

Carolina Children *Teacher's Guide*



A look at South Carolina
through four themes of
social studies:

- Geography
- Government
- Economics
- History



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Carolina Children *Teacher's Guide*

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Throughout this guide, there are references to the following titles:

Carolina Children – *The Sandhills*
Carolina Children – *The Piedmont*

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Section 1

Geography



Included in this section:

- **South Carolina's six geographical regions**
- **Mapping physical features of South Carolina**
- **Geographical regions of the United States**
- **Mapping the physical features of the nation**
- **Interactions between people & physical landscape**

Geography

Content Focus

South Carolina's six geographical regions

Background Information

On **pages 4-5** of **Carolina Children – The Sandhills** read about the geography of South Carolina and look at the map of the state's six geographical regions.

Also, read about the geography of the Upstate on **page 4** of **Carolina Children – The Piedmont**.

Curriculum Tie-in & Opening Discussion

After reading the short passages and reviewing the map of South Carolina's six geographic regions, have your students identify the region in which your school is located. What are some of the geographical features of the area? How would students answer the question differently if they lived in Charleston, Greenville, Aiken, or some other areas of the state?

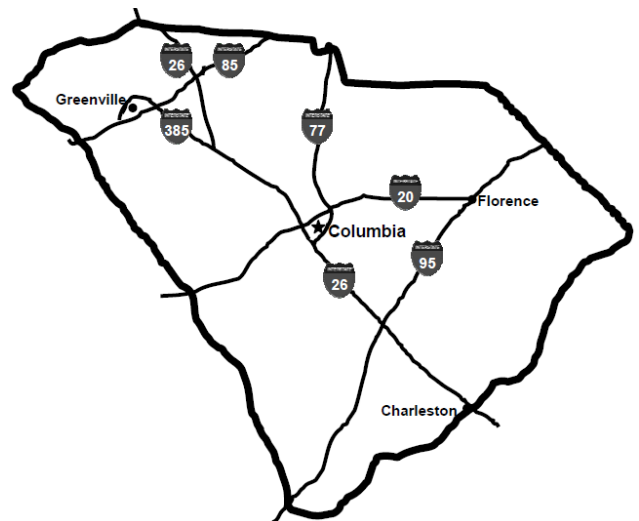
Activity:

A Trip Across South Carolina

The map to the right shows the major interstates of South Carolina.

Ask your students to use this map (*or any road map of South Carolina*) to plan a trip across the state. For example, what route would a person take to travel from Greenville to Charleston. How about from Charleston to Florence?

As they plan their trip, your students should identify which geographical regions they will cross through, and how the geography of South Carolina will change during their travels. What major features will they encounter (*i.e. rivers, landforms, beaches, mountains, etc.*), and what impact does the geography have on the areas your students will travel through?



Section 2

Government

This section will explore:

- **Purpose & role of government (local/state/national)**
- **U.S. government as a representative government**
- **Structure of the SC state government**
- **Comparing state government to the U.S. government**
- **Importance of civic responsibility**
- **How civic participation can impact community**

Government

Content Focus
Purpose & role of government
— local, state, & national

Background Information

On **pages 12-14** of **Carolina Children – The Piedmont** read about the **downtown** area of Greenville, South Carolina.

Curriculum Tie-in & Opening Discussion

Ask your students to consider the term “downtown”. The literal definition for this term is a “town center” or the “business district”. Ask your students to list words or phrases that come to mind when they hear the term “downtown” (*possible answers: stores, shopping, tall buildings, crowds, etc.*).

A thriving downtown is a sign of a healthy city or town. Local governments will go to great lengths – and spend large sums of money – to make their downtown areas appealing to businesses and the general public. As a class, brainstorm the steps that local governments will take (*i.e. tax incentives, renovations, landscaping, historical preservation, etc.*), and what they hope will be gained from that “investment”

Activity:

The Role of Government

In the opening discussion, your students examined the efforts of local government to help downtown areas. In many cases, it’s difficult to decide exactly what the role of government should be. Below is a list of duties that could be the responsibility of the government, or that of the people. As a class, consider if these items are completely, partially, or not at all the responsibility of the government (*and at what level of government – local, state, or federal*). How has this list changed throughout the years? Also, discuss the **pros** and **cons** of government involvement.

<u>Item</u>	<u>Complete Responsibility of the Government</u>	<u>Partial Responsibility of the Government</u>	<u>Complete Responsibility of the People</u>
Education	—	—	—
Road Construction / Maintenance	—	—	—
Health Care	—	—	—
National Defense (<i>Military</i>)	—	—	—
Job Security	—	—	—
Living Arrangements (Housing)	—	—	—
Public Safety (<i>police, fire dept. etc.</i>)	—	—	—
Ethical Business Practices	—	—	—

Section 3

Economics

This section will explore:

- **Role of goods & services in SC's economy**
- **Role of consumers/producers in SC's economy**
- **Resources required to produce goods/services**
- **Opportunity cost of borrowing/lending/saving**
- **The costs & benefits of economic choices**
- **How specialization leads to interdependence**

Economics

Content Focus

Role of goods & services in South Carolina's economy

Background Information

On **page 10** of **Carolina Children – The Piedmont** read about the relationship between transportation systems and the economy near the city of Greenville.

Curriculum Tie-in & Opening Discussion

The opening passage talks about how important highways and airports are to the economy of an area. Ask your students if they've ever noticed large trucks driving along the interstates (*all of your students will probably answer "yes" to this question*). Discuss what is probably being carried in all of those trucks.

The truth is that the trucks on the interstate are carrying a wide variety of goods (*i.e. food, office supplies, furniture, machinery, raw materials, and much more*). As a class, discuss how the road system in South Carolina is crucial in helping people receive goods and services. What would happen to the economy if businesses could only use "back roads" (*i.e. no interstates or highways*)?

Many of the businesses in the Upstate are international (*Michelin, BMW, Bosch, Lockheed Martin, Fluor Engineering*) and sell to customers around the world. Why does that make it critical to have efficient interstates, railroads, and airports?

Activity: **Business in the Community**

Have your students research some of the major businesses in your area of the state. Have them answer some of these questions (*this is a good time to do an "internet scavenger hunt"*):

- 1) *What kinds of goods or services does the company provide?*
- 2) *Who uses the company's goods and services? Where can those users be found?*
- 3) *Where is the company's central headquarters? Why does it not produce all of its goods and services there?*
- 4) *How many employees does the company have locally, and how does that contribute to the local economy?*
- 5) *Aside from their goods and services, in what other ways does the company contribute to the local community?*
- 6) *What would be the impact to the area if the company went out of business?*

As a class, go over the questions listed above. How would the answers change if you were discussing a "small company" (*less than 50 people*). Can the hundreds of small companies that exist in an area have the same impact as a large company?

Section 4

History

This section includes:

- **Timeline of South Carolina History**
- **Activities — South Carolina - Exploration & Settlement**
- **Activities — South Carolina - American Revolution**
- **Activities — South Carolina - Slavery & Civil War**
- **Activities — South Carolina - Late 1800s & 1900s**

South Carolina History Timeline

- 1526** Spanish explorers land at **Winyah Bay** (*present day Georgetown*). Attempts to settle the area are foiled by bad weather and Native American attacks.
- 1560s** The French establish a settlement on **Parris Island**—it lasts only a few years. The Spanish build a fort in virtually the same area, but it also fails.
- 1663** English King Charles II issues the **Carolina Charter**. This charter gives the American territory known as Carolina to eight Lord Proprietors (*these men are chosen because they are friends of the king or have given him financial support*).
- 1670** The English establish the first permanent settlement at **Albemarle Point**. Ten years later, it is moved to the site of present-day Charlestown (*just a few miles away from the original site*).
- 1680s** Rice is introduced to the colonies, which marks the beginning of the plantation system. Settlers from Barbados, who are familiar with running plantations and using slave labor, help make South Carolina one of the wealthiest areas in the New World.
- 1715** Frustrated by the growing number of European settlers, Native Americans attempt a revolt in the **Yemassee War**. They are unsuccessful in stopping European expansion.
- 1729** South Carolina becomes a **Royal Colony** after the settlers become frustrated with the halfhearted rule of the Lord Proprietors. Prior to this, the province had been officially divided into North and South Carolina.
- 1739** A violent slave uprising known as **Stono's Rebellion** takes place near Charleston. After nearly twenty slaves are killed and the rebellion is ended, the plantation owners regroup to establish more control over the slaves. A series of **Black Codes** are created to limit the rights of slaves.
- 1754** The **French and Indian War** begins in the colonies. In South Carolina, most of the violence occurs when **Cherokee Indians** attack white settlers. In the northern parts of the nation, English and American troops battle French soldiers and Native Americans.
- 1776** On June 28th, the fighting of the American Revolution comes to South Carolina through **Sullivan's Island**. British troops attack Fort Moultrie, and the South Carolinians courageously ward them off. This victory is a major confidence builder for the American troops (*palmetto logs are used to defend the fort, inspiring the palmetto tree on the state flag*).
- 1780-1781** The **Southern Campaign** of the American Revolution is fought in South Carolina. It begins with the siege of Charleston in 1780. When the city falls, the British successfully march across the state until American victories at the Battle of Kings Mountain and the Battle of Cowpens. These battles shift the momentum, thus marking the beginning of the end for the British in the war.
- 1788** On May 23rd, South Carolina ratifies the **Federal Constitution**, becoming the eighth state to enter the United States of America.
- 1811** Newly elected Congressman and South Carolina native John Calhoun begins to support going to war with the British. This leads to the War of 1812. Calhoun earns a reputation as a **War Hawk**, and becomes respected on the national political scene.

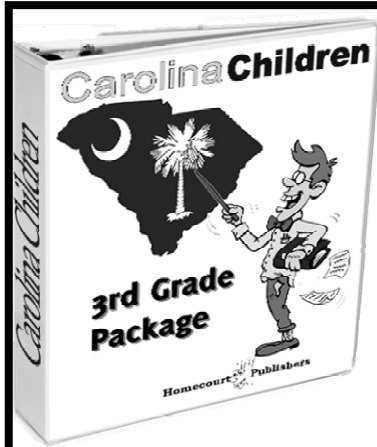
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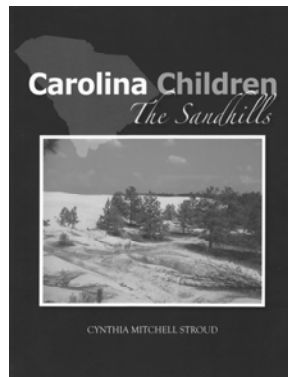
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Carolina Children

The Sandhills

The Piedmont



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