons that the members of the South Carolina secession convention in 1860 voted unanimously to secede from the Union, including concerns about states' rights and fears about abolition. (H, P, G, E)
- 8-3.5 Compare the military strategies of the North and South with regard to specific events and geographic locations in South Carolina, including the capture of Port Royal, the Union blockade of Charleston, and Sherman's march through the state. (H, P, G)
- 8-3.6 Compare the effects of the Civil War on daily life in South Carolina, including the experiences of plantation owners, women, Confederate and Union soldiers, African Americans, and children. (H, E)

**Standard 8-4:** The student will demonstrate an understanding of the impact of Reconstruction on the people and government of South Carolina.

**Indicators**

- 8-4.1 Explain the purposes of Reconstruction with attention to the economic, social, political, and geographic problems facing the South, including reconstruction of towns, factories, farms, and transportation systems; the effects of emancipation; racial tension; tension between social classes; and disagreement over voting rights. (H, G, P, E)
- 8-4.2 Summarize Reconstruction in South Carolina and its effects on daily life in South Carolina, including the experiences of plantation owners, small farmers, freedmen, women, and northern immigrants. (H, P, E)
- 8-4.3 Summarize the events and the process that led to the ratification of South Carolina's constitution of 1868, including African American representation in the constitutional convention; the major provisions of the constitution; and the political and social changes that allowed African Americans, Northerners, "carpetbaggers," and "scalawags" to play a part in South Carolina state government. (H, P)
- 8-4.4 Explain how events during Reconstruction improved opportunities for African Americans but created a backlash that, by the end of Reconstruction, negated the gains African Americans had made, including the philanthropy of northern aid societies, the assistance provided by the federal government such as the Freedmen's Bureau, and their advancement in politics and education. (H, P, E)
- 8-4.5 Summarize the successes and failures that occurred in South Carolina during Reconstruction, including the bribery of legislators, corruption in political parties, the development of public education, and violence during the election of 1876. (H, P)

**Standard 8-5:** The student will demonstrate an understanding of major social, political, and economic developments that took place in the United States during the second half of the nineteenth century.

**Indicators**

- 8-5.1 Summarize the political, economic, and social conditions in South Carolina following the end of Reconstruction, including the leadership of Wade Hampton and the so-called Bourbons or Redeemers, agricultural depression and struggling industrial development, the impact of the temperance and suffrage movements, the development of the 1895 constitution, and the evolution of race relations and Jim Crow laws. (H, P, E)
- 8-5.2 Compare key aspects of the Populist movement in South Carolina, including the economic and political roots of Populism, the leadership of Benjamin Tillman, conflicts between the Tillmanites and the Conservatives, the founding of land-grant colleges, and the increased racial conflicts and lynching. (H, G, P)
- 8-5.3 Summarize the changes that occurred in South Carolina agriculture and industry during the late nineteenth century, including changes in crop production in various regions, and the growth of the textile industry in the Upcountry. (H, G, E)
- 8-5.4 Compare migration patterns within South Carolina and in the United States as a whole in the late nineteenth century, including the population shift from rural to urban areas, migration between regions of the United States, the westward expansion, and the motivations for migration and settlement. (H, G, E)
- 8-5.5 Summarize the human, agricultural, and economic costs of natural disasters and wars that occurred in South Carolina or involved South Carolinians in the late nineteenth century, including the Charleston earthquake of 1886, the hurricane of 1893, and the Spanish American War. (H, G, E)
- 8-5.6 Explain the significance that the increased immigration into the United States in the late nineteenth century had for the state of South Carolina, including cultural and economic contributions of immigrants, opportunities and struggles experienced by immigrants, increased racial hostility, and the effect of racial and ethnic diversity on national identity. (H, G, P, E)

**Standard 8-6:** The student will demonstrate an understanding of South Carolina's development during the early twentieth century.

**Indicators**

- 8-6.1 Summarize the progressive reform movement in South Carolina, including the motivation of progressives; child labor laws; Prohibition; improvements to roads, hospitals, and libraries; tax reforms; changes to local government systems; and the roles of significant state governors and women's groups. (H, P, E)
- 8-6.2 Explain the impact of World War I on South Carolina, including the building of new military bases and the economic impact of emigration to industrial jobs in the North. (H, G, P, E)
- 8-6.3 Summarize the political, social, and economic situation in South Carolina following World War I, including progress in suffrage for women, improvements in daily life in urban and rural areas, and changes in agriculture and industry. (H, G, P, E)
- 8-6.4 Explain the causes and the effects of changes in South Carolina culture during the

- 1920s, including Prohibition, the boll weevil, the rise of mass media, increases in tourism and recreation, the revival of the Ku Klux Klan, and the Southern Literary Renaissance. (H, P)
- 8-6.5 Explain the effects of the Great Depression and the lasting impact of New Deal programs on South Carolina, including the Rural Electrification Act, the Civilian Conservation Corps, Works Progress Administration and Public Works Administration building projects, the Social Security Act, and the Santee Cooper electricity project. (H, E, G, P)

**Standard 8-7:** The student will demonstrate an understanding of South Carolina's economic revitalization during World War II and the latter twentieth century.

### **Indicators**

- 8-7.1 Summarize the significant aspects of the economic growth experienced by South Carolina during and following World War II, including the contributions of Governor Strom Thurmond in promoting economic growth; the creation of the State Development Board and the technical education system; the benefits of good road systems, a sea port, and the Savannah River site; and the scarcity of labor unions. (H, E, G, P)
- 8-7.2 Provide examples of the expanding role of tourism in South Carolina's economy, including the growth of resorts and development along the coast and the expanding transportation systems that allowed greater access to recreational sites. (H, G, E)
- 8-7.3 Explain how the increased industrialization and mechanization, the reduction in cotton production, and the emigration of African Americans both resulted from and contributed to agricultural decline in South Carolina. (H, E)
- 8-7.4 Explain the factors that influenced the economic opportunities of African American South Carolinians during the latter twentieth century, including racial discrimination, the *Briggs v. Elliott* case, the integration of public facilities and the civil rights movement, agricultural decline, and statewide educational improvement. (H, P, E)
- 8-7.5 Explain the economic impact of twentieth century events on South Carolina, including the opening and closing of military bases, the development of industries, the influx of new citizens, and the expansion of port facilities. (E, H, P, G)

### **3. Instructional Units and Sequencing**

*This schedule is tentative and subject to change.*

#### **August – September**

Daily Life of Native Americans  
European/ Native American Relations  
Early European settlement in SC  
Slave Trade and African American culture  
Early SC government  
Economic prosperity in SC

#### **Unit 8-1**

French/ British colonial rivalry

**September - October**

**Unit 8-2**

Causes of American Revolution  
State's reaction to American Revolution  
Roles of key SC figures in American Revolution  
SC Battles of American Revolution  
First SC Constitution  
SC leaders in Continental Congress  
Ratification of US Constitution  
Issues during Philadelphia Convention  
Economic and political tensions in SC  
Location of new capital city  
Transformation of state's economy

**November - December**

**Unit 8-3**

Agriculture and Antebellum South Carolina  
Plantation life, slavery, cotton gin  
Key events leading to South Carolina secession  
Sectionalism  
Political conflicts  
Attitudes of unionists, cooperationists, and secessionists  
Military strategies in the North and South  
Specific Civil War events and battles  
Experiences and Effects of Civil War

**December - January**

**Unit 8-4**

Purposes of Reconstruction  
Economic, social, political, and geographic problems facing the South  
Effects of Reconstruction on SC daily life  
Events and process that led to ratification of SC Constitution of 1868  
Social Changes  
Improved opportunities/negated gains for African Americans  
Philanthropy of northern societies  
Federal Government Assistance: Freedmen's Bureau  
Success and failures in SC during Reconstruction  
Bribery and Corruption  
Development of public education

**January - February**

**Unit 8-5**

Political, economic, and social conditions in SC after Reconstruction  
Leadership: Wade Hampton  
Agricultural depression and industrial development  
Impact of temperance and suffrage movements  
Evolution of race relations and Jim Crow Laws  
Development of 1895 Constitution  
Populist movement  
Leadership: Benjamin Tillman

## Racial Conflicts

SC agriculture and industry during late 19<sup>th</sup> century

Growth of textile industry in south

Migration patterns within SC and US

Population shift from rural to urban areas

Human, agricultural, economic costs of natural disasters and wars

Charleston earthquake, hurricane of 1893, Spanish-American War

## **March - April**

## **Unit 8-6**

Progressive reform movement in SC

Impact of World War I on SC

New Military bases and economic impact

Political, social, and economic situation in SC following WWI

Causes and effects of changes in SC culture during 1920's

Effects of Great Depression

New Deal programs in SC

## **April**

## **Unit 8-7**

World War II and SC

Economic growth in SC following WWII

Economic impact of 20<sup>th</sup> century in SC

Tourism in SC

Industrialization, mechanization, and agricultural decline

## **May**

## **End of Course Review**

PASS Testing

Exam Review and Exams

## **4. Materials and Resources**

Students are required to have a notebook with paper, pens (blue or black only), and pencils for tests. Other helpful supplies include highlighters, colored pencils or crayons. Optional classroom needs: Kleenex

## **5. Assessing, Evaluating, and Recording Student Progress**

Student progress is assessed in a variety of ways, both formal and informal. Daily informal assessment is primarily in the form of question and answer sessions and observations. Formal assessment takes the form of daily class work/ note-taking assessments, notes quizzes, individual assignments, project assignments, and unit tests.

Homework, Daily Grades, and Quizzes 50%

Unit Projects and Tests 50%

Final Exam: Two 4<sup>th</sup> quarter (2) tests grades

Grades are recorded for each student during each nine-week period, and are recorded by assessment category, such as notes/class work, individual assignments, notes quizzes, project assignments, portfolio, and unit tests in an effort to identify weak areas that may

need special attention.

## **6. Rules and Procedures**

The following class expectations will apply at all times:

1. Be Respectful
2. Be Responsible

Classroom procedures are in place for students to receive the maximum benefits while in my classroom. The following procedures are in place:

1. Come in to the classroom quietly and begin Daily Warm-up
2. Sharpen pencils at the beginning of class.
3. Clean your area and throw trash away at the end of class.
4. Passes will be written for emergency situations only.

Students are expected to follow all rules established in the RMS Student Handbook. There are a series of consequences designed to encourage students to maintain positive classroom behavior.

<b>1<sup>st</sup> Offense</b>	<b>Student Warning</b>
<b>2<sup>nd</sup> Offense</b>	<b>Warning/Parent Contact</b>
<b>3<sup>rd</sup> Offense</b>	<b>Detention</b>
<b>4<sup>th</sup> Offense</b>	<b>Detention</b>
<b>5<sup>th</sup> Offense</b>	<b>Administrative Referral</b>

Parent Conferences can be scheduled at teacher or parent request.

Teacher Detention will be held as necessary. Written notification requiring parent signature will be sent home at least 24 hours prior to the assigned detention. A record of behavior is kept in a notebook and is available during parent conferences.

## **7. Communicating with Parents**

Parent contact is made on a regular basis by note, email, or phone. Regular communication serves as a way of redirecting negative behavior or unacceptable performance in the classroom, as well as praising outstanding or positive behavior. I respond promptly to all messages from parents. Messages can be left for me by phone with the school secretary or guidance office or at my email address that is listed at the beginning of this syllabus. A log is kept of all parent communication with the teacher.

## **8. Academic Recovery**

Homework is essential for student understanding and is due on time. Homework or class work that is turned in a day late will receive a 30-point deduction. If the work is turned in within a week, the grade given will have a 50-point deduction. Late work is not accepted in high school credit classes.