8th Grade: South Carolina History

- Marking Period One: August 21, 2019 to October 24, 2019

- **August 21st to August 26th:**
  - Introduction to classroom expectations and classroom technology
  - Specific technology to cover includes Weebly, Google Docs, Google Slides, email, Apple Classroom, Keynote, Pages, Reminders, and Notes

- **August 27th to August 30th:**
  - Practice Social Studies skills: analysis of maps, mapping, charts, graphs, and primary vs. secondary sources
  - Pre-Assessments should be used during this week to gauge prior knowledge

- **September 3rd to September 10th:**
  - Native Americans
    - Standard 8-1.1
      - 1.1: Summarize the collective and individual aspects of the Native American culture in the Eastern Woodlands tribal group, including the Catawba, Cherokee, and Yemassee
      - How did geography affect the individual and collective cultures and political systems of Native Americans?
    - Skills
      - Compare the locations of places, the conditions at places, and the connections between places
      - Classify individual aspects of the Eastern Woodland tribal groups
  - Vocabulary and People
    - Flora
    - Fauna
    - Yemassee
    - Catawba
    - Cherokee
    - Slash and Burn
    - Three Sisters
    - Natural Resources
  - Quiz on this unit will be held on Tuesday, September 10th

- **September 11th to September 27th:**
  - European Exploration and Settlement of SC
    - Standards: 8-1.2 and 8-1.3
- 1.2: Compare the motives, activities, and accomplishments of the exploration of South Carolina and North America by the Spanish, French, and English
  • What was the impact of French, Spanish, and English exploration and settlement?
- 1.3: Summarize the history of English settlement in New England, the mid-Atlantic region, and the South, with an emphasis on South Carolina as an example of a distinctly southern colony
  • How did South Carolina develop into a distinctly southern colony?

• Skills
  - Summarize the accomplishments of the early exploration of South Carolina and North America by the Spanish, French, and English
  - Compare the characteristics of the New England, Middle, and Southern colonies
  - Infer how different views and biases influenced individual experiences, societal values, and cultural traditions

• Vocabulary and People
  - French
  - Spanish
  - English
  - Lords Proprietors
  - Quakers
  - Puritans
  - Pilgrims
  - Conquistadors
  - Encomiendas
  - Mother Country
  - Northwest Passage
  - Barbados
  - Colony
  - Dissenter
  - Headright System
  - Homogeneity
  - Indentured Servant
  - Joint Stock Company
  - Plantation
  - Proprietary
  - Separatist
  - Slave
  - Colonies: New England, Middle, Southern

• Quiz on this unit will be held on Friday, September 27th

• September 30th to October 18th:
Development of the South Carolina Colony

- Standards: 8-1.4, 8-1.5, and 8-1.6
  - 1.4: Explain the significance of enslaved and free Africans in the developing culture and economy of the South and South Carolina, including the growth of the slave trade and resulting population imbalance between African and European settlers; African contributions to agricultural development; and resistance to slavery, including the Stono Rebellion and subsequent laws to control slaves
    - What was the role of African Americans in developing South Carolina’s economy?
  - 1.5: Explain how South Carolinians used their natural, human, and political resources uniquely to gain economic prosperity, including settlement by and trade with the people of Barbados, rice and indigo planting, and the practice of mercantilism
    - How did South Carolina’s natural, human, and political resources allow them to gain economic prosperity?
  - 1.6: Compare the development of representative government in South Carolina to representative government in the other colonial regions, including the proprietary regime, the period of royal government, and South Carolina’s Regulator Movement
    - How does the development of representative government in SC compare to other colonies’ governments?

Skills

- Explain the significance and importance of enslaved and free Africans in South Carolina’s economic and cultural development
- Analyze the impact of rice and indigo on the economic success of South Carolina
- Explain how the mercantilist system allowed a mother country to build wealth
- Compare the representative government of South Carolina to the governments of other colonies

Vocabulary and People

- Africans
- Eliza Lucas Pinckney
- Commons House Assembly
- Grand Council
- Lords Proprietors
- Regulator Movement
- Vigilante
- Barbados
- Gullah/Geechee
- Manumit
- Middle Passage
- Rice/Carolina Gold
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- Slave Codes/Negro Act of 1740  
- Stono Rebellion  
- Cash Crop  
- Enumerated products  
- Import/Export  
- Indigo  
- Mercantilism  
- Naval Stores  
- Royal Colony  
- Salutary Neglect  
- Staple Crop  
- Subsidies  
- Backcountry  
- Bicameral  
- Self-Regulation

• Quiz on this unit will be held on Friday, October 18th

• Final Marking Period test/projects will be held on the week of October 21st-24th

• Calendar

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<td>21 <strong>FIRST DAY OF SCHOOL &amp; START OF MP 1</strong> Classroom expectations &amp; ice breakers</td>
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**October 2018**

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<td>25 TEACHER WORK DAY</td>
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- **Marking Period Two: October 28, 2019 to January 17, 2020**

  - October 28th to November 22nd:
    - Growing Colonial Conflicts with Great Britain
      - Standards: 8-2.1, 8-2.2, and 8-2.3
        - 2.1: Explain the political and economic consequences of the French and Indian War on the relationship of the South Carolina colonists with Native Americans and England
          - What were the political and economic impacts of the French and Indian War?
        - 2.2: Summarize the response of South Carolina to events leading to the American Revolution, including the Stamp Act, the Tea Acts, and the Sons of Liberty
          - How did SC respond to the events leading up to the American Revolution?
        - 2.3: Explain the roles of South Carolinians in the adoption of the Declaration of Independence
          - What role did South Carolina play in the adoption of the Declaration of Independence?
    - Skills
      - Interpret South Carolina’s response to the Stamp Act, Tea Acts, and the significance of the Sons of Liberty
      - Infer how the results of the French and Indian War would instigate a conflict with England
      - Explain the roles of South Carolinians in the adoption of the Declaration of Independence
    - Vocabulary and People
      - Parliament
      - Henry Middleton
      - Thomas Lynch Jr.
      - Thomas Heyward Jr.
      - Edward Rutledge
      - Arthur Middleton
      - John Locke
      - Cherokee War
      - French and Indian War
      - Salutary Neglect
      - Sugar Act
      - Vice Admiralty Courts
      - Boston Tea Party
      - Boycott
      - British East India Company
- Continental Congress
- Delegate
- General Committee of 99
- Import /Export
- Indirect Tax/ Direct Tax
- Intolerable Acts
- Lexington and Concord
- Militia
- Monopoly
- Non-importation and Non-exportation agreement
- Revenue
- Second Continental Congress
- Sons and Daughters of Liberty
- Stamp Act
- Stamp Act Congress
- Tariff
- Tea Acts
- Tea Party
- Townshend Duties
- Abolish
- Declaration of Independence
- Natural Rights

Quiz on this unit will be held on Friday, November 22nd

December 2nd to December 20th:
- Revolution and a New Nation
  - Standards: 8-2.4, 8-2.5, and 8-2.6
    - 2.4: Compare the perspectives of different groups of South Carolinians during the American Revolution, including Patriots, Tories/Loyalists, women, enslaved and free Africans, and Native Americans
      - What were the view points of the different groups of South Carolinians regarding the American Revolution?
    - 2.5: Summarize the role of South Carolinians in the course of the American Revolution, including the use of partisan warfare and the battles of Charleston, Camden, Cowpens, Kings Mountain and Eutaw Springs
      - What is the role of South Carolina in the American Revolution?
    - 2.6: Explain the role of South Carolinians in the establishment of their new state government and the national government after the American Revolution
      - What role did South Carolinians play in establishing a new state and national government leading up to the American Revolution?
Skills
- Compare the perspectives of the Patriots, Loyalists, women, enslaved and free Africans, and Native Americans during the American Revolution
- Summarize how South Carolinians participated in the battles of Charleston, Camden, Cowpens, Kings Mountain, and Eutaw Springs
- Explain South Carolina’s development of state government and their perspective on the development of the new national government after the American Revolution

Vocabulary and People
- Andrew Pickens
- Francis Marion
- George Washington
- Henry Laurens
- Horatio Gates
- Isaac Hayne
- Lord Cornwallis
- Nathaniel Greene
- Thomas Sumter
- William Harden
- Charles Pinckney
- Henry Laurens
- Loyalist
- Partisans
- Patriots
- Tories
- Battle of Camden
- Battle of Cowpens
- Battle of Eutaw Springs
- Battle of Saratoga
- Battle of Yorktown
- Continental Army
- Fort Moultrie
- Kings Mountain
- Siege of Charleston
- Articles of Confederation
- Committee of 99
- General Meeting
- Interstate Trade
- Provincial Congress
- Shays Rebellion
- Treaty of Ninety-Six
- Treaty of Paris
  • Quiz on this unit will be held on Thursday, December 19th

- January 6th to January 17th:
  - A New State in a New Nation
  • Standards: 8-3.1, 8-3.2, 8-3.3, and 8-3.4
    - 3.1: Explain the tensions between the Upcountry and the Lowcountry of South Carolina, including their economic struggles after the Revolutionary War, their disagreement over representation in the General Assembly, the location of the new capital, and the transformation of the state’s economy
      • What were the causes and resolutions of the tensions between the Upcountry and the Lowcountry of South Carolina?
    - 3.2: Explain the role of South Carolina and its leaders in the Constitutional Convention, including their support of the Three-Fifths Compromise and the Commerce Compromise as well as the division among South Carolinians over the ratification of the Constitution
      • How did the leaders of South Carolina impact the writing of the Constitution and resolve disagreements over its ratification?
    - 3.3: Explain the basic principles of government as established in the United States Constitution
      • What position did SC take on the issues that divided the nation?
    - 3.4: Analyze the position of South Carolina on the issues that divided the nation in the early 1800s, including the assumption of state debts, the creation of a national bank, the protective tariff and the role of the United States in the European conflict between France and England and in the War of 1812
      • What was the role of the US in the conflict between France and England in the War of 1812?

- Skills
  - Explain the economic and political tensions between the people of the Upcountry and the Lowcountry of SC
  - Compare the Lowcountry elite to the Upcountry people economically, socially and politically
  - Summarize the economic struggles of the Upcountry and Lowcountry following the American Revolution
  - Infer the impact of the resolution of tensions on the transformation of the state’s economy
  - Explain the positions taken by South Carolina on the issues that arose at the Constitutional Convention
  - Exemplify how the political tension between the Lowcountry and the Upcountry impacted these positions
- Analyze the issues that divided the nation in the early 1800s

**Vocabulary and People**
- Charles Pinckney
- Alexander Hamilton
- Charles Cotesworth Pinckney
- George Washington
- James Madison
- John Adams
- John C. Calhoun
- Thomas Cooper
- Thomas Jefferson
- Columbia, South Carolina
- Compromise of 1808
- Crop Yields
- Lowcountry
- Mercantilism
- Reapportionment
- Subsistence
- Upcountry
- Amend
- Bill of Rights
- Commerce Compromise
- Connecticut Compromise (The Great Compromise)
- Executive
- Federalist/ Anti-Federalist
- House of Representatives
- Interstate Trade
- Judiciary
- Legislative
- New Jersey Plan (Small States Plan)
- Philadelphia Convention
- Three-Fifths Compromise
- Virginia Plan (Large States Plan)
- Checks and Balances
- Constitution
- Federalism
- Individual Rights
- Limited Government
- Popular Sovereignty
- Representative Democracy
- Separation of Powers
- Alien and Sedition Acts
- Assumption of Debt
- Democratic Republicans
- Embargo Act
- Federal Government
- Impressment
- National Bank
- Nationalism
- Necessary and Proper Clause
- Nullification
- Proclamation of Neutrality
- Protective Tariff
- Status Quo Antebellum
- Virginia and Kentucky Resolutions
- War hawks
- War of 1812
- XYZ Affair

- Quiz on this unit will be held on Thursday, January 16th

- Final Marking Period assignment will not be held this quarter

- Calendar

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Allegro Charter School of Music  
2019-2020 Curriculum Planning  
Middle School Social Studies

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**December 2018**

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2 | Revolution and a New Nation | 3 | Revolution and a New Nation | 4 | Revolution and a New Nation | 5 | Revolution and a New Nation | 6 | Revolution and a New Nation
9 | Revolution and a New Nation | 10 | Revolution and a New Nation | 11 | Revolution and a New Nation | 12 | Revolution and a New Nation | 13 | Revolution and a New Nation
16 | Revolution and a New Nation | 17 | Revolution and a New Nation | 18 | Review | 19 | Quiz on Revolution and a New Nation | 20 | **EARLY RELEASE** Documentary

**January 2020**

**Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday**
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6 | A New State in a New Nation | 7 | A New State in a New Nation | 8 | A New State in a New Nation | 9 | A New State in a New Nation | 10 | A New State in a New Nation
13 | A New State in a New Nation | 14 | A New State in a New Nation | 15 | Review | 16 | Quiz on A New State in a New Nation | 17 | **END OF MP 2 and EARLY RELEASE** Make Up Day
- **Marking Period Three: January 22, 2020 to March 22, 2020**

  - January 21st to February 7th:
    - Antebellum South Carolina
      - Standards: 8-4.1, 8-4.2, and 8-4.3
        - 4.1: Explain the importance of agriculture in antebellum South Carolina, including the plantation system and the impact of the cotton gin on all social classes
          - What was the importance of agriculture in Antebellum SC?
        - 4.2: Analyze how sectionalism arose from racial tension, including the Denmark Vesey plot, slave codes and the growth of the abolitionist movement
          - How did racial tension lead to sectionalism?
        - 4.3: Analyze key issues that led to South Carolina’s secession from the Union, including the nullification controversy and John C. Calhoun, the extension of slavery and the compromises over westward expansion, the Kansas-Nebraska Act, the Dred Scott decision, and the election of 1860
          - What were the key issues that led to SC leaving the Union?
  
  - Skills
    - Explain the importance of agriculture and plantation life in antebellum South Carolina
    - Explain the impact of the cotton gin on the institution of slavery
    - Compare the impact that slavery had on the planters and on the slaves
    - Predict how racial tension could instigate the rise of sectionalism
    - Analyze the events that led to South Carolina’s secession
    - Interpret the impact of each compromise on sectionalism
    - Identify and explain the relationships among the multiple causes and effects that include the compromises, nullification, westward expansion, slavery and the election of 1860
  
  - Vocabulary and People
    - Eli Whitney
    - Harriet Beecher Stowe
    - Nat Turner
    - Sarah and Angelina Grimke
    - Thomas Jefferson
    - William Lloyd Garrison
    - Abraham Lincoln
    - Andrew Jackson
    - Jefferson Davis
    - John Brown
    - John C. Calhoun
    - Antebellum
- Big House
- Class System
- Cotton
- Cotton Gin
- Driver
- Elite Planters
- Emancipate
- Headright Method
- Overseer
- Plantation Mistress
- Plantation System
- Positive Good
- Sectionalism
- Self-Sustaining Communities
- Textile Mills
- Abolition
- Border States
- Denmark Vesey Plot
- Free States
- Nat Turner Rebellion
- Ratification
- Underground Railroad
- Wage Slaves
- Whigs
- Articles of Secession
- Bleeding Kansas
- Compromise of 1850
- Dred Scott Decision
- Force Bill
- Free Soil Party
- Fugitive Slave Act
- Fugitive Slave Act
- Kansas-Nebraska Act
- Louisiana Territory
- Missouri Compromise
- Nullifiers vs. Unionist
- Nullification Crisis
- Nullify
- Popular Sovereignty
- Protective Tariff
- Secession
- State Rights
- Theory of Secession
- Transcontinental Railroad

- Quiz on this unit will be held on Friday, February 7th

- February 10th to March 6th:
  - Civil War
    - Standards: 8-4.4, 8-4.5, and 8-4.6
      - 4.4: Evaluate the arguments of unionists, cooperationists, and secessionists on the issues of states’ rights and slavery and the ways that these arguments contributed to South Carolina’s secession
        - What were the view held by South Carolinians on states’ rights and slavery? How did these views eventually contribute to secession?
      - 4.5: Compare the military strategies of the North and the South during the Civil War and the fulfillment of these strategies in South Carolina and in the South as a whole, including the attack on Fort Sumter, the Union blockade of Charleston and other ports, the early capture of Port Royal, and the development of the Hunley submarine; the exploits of Robert Smalls; and General William T. Sherman’s march through the state
        - How effective were the military strategies of the North compared to those of the South during the Civil War?
      - 4.6: Compare the differing impact of the Civil War on South Carolinians in each of the various social classes, including those groups defined by race, gender, and age
        - How did the Civil War impact various classes of people in SC?

- Skills
- Vocabulary and People
  - Abraham Lincoln
  - General William Sherman
  - Robert Smalls
  - Cooperationists
  - Inaugurated
  - Ordinance of Secession
  - Secession
  - Secessionists/Radicals/Fire-eaters
  - States Rights
  - Unionist
  - Blockade
  - Blockade Runners
  - Confederacy
- Confiscate
- Defensive War
- Emancipation Proclamation
- Fifty-Fourth Massachusetts
- Fort Sumter
- Hunley
- Port Royal Sound
- Strategy
- Total War
- Union
- 20 Slave Law
- Man-Power Shortage
- Standard Bearer

• Quiz on this unit will be held on Friday, March 6th

• March 9th to March 26th:
  - Reconstruction
  • Standards: 8-5.1, 8-5.2, 8-5.3, and 8-5.4
    - 5.1: Analyze the development of Reconstruction policy and its impact in South Carolina, including the presidential and the congressional reconstruction plans, the role of black codes, and the Freedmen’s Bureau
      • How was SC impacted by presidential and congressional reconstruction plans?
    - 5.2: Describe the economic impact of Reconstruction on South Carolinians in each of the various social classes
      • What was the economic impact of Reconstruction on the various social classes in SC?
    - 5.3: Summarize the successes and failures of Reconstruction in South Carolina, including the creation of political, educational, and social opportunities for African Americans; the rise of discriminatory groups; and the withdrawal of federal protection
      • What were the successes and failures of Reconstruction in SC?
    - 5.4: Summarize the policies and actions of South Carolina’s political leadership in implementing discriminatory laws that established a system of racial segregation, intimidation, and violence
      • What were the policies and actions that established a system of racial segregation in SC?

• Skills
  - Interpret the 13th, 14th, & 15th Amendments
  - Classify the successes and failures of Reconstruction governments in South Carolina as to their impact on the various groups of SC citizens
- Summarize the impact of Reconstruction on the social classes in South Carolina
- Predict the impact of Reconstruction on the lives of African Americans
- Compare Presidential and Congressional Reconstruction Plans
- Compare the civil rights policies of Wade Hampton to those of Ben Tillman
- Analyze the policies that established the system of racial segregation in South Carolina

**Vocabulary and People**
- Abraham Lincoln
- Andrew Johnson
- Radical Republicans
- Dred Scott
- Governor Wade Hampton
- Ku Klux Klan
- President Rutherford Hayes
- President Ulysses Grant
- Red Shirts
- Redeemers
- Riflemen
- Ben Tillman
- Populists
- 13th Amendment
- 14th Amendment
- 15th Amendment
- Amnesty
- Autonomous
- Black Codes/Constitution of 1868
- Due Process
- Equal Protection
- Freedman’s Bureau
- Illiterate
- Impeach
- Military Districts
- Pardon
- Reconstitute
- Reconstruction
- Share Cropping
- Tilled
- Scalawags
- Carpetbaggers
- Down the River
- Cycle of Debt
- Entrepreneurs
- Philanthropist
- Racism
- Crop Lien System
- Land Rich/Cash Poor
- Compromise of 1876
- Conservative Democrats
- Gerrymandering
- Hamburg Massacre
- Incompetence
- Insurgency
- Jim Crow Laws
- Redeemers
- Bigotry
- Bourbons
- Disenfranchise
- Eight Box Law
- Grandfather Clause
- Literacy Test
- Lynching
- Oratorical
- Plessy vs. Ferguson
- Poll Tax
- Racist Rhetoric
- Separate but Equal

• Quiz on this unit will be held on Tuesday, March 24th

• Final Marking Period test/project will be held on Wednesday/Thursday, March 25th-26th

• Calendar

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## March 2020

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- **Marking Period Four: March 30, 2020 to June 5, 2020**
• March 30th to April 24th:
  - Industrialization, Expansion, and Progressivism
  
  • Standards: 8-5.5, 8-5.6, 8-5.7, and 8-5.8
    - 5.5: Compare industrial development in South Carolina to industrialization in the rest of the United States, including the expansion of railroads, the development of the phosphate and textile industries, and immigration
      • What industries developed in the late 19th century?
    - 5.6: Compare the plight of farmers in South Carolina with that of farmers throughout the United States, including the problems of overproduction, natural disasters, and sharecropping and encompassing the roles of Ben Tillman, the Populists, and land-grant colleges
      • What problems were faced by farmers following Reconstruction?
    - 5.7: Compare migration patterns of South Carolinians to such patterns throughout the United States, including the movement from rural to urban areas and the migration of African Americans from the South to the North, Midwest, and West
      • What were the migration patterns of South Carolinians in relation to that of the US?
    - 5.8: Compare the Progressive movement in South Carolina with the national Progressive movement, including the impact on temperance; women’s suffrage; labor laws; and educational, agricultural, health, and governmental reform
      • How does the Progressive Movement in SC compare to the national Progressive Movement?

• Skills
  - Summarize the positive and negative impacts of increased immigration on the nation
  - Describe the push and pull factors of immigration on SC in the late 19th century
  - Identify the industries that develop in the US and SC in the late 19th century
  - Explain the problems faced by farmers following Reconstruction
  - Compare the problems that faced SC farmers with those facing the farmers in other regions of the nation
  - Explain why there was little immigration to South Carolina during late 19th century
  - Infer why the migration patterns in South Carolina differed with those of the nation overall
  - Compare the Progressive Movement in South Carolina with the national Progressive movement

• Vocabulary and People
  - Benjamin Tillman
  - Thomas Green Clemson
  - Richard Manning
  - Robert Cooper
- Theodore Roosevelt
- Transcontinental
- Immigrants
- Textile
- Industrialization
- Upstate/Upcountry
- Mill Villages
- Lint Heads
- Tuberculosis
- Phosphate
- Crop Lien System
- Supply and Demand
- Tenant Farming
- Army Worm
- Boll Weevil
- Farmers Alliance
- The Grange
- Populists
- land grant colleges
- Truck Gardening
- Homestead Act
- Dispossessed
- Exodusters
- political machine
- Social Darwinism
- Progressivism
- Muckraking
- Compulsory Attendance
- Reform
- Prohibition
- Dispensary
- Suffrage
- Fair Tax
- Income Tax

• Quiz on this unit will be held on Friday, April 24th

• April 27th to May 8th:
  - WWI and the 1920’s
    • Standards: 8-6.1, 8-6.2, and 8-6.3
- 6.1: Explain the reasons for United States involvement in World War I and the war’s impact on South Carolina and the nation as a whole, including the building of new military bases and the economic impact of emigration to industrial jobs in the North
  - Why did the US enter WWI and how did SC benefit?
- 6.2: Explain the causes and effects of changes in South Carolina and the nation as a whole in the 1920s, including Prohibition, the destruction caused by the boll weevil, the rise of mass media, improvements in daily life, increases in tourism and recreation, the revival of the Ku Klux Klan, and the contributions of South Carolinians to the Harlem Renaissance and the Southern Literary Renaissance
  - How did SC change during the course of the 1920’s?
- 6.3: Explain the reasons for depressed conditions in the textile mills and on farms in South Carolina and other regions of the United States in the 1920s and the impact of these conditions on the coming of the Great Depression
  - What were the conditions in SC that led to the Great Depression?

Skills
- Explain why the US entered the First World War and what factors then led to its decline
- List reasons for the rise and decline of prosperity
- Summarize the technological advancements of the 1920s
- Explain why South Carolina appeared to be prosperous in the 1920’s
- Compare the economy of South Carolina in the 1920’s to that of the 1930’s
- Analyze the changes in popular culture in SC and the nation after WWI
- Describe the conditions in SC that led to the Great Depression

Vocabulary and People
- President Woodrow Wilson
- Bootleggers
- Moonshiners
- James Weldon Johnson
- Langston Hughes
- William H. Johnson
- DuBose Heyward
- Neutrality
- Allies
- Central Powers
- Zimmerman Note
- Lusitania
- Draft
- Bond Drive
- Mass Media
- Great Migration
Sarah Kathan  
Allegro Charter School of Music  
2019-2020 Curriculum Planning  
Middle School Social Studies

- Porgy and Bess  
- Harlem Renaissance  
- Boll Weevil  
- Speed Up  
- Stretch Out  
- Stock Market  
- Overproduction  
- Mobilization  
- Union  
- Ration

• Quiz on this unit will be held on Friday, May 8th

• May 11th to May 22nd:  
  - The Great Depression and WWII  
  - Standards: 8-6.4 and 8-6.5
    - 6.4: Explain the effects of the Great Depression and the lasting impact of the New Deal on people and programs in South Carolina, including James F. Byrnes and Mary McLeod Bethune, the Rural Electrification Act, the general textile strike of 1934, the Civilian Conservation Corps, the Works Progress Administration, the Public Works Administration, the Social Security Act, and the Santee Cooper electricity project
    • What were the effects of the Great Depression and the New Deal on South Carolinians?
    - 6.5: Compare the ramifications of World War II on South Carolina and the United States as a whole, including the training of the Doolittle Raiders and the Tuskegee Airmen, the building of additional military bases, the rationing and bond drives, and the return of economic prosperity
    • What were the effects of WWI on SC and the USA?

• Skills
  - Evaluate the impact of New Deal Programs on South Carolina  
  - Analyze the effects of the Great Depression on South Carolina  
  - Analyze the effects of World War II on South Carolina  
  - Compare the effects of World War II on SC to effects on the US  
  - Compare the differing impacts of World War I and World War II on South Carolina

• Vocabulary and People
  - Franklin Delano Roosevelt  
  - James F. Byrnes  
  - Mary McLeod Bethune  
  - James Doolittle  
  - Tuskegee Airmen
- New Deal
- Civilian Conservation Corp
- Public Works Administration
- Works Progress Administration
- Social Security Act
- Santee Cooper Electricity Project
- National Recovery Act
- Hydroelectric
- Fort Jackson
- Charleston Navy Yard

• Quiz on this unit will be held on Friday, May 22nd

• May 26th to June 3rd:
  - Post WWII to the Present
  • Standards: 8-7.1, 8-7.2, 8-7.3, and 8-7.4
    - 7.1: Compare the social and economic impact of World War II and the Cold War on South Carolina with its impact on the rest of the United States, including the increases in the birth rate; the emergence of the consumer culture; the expanding suburbanization, highway construction, tourism and economic development; the continuing growth of military bases and nuclear power facilities; and the increases in educational opportunities
      • How did WWII and the Cold War impact SC and the USA?
    - 7.2: Analyze the movement for civil rights in South Carolina, including the impact of the landmark court cases Elmore v. Rice and Briggs v. Elliot; civil rights leaders Septima Poinsette Clark, Modjeska Monteith Simkins, and Matthew J. Perry; the South Carolina school equalization effort and other resistance to school integration; peaceful efforts to integrate beginning with colleges and demonstrations in South Carolina such as the Friendship Nine and the Orangeburg Massacre
      • What was the impact of the Civil Rights Movement on SC?
    - 7.3: Explain changing politics in South Carolina, including the role of Strom Thurmond, the shift from the Democratic Party to the Republican Party, the increasing political participation of African Americans and women, and the passage of the Education Improvement Act (EIA)
      • Why was there a political shift in SC from the Democratic Party to the Republican Party?
    - 7.4: Summarize key economic issues in present-day South Carolina, including the decline of the textile industry, the state’s continuing right-to-work status, the changes in agricultural emphasis, the growing globalization and foreign investment, the influx of immigrants and migrants into the Sunbelt, the increased protection of
the environment, the expanding number of cultural offerings, and the changes in tax policy
  • What are the key economic issues in present day SC?

Skills
  • Summarize the economic impact of World War II and the Cold War on South Carolina
  • Explain the emergence of consumer culture, the increasing birth rate and expanding urbanization following World War II
  • Analyze the impact of good roads and increased educational opportunities on economic development in South Carolina
  • Interpret maps and graphs that demonstrate the impact of the highway system and the growth of tourism in South Carolina
  • Summarize how education for African Americans changed as a result of the Briggs v. Elliot court case
  • Analyze the contributions of civil rights leaders in South Carolina
  • Compare the resistance to civil rights in South Carolina to the involvement of African Americans in the fight for civil rights

Vocabulary and People
  • Martin Luther King Jr.
  • Rosa Parks
  • Modjeska Monteith Simkins
  • James F. Byrnes
  • Septima Clark
  • Matthew J. Perry
  • Strom Thurmond
  • Harry S. Truman
  • John F. Kennedy
  • Lyndon Johnson
  • Jimmy Carter
  • Richard Nixon
  • Ronald Reagan
  • Fort Jackson
  • Parris Island
  • GI Bill
  • Baby Boom
  • Cold War
  • Education Improvement Act
  • Brookgreen Gardens
  • Huntington State Park
  • Greatest Generation
Sarah Kathan  
Allegro Charter School of Music  
2019-2020 Curriculum Planning  
Middle School Social Studies

- Myrtle Beach
- Hilton Head Island
- Savannah River Nuclear Plant
- Jim Crow Laws
- Literacy Test
- Discrimination
- Mass Media
- NAACP
- Brown v. Board of Education
- Double V Campaign
- Elmore v. Rice
- Briggs v. Elliot
- White Flight
- Sit In
- Integration
- Orangeburg Massacre
- Friendship Nine
- Jail No Bail
- Federalist Party
- Democratic-Republicans
- Solid South
- Dixiecrats
- Southern Manifesto
- Equal Rights Amendment
- Educational Accountability Act
- No Child Left Behind
- State Ports Authority
- State Development Board
- Right to Work
- North American Free Trade Agreement
- General Agreement on Tariffs and Trade
- Sunbelt
- Rustbelt

• Quiz on this unit will be held on Wednesday, June 3rd

• There will not be a final assignment this marking period.

• Calendar

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Class Reflections and Cleaning | 5 **EARLY RELEASE DAY**
Class Reflections and Cleaning* |