

GRADE 8

South Carolina: One of the United States

<p>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.</p>	
Indicators	PLT Activities
<p>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)</p>	<ul style="list-style-type: none"> ● 90 Native Ways □ 17 People of the Forest □ 40 Then and Now □ 56 We Can Work It Out □ 91 In the Good Old Days □ 92 A Look at Lifestyles □ 95 Did You Notice?
<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)</p>	
<p>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)</p>	<ul style="list-style-type: none"> □ 14 Renewable or Not? □ 17 People of the Forest □ 40 Then and Now □ 76 Tree Cookies □ 91 In the Good Old Days □ 92 A Look at Lifestyles □ 95 Did You Notice?
<p>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)</p>	

<p>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)</p>	
<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)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 19 Viewpoints on the Line <input type="checkbox"/> 56 We Can Work It Out <input type="checkbox"/> 69 Forest for the Trees
<p>8-1.7 Summarize the military and economic involvement of South Carolina in the French-British colonial rivalry. (H, G, P, E)</p>	
<p>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.</p>	
<p>Indicators</p>	<p>PLT Activities</p>
<p>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, Arthur Middleton, Thomas Lynch Jr., and Thomas Heyward Jr. (H, P, E)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 19 Viewpoints on the Line <input type="checkbox"/> 91 In the Good Old Days <input type="checkbox"/> 95 Did You Notice?
<p>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)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 19 Viewpoints on the Line
<p>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)</p>	

<p>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)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 57 Democracy in Action <input type="checkbox"/> 58 There Ought to Be a Law
<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)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 14 Renewable or Not? <input type="checkbox"/> 56 We Can Work It Out <input type="checkbox"/> 57 Democracy in Action <input type="checkbox"/> 58 There Ought to Be a Law
<p>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.</p>	
<p>Indicators</p>	<p>PLT Activities</p>
<p>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)</p>	
<p>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)</p>	
<p>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)</p>	

<p>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)</p>	
<p>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)</p>	
<p>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)</p>	<p><input type="checkbox"/> 91 In the Good Old Days <input type="checkbox"/> 95 Did You Notice?</p>
<p>Standard 8-4: The student will demonstrate an understanding of the impact of Reconstruction on the people and government of South Carolina</p>	
<p>Indicators</p>	<p>PLT Activities</p>
<p>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)</p>	<p><input type="checkbox"/> 56 We Can Work It Out <input type="checkbox"/> 57 Democracy in Action <input type="checkbox"/> 58 There Ought to Be a Law</p>
<p>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)</p>	<p><input type="checkbox"/> 91 In the Good Old Days <input type="checkbox"/> 95 Did You Notice?</p>
<p>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)</p>	

<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)</p>	
<p>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)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 56 We Can Work It Out <input type="checkbox"/> 57 Democracy in Action <input type="checkbox"/> 58 There Ought to Be a Law <input type="checkbox"/> 91 In the Good Old Days <input type="checkbox"/> 95 Did You Notice?
<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.</p>	
<p>Indicators</p>	<p>PLT Activities</p>
<p>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)</p>	
<p>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)</p>	
<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)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 14 Renewable or Not? <input type="checkbox"/> 40 Then and Now <input type="checkbox"/> 91 In the Good Old Days <input type="checkbox"/> 95 Did You Notice?

<p>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)</p>	<p><input type="checkbox"/> 40 Then and Now <input type="checkbox"/> 91 In the Good Old Days <input type="checkbox"/> 95 Did You Notice?</p>
<p>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)</p>	
<p>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)</p>	<p><input type="checkbox"/> 40 Then and Now <input type="checkbox"/> 91 In the Good Old Days <input type="checkbox"/> 95 Did You Notice?</p>
<p>Standard 8-6: The student will demonstrate an understanding of South Carolina’s development during the early twentieth century.</p>	
<p>Indicators</p>	<p>PLT Activities</p>
<p>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)</p>	<p><input type="checkbox"/> 91 In the Good Old Days <input type="checkbox"/> 94 By the Rivers of Babylon <input type="checkbox"/> 95 Did You Notice?</p>
<p>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)</p>	<p><input type="checkbox"/> 40 Then and Now <input type="checkbox"/> 91 In the Good Old Days <input type="checkbox"/> 94 By the Rivers of Babylon <input type="checkbox"/> 95 Did You Notice?</p>
<p>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)</p>	<p><input type="checkbox"/> 40 Then and Now <input type="checkbox"/> 91 In the Good Old Days <input type="checkbox"/> 92 A Look at Lifestyles <input type="checkbox"/> 94 By the Rivers of Babylon <input type="checkbox"/> 95 Did You Notice?</p>

<p>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)</p>	<p><input type="checkbox"/> 40 Then and Now <input type="checkbox"/> 91 In the Good Old Days</p>
<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)</p>	<p><input type="checkbox"/> 14 Renewable or Not? <input type="checkbox"/> 40 Then and Now <input type="checkbox"/> 91 In the Good Old Days <input type="checkbox"/> 95 Did You Notice?</p>
<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.</p>	
<p>Indicators</p>	<p>PLT Activities</p>
<p>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)</p>	<p><input type="checkbox"/> 40 Then and Now <input type="checkbox"/> 91 In the Good Old Days <input type="checkbox"/> 95 Did You Notice?</p>
<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)</p>	<p><input type="checkbox"/> 40 Then and Now <input type="checkbox"/> 91 In the Good Old Days <input type="checkbox"/> 94 By the Rivers of Babylon <input type="checkbox"/> 95 Did You Notice?</p>
<p>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)</p>	<p><input type="checkbox"/> 40 Then and Now <input type="checkbox"/> 91 In the Good Old Days <input type="checkbox"/> 94 By the Rivers of Babylon <input type="checkbox"/> 95 Did You Notice?</p>
<p>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 <i>Briggs v. Elliott</i> case, the integration of public facilities and the civil rights movement, agricultural decline, and statewide educational improvement. (H, P, E)</p>	<p><input type="checkbox"/> 40 Then and Now <input type="checkbox"/> 91 In the Good Old Days <input type="checkbox"/> 95 Did You Notice?</p>

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)

- 40 Then and Now
- 91 In the Good Old Days
- 94 By the Rivers of Babylon
- 95 Did You Notice?