

# ***GRADE 8***

***SUGGESTED CLASSROOM INSTRUCTIONAL TIME***

***++++ 200 MINUTES PER WEEK +++++***

## **Grade 8 Social Studies**

### **South Carolina: Its Place in American History**

**Social Studies in grade eight expands students' understanding of American history through the study of people and events from the earliest discovery of the North and South American continents to current events. This study focuses on the story of the history of South Carolina and the role that the state and its people have played in the development of the United States as a nation. The course covers the following: development of the New World; the Age of Discovery and Exploration; the formation of a new nation; the creation of the Constitution; the rising controversy over slavery, and the Civil War, the rebuilding and the continuing struggle for civil rights and justice; the emergence of the United States as a world power in the 20<sup>th</sup> and 21<sup>st</sup> Centuries; and its influence on the world as well as the impact of the world on America.**

**Instruction should emphasize the elements of social studies literacy and the strategies and perspectives necessary for understanding the four disciplines addressed in this subject area: Geography, History, Political Science, and Economics, within a framework of Catholic Identity and Catholic Social Justice.**

**Standard 8-1:** Students will demonstrate an understanding of the settlement of America and South Carolina by the Native Americans, Europeans, and Africans.

**Indicators:**

- 8-1.1 Map the physical and political geography of South Carolina and its land forms and divisions, river systems and lakes, cities, and boundaries. (S.C.)
- 8-1.2 Explain how and when the earliest Americans arrived in North America; identify the major North American Indian cultures and how they adapted to the land to form their societies. (U.S.)
- 8-1.3 Summarize the specific culture of the Eastern Woodlands Indians.(U.S.)
- 8-1.4 Describe South Carolina tribes in their locations, levels of development from pre-history to modern times, and their use of natural resources. (S.C.)
- 8-1.5 Review the changes in European social, political, and economic systems that led to the Renaissance and the age of exploration of the Americas. (U.S.)
- 8-1.6 Determine the influence of the Spanish colonization, the religious and economic reasons, and the decline of the Spanish Empire in America. (U.S.)
- 8-1.7 Locate on maps the Spanish presence in South Carolina at San Miguel and San Felipe. (S.C.)
- 8-1.8 Describe the Dutch and French exploration of America and settlements to include Charlesfort on the S.C. coast. (U.S. and S.C.)
- 8-1.9 Explain the widespread English exploration of North America in the 1500's and reasons for it in the context of political, economic and, in particular, religious changes in Europe. (U.S.)
- 8-1.10 Map the original 13 colonies by their three divisions of New England, Middle and Southern; locate their first English settlements; give the particular reasons for each settlement: economic (mercantilism), political, and religious, i.e. Catholic Baltimore. (U.S.)
- 8-1.11 Summarize the history of English settlement in Carolina and its political origins with the Proprietors and eventual economic importance to Britain. Note the diversity and social strata of settlers and their early government and leaders. (S.C.)

- 8-1.12 Describe the growth of the African American population during the colonial period and the significance of African Americans in the developing culture (e.g. Gullah). Include the origins of the enslaved, the growth of the slave trade, the impact on population imbalance and the resulting slave revolts. (S.C.)
- 8-1.13 Describe the economic growth of South Carolina based on agriculture, with attention to indigo and Eliza Lucas Pinckney and low country rice plantations (plantation system). Compare this growth to that of the middle and New England colonies. Show the triangular trade pattern. (U.S. and S.C.)
- 8-1.14 Discuss the waves of immigration to the Back Country of the colonies and in particular South Carolina, noting and contrasting their lifestyles and religious life to that of the Low Country. (S.C.)
- 8-1.14 Analyze the early colonial growth of self-government and political unrest in response to tightening of control by Great Britain. (U.S.)
- 8-1.15 Summarize the French and Indian War in the colonies and in South Carolina (the Cherokee War). Show its impact by mapping the new colonial boundaries. (U.S. and S.C.)

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

**Indicators:**

- 8-2.1 Summarize America's place in the British empire with respect to mercantilism, home rule, expansion West and the Proclamation of 1763. (U.S.)
- 8-2.2 Explain Britain's need for revenue, Parliament's new taxes, and the colonists' reaction. (U.S.)
- 8-2.3 Review the premise of the Declaration of Independence. Note the roles of the four South Carolina signers-Edward Rutledge, Henry Middleton, Thomas Lynch, Jr. and Thomas Heyward- as well as the major founding fathers. (U.S. and S.C.)
- 8-2.4 Explain the interests and roles of South Carolinians in the events leading to the American Revolution, including the state's reaction to the Stamp Act and the Tea Act; and the role of Christopher Gadsden and the Sons of Liberty. (S.C.)
- 8-2.5 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. (S.C.)
- 8-2.6 Summarize the course and key conflicts of the American Revolution. Consider the specific effects on the state of South Carolina, 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 Kings Mountain. (U.S. and S.C.)
- 8-2.7 Explain how the Continental Army benefited from the help of European nations. (U.S.)
- 8-2.8 Summarize the conclusion of the war and the terms of the Treaty of Paris. (U.S.)
- 8-2.9 List the weaknesses of the Articles of Confederation and two accomplishments. (U.S.)

- 8-2.10 Identify the two plans (the New Jersey and Virginia plans) debated at the Constitutional Convention, their authors, and their differences.
- 8-2.11 Discuss the Great Compromise, the Three-Fifths Compromise and debates that created the framework of our new Constitution, and the positions South Carolina leaders took. (U.S. and S.C.)
- 8-2.12 Name and distinguish the two earliest political parties and their founding father proponents. (U.S.)
- 8-2.13 Identify the Bill of Rights, separation of powers, checks and balances, and flexibility of the U. S. Constitution. (U.S.)
- 8-2.14 Describe George Washington, his presidency and the problems facing the new nation. (U.S.)

**Standard 8.3:** The student will demonstrate an understanding of the course of events in the United States and South Carolina between the years 1800 and 1850.

**Indicators:**

- 8-3.1 Identify developments during the age of Jefferson and origins of growth of an industrial North versus the agricultural South. (U.S. and S.C.)
- 8-3.1 Map the growth of the new nation westward including the Louisiana Purchase. (U.S.)
- 8-3.2 Explain the nation's response to changes in Europe and the resulting impact of the War of 1812. (U.S.)
- 8-3.3 List social problems facing the nation after 1815. Include how the Industrial Revolution influenced the economy in the early 1800's giving rise to the middle class. (U.S.)
- 8-3.4 Explain the concept of nationalism. Include the Monroe Doctrine.(U.S.)
- 8-3.5 Contrast the growing sectionalism: identify three major geographic sections and their economies. (U.S.)
- 8-3.6 Discuss how the Missouri Compromise of 1820 hoped to reduce the sectional rivalry. (U.S.)
- 8-3.7 Identify ways democracy grew in the United States during the age of Jackson. (U.S. and S.C.)
- 8-3.8 Analyze Jackson's policies, in particular the spoils system, Indian Removal Act, Trail of Tears, and the tariff issue. (U.S. and S.C.)
- 8-3.9 Summarize the Denmark Vesey rebellion near Charleston and the resulting slave codes. (S.C.)
- 8-3.10 Explain why John C. Calhoun wrote the Nullification Doctrine. (S.C.)
- 8-3.11 Identify the meaning and implications of the concept of Manifest Destiny. Explain the role of South Carolina and its citizens in the Texas Revolution. Name the South Carolina commanders and their roles at the Alamo. (U.S. and S.C.)
- 8-3.12 Map westward expansion including Texas and Oregon. (U.S.)

8-3.13 Summarize the Mexican War; include the role of South Carolina's Palmetto Regiment. (U.S. and S.C.)

8-3.14 Discuss how the Compromise of 1850 attempted to solve sectional difficulties; explain reasons for breakdown of the compromise. (U.S. and S.C.)

8-3.15 Map the divisions of free states, slave states, and territories through 1854. (U.S. and S.C.)

**Standard 8-4:** The student will demonstrate an understanding of the antebellum South and investigate the causes and effects of the major events leading to the Civil War and its outcome.

**Indicators:**

- 8-4.1 Explain the importance of agriculture in antebellum South Carolina, including plantation life, small farm life, slavery, and impact of the cotton gin. (S.C.)
- 8-4.2 Describe the expanding population of the time and the various segments of society from the planters to the slaves. Include the schools and colleges founded by religious leaders, the Jewish community in Charleston, and in particular the first Catholic Church and the arrival of the its Bishop, John England, in 1820, along with the growth of the 65 churches of the diocese by 1842. (S.C.)
- 8-4.3 Explain the breakdown of compromise. Examine the Kansas-Nebraska Act and the Dred Scott case. (U.S. and S.C.)
- 8-4.4 Explain the election of 1860 and its impact. (U.S. and S.C.)
- 8-4.5 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. (S.C.)
- 8-4.6 Summarize the firing on Ft. Sumter and the results. (S.C.)
- 8-4.7 Compare the war plans of the South and the North. (U.S. and S.C.)
- 8-4.8 Create a timeline (chart) of the campaigns, military leaders, outcomes, and significance. (U.S. and S.C.)
- 8-4.9 Discuss how the Emancipation Proclamation strengthened the northern war effort. (U.S. and S.C.)
- 8-4.10 Detail specific geographic locations and events in South Carolina including the capture of Port Royal, the Union blockade of Charleston, and Sherman's march through the state, including the burning of Columbia. (S.C.)
- 8-4.11 Explain the concept of total war and Sherman's march to the sea. (S.C.)
- 8-4.12 Describe Lee's surrender at Appomattox Court House and the end of the Confederacy. (U.S. and S.C.)
- 8-4.13 Describe the impact of the war on the North and the South. (U.S. and S.C.)

8-4.14 Explain Lincoln's reconstruction plans and give the details of his assassination.  
(U.S. and S.C.)

**Standard 8-5:** The student will demonstrate an understanding of the impact of reconstruction on the people and government of South Carolina.

**Indicators:**

8-5.1 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 of voting rights. (U.S. and S.C.)

8-5.2 Summarize the terms of Radical Reconstruction. (U.S. and S.C.)

8-5.3 Summarize the events and process that led to the ratification of South Carolina's constitution of 1868, including African American representation in the 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 the state government. (S.C.)

8-5.4 Describe the role of black churches and education during this period. (S.C.)

8-5.6 Explain the "Gilded Age" of corruption in government and in business that occurred in the nation and in South Carolina. (U.S. and S.C.)

8-5.7 Summarize the success 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. (S.C.)

**Standard 8-6:** The student will demonstrate an understanding of major social, political and economic developments that took place in the United States and South Carolina during the second half of the nineteenth century.

**Indicators:**

- 8-6.1 Summarize the political, economic, and social conditions in South Carolina under the leadership of Wade Hampton and the “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. Evaluate the social justice issues involved. (S.C.)
- 8-6.2 Define populism. Compare key aspects of the Populist movement in South Carolina, including the leadership of Benjamin Tillman, the founding of land grant colleges, and the increased racial tension. (S.C.)
- 8-6.3 Summarize the changes that occurred in South Carolina agriculture and industry in the late nineteenth century, including changes in crop production in various regions; tenant farming, sharecropping and the crop-lien system; and the growth of the textile industry in the Upcountry. Detail the lifestyles of the farmers and workers. (S.C.)
- 8-6.4 Compare migration patterns within South Carolina and the nation as a whole in the late nineteenth century, including the population shift from rural to urban areas, migration between regions of the United States, and the westward expansion. (U.S. and S.C.)
- 8-6.5 Discuss the end of the frontier in 1890 for the Native Americans, their resistance, land rushes, and reservation confinement. (U.S.)
- 8-6.6 Explain the rise of American cities, the conditions of the urban poor, efforts at reform through progressivism, and the response of the churches. (U.S. and S.C.)
- 8-6.7 Summarize the human, agricultural, and economic costs of natural disasters and wars that occurred in South Carolina or involved South Carolina in the late nineteenth century, including the Charleston earthquake of 1886, the hurricane of 1893, and the Spanish American War. (S.C.)

**Standard 8-7:** The student will demonstrate an understanding of national, state, and local development during the early 20<sup>th</sup> Century.

**Indicators:**

- 8-7.1 Define progressivism. Discuss progressivism under the leadership of Theodore Roosevelt and Woodrow Wilson as well as black progressives such as William E.B. DuBois and Booker T. Washington. (U.S.)
- 8-7.2 Describe the progressive reform movement in South Carolina, including the motivations of progressives; child labor laws; Prohibition; improvement to roads, hospitals, and libraries; tax reforms, and the roles of significant state governors and women's groups. (S.C.)
- 8-7.3 Describe the great black migration from South Carolina. (S.C.)
- 8-7.4 Discuss why American neutrality failed and why the United States declared war on Germany in 1917. (U.S.)
- 8-7.5 Explain South Carolina's reaction and the impact on the state, including the building of new military bases and the impact of emigration to industrial jobs in the North. (S.C.)
- 8-7.6 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. (S.C.)
- 8-7.7 Explain the causes and effects of changes in South Carolina culture during the 1920's, including prohibition, the boll weevil, increases in tourism and recreation, the revival of the Ku Klux Klan and the Southern Literacy Renaissance. (U.S.)
- 8-7.8 Identify the basic causes of the Great Depression and how it disrupted the living patterns of many Americans. Research the effects on the local community. (U.S. and S.C.)
- 8-7.9 List the goals of the New Deal. Explain the impacts of its programs on South Carolina, including the Civilian Conservation Corps, the Works Progress Administration, and Public Works Administration building projects. (U.S. and S.C.)

**Standard 8-8:** The student will demonstrate an understanding of World War II, the economic revitalization it brought, and the political and social changes made in its aftermath.

**Indicators:**

- 8-8.1 List the causes of World War II, members of the Allied and Axis powers, and their leaders. (U.S.)
- 8-8.2 Explain South Carolina's support of Franklin Roosevelt, including the special roles of James F. Byrnes as Supreme Court justice and special assistant to Roosevelt during the war. (U.S. and S.C.)
- 8-8.3 Explain why the United States entered the war. (U.S.)
- 8-8.4 Detail how the war changed the home front. (U.S.)
- 8-8.5 Use maps to show how the Allies fought on several fronts in Europe and in the Pacific. (U.S.)
- 8-8.6 Use time lines to show the major military action in each theater. (U.S.)
- 8-8.7 Analyze Truman's decision to use the atomic bomb against Japan. (U.S.)
- 8-8.8 Discuss how the United States emerged as a world leader and how it joined with other countries to form the United Nations. (U.S.)
- 8-8.9 Explain how 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. (S.C.)
- 8-8.10 Explain the factors that influenced the economic opportunities of African Americans South Carolinians during the latter twentieth century including the integration of public facilities, the civil rights movement, agricultural decline, and statewide educational improvement. (S.C.)
- 8-8.11 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. (S.C.)

**Standard 8-9:** The students will demonstrate an understanding of the political, social, and economic challenges the nation and South Carolina have faced from the 1950's to the present.

**Indicators:**

- 8-9.1 Explain the Cold War, the Truman Doctrine, and the division of Korea. (U.S.)
- 8-9.2 Explain why the Eisenhower Doctrine was formulated to check Soviet power and problems in the Middle East. Create a time line showing the continued problems in the Middle East since then using timely resources. ( U.S. )
- 8-9.3 Describe the Kennedy-Johnson years in terms of the New Frontier, the civil rights movement of King and others, and the cold war. (U.S.)
- 8-9.4 Describe the changing society of the 1960's in terms of the Great Society, the dissent during the Vietnam era, Supreme Court decisions, and women's rights movement. (U.S.)
- 8-9.5 Make a timeline of American presidents since Nixon with emphasis on accomplishments and defeats of each. (U.S.)
- 8-9.6 Describe American society in transition, including changes brought about by advances in communication, computer technology, and medicine. (U.S.)
- 8-9.7 Discuss some of the challenges facing the United States and South Carolina in terms of energy, pollution and a changing population. (U.S. and S.C.)
- 8-9.8 Analyze the social concerns of our citizens as a result of unemployment, homelessness, untreated illness, and other social maladies. (U.S. and S.C.)
- 8-9.9 Debate the remedies for social problems in the United States, South Carolina, and our neighborhoods, particularly in relation to social justice frameworks, service, and the teachings of the church.