

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.

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)

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous/future knowledge:

In 3rd grade, students learned about Native Americans of the Eastern Woodlands. Students also learned about the three principal nations of Cherokee, Catawba and Yemassee, the impact of European colonization, and conflicts with early settlers (3-2.4).

In 4th grade, students learned about the land bridge, the life and culture of Eastern Woodlands, Southeastern, Plains, and Southwestern and Pacific Northwestern Native Americans (4-2.2) and about conflict and cooperation among the settlers, the Europeans and the Africans (4-2.7).

In 11th grade United States History, students will learn about the development of the west and the displacement of Native Americans (USHC-3.1).

It is essential for students to know:

The culture, political systems and daily life of Native Americans of the Eastern Woodlands were affected by the geography of the region in which they lived. The Eastern Woodlands natives were hunters and farmers. They used sharp points carved from rocks and animal bones for hunting as well as bows and arrows. Sometimes they also used fire to drive out animals or to clear a field for farming or hunting. The Native Americans of the Woodlands cut trees and burned the brush to create farmland. A simple hoe made of bone was used for digging. Their primary crops were corn and pole beans. The Native Americans used corn stalks as poles for the beans. They grew crops of corn, beans, squash, pumpkins, and bottle gourds. Tobacco was grown in rows on separate plots.

The Native Americans used the natural resources and geographic features of the region in which they lived. Waterways, flora and forests were plentiful. They used rivers for transportation and to survive. They used rocks, wood and animal pelts to create tools for hunting, farming and building. Housing was made from natural resources available in the area such as tree bark and animal hides. The land was fertile, with rolling hills, and red-yellow clay soil so they developed farming.

The Native Americans were initially friendly with European settlers and they worked to get along with other nations. However, as settlers took over their lands they began to resist this encroachment.

It is not essential for students to know:

Students do not need to know the names of Native American tribes or chiefs, specific time periods or specific locations within the Eastern Woodlands region.

Assessment guidelines:

Appropriate assessments will require students to **summarize** the culture, political systems, and daily life of the Native Americans of the Eastern Woodlands. Appropriate assessments should also require students to **exemplify** (identify examples of) their methods of hunting and farming, and **explain** their use of natural resources and geographic features and their relationships with other nations.

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.

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)

Taxonomy Level: B 2 Understanding Conceptual Knowledge

Previous/future knowledge:

In 3rd grade, students studied Native Americans of the Eastern Woodlands and they learned about the three principal nations of Cherokee, Catawba and Yemassee, the impact of European colonization, and conflicts with early settlers. (3-2.4)

In 4th grade, students learned about the land bridge, the life and culture of Eastern Woodlands, Southeastern, Plains, and Southwestern and Pacific Northwestern Native Americans (4-2.2) and about conflict and cooperation among the settlers and the Europeans and the Africans. (4-2.7)

In 11th grade United States History students will explain the impact and challenges of westward movement and its impact on the displacement of Native Americans. (USHC 3-1)

It is essential for students to know:

The relations between the Native Americans and the European settlers changed. The Europeans depended on Native Americans during the early settlement period. Spanish explorers intermarried with Native Americans. The French and the early English settlers built successful trade relations with the Native Americans, particularly in the deerskin trade. Europeans began a profitable export trade in deerskins and bartered for the deerskins with the natives. Although there were some disagreements, many Native American groups formed alliances and land agreements with the Europeans. Alliances and land agreements between the Native Americans and European settlers impacted the Catawba, Cherokee and Yemassee. These land agreements initially strengthened the relationship between the Native Americans and the Europeans. As time went on, the different understandings by the Native Americans and the Europeans about the meaning of property ownership and the terms of the treaties led to the deterioration of the relationship. Their relationship was also negatively impacted when the early settlers sold natives into slavery

The **Catawba** tribe helped to protect settlers from other hostile Native Americans but this help was negated by a smallpox epidemic that all but wiped out the tribe.

The impact of the **Yemassee War** was felt in the Lowcountry of South Carolina. The Yemassee moved to South Carolina from Florida because of problems they had with the Spanish. Initially there was peace, but over a long period of time, the Yemassee attacked settlers because they thought the Europeans were charging too much in business deals. With the help of the Cherokee, the settlers defeated the Yemassee. Many Yemassee were killed and those who survived the war moved to Florida, thus opening up more land for settlement. Settlers learned from the war that they could expect little help from the British government, other colonies or even their own militias in their conflict with the natives. Consequently, for a time, they treated the natives better in order to avoid war.

As colonists settled the Upcountry of South Carolina, they came into greater contact with the **Cherokees**. The settlers built forts hoping they would be protected from the Native Americans. The French fur traders moved into the upstate region and prompted English settlers to seek a treaty with the Native

Americans. The Cherokee interpreted this treaty to be an alliance while, the British saw it as an acknowledgment of British sovereignty. Although peace lasted for 30 years, it was broken when the colonial governor tried to control the Cherokee by stopping all trade and then took hostages. The resulting **Cherokee War** lasted approximately two years. Regular British troops showed the natives no mercy. The war resulted in many deaths and ended with a treaty which forced the Cherokee to give up much of their land and created a boundary dividing the colony and the Cherokee territory.

It is not essential for students to know:

Students do not need to know the specific names of alliances, leaders or places of the Yemassee or Cherokee Wars. They do not need to know the locations of forts built as protection against the natives.

Assessment guidelines:

Appropriate assessments will require students to **categorize** events according to the ways they improved or worsened relations between Native Americans and European settlers. Appropriate assessments should also require students to **explain** the alliances and land agreements between the English and the Catawba, Cherokee, and Yemassee; deerskin trading; the Yemassee War; and the Cherokee War in regard to their impact on relations between the Native Americans and the European settlers. Students may also be asked to **compare** the treatment of natives at different times during the colonial period or to **compare** the Yemassee war and the Cherokee war.

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.

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)

Taxonomy Level: B 2 Understanding /Conceptual Knowledge

Previous/future knowledge:

In the 3rd grade, students learned about the exploration and settlement of South Carolina and the United States (3-2). Specifically, they learned motives behind the exploration of South Carolina by the English, the Spanish, and the French, including the idea of “for king and country” (3-2.1). Additionally students summarized the contributions of settlers in South Carolina under the Lords Proprietors and the Royal colonial government, including the English from Barbados and the other groups who made up the diverse European population of early South Carolina (3-2.6). Also, they explained the transfer of the institution of slavery into South Carolina from the West Indies, including the slave trade and the role of African Americans in the developing Plantation economy; the daily lives of African American slaves and their contributions to South Carolina, such as the Gullah culture and the introduction of new foods; and African American acts of resistance against white authority (3-2.7).

In 4th grade, students learned about the exploration of the New World (4-1). More specifically they learned the political, economic, and technological factors that led to the exploration of the New World by Spain, Portugal, and England, including the competition between nation-states, the expansion of international trade and the technological advances in shipbuilding and navigation (4-1.1). Also, they learned to use a map to identify the routes of various sea and land expeditions to the New World and to match these to the territories claimed by different nations, including the Spanish dominance in South America and the French, Dutch, and English exploration in North America (4-1.3). Students summarized the discoveries associated with these expeditions.

In United States History, students will summarize the distinct characteristics of each colonial region in the settlement and development of America, including religious, social, political, and economic differences (USHC-1.1). Also students will summarize the early development of representative government and political rights in the American colonies, including the influence of the British political system, the rule of law and the conflict between the colonial legislatures and the royal governors (USHC-2.1).

It is essential for students to know

Spain, France and England vied for a foothold in South Carolina as part of the competition for colonies that would enrich the mother country. Initial attempts by Spain and France to establish a colony in South Carolina and lay claim to the area were not successful. Spain founded the San Miguel de Gualdape settlement along the Waccamaw River near present day Georgetown. Some African slaves from Santo Domingo were also there. A cold winter and disease led to the abandonment of the colony. The French founded Charlesfort near present day Beaufort but later abandoned it. The Spanish again tried to establish a foothold and founded San Felipe which was built on the abandoned settlement of Charlesfort. This settlement survived for ten years until it was attacked by Native Americans; survivors fled to St. Augustine, Florida.

The English founded a settlement at Albemarle Point, which became the first permanent colony (Charles Town) in South Carolina. The location offered many advantages to the settlers. South Carolina became an economically important colony for the British. Trade with Native Americans was successful. Traders

obtained furs and deerskins from Native Americans in exchange for beads, trinkets, guns and alcohol. Some Native Americans were forced into slavery and were sent to the Caribbean. This ruined a good relationship with the Native Americans. Cattle raised in the colony were sold in the Caribbean. South Carolina pine trees were a source of pitch and tar (naval stores) which the British used for making ships watertight. Rice grown along the coastal areas of the colony became known as “Carolina Gold.” A flourishing trade made the Carolinas a profitable colony.

South Carolina settlers came from diverse backgrounds. The first settlers were Englishmen who emigrated from the British colonies in Barbados. Other settlers came from France, Switzerland, Germany, Scotland, and Ireland. They came from diverse religious backgrounds, including French Huguenots seeking religious freedom and Jewish settlers. The largest group of migrants came against their will from Barbados and Africa as slaves.

Carolina was a proprietary colony, a colony in which an individual or group of people received ownership of the land from the king. The early government was controlled by the Lords Proprietors, wealthy investors who were granted land by the king. The proprietors charged settlers a quitrent on the land but in turn had to make payments to the king. Originally the Lords Proprietors controlled the government through a governor and Grand Council which included representatives of the proprietors, the Carolina elite and a smaller representation of the common people of the colony. Later South Carolina became a royal colony under the control of the king who appointed a royal governor.

In order to encourage immigration, huge tracts of land were given to settlers in the colony through the *headright* system. In the *headright* system every person who paid their passage to the New World received land. Wealthy individuals who paid the passage of others received their tracts of land. This led to the establishment of the **plantation system** that required an abundance of laborers. Slaves were critical because they provided a cheap and dependable source of labor. Slavery made the large plantations successful and thus made the plantation owners very wealthy. A well developed slave system came from the British West Indies with the original English settlers.

The colony of South Carolina had rich natural resources that also contributed to the development of the plantation system. South Carolina had an abundance of fertile land, a mild climate and many waterways. Waterways were an excellent means for transporting cash crops to market. The fertile land made growing various cash crops profitable.

It is not essential for students to know:

Students do not need to know specific dates, European explorers or political leaders of these colonial settlements. They do not need to be able to name the Lords Proprietors.

Assessment guidelines:

Appropriate assessments require students to **summarize** the history of European settlement in Carolina. Students should be able to **explain** the development of the settlement 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. They should also be able to **explain** the diverse origins of the settlers, the importance of the plantation system and slavery, and the impact of the natural environment on the development of the colony. Students should be able to **compare** the early government with later changes in the government.

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.

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)

Taxonomy Level: B 2 Understanding / Conceptual Knowledge

Previous/future knowledge:

In the 3rd grade, students learned about the transfer of the institution of slavery into South Carolina from the West Indies, including the slave trade and the role of African Americans in the developing plantation economy; the daily lives of African American slaves and their contributions to South Carolina, such as the Gullah culture and the introduction of new foods; and African American acts of resistance against white authority. (3-2.7)

In the 4th grade, students learned about the establishment of slavery in the American colonies, including the role of the slave trade; the nature of the Middle Passage; and the types of goods—rice, indigo, sugar, tobacco, and rum, for example—that were exchanged among the West Indies, Europe, and the Americas (4-2.5). Also, they learned the impact of indentured servitude and slavery on life in the New World and the contributions of African slaves to the development of the American colonies, including farming techniques, cooking styles, and languages (4-2.6). Also in fourth grade they learned how conflicts and cooperation among the Native Americans, Europeans, and Africans influenced colonial events including the French and Indian Wars, slave revolts, Native American wars, and trade (4-2.7).

In United States History, students will learn about the settlement of North America (USHC-1) and will summarize the distinct characteristics of each colonial region in the settlement and development of America, including religious, social, political, and economic differences (USHC-1.1).

It is essential for students to know:

African Americans played a significance role in the developing culture of South Carolina. The economy of South Carolina was largely based on the plantation system which depended upon slave labor. Most of the crops were labor intensive, thus requiring many slaves to cultivate the crops. African slaves also harvested the naval stores and lumber from the forests of the Carolinas contributing to a thriving trade with Britain. With the development of cash crops and the plantation system came an increased need for labor and an increase in the slave trade. Many slaves were brought from Barbados or forced on the “Middle Passage” from the west coast of Africa and then sold on the auction block.

Slaves brought their African culture with them, including the knowledge of cattle herding and rice cultivation. As a result of this knowledge, South Carolina developed a flourishing trade in cattle and rice that made the planters wealthy and made Carolina one of the economic successes of the British colonial system. Africans also brought other aspects of their culture to the colonies, including language, dance music, woodcarving, folk medicine and basket weaving. **Gullah** was a spoken language of Africans that developed in the Sea Islands off the coasts of South Carolina and Georgia. A mixture of many spoken languages combined with newly created words, Gullah was unique to the coastal region because of this area’s limited access and the large concentration of Africans from numerous regions. .

Over time, the flourishing slave trade created a population imbalance. Slaves outnumbered whites and raised concerns about controlling the slave population. The **Stono Rebellion**, a slave revolt near Charles

Town, significantly increased this concern. It started when a small group of slaves, who wanted to escape to St. Augustine Florida where the Spanish said they would be free, broke into a store on the Stono River and killed two settlers. By the end of the day many settlers and slaves were killed. As a result of the Stono Rebellion, Slave Codes developed. Although Slave Codes also punished slave owners who were cruel to the slaves, what was most important to the colonists was that the codes established tighter control of their slaves. One example of tighter control was that slaves could not hold a meeting without permission from their owners.

It is not essential for students to know:

Students do not need to know specific population numbers, names of specific Slave Codes and dates.

Assessment guidelines:

Appropriate assessment require students to **explain** the growth of the African American population during the colonial period and the significance of African Americans in the developing culture and economy of South Carolina. Students may be required to **explain** the origins of African American slaves, the growth of the slave trade, the impact of population imbalance between African and European Americans, the Stono Rebellion and subsequent laws to control the slave population.

Effective May 2008

Indicator 8-1.4

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Standard 8-1: The student will demonstrate an understanding of the settlement of South Carolina and the United States by Native Americans, Europeans, and Africans.

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)

Taxonomy Level: B 2 Understanding / Conceptual Knowledge

Previous/future knowledge:

In 3rd grade, students summarized the contributions of settlers in South Carolina under the Lords Proprietors and the Royal colonial government, including the English from Barbados and the other groups who made up the diverse European population of early South Carolina (3-2.6).

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

It is essential for students to know:

South Carolina's government became more democratic during the colonial period. South Carolina began as a **proprietary colony**. In a proprietary colony an individual or group of people receive ownership of the land from the king. The Proprietors charged settlers a quitrent on the land and in turn had to make payments to the king. At first, the Proprietors and the Carolina elite had greater representation in the government than did the common people. The Great Council decided that a majority of each group in the colonies – the representatives of the Proprietors, the colonial elite and the common people - should have equal voice in the government. Ten years later a separate house was established as the Commons House of Assembly to represent the people. However there continued to be tension between the colonists and the Proprietors. The colonists felt neglected by the absentee landlord who collected rent but offered them little protection. The Proprietors thought that the colonists were disobedient.

The Council protested to the king about the neglect of the proprietors and appealed to the king to make Carolina a **royal colony** whose governor would be appointed by the king rather than proprietors. The king reached a financial agreement with the Proprietors and Carolina became a royal colony and was split into North and South Carolina. South Carolina enjoyed some advantages as a result of becoming a royal colony. The English government increased subsidies for naval stores and allowed merchants to sell rice directly to foreign countries. The English government also authorized the establishment of townships in the Upcountry and many settlers moved there to establish subsistence farms.

As settlers moved inland, the Upcountry's white population outnumbered that of the Lowcountry but the Upcountry had much less representation in the Assembly. There was little law enforcement in the Upcountry of South Carolina. Settlers took matters of law into their own hands in what was called the **Regulator movement**. Because there were no courts, the Regulators operated as vigilantes. The guilty were hanged or beaten to death without trial. This movement grew out of control and innocent people were hurt. Eventually the government of South Carolina came to the aid of the Upcountry settlers by setting up seven circuit courthouses around the colony to provide justice, law and order in the region.

It is not essential for students to know:

Students do not need to know specific leaders or dates of the regimes or individual names of the Lords Proprietors.

Assessment guidelines:

Appropriate assessments will require students to **summarize** the significant changes to South Carolina's government during the colonial period. Students should also be able to **compare** the proprietary regime and the period of royal government. They should be able to **explain** the significance of the Regulator movement in colonial South Carolina.

Effective May 2008

Indicator 8-1.5

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Standard 8-1: The student will demonstrate an understanding of the settlement of South Carolina and the United States by Native Americans, Europeans, and Africans.

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)

Taxonomy Level: B 2 Understanding/ Conceptual Knowledge

Previous/future knowledge:

In 3rd grade, students learned about the exploration and settlement of South Carolina and the United States (3-2). More specifically, they learned to summarize the contributions of settlers in South Carolina under the Lords Proprietors and the Royal colonial government, including the English from Barbados and the other groups who made up the diverse European population of early South Carolina (3-2.6). Additionally in third grade they learned about the transfer of the institution of slavery into South Carolina from the West Indies, including the slave trade and the role of African Americans in the developing plantation economy; the daily lives of African American slaves and their contributions to South Carolina, such as the Gullah culture and the introduction of new foods; and African American acts of resistance against white authority (3-2.7).

In 4th grade, students learned about the establishment of slavery in the American colonies, including the role of the slave trade; the nature of the Middle Passage; and the types of goods—rice, indigo, sugar, tobacco, and rum, for example—that were exchanged among the West Indies, Europe and the Americas (4-2.5).

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

It is essential for students to know:

South Carolina used natural, human and political resources to gain economic wealth. Many of the original settlers to the Carolinas came from Barbados and brought a well-developed system of slave labor with them. South Carolinians established a thriving trade with Barbados. They sold cattle and Native American slaves to the people of Barbados. The growing African slave trade brought not only laborers but also their knowledge of cattle herding and rice planting to the Carolinas. Geographic conditions in the Lowcountry made it a suitable place for rice planting. Rice, or “Carolina gold,” became a staple crop of Carolina, which provided long-term prosperity. Settlers came to South Carolina because of the potential wealth in rice.

The determination of the settlers and the hard work of their slaves resulted in a growing agricultural economy. As an immigrant from Antigua, **Eliza Lucas** planted indigo because she was determined to make the family plantation (Wappoo) successful. Indigo was a plant used to make a highly valued blue dye and the British government was offering a subsidy to anyone who would grow it. Eventually, Eliza Lucas succeeded and shared her success with other area planters. Indigo became a new cash crop for South Carolina.

Demand for both rice and indigo led plantation owners to need more slaves. With the demand for more slaves came an increase in the slave trade. Large-scale importation of African slaves began in 1690s and thousands of African slaves came to South Carolina. As early as 1698, the Assembly began to worry that there were too many slaves in the colony but, because slaves were vital to the economic success of the

colony, no one in power wanted to limit the number of slaves coming into the colony. Even after the Stono Rebellion, the slave trade was not limited.

Mercantilism was an economic system whereby the mother country (England) controlled trade in order to export more goods than it imported. By doing this, the mother country would amass more gold and silver and become wealthy and powerful. South Carolina served as both a source of raw materials and a market for British manufactured goods. This lessened the mother country's dependence on foreign trade and thus improved her balance of trade. The British government encouraged the development of new products such as indigo by offering subsidies (or bounties) to planters who grew it. Both rice and indigo were on the 'enumerated' list of products that could be sold only to England. However the British government did not enforce this part of the law on Carolina rice, thus giving South Carolina another economic advantage.

It is not essential for students to know:

Students do not need to know specific leaders in Barbados, specific numbers in the slave trade or dates or specific amounts of rice produced.

Assessment guidelines:

Appropriate assessments will require students to **explain** how South Carolinians used natural, human, and political resources to gain economic prosperity. Appropriate assessments should also require students to **explain** the role of trade with Barbados, rice planting, Eliza Lucas Pinckney and indigo planting, the slave trade, and the practice of mercantilism in making South Carolina a prosperous colony.

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.

8-1.7 Summarize the military and economic involvement of South Carolina in the French-British colonial rivalry. (H, G, P, E)

Taxonomy Level: B 2 Understanding/ Conceptual Knowledge

Previous/future knowledge:

In the 3rd grade students explained the motives behind the exploration of South Carolina by the English, the Spanish, and the French, including the idea of “for king and country”(3-2.1).

In the 4th grade, students explained the political, economic, and technological factors that led to the exploration of the New World by Spain, Portugal, and England, including the competition between nation-states, the expansion of international trade, and the technological advances in shipbuilding and navigation (4-1.1). Additionally, they summarized the motivation and accomplishments of the Vikings and the Portuguese, Spanish, English, and French explorers, including Leif Eriksson, Christopher Columbus, Hernando de Soto, Ferdinand Magellan, Henry Hudson, John Cabot, and Robert LaSalle (4-1.2). Also, in the fourth grade students used maps to identify the routes of various sea and land expeditions to the New World and to match these to the territories claimed by different nations, including the Spanish dominance in South America and the French, Dutch, and English exploration in North America—and summarize the discoveries associated with these expeditions (4-1.3). Students identified the English, Spanish, and French colonies in North America and summarized the motivations for the settlement of these colonies, including freedom of worship, and economic opportunity (4-2.3). They compared the European settlements in North America in terms of their economic activities, religious emphasis, government, and lifestyles (4-2.4) and explained how conflicts and cooperation among the Native Americans, Europeans, and Africans influenced colonial events including the French and Indian War, slave revolts, Native American wars, and trade (4-2.7).

It is essential for students to know:

South Carolina was involved in the military and economic rivalry between the French and the British. The policy of mercantilism was practiced by both the French and the British in order to prevent colonies from trading with anyone except their mother country. This economic rivalry led to a series of wars in Europe which had counterparts in North America. The French and Indian War, the last in this series of wars, began in the colonies when the French moved into the Ohio River Valley. The war later spread to Europe where it was known as the Seven Years War. The French and Indian War was named because Great Britain was fighting France and France’s Indian allies.

South Carolina had little military involvement in the French and Indian War. Few South Carolina men fought in the war and no battles were fought on South Carolina soil. However South Carolina was impacted by the war. The French and Indian War contributed to the Cherokee War. Although the Cherokee favored the British in the French and Indian War, the British failed to protect the Cherokee when the French and their Indian allies attacked. In addition, Native American land rights were not protected by their treaty with England and the Cherokee believed that the British had violated trade agreements. This resulted in the Cherokee War between the settlers and the Native Americans. The French and Indian War ended with British victory and resulted in Spain losing control of Florida and in the expansion of the indigo trade. Both of these results were good for South Carolina.

It is not essential for students to know:

Students do not need to know specific leaders, the Iroquois League, specific battles or dates.

Assessment guidelines:

Appropriate assessments would require students to **summarize** the military and economic involvement of South Carolina in the French-British colonial rivalry. Assessments may require students to **summarize** the outcome of the French and Indian War and **explain** the impact it had on South Carolina. Assessments may ask students to **explain** how the French and Indian War contributed to the Cherokee War or to **compare** the French and Indian War to the Cherokee War.

Effective May 2008

Indicator 8-1.7

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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.

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)

Taxonomy Level: B 2 Understand /Conceptual Knowledge

Previous/future knowledge:

In 3rd grade, students gained an understanding of the American Revolution and South Carolina’s role in the development of the new American nation (3-3). Students analyzed the causes of the American Revolution—including Britain’s passage of the Tea Act, the Intolerable Acts, the rebellion of the colonists, and the Declaration of Independence—and South Carolina’s role in these events (3-3.1). They summarized the key conflicts and key leaders of the American Revolution in South Carolina and their effects on the state, including the occupation of Charleston by the British; the Partisan warfare of Thomas Sumter, Andrew Pickens, and Francis Marion; and the battles of Cowpens and Kings Mountain (3-3.2). Also, they summarized the effects of the American Revolution in South Carolina, including the establishment of a new nation and a new state government and capital (3.3.3).

In 4th grade, students learned the political and economic factors leading to the American Revolution, including the French and Indian War; British colonial policies such as the Stamp Act, the Tea Act, and the so-called Intolerable Acts; and the American colonists’ early resistance through boycotts, congresses, and petitions (4-3.1). Students summarized the roles of principal American, British, and European leaders involved in the conflict, including King George III, George Washington, Benjamin Franklin, Thomas Jefferson, John Adams, Thomas Paine, Patrick Henry, and the Marquis de Lafayette (4-3.2).

In 7th grade, students explained the causes, key ideas, and effects of the French Revolution, including the influence of ideas from the American Revolution and the Enlightenment and ways that the Revolution changed social conditions in France and the rest of Europe (7-3.2).

In Global Studies, students will compare the key elements of the revolutions that took place on the European and American continents in the nineteenth century, including social and political motivations for these revolutions and the changes in social organization that emerged following them (GS-4.3).

In United States History, students will analyze the impact of the Declaration of Independence and the American Revolution on the American colonies and on the world at large (USHC-2.2).

It is essential for students to know:

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

The most important tax imposed by Parliament was authorized by the **Stamp Act**. This act placed a tax or a duty on paper, such as legal documents and newspapers which the colonists paid directly. Taxes prior to this one were indirect taxes, paid by the merchants. Incensed colonists protested “No taxation without

representation.” because colonists did not have their own representative in Parliament and therefore believed that they had no colonial voice in Parliament, except as Englishmen. Colonists wanted the rights of their own colonial assemblies to impose taxes to continue. Colonists organized a Stamp Act Congress and a boycott on British goods that led to the repeal of the Stamp Act. They also organized the Sons and Daughters of Liberty in order to protest British taxes.

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

Christopher Gadsden was a wealthy merchant from Charles Town. He was one of the first people to speak out against the British policy of taxation. He was a delegate to the Stamp Act Congress and was one of the founders and leaders of the Charles Town Sons of Liberty. The Sons of Liberty played a significant role in enforcing the boycotts through persuasion and intimidation. In 1774, representatives from across the South Carolina colony met in Charles Town to elect representatives to the Continental Congress to be held in Philadelphia. They also established a General Committee of 99 to govern the colony. Christopher Gadsden and **Edward Rutledge** were elected as delegates to the First Continental Congress (Philadelphia, PA). At the convention they supported independence from the British government. The Congress established a non-importation and non-exportation agreement. However, South Carolina delegates successfully argued that rice was essential to the survival of their colony, so trade in rice was allowed. After Lexington and Concord, the Second Continental Congress met in Philadelphia.

By the time of the debate over the Declaration of Independence, **Arthur Middleton, Thomas Lynch Jr., and Thomas Heyward Jr.** had joined the delegation to the Second Continental Congress. Edward Rutledge, Arthur Middleton, Thomas Lynch Jr., and Thomas Heyward Jr. signed the Declaration of Independence for South Carolina.

It is not essential for students to know:

Students do not need to remember the Proclamation of 1763, the Sugar Act, the writs of assistance, the Currency Act, the Townshend Acts, the Wilkes Affair or the Intolerable Acts. However, it would be helpful for students to understand the sequence of events that led to the Declaration of Independence including the Intolerable Acts, First Continental Congress, Lexington and Concord, Second Continental Congress and war. This will help students understand the role played by the South Carolina delegation. Students do not need to know that Henry Middleton of South Carolina was elected president of the First Continental Congress. Students do not need to know that, at first, Rutledge, Middleton, Lynch and Heyward were not in favor of independence and the delegation voted against independence. On the second vote South Carolina supported independence. This change still puzzles historians. Students also do not need to know the other signers of the Declaration of Independence nor the contents of the document itself.

Assessment guidelines:

Appropriate assessment would require students to **explain** the interests and roles of South Carolinians in the events leading to the American Revolution. Students should be able to **summarize** 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.

Effective May 2008

Indicator 8-2.1

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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.

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)

Taxonomy Level: B 2 Understand /Conceptual Knowledge

Previous/future knowledge:

In 3rd grade, students analyzed the causes of the American Revolution—including Britain’s passage of the Tea Act, the Intolerable Acts, the rebellion of the colonists, and the Declaration of Independence and South Carolina’s role in these events (3-3.1). Students also summarized key conflicts and key leaders of the

American Revolution in South Carolina and their effects on the state, including the occupation of Charles Town by the British; the partisan warfare of Thomas Sumter, Andrew Pickens, and Francis Marion; and the battles of Cowpens and Kings Mountain (3-3.2). Students summarized the effects of the American Revolution in South Carolina, including the establishment of a new nation and a new state government and capital (3.3.3).

In 4th grade, students compared the daily life and roles of diverse groups of Americans during and after the Revolutionary War, including roles taken by women and African Americans such as Martha Washington, Mary Ludwig Hays McCauley (Molly Pitcher), Abigail Adams, Crispus Attucks, and Peter Salem (4-3.6). Students explained the effects of the American Revolution on African Americans and Native Americans, including how the war affected attitudes about slavery and contributed to the inclusion of abolition in early state constitutions and how the Land Ordinance of 1785 and the Northwest Ordinance of 1787 that were developed by Congress influenced the future of Native Americans (4-3.7).

In United States History, students will learn the impact of the Declaration of Independence and the American Revolution on the American colonies and on the world at large (USHC-2.2).

It is essential for students to know:

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

The **political leaders** were wealthy white men who were land owners from the Lowcountry. Most were Patriots who supported independence. South Carolina Patriots created a provisional government to control the colony during the war.

American colonists volunteered as soldiers to fight in colonial militias and with Patriot **partisan** groups. **Patriots** were those colonists who supported the Continental Congress and independence. Most were from the Lowcountry and fought in small militias in their local areas.

South Carolina **Loyalists**, who remained loyal to the King and Great Britain, volunteered to fight on the side of the British. There were more Loyalists in South Carolina than in any of the other colonies, except New York. Most soldiers in the Upcountry were Loyalists, or **Tories** as the American Patriots derisively referred to them. Many of the Upcountry people were not true loyalists in principal, but instead wished to

live their lives without interference. An example would be the number of Upcountry German immigrants who had no allegiance to either the King or to the principles of democracy. Lowcountry Patriots and Upcountry Loyalists fought each other in the Revolutionary War. When the war ended, many Loyalists voluntarily left South Carolina for the Caribbean or Canada. Others were fined or run out of town.

Partisans were Patriots who fought a guerrilla war against the British regular army. They often took British soldiers in the countryside of South Carolina by surprise in hit and run ambushes.

Women managed farms and plantations when the men were away. Some served as messengers or nurses, others sacrificed their homes and fortunes to the Patriot cause. Other women were Loyalists.

Most African Americans continued to work as slaves in South Carolina. Some African Americans served as soldiers in the Continental Army. However, South Carolinians feared a slave uprising so at first they rejected the Continental Congress's appeal to allow slaves to serve non-military jobs for the army such as cooking. Later, when more manpower was needed, the law was changed to allow 1/3 of the militia to be made up of slaves but they were not allowed to serve as soldiers. African Americans fought with the partisan bands. South Carolina did not offer slaves their freedom in exchange for their service in the army. African Americans fought for the British in response to the promise that they would earn their freedom. In this effort, they were disappointed.

At first, many **Native Americans** tribes avoided war. After American colonists attacked the Native Americans on the frontier, Native American retaliated. Many supported the British because the British promised to return control of the west to the Native Americans. The Cherokees supported the British and attacked the colonists.

It is not essential for students to know:

Students do not need to know that special emissaries were sent to the Loyalists of the Upcountry or that these initiatives eventually led to the treaty of Ninety-Six. Although it would be helpful to know the names of the leaders of the partisan forces, students do not need to know the specific actions of the partisan bands under the leadership of Thomas Sumter , Francis Marion and Andrew Pickens. Students do not need to know the names or roles of specific women such as Emily Geiger and Rebecca Motte.

Assessment guidelines:

Appropriate assessments would require students to **compare** the perspectives and roles of different South Carolinians during the American Revolution. Student should be able to **explain** the roles of each of these groups and the part they played in the fighting.

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.

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)

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous/future knowledge:

In 3rd grade, students summarized the key conflicts and key leaders of the American Revolution in South Carolina and their effects on the state, including the occupation of Charleston by the British; the partisan warfare of Thomas Sumter, Andrew Pickens, and Francis Marion; and the battles of Cowpens and Kings Mountain (3-3.2).

In 4th grade, students summarized the events and key battles of the Revolutionary War, including Lexington and Concord, Bunker (Breed’s) Hill, Charleston, Saratoga, Cowpens, and Yorktown (4-3.4).

In United States History, students will learn the impact of the Declaration of Independence and the American Revolution on the American colonies and on the world at large (USHC 2-2.).

It is essential for students to know:

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

Although the first attempt by the British to capture **Charleston** was thwarted by the tides and the resilience of the palmetto log fort that became known as Fort Moultrie, the British were successful the second time around. Soon after their defeat in New York, the British turned their attention to South Carolina, where they hoped to find a large number of Loyalists. Charleston was under siege by the British land forces for many days. Charleston harbor was blockaded and supply lines were cut off. Patriot troops, trapped on the peninsula, were forced to surrender to the British. Other Patriot forces in South Carolina also surrendered. The British hoped that South Carolina Loyalists and the large numbers of South Carolinians who remained neutral would help them to control the state and contribute to their winning of the war. However, the British forces treated the colonists harshly, burning churches, looting or confiscating homes and harassing and mistreating citizens. This harsh treatment turned many South Carolinians against the British and they formed partisan bands. Soon Patriot partisans were fighting both the British regular troops and Loyalist forces using hit and run tactics.

The British burned **Thomas Sumter**’s home and he responded by rallying backcountry men into a partisan fighting force. Sumter’s hit and run guerrilla tactics and his tenacity earned him the appellation the “Gamecock.” Sumter’s forces attacked British supply lines and loyalist forces in the Upcountry, giving hope to the Patriot cause. Other bands of partisans began to organize under the leadership of **Francis Marion** on the northeast coast and **Andrew Pickens** in the Upcountry. Marion and his forces launched surprise attacks on the British and then disappeared into the lowcountry swamps earning him the nickname “Swamp Fox.” Pickens was named the “Wizard Owl” by Upcountry Native Americans.

The **Battle of Camden** was a major defeat for the regular Continental Army and meant almost all of South Carolina was controlled by the British. The South Carolina militia was not prepared and turned and fled in the face of the regular British forces.

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

The Battle of Cowpens showed the cooperation of the regular Continental Army and the irregular partisan forces. Partisans had a reputation among the British regular forces of turning tail and running. The American commander counted on this reputation for his battle plan. The partisans, under the leadership of Andrew Pickens, led the attack and then fled the field, tricking the British regulars into thinking that the Americans were retreating. Instead, the partisans lured the British forces into the guns of the regular American army. The British were soundly defeated and retreated northward toward Virginia.

It is not essential for students to know:

Students do not need to know specific locations and dates of the battles, however, the course or order of these encounters is important. Although students should know the names of Marion, Pickens and Sumter, they do not need to know the names of other American commanders such as Horatio Gates, Nathaniel Green, or Daniel Morgan. They do not need to know the names of the British commanders such as Cornwallis or Patrick Ferguson or the atrocities associated with Banastre Tarleton.

Assessment guidelines:

Appropriate assessments would require students to **summarize** the course and key conflicts of the American Revolution in South Carolina. Students should be able to **explain** how the fall of Charles Town and the subsequent actions of the British forces led to the development of partisan militias under the leadership of Thomas Sumter, Andrew Pickens, and Francis Marion. Students should be able to **summarize** the effectiveness of these partisan forces at King's Mountain and Cowpens and **compare** them to the effectiveness of the regular Continental Army at the Battle of Camden

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.

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)

Taxonomy Level: B 2 Understand/ Conceptual Knowledge

Previous/future knowledge:

In 3rd grade, students summarized the effects of the American Revolution in South Carolina, including the establishment of a new nation and a new state government and capital (3-3.3)

In 4th grade, students explained the political and economic factors leading to the American Revolution, including the French and Indian War; British colonial policies such as the Stamp Act, the Tea Act, and the so-called Intolerable Acts; and the American colonists’ early resistance through boycotts, congresses, and petitions (4-3.1).

In United States History, students will summarize the early development of representative government and political rights in the American colonies, including the influence of the British political system, the rule of law and the conflict between the colonial legislatures and the royal governors (USHC 2.1). Students will summarize the creation of a new national government, including the new state constitutions, the country’s economic crisis, the Founding Fathers and their debates at the Constitutional Convention, the impact of the Federalist Papers, and the subsequent ratification of the Constitution (USHC 2.4).

It is essential for students to know:

South Carolina adopted its first constitution even before the signing of the Declaration of Independence. It was written by the provincial government and was to serve as the foundation of government until the disagreements with England could be resolved. The constitution provided for a two house legislature with the lower house elected by the people and the upper house elected by the lower house. The president, who was elected by the legislature, had the right to veto laws. The lowcountry had more representation in the new government than did the Upcountry. A second constitution was written after the signing of the Declaration of Independence, however, it included only a few changes. The president would now be called the governor, representation was more equally distributed and the Church of England was no longer the official, state-supported church of South Carolina

In the First **Continental Congress**, the South Carolina representatives were wealthy men from the lowcountry [John Rutledge, Edward Rutledge, Thomas Lynch, Henry Middleton and Christopher Gadsden (8-2,1)]. When the congress met in Philadelphia in 1774, the South Carolina representatives assumed important roles. One prominent South Carolinian [John Rutledge] served on the committee that drafted a letter to the British people explaining the colonist’s position. Others [Lynch and Gadsden] served on a committee which designed an agreement stating the colonists would not to buy or sell any British goods. At the Second Continental Congress, the South Carolina delegation, like delegations of several other colonies, were at first split on the issue of independence and voted against independence. However on the second vote, they voted in favor of independence. There is no historical explanation for this change. Four South Carolinians signed the Declaration of Independence—Edward Rutledge, Arthur Middleton, Thomas Lynch Jr., and Thomas Heyward, Jr. (8-2.1). **Henry Laurens** served as president of the Continental Congress and on the committee that negotiated the Treaty of Paris.

[The problems of the United States government under the Articles of Confederation were similar to the economic problems of indebtedness and depression faced by South Carolinians after the Revolutionary War. Political tensions between the Lowcountry and the Upcountry played a prominent role in the ratification of the Constitution. Therefore, it would be chronologically appropriate to address 8-2.5 before addressing the writing of the Constitution.]

South Carolinians also played a role in the writing of the Constitution in 1787. The **Philadelphia Convention** was called to solve the problems of the government under the Articles of Confederation. **Henry Laurens** and **Charles Pinckney** were selected as delegates. However, Laurens was unable to attend due to illness. Pinckney and the other delegates from South Carolina took positions on all of the subjects that were debated. On the issue of amending the Articles or writing a new constitution, the South Carolinians supported the establishment of a stronger national government in a new constitution. They supported the creation of a three branch government with a legislature, judiciary, and executive, as proposed in the Virginia Plan. On the issue of how representation was to be allocated in the new legislature, they supported the plan that based representation on population supported by large states [Virginia Plan] rather than the plan that called for equal representation of the states that was supported by the smaller states [New Jersey Plan]. This would give South Carolina and other populous states more voice in the new government. However, South Carolina supported the Great Compromise that provided for equal representation in the Senate and proportional representation in the House of Representatives. The compromise raised the issue of whether or not slaves should be counted for the purposes of determining representation in the new government. Of course, South Carolina, as a slaveholding state, wanted slaves to be counted. Northern states did not. South Carolina did not support the Three-Fifths Compromise that resolved this debate. South Carolina delegates were also concerned that a stronger national government might attempt to regulate trade. They objected to any regulation of exports since South Carolina exported its cash crops and they feared any control of the international slave trade. A compromise was reached that promised that the federal government would not tax exports or attempt to regulate the international slave trade for at least 20 years. On the issue of how strong the president should be, they supported a strong executive with a term of six or seven years. As representatives of the elite, they advocated an aristocratic republic in which only property owners could hold office. Although South Carolina delegates did not get everything they wanted in the Constitution, they were satisfied with the new document and returned to South Carolina to lobby for its ratification. .

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

It is not essential for students to know:

Students do not need to know the specific contents of South Carolina's first constitution, nor the name of the state's first president. Although students should know that the South Carolina delegation to the Second Continental Congress was split on the issue of independence, they do not need to know that Lynch, Middleton and Rutledge wanted to find a peaceful solution to the disagreements with Great

Britain, Gadsden wanted independence from Great Britain and Edward Rutledge talked of independence but really wanted a peaceful solution. Students do not need to know the specific roles of members of the South Carolina delegation to the Philadelphia Convention. For instance, they need not know that Charles Cotesworth Pinckney helped to develop the compromise on the slave trade. They do not need to know that Charles Pinckney added the amendment that no religious test should be required of any office holder. Students do not need to know that Pierce Butler recommended to the convention that the new government become effective once nine states had ratified the constitution. They do not need to know that John Rutledge served on the writing committee that submitted the first draft of the constitution. Students do not need to read all of the United States Constitution. However, they should have a working knowledge of the three branches of government so that they can understand information contained in subsequent indicators. Students do not need to know the names of the leaders of the Anti-Federalists such as Rawlin Loundes and Thomas Sumter.

Assessment guidelines:

Appropriate assessments would require students to **summarize** events related to the adoption of South Carolina's first constitution. Students should be able to **summarize** the role of South Carolina and its leaders in the Continental Congress, including Henry Laurens's actions. They should be able to **explain** the positions taken by South Carolina on the issues that arose at the Philadelphia Convention and Charles Pinckney's role there. Students should be able to **compare** the positions of the Federalists and the Anti-Federalists on the ratification of the new constitution and **explain** how the political tension between the Lowcountry and the Upcountry impacted those positions.

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.

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)

Taxonomy Level: B 2 Understand/ Conceptual Knowledge

Previous/future knowledge:

In 3rd grade, students summarized the effects of the American Revolution in South Carolina, including the establishment of a new nation and a new state government and capital (3.3.3).

In 4th grade, students explained the political and economic factors leading to the American Revolution, including the French and Indian War; British colonial policies such as the Stamp Act, the Tea Act, and the so-called Intolerable Acts; and the American colonists’ early resistance through boycotts, congresses, and petitions (4.3.1).

In United States History, students will summarize the distinct characteristics of each colonial region in the settlement and development of America, including religious, social, political, and economic differences (USHC 1.-1).

It is essential for students to know

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

Tension between the regions rested in part on their **economic** differences. Many of the Upcountry folk were subsistence farmers who worked the land. Although a few owned slaves, they did not have large plantations and large slave holdings. Many worked their farms without the assistance of slave labor. The Lowcountry was dominated by the planter elite whose economic well being and social status depended on their slave holdings. Both groups suffered economically as a result of the war. During the war years, fighting ravaged the countryside and slaves, livestock and goods were taken by the British. Once the war ended the economy was slow to improve. The Lowcountry suffered because the mercantilist policies of Great Britain that had offered them economic subsidies and protected markets while South Carolina was a colony were now turned against them as part of an independent United States. The planters also owed money to creditors in England which they could not pay. The American government was also unable to pay for the goods it had commandeered during the fighting from the citizens of the state. Poor crop yields made it even more difficult to recover economically. Economic problems persisted until the early 1800s when cotton became a new cash crop.

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

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

It is not essential for students to know:

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

Assessment guidelines:

Appropriate assessment should require students to **explain** the economic and political tensions between the people of the Upcountry and the Lowcountry of South Carolina. Assessment may also require students to **compare** the Lowcountry elite to the Upcountry people economically, socially and politically. Students should be able to **summarize** the economic struggles of both groups following the American Revolution. Students should be able to **explain** their disagreement over representation in the General Assembly and why the location of the new capital city eased these tensions. They should be able to **explain** how the cotton gin transformed the state's economy and convinced Lowcountry men to share power with Upcountry men.

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.

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)

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous/future knowledge:

In the 3rd grade, students compared the conditions of daily life for various classes of people in South Carolina, including the elite, the middle class, the lower class, the independent farmers, and the free and the enslaved African Americans (3-4.1). Students summarized the institution of slavery prior to the Civil War, that included references to conditions in South Carolina, the invention of the cotton gin, the subsequent expansion of slavery, and economic dependence on slavery (3-4.2).

In the 4th grade, students compared the industrial North and the agricultural South prior to the Civil War, including the specific nature of the economy of each region, the geographic characteristics and boundaries of each region, and the basic way of life in each region (4-6.1).

In 11th grade United States history, students will compare economic development in different regions of the country during the early nineteenth century, including agriculture in the South, industry and finance in the North, and the development of new resources in the West (USHC-3.3).

It is essential for students to know:

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

In 1793 Eli Whitney invented the **cotton gin** and South Carolina farmers had a new cash crop. As a result they planted more cotton to increase profits and became even more dependent on slave labor. Although slave importation (*international* slave trade) was outlawed in 1808, the slave population continued to grow in antebellum South Carolina. With ready markets in the textile mills of the North and in England, planters sold cotton at good prices and both southern planters and northern mill owners acquired great wealth either directly or indirectly due to slave labor. Although planting cotton eventually wore out the soil, planters were hesitant to find new crops and as a result moved to new lands. The need for new lands played into southern arguments for the westward expansion of slavery.

Plantation life required self-sustaining communities and depended on the institution of slavery for the production of goods and services needed to support plantations. Slaves did the work in the fields and in the plantation houses. They cleared the land, planted, cultivated, harvested and processed the crop, working from dawn to dusk six days a week. Women and children worked in the fields alongside the men under the supervision of a driver or an overseer. Slaves also had a diverse range of skills and might be hired out by the master who would collect the slave's wages. Other slaves worked in the owners' homes, cooking, cleaning, doing laundry and raising the owners' children. Since slave owners had a large financial investment in slaves, they were concerned about their property and therefore some treated their slaves comparatively well, while others were brutal. Although the treatment of slaves might vary from

one owner to another, slaves were consistently denied their freedom and forced to work long hours.. Slaves had little time to tend to their own families or to the plots that owners might allow them to cultivate for their own food. They were provided with a minimum of food, clothing, and shelter. Since the law did not recognize slave marriages, families were often separated through sale because of changes in the slave owner's family or finances. The law also forbade teaching a slave to read and write.

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

The **Plantation** system dominated South Carolina society and politics. The strict class system in South Carolina was based on slavery. The planter elite enjoyed great wealth, social position and political influence as a result of their dependence on slave labor. But plantation life for the slave owners was also hard work. Most goods were produced on the plantation and both the master and the mistress had responsibilities for making the plantation work. Sometimes overseers would be hired but all business decisions including the marketing of the crops and the managing of the slave population was the responsibility of the master. The mistress oversaw the running of the house and sometimes cared for slaves when they were sick. Such actions led southerners to justify slavery as a 'positive good.' However, a system that rested on force required constant vigilance. Slave owners lived in constant fear that their slaves would rise up against them. These fears were fanned by the Denmark Vesey plot uncovered in Charleston. Unlike the Stono rebellion, this plot never materialized but, like the Stono Rebellion, it also led to stricter control over slaves and free blacks.

It is not essential for students to know:

Students do not need to know specific plantation names or numbers of slaves held or profit generated at these plantations.

Assessment guidelines:

Appropriate assessments would require students to **explain** the importance of agriculture and plantation life in antebellum South Carolina. Students should be able to **explain** the impact of the cotton gin on the institution of slavery. They should be able to **compare** the impact that slavery had on the planters and on the slaves.

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.

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)

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous/future knowledge:

In 3rd grade, students explained the reasons for South Carolina’s secession from the Union, including the abolitionist movement, states’ rights, and the desire to defend South Carolina’s way of life (3-4.3).

In 4th grade, students explained how specific legislation and events affected the institution of slavery in the territories, including the Northwest Ordinance of 1787, the Missouri Compromise, the annexation of Texas, the Compromise of 1850, the Kansas-Nebraska Act, and the Dred Scott decision (4-5.7). Students summarized the roles and accomplishments of the leaders of the abolitionist movement and the Underground Railroad before and during the Civil War, including those of Harriet Tubman, John Brown, Frederick Douglass, Harriet Beecher Stowe, Sojourner Truth, and William Lloyd Garrison (4-6.2). Students explained how specific events and issues led to the Civil War, including the sectionalism fueled by issues of slavery in the territories, states’ rights, the election of 1860, and secession (4-6.3).

In 11th grade United States history, students will compare the social and cultural characteristics of the North, the South, and the West during the antebellum period, including the lives of African Americans and social reform movements such as abolition and women’s rights (USHC-4.1). Students will explain how the political events and issues that divided the nation led to civil war, including the compromises reached to maintain the balance of free and slave states, the successes and failures of the abolitionist movement, the conflicting views on states’ rights and federal authority, the emergence of the Republican Party and its win in 1860, and the formation of the Confederate States of America (USHC-4.2).

It is essential for students to know:

Several key events and movements contributed to South Carolina’s secession from the Union in 1860.

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

The **nullification crisis** was the result of the different impact that protective tariffs had on the North and the South. A protective tariff is designed to raise import taxes on goods coming from foreign countries in order to make them more expensive than goods produced in the United States. This would benefit the emerging industries in the North. However, since South Carolina was largely agricultural, a protective tariff would raise the price of the manufactured goods that South Carolinians would buy from the industrial north or from Great Britain. Therefore southerners objected to raising the protective tariff. When the United States Congress passed a protective tax in 1828, then Vice President John C. Calhoun anonymously wrote *South Carolina Exposition and Protest*. Calhoun claimed that it was a states’ right to

declare such a law unconstitutional and nullify it through a special state convention. This position threatened the unity of the United States and was widely debated in both Washington, D.C. and South Carolina. South Carolinians split into a States' Rights Party (Nullifiers) and a Union party (Unionists). In 1832, the Nullifiers won control of the General Assembly. When the United States Congress passed another tariff in 1832, the South Carolina legislature called a meeting to nullify the tariff. John C. Calhoun

resigned the vice presidency and entered the U. S. Senate where he was a strong voice against the tariff and for nullification. President Andrew Jackson condemned the flouting of federal law and urged Congress to pass a Force Bill that would authorize the national government to send troops to collect the tariff in South Carolina. The crisis ended with a compromise. Congress lowered the tariff and the South Carolina repealed the nullification. However, South Carolina then nullified the Force Bill, thus asserting a state's right to declare an act of Congress to be unconstitutional in that state. The states' right idea would continue to develop. [This will be the only time that the nullification crisis will be taught.]

The **Compromise of 1850** was the result of California applying to be admitted to the union. The California Territory became part of the United States through the treaty that ended the Mexican War. After the discovery of gold in 1849, people flocked to California. They did not want to compete with slave owners who would be able to use their slaves to mine for gold. Because Californians wanted their state to be 'free soil', they applied for admission as a free state. This would upset the balance of slave and free states. The Compromise allowed California to be a free state but also outlawed the slave trade in Washington D.C. It provided that the rest of the Mexican Cession would decide whether or not the residents wanted to be a slave or free states through the vote, popular sovereignty. Southerners also got a new Fugitive Slave Law that gave them more opportunity to capture and return to the South slaves that had escaped. This last provision caused much controversy.

The **Kansas-Nebraska Act** was also the result of westward expansion. The Kansas Territory was in the northern part of the Louisiana Territory so according to the Missouri Compromise it could not be a slave state. However, some politicians wanted to build a railroad across the country through Kansas and they needed to get southern support. Southerners, especially Jefferson Davis, wanted to build a transcontinental railroad on a southern route from New Orleans. The Kansas-Nebraska Act repealed the 36° 30' line of the **Missouri Compromise**. It allowed people in these territories to decide for themselves whether or not to allow slavery within their borders through 'popular sovereignty.' In order to affect that vote, northern abolitionists and southern slave owners moved into the Kansas Territory. Soon their fighting led people to call the area "Bleeding Kansas."

The **Dred Scott** decision was an attempt by the Supreme Court to end the controversy over the role of free states in determining the status of the enslaved. Dred Scott was a slave whose master had taken him into free territory. With the help of northern abolitionists, Scott sued his master for his freedom claiming 'once free, always free.' The Supreme Court decided that African Americans were not citizens of the United States, even if they had been born in the United States, and therefore they had no right to sue in the Supreme Court. In fact, the court said they had no rights at all. However, the court went on to rule that Scott was property and that the Constitution of the United States protects the owner of property from having that property taken away by the government. Therefore, the court furthered ruled that Congress could not pass measures such as the Missouri Compromise or the Kansas Nebraska Act limiting the expansion of slavery into the territories. Such acts were ruled unconstitutional because they denied the slave owner the right to take his property anywhere that he wanted. The Dred Scott decision did not end the controversy over slavery. Instead, northerners claimed that the court would deny them the right to outlaw slavery in their states and would end the idea of popular sovereignty, limiting democracy. South Carolinians applauded the decision and accepted the Supreme Court's ruling as the final word on the issue. Debates over the *Dred Scott* decision led Republican Abraham Lincoln to national prominence and split the Democratic Party.

The purpose of the **Abolitionist Movement** was to outlaw slavery throughout the United States. Although the abolitionist movement grew in the North it was effective in South Carolina only in making slave owners more determined to hold onto their peculiar institution. Abolitionists were active in South Carolina prior to the uncovering of the Denmark Vesey plot. However, after the plot was uncovered, abolitionists such as Sarah and Angelina Grimke were forced to either leave the state or keep silent. It is important for students to understand that the abolitionist movement was not popular among most northerners. The abolitionist movement grew with the publication of antislavery newspapers such as *The Liberator* by William A Garrison. Postmasters across the state removed from the mails what they considered inflammatory materials including anti slavery newspapers. Abolitionists were ineffective in persuading South Carolinians to abolish slavery. Abolitionists helped to man the Underground Railroad, however, this had limited impact in South Carolina since the state was too far from the border with free states to make this escape route effective. Abolitionist groups sent settlers to Kansas to try to make that state a free state and joined with the ‘free soilers’ to form the Republican Party. Abolitionist Harriet Beecher Stowe’s *Uncle Tom’s Cabin* helped the movement grow in the North by evoking sympathy for slaves. However the book was called a lie in South Carolina. Abolitionists supported Dred Scott in his plea before the Supreme Court. Abolitionist John Brown’s raid on Harper’s Ferry evoked a fear of slave rebellion among southerners.

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

It is not essential for students to know

William A. Garrison’s strategies were strongly influenced by African American abolitionists such as William E. Watkins, Jacob Greener and David Walker. South Carolina sent settlers to Kansas to support the pro-slavery constitution. Students do not need to know the actions of other states at this time nor all of the candidates and their platforms for the presidency of 1860. Also, students do not need to know specific population numbers in the various states admitted to the Union.

Assessment guidelines:

Appropriate assessments would require students to **explain** the impact of key events leading to South Carolina’s secession from the Union. Assessments may require students to **compare** one compromise to another, to **identify examples** of the key events. Students should also be able to **summarize** how the key events led to secession.

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.

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)

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous/future knowledge:

In the 3rd grade, students compared the conditions of daily life for various classes of people in South Carolina, including the elite, the middle class, the lower class, the independent farmers, and the free and the enslaved African Americans (3-4.1). Students summarized the institution of slavery prior to the Civil War, including reference to conditions in South Carolina, the invention of the cotton gin, subsequent expansion of slavery, and economic dependence on slavery (3-4.2).

In the 4th grade, students explained the effects of the American Revolution on African Americans and Native Americans, including how the war affected attitudes about slavery and contributed to the inclusion of abolition in early state constitutions (4-3.7).

In 11th grade United States history, students will compare the social and cultural characteristics of the North, the South, and the West during the antebellum period, including the lives of African Americans and social reform movements such as abolition and women's rights (USHC-4.1). Students will explain how the political events and issues that divided the nation led to the Civil War, including the compromises reached to maintain the balance of free and slave states, the successes and failures of the abolitionist movement, the conflicting views on states' rights and federal authority, the emergence of the Republican Party and its win in 1860, and the formation of the Confederate States of America (USHC 4.2).

It is essential for students to know how to

Sectionalism is loyalty to a particular region or section of a country instead of to the nation as a whole. Sectionalism developed in the period after the ratification of the Constitution as the economies, cultures and political interests of the North and the South became more and more different. Ideas from this indicator should be taught at the same time as 8-3.2.

Sectional differences first developed in the colonial period as a result of the different geographies of the regions. The North developed as a trading region of small farms and the South developed the plantation system. Although all regions had slavery prior to the American Revolution, after the war was over, Northern states passed laws to gradually emancipate their slaves. In the South, the invention of the cotton gin led the South to become even more economically dependent upon slave labor.

Although both Northerners and Southerners supported the ratification of the Constitution, the different interests of the regions helped to create the two-party system. Southerners tended to be Democratic-Republican followers of Thomas Jefferson who called themselves Republicans. New Englanders tended to be Federalists (and later Whigs). [It is important not to confuse the Jeffersonian Republicans with the Republicans of Lincoln. Jefferson's Republicans became Jackson's Democrats. Lincoln Republicans are the ideological descendants of the Federalists.] The political parties and the regions took different positions on the issues of the day. South Carolinians opposed the high tariff in the nullification crisis of the 1830s.

Tension also arose as a result of the growing abolitionist movement. Southerners feared the impact of abolitionist thought on the slave system and consequently sought to stifle propaganda. However, they

could not keep abolitionists from reaching a larger and larger Northern audience and convincing them of the evils of the ‘peculiar institution.’ Southerners responded in anger to abolitionists’ criticism, claiming that slavery was a ‘positive good,’ because it cared for workers throughout their lives.

Sectionalism was further intensified by disagreements over the expansion of slavery into the territories. This even split the political parties. Democrats, for example, split into northern and southern factions over the issue of slave labor in the West and, as time passed, the Missouri Compromise, Texas Annexation, the Compromise of 1850 that included the Fugitive Slave Act, the Kansas Nebraska Act, and the *Dred Scott* decision showed the escalating tensions between the regions (8-3.2). Both Southerners and Northerners were less and less willing to compromise on the issue of expansion of slavery into the territories.

Sectionalism was furthered by changes in the Northern economy to industry that led to population shifts. Industry attracted European immigrants to jobs and allowed the North to have a larger representation in the House of Representatives. The South did not attract immigrants in large numbers. Instead, the population of the South was growing because of the natural increase of the slave population. Although the international slave trade was outlawed in 1808, the numbers of slaves grew due to higher birth rates and smuggling. In South Carolina, by the 1720’s, the black population surpassed the white population and there was an African American majority in most Southern states.

Sectionalism was intensified as a result of the growing slave population in the South. The **Denmark Vesey plot** caused Southerners to become even more fearful of their slaves. **Slave codes** that had been developed as a result of the Stono rebellion during colonial times were strengthened to better protect white society. The General Assembly passed laws that prohibited slaves from meeting, learning to read and write and that regulated all aspects of slaves’ lives. Southerners feared that if slavery could not expand into the territories eventually the national government would be in the hands of the North. Slavery would be outlawed and Southerners would have among them a large African American population that they could not control.

It is not essential for students to know:

Students do not need to know specific numbers regarding population, but it is important for them to understand that fear of African American majorities was a factor in the passage of many laws. Although a general characterization of political party ideology is helpful, it is far more important that students know that the parties were divided along north/south issues.

Assessment guidelines:

Appropriate assessments require students to **draw conclusions** about how sectionalism arose from events or circumstances. Assessments should require that students **explain** how each event led to increased sectionalism. Students should be able to **explain** how internal population shifts, and political conflicts, including the Denmark Vesey plot, slave codes, and the African American population majority demonstrated tensions between the races and increased tension between the sections.

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.

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)

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous/future knowledge:

In the 3rd grade, students explained (3-4.3) the reasons for South Carolina's secession from the Union, including the abolitionist movement, states' rights, and the desire to defend South Carolina's way of life.

In the 4th grade, students summarized the roles and accomplishments of the leaders of the abolitionist movement and the Underground Railroad before and during the Civil War, including those of Harriet Tubman, John Brown, Frederick Douglass, Harriet Beecher Stowe, Sojourner Truth, and William Lloyd Garrison (4-6.2). Also, students explained how specific events and issues led to the Civil War, including the sectionalism fueled by issues of slavery in the territories, states' rights, the election of 1860, and secession (4-6.3).

In 11th grade United States history, students will explain how the political events and issues that divided the nation led to civil war, including the compromises reached to maintain the balance of free and slave states, the successes and failures of the abolitionist movement, the conflicting views on states' rights and federal authority, the emergence of the Republican Party and its win in 1860, and the formation of the Confederate States of America (USHC 4.2).

It is essential for students to know:

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

When it became clear that Lincoln was to be the 16th president of the United States, the leaders of South Carolina carried through with their threat to secede. The South Carolina legislature issued a call for a convention to determine the relationship between South Carolina and the Union. Before the convention, communities throughout the state held meetings to discuss the issue. The convention met at the First Baptist Church in Columbia but they quickly adjourned and moved to Charleston because of rumors of a smallpox outbreak. When the meeting reconvened the leaders unanimously adopted an Ordinance of Secession. This political statement said that the federal government should not interfere with the decision making and freedoms of the individual states (**states' rights**). Because Lincoln was a Republican and therefore opposed to slavery in the territories, many Southerners assumed that the federal government would soon make slavery illegal. Ending slavery would, in turn, end southern wealth, political influence

and way of life. Without waiting for Lincoln to be inaugurated, South Carolina and other southern states seceded from the union to protect the institution of slavery and the Southern way of life.

It is not essential for students to know:

Students do not need to know the individual leaders of each group or movement. Nor is it essential for students to know the exact date of the Articles of Secession.

Assessment guidelines:

Appropriate assessment would require students to **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 voted unanimously in 1860 to secede from the Union. Appropriate assessment should require students to **identify examples** of concerns about states' rights and fears about abolition.

Effective May 2008

Indicator 8-3.4

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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.

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)

Taxonomy Level: B 2 Understand Conceptual Knowledge

Previous/future knowledge:

In 3rd grade, students outlined the course of the Civil War and South Carolina’s role in significant events, including the Secession Convention, the firing on Fort Sumter, the Union blockade of Charleston, and Sherman’s march through South Carolina (3-3.4).

In 4th grade, students summarized significant key battles, strategies, and turning points of the Civil War—including the battles of Fort Sumter and Gettysburg, the Emancipation Proclamation, the significance of the Gettysburg Address, and the surrender at Appomattox, and the role of African Americans in the Civil War (4-6.4).

In United States History, students will outline the course and outcome of the Civil War, including the role of African American military units; the impact of the Emancipation Proclamation; and the geographic, political, and economic factors involved in the defeat of the Confederacy (USHC-4.3).

It is essential for students to know:

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

Although most of the fighting of the Civil War took place in northern Virginia and along the Mississippi River, there were several specific events that took place at geographic locations in South Carolina. The first shots of the war were fired at Fort Sumter when northern ships attempted to re-supply the federal fort in Charleston Harbor. The first major setback for the Confederate Army was the capture of areas surrounding Port Royal Sound along the coast near Hilton Head by Union troops. These areas remained under Union control throughout the Civil War. The Union strategy was to prevent ships from importing or exporting from South Carolina ports. The Northern blockade was effective in South Carolina despite the efforts of blockade runners and the use of a new technology, the submarine such as the *Hunley*. The blockade was devastating to the South because it kept the Confederate Army from receiving supplies. Union forces laid siege to Charleston attacking from Port Royal and bombarding the city for over a year. During this campaign, the 54th Massachusetts unit of African American soldiers led the charge on Fort Wagner at the mouth of Charleston Harbor. Union General William Sherman marched into South Carolina after his capture of Atlanta and his march-to-the-sea. Sherman’s goal was to make total war, bringing the war home to civilians to convince the South to surrender. This had a direct impact on the civilians in South Carolina, destroying homes, plantations, railroads and towns along the way. The current state house, still under construction, was shelled. Although there is some controversy over who started the fire, the capital city of Columbia burned. Sherman especially wanted to convince South Carolina to surrender since it was the first state to secede from the Union.

It is not essential for students to know:

Although the study of other Civil War battles will help put the actions of South Carolina into perspective, it is not necessary for students to remember Manassas, Antietam, Gettysburg and Vicksburg nor Civil War leaders associated with these battles. Students do not need to know specifics about the *Hunley* or the actions of Robert Smalls. Although it is not mentioned explicitly in this indicator, students may be introduced to the role of African American soldiers in the Civil War by studying the actions of the Massachusetts 54th regiment at Fort Wagner outside of Charleston.

Assessment guidelines:

Appropriate assessments would require students to **compare** the military strategies of the North and South with regard to specific events and geographic locations in South Carolina. . Appropriate assessment should require students to **explain** the significance of the capture of Port Royal, the Union blockade of Charleston, and Sherman’s march through the state.

Effective May 2008

Indicator 8-3.5

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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.

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)

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous/future knowledge:

In 3rd grade, students summarized the effects of the Civil War on the daily lives of people of different classes in South Carolina, including the lack of food, clothing, and living essentials and the continuing racial tensions (3-4.5). Students explained how the Civil War affected South Carolina's economy, including destruction of plantations, towns, factories, and transportation systems (3-4.4).

In 4th grade, students explained the impact of the Civil War on the nation, including its effects on the physical environment and on the people—soldiers, women, African Americans, and the civilian population of the nation as a whole (4-6.6).

In United States History, students will compare the social and cultural characteristics of the North, the South, and the West during the antebellum period, including the lives of African Americans and social reform movements such as abolition and women's rights (USHC -4.1). Students will explain how the political events and issues that divided the nation led to civil war, including the compromises reached to maintain the balance of free and slave states, the successes and failures of the abolitionist movement, the conflicting views on states' rights and federal authority, the emergence of the Republican Party and its win in 1860, and the formation of the Confederate States of America (USHC-4.2). Students will outline the course and outcome of the Civil War, including the role of African American military units; the impact of the Emancipation Proclamation; and the geographic, political, and economic factors involved in the defeat of the Confederacy (USHC-4.3).

It is essential for students to know:

The Civil War had a profound impact on daily life in South Carolina.

Prior to the Civil War, **plantation owners** had made a good living on cash crops. Slave labor made the plantation owners wealthy and gave them social and political status; therefore the plantation owners defended slavery and the southern way of life. When the war came, many of the wealthiest slave owners volunteered and served as officers in the Confederate army. Others were exempt from service under the "20 slave" law. When the Civil War ended, many plantations had been destroyed. War brought an end to slavery and the plantation owners lost the fortunes that had been tied up in slave property.

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

Most Confederate soldiers had grown up on farms in the rural areas and had experience with guns for hunting, but they had little formal military training. Many Union soldiers were from cities such as New York, Boston and Philadelphia. Many had worked in factories and manufacturing plants. Some were recent immigrants to the United States. Soldiers on both sides experienced the devastation of war.

Disease spread rapidly through military camps because of unsanitary practices and close quarters. Soldiers on both sides were tired, sick, hungry, wet, scared, and lonely. Soldiers on both sides fought valiantly.

African Americans longed for their freedom and many fled to nearby Union lines to claim it. Others stayed on the plantation and waited for the Union army. President Lincoln issued the Emancipation Proclamation, declaring that all slaves in areas that had not yet been captured by the Union army were free. These states, still under the control of the Confederacy, did not obey the Union president. Slaves were freed as a result of military action, not as a result of the Emancipation Proclamation. President Lincoln's proclamation allowed African Americans to fight for the Union Army and many volunteered immediately. Although African American troops served with distinction, they were discriminated against.

The Civil War also had an impact on children. Both slave and free children assisted around the farm or plantation. They suffered the same privations as other members of the wartime society. Some boys as young as 10 enlisted in the armed forces, served as drummer boys and standard bearers, were sometimes caught in the crossfire and died for their cause.

It is not essential for students to know:

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

Assessment guidelines:

Appropriate assessments would require students to **compare** the effects of the Civil War on daily life in South Carolina. Appropriate assessments would also require students to **explain** the impact of the war plantation owners, women, Confederate and Union soldiers, African Americans, and children.

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

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)

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous/future knowledge:

In 3rd grade, students explained how the Civil War affected South Carolina's economy, including the destruction of plantations, towns, factories, and transportation systems (3-4.3). They also summarized the effects of Reconstruction in South Carolina, including the development of public education, racial advancements and tensions, and economic changes (3-4.4).

In 5th grade, students summarized the aims of Reconstruction and explained the effects of Abraham Lincoln's assassination on the course of Reconstruction (5-1.1). They also summarized the provisions of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution, including how the amendments protected the rights of African Americans and sought to enhance their political, social, and economic opportunities (5-1.2). They compared the economic and social effects of Reconstruction on different populations (5.14) and explained the purpose and motivations behind the rise of discriminatory laws and groups and their effects on the rights and opportunities of African Americans in different regions of the United States (5-4.5).

In United States History, students will summarize the effects of Reconstruction on the southern states and the roles of the Thirteenth, Fourteenth, and Fifteenth Amendments in that era. (USHC-4.4).

It is essential for students to know:

The Reconstruction policies of the federal government significantly impacted society in South Carolina after the Civil War. Each plan had a slightly different purpose. However the purposes of all of the plans were primarily social and political. Although South Carolina faced significant economic problems as a result of the Civil War, the federal government did not believe it was its responsibility to rebuild the South economically. Consequently the Reconstruction policies of the national government did not include the reconstruction of towns, factories, farms, and transportation systems. This was the responsibility of individuals and of state government which did not have the money to address these needs.

The purpose of President Lincoln's plan for Reconstruction was to end the war as quickly as possible and was formulated before the end of the fighting. By requiring that only 10% of the population swear allegiance to the Union before they could reconstitute their state governments and send representatives to Congress, Lincoln hoped to convince southern states, including South Carolina, to surrender. Lincoln's plan had a political purpose-to restore the southern states into full political union with the other states. Lincoln also required state governments to implement significant social change by recognizing the end of slavery. Lincoln's assassination did not significantly change this Presidential Reconstruction plan. President Johnson basically continued Lincoln's 10% policy with the additional purpose of humiliating the southern elite by requiring that they individually request a pardon of the president and ratify the 13th amendment that freed the slaves. However, he quickly granted pardons to most of the prominent southerners who requested them.

While presidential Reconstruction plans had their own objectives, by the time of Congress's plan there were other objectives. The purpose of Congress in passing their Reconstruction plan was the protection

of the rights of the newly freed slaves as well as the protection of the Republican's political power. During the months that Congress was not in session, the South Carolina legislature passed Black Codes and elected former Confederates to Congress. Increased violence against the freedmen and President Johnson's opposition to Congressional efforts to secure the rights of the freedmen by his veto of the Freedman's Bureau bill and his opposition to the 14th Amendment significantly changed the course of Reconstruction policy. In an effort to protect the rights of freedmen, Congress refused to admit returning Southern officials to Congress. As a result of the violence in the South against African Americans and the actions of President Johnson, the so-called "Radical Republicans" won a majority in the congressional elections of 1866 and passed their own plan for Reconstruction. This congressional plan called for military occupation of the former Confederacy, splitting it into five military districts. South Carolina was in the second military district. Each district had a military governor and the army was used to enforce its provisions. Congress impeached Johnson to ensure that as commander in chief he could not undermine its efforts. Although he was not removed from office, Johnson's power was curtailed. The Union army attempted to enforce the Reconstruction policy and the 13th, 14th and 15th amendments.

Ratification of and assurances that they would abide by the 13th amendment was required of southern states before they could form new governments. The 13th Amendment effected **emancipation** of the slaves throughout the United States and brought profound social change for the southern African Americans. Freedmen worked to consolidate their families and communities, establish a network of churches and other autonomous institutions, claim equal citizenship, get an education and carve out as much independence as possible in their lives. Although freedom brought significant **social change** for African Americans, initially there was little change for the white population. Social classes remained fairly stable despite the loss of economic status by the planter elite. White South Carolinians resented most actions of African Americans who were now free of the imposed submissiveness of slavery and some white southerners feared retaliation by their former slaves. Racial tensions escalated. The Black Codes demonstrated that white South Carolinians were unwilling to recognize the social and political rights of the newly freed slaves. Both groups preferred to maintain a social distance that slavery had not allowed. African Americans left the white churches for congregations of their own. They moved from the slave quarters to plots away from the Big House and established their own communities. This separation and loss of control over African Americans caused anxiety among whites to escalate. The formation of terrorist groups such as the Ku Klux Klan reflected racial tension and the determination of the white population to keep the African American population in 'its place' socially, politically, and economically.

The 14th Amendment was designed to protect the political and social rights of freedmen from this intimidation. The 14th Amendment overturned the *Dred Scott* decision by recognizing the citizenship of African Americans; it upheld the right of all citizens to "equal protection" before the laws and "due process" of law. The amendment required that 2/3 of the Congress vote to grant amnesty to ex-Confederates before they could hold public office. It included a provision that was designed to force states to grant political rights to freedmen by reducing representation for states that did not allow African Americans to vote. However, this provision proved ineffective. The 15th Amendment was passed to ensure that the **right to vote** of *all* male citizens, in the North as well as in the South, would not be denied based on "race, creed or previous condition of servitude." The amendment was also motivated by the desire of the Republican Party to secure its political power in the South. The Southern vote, largely made up of the vote of African Americans, had contributed to Grant's election in 1868. South Carolina refused to ratify the 14th and 15th amendments. As a result of Congressional Reconstruction, the military governor of Military District 2 required South Carolina to hold a convention to write a new state constitution (8-4.3). However, whites boycotted the election of delegates to the constitutional convention.

Reconstruction had little economic impact on the South's recovery from the devastation of the Civil War. The economy continued to rest on agriculture and cotton, but now depended on sharecropping rather than slave labor. The national government did not see its role as taking an active hand in managing the

economy until the 20th century and so the national government did not rebuild the war-torn region economically. The South remained in a state of economic depression well into the 20th century.

It is not essential for students to know:

Students do not need to know the other provisions of Lincoln or Johnson's plan for Reconstruction. They do not need to know that the Wade Davis Bill was an early attempt on the part of Congress to have some input in the plan for Reconstruction. They do not need to know that the Wade Davis Bill required 50% of the former Confederates to pledge their loyalty to the Union or that Lincoln pocket vetoed it. They do not need to know what a pocket veto is. Students do not need to know that Jefferson Davis was imprisoned for two years and charged with treason, but was never prosecuted or that he was released to retire to his plantation in Mississippi. Students do not need to know that the Congress pardoned ex-Confederates in a series of Amnesty Acts required by the 14th amendment and that by the end of the Reconstruction period in 1877 only 500 had not been pardoned. These Amnesty Acts helped the southern whites to regain control of their state governments. Students do not need to know that Johnson was impeached for violating the Tenure of Office Act when he fired Secretary of War Edwin Stanton or that the vote to remove him from office fell one vote short of the 2/3 required for removal from office.

Assessment guidelines:

Appropriate assessments will require students to **explain** the purposes of Reconstruction policy. Assessments may also require student to **compare** the purposes of presidential and congressional plans for Reconstruction. They may also be asked to **identify examples** of how Reconstruction policy met the social, political economic and geographic problems that faced South Carolina at the end of the Civil War. Students should be able to **summarize** how emancipation led to racial tension and tension between classes over social equality and voting rights.

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

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)

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous/future knowledge:

In 3rd grade, students explained how the Civil War affected South Carolina's economy, including the destruction of plantations, towns, factories, and transportation systems (3-4.3). They also summarized the effects of Reconstruction in South Carolina, including the development of public education, racial advancements and tensions, and economic changes (3-4.4).

In 5th grade, students summarized the aims of Reconstruction and explained the effects of Abraham Lincoln's assassination on the course of Reconstruction (5-1.1). They also summarized the provisions of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution, including how the amendments protected the rights of African Americans and sought to enhance their political, social, and economic opportunities (5-1.2). They compared the economic and social effects of Reconstruction on different populations (5.14) and explained the purpose and motivations behind the rise of discriminatory laws and groups and their effect on the rights and opportunities of African Americans in different regions of the United States (5-4.5).

In United States History, students will summarize the effects of Reconstruction on the southern states and the roles of the Thirteenth, Fourteenth, and Fifteenth Amendments in that era. (USHC-4.4).

It is essential for students to know:

Reconstruction affected the daily lives of everyone who lived in South Carolina after the Civil War.

As a result of the war and the 13th amendment, plantation owners lost their labor force and a very large part of their wealth. Many were astonished that their former slaves, who they thought were loyal to them, left the plantations. Feeling betrayed and resentful of the former slaves' attitudes, many became more hostile to the freedman. Now they were forced to perform all of the normal household and farm duties themselves or pay their workers, but their investments in Confederate dollars were worthless. All they had was the land. Many entered into sharecropping relationships with freedmen and reestablished their former position as master through a new means. Sharecroppers tilled the land that belonged to their former masters in exchange for a share of the crop. The landowners supplied not only the land but tools and seeds as well. Although the planter elite tried to hold onto slave-like conditions through the Black Codes and control over the government of the state through the constitution of 1865, Congressional Reconstruction brought a temporary end to their political control of South Carolina. However, plantation owners and the middle class engaged in violence and intimidation against African Americans throughout Reconstruction.

Small farmers who had not owned slaves were not directly affected financially by their liberation. However, now they had to compete with African American sharecroppers when they marketed their crops. Many who had felt a sense of social superiority to slaves now felt that superiority being threatened. They reacted with anger and resentment and joined the ranks of the vigilante groups that terrorized African Americans. Some small farmers from non-slaveholding districts cooperated with the

Republicans because they would benefit from the educational and economic opportunities they offered. They were called “scalawags” by other South Carolinians.

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

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

Northern immigrants, both men and women, came to South Carolina as teachers, missionaries or entrepreneurs. Some came as Union soldiers and stayed. Reviled as “carpetbaggers”, they were not accepted by most of the white South Carolina society. Some found political opportunity in the Reconstruction governments, others found economic opportunity.

It is not essential for students to know:

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

Assessment guidelines:

Appropriate assessment will require students to **summarize** the effects of Reconstruction on plantation owners, small farmers, freedmen, women, and northern immigrants. Students may also be asked to **compare** the effects of Reconstruction on each of these groups. Students should be able to **interpret** maps, graphs and political cartoons and **infer** their relationship to information about the time period.

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

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)

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous/future knowledge:

In 3rd grade, students explained how the Civil War affected South Carolina's economy, including destruction of plantations, towns, factories, and transportation systems (3-4.3). They also summarized the effects of Reconstruction in South Carolina, including the development of public education, racial advancements and tensions, and economic changes (3-4.4).

In the 5th grade, students summarized the aims of Reconstruction and explained the effects of Abraham Lincoln's assassination on the course of Reconstruction (5-1.1). They also summarized the provisions of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution, including how the amendments protected the rights of African Americans and sought to enhance their political, social, and economic opportunities (5-1.2). They compared the economic and social effects of Reconstruction on different populations (5.14) and explained the purpose and motivations behind the rise of discriminatory laws and groups and their effect on the rights and opportunities of African Americans in different regions of the United States (5-4.5).

In United States History, students will summarize the effects of Reconstruction on the southern states and the roles of the Thirteenth, Fourteenth, and Fifteenth Amendments in that era. (USHC-4.4)

It is essential for students to know:

Events that led to the ratification of a new constitution for South Carolina reflected the refusal of white society to accept the freedom of African Americans and the authority of the federal government. South Carolina refused to ratify the 14th and 15th amendments that guaranteed equal rights and the right to vote to African American men. Under Congressional Reconstruction, southern states, including South Carolina, were required to call a convention and write a new state constitution. Most whites boycotted the election of delegates to this constitutional convention. In addition, African Americans were the majority of the population. As a result, African Americans were well represented in the convention. Slightly more than half of the delegates to the convention were African American and half of those were newly freed slaves. Recent immigrants to South Carolina were also selected to write the document.

The major provisions of the constitution had significant impact on the political rights of all South Carolinians, not just the freedmen. The 1868 constitution based representation in the state legislature on population alone, not on population and wealth (see 8-2.5). It abolished property qualifications for holding office and gave the right to vote to all males. For the first time, county governments were created, thus giving South Carolinians more direct control over local government. The state also recognized its responsibility for providing for public education for the first time.

As a result of this expansion of democracy, many groups were able to participate in state government. African American *men* were allowed to vote and hold office and did so in large numbers. African Americans had greater political power in South Carolina than they did *in any other southern state*.

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

Northerners, recently immigrated to South Carolina, also played a significant role in the governing of the state. They were derisively called “**carpetbaggers**,” by white South Carolinians because they allegedly came to the South with all of their belongings in a carpetbag (19th century suitcase). The myth has persisted that they came to plunder the state by encouraging African Americans to vote for the Republican Party. However, most came as missionaries, teachers or entrepreneurs. Although they may have encouraged African Americans to vote for the Republican Party, this political affiliation reflected the best interests of the African American community as well. After Reconstruction, those African Americans who were able to continue to vote consistently selected the Republican Party of Lincoln, liberation and political empowerment.

White South Carolinians who previously had little political voice in the state were a third group that benefited from the new constitution. Many of these men came from the Upcountry. Derisively called “**scalawags**” by other white South Carolinians, who did not share their political pragmatism, they joined the Republican Party because they supported its position on economic growth and public schools. They wanted to rebuild the South in cooperation with the Reconstruction governments and to have a voice in the government,

It is not essential for students to know:

Students do not need to remember the origins of the terms “carpetbagger” and “scalawag”, just that these were terms of derision. They do not need to know other provisions of the Constitution of 1868 not listed in the “essentials”. They do not need to know the name of the military governor of South Carolina or where the constitutional convention met or the name of the governor who was elected under the new constitution.

Assessment guidelines:

Appropriate assessments will require students to **summarize** the events that led to the writing of the South Carolina constitution in 1868. They should be able to **explain** the major provisions of the constitution and how this constitution allowed African American, Northern immigrants and Southerners to participate in the new government. Students should be able to **interpret** maps, graphs and political cartoons and **infer** their relationship to information about the time period.

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

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)

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous/future knowledge

In 3rd grade, students explained how the Civil War affected South Carolina’s economy, including destruction of plantations, towns, factories, and transportation systems (3-4.3). They also summarized the effects of Reconstruction in South Carolina, including the development of public education, racial advancements and tensions, and economic changes (3-4.4).

In 5th grade, students explained the effects of Reconstruction on African-Americans, including their new rights and restrictions, their motivations to relocate to the North and the West, and the actions of the Freedmen’s Bureau (5-1.3). They compared the economic and social effects of Reconstruction on different populations, including the move from farms to factories and the change from the plantation system to sharecropping (5-1.4). They explained the purpose and motivations behind the rise of discriminatory laws and groups and their effect on the rights and opportunities of African Americans in different regions of the United States (5-1.5).

In United States History, students will summarize the progress made by African Americans during Reconstruction and the subsequent reversals brought by Reconstruction’s end, including the creation of the Freedmen’s Bureau, gains in educational and political opportunities, and the rise of anti-African American factions and legislation (USHC-4.5).

It is essential for students to know:

The passage of the 13th, 14th and 15th amendments, the Freedman’s Bureau and the enforcement of Congressional Reconstruction established a basis for equality. As a result of the constitution of 1868, social and political conditions for African Americans improved in South Carolina. However, most white South Carolinians were hostile to African American equality. A white backlash against social and political equality for African Americans manifested itself in a campaign of violence, intimidation and fraud that eventually reestablished white control over the government of South Carolina.

The Bureau of Refuges, Freedmen and Abandoned Lands, known as the **Freedman’s Bureau**, was established by Congress prior to the end of the Civil War. The Bureau was the first line of assistance to everyone affected by the war, including whites, as well as destitute freedmen. This federal agency under the control of the United States army provided food, clothing, medical care, education and some protection from the hostile white environment. The Freedman’s Bureau helped many freedmen find jobs and established courts to protect the illiterate workers. The bureau was also charged with distributing to freedmen those lands that had been abandoned during the war or that had been confiscated as punishment for disloyalty to the Union. However, the Bureau was forced to take these lands back when President Johnson pardoned the white owners and returned their property to them. Congress would not pass legislation granting lands to freedmen because they respected the constitutional rights of southern whites to their landed property. The great majority of African Americans did *not* receive land that would have given them economic independence. In lieu of having their own land, the Freedman’s Bureau helped African Americans to establish the sharecropping relationship with the worker-less plantation owner. Although this system mired African Americans as well as landless poor whites in economic dependence

and poverty for generations, it did provide an economic role in the reconstruction of South Carolina. The most important contribution of the Freedman's Bureau, however, was the facilitation of the establishment of over 1,000 schools throughout the South.

Northern philanthropists also contributed to the education of the freedman. The Northern Aid Society created the Penn School in Beaufort. Religious denominations and Northern philanthropists also provided support for the establishment of colleges for African Americans in South Carolina [including Claflin College, Benedict College, Allen University and Avery Institute]. Both men and women traveled to the South to serve as teachers at schools established by philanthropists or the Freedman's Bureau. Although mocked and mislabeled as "carpetbaggers" by Southerners, these missionaries made a significant contribution to the education of African Americans. For their part, African Americans flocked to the privately supported freedom schools and the new public schools, anxious for the opportunity to learn to read and write denied them during slavery. Most freedmen, young and old, desperately wanted to learn. Prior to the end of slavery, some blacks had established schools.

African Americans also made significant progress in **politics** (see 8-4.3).

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

It is not essential for students to know:

Students do not need to know that the term "forty acres and a mule" comes from General Sherman's Field Order #15. This order allotted 40 acres, the amount of land that a family could work, and a military mule for plowing. The Freedman's Bureau was charged with implementing this plan. However, President Johnson overturned this order and later returned confiscated lands to pardoned Southerners.

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

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

Assessment guidelines:

Appropriate assessment will require students to **explain** the improved opportunities that African Americans had during Reconstruction and why and how the white backlash limited these opportunities. Students should be able to **compare** the roles of Northern philanthropists and the federal government in providing opportunities for the freedmen. Students should be able to **interpret** maps, graphs and political cartoons and **infer** their relationship to information about the time period.

Effective May 2008

Indicator 8-4.4

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

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)

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous/future knowledge:

In 3rd grade, students explained how the Civil War affected South Carolina's economy, including destruction of plantations, towns, factories, and transportation systems (3-4.3). They also summarized the effects of Reconstruction in South Carolina, including the development of public education, racial advancements and tensions, and economic changes (3-4.4).

In the 5th grade, students summarized the aims of Reconstruction and explained the effects of Abraham Lincoln's assassination on the course of Reconstruction (5-1.1). They also summarized the provisions of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution, including how the amendments protected the rights of African Americans and sought to enhance their political, social, and economic opportunities (5-1.2). They compared the economic and social effects of Reconstruction on different populations (5.14) and explained the purpose and motivations behind the rise of discriminatory laws and groups and their effect on the rights and opportunities of African Americans in different regions of the United States (5-4.5).

In United States History, students will summarize the effects of Reconstruction on the southern states and the roles of the Thirteenth, Fourteenth, and Fifteenth Amendments in that era. (USHC-4.4)

It is essential for students to know:

Although the Republican government in South Carolina during Reconstruction was unsuccessful in quelling the actions of the Ku Klux Klan and other vigilante groups, it was successful in recognizing the political and social rights of African Americans, if only for a brief period. The Republican governments offered full political participation and citizenship to African Americans. The government distributed land through the Land Commission to a few African Americans. However, most African Americans were not allowed to achieve economic independence through land ownership. As a result of their lack of access to landownership, sharecropping, the crop lien system and continually falling prices of cotton, most remained economically dependent on southern whites and impoverished.

South Carolina state government, like both the national government and most other state governments throughout the United States, was plagued by corruption. The South Carolina statehouse, like the city hall in Philadelphia, was a testament to the inflated costs brought by bribery. Despite the corruption of individuals, the Republican government during Reconstruction left an enduring legacy. They established social service programs such as state-supported institutions for the blind and the deaf and made public health care a concern of the government in South Carolina. Most importantly, they established **public schools** for all children for the first time.

However, these schools also raised taxes that whites claimed were bankrupting them. Exaggerating the corruption of the inexperienced African-American legislators and playing on northern racism, white South Carolinians effectively manipulated the Northern press with propaganda about the incompetence of the Republican government. They blamed the rising tax rate on corruption when it was largely due to

new state services such as public schools. Consequently the northern public tired of Reconstruction and gave up hope of changing Southern attitudes and way of life.

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

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

It is not essential for students to know:

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

Assessment guidelines:

Appropriate assessment will require students to be able to **summarize** the successes and failures of the Reconstruction era. Students should be able to **compare** the bribery and corruption of the Reconstruction government with the violence of the white backlash. They should be able to **explain** the significance of public education. Students should be able to **interpret** maps, graphs and political cartoons and **infer** their relationship to information about the time period.

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.

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)

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous/future knowledge:

In 3rd grade, students summarized developments in industry and technology in South Carolina in the late nineteenth century and the twentieth century, including the rise of the textile industry, the expansion of the railroad, and the growth of the towns (3-5.1). They also summarized the effects of the state and local laws that are commonly known as Jim Crow laws on African Americans in particular and on South Carolinians as a whole (3-5.2).

In 5th grade, students compared the economic and social effects of Reconstruction on different populations, including the move from farms to factories and the change from the plantation system to sharecropping. (5-1.1) Students explained the purpose and motivations behind the rise of discriminatory laws and groups and their effect on the rights and opportunities of African Americans in different regions of the United States. (5-1.2)

In United States history, students will summarize developments in business and industry, including the ascent of new industries, the rise of corporations through monopolies and corporate mergers, the role of industrial leaders such as John D. Rockefeller and Andrew Carnegie, the influence of business ideologies, and the increasing availability of consumer goods and the rising standard of living (USHC-5.1).

They will summarize the factors that influenced the economic growth of the United States and its emergence as an industrial power (USHC-5.2). Students will also explain the transformation of America from an agrarian to an industrial economy, including the effects of mechanized farming, the role of American farmers in facing economic problems, and the rise of the Populist movement (USHC-5.3).

It is essential for students to know:

After the election of 1876, Governor Wade Hampton and the so-called Bourbons or Redeemers had political authority as well as political power in South Carolina. The Conservative Democratic Party had “redeemed” South Carolina from the Republicans, as they had other southern states, by reminding them of the war recently lost and this helped the antebellum political elite regain control of the government. They took the name Bourbons from the French royal family restored to the throne after the French Revolution. As conservatives, they wanted to restore South Carolina’s government and society as nearly as possible to its condition before the war under the control of the elite and with limited taxes.

The postwar agricultural depression continued and the elite did nothing to help small farmers. Small farms worked by sharecroppers or tenant farmers had replaced the large plantations of the antebellum period because land owners could not afford to pay workers and African Americans preferred the independence of sharecropping. Cotton continued to dominate the South Carolina economy, but it did not bring prosperity. European buyers had found new sources of supply during the war years, lowering demand. In the postwar period, cotton prices fell steadily as supplies rose when more and more land was planted in cotton in an effort to make a profit. Instead of helping the destitute farmers, the

Bourbons passed a crop lien law that allowed creditors to have first claim on a farmer's crop. The crop lien system, thus, held farmers in continual debt.

Conservatives also did little to support South Carolina's struggling industrial development, being more interested in reviving the old South than in fostering the birth of the New South. South Carolina remained largely unaffected by the economic growth in the oil and steel businesses in the rest of the country in the postwar period. However, the textile industry that had begun prior to the Civil War eventually became very important to South Carolina (8-5.3). The production of cottonseed oil, phosphates for fertilizers and lumber all increased after Reconstruction due mainly to the states' ability to lure northern mills south by offering a source of cheap and non-union labor.

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

The limitation of the right to vote for African Americans found a parallel in the general lack of interest in the women's suffrage movement in South Carolina. Few South Carolina women took a leading role in the **women's suffrage** movement. Those who did form organizations in support of suffrage were disappointed when in 1920 the state of South Carolina refused to ratify the 19th amendment to the United States Constitution that allowed women to vote.

"The impact of the temperance...movements, the development of the 1895 constitution, and the (continued) evolution of race relations and Jim Crow laws" should be taught along with 8-5.2 about the role of Ben Tillman.

It is not essential for students to know

Students do not need to know the names of the presidents of the United States during this time period. They do not need to know the role of Rockefeller or Carnegie in developing industries in other parts of the United States. Students do not need to know that the Conservative government spent as much money on educating African American children as they did on educating white children or their accomplishments in providing better health care. They do not need to know that Martin Gary was a principal person who opposed Wade Hampton's ideas on race relations or the name of the gerrymandering plan to create one black district – the Dibbles Plan. They do not need to know about the myth of the "lost cause" and the exaggerated claims of corruption against the Radical Republican government of the Reconstruction era were used to unite white South Carolinians and justify the Conservative government.

Assessment guidelines:

Appropriate assessments will require students to **summarize** political, economic and social conditions in South Carolina in the post Reconstruction era. Students should be able to **explain** the evolution of race relations under the Conservatives. Students should be able to **explain** the position of South Carolinians on the issue of women's suffrage.

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.

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)

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous/future knowledge:

In 3rd grade, students summarized developments in industry and technology in South Carolina in the late nineteenth century and the twentieth century, including the rise of the textile industry, the expansion of the railroad, and the growth of the towns (3-5.1). They summarized the effects of the state and local laws, that are commonly known as Jim Crow laws, on African Americans in particular and on South Carolinians in general (3-5.2).

In United States History, students will explain the transformation of America from an agrarian to an industrial economy, including the effects of mechanized farming, the role of American farmers in facing economic problems, and the rise of the Populist movement. (USHC-5.3)

It is essential for students to know:

In order to understand the economic roots of the Populist movement of farmers in the United States in general and in South Carolina in particular, students must understand supply and demand. Although South Carolina farmers did not experience the mechanization of farming (cotton was picked by hand well into the 20th century) that raised supply in other regions of the country, they did have fertilizers that increased the cotton yield. They were also competing with foreign suppliers. Supply exceeded demand and the price that farmers were able to get for their crops fell throughout the period. Farmers were unable to make payments on the loans that they had taken out to purchase land and equipment. In South Carolina, the problem of debt was exacerbated by the sharecropping and tenant farming system and the crop lien laws which gave creditors first claim to the crop. Farmers first responded to this problem as individuals by planting more so that they could make more profit. However, the more farmers planted, the more prices fell. In South Carolina, farmers also felt the impact of bank foreclosures, forfeiture of their land for non-payment of taxes, as well as drought and pests such as the army worm and the boll weevil that led to periodic crop failures.

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

In South Carolina, farmers accepted the leadership of Ben Tillman because of his extraordinary oratorical and political skills. Tillman was a populist in that he appealed to the values and needs of the common people against the Conservative Bourbon elite. However, Tillman was not a true advocate for the ideals of the Populist Party and strove instead to gain control of the Democratic Party in South Carolina. Tillman's demagoguery and political maneuvering were more in keeping with the political machines of the late 19th century than they were with the idealistic farmers' reform movement, which advocated more popular control of the government. Unlike other Southern Populists [such as Tom Watson of Georgia], Tillman never supported the appeal of Populists for the vote of the African-American farmers, who suffered as much or more from economic conditions as the white farmer. This appeal led to an increase of violence and lynching against African-Americans and opposition to the Populist Party in many parts of the South. In South Carolina, Tillman ran on a platform of white superiority and later led the movement to further disenfranchise the African-American voter. Tillman's bigotry and racist rhetoric led to the reemergence of the terrorism of the Reconstruction era. Soon violence and lynchings increased and African Americans who dared to protest were intimidated into silence. Race baiting also increased during economic hard times as poor whites took out their frustrations on the easy target.

The fight between the Tillmanites and the Conservative (Bourbon) establishment first got statewide attention with Tillman's support for the establishment of Clemson as an agricultural college and his opposition to the elitism of the University of South Carolina. Tillman advocated the establishment of educational facilities for farmers to teach them better crop management and to develop new crops to increase their economic prosperity. The property at Clemson was a bequest by Thomas Greer Clemson [son-in-law of John C. Calhoun], who supported Tillman's promotion of an agricultural college. However Clemson was also **land grant college** in that its operation was supported by the system of land grant colleges established by the national government [Morrill Act] by which the sale of a portion of western lands was reserved to support agricultural improvements in each of the established states.

The fight between the Tillmanites and the Conservative (Bourbon) establishment had a devastating impact on the rights of African Americans. Although African American and white farmers shared the same problems, Tillman and many of his followers were racists. He ran for governor with the support of the South Carolina Farmers' Alliance on the platform of white supremacy as well as opposition to the Conservative elite. Tillman opposed the Conservative Bourbons because they had done little or nothing to address the needs of the states' farmers and because, despite the Eight Box Law and the poll tax, they generally accepted the rights of some African Americans to vote and hold office. Tillman and the Conservative Bourbon faction of the Democratic Party competed for the nomination for governor in 1890. Tillman won the Democratic nomination and was almost assured of victory since the Republican Party was no longer viable in South Carolina, now part of the "Solid South." However, a Conservative opponent ran as an independent and openly sought the support of the remaining black voters. Whites united against any resurgence of African-American political power and Tillman won the governorship in 1890 and again in 1892. As governor, Tillman did little to enact the platform of the Populist Party. His government did establish a railroad commission to regulate rates and passed legislation that limited the hours for textile workers to 66 hours and 6 days a week. Although nationally the election of 1896 was a pivotal one between the farmers' reform movement and the national conservative establishment, the Alliance movement and the Populist Party it gave rise to, was no longer effective in South Carolina after Tillman's election in 1892.

The impact of the temperance movement in South Carolina (8.5.1) was significant, however, it was not effective because of Tillman's control of the state government. In the 1890s, many socially conservative farmers supported prohibition and voters approved a referendum in favor of prohibition. The legislature passed a prohibition bill, but Governor Benjamin Tillman amended it and instead substituted the State Dispensary system. The state would control the distribution of alcohol. [In 1915 South Carolina adopted

statewide Prohibition. When the country adopted the 18th Amendment South Carolina bootleggers, like other Americans throughout the country, violated the law.]

In 1895, Benjamin Tillman, now a Senator, urged his followers to call for a new state constitution (8.5.1) to replace the Reconstruction constitution of 1868 and to cement his control of the Democratic Party. He wanted to be sure that the black majority did not provide political support to his Conservative opposition. The new constitution established a literacy test for voting by requiring that voters be able to read and interpret the United States Constitution. It also required that the poll tax be paid six months before the election. Poor farmers had little money so far ahead of harvest time. Poor, illiterate white voters were protected by the “grandfather clause” that provided that if their grandfathers had been able to vote in 1860 so would they. This accelerated the trend in limitations on the right to vote that had begun under the Bourbons (8.5.1). The new constitution required that there be separate schools for black and white children. South Carolinians further limited the social opportunities of African Americans by passing a series of laws, called **Jim Crow Laws**, which set social segregation into law, not just practice. In 1896, the Supreme Court of the United States ruled that such laws were constitutional. The Court ruled that separate-but-equal facilities satisfied the 14th Amendment’s requirement for equal protection under the law in the case of *Plessy v Ferguson*. As a result, nationally sanctioned Jim Crow impacted, both directly and indirectly, every aspect of the African-American experience for most of the next six decades. Although African-American South Carolinians protested their exclusion from public life, violence, intimidation and lynchings by white terrorists effectively silenced them.

It is not essential for students to know

Although it would be helpful for students to compare the national movement among farmers and the movement of the Tillmanites in South Carolina it is not necessary that students remember the evolution of the Populist movement in other parts of the country. They do not need to remember that in the Midwest, the Grange evolved into an economic and political organization which pooled the buying power of the individual farmers to buy farm equipment at cheaper prices and to elect representatives to state legislatures. Because farmers blamed their economic distress on the railroad for the high prices they charged to ship farm goods to market, state legislatures in the Midwest passed laws designed to protect the farmer, known collectively as the Granger Laws, which tried to regulate how much the railroad could charge for transport and storage. The Supreme Court upheld the right of the states to regulate the rates charged by railroads for storage in stationary grain silos (*Munn v Illinois*). However, the Supreme Court ruled that state law could not regulate the rate charged by the railroad for transportation across state lines because only the federal government can regulate interstate commerce. The federal government then responded with the Interstate Commerce Act, which set a precedent for regulation of business by the federal government. In a series of cases (the *Freight Rate Cases*), the Supreme Court severely limited the effectiveness of this law. All of this will be covered in USHC 5.3.

Although students should know the platform of the Populist Party in order to compare it with the party of Ben Tillman, students do not need to understand why the Populists supported the unlimited coinage of silver in the 1896 elections. They do not need to know that demand for goods is influenced by the amount of money available in the economy. The late 19th century was an era of deflation. There was a declining amount of currency available to buy an expanding array of goods. As debtors, farmers wanted the money supply in circulation to be increased. More money in the economy would inflate the price they could get for their crops while at the same time it would allow them to pay off their fixed mortgages with money that was not worth as much as when they took out the loan. Bankers did not want to be paid back in money that was less valuable so they opposed any policy that might be inflationary and advocated *laissez faire*. During periods of depression [1873, 1884 and 1893], farmers were hard pressed to make payments on their loans. Farmers blamed banks and the eastern banking establishment for high interest rates and for foreclosures on farm property that resulted from farmers’ inability to pay their mortgages. As farmers lost their land, many moved to the city for jobs in industry. Farmers took political action to

address their problems. They supported political parties that advocated ‘soft money.’ Again this will be covered in USHC 5.3.

Students do not need to remember the issues that made the national election of 1896 a pivotal one. Although the main issue was “soft” money versus “hard” money, bimetallism vs. gold; the underlying issue was which groups the government would protect: bankers and businessmen or farmers and laborers. They do not need to know about William Jennings Bryan and the “Cross of Gold” speech, the front porch campaign of William McKinley and the role of Big Business in securing McKinley’s election. They also do not need to know that workers voted for the Republican Party because they feared for their jobs and because they did not support an inflationary monetary policy that would raise the price of food.

Assessment guidelines:

Appropriate assessments will require students to **compare** key elements of Populist movement in South Carolina with Populism in other parts of the country. Students should be able to **explain** the conflict between the followers of Ben Tillman and the Conservative Bourbons over the establishment of Clemson and in the elections of 1890 and 1892. They should be able to **summarize** why Tillman wanted to disfranchise African American and explain how the Tillmanites accomplished this through the constitution of 1895, Jim Crow laws and increased violence and lynching. Students should be able to **compare** the rights enjoyed by African Americans during Reconstruction to the opportunities for political and social participation during the late 19th and the 20th centuries. They should be able to **explain** how Tillman’s policies impacted the movement for Prohibition in South Carolina.

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.

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)

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous/future knowledge:

In 3rd grade students summarized developments in industry and technology in South Carolina in the late nineteenth century and the twentieth century, including the rise of the textile industry, the expansion of the railroad, and the growth of the towns (3-5.1). They summarized the effects of the state and local laws that are commonly known as Jim Crow laws on African Americans in particular and on South Carolinians as a whole (3-5.2).

In 5th grade, students compared the economic and social effects of Reconstruction on different populations, including the move from farms to factories and the change from the plantation system to sharecropping (5-1.1). They explained the purpose and motivations behind the rise of discriminatory laws and groups and their effect on the rights and opportunities of African Americans in different regions of the United States. (5-1.2)

In United States history, students will summarize developments in business and industry, including the ascent of new industries, the rise of corporations through monopolies and corporate mergers, the role of industrial leaders such as John D. Rockefeller and Andrew Carnegie, the influence of business ideologies, and the increasing availability of consumer goods and the rising standard of living (USHC-5.1). They will summarize the factors that influenced the economic growth of the United States and its emergence as an industrial power, including the abundance of natural resources; government support and protection in the form of tariffs, labor policies, and subsidies; and the expansion of international markets associated with industrialization (USHC-5.2). They will also explain the transformation of America from an agrarian to an industrial economy, including the effects of mechanized farming, the role of American farmers in facing economic problems, and the rise of the Populist movement (USHC-5.3).

It is essential for students to know:

Changes in crop production in various regions occurred as a result of natural disaster and entrepreneurship. The hurricane that struck Charleston in 1893 and others that followed wiped out the rice fields and competition from the Far East brought an end to the production of ‘Carolina Gold.’ Lowcountry farmers turned to truck gardening to supply local markets. Tobacco was introduced as a cash crop to the Pee Dee but could not be grown in other parts of the Lowcountry. Some upstate farmers started planting peach trees, however cotton continued to dominate South Carolina agriculture.

This ready supply of the raw materials and a changed attitude about the development of industry led to the growth of the textile industry in the Upcountry. Prior to the Civil War and in the immediate postwar period, the planter elite looked down on the development of industry as a less noble calling than their antebellum agricultural society. However new entrepreneurial leadership became boosters of the idea of the New South. Local investors provided most of the capital for the building of textile mills, located close to the cotton fields and along rivers that would supply power. South Carolina also had a ready supply of workers. Poor farmers who could no longer make a living from the land were attracted to mill

villages that provided homes, schools, churches, and stores in addition to jobs. Most African Americans, however, purposely were not considered for traditional textile mill labor such as weaving or dyeing fabric. Although the first mills were started in the upstate, within 15 years there were mills in the Midlands and the Lowcountry. The boom for mill building came after 1895 due to technological innovations. Modeled after New England mills, these textile mills produced finished cloth on their many spindles. By 1910, South Carolina was the second largest textile producing state in the nation.

Life for mill workers was not ideal. The conditions in the mill village depended upon the generosity of the mill owners and the economic conditions of the times. When depression struck, workers were laid off. Although some children were able to go to school many others worked in the mill where their small fingers made them better able to retie broken threads but their youth made them more susceptible to workplace accidents. Men, women and children worked long hours for low pay and were often looked down upon as “lint heads.” Workers in South Carolina earned less than half of what mill workers in other parts of the United States earned and women and children were paid even less than men. They worked from 6 am until 6 pm until Governor Tillman’s law reduced hours to 66 per week. Workers often suffered from diseases of the lung including tuberculosis from breathing in the cotton fiber and from the crowded conditions of their workplace. Workplace accidents that could end a worker’s career were also an ever-present possibility. Workers were unable to organize to improve their lot as union organizers were immediately fired and the organized labor movement consistently crushed by the mill owners.

It is not essential for students to know

Students do not need to know details about life in the mill villages or the names of individual entrepreneurs who established them. They do not need to know about specific labor unions that attempted to organize the workers in the mills. They do not need to know about the social tensions between the middle class townspeople, who often advocated for the establishment of a mill until it became a reality and the mill workers a nuisance in their community, and the mill workers.

Assessment guidelines:

Appropriate assessments will require students to **summarize** the changes in crop production in South Carolina in the late 19th century. They should also be able to **explain** the reasons for the rise of the textile industry and the conditions of the mill workers.

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.

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)

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous/future knowledge:

In 3rd grade students summarized developments in industry and technology in South Carolina in the late nineteenth century and the twentieth century, including the rise of the textile industry, the expansion of the railroad, and the growth of towns (3-5.1). They also summarized the effects of the state and local laws that are commonly known as Jim Crow laws on African Americans in particular and on South Carolinians as a whole (3-5.2). They explained the impact and the causes of emigration from South Carolina and internal migration from the rural areas to the cities, including unemployment, poor sanitation and transportation services, and the lack of electricity and other modern conveniences in rural locations (3-5.4).

In 5th grade, students summarized how railroads affected development of the West, including their ease and inexpensiveness for travelers and their impact on trade and the natural environment (5-2.1). They provided examples of conflict and cooperation between occupational and ethnic groups in the West, including miners, ranchers, and cowboys; Native Americans and Mexican Americans; and European and Asian immigrants (5-2.2). Students also explained the social and economic effects of the westward expansion on Native Americans, including changes in federal policies, armed conflicts, opposing views concerning land ownership, and Native American displacement (5-2.3).

In United States history, students will explain the causes and effects of urbanization in late nineteenth century America, including the movement from farm to city, the continuation of the women's suffrage movement, and the migration of African Americans to the North and the Midwest (USHC-5.5). They will explain the influx of immigrants into the United States in the late nineteenth century in relation to the specific economic, political, and social changes that resulted, including the growth of cities and urban ethnic neighborhoods, the restrictions on immigration that were imposed, and the immigrants' responses to the urban political machines (USHC-5.6).

It is essential for students to know

As a result of the establishment of mill villages in South Carolina, the much of the white population was pulled from rural areas to urban areas within South Carolina.

In the post-Civil War period, **westward expansion** continued as people moved from one region to another and from overseas. Before the Civil War, Southerners pushed to and were pulled by the search for new lands for cotton and slavery as they depleted the nutrients in the soil of their land. In the postwar period, most South Carolinians did not move to the unsettled regions of the West. Neither African-American freedmen nor poor whites had the money to make such a move, even with the promise of free land. Instead they concentrated on making use of the available land and economic opportunity in their own state. Motivations for settlers from the East and from foreign countries to move West were the pulls of free land offered by the United States government [Homestead Act] and the economic opportunities made possible by the railroad. The transcontinental railroad not only brought new settlers to the West through

aggressive advertising and land sales but also provided farmers access to new markets. New towns grew along its routes and older ones were able to specialize in particular products.

Drawn to opportunities for jobs in factories that were not open to them in the mills of South Carolina, African Americans were motivated to move from rural areas in South Carolina to urban areas in the Northeast and the Midwest. African Americans were also pushed out of the state by the continued agricultural depression and the ravages of the boll weevil, by the social discrimination of Jim Crow laws and by increasing violence. Some African Americans moved to towns in the West such as the Exodusters who moved to Kansas. The wars of the 20th century would provide additional economic opportunities and prompt more migration.

It is not essential for students to know

Students do not need to know numbers of African Americans who left South Carolina nor the numbers of migrants from other regions of the United States and foreign countries that settled in the West. They do not need to know the names of cities that developed as a result of the trade patterns established from the transcontinental railroad. They do not need to know about the impact of this migration on the Native Americans. Students also do not need to know about how African American migration brought a cultural renaissance as African Americans gathered in the cities of the North and the Midwest such as the Harlem Renaissance or the impact of African American culture on popular music.

Assessment guidelines:

Appropriate assessment will require students to **compare** the migration patterns of Americans and foreign immigrants to the migration patterns of South Carolinians. Students should be able to **explain** the motivations of migrants including both push and pull factors. They should be able to **compare** the motivations of African Americans who left South Carolina to immigrants who left foreign countries in search of economic opportunity in the West and in the cities of the North and to escape the persecution in their homelands.

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.

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)

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous/future knowledge:

In 5th grade, students summarized actions by the United States that contributed to the rise of this nation as a world power, including the annexation of new territory following the Spanish-American War and the role played by the United States in the building of the Panama Canal and in World War I (5-3.1).

In United States history, students will explain the influence of the Spanish-American War on the emergence of the United States as a world power, including reasons for America's declaring war on Spain, United States interests and expansion in the South Pacific, debates between pro- and anti-imperialists over annexation of the Philippines, and changing worldwide perceptions of the United States (USHC-6.2).

It is essential for students to :

The **Charleston earthquake of 1886**, devastated the city of Charleston, already suffering from economic decline, urban blight and a category 3 hurricane that damaged 90% of the homes in the city the previous year. Measuring 6.6 on the Richter scale, it was the largest earthquake in the United States to that time and was felt by two-thirds of all Americans. The initial earthquake was felt as far away as Toronto and Cuba with strong aftershocks experienced for days and lesser ones for months. Because of building construction that relied on masonry rather than wood frames, which would move better with the earth, over 2,000 buildings were destroyed accounting for ¼ of the assets of the city and 5 to 6 million dollars in property damage [\$100.5-121.2 million in 2006 dollars]. Racism prevented an accurate count of the number of people who were killed. Some estimates place the number as high as 500. Without state and federal assistance, the people of Charleston affected the most rapid, humane and financially responsible recovery from the destruction of a large scale disaster in American history up to that time. Charlestonians were back to work repairing their city in a week and had rebuilt the city in 14 months. Outpourings of sympathy and assistance came from all over the country that had recently been divided by the Civil War, despite South Carolina's leadership in it. Additionally, much of what is generally now known about earthquakes was a result of the scientific study of the Charleston quake. As a result of the area's hard work, the people of Charleston won the respect and admiration of much of the rest of the country and the city was again seen as one that should be visited.

The **hurricane of 1893** was one of a series of seven that struck the South Carolina coast in a 20 year period. These hurricanes destroyed the rice fields of the Lowcountry and contributed to the end of "Carolina Gold" (8.5.3).

The **Spanish American War** had little direct impact on South Carolinians. However, the involvement of the United States in the Spanish-American War marked America's emergence as a world power. There were many reasons for the United States to declare war on Spain. Pressures from domestic tensions, including the rise of the Populist movement, economic depression and labor unrest, and expanding capitalism pushed Americans to find new markets. The humanitarian desire to support the rights of Cubans against an oppressive Spanish regime contributed to the United States' involvement in the war.

Yellow journalism, exacerbated by the explosion of the *U.S.S. Maine* in Havana's harbor, led to a public outcry for American involvement. President McKinley asked Congress for a declaration of war in response to all of these pressures. The initial result of the war declaration was expansion of the United States in the South Pacific with the annexation of Hawaii and the capture of Manila harbor in the Philippines. Victory in Cuba came quickly and the two regiments of soldiers organized in South Carolina never saw battle. Once the fighting was over Anti-Imperialists argued against annexation of the Philippines on the grounds that the Filipinos could never be incorporated into the union. McKinley argued that it was an American responsibility to govern the Filipinos who were incapable of governing themselves. Social Darwinism, the "white man's burden" ideology and racial prejudices played a role in both of these arguments and echoed the passage of the Jim Crow laws and restrictions on voting for African Americans that had been passed as a result of the constitution of 1895 in South Carolina and the *Plessy* decision of 1896. The treaty ending the war recognized United States' ownership of the Philippines, Guam, Puerto Rico and United States' control of Cuba.

The war impacted South Carolinians in that it created some greater degree of unity in the state Democratic Party that had been split as a result of the Tillmanites' battle with the Conservatives. It also created a revived sense of national patriotism in the post-Civil War era, as Americans united against a common enemy and opened the prospect of greater worldwide trade and markets for South Carolina goods. The war also initiated the understanding among South Carolinians that military installations such as Camp Jackson could have a dramatic impact on the economic wellbeing of the state. However, the war also made it evident that many South Carolinians suffered from poor health and illiteracy. Almost one out of three South Carolina volunteers were found to be medically unfit for military service, a trend echoed across the country in World War I.

It is not essential for students to know

Students do not need to know about the role of the publication of the DeLome letter in bringing about a public outcry for the war against Spain. They do not need to know about specific battles or heroes of the war such as Teddy Roosevelt and the Rough Riders. They do not need to know that with the acquisition of the Philippines, Guam, Puerto Rico and United States' control of Cuba came the struggle to govern these areas. The United States soon faced armed resistance in the Philippines. The United States Supreme Court ruled in several cases [known collectively as the Insular cases] that Constitution does *not* follow the flag so subject peoples did not have the same rights as citizens of the United States. The perception of the United States among subject peoples therefore changed from a champion of liberty to a colonial power. It is not necessary that students know or remember that *The State* newspaper editor N.G. Gonzales served with Cuban troops or that a former South Carolina governor served as mayor of Havana after the war.

Assessment guidelines:

Appropriate assessment would require students to **summarize** the human costs of the hurricane, earthquake and the war. Students should also be able to **explain** the agricultural and economic impact of each of these events. Students should be able to **compare** the relative impact of each of these events on South Carolina.

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.

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)

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous/future knowledge:

In 5th grade, students explained the effects of immigration and urbanization on the American economy during the Industrial Revolution, including the role of immigrants in the work force and the growth of cities, the shift from an agrarian to an industrial economy, and the rise of big business (5-3.1). They also summarized the significance of large-scale immigration and the contributions of immigrants to America in the early 1900s, including the countries from which they came, the opportunities and resistance they faced when they arrived, and the cultural and economic contributions they made to this nation (5-3.2).

In United States history, students will explain the causes and effects of urbanization in late nineteenth century America, including the movement from farm to city, the continuation of the women's suffrage movement, and the migration of African Americans to the North and the Midwest (USHC-5.5). They will explain the influx of immigrants into the United States in the late nineteenth century in relation to the specific economic, political, and social changes that resulted, including the growth of cities and urban ethnic neighborhoods, the restrictions on immigration that were imposed, and the immigrants' responses to the urban political machines (USHC-5.6).

It is essential for students to know:

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

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

in South Carolina developed organizations and churches that supported them as they attempted to protect themselves against the white political machine.

Much like the restrictions on the rights of African Americans in South Carolina, racial hostility led to restrictions on immigration. Students should understand the term **nativism**, which predated the Civil War with prejudices against the Germans and the Irish. In the late 19th century, resentments focused on the immigrants from Southern and Eastern Europe (such as the Italians, Poles, Russians and Eastern European Jews) as the numbers of these groups grew and the differences with previous immigrant groups, (such as the English, Irish and Germans) and ‘native’ Americans were more obvious. Although literacy tests for immigrants were proposed in Congress in the 1890s, immigration restrictions in the form of a quota system did not pass until the 1920s. Late 19th century nativism can be seen as a Northern counterpart of the anti-African American prejudices in South Carolina.

The effect of racial and ethnic diversity on national identity in the late 19th and early 20th century was to solidify the confidence among the native white population in their inherent superiority and “100% Americanism.” The idea of Social Darwinism gave an intellectual justification for white supremacy. It was not until much later in the 20th century that immigrants and African Americans were recognized for the contributions they have made to the strength of American democracy and the richness of American culture.

It is not essential for students to know:

Competition for economic opportunity contributed to anti-immigrant prejudices. After the Civil War, westerners resented the Chinese workers who had built the railroads and Chinese immigration was restricted as a result of such prejudices. Union members also resented the immigrants who were employed as “scabs” (strikebreakers) by management. However this was not significant in South Carolina because unions were not effective in the state. Unskilled workers objected to the practice of contracting laborers in Europe who would come to take jobs from “native” Americans and exert a downward pressure on wages. The United States government passed a law which limited this practice.

Students do not need to know that social reform movements started in the pre-Civil War period and continued to be directed at assimilating new immigrants in the late 19th century. The temperance movement was directed at ethnic groups whose cultures were associated with drink such as the Irish and Germans and later applied to Italians. The early public school movement was promoted to teach the newly arrived about democracy and the Protestant religion of the American majority. Consequently Catholic immigrants (such as the Irish and Italians) objected to the Protestant curriculum and started their own parish schools. Students do not need to be able to name any specific immigrants or immigrant groups who have made a contribution to South Carolina

Assessment guidelines:

Appropriate assessments will require students to **explain** the significance of increased immigration to the United States and why there was limited immigration to South Carolina. Students should be able to **compare** the racial hostility towards immigrants in other parts of the United States and to African Americans in South Carolina. Students should be able to **explain** how Social Darwinism was a component of white supremacy.

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

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)

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous/future knowledge:

In 5th grade, students explained how building cities and industries led to progressive reforms, including labor reforms, business reforms, and Prohibition (5-3.1).

In United States history, students will compare the accomplishments and limitations of the progressive movement in effecting social and political reforms in America, including the roles of Theodore Roosevelt, Jane Addams, W. E. B. DuBois, and Booker T. Washington (USHC-5.7).

It is essential for students to know:

It is essential for students to understand that the progressive movement developed in response to the problems of the growing cities and the changing workplace in the late nineteenth century. Progressivism was essentially a movement of the middle class who objected to paying taxes to corrupt city governments and who desired better city services. Nationally, Progressives wanted to reform corrupt government, end the monopolistic practices of Big Business, improve the conditions of the industrial working class and address the problems of both immigrants and migrants. Progressivism reached a large audience through the work of 'muckraking' journalists. The progressive movement started at the city and state level with progressive mayors and governors and gained support at the national level with the presidency of Theodore Roosevelt. Progressives even formed a national political party under the leadership of Roosevelt.

Throughout the country, Progressive ideals were often in conflict with the cultural values of those whom they attempted to reform. For instance, progressives supported temperance and prohibition as a way to improve morality. However, this conflicted with the cultures of many of the immigrants groups that they wanted to 'help' such as the Italians, the Irish and the Germans. Progressives supported limitations on child labor. However, working class families needed their children to bring needed income to the family. Between 1900 and 1910, over 200,000 African Americans migrated from the South to the North. African-American club women and institutions such as the Urban League and the National Association for the Advancement of Colored People which included such progressives as W.E.B. DuBois and Ida B. Wells Barnett wanted to improve conditions for African Americans. However, other progressives wanted to reform politics and society by limiting the rights of African Americans.

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

The problems of the cities of the North prompted Northern progressives to propose reform and the problems of the mill villages prompted South Carolina progressives to support reform. Newspapers in South Carolina, like muckraking journalists elsewhere, supported child labor reform, as did women's groups of both races. Despite the opposition of mill owners and some workers, progressives were able to pass some **child labor laws** that first set the minimum age to work at twelve and then raised it to fourteen. Progressives were also concerned with issues of health and literacy as diseases spread through mill villages and mill workers remained largely illiterate. Education reforms included a compulsory attendance law and increased funding. Although South Carolina had a state hospital for the mentally ill since the early 1800s, a state hospital for patients suffering from tuberculosis was established on the outskirts of Columbia at this time. Money was raised by women's leagues to build libraries in places such as Darlington and Newberry. However, like facilities throughout South Carolina, there were separate facilities for African-American and white citizens.

Governor Tillman had thwarted the efforts of the temperance movement to pass a state **prohibition** law that would ban the sale of alcohol in South Carolina by creating the State Dispensary system (8-5.2). The dispensary was a notoriously corrupt organization and became a target of good government progressives. Local governments addressed the issue and, by the early 20th century, a substantial number [over 20 out of 43] of counties in South Carolina had passed prohibition laws and were "dry" counties. In 1915, the state passed a prohibition law and in 1918 the United States amended the United States Constitution to outlaw the sale and distribution of alcohol. However, many South Carolinians engaged in making, distributing or drinking illegal alcohol, as did people throughout the United States.

Nationally, many young educated women took a leading role in promoting social reform during the progressive movement. In South Carolina, women's clubs affiliated with the South Carolina Federation of Women's Clubs and their national federation promoted prohibition, fostered civic responsibility and pushed for education reforms. The women of Trinity Episcopal Church in Columbia established the first tuberculosis treatment center in the state. African American women formed clubs that promoted better health and education in their communities. However, South Carolina's women's groups did not play a leading role in the suffrage movement. There was an Equal Rights Association of women, however, it rallied little support for women's suffrage in the state. The South Carolina legislature did not ratify the 19th amendment until 1967. Despite this, women in South Carolina were able to vote because of the ratification of the amendment by other states.

Several state governors also played a role in promoting reforms in South Carolina. Governor Robert Cooper supported raising taxes to increase spending on public education and supported a law that increased the amount of time students were to spend in school to 7 months. Despite these efforts graduation rates from high schools in South Carolina, especially African American high schools, were extremely low due to a limited numbers of high schools provided by the state. Coleman Blease followed in the tradition of Ben Tillman and used racist rhetoric to secure the governor's mansion. Efforts to establish law and order and limit lynching were undermined by Governor Blease. Blease, who was not a progressive, championed the rights of the mill workers against the "do-gooder" middle class progressives. Mill workers resented anyone telling them when their children could work or that they had to go to school or that they should be inoculated against disease. Governor Richard Manning was a progressive governor with a progressive General Assembly. He helped to establish a fair tax system that enforced income taxes for all South Carolinians, established schools, improved the administration of hospitals and paved South Carolina's roads. The South Carolina Highway Department was created in 1917 and the government supported the construction of new roads for increased automobile traffic. Many South Carolinians embraced the idea that good government could improve the lives of the state's people.

World War I brought an end to the progressive movement but not an end to the problems the movement had tried to address.

It is not essential for students to know:

Although students should understand that the national temperance movement was motivated in part by the desire to control the behavior of immigrants, students do not need to know that many immigrant groups such as the Italians, Irish and Germans used bars and saloons as the center of their political clubs and as sites of wedding celebrations. Students do not need to know that the federal child labor law passed during the Progressive Movement set the minimum age for working at 16 but was ruled unconstitutional by the Supreme Court. Students do not need to know that the minimum age for children to enter the work force that is currently recognized was passed during the New Deal. Although the New Deal was an extension of the progressive movement, it is considered a separate reform period. Students do not need to know the current laws on drinking in the state of South Carolina. Students do not need to know about chain gang reform or other specific reforms that took place in South Carolina during the progressive era.

Although students should know that women of both races played a significant role in the progressive movement in South Carolina, as they did in the rest of the nation, they do not need to know the names of specific reformers or organizations. For instance, they do not need to know that Dr. Matilda Evans founded the Negro Health Association and trained African American women as nurses or that she established the Taylor Lane Hospital. The South Carolina Federation of Colored Women's Clubs was organized in 1909, the same year as the NAACP. The federation created the Fairwold Home in Columbia, a school for orphaned and abused girls.

Assessment guidelines:

Appropriate assessment will require students to **summarize** the motivations for the progressive reform movement in South Carolina. Students should be able to **explain** how the progressive movement led to regulations on child labor and drinking as well as to improvements in social services such as hospitals, libraries, road systems and state government. Students should be able to **compare** the success of the progressive movement in South Carolina with its success in the rest of the United States. Students should also be able to **identify** several state governors and women's groups that contributed to the progressive movement in South Carolina.

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

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)

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous/future knowledge:

In 5th grade, students summarized actions by the United States that contributed to the rise of this nation as a world power, including the annexation of new territory following the Spanish-American War and the role played by the United States in the building of the Panama Canal and in World War (5-3.1).

In United States history, students will outline the causes and course of World War I, focusing on the involvement of the United States, including the effects of nationalism, ethnic and ideological conflicts, and Woodrow Wilson’s leadership in the Treaty of Versailles and the League of Nations (USHC-6.4).

It is essential for students to know

As a result of United States’ entrance into World War I in 1917, there was a resurgence of patriotism in South Carolina. Both white and African American South Carolinians signed up for the draft, contributed to bond drives and did their part to conserve food and fuel for the front. Many South Carolinians served in the American Expeditionary force with distinction. However, all wartime activity remained segregated. Just as on the national scene, anti-German feelings were manifested in the shutdown of a German language newspaper in Charleston and the changing of the name of the town of Hamburg to North Augusta. Although some South Carolinians opposed the war, their voices were silenced by the sedition act.

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

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

It is not essential for students to know

Students do not need to know the causes of World War I in Europe or the reasons why the United States ended neutrality and became involved on the side of the Allies, including the role of propaganda,

unrestricted submarine warfare, and President Wilson's desire to negotiate a just and lasting peace. Students do not need to know that South Carolinians opposed to the war included former governor Coleman Blease and several newspapers, such as *The Charleston American* and the *Abbeville Scimitar*. Students do not need to know the names of US Army training camps in Greenville (Camp Sevier) or Spartanburg (Camp Wadsworth.) Students do not need to remember specific statistics that would be evidence of the economic impact of the war on South Carolina, such as that the Charleston Navy Yard employed over 5,000 men or that the uniform factory on the base employed 1,000 women and produced 2.7 million garments in 1918 alone. However this detail would make the economic impact more concrete for students. Students do not need to know that African Americans were urged to volunteer for the war effort by W.E.B. DuBois and the National Association for the Advancement of Colored People as part of their campaign against Jim Crow. Students do not need to know Wilson's plan for peace, the Fourteen Points, or the details of Wilson's role in the writing of the Versailles Treaty. Students do not need to know about the controversies that led the United States Senate to reject this treaty.

Assessment guidelines:

Appropriate assessments will require students to **explain** the impact of World War I on South Carolina. Students should be able to **summarize** the economic impact of both the building of federal armed forces facilities in South Carolina and the impact of the emigration of workers looking for opportunity wartime industries in the North.

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

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)

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous/future knowledge:

In 5th grade, students summarized changes in daily life in the boom period of the 1920s, including the improved standard of living; the popularity of new technology such as automobiles, airplanes, radio, and movies; the Harlem Renaissance and the Great Migration; Prohibition; and racial and ethnic conflict. (5-4.1)

In United States history students will explain the social, cultural, and economic effects of scientific innovation and consumer financing options in the 1920s on the United States and the world, including the advent of aviation, the expansion of mass production techniques, the invention of new home appliances, and the role of transportation in changing urban life (USHC 7.1).

It is essential for students to know:

During World War I, women suffragettes employed more assertive tactics in their campaign to get the **right to vote**. However, women were not successful until political leaders, including President Wilson, recognized women’s contributions to the war effort by supporting a suffrage amendment to the Constitution. The 19th Amendment was passed by Congress and sent to the states for ratification. Although the South Carolina legislature did not ratify the amendment, South Carolina women got the right to vote because of ratification by other states. However, this did not bring about any radical political change since women tended to vote as their husbands did.

Some social change came as the result of improvements in urban life because of new technologies. However, there was little change for the rural farmer. Water and sanitation systems were built in towns and cities of South Carolina. Because of trolley systems and the automobile, some people moved to suburbs on the outskirts of cities such as Columbia. Electricity became more available to people in towns and cities as the result of the harnessing of water power through the building of dams along South Carolina’s rivers, including the dam that formed Lake Murray. Improvements in daily life were the result of greater availability of electricity and the new appliances that used it. Some South Carolinians bought automobiles, vacuum cleaners and washing machines on the installment plan, just as people did throughout the United States. In 1930, the first radio station in South Carolina went on the air in Charleston and provided entertainment and news to those who could afford it. Although, appliances eased the workload of housewives, few South Carolina women joined the ranks of the flappers. South Carolina society continued to be stratified, sexist and segregated.

Economic change resulted from the prosperity brought by the war years. During the war, farmers’ economic conditions improved because of increased demand for their products. This had a ripple effect on the rest of the agriculturally based South Carolina economy. Bankers and merchants as well as landowners, sharecroppers and tenant farmers shared in the good times and went on a spending spree. However this prosperity did not last and soon cotton and tobacco prices fell as a result of overproduction and the loss of overseas markets.

Changes in industry were the result of investment by Northern capitalists attracted by wartime profits and the availability of cheap labor as white workers left the farm for the factory. The textile industry in

South Carolina grew throughout the 1920s. Mill owners improved living conditions in the mill villages by adding electricity and running water. However, they also tried to increase their profit by using methods such as the ‘speed-up’, where machines were set to run faster, and the ‘stretch-out’, where fewer workers were used to tend a larger number of machines. Workers were periodically laid off when demand decreased. These changes in the workplace led to some worker unrest but no significant protest. By the end of the 1920s, the textile industry, like agriculture, suffered from overproduction. Reductions in the work week led to reductions in income and had a ripple effect on the economy of South Carolina. People could not pay their debts. Banks were failing in South Carolina even before the stock market crash of 1929 marked the beginning of the Great Depression.

It is not essential for students to know

Although it would be helpful for students to know that the rest of the United States was enjoying a boom period in the 1920s, students do not need to know details about the specific economic conditions in other parts of the country. Students do not need to understand that overproduction was the result of an inability of many in the rest of the country to purchase goods because of low industrial wages. They do not need to understand that although installment buying helped to continue the consumer spending, it also left people with debts that they could not pay. The farmers’ plight was exacerbated by mortgages taken out during the profitable years that they could no longer pay after commodity prices fell.

Assessment guidelines:

Appropriate assessment require students to **summarize** the political, social and economic conditions in South Carolina in the post-World War I era. Students should be able to **explain** the impact of the 19th amendment in South Carolina. Students should be able to **compare** economic conditions in the agricultural and industrial sectors of the South Carolina economy.

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

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)

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous/future knowledge:

In 5th grade, students summarized changes in daily life in the boom period of the 1920s, including the improved standard of living; the popularity of new technology such as automobiles, airplanes, radio, and movies; the Harlem Renaissance and the Great Migration; Prohibition; and racial and ethnic conflict. (5-4.1)

In United States history, students will explain cultural responses to the period of economic boom and bust, including the Harlem Renaissance; new trends in literature, music, and art; and the effects of radio and movies (USHC-7.2). Students will also explain the causes and effects of the social conflict and changes that took place during the 1920s, including the role of women and their attainment of the right to vote, the “Red Scare” and the Sacco and Vanzetti case, the resurgence of the Ku Klux Klan, immigration quotas, Prohibition, and the Scopes trial (USHC-7.3).

It is essential for students to know:

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

The agricultural economy, already suffering from overproduction and the loss of foreign markets, sagged further as the **boll weevil** attacked the cotton crop. By the end of the 1920s, cotton, like rice before it, was no longer a viable crop in the Lowcountry. Farmers turned to other crops such as peaches and livestock. Drought, erosion and soil depletion further exacerbated the dire conditions in the farming sector. More people emigrated from rural areas to cities in the North and Midwest, including a substantial number of African Americans.

The **mass media** had a significant impact on South Carolina, just as it did on the rest of the country. South Carolinians listened to their radios and went to the movies with a resulting nationalization of culture. South Carolinians learned about flappers and the latest music and dance crazes and even started some, like the Big Apple, named after the African-American nightclub where the steps originated.

In response to the decline of the agricultural and industrial sectors of the economy, South Carolinians attempted to boost **tourism** by opening hotels in Charleston and promoting developments along the coast. The increased number of automobiles made travel possible and visitors from the North were attracted to the climate and culture of the Old South, preserved in the stately homes and buildings of a bygone era.

Responding to criticisms of South Carolina as a cultural wasteland, the **Southern Literary Renaissance** furthered the celebration of South Carolina’s heritage. The Poetry Society of South Carolina led this

revival and contributors included Julia Peterkin, who won a Pulitzer Prize for Literature, and DuBose Heyward, who wrote *Porgy*, which later became the opera *Porgy and Bess*.

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

It is not essential for students to know

Students do not need to know about notorious criminals of the Prohibition era such as Al Capone. They do not need to know where the boll weevil came from or how it destroyed the cotton crop. Students do not need to know which coastal tourist communities were founded in the 1920s. Students do not need to know about the historic preservation movement that helped make Charleston a tourist destination. They do not need to know other artists of the Southern Literary Renaissance. They do not need to know that Klan leaders were involved in sex scandals and corruption which undermined their claims to moral leadership and caused the Klan to fade from public view.

Assessment guidelines:

Appropriate assessments would require students to **explain** the causes and effects of changes in South Carolina's culture in the 1920's. Students should also be able to **compare** the effects of 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 on the long term health of South Carolina culture and economy.

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

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)

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous/future knowledge:

In 3rd grade, students explained the effects of the Great Depression and the New Deal on daily life in South Carolina, including the widespread poverty and unemployment and the role of the Civilian Conservation Corps (3-5.5).

In 5th grade, students summarized the stock market crash of 1929 and the Great Depression, including economic weakness, unemployment, failed banks and businesses, and migration from rural areas (5-4.1). They also explained the immediate and lasting effect on American workers caused by innovations of the New Deal, including the Social Security Act, the Federal Deposit Insurance Corporation, and the Civilian Conservation Corps (5-4.2).

In United States history, students will explain the causes and effects of the stock market crash of 1929 and the Great Depression, including the disparity in incomes, limited government regulation, stock market speculation, and the collapse of the farm economy; wealth distribution, investment, and taxes; government policies and the Federal Reserve System; and the effects of the Depression on human beings and the environment (USHC-7.4). Students will also compare the first and second New Deals as responses to the economic bust of the Great Depression, including the rights of women and minorities in the workplace and the successes, controversies, and failures of recovery and reform measures such as the labor movement (USHC-7.5).

It is essential for students to know

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

Franklin Delano Roosevelt was elected President of the United States in November 1932 on the promise that he would bring a New Deal to the American people. By the time he was inaugurated in March of 1933 conditions were even worse. Roosevelt told the people that they had “nothing to fear but fear itself.” He used the radio to talk to the people in fireside chats. Most importantly he started an aggressive program to bring relief, recovery and reform in his first ‘Hundred Days’ in office.

New Deal programs were not specifically designed for South Carolina. However certain programs had a significant and long-term impact on the people of South Carolina.

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

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

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

The **Santee Cooper electricity project** was the largest New Deal project in South Carolina. The project built dams on the Santee and the Cooper Rivers, creating Lake Marion and Lake Moultrie. These hydroelectric dams produced power that would light the region, provided jobs to those who built it and to others in industries made possible by the power the project provided, and improved living conditions for many South Carolinians.

The **Rural Electrification Act** brought power to many of the farms and rural regions of South Carolina. By creating power cooperatives citizens were able to get government loans and work together to provide electricity to less populated areas where commercial power companies were unwilling to string power lines. By 1940, 25% of farms had electricity. Some farmers were able to install milking machines and water pumps that made farming more profitable.

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

It is not essential for students to know

Although students do not need to remember how the stock market crashed or why the Great Depression occurred, it would be helpful for teachers to read through the Support Document for USHC 7.4 and provide students with a transition from 8-6.4 to 8-6.5. Students do not need to remember the ups and downs of the business cycle, although it would aid their understanding of the Depression.

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

know about the role of the Agricultural Adjustment Act in meeting the needs of farmers, since so many South Carolinians were affected by this act, it should be discussed. The AAA adversely impacted sharecroppers and tenant farmers by paying landowners to keep their land out of production, limiting overproduction but driving sharecroppers and tenant farmers off the land. The AAA was declared unconstitutional by the Supreme Court. However, it was replaced by a system of payments for limiting production that were important to South Carolina farmers throughout the 20th century. Students do not need to know about the Tennessee Valley Authority (TVA) however it would be helpful to draw the comparison of the TVA with the Santee Cooper River Project. There are many other New Deal agencies that students do not need to remember. However it would be helpful for students to be made aware of the long list of agencies so that they appreciate the scope of the New Deal. Students do not need to memorize these alphabet agencies. Students do not need to know about the strikes at textile mills in the 1930s that resulted in the deaths of workers in Honea Path. Although this strike broke unions in South Carolina, it contributed to the passage of New Deal legislation that addressed the needs of workers. Students do not need to know about the legislation of the Second New Deal that provided minimum wage, maximum hours and child labor laws and allowed workers to organize into unions and bargain collectively with management.

Assessment guidelines:

Appropriate assessments would require students to **explain** the effects of the Great Depression. Students should also be able to **explain** the impact of the Civilian Conservation Corps, Works Progress Administration and Public Works Administration building projects, the Social Security Act, and the Santee Cooper electricity project and the Rural Electrification Act on South Carolina. Students should be able to **identify examples** of what each of these agencies was designed to do to improve conditions during the Great Depression.

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

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)

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous/future knowledge:

In 5th grade students summarized the impact of cultural developments in the United States following World War II, including the significance of pop culture and mass media and the population shifts to the suburbs (5-5.1). Students also summarized changes in the United States economy following World War II, including the expanding job market and service industry, consumerism, and new technology (5-5.2).

In United States history, students will explain the lasting impact of the scientific and technological developments in America after World War II, including new systems for scientific research, medical advances, improvements in agricultural technology, and resultant changes in the standard of living and demographic patterns (USHC-8.5). Students will also explain the causes and effects of social and cultural changes in postwar America, including educational programs, expanding suburbanization, the emergence of the consumer culture, the secularization of society and the reemergence of religious conservatism, and the roles of women in American society (USHC-9.1).

It is essential for students to know

During World War II, South Carolina experienced significant economic growth. The war effort ended the Great Depression as South Carolinians enjoyed full employment. Many South Carolinians, white and African American, men and women, joined the armed forces. This depleted the work force and left farms shorthanded. Others left the farms for jobs in mills and industries. The expansion of military bases to meet training needs at Fort Jackson, Parris Island, the naval base at Charleston and the new air base at Columbia stimulated the local economy. Segregation and discrimination limited the opportunities of African Americans in South Carolina. President Roosevelt’s executive order offered some jobs in wartime industries to African Americans. African Americans also moved off South Carolina farms in search of better economic and social opportunities in the cities of the North and West.

Once the war ended, economic prosperity continued in South Carolina as it did throughout the country. Demand for goods unavailable in wartime and the ability to pay for them because of wartime savings led to increased consumer spending. Returning veterans used the GI Bill benefits to get an education or start new businesses, boosting the South Carolina economy in the process.

In 1946, **J. Strom Thurmond** ran for governor against the political establishment and won. With his encouragement, the legislature passed a series of reform bills that helped to support economic growth. These included the expansion and modernization of the port facilities at Charleston. By the 1950s, Charleston was one of the leading seaports in the United States. Charleston continued to attract shipping as it developed container facilities. Thurmond also supported education reform that would supply a better educated work force. The school year was extended to 9 months and the 12th grade added to high schools. The South Carolina Trade School was also established and evolved into a system of technical colleges. The South Carolina Budget and Control Board was established to regulate the state’s finances. Between

1946 and 1950 many miles of highways and rural roads were paved which improved access to markets for farmers and manufacturers. The poll tax was also repealed and divorce was legalized in South Carolina.

Later governors continued to support economic development. The **State Development Board** was created in 1954 to attract industries to South Carolina. The Board recruits businesses from other parts of the country and from Europe that are attracted to the state because of tax breaks, low wages and the state government's opposition to labor unions. The state legislature passed a bill in the late 1940s that established South Carolina as a 'right to work' state. Right to work laws supported (and continue to support) the interests of management over the workers by outlawing the closed shop. The law allowed employees to work in a factory without joining the recognized and elected union. This undermined the unity and therefore the effectiveness of the union at the bargaining table and contributed to the scarcity of labor unions in South Carolina. The technical education system also attracted economic investment in South Carolina as it supplied an educated and trained work force to meet industry specifications.

Resistance to the Supreme Court decision in *Brown v Board of Education* and the protests that followed were captured in newspaper photographs and television footage. This hurt South Carolina's image and its ability to attract economic investment. White business leaders, motivated by economics, supported accommodation, which led to greater economic, political and social opportunities for African-American workers (8-7.4).

An extensive system of roads and highways built by both the federal government and the state of South Carolina crisscross the state and provide transportation for goods to consumers throughout the country. Airports were built in major cities in South Carolina and have contributed to economic development. The State Ports Authority continues to oversee the development of the ports of Charleston, Georgetown and Port Royal and has helped to attract foreign companies to the state and promote international trade.

It is not essential for students to know

It is not essential for students to remember specific events during World War II that are connected to South Carolina such as Doolittle's Raiders.

Students do not need to know the names or accomplishments of other specific governors who contributed to the economic development of South Carolina. Students do not need to know specific companies that have been attracted to South Carolina such as Michelin or BMW. They do not need to know that there was some resistance to these companies from local businesses that feared that the higher wages they promised to pay would adversely affect their own ability to attract workers.

Assessment guidelines:

Appropriate assessments would require students to **summarize** the economic growth in South Carolina during and after World War II. Students should be able to **explain** the role of Governor Strom Thurmond in promoting this growth. They should also be able to **explain** the role of the State Development Board, the technical college system and the scarcity of unions in South Carolina in attracting economic investment. Students should be able to **summarize** the impact of good roads and a modern seaport on economic development. They should also be able to **interpret maps** of highway systems and **graphs** showing economic activity.

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

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)

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous/future knowledge:

In 3rd grade, students summarized the changes in South Carolina’s economy in the twentieth century, including the rise and fall of the cotton/textile markets and the development of tourism and other industries (3-5.3).

In 5th grade students summarized changes in the United States economy following World War II, including the expanding job market and service industry, consumerism, and new technology (5-5.1).

In United States history, students will explain the lasting impact of the scientific and technological developments in America after World War II, including new systems for scientific research, medical advances, improvements in agricultural technology, and resultant changes in the standard of living and demographic patterns (USHC-8.5). Students will also explain the causes and effects of social and cultural changes in postwar America, including educational programs, expanding suburbanization, the emergence of the consumer culture, the secularization of society and the reemergence of religious conservatism, and the roles of women in American society (USHC-9.1).

It is essential for students to know

Since students have a foundation in the economic changes that followed World War II from 5th grade and will expand this knowledge in United States History in high school, 8th grade students should focus on how prosperity, expanding consumerism and changing demographics as a result of medical advances contributed to the development of the South Carolina economy based on tourism and the influx of retirees.

In the post war period, the state of South Carolina continued a tradition begun in the late 19th century of promoting Northern tourism to Southern climes. In the late 19th and early 20th centuries, moneyed Northerners were attracted to such places as Aiken and Camden for temperate outdoor pastimes (horse racing and hunting) and had bought up former plantations for hunting and relaxation. These large tracts of land were purposely left undeveloped providing the state with parcels of land that later became national parks and preserves for research, recreation and tourism such as Brookgreen Gardens and Huntington State Park. In the postwar period, the wide availability of the automobile and the expansion of highways by the national government [Federal Defense Highway Act] during the Eisenhower administration accelerated the development of the tourist industry begun in the 1920s (8-6.4). Motels and fast food restaurants followed the building of highways and resort development gave Americans a place to go. Charleston and the South Carolina coast, especially Myrtle Beach, became popular vacation destinations. The greater availability of air conditioning contributed to the growth of tourism in South Carolina during the hot summer months. As the Greatest Generation and the Baby Boom generation age and retire they are looking for places to play golf and tennis and to enjoy their golden years. Resorts such as Hilton Head Island and other South Carolina resort islands answer this demand. The development of these islands threaten existing communities and give South Carolina the unique opportunity to preserve the cultural heritage of the African-American experience of the region.

It is not essential for students to know

It is not essential for students to know specific highways that were built or improved, such as Hwy 301 or Interstate 95. Nor is it essential for students to understand how the building of Interstate 95 adversely impacted the 301 corridor and many communities in South Carolina. It is not essential for students to know about the environmental hazards to beaches, natural areas and wildlife that tourism has brought to the coast. Although retirement as a motivation for migration to South Carolina is not specifically addressed in this indicator, retirees have an important impact on the state and students should know that good climate and low taxes make retirement communities in South Carolina attractive.

Assessment guidelines:

Appropriate assessments would require students **identify examples** of the expanding tourist industry in South Carolina. Students should also be able to **explain** why there was a greater demand for resorts in the postwar period. Students should be able to **interpret maps and graphs** that demonstrate the impact of the highway system and the growth of tourism in South Carolina.

Effective May 2008

Indicator 8-7.2

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

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)

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous/future knowledge:

In 5th grade students summarized changes in the United States economy following World War II, including the expanding job market and service industry, consumerism, and new technology (5-5.1). They also explained how humans change the physical environment of regions and the consequences of such changes, including use of natural resources and the expansion of transportation systems (5-5.2).

In United States history students will explain the causes and effects of social and cultural change in postwar America (USHC 9.1).

It is essential for students to know

Students should have a foundation in economic change in the United States in the postwar period and the focus on economic changes in South Carolina will deepen this understanding. By focusing on the impact of industrialization and mechanization on the economy of South Carolina and the emigration of African Americans, 8th grade students will be better able to understand the causes of social and cultural change in postwar America that they will study in United States history.

During World War II many workers, especially African Americans, left the farm, for factory jobs in towns in South Carolina or in wartime industries across the nation. Landowners turned to crops that could be harvested by machine such as soybeans. Many returning veterans did not return to the farm. Depopulation led to an even greater reliance on mechanization and fewer acres planted in cotton which was still harvested by hand. By the mid-1950s, tobacco had replaced cotton as the most important crop in the state. Unable to buy the expensive equipment needed to plant and harvest their crops sharecroppers and tenant farmers left the countryside. Others borrowed to buy equipment. In the postwar period, new farming methods and the use of fertilizers led to increased yields, overproduction and falling prices. This drove many small farmers out of business. Falling prices left farmers unable to pay their loans so they too left the farm for cities and towns. By the 1970s, more South Carolinians lived in cities than in rural areas.

Many found jobs in industries that had been attracted by state efforts (8-7.2). As a result of industrialization and mechanization, South Carolina’s economy changed from one that was based on agriculture to one based on manufacturing and tourism in the postwar period.

It is not essential for students to know

Students do not need to know the number of people who left the farms nor do they need to know the percentage of the decline in numbers of acres planted.

Assessment guidelines:

Appropriate assessments would require students to **explain** how the attraction of jobs in developing industries and the mechanization of farming contributed to the depopulation of rural areas and the decline of agriculture in South Carolina. Students should be able to **interpret maps and graphs** that show these changes in South Carolina’s economy.

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

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)

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous/future knowledge:

In 3rd grade, students summarized the key events and effects of the civil rights movement on South Carolina, including the desegregation of schools (*Briggs v. Elliott*) and other public facilities and the acceptance of African Americans’ right to vote (3-5.6).

In 5th grade, students explained the advancement of the civil rights movement in the United States, including key events and people: desegregation of the armed forces, *Brown v. Board of Education*, Martin Luther King Jr., Rosa Parks, and Malcolm X (5-5.1).

In United States history, students will explain the movements for racial and gender equity and civil liberties, including their initial strategies, landmark court cases and legislation, the roles of key civil rights advocates, and the influence of the civil rights movement on other groups seeking ethnic and gender equity (USHC-9.5).

It is essential for students to know

Although this indicator focuses on economic opportunity of African Americans, the primary strand is history so emphasis should be placed on the historical development of the civil rights movement in South Carolina and how it has impacted economic opportunities for African Americans.

Jim Crow laws, restrictions on voting by such means as poll taxes and literacy tests, and discrimination in the workplace (8-5.1), continued to limit the economic and social opportunities of African Americans in the 20th century. It is important for students to understand that the movement for civil rights in the United States was continuous from the colonial period. Throughout the 20th century, organizations such as the NAACP, the Congress of Racial Equality, the National Association of Colored Women, and the National Urban League actively sought the recognition of African American rights. Despite their contributions to all U.S. war efforts, African Americans were forced to tolerate second class citizenship. In the post World War II period, the movement for civil rights accelerated as a result of the “victory abroad, victory at home” (Double V) campaign of African Americans, the Supreme Court decision in *Brown v. Board of Education*, the influence of mass media and the leadership of Martin Luther King, Jr.

In 1948 in South Carolina, the modern civil rights movement started with a simple request. The parents of some African American students in Clarendon County, South Carolina requested a bus to take their children to their all-black school. Some children had to walk 18 miles to and from school each day. Since the county’s [2375] white children had [30] school buses for their use and its [6531] black students had none, parents at Scott’s Branch School felt that the “separate-but-equal” doctrine established by the Supreme Court in *Plessy v. Ferguson* required that the school district at least pay for the gas and repairs on the used bus that the families had bought for their children. Parents did not originally seek integration but instead some equality. The case was dismissed due to a technicality. With the assistance of local leaders and the National Association for the Advancement of Colored People, [25] parents brought suit against the school district in a new case, *Briggs v. Elliot*, for equal treatment under the law as required by the 14th amendment. In federal district court, the state’s counsel admitted that the separate schools for

African Americans were unequal but claimed that the state had initiated a building program that would bring the African American schools up to par with the white schools (see below). The court, therefore, ruled in favor of the school district. The NAACP then appealed the case to the United States Supreme Court, combining it with others like it from several states. . *Briggs v. Elliot* was first of five cases that became part of the landmark *Brown v. Board of Education of Topeka, Kansas* decision that was decided in 1954. In *Brown* the Supreme Court ruled that separate was inherently unequal. The court further ruled that African American students should be integrated into classrooms with white children with “all deliberate speed.”

The *Brown* ruling was met with widespread and sometimes violent opposition and delay, delay, delay. The governor of South Carolina [James F. Byrnes] encouraged this resistance. White Citizens Councils were established to coordinate efforts to intimidate African Americans who petitioned for equal treatment and to label whites who supported the court’s ruling as traitors to their race. South Carolina’s Senator Strom Thurmond authored the Southern Manifesto, signed by all but three of the Congressmen from the Deep South [101 in total]. This document condemned the *Brown* decision for upsetting the relationship of whites and African Americans in the South and encouraged resistance to desegregation. Resistance included the establishment of numerous ‘white flight’ private academies, school choice, and plans for the voluntary closing of public schools. For more than a decade a South Carolina committee appointed by the governor sought legal means to avoid integration of South Carolina’s public schools. Similar actions were taken in other southern states. It would be the early 1970s before full-scale integration occurred in most South Carolina schools.

However, the **civil rights movement** had begun in South Carolina and other southern states and would not be stopped. As a result of Rosa Parks’ and the Montgomery Bus Boycott, the Supreme Court ruled that city buses could not be segregated. But South Carolina bus companies ignored the ruling. When students staged a sit-in at a North Carolina lunch counter, South Carolina students followed suit throughout the state. Protests and demonstrations throughout South Carolina echoed the national movement led by Martin Luther King, Jr. As time passed, the response of the white leadership of South Carolina, led by Fritz Hollings, began to be tempered by their desire to attract economic investment to the state (8-7.1). Pictures of protests and violence in other southern states carried on nationwide TV and in newspaper articles did not encourage such investment. The Arkansas economy had been hurt significantly by what happened in Little Rock. Consequently in 1963, South Carolina began to slowly and deliberately integrate public facilities by beginning at the college level with Clemson College and the University of South Carolina without the violence which engulfed campuses in other southern states. This relatively peaceful integration of public facilities in South Carolina was marred by the violence of the Orangeburg Massacre when black students protesting an all-white bowling alley were shot by the highway patrol and the National Guard. The Civil Rights Act of 1964 and the Voting Rights Act of 1965 were enforced in South Carolina and public schools were finally desegregated as a result of another court ruling 15 years after the ruling in *Brown v. Board of Education*.

The economic opportunities of African-American farmers, sharecroppers and tenant farmers were being undermined by the **agricultural decline** (8-7.3). However, opportunities were opening up as a result of the civil rights movement and industrial growth in South Carolina. In the early 1960s, the textile industry, long a whites-only employer, began to hire African-American workers. The Civil Rights Act of 1964 outlawed discrimination in the workplace and provided additional job opportunities for African Americans when enforced.

While the *Briggs* case was still pending in the federal courts [1951], South Carolina launched a statewide effort to improve education by making separate African American schools equal to schools for whites and

therefore able to remain segregated under the *Plessy* doctrine. Determined to maintain segregation, the state was also willing to continue to provide expensive separate professional programs or pay high tuition rates for African American students to attend out-of-state professional programs rather than admit African American students to professional programs at the all-white state schools. To fund these efforts, the state legislature passed a sales tax to fund millions of dollars in buildings that improved schools for African-American students significantly. At the same time, in order to address inequities in districts that offered just whites-only facilities, the state also began a process of consolidating school districts from over 1,000 to the current 85. As a result, the one-room schools attended mainly by African Americans in rural areas closed. As a result of the resistance movement that developed in response to the *Brown* ruling, the state legislature passed a compulsory education law. The courts ruled that freedom of choice plans were an unacceptable means of integrating the schools. Eventually educational opportunities for African American and rural white students alike were improved when schools were integrated as a result of another court order in the early 1970s. The Education Improvement Act of the 1980s and Educational Accountability Act of the 1990s were passed to ensure that all children have the opportunity to learn. However the achievement gap continues to be the legacy of years of discrimination in educational opportunity.

It is not essential for students to know

Students do not need to remember the names of the governors who served during the civil rights era. Students do not need to remember the names of the African American leaders such as Reverend Joseph DeLaine, Modjeska Simpkins, Thurgood Marshall and SC Justice Julius Waites Waring, who were instrumental in the *Briggs* case. Students do not need to know the specifics of South Carolina's efforts to delay the implementation of integration such as that between 1951 and 1966, it was Lawrence Gressette who chaired a South Carolina 15-man committee appointed by the Governor Barnes to seek legal means to avoid integration of South Carolina's public schools. Similar actions were taken in other southern states. Students do not need to remember civil rights activities that took place in other parts of the South, such as the Birmingham campaign or the Selma March. They do not need to know how the civil rights movement impacted politics in South Carolina, changing the state from a Democratic stronghold to a Republican stronghold as a result of the support of Presidents Kennedy and Johnson for the civil rights movement and Richard Nixon's Southern Strategy. Students do not need to know the details of the education accountability program or current efforts to amend it.

Assessment Guidelines:

Appropriate assessments will require students to **explain** how economic opportunities for African Americans changed from discrimination to opportunity as a result of the *Briggs v. Elliott* case, the integration of public facilities and the civil rights movement, agricultural decline, and statewide educational improvement. Students should be able to **summarize** the resistance to civil rights for African Americans in South Carolina. Students should be able to **compare** the civil rights movement in South Carolina with the movement in other parts of the South. Students should be able to **interpret maps and graphs** related to educational and economic changes in South Carolina as a result of the civil rights movement.

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

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)

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous/future knowledge:

In 5th grade, students explained the course of the Cold War, including differing economic and political philosophies of the Union of Soviet Socialist Republics (USSR) and the United States, the spread of Communism, McCarthyism, the Korean Conflict, the Berlin Wall, the space race, the Cuban missile crisis, and the Vietnam War (5-5.1). They also explained the political alliances and policies that impacted the United States in the latter part of the twentieth century, including the North Atlantic Treaty Organization (NATO), the United Nations, and the Organization of Petroleum Exporting Countries (OPEC) (5-5.2) and used a map to identify the regions of United States political involvement since the fall of the communist states, including places in the Middle East, Central America, the Caribbean, Africa, the Balkans in Europe, and Asia (5-5.3). Students summarized the changes that have taken place in United States foreign policy since 1992, including the globalization of trade and the war on terrorism (5-6.5) and compared the position of the United States on the world stage following World War I, World War II, and the collapse of the communist states (5-6.6).

In United States history, students will summarize the origins and course of the Cold War, including the containment policy; the conflicts in Korea, Africa, and the Middle East; the Berlin Airlift and the Berlin Wall; the Bay of Pigs and Cuban missile crisis; the nuclear arms race; the effects of the “Red Scare” and McCarthyism; and the role of military alliances (USHC-9.2). They will summarize the key events and effects of the Vietnam War, including the Gulf of Tonkin Resolution and the Tet offensive; the protests and opposition to the war; and the policies of presidents John Kennedy, Lyndon Johnson, and Richard Nixon (USHC-9.3). Students will also compare the domestic and foreign policies of the period including Kennedy’s New Frontier, Johnson’s Great Society, and Nixon’s establishment of environmental protection and rapprochement with China—as well as relations with the Soviet Union and the continuing crises in the Middle East under all administrations from Harry Truman to Jimmy Carter (USHC-9.4).

It is essential for students to know

Since students have some background in the origins and course of the Cold War from the 5th grade and will encounter this material again in United States history, the focus of 8th grade should be on the direct impact of the Cold War on the economy of South Carolina.

The Cold War impacted the economy of the United States and that of South Carolina. Military spending spawned industries that have provided jobs. The **Savannah River Nuclear Plant** was built to provide weapons grade plutonium for the United States nuclear arsenal (8-7.1). It continues to provide jobs and an economic boost to the region, despite the end of the Cold War. As a result of Cold War spending and the war on terrorism, military bases in South Carolina have continued to play an important part in the state’s economy. After the fall of the Soviet Union, the Myrtle Beach Air Force base and the Charleston Naval Shipyard were closed in the 1990s. However, recent problems in the Middle East, including the first and second Gulf Wars in Iraq, have seen an increase on America’s dependence on other training facilities and staging areas in South Carolina, such as Fort Jackson, Parris Island, Sumter Air Force Base and the port of Charleston.

The globalization of trade has also impacted the economy of South Carolina. Not only have international companies been attracted to the state by the State Development Board (8-7.1), but these companies have attracted workers. Large numbers of migrants, both legal and illegal, have come into the state to find jobs. Workers were attracted to the Sunbelt when industries in the Rustbelt, such as the American automobile industry, suffered from foreign competition and downsized. Hispanic migrant workers have taken the place of South Carolinians who left agriculture for better opportunities (8-7.3). Retirees attracted to the Sunbelt by climate and low taxes (8-7.2) have spawned businesses to meet their needs, such as the construction of new housing.

The lowering of tariff barriers to international trade has impacted the economy of South Carolina. Although the American textile industry was declining because of foreign competition even before tariffs were lowered, there has been a profound decline in the textile industry due to trade agreements such as the North American Free Trade Agreement (NAFTA). Textile jobs have moved overseas where labor costs are lower. The need to retrain workers has stimulated the growth of the technical college system (8-7.1).

Charleston's modernization as a container port has attracted worldwide trade. The State Ports Authority continues to oversee the development of the ports of Charleston, Georgetown and Port Royal and has helped to attract foreign companies to the state and promoted international trade (8-7.1).

It is not essential for students to know

Students do not need to know the names of the governors of South Carolina during the post war period or the roles that each played in fostering economic development and/or educational reform. They do not need to remember the names of the presidents of the United States or their principle contributions during this time period. However, it would be helpful as a transition between 5th grade and 11th grade for 8th grade teachers to review this information. Students do not need to remember the events of the Cold War or the specific contributions of South Carolinians to these incidents. However, it would be helpful for 8th grade students to review this information, perhaps as an introduction to the economic impact of the Cold War on South Carolina.

Assessment guidelines:

Appropriate assessment would require students to **explain** the impact of the Cold War and changing economies, including the growth of international trade, on South Carolina.