

Suggested Activities for the study of South Carolina History

Suggested Activities Created for 8th grade Standard 8-1 (The following activities may be adapted to Grade 3 study of South Carolina)

--Begin a developmental time line to span the course of study. Have students post the events in the classroom on a long wall or board. Keep a timeline for the unit being studied in their notebooks.

--Have students brainstorm about their locality. Make lists, brochures, slide shows, etc about the physical landscape, landmarks, historical places and outstanding features of their region.

--Have students keep desk or notebook outline maps to label unit by unit the physical and political geography of the state, movement from Europe to the Americas, the thirteen colonies, and westward expansion.

--Create a map display that shows Indian origins of South Carolina towns, cities, counties, rivers and lakes.

--If the local community has a museum, historical society, or state park, check on programs involving Indian displays or artifacts, etc. and make a field trip to the site. Prepare reports on the findings.

--Research an actual or create a hypothetical archaeological site to locate Indian artifacts, before and after European exploration. Have students set up hypotheses and test them using evidence and inference. A good example is the kingdom of Cofitachequi near Camden for Native Americans and Port Royal at Parris Island for the Spanish and the French settlements.

--Debate the controversy surrounding the effects of the Spanish exploration period, particularly the merits of Columbus's acquisitions. Students research two or more views of the period, and compare/contrast the attitudes of the 15th century church with that of today.

--Read primary source accounts of the first English voyage to Carolina in 1669-1670.

--To distill the volume of factual information for the thirteen colonies, have students divide them into three major areas by settlements of Plymouth, Jamestown, and Charlestown. Create charts and use an outline map to show founders, dates, reason for founding, type of government, use of slaves, development of businesses, agricultural crops, trade, and religious groups. Draw this into the basic goal of phrasing this study in the four forces of the narrative: geography, economics, political systems, and religion. This becomes the paradigm for each successive unit: a cause and effect narrative arising from these four forces.

--Research the African American population of South Carolina in terms of their African origins, the development of Gullah, and contributions to folklore and crafts. Create a Gullah dictionary,

arrange for a demonstration of basket weaving, listen to tapes of African American folk tales and song, demonstrate the processing of indigo, or show the stages of rice cultivation. Find copies of early African spirituals and convert one to a more modern song.

--Make a literary connection by reading *The Light in the Forest* by Conrad Richter.

Suggested Activities for Standard 8-2

--Continue the developmental time line for the Revolutionary period showing the precipitating events. Use a cause/effect chart showing actions of Parliament and responses of the colonists.

--Debate the Stamp Act. Students explain the British rationale and the American beginnings of self-rule in formal classroom debate using proper debate protocol.

--Create a "Who Am I?" games or Bingo game on the major players of the period.

--Map the major engagements and show in particular the South Carolina battles. Show how South Carolina had more engagements than in other colony.

--Visit a battlefield in your area.

--Research South Carolina women who participated in the war. Compose a diary assuming the role of Kate Moore Barry, Elizabeth Hutchinson Jackson, Dicey Langston, Rebecca Motte, or Jane Thomas.

--Gather articles, poems, video on the major heroes of the period: Daniel Morgan, Francis Marion, Thomas Sumter, and Andrew Pickens and share with class.

--Do this also for the delegates to the Stamp Act Congress and Constitutional Convention. Students in the Low Country or any students visiting Charleston will find the Old Exchange and Drayton Hall excellent educational tools for this period.

Suggested Activities for Standard 8-3

--Create charts for the early political parties of the Federalists and Democratic-Republicans, their leaders, positions on debt, foreign involvement, federal vs. states' rights, etc. Superimpose the current two parties' views on these and compare. Have a guest speaker such as a state representative or local government professor continue this discussion.

--Research the growth of churches during the period, the revivals, circuit riders, etc. Research the first Catholic diocese of South Carolina; Bishop John England; the first Catholic Church in South Carolina and Georgia, St. Mary's; and the eventual construction of the Cathedral. Survey the growth of the diocese of Charleston.

--Make an architectural study of the major churches of Charleston, the Charleston townhouse, or the plantation house. Examine the Palladian styles of St. Michael's Church and Drayton Hall and compare to the Federal style.

--Prepare a power point lesson on the architecture and agricultural system of a plantation located in your area. Beaufort area students could produce a lesson on the Coffin Point Plantation as an example of a low Country plantation house while students in the Upstate could produce a lesson on the Walnut Grove plantation in Spartanburg County. Diocesan schools then share the instructional CD's and make connections to other schools.

See SC Department of Archives & History Public Programs.

--Administer to the students a citizenship test which is given to naturalized citizens. Have them compare their knowledge after completion of a unit on the founding period, the Constitution and Bill of Rights, and the current South Carolina federal and state officials.

--Use a particular study of George Washington to look at the definition of a heroic life. Cite his war efforts, decisions of his presidency and his faith to indicate heroic qualities.

There are numerous films, books, and educational materials available. Specify his quotes on his faith and reliance on God.

--Show the important roles South Carolinians played in the early national government. List leaders such as the Charles C. and Thomas Pinckney, John Rutledge, Pierce Butler and Henry Laurens. Describe their contributions and compare to state leaders today.

--Continue the developmental time line; map the Louisiana Purchase and movement westward.

Suggested Activities for standard 8-4

--Stress and profile the South Carolinians such as William Barrett Travis and the Palmetto Regiment in the Mexican War. Continue the developmental time line and adding acquisitions to the outline map.

--Sequence the events leading up to the Denmark Vesey slave insurrection. Locate primary source materials from the 1822 Charleston newspapers describing it. Locate primary source runaway slave reward ads.

--Add the text *Down by the Riverside: A South Carolina Slave Community* by Charles Joyner (University of Illinois Press, 1984) to the classroom for detailed information about the slave culture of South Carolina during the antebellum period.

--Use a writing connection of comparison/contrast and descriptive writing for students to compare teen life today to that of an enslaved teen of the antebellum period.

--Make available texts on piracy and even ghost tales to elicit student interest, especially among reluctant readers.

--Access the many materials on the Civil War itself to enrich the learning experience.

--Complete a "Cemetery Study". Do grave rubbings to display with facts on oldest gravestones, soldier headstones, interesting epitaphs, religious symbols, evidence of any strange connections to time, family, etc.

For a connected service project, help restore abandoned plots, clean gravesites, remove litter, place veteran flags. Be sure to have permission and call the local VFW for help with the flag placement.

--Continue developmental time line.

--Visit Ft. Sumter if possible.

--Create a profile of Lincoln as with Washington to describe the heroic traits. Research the historians' list of greatest American presidents. Have students explain how Lincoln always makes the list.

--Research the burning of Columbia and impact on the State House. Attach graphics to reflect the result. Show actual photographs by photography available at the time.

--Write reports on South Carolina leaders of the period. Suggest John C. Calhoun, chosen by the U.S. senate as one of the five greatest senators of all time. Compare him to Daniel Webster and Henry Clay. Have students defend how Calhoun would rank as a leader today.

--Research the Wade Hampton family from the Revolutionary period through the Civil War period. Research the first black Union regiment raised in the sea islands of South Carolina. Research the varied roles women played during the Civil War in South Carolina.

--Locate the facts of the Preston Brooks and Charles Sumner fight on the U.S. Senate floor. Compare to the partisan politics of today. Have students act out the interchange.

--Research the technological advances that came out of the war. Research the *Hunley* and visit the exhibit at the Charleston Naval Base if possible.

--Research traditions that came out of the war such as the Congressional Medal of Honor and Memorial Day.

--Research Gen. Robert E. Lee. Examine the heroic qualities he possessed that Lincoln hoped to utilize had he accepted Lincoln's offer to be the Northern commander.

--Assign a Civil War novel such as *Across Five Aprils* by Irene Hunt.

--Have students memorize the Gettysburg Address. Read the Second Inaugural Address. Have students discuss how these sound like the Bible and why Lincoln used Biblical allusion in his words.

--Create graphs or pie charts to compare casualties of the Civil War to other American wars.

Suggested Activities for Standards 8-5 and 8-6

--Create a “mini unit” on immigration post Civil War into the 20th century. Have students obtain census data by the decades to show patterns in South Carolina. Create a chart to show origins of immigrants and compare by decades. Have students detail current problems faced by immigrants and the role of the Catholic Church in ministering to them. Pay attention to the great migration from South Carolina in the early 20th century.

--Offer a writing connection. Have students describe a day in the life of a sharecropper or textile mill worker. Write a song the workers might have sung to ease their burdens.

--Create a model of a mill house and/or a mill village. Compare it to a town house or the plantation house earlier researched.

--Use a United States history text to detail the close of the frontier. There are numerous materials available on the Indian resistance and eventual confinement to reservations.

Suggested Activities for Standards 8-7 through 8-9

--Have students report on the contributions of South Carolina soldiers in World War I. Include facts about numbers, the regiments and divisions, the casualties, the Medal of Honor winners and the significance of their contributions. Create a recruiting ad that may have inspired the great numbers to volunteer.

--Describe the impact of the Great Depression on South Carolinians– businessmen, farmers, mill workers.

--Research and detail local community sites impacted by the New Deal Projects such as the Works Project Administration (WPA).

--Show how Franklin D. Roosevelt fits in the list of top American presidents. Have students begin a personal list of great South Carolina leaders from their study to date. Add James F. Byrnes for this period and give reasons.

--Access a United States history text and numerous available materials to further the study of WWII.

--As with WWI, have students compile information on South Carolina soldiers' contributions in WWII. Include specific and ironic information on the Medal of Honor winners.

--Continue the developmental time line. Add Alaska and Hawaii to complete the fifty states.

--Have students write reports about the evolution of South Carolina race relations from slavery through Reconstruction, from the Ku Klux Klan to the NAACP in the 20th century, from the fifties and sixties to the present. Encourage the discussion of social justice issues.

--Have students select a time period in South Carolina history in which they would like to live other than the current one. Have them write persuasive essays detailing reasons.

--Write expository essays about how they would take their knowledge of history and bring it to another time period to better that time period.

--Write descriptive essays about how they and their local school community are working to improve the environment.