

## GRADE 3

### South Carolina Studies

The exceptional story of South Carolina is the focus of third-grade social studies. Building upon the economic, geographic, political, and historical concepts learned in the primary grades, students will discover how a variety of cultural influences have interacted to create a unique and diverse society within our state. Students will begin to understand South Carolina's influential role and place within the greater context of United States history. Students completing third-grade social studies will then be prepared to build on their learning as they move to a study of United States history in the fourth and fifth grades.

Instruction should utilize the social studies literacy skills for the twenty-first century that are enunciated in chart format in Appendix A. These statements represent a continuum of tools, strategies, and perspectives that are necessary for the student's understanding of social studies material that is taught at each grade level. Beginning at kindergarten and progressing to graduation, each statement is a developmentally appropriate iteration of the same skill as it is being further honed at each grade band (K–3, 4–5, 6–8, and high school). While most of these skills can be utilized in the teaching of every standard, the most *appropriate* skills for each standard are repeated in a bulleted list at the bottom of the page for that particular standard.

## GRADE 3

### South Carolina Studies

**Standard 3-1:** The student will demonstrate an understanding of places and regions in South Carolina and the role of human systems in the state.

#### Enduring Understanding

People utilize, adapt to, and modify the physical environment to meet their needs. They also identify regions based on geographic and human characteristics to help them interpret Earth's complexity. To understand how people interact with the physical environment, the student will utilize the knowledge and skills set forth in the following indicators:

#### Indicators

- 3-1.1 Categorize the six landform regions of South Carolina—the Blue Ridge, the Piedmont, the Sand Hills, the Inner Coastal Plain, the Outer Coastal Plain, and the Coastal Zone—according to their climate, physical features, and natural resources.
- 3-1.2 Describe the location and characteristics of significant features of South Carolina, including landforms; river systems such as the Pee Dee River Basin, the Santee River Basin, the Edisto River Basin, and the Savannah River Basin; major cities; and climate regions.
- 3-1.3 Explain interactions between the people and the physical landscape of South Carolina over time, including the effects on **population distribution**, patterns of migration, access to natural resources, and economic development.

#### Social Studies Literacy Skills for the Twenty-First Century

- Interpret information from a variety of social studies resources.\*
- Recognize maps, **mental maps**, and geographic models as representations of spatial relationships.
- Find and describe the location and condition of places.
- Understand that people make choices based on the scarcity of resources.
- Share thoughts and ideas willingly.
- Use visual elements as aids to understand where, when, why, and how.

\* Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.

## GRADE 3

### South Carolina Studies

**Standard 3-2:** The student will demonstrate an understanding of the exploration and settlement of South Carolina.

#### Enduring Understanding

The inhabitants of the early Carolina colony included native, immigrant, and enslaved peoples. To understand how these various groups interacted to form a new and unique **culture**, the student will utilize the knowledge and skills set forth in the following indicators:

#### Indicators

- 3-2.1 Compare the **culture**, governance, and physical environment of the major Native American tribal groups of South Carolina, including the Cherokee, Catawba, and Yemassee.
- 3-2.2 Summarize the motives, activities, and accomplishments of the exploration of South Carolina by the Spanish, French, and English.
- 3-2.3 Describe the initial contact, cooperation, and conflict between the Native Americans and European settlers in South Carolina.
- 3-2.4 Summarize the development of the Carolina colony under the Lords Proprietors and the royal colonial government, including settlement by and trade with the people of Barbados and the influence of other immigrant groups.
- 3-2.5 Explain the role of Africans in developing the **culture** and economy of South Carolina, including the growth of the slave trade; slave contributions to the plantation economy; the daily lives of the enslaved people; the development of the Gullah **culture**; and their resistance to slavery.

#### Social Studies Literacy Skills for the Twenty-First Century

- Identify cause-and-effect relationships.
- Interpret information from a variety of social studies resources.\*
- Recognize maps, **mental maps**, and geographic models as representations of spatial relationships.
- Find and describe the location and condition of places.
- Distinguish between wants and needs and between consumers and producers.
- Use visual elements as aids to understand where, when, why, and how.

\* Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.

## GRADE 3

### South Carolina Studies

**Standard 3-3** The student will demonstrate an understanding of the American Revolution and South Carolina's role in the development of the new American nation.

#### Enduring Understanding

People establish governments to provide stability and ensure the protection of their rights as citizens. To understand the causes and results of the American Revolution on South Carolina, the student will utilize the knowledge and skills set forth in the following indicators:

#### Indicators

- 3-3.1 Summarize the causes of the American Revolution, including Britain's passage of the Stamp Act, the Tea Act, and the Intolerable Acts; the rebellion of the colonists; and the writing of the Declaration of Independence.
- 3-3.2 Compare the perspectives of South Carolinians during the American Revolution, including Patriots, Loyalists, women, enslaved and free Africans, and Native Americans.
- 3-3.3 Summarize the course of the American Revolution in South Carolina, including the role of William Jasper and Fort Moultrie; the occupation of Charles Town by the British; the partisan warfare of Thomas Sumter, Andrew Pickens, and Francis Marion; and the battles of Cowpens, Kings Mountain, and Eutaw Springs.
- 3-3.4 Summarize the effects of the American Revolution, including the establishment of state and national governments.
- 3-3.5 Outline the structure of state government, including the branches of government (legislative, executive, and judicial), the representative bodies of each branch (general assembly, governor, and supreme court), and the basic powers of each branch.

#### Social Studies Literacy Skills for the Twenty-First Century

- Distinguish between past, present, and future time.
- Identify cause-and-effect relationships.
- Interpret information from a variety of social studies resources.\*
- Share thoughts and ideas willingly.
- Use visual elements as aids to understand where, when, why, and how.

\* Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.

## GRADE 3

### South Carolina Studies

**Standard 3-4:** The student will demonstrate an understanding of life in the **antebellum** period, the causes and effects of the Civil War, and the impact of Reconstruction in South Carolina.

#### Enduring Understanding

South Carolina played a key role in events that occurred before, during, and after the Civil War; and those events, in turn, greatly affected the state. To understand South Carolina's experiences during this tumultuous time, the student will utilize the knowledge and skills set forth in the following indicators:

#### Indicators

- 3-4.1 Compare the economic conditions for various classes of people in South Carolina, including the elite, the middle class, the lower class, the independent farmers, and the enslaved and free African Americans.
- 3-4.2 Summarize the development of slavery in **antebellum** South Carolina, including the invention of the cotton gin and the subsequent expansion of and economic dependence on slavery.
- 3-4.3 Explain the reasons for South Carolina's secession from the Union, including the abolitionist movement and the concept of states' rights.
- 3-4.4 Summarize the course of the Civil War in South Carolina, including the Secession Convention, the firing on Fort Sumter, the Union blockade of Charleston, the significance of the *Hunley* submarine; the exploits of Robert Smalls; and General William T. Sherman's march through the state.
- 3-4.5 Explain how the destruction caused by the Civil War affected the economy and daily lives of South Carolinians, including the scarcity of food, clothing, and living essentials and the continuing racial tensions.
- 3-4.6 Summarize the positive and negative effects of Reconstruction in South Carolina, including the development of public education; the establishment of sharecropping; racial advancements and tensions; and the attempts to rebuild towns, factories, and farms.

#### Social Studies Literacy Skills for the Twenty-First Century

- Identify cause-and-effect relationships.
- Interpret information from a variety of social studies resources.\*
- Find and describe the location and condition of places.
- Work in teams to learn collaboratively.
- Use visual elements as aids to understand where, when, why, and how.

\* Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.

## GRADE 3

### South Carolina Studies

**Standard 3-5:** The student will demonstrate an understanding of the major developments in South Carolina in the late nineteenth and the twentieth century.

#### Enduring Understanding

South Carolina experienced major economic, political, and social changes during the late nineteenth and the twentieth century. To understand the effects of these changes, the student will utilize the knowledge and skills set forth in the following indicators:

#### Indicators

- 3-5.1 Summarize the social and economic impact of developments in agriculture, industry and technology, including the creation of **Jim Crow laws**, the rise and fall of textile markets, and the expansion of the railroad.
- 3-5.2 Explain the causes and impact of emigration from South Carolina and internal migration from rural areas to the cities, including **discrimination** and unemployment; poor sanitation and transportation services; and the lack of electricity and other modern conveniences in rural locations.
- 3-5.3 Explain the effects of the Great Depression on daily life in South Carolina, including the widespread poverty and unemployment and the efforts of the federal government to create jobs through a variety of New Deal programs.
- 3-5.4 Summarize the social and economic impact of World War II and the **Cold War** on South Carolina, including the end of the Great Depression, improvements in modern conveniences, increased opportunities for women and African Americans, and the significance of the opening and eventual closing of military bases.
- 3-5.5 Summarize the development of economic, political, and social opportunities of African Americans in South Carolina, including the end of **Jim Crow laws**; the desegregation of schools (*Briggs v. Elliott*) and other public facilities; and efforts of African Americans to achieve the right to vote.
- 3-5.6 Describe the growth of tourism and its impact on the economy of South Carolina, including the development of historic sites, state parks, and resorts and the expanding transportation systems that allow for greater access to our state.

#### Social Studies Literacy Skills for the Twenty-First Century

- Distinguish between past, present, and future time.
- Identify cause-and-effect relationships.
- Interpret information from a variety of social studies resources.\*
- Find and describe the location and condition of places.
- Understand that people make choices based on the scarcity of resources.
- Use visual elements as aids to understand where, when, why, and how.

\* Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.