**Grade 8**

**South Carolina and the United States**

Students will study the history of South Carolina, within context of United States history in grade eight. This study begins with South Carolina's colonial development and settlement as a British colony. South Carolinians played pivotal roles throughout the American Revolution and the Constitutional Convention, which established the foundations for the new nation. Sectional division came as a result of the growing institution of slavery, interpretations of the role of government, and expansion of the nation. South Carolina led the secession of Southern states, culminating in the Civil War. As the nation attempted to heal the wounds of the war, Reconstruction policies brought about political change while sectional division remained. The end of the 19th century ushered in industrialization to South Carolina and the nation, providing new opportunities for many people. Throughout the 20th century, South Carolina emerged as a national leader for defense production, agriculture, and tourism. As the state grew economically, social change was also brought on by the Civil Rights Movement. During the turn of the 21st century, South Carolina continues to attract businesses and people, while continuing to find solutions to new challenges.

Instruction should utilize the historical thinking skills and themes developed for grade eight. The progression of developmentally appropriate historical thinking skills begins in kindergarten and builds with each year of history instruction. These historical thinking skills are aligned with the *Profile of the South Carolina Graduate*, with a focus on world-class knowledge, world-class skills, and life and career characteristics. The indicators of standard one represent the skills utilized by students in each grade level to further explore the content. These skills have been deconstructed to aid in the scaffolding of student thinking and are not to be taught in isolation.

The Social Studies grade-level standards are categorized into content- and discipline-specific themes. These themes allow for connections to be made between content when teaching chronologically, the ability to teach thematically rather than chronologically, and to support project- or problem-based learning. These themes also allow students the opportunity to create change by engaging in civic participation. To encourage inquiry, the grade eight South Carolina and the United States standards are constructed around the following themes:

**Civic Participation** – The Civic Participation theme encourages the study of people using the economic, political, and social processes to create change in South Carolina and the United States. People utilize these processes in order to serve varied interests at the local, state, and national levels.

**Cultural Interactions** – The Cultural Interactions theme encourages the study of how cultural exchanges have played a pivotal role in the foundation and shaping of society. These interactions have shaped the mosaic of South Carolina and the United States.

**Development of Political Ideas and Institutions** – The Development of Political Ideas and Institutions theme encourages the study of South Carolina's leading role in establishing founding principles and documents that serve as the basis for our federal system of government. Citizens

continue to exercise their natural rights to define the role of government locally, regionally, and nationally through civic participation.

**Economic Decision Making** – The Economic Decision Making theme encourages the study of how people make choices based on and influenced by scarcity and limited resources. From colonial mercantilism to modern day capitalism, these decisions impact political, geographic, and social issues at the local, state, and national levels. Through economic and policy decisions, South Carolinians have increased their role in the national economic landscape.

**Geographic Relationships** – The Geographic Relationships theme encourages the study of how geography defined the development of the economic, political, and social landscape in both South Carolina and the United States.

# Grade 8 Deconstructed Skills

| Indicator | Expression |
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| **CO: Comparison-** Utilize multiple characteristics of historical developments to create a comparative analysis. | To demonstrate their ability to use the skill of **comparison**, students should:<br>• explain characteristics (i.e. who, what, where, why, when, and how) of historical developments.<br>• categorize similarities and differences among historical developments. |
| **CE: Causation-** Identify and compare significant turning points, including the related causes and effects that affect historical continuity and change. | To demonstrate their ability to use the skill of **causation**, students should:<br>• identify significant events that led to change or maintain continuity.<br>• evaluate the causes of turning points and how they lead to change or continuity.<br>• evaluate the effects of turning points and how they lead to change or continuity.<br>• compare the importance of turning points related to causality. |
| **P**: **Periodization-** Utilize significant turning points to justify the historical narrative of a time period. | To demonstrate their ability to think in terms of **periodization**, students should:<br>• utilize turning points to identify historical periods according to historical themes.<br>• explain how significant events and related developments lead to changes in historical periods.<br>• justify the categorization of historical periods through the use of turning points and related developments. |
| **CX: Context-** Explain how historical themes are used to determine context when analyzing significant events. | To demonstrate their ability to use **context**, students should:<br>• identify and describe a historical theme.<br>• distinguish historical events based on time and place.<br>• analyze how historical developments affect the world in both historic and contemporary contexts.<br>• explain how one event can be contextualized within more than one theme.<br>• assess the impact of historical patterns on the conditions surrounding an event. |
| **CC: Continuities and Changes-** Analyze significant turning points and theme-based patterns of continuities and changes within a period of time. | To demonstrate their ability to understand **continuities and changes**, students should:<br>• define theme-based continuity and change.<br>• cite evidence of theme-based continuities and changes within a period of time.<br>• determine the significance of turning points in the context of theme-based patterns. |
| **E: Evidence-** Identify, interpret, and utilize different forms of evidence, including | To demonstrate their ability to use **evidence** in the study of history, students should:<br>• compare various types of sources to be used in a |

| Indicator | Expression |
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| primary and secondary sources, used in an inquiry-based study of history. | historical study.<br>• engage in historical thinking skills to collect evidence from various sources that identifies bias, context, tone, purpose, and periodization.<br>• evaluate secondary sources for accuracy and validity.<br>• examine multiple points of view to construct a historical argument.<br>• corroborate multiple sources. |

# Grade 8 Standards

| Key Concepts | Standards |
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| | **Standard 1:** Demonstrate an understanding of the development of South Carolina during the settlement and colonization of North America in the period of 1500–1756. |
| | **Enduring Understanding:** The Carolina colony was composed of indigenous, immigrant, and enslaved populations. Various factors across North America and the Carolina colony facilitated the eventual emergence of an American national identity. |
| | **The student will:** |
| **Settlement and Development** | **8.1.CO**   Compare the three British North American colonial regions economically, politically, socially, and in regard to labor development.<br><br>This indicator was developed to encourage inquiry into how the three British colonial regions developed in terms of their culture, economies, geography, and labor. The indicator was also developed to encourage inquiry into the unique story of the development of South Carolina. |
| | **8.1.CE**   Analyze the factors that contributed to the development of South Carolina's economic system and the subsequent impacts on different populations within the colony.<br><br>This indicator was designed to encourage inquiry into the geographic and human factors that contributed to the development of South Carolina's economic system. This indicator was also written to encourage inquiry into South Carolina's distinct social and economic system as influenced by British Barbados. |
| | **8.1.P**   Summarize major events in the development of South Carolina which impacted the economic, political, and social structure of the colony.<br><br>This indicator was designed to encourage inquiry into the development of South Carolina as a result of mercantilist policies, which ranged from the Navigation Acts to trade with Native Americans to the use of enslaved people as labor. This indicator was also designed to promote inquiry into agricultural development, using the rice-growing knowledge of enslaved West Africans. |
| | **8.1.CX**   Contextualize the development of South Carolina's political institutions during the colonization of British North America. |

| Key Concepts | Standards |
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| | This indicator was designed to encourage inquiry into the development of the political structure of the South Carolina colony from the development of Charles Towne under English control to the movement toward self-rule. |
| | **8.1.CC** Analyze the changes and continuities of the Native Americans' experiences prior to and as a result of settlement and colonization.<br><br>This indicator was developed to encourage inquiry into Native American civilizations and cultures prior to European contact and their interactions with Europeans during the period of settlement and colonization, including their efforts to preserve their cultures. |
| | **8.1.E** Utilize a variety of primary and secondary sources to examine multiple perspectives and influences of the economic, political, and social effects of South Carolina's settlement and colonization on the development of various forms of government across the colonies. |
| **Revolution and Identity** | **Standard 2:** Demonstrate an understanding of how South Carolinians and Americans created a revolutionary form of government during the period of 1757–1815. |
| | **Enduring Understanding:** Political and economic developments underscored how the colonists in British North America had become uniquely American, prompting the development of a new nation. Drawing on their experience under British rule, the founding generation created a government with shared powers between the state and federal institutions. |
| | **The student will:** |
| | **8.2.CO** Compare the motives and demographics of loyalists and patriots within South Carolina and the colonies.<br><br>This indicator was developed to encourage inquiry into the economic, political, and social motivations of the patriots and the loyalists in the era of the American Revolution. |
| | **8.2.CE** Explain the economic, political, and social factors surrounding the American Revolution.<br><br>This indicator was developed to encourage inquiry into how the colonies began to unify to create a distinctive American identity over the course of events of the American Revolution. |
| | **8.2.P** Analyze significant founding principles that led to the development of federalism in South Carolina and the United States. |

| Key Concepts | Standards |
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| | This indicator was designed to encourage inquiry into the development of the Constitution, Declaration of Independence, the Articles of Confederation, and representative democracy. |
| | **8.2.CX** Contextualize the roles of various groups of South Carolinians as the colonies moved toward becoming an independent nation.<br><br>This indicator was developed to encourage inquiry into the motivations of colonists during the American Revolution and the progression of conflict and failed compromise that ultimately led to revolution. |
| | **8.2.CC** Analyze the continuities and changes of how different groups immigrated to and migrated within South Carolina.<br><br>This indicator was developed to encourage inquiry into the immigration and migration patterns of different groups within South Carolina, including their economic, political, and social power to do so. This indicator also promotes inquiry into an exploration of such ideas as the expansion of slavery and hostilities with the native peoples. |
| | **8.2.E** Utilize a variety of primary and secondary sources to analyze multiple perspectives on the development of democracy in South Carolina and the United States. |
| **Compromises and Conflict** | **Standard 3:** Demonstrate an understanding of conflict and compromise in South Carolina, the Southern region, and the United States as a result of sectionalism between the period 1816–1865. |
| | **Enduring Understanding:** As the nation expanded, regional differences were exacerbated creating sectionalism threatening South Carolina's identity and American unity. South Carolina struggled to maintain its unique culture and economy throughout the Reconstruction Era. |
| | **The student will:** |
| | **8.3.CO** Compare the debates between South Carolina and the federal government regarding slavery, federalism, and the Constitution.<br><br>This indicator was developed to encourage inquiry into the debates, heightened by Westward Expansion, over federal and state power concerning slavery, and the government's role in protecting and securing natural rights. |
| | **8.3.CE** Examine consequences of the major Civil War military strategies. |

| Key Concepts | Standards |
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| | This indicator was designed to encourage inquiry into the Civil War focusing on the impacts of military strategies and major turning points on South Carolina and the U.S. |
| | **8.3.P**    Analyze the Civil War Amendments (i.e., 13th, 14th, and 15th) as a turning point in the economic, political, and social structures of South Carolina.<br><br>This indicator was developed to encourage inquiry into the changes that served as a catalyst for Reconstruction. The indicator was also designed to promote inquiry into how these actions affected the economic, political, and social conditions in the South. |
| | **8.3.CX**    Evaluate the economic significance of agriculture on South Carolina, the U.S., and the world.<br><br>This indicator was designed to encourage inquiry into the economic implications of the expansion of the rice and cotton industries. This indicator was also developed to promote inquiry into Westward Expansion, the mutually beneficial impact of cotton on Northern factories and Southern plantations, and the emerging national and international markets. |
| | **8.3.CC**    Analyze debates and efforts to recognize the natural rights of marginalized groups during the period of expansion and sectionalism.<br><br>This indicator was designed to encourage inquiry into the continuities and changes of the experiences of marginalized groups such as African Americans, Native Americans and women, as the U.S. expanded westward and grappled with the development of new states. |
| | **8.3.E**    Utilize a variety of primary and secondary sources to analyze multiple perspectives on the effects of the Civil War within South Carolina and the United States. |
| **At a Crossroads** | **Standard 4:** Demonstrate an understanding of South Carolina's role in and response to the dynamic economic, political, and social developments in the United States and around the world during the period 1862–1929. |
| | **Enduring Understanding:** Beginning with Reconstruction, South Carolina searched for ways to revitalize its economy and determine the social and political status of its population. Later in the period, South Carolina both contributed to World War I and grappled with economic depression. |

| Key Concepts | Standards |
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| | **The student will:** |
| | **8.4.CO** Compare perspectives toward reform that emerged during the Progressive Era.<br><br>This indicator was designed to encourage inquiry into how new state and federal Progressive legislation affected individuals and businesses in South Carolina and the U.S. The indicator was also designed to promote inquiry into the new perspectives that emerged regarding social and political change. |
| | **8.4.CE** Explain the causes and effects of World War I on South Carolina and the United States.<br><br>This indicator was developed to encourage inquiry into the significant causes of World War I and the factors leading to U.S. involvement. This indicator was also developed to promote inquiry into the effects of the war, to include its impact on the homefront, migration patterns, and continued foreign policy debates. |
| | **8.4.P** Summarize the economic changes that emerged in South Carolina and the U.S.<br><br>This indicator was designed to encourage inquiry into South Carolina's changing agriculture, industry labor force, and political alignments. This indicator was also designed to promote inquiry into the relationship between South Carolina's economy and global events, to include imperialism and World War I. |
| | **8.4.CX** Evaluate South Carolinians' struggle to create an understanding of their post-Civil War position within the state, the country, and the world.<br><br>This indicator was developed to encourage inquiry into how the former planter class, African Americans, women, and others adjusted to, gained, lost, and/or regained position and status during Reconstruction. This indicator was also written to foster inquiry into how South Carolina worked with a stronger federal government and expanding international markets. |
| | **8.4.CC** Analyze continuities and change in the African American experience in the period of Reconstruction and Jim Crow eras within South Carolina.<br><br>This indicator was developed to encourage inquiry into the successes |

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| | and failures of Reconstruction, beginning with the Port Royal Experiment, in South Carolina. This indicator was written to explore development of the Constitutions of 1868 and 1895 and to analyze the evolution of restrictions for African Americans from the Black Codes in 1866 through the Plessy decision in 1898. |
| | **8.4.E** Utilize a variety of primary and secondary sources to analyze multiple perspectives of the challenges and changes within South Carolina and the nation that allowed the U.S. to emerge as a global power during the time period 1862–1929. |

| Key Concepts | Standards |
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| **Progress** | **Standard 5:** Demonstrate an understanding of the impact of world events on South Carolina and the United States from 1929 to present. |
| | **Enduring Understanding:** As a result of new perspectives on national security following World War I, South Carolina continues to benefit from and contribute to national and global communities. Additionally, civic participation and social change altered South Carolina's social standing and political alignment. |
| | **The student will:** |
| | **8.5.CO** Compare South Carolina and U.S. wartime contributions and demobilization after World War II.<br><br>This indicator was designed to promote inquiry into military and economic policies during World War II, to include the significance of military bases in South Carolina. This indicator was also developed to foster inquiry into postwar economic developments and demographic changes, to include the immigration of Jewish refugees following the Holocaust. |
| | **8.5.CE** Analyze the factors contributing to the shifts in the political party platforms between 1946–1972.<br><br>This indicator was designed to foster inquiry into the changes in South Carolina's political party platforms resulting from the Civil Rights Movement, from Elmore v. Rice to the national Democratic Party's support of civil rights to Nixon's Southern Strategy. This indicator also supports inquiry into the effect on South Carolina's political party platforms resulting from the emergence of the national Republican Party's positions on foreign policy, limited government, and free trade policies. |
| | **8.5.P** Analyze the transformation of South Carolina's economy from the Great Depression to its current economic diversification.<br><br>This indicator was designed to promote inquiry into the devastation of |

| Key Concepts | | Standards |
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| | | the Great Depression and the impact of the New Deal on a largely agricultural South Carolina. This indicator was also designed to foster inquiry into the economic diversification between World War II and the present, to include tourism, global trade and industry, and the maintenance of military bases. |
| | **8.5.CX** | Analyze the correlation between the Modern Civil Rights Movement in South Carolina and the U.S.<br><br>This indicator was designed to foster inquiry into the role of South Carolina in the Modern Civil Rights Movement, to include the influence of court cases such as Briggs v. Elliot and Flemming v. South Carolina Electric and Gas. This indicator was also developed to promote inquiry into the relationship between national leadership, protests, and events and South Carolina leadership, protests and events, such as the Friendship Nine and the Orangeburg Massacre. |
| | **8.5.CC** | Analyze the continuities and changes in South Carolina's identity resulting from the civic participation of different individuals and groups of South Carolinians.<br><br>This indicator was developed to encourage inquiry into civic engagement, such as military service, public demonstrations, and political activism, to shape the identity of modern South Carolina. This indicator was also written to encourage inquiry into South Carolinians' use of the court system and legislation to affect South Carolina's post-World War II identity. |
| | **8.5.E** | Utilize a variety of primary and secondary sources to analyze multiple perspectives on the cultural changes in South Carolina and the U.S. |