



**South Carolina
Alternate Assessment
(SC-Alt)**

**SC-Alt Social Studies
Assessment and Instructional
Support Guide**

Grades 3–8

2014

Table of Contents

Introduction.....	1
Grade 3: South Carolina Studies.....	3
Grade 4: United States Studies to 1865	12
Grade 5: United States Studies 1865 to the Present.....	26
Grade 6: Early Cultures to 1600	39
Grade 7: Contemporary Cultures: 1600 to the Present	54
Grade 8: South Carolina: One of the United States	67
Glossary of Terms Grades 3–8.....	87

Introduction

The *South Carolina Alternate Assessment (SC-Alt): Social Studies Assessment and Instructional Support Guide* document was developed to provide guidance to teachers for including students with significant cognitive disabilities in challenging academic instruction. The South Carolina social studies standards are prioritized for students participating in the alternate assessment. These prioritized standards, referred to as *essential concepts*, preserve the essence of the grade-level expectations while narrowing the depth and breadth of content students with significant cognitive disabilities are exposed to during instruction and assessment. This document is intended to make the South Carolina social studies standards accessible to students with significant cognitive disabilities for classroom instruction and assessment development. This support guide identifies essential concepts, by grade level and standard, which are important for students participating in the alternate assessment to have exposure to during instruction. Teachers should use this document in conjunction with the *Social Studies Standards Support Document*, which contains the complete list of concepts students in South Carolina are expected to be taught.

For each standard, literacy skills have also been prioritized to reflect skills that are meaningful in post-secondary life. For each literacy skill identified, an instructional activity has also been provided at the concrete symbolic communication level. The intent of providing these activities is to assist teachers in linking their instruction to the identified literacy skills and essential concepts. The activities provided are intended to serve as a model of how to braid literacy skills and social studies essential concepts into instruction. There are many ways in which skills and concepts can be incorporated based on student's individual learning styles and needs. The activities have been provided as examples with the intent that teachers will differentiate the activities both for the diverse learning needs within the "concrete symbolic" group of students as well as to make the skills and concepts accessible and meaningful for students in the pre-symbolic and abstract symbolic levels of communication. It is important to understand that students are not expected to rote recall the specific information included in sample activities. This information provided is intended to demonstrate how the prioritized literacy skills can be reinforced through the content identified in the standard. The complete list of literacy skills for the Social Studies standards can be found in the *Social Studies Standards Support Document*.

Standard—The general education standard from which the essential concepts are derived

Essential Concepts—The narrowed scope of content for instruction to be based on

Literacy Skills Addressed—The prioritization of literacy skills, which lend themselves to being incorporated into the standard and have relevance to the student's academic and post-secondary life

Application of the Literacy Skills—Specific examples demonstrating the relationship of the skill to the essential concepts

Abstract Symbolic—Students who use *abstract symbolic* communication are those who typically use a vocabulary of pictures, picture symbols, and words to communicate. They recognize some sight words and numbers and understand abstract concepts such as yesterday and happy or sad.

Concrete Symbolic—Students at the *concrete symbolic* level of communication are beginning to use pictures or other symbols to communicate. They primarily use *concrete symbols* (e.g., eat, drink, play, more).

Pre-Symbolic—Students at the *pre-symbolic* level may not yet have a consistent system of communication. They may use gestures, an eye gaze, and purposeful movement toward objects and sounds to indicate wants or needs. For example, students may point to or hold up a cup to indicate they

are thirsty. Some students at the *pre-symbolic* level of communication may still be at the awareness level of communication and may communicate by crying or vocalizing, but they may not yet be able to demonstrate purposeful communication.

The Office of Assessment wishes to thank our committee members who provided input on the essential concepts, literacy skills, and activities.

Jessica Collins, Social Studies	Charleston County School District
Jannell Deyo, Social Studies	Dorchester District 2
Sherri Morris, Special Education	Dorchester District 2
Tara Nanke, Social Studies	Lexington 2 School District
Andy Posey, Social Studies	Lexington 2 School District
Jenny Quiggle, Special Education	Charleston County School District
Scott Thur, Special Education	Lexington 5 School District
Emmylou Todd, Special Education	Lexington 2 School District

The Office of Assessment would also like to thank colleagues at American Institutes for Research (AIR) for their assistance with this project.

Melissa Hudson
Elizabeth Jehangiri
Kevin Minkoff
Celine Tobal
Heather Williams

South Carolina Department of Education team members who contributed to this document:

Douglas Alexander, SC-Alt	Office of Assessment
Anne Mruz, Students with Disabilities	Office of Assessment
Leslie Skinner, Social Studies content development	Office of Assessment
Suzanne Swaffield, SC-Alt Program Coordinator	Office of Assessment
Kim Watkins, Students with Significant Disabilities	Office of Exceptional Children

South Carolina Alternate Assessment (SC-Alt) Social Studies

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.

It is essential for students to know: Our state of South Carolina has many physical features, including **cities, rivers, beaches, and mountains**. South Carolina is divided into three **regions**: the **Lowcountry, Midlands, and Upcountry** (3-1.1, 3-1.2). The people of South Carolina use the state’s **natural resources** in these regions to help them make a living (3-1.3). Major cities include Greenville, Columbia, Charleston, and Myrtle Beach. Students should also know the location of South Carolina as well as the city/region in which he/she lives (3-1.4).

Literacy Skills Addressed by This Standard

- Recognize maps, mental maps, and geographic models as representations of spatial relationships.
- Explain the difference between fact and opinion.
- Find and describe the locations and conditions of places.

Application of Literacy Skills at the Concrete Level—Instructional Assessment Strategies

Recognize maps, mental maps, and geographic models as representations of spatial relationships.

- Locate landforms on a simple topographical map of South Carolina (e.g., ask the student to locate the mountains or beaches).
- Locate a geographic area where farming, shipping, or tourism would take place based on information provided on a map of South Carolina.

Explain the difference between fact and opinion.

- Classify information as fact or opinion from a narrative text, maps, or pictures of South Carolina geography or historical events. For example:
 - Columbia is the state capital.—Fact
 - I love living in South Carolina.—Opinion
 - Mountains are located in the upcountry of South Carolina.—Fact
 - I enjoy traveling to the mountains.—Opinion

Find and describe the locations and conditions of places.

- Using a map of South Carolina, help students identify conditions in certain parts of the state. For example:
 - The beach has sand, while the mountains do not.
 - Mountains have lots of trees.
 - Seafood comes from the lowcountry, apples from the upcountry, and peaches from the midlands and upcountry.

South Carolina Alternate Assessment (SC-Alt) Social Studies

Grade 3: South Carolina Studies

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

It is essential for students to know: The original people that lived in South Carolina were **Native Americans** (3-2.1). When European **explorers** and **settlers** arrived in the state, there was sometimes **cooperation** and sometimes **conflict** that occurred between the Europeans and Native Americans (3-2.2 and 3-2.3). Explorers visited, then left, and in turn **influenced** settlers who came and stayed. Large groups of settlers formed **colonies**. They were governed by their **mother country**. Settlers from England founded 13 colonies on the Atlantic coast (3-2.4). Cooperation and conflict also developed between European **colonists** and the Africans who were brought to the colonies as **slaves** (3-2.5).

Literacy Skills Addressed by This Standard

- Identify cause-and-effect relationships.
- Recognize maps, mental maps, and geographic models as representations of spatial relationships.
- Find and describe the conditions of places.
- Distinguish between past, present, and future time.
- Explain the difference between fact and opinion.

Application of Literacy Skills at the Concrete Level—Instructional Assessment Strategies

Identify cause-and-effect relationships.

- Identify the cause or effect of an historical event. For example:
 - Enslaved people were brought to South Carolina to provide labor (e.g., agricultural, industrial).
 - The way explorers described their visit to North America made people want to go and settle there.

Recognize maps, mental maps, and geographic models as representations of spatial relationships.

- Use maps to understand the location of the colonies in relation to the mother country and how explorers and settlers arrived in North America.

Find and describe the conditions of places.

- Compare the life in colonies versus life in the mother country. For example:
 - There was more land available in the colonies.
 - Different types of houses unknown in new colonies.
- Compare the daily lives of Africans, Native Americans, and settlers in the new world.

Distinguish between past, present, and future time.

- Classify jobs, tools, transportation, or communication in the present with those during exploration and early settlement of South Carolina.

Explain the difference between fact and opinion.

- Provide students with sentence strips containing facts and opinions pertaining to the exploration and settlement of South Carolina. Help student affix the strips to different colored paper to sort facts and opinions.

South Carolina Alternate Assessment (SC-Alt) Social Studies

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.

It is essential for students to know: Many colonists were unhappy with the choices the mother country of England was making that affected their lives. Colonists felt that it was unfair that they did not get to **vote** on their **taxes**. In the **Declaration of Independence**, the colonists listed all the conflicts between the colonies and England and stated their independence from England (3-3.1). This led to a war called the American Revolution. The colonists who fought against England were called patriots. The colonists who sided with England were called loyalists (3-3.2). Many battles were fought in South Carolina, especially around Charleston (then called Charles Town) because it had a base and was a **port** city. South Carolina had many people, such as Francis Marion, fighting as patriots. The patriots won the war (3-3.3). The colonists became independent from England and formed a new **nation**. The 13 colonies became 13 **states** (3-3.4). The new states formed new **governments** with **three branches** or parts that each had their own powers or jobs within the governments. Eventually a new national government was formed that used the same model (3-3.5).

Literacy Skills Addressed by This Standard

- Distinguish between past, present, and future time.
- Interpret information from a variety of social studies resources.
- Explain the difference between fact and opinion.
- Identify cause-and-effect relationships.

Application of Literacy Skills at the Concrete Level—Instructional Assessment Strategies

Distinguish between past, present, and future time.

- Give students statements and have them classify each statement as past, present, or future, using a graphic organizer. For example:
 - Boston Tea Party—Past
 - Something current in the student’s life—Present
 - An upcoming event, such as a holiday or field trip—Future

Interpret information from a variety of social studies resources.

- Use timelines or charts to organize major events in the American Revolution.
- Answer *who*, *what*, or *where* regarding an informational text about the role of South Carolina in the American Revolution.
- Identify information from a chart on the three branches of government.

Explain the difference between fact and opinion.

- Show students a visual aide (e.g., a picture or diagram). Give them two statements and have them classify each statement as a fact or an opinion. For example:
 - A picture of the Boston Tea Party and sentence strips that say “Men threw tea over the side of the boat” and “The men should not have done this.” Ask the students to identify which is a fact and which is an opinion. If appropriate for the student, explain that facts have something that backs them up—in this example, the picture—while an opinion is a feeling and not everyone may have the same one.

Identify cause-and-effect relationships.

- Give students an effect and have them select the cause from three choices (which can be represented by pictures, words, or objects). Phrase the question using “why.” For example:
 - Why was a new nation formed? Choices: (1) the patriots won the war, (2) the king won the war, or (3) the Boston Tea Party

South Carolina Alternate Assessment (SC-Alt) Social Studies

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.

It is essential for students to know: The economy of the **state** of South Carolina was based on farming before and after the American Revolution. After the invention of the cotton gin, growing cotton made South Carolina very **wealthy**. The cotton gin pulled seeds out of cotton, but more **slaves** were needed to grow and pick the cotton (3-4.2). Although many South Carolinians did not own slaves, **slavery** became accepted by almost all South Carolinians as a way of life (3-4.1 and 3-4.3). During this time, slavery became a source of conflict in the new United States between the northern states, or the North, and the southern states, or the South. Some people, who were called abolitionists, felt it was their duty to do everything they could to end slavery, which made most Southerners very angry (3-4.3). While this debate over slavery was occurring, many people were moving west to new lands and new states were forming. Both sides wanted the new states to have laws like theirs. Southerners wanted the new states to be slave states, and northerners wanted the new states to be free states, meaning slavery was not allowed. As long as the number of slave and free states were equal, each side was happy. Many **compromises** were made to keep the country together. Although national laws were passed against slavery, many people believed that each state had the **right** to disobey national laws. This idea is called state’s rights. When Abraham Lincoln was elected President in 1860, Southerners assumed that he would end slavery, so they decided to separate from the United States. South Carolina was the first state to separate and other southern states followed (3-4.3 and 3-4.4). They formed their own nation called the Confederate States of America, also known as the **Confederacy**. Other states didn’t want the United States to break apart. These states were called the **Union**, short for United States of America. This started the **Civil War**. When groups of people within a nation fight, it is called a civil war. Many battles were fought in the South, creating a lot of damage (3-4.4 and 3-4.5). The rebuilding of the nation after the war was called **Reconstruction**. There were positive and negative aspects of Reconstruction. One positive aspect was the end of slavery (3-4.6).

Literacy Skills Addressed by This Standard

- Identify cause-and-effect relationships.
- Find and describe the location and conditions of places.
- Interpret information from a variety of social studies resources.
- Distinguish between past, present, and future time.
- Explain the difference between fact and opinion.

Application of Literacy Skills at the Concrete Level—Instructional Assessment Strategies

Identify cause-and-effect relationships.

- Give students a cause and have them select the effect from three choices (which can be represented by pictures and objects). Phrase the question using “what.” For example:
 - What happened when the South separated from the other states? The Union fought to keep them in the Union rather than let them leave.

Find and describe the location and conditions of places.

- Compare historical pictures of Fort Sumter before and after, Charleston before and after, railroads before and after, etc., to show the devastation of war.
- Using a map, indicate, with color or by drawing the Mason-Dixon line, the North and South. Have students place symbols for farms and factories to make distinctions between the way of life in the two. This can also be done to indicate where battles were fought and emphasize that most occurred in the South.
- Compare the official Union uniform to the Confederacy uniform, as well as training and food supplies of the two to learn about conditions in the armies.

Interpret information from a variety of social studies resources.

- Use timelines or charts to organize events in the Civil War.
- Answer *who*, *what*, or *where* from an informational text about the causes and effects of the Civil War and Reconstruction.

Distinguish between past, present, and future time.

- Use pictures to distinguish between the past and present. For example:
 - Use pictures of a Civil War-era classroom to show the difference(s) in a present-day classroom.
 - Use photos of places in South Carolina in the 1800s to show the difference(s) in the same places today.

Explain the difference between fact and opinion.

- Write several facts and opinions on different sentence strips. Have the students complete a fact/opinion T-chart by labeling facts and opinions. Assist students in placing each sentence strip in the appropriate column. For example: “The economy of South Carolina is based on farming” and “Working on a farm is harder than working in a town/factory.”

South Carolina Alternate Assessment (SC-Alt) Social Studies

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.

It is essential for students to know: The recovery after the Civil War took a lot longer in South Carolina than other places because of **poverty** and the dependence on **agriculture**. Very few industries other than **textiles** came into the state. This made things very hard for South Carolina’s population, both African American and white (3-5.1 and 3-5.2). When the **economy** of the whole nation began suffering during a time called the Great Depression, many people of South Carolina were already in poverty and their situations got worse. Recovery really began to happen when the government of the United States started the **New Deal** programs that put South Carolinians back to work and earning money (3-5.3). This recovery continued throughout **World War II** and the **Cold War** (3-5.4). Life was especially difficult for African Americans because of **racism** and **discrimination**. Laws that discriminated based on race were called **Jim Crow laws** (3-5.1 and 3-5.2). Because South Carolina had a large African-American population, it was one of the centers of the Civil Rights Movement. The Civil Rights Movement involved people working in support of equal treatment of the races. The Civil Rights Movement was dangerous and took a long time to achieve. Many white people wanted things to stay the same. These people were willing to kill or use violence to keep the movement from achieving its goals. Success in ending separation of the races occurred in schools and later in other public facilities. African Americans also gained more fairness in voting rights (3-5.5). Today, due to South Carolina’s historic places, beautiful beaches and mountains, **tourism** has a major impact on the economy of the state (3-5.6).

Literacy Skills Addressed by This Standard

- Identify cause-and-effect relationships.
- Interpret information from a variety of social studies resources.
- Distinguish between past, present, and future time.
- Explain the difference between fact and opinion.

Application of Literacy Skills at the Concrete Level—Instructional Assessment Strategies

Identify cause-and-effect relationships.

- Create a cause-and-effect flow chart to show the relationship between a series of events. For example:
 - Jim Crow laws led to discrimination, which caused the need for the Civil Rights Movement.
 - The Civil Rights Movement led to African Americans having more rights.

Interpret information from a variety of social studies resources.

- Match pictures of events to descriptions of events.

Distinguish between past, present, and future time.

- Classify jobs, tools, transportation, or communication in the present with those during the late nineteenth century and the twentieth century.

Explain the difference between fact and opinion.

- Read a fact or an opinion and have the student indicate whether it is a fact or opinion using answer choice cards labeled fact or opinion.

South Carolina Alternate Assessment (SC-Alt) Social Studies

Grade 4: United States Studies to 1865

Standard 4-1: The student will demonstrate an understanding of political, economic, and geographic reasons for the exploration of the New World.

It is essential for students to know: People from Asia moved to North America by walking across a **land bridge** that connected Asia to North America during the **Ice Age**. They were **hunter-gatherers** that followed the animals they hunted for food across the land bridge. These people became the first **Native Americans** (4-1.1). The everyday lives of Native Americans depended on the **region** in which they lived. The physical features and natural resources were different in different parts of North America (4-1.2). Europeans began to **explore** the world looking for more **trade** and wealth. They were able to explore across the oceans with better boats and maps. This exploration led to Europeans coming to the Americas, which includes North America and South America (4-1.3 and 4-1.4).

Literacy Skills Addressed by This Standard

- Identify and explain cause-and-effect relationships.
- Construct maps, mental maps, and geographic models to represent spatial relationships.
- Identify the location of places, the conditions at places, and the connections between places.
- Establish chronological order in reconstruction of a historical narrative.

Application of Literacy Skills at the Concrete Level—Instructional Assessment Strategies

Identify and explain cause-and-effect relationships.

- Answer questions about the cause of early Native American migration to the New World based on adapted grade-level informational text.

Construct maps, mental maps, and geographic models to represent spatial relationships.

- Locate the routes that early Asians and Europeans took and compare them to where we live today.

Identify the location of places, the conditions at places, and the connections between places.

Geography of North America

- Show (or describe) photographs that illustrate the geography of North America before it was widely settled by humans. Based on the photographs, ask students to identify natural features that are attractive to humans (e.g., animals that can be hunted, plants that can be eaten). Ask students why the natural features they have identified from the photographs may have attracted people from other places to migrate/explore/settle North America.
- Answer *who*, *where*, and *what* questions from an informal text about migration from Europe to the New World.

Establish chronological order in reconstruction of a historical narrative.

- Identify the order of time periods in U.S. history, such as European exploration and settlement of the Americas.

Settlement Timeline

- Assist the student in the creation of a graphic/tactile timeline documenting important events/eras related to the original Native American settlement and future European exploration of North America. Sample timeline entries may include, but are not limited to, the crossing of the Asian–North American land bridge, the establishment of Native American agricultural communities, and European maritime exploration of the eastern seaboard.

South Carolina Alternate Assessment (SC-Alt) Social Studies

Grade 4: United States Studies to 1865

Standard 4-2: The student will demonstrate an understanding of how the settlement of North America was influenced by the interactions of Native Americans, Europeans, and Africans.

It is essential for students to know: There were good and bad **effects** for the Europeans and Native Americans when the Europeans began coming to the Americas. For example, many new plants and animals were shared which was good. The **diseases** Europeans spread to Native Americans were bad (4-2.1). The daily life of European **colonists** in North America was based on the **traditions** of their **mother country** and the natural resources and physical features available where they settled (4-2.2). Many Europeans began building large **farms** called **plantations**. As the number of plantations increased, more workers were needed. Europeans began trading goods for **slaves** from Africa to work on the plantations (4-2.3). **Cooperation** and **conflict** also developed between Europeans, the Native Americans, and the Africans (4-2.4).

Literacy Skills Addressed by This Standard

- Identify and explain cause-and-effect relationships.
- Construct maps, mental maps, and geographic models to represent spatial relationships.
- Identify the location of places, the conditions at places, and the connections between places.
- Interpret visual information to deepen understanding.
- Establish chronological order in reconstruction a historical narrative.

Application of Literacy Skills at the Concrete Level—Instructional Assessment Strategies

Identify and explain cause-and-effect relationships.

- Use pictures to discuss why plantation owners needed more workers in their plantations. Have students make or select statements based on this discussion to relate the cause to the effect. For example: The plantations needed a lot of workers because the fields were so big.

Construct maps, mental maps, and geographic-models to represent special relationships.

Map

- On white board (or other appropriate display medium), present a blank outline map showing the following continents: Europe, Africa, and North America (make sure there are no labels anywhere on the map).
 - Present student(s) with three continent labels: Europe, Africa, and North America. Have student(s) place the continent labels on the map. After initial placement, help students make corrections if necessary.

- Present student(s) with additional labels: Markets, Manufactured Goods, Slaves, Raw Materials. Have the students place the labels on the map. For example:
 - The “Manufactured Goods” label would be placed on Europe because that is where manufactured goods were produced.
 - The “Slaves” label could be placed either in Africa (where slaves were taken from) or in North America (where slaves were forced to work).
- Present student(s) with arrow labels to be placed on map: one arrow point should point east (to be placed between Africa and North America to indicate the flow of slaves), and one arrow should point west (to be placed between North America and Europe to indicate the flow of raw materials).
- Use correct and incorrect placement of different labels as basis for additional instruction and clarification about the relationship between the three continents during the period of European colonization.

Identify the location of places, the conditions at places, and the connections between places.

Let’s Have Some Tea

- Use the following instructional materials: paper cups, sugar packets, and tea bags (one of each for every student involved in the lesson).
 - With students, demonstrate how to make a cup of tea. Have the student(s) taste the tea without sugar. Then, have the students add sugar into their tea cups.
 - Explain that during the 1600s and 1700s, Europeans enjoyed sweetening their tea with sugar. Explain that it was too cold in Europe to grow sugar. Using a map, ask students to identify a place in the Americas where it is warm enough to grow sugar (e.g., the Bahamas). Use these facts as a basis to guide discussion about the connection between Europe and the Americas during the period of European colonization.

Interpret visual information to deepen understanding.

- Organize events from European exploration and settlement using a timeline or chart.
- Use pictures to recognize that the availability of resources impacts choices, such as giving up home/security/family to move to the New World.

Establish chronological order in reconstruction of a historical narrative.

Historical Timeline

- Make a timeline with the following empty boxes: First Event, Second Event, Third Event, Fourth Event, Fifth Event.
 - Create cards (possibly with illustrations depending on the learning style of the student) that describe general events in the history of Native American/European/African interaction (e.g., Native Americans get sick from European diseases; Europeans first arrive in the New World; Africans begin working on large plantations; Africans are captured and bought to North America). **Note:** Teacher has flexibility to select any number of different events that relate to the standard and literacy skill.

- Have student(s) place the event cards on the timeline in chronological order. If cards are placed incorrectly, used the incorrect placement as opportunity to re-teach content (e.g., the only way it was possible for Native Americans to become sick with European diseases was by coming into contact with Europeans; because of this, we know that the Europeans had to arrive in North America before the Native Americans got sick with European diseases).

South Carolina Alternate Assessment (SC-Alt) Social Studies

Grade 4: United States Studies to 1865

Standard 4-3: The student will demonstrate an understanding of the conflict between the American colonies and England.

It is essential for students to know: **Conflicts** over land continued between the Europeans and **Native** Americans. At the same time European colonists from England were unhappy about **taxes** they had to pay to the **mother country** like the Stamp Act and the Tea Act. Colonists wanted to make their own laws and began to **protest** by limiting trade and with the Boston Tea Party. This led to the American Revolution (4-3.1). The colonists sent a letter called the **Declaration of Independence** to the King of England. It listed the **rights** that were being **unfairly** taken by the mother country (4-3.2). A war between the colonists and the mother country of England began. The war was called the American Revolution or the Revolutionary War. Many battles were fought throughout the colonies. The colonists won and gained independence from England (4-3.3). After the war, the 13 colonies became 13 **states**. Conflicts continued between the states. The issue of **slavery** divided the states into **regions**: the northern states, or the North, and the southern states, or the South (4-3.4)

Literacy Skills Addressed by This Standard

- Identify and explain cause-and-effect relationships.
- Construct maps, mental maps, and geographic models to represent spatial relationships.
- Identify the location of places, the conditions at places, and the connections between places.
- Interpret visual information to deepen understanding.
- Establish chronological order in reconstruction of a historical narrative.

Application of Literacy Skills at the Concrete Level—Instructional Assessment Strategies

Identify and explain cause-and-effect relationships.

Understanding the American Revolution

- Following instruction, use a graphic organizer similar to the one below to enhance understanding about cause-and-effect relationships during the American Revolution. Use illustrations to fill in the “Effect” column to enhance understanding. For example, use a famous painting of the Boston Tea Party to fill in the “Effect” box that corresponds to the “Tea Act.”

American Revolution Cause-and-Effect Chart	
Cause	Effect
Tea Act	
Boston Tea Party	
Intolerable Acts	
Declaration Of Independence	

Construct maps, mental maps, and other geographical models to represent special relationships.

Where is British Territory?

- Present students with two maps: one map indicating British territory in North America prior to the American Revolution and one map indicating British territory in North America following the American Revolution. Ask students to identify how the maps are different and what the maps tell us about the American Revolution (e.g., England controlled the 13 colonies before the American Revolution, but after the American Revolution, the 13 colonies became a new country).

Identify the location of places, the conditions at places, and the connections between places.

Valley Forge

- Read a passage from the “The Military Journal of George Ewing” to students. Help students to identify the location of Valley Forge on a map. Based on the passage, ask students questions about conditions at Valley Forge. For example:
 - What was the weather like at Valley Forge?
 - What was life like for soldiers in the Continental Army during the winter they spent at Valley Forge? <http://www.sandcastles.net/military1.htm>

Interpret visual information to deepen understanding.

- Use a map to show which states were the 13 colonies. Draw a line between the northern states and southern states.

Establish chronological order in reconstruction of a historical narrative.

- Tell the story of the American Revolution by giving students pictures and placing them in order. Then see if students can retell the story.

South Carolina Alternate Assessment (SC-Alt) Social Studies

Grade 4: United States Studies to 1865

Standard 4-4: The student will demonstrate an understanding of the beginnings of America as a nation and the establishment of the new government.

It is essential for students to know: After the American Revolution, a new **government** was formed giving people the **rights** for which they had fought. These rights were listed in the United States **Constitution**. This government was led by the people instead of a king (4-4.1). There are **three branches** of government: legislative, executive, and judicial. To make **decisions** for the **nation**, the three branches share **power** and have different jobs. The **legislative branch** makes laws. The **executive branch** enforces the laws. The **president** is the head of the executive branch. The **judicial branch** makes sure the laws are fair (4-4.2). The Bill of Rights is the name for the part of the Constitution that explains individual **rights** and **freedoms** of the people (4-4.3). Early leaders were important to the beginning of the new country. George Washington was the first president of the United States (4-4.4). The people had different opinions about how to run the government; so, two **political parties** were formed (4-4.5).

Literacy Skills Addressed by This Standard

- Identify and explain cause-and-effect relationships.
- Identify the location of places, the conditions at places, and the connections between places.
- Interpret visual information to deepen understanding.
- Establish chronological order in reconstruction a historical narrative.

Application of Literacy Skills at the Concrete Level—Instructional Assessment Strategies

Identify and explain cause-and-effect relationships.

Making Laws and Having Rights

- Discuss the meaning of the following terms with students: government, laws, rights. Ask students questions about cause and effect related to these terms. For example:
 - What is an effect of having a government that makes laws? (possible answers: people are kept safe; things like roads and schools can be built)
 - The government says that all people have rights. What is an effect of the rights that the government gives us? (possible answer: we are free to say our opinions)

Identify the location of places, the conditions at places, and the connections between places.

Understanding Boundaries

- Show students a color-coded map of North America following the American Revolution. The map should clearly indicate boundaries of British territories, French territories, and Spanish territories. Ask students questions about the map. For example:
 - What area on the map did England control before the American Revolution?
 - What parts of the map are a part of the United States today?

Interpret visual information to deepen understanding.

Describing Powers

- Present students with labeled photographs of the president, Congress, and Supreme Court. Ask students to provide information about the different powers of each institution. For example, show the “president” photograph to students and ask the students to describe some powers that the president has.

Establish chronological order in reconstruction of a historical narrative.

Before, During, and After the Revolution

- Following instruction, present students with a completed “out of order” graphic organizer and a corresponding blank graphic organizer:

<i>Before the American Revolution</i>	<i>During the American Revolution</i>	<i>After the American Revolution</i>
George Washington leads soldiers in the Continental Army.	The United States Constitution is signed, creating three branches of government.	American colonists fight a war against England.
George Washington becomes the first president of the United States.	The American colonies are controlled by England.	The Declaration of Independence is written.
George Washington is a soldier in the British Army.	Most people living in the American colonies are loyal to England.	The United States becomes a new country that is independent from England.

<i>Before the American Revolution</i>	<i>During the American Revolution</i>	<i>After the American Revolution</i>

- Provide instructional support as needed and assist student(s) in completing/correcting the graphic organizer, so all events are placed in their correct chronological categories. As an enrichment activity, events within each category can be placed chronologically. For example, in the “After the American Revolution” category, events can be sequenced as follows: “The United States becomes a new country that is independent from England”; “The United States Constitution is signed, creating three branches of government”; “George Washington becomes the first president of the United States.”

South Carolina Alternate Assessment (SC-Alt) Social Studies

Grade 4: United States Studies to 1865

Standard 4-5: The student will demonstrate an understanding of westward expansion of the United States and its impact on the institution of slavery.

It is essential for students to know: After the United States became a **nation**, **explorers** like Daniel Boone and Lewis and Clark went west to lands not controlled by the nation. With the help of **Native American guides** like Sacajawea, these explorers mapped and **claimed** new land for the United States (4-5.1). People moved west for **economic** and religious opportunities. Moving was very **dangerous** for these people. There were many accidents, illnesses, and **conflict**. Despite these problems, the nation grew and new **states** were added (4-5.2 and 4-5.3). When the **settlers** moved west, Native Americans were forced by the government to give up their homes and land (4-5.4). As the nation grew, new states had to decide whether or not to allow **slavery**. This caused constant conflict between the northern states, or the North, and the southern states, or the South (4-5.5).

Literacy Skills Addressed by This Standard

- Identify and explain cause-and-effect relationships.
- Construct maps, mental maps, and geographic models to represent spatial relationships.
- Identify the location of places, the conditions at places, and the connections between places.
- Identify multiple points of view/biases and ask questions that clarify points of view.
- Understand that people make choices based on the scarcity of resources.

Application of Literacy Skills at the Concrete Level—Instructional Assessment Strategies

Identify and explain cause-and-effect relationships.

- Using illustrations, identify what caused people to move west and how this affected slavery.

Construct maps, mental maps, and geographic models to represent spatial relationships.

Thirteen Original Colonies

- Present students with a basic political map of North America prior to the large-scale Westward Expansion during the 1800s. Point to various sections of the map and ask students questions. For example:
 - Point to the area on the map where the 13 original states were located and ask, “Who lived here when the United States became a new country?” (possible answers: Americans, Europeans, or Native Americans)
 - Point to a western area on the map and ask, “Who lived here when the United States became a new country?” (Correct answer: Native Americans, Spanish colonists, Mexicans)
 - Providing assistance, as needed, have students trace routes related to the westward exploration and expansion (e.g., Lewis and Clark’s route, the Oregon Trail).

- Once westward routes have been traced on map, ask students follow-up questions for informal assessment and as a basis for further instruction. For example:
 - Why were explorers interested in traveling west?
 - What were some things explorers were hoping to find in the western territories?
 - Why did people move their families to western territories?
 - How did the Westward Expansion change the lives of Native Americans who lived in western territories?

Identify the locations of places, the conditions at places, and the connections between places.

- Answer *who*, *where*, and *what* questions from an informational text about Westward Expansion.

East and West

- On the board, create a T-chart with two sections: East and West.
 - Have the following 8” x 11” photographs or illustrations ready for placement onto a T-chart by students:
 - Farmland in the western United States in the 1800s
 - A picture of a crowded city in the 1800s
 - Ask student(s) to place each picture in the correct section of the T-chart.
 - Once photographs are correctly placed, ask students to identify some conditions in the East and in the West. Possible answers may include:
 - **East:** Crowded, hard to make enough money to live, difficult for families
 - **West:** Lots of open space, easy to farm, possible to start a new life.

Identify multiple points of view/biases and ask questions that clarify points of view.

- Using pictures complete a graphic organizer to describe different points of view of Native Americans, slaves, and free citizens.

Understand that people make choices based on the scarcity of resources.

Wants and Needs

- Ask students the following questions and record multiple student responses on the board:
 - What are some things that you would like to own but do not have?
 - What would you need to do to get the things that you want to have?
 - What would you need to give up in order to get these things?
- Show students a historical photograph/picture of a family traveling west in the 1800s. As a basis for discussion/instruction, ask the following questions:
 - What are some things that this family wanted to have?
 - What did the family need to do to get the things they wanted to have?
 - What did the family give up in order to get the things they wanted?

South Carolina Alternate Assessment (SC-Alt) Social Studies

Grade 4: United States Studies to 1865

Standard 4-6: The student will demonstrate an understanding of the causes, the course, and the effects of the American Civil War.

It is essential for students to know: The **economies** and way of life of the northern **states**, or the North, and the southern states, or the South, developed differently. The two **regions** had different physical features and **natural resources**. People of the North and the South also disagreed on the issue of **slavery**. In the South, good soil and weather led to the growing of **cash crops** on large farms called **plantations**. The South's solution for getting workers for these plantations was slavery. This caused the practice of slavery to continue to grow. In the North, there were **factories** instead of plantations. Slavery was not used in the North (4-6.1). The practice of slavery continued to cause **conflict** between the North and South. People known as abolitionists wanted to end slavery. They helped slaves by speaking out, writing, and helping slaves escape (4-6.2). The North and South were unable to agree over the practice of slavery and **state's rights**. Southern states decided to form a government of their own and the **Civil War** began (4-6.3). The North wanted to keep the Southern states part of the United States; so many **battles** were fought in the South, creating a lot of damage. The South did not have as many men and resources as the North. As a result, the South lost the Civil War and slavery soon ended (4-6.4 and 4-6.5).

Literacy Skills Addressed by This Standard

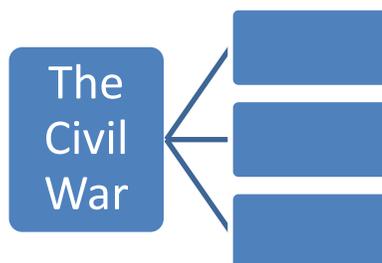
- Identify and explain cause-and-effect relationships.
- Explain the difference between fact and opinion.
- Construct maps, mental maps, and geographic models to represent spatial relationships.
- Identify the location of places, the conditions at places, and the connections between places.
- Understand that people make choices based on scarcity of resources.
- Establish chronological order in reconstruction a historical narrative.
- Identify multiple points of view/biases and ask questions that clarify points of view.

Application of Literacy Skills at the Concrete Level—Instructional Assessment Strategies

Identify and explain cause-and-effect relationships.

What Caused the Civil War?

- Have students identify factors that led to the outbreak of the Civil War. Place correct student responses in a graphic organizer similar to the one below to help them understand that there were multiple causes that led to the outbreak of the war.



Explain the difference between fact and opinion.**Is That a Fact?**

- Create a T-chart divided into two sections: “Fact” and “Opinion”
 - Create six or more sentence strips, each one being a fact or opinion about the Civil War era. For example:
 - “The Union had more soldiers than the Confederacy.”
 - “The Confederacy had better soldiers than the Union.”
 - Have student(s) place each sentence strip onto the T-chart.
 - Once all sentence strips have been placed onto the T-chart, review each placement for correctness and ask student(s) for reasons why each statement is either a fact or an opinion.

Construct maps, mental maps, and geographic models to represent spatial relationships.

- Using different colored crayons or colored pencils (or various tactile representations), have students identify the parts of America that supported slavery and those states that were against it. Use pictures to highlight other differences (i.e., factories as the main source of income for the North, agriculture as the main source of income in the South).

Identify the location of places, the conditions at places, and the connections between places.**Union and Confederacy**

- On a board, create a T-chart similar to the one shown below. (Note: Locations and conditions can be changed or made more specific based on ability of student(s).)
 - Have magnetic letters “U” (for Union) and “C” (for Confederacy) available for students.
 - Read each entry aloud to student(s). Have student(s) place a “U” or a “C” next to each entry.

Location of Places	Conditions of Places
In the North	Many cities
In the South	Many plantations
	Slavery was allowed.
	Slavery was against the law.

Understand that people make choices based on scarcity of resources.**Old Farming Equipment**

- Show students a photograph of a modern farm (e.g., a corn field with a gas-powered tractor).
- Ask students to describe things that farmers needed to spend money on to make their crops grow. (possible answers: seeds, tractors, sprinklers)
- Following initial brainstorming activity, show students a picture of a cotton field in the 1800s. Explain to students that the modern farming equipment we use today did not exist in the 1880s. Help students describe or make connections between the lack of modern agricultural equipment, the desire of farmers in the 1800s to make money, and the slave trade.

Establish chronological order in the reconstruction of a historical narrative.

Events Leading to the Civil War

- Have students create a picture timeline (with captions) of events leading to the Civil War. Entries can include, but are not limited, to the following:
 - Large plantations are constructed in the South (a picture of a plantation house being built).
 - Slave trade grows (a picture of a boat transporting slaves during the Middle Passage).
 - Abolitionists protest the institution of slavery (a picture of an abolitionist newspaper).
 - The Civil War begins (a picture of the battle at Fort Sumter, South Carolina).
 - Slavery is illegalized (a picture of Lincoln speaking at the Battle of Gettysburg).

Identify multiple points of view/biases and ask questions that clarify points of view.

What Is Your Point?

- Create a chart and sentence strips with quotations similar to the following:

Southern plantation owner	
Northern abolitionist	
Southern Congressman	
Northern Congressman	

“Southern states have the right to succeed from the Union!”

“Slavery is the only way I can make a living farming the land.”

“The Union cannot be torn apart by states that want to become independent.”

“Slavery is wrong. All people should be free.”

South Carolina Alternate Assessment (SC-Alt) Social Studies

Grade 5: United States Studies 1865 to the Present

Standard 5-1: The student will demonstrate an understanding of Reconstruction and its impact on the United States.

It is essential for students to know: During the **Civil War**, the **president**, Abraham Lincoln, wanted to keep the country together and end the war fast. After Lincoln was killed, the new president, Andrew Johnson, continued that same plan. After the Civil War ended, different groups of Americans had different goals for rebuilding the United States during a time period called **Reconstruction**. People from the southern **states**, or the South, wanted to return to a normal way of life as quickly as possible. **Congress** created a series of programs to help people from the South, especially African Americans (5-1.1). Changes were made to the **Constitution** that helped give some **rights** to African Americans like **freedom** for all **slaves**, **citizenship**, and the right to **vote** (5-1.2). As these new laws were passed, people in the South formed racist groups like the Ku Klux Klan. Some of these groups used **violence** to show **racism** and **discrimination** towards African Americans and **immigrants** (5-1.3). The effects of Reconstruction continued to improve the life of poor white men and African Americans in the South (5-1.4).

Literacy Skills Addressed by This Standard

- Identify multiple points of view/biases and ask questions that clarify points of view.
- Identify and explain cause-and-effect relationships.
- Establish chronological order in the reconstructing a historical narrative.

Application of Literacy Skills at the Concrete Level—Instructional Assessment Strategies

Identify multiple points of view/biases and ask questions that clarify points of view.

- Compare and contrast pictures from life before the Civil War and life today. Ask students questions relevant to their lives (i.e., what jobs were there before the Civil War compared to jobs today? What types of food did they eat before the Civil War compared to today? What activities did kids do for fun?)

Identify and explain cause-and-effect relationships.

Reconstruction of the United States

- Prior to beginning the lesson, discuss with students that the Reconstruction period was a period in U.S. history immediately following the Civil War. Be sure to explain that because of the war, changes were made to the Constitution. These changes gave more rights to African Americans. Some of these changes included the abolishment of slavery and the right to vote. Define key terms such as *slavery*, *freedom*, and *Constitution*.
- Read aloud *Out From This Place* or *I Thought My Soul Would Rise and Fly: The Diary of Patsy, a Freed Girl, Mars Bluff, South Carolina, 1865 (Dear America)* by Joyce Hansen. Both books provide a first-person account of what life was like for slaves before and after the Civil War. Both books can be found at: <http://www.scholastic.com/home/>.

- Using a piece of chart paper, create a T-chart and place it in the front of the room. Label the top left, “Cause,” and the top right, “Effects.”
- While reading aloud, work with students identifying cause-and-effect relationships. Help students with the task by writing them on the chart paper (e.g., because Patsy can read and write, she can teach the other freed slaves).
- NOTE: As you read aloud, deepen student engagement through questioning techniques (e.g., “How did learning to read and write help slaves?”).
- Ask questions in order to clarify or strengthen understanding (e.g., “What effect did the Reconstruction period have on plantation owners once the slaves were free?”).
- Help students make personal connections with the characters in the story.

Establish chronological order in the reconstructing a historical narrative.

Amendments

- Help students identify the important amendments added to the Constitution during the Reconstruction period.
 - Using chart paper, create a timeline indicating when the 13th, 14th, and 15th amendments were added to the Constitution (i.e., 1865, 1868, and 1870).
 - Create cards or sentence strips with a statement about each of the amendments. Sentence length and wording can vary (e.g., “The 13th Amendment ended slavery.”).
 - Read the sentences aloud to each student. Ask students to place the cards on the timeline in the correct order.
 - To increase difficulty, remove the dates from the timeline and add only the amendment numbers to the timeline. Create cards or sentence strips with the amendment information only (no dates or numbers). Ask students to place the dates in the correct order.

South Carolina Alternate Assessment (SC-Alt) Social Studies

Grade 5: United States Studies 1865 to the Present

Standard 5-2: The student will demonstrate an understanding of the continued westward expansion of the United States.

It is essential for students to know: After the **Civil War**, many people in the United States moved west for **economic** reasons. Traveling was hard because people had to cross mountains, deserts, and rivers (5-2.1). The **government** provided the land for settlers. New **technologies** helped the settlers. The **railroad** provided transportation for some people and supplies, and new farming tools made it easier for settlers to do their work (5-2.2). Different groups of people like ranchers, miners, farmers, and Mexican Americans were in **conflict** or **cooperation** based on the availability of natural resources. As news of chances to get wealthy spread, more people moved west which created more conflict (5-2.3). At first, many **Native** Americans welcomed and cooperated with explorers of the West. As more and more people moved onto Native American land, the government made laws that forced Native Americans onto smaller, unwanted pieces of land called **reservations**. There were no jobs and food, housing, and schools were scarce on the reservations.

Literacy Skills Addressed by This Standard

- Identify and explain cause-and-effect relationships.
- Identify multiple points of view/biases and ask questions that clarify points of view.
- Establish chronological order in the reconstructing a historical narrative.

Application of Literacy Skills at the Concrete Level—Instructional Assessment Strategies

Identify and explain cause-and-effect relationships.

The Effects of Building a Railroad

- Provide students with background knowledge about the transcontinental railroad by reading aloud the book *Ten Mile Day: And the Building of the Transcontinental Railroad* or the play *Done: The Transcontinental Railroad*. Both can be found at: <http://www.scholastic.com/home/>.
 - Before reading the book or play aloud, create a deck of note cards for students. Each note card should present a cause or effect example related to the development of the railroad with examples from the story or play.
 - Help your students build a railroad track in your classroom. Use a Lincoln Log set, craft sticks, or create and cut railroad strips from brown construction paper. Your students will be using the materials to build a railroad track.
 - Start to build the beginning of a railroad by laying the tracks (only a short distance so that students can get a sense of how it should look).
 - After reading the book or play, explain to students that they will be learning the causes and effects of building a railroad. Create a T-chart on the board or chart paper with the labels “Causes” and “Effects.”
 - Lay out the supplies listed for building the railroad.

- Explain to students that they will each draw a card from the deck and will be identifying whether it describes a cause or an effect.
- Help the students read the cards aloud. Support students in identifying whether their card is a cause or an effect and why.
- After the student provides an answer (right or wrong), allow him or her to choose a craft stick or log. Assist students in correctly placing it onto to the railroad track.
- For each card drawn, the students will be adding to their railroad track. Allow students to play until the railroad is complete.

Identify multiple points of view/biases and ask questions that clarify points of view.

- Using a graphic organizer, place picture symbols or historical photos to compare different groups' (miners, farmers, Mexican Americans) opinions about the benefits and consequences of westward expansion.

Establish chronological order in the reconstruction of a historical narrative.

Farming During the 1800s

- Explain to students how farming in the 1800s was not easy. Tools were very simple. They were mostly handheld iron devices. Injuries were common because farming relied on human power as opposed to animal or machine power. As technology advanced, new farming tools helped settlers farm more efficiently.
- Provide students with pictures and describe how early farming tools were used. Pictures and information on a variety of farming tools can be found here: <http://www.britannica.com>:
 - **Scythe** (a sharp curved blade at the end of a pole used for mowing or cutting grains)
 - **Cultivator** (horse-drawn plow with six blades)
 - **Flail** (a manual tool used to separate the seeds from the grain)

Farming During the 1900s

- After introducing the early farming tools and discussing how they were used, explain how farming became more efficient in the 1900s. Provide students with pictures and describe how those early farming tools have changed:
 - **Lawn mower** (advanced from handheld to manual push lawn mowers and riding)
 - **Tractor drawn** (advanced from horse drawn to tractor drawn)
 - **Combine** (advanced from handheld to horse drawn to tractor drawn)
- At the conclusion of the lesson, help students place the pictures in order showing the progression over time.

South Carolina Alternate Assessment (SC-Alt) Social Studies

Grade 5: United States Studies 1865 to the Present

Standard 5-3: The student will demonstrate an understanding of major domestic and foreign developments that contributed to the United States becoming a world power.

It is essential for students to know: After the **Civil War**, many people in the United States gradually went from working on farms to working in **factories**. Life became easier due to new **technologies** and **inventions** like the light bulb, telegraph, and telephone (5-3.1). African Americans still faced **racism** and **discrimination**. **Unfair laws** were passed by all of the **governments** in the southern **states**. These laws were called Jim Crow laws. The goal of these laws was to keep white men in power (5-3.2). Many people came to the United States from other **countries**. These people were called **immigrants**. Immigrants came to the United States for **economic** and religious reasons. The growth and development of America continued to change because immigrants brought their different **cultures** (5-3.3). Many people were needed to work in factories and other big businesses. The availability of jobs attracted many people to the cities to work. The living and working conditions in the cities were very bad. Some people, known as Progressives, worked to make these conditions better (5-3.4). For the first time, the United States’ began to control lands far away, especially after the **Spanish-American War** (5-3.5). The United States wanted to stay out of **World War I**, but entered the war after a series of events by Germany—like sinking ships with American citizens on them and **threatening** the United States. The United States fought with other countries in Europe against Germany and its allies. The United States and its allies won the war (5-3.6).

Literacy Skills Addressed by This Standard

- Identify and explain cause-and-effect relationships.
- Identify multiple points of view/biases and ask questions that clarify points of view.
- Establish chronological order in reconstructing a historical narrative.

Application of Literacy Skills at the Concrete Level—Instructional Assessment Strategies

Identify and explain cause-and-effect relationships.

- Create a list of technology invented just after the Civil War using pictures, words, or objects. Use a graphic organizer to tell how each invention has made life easier for us today.

Identify multiple points of view/biases and ask questions that clarify points of view.

African American Storyboard

- Define important terms such as:
 - **Racial Segregation**—The practice of restricting people to certain circumstances, areas of residence, or separate schools or churches and facilities because of race.
 - **Jim Crow Laws**—Laws that enforced racial segregation in the South.
 - **Separate but Equal**—The doctrine that racial *segregation* is constitutional as long as the facilities provided for blacks and whites are roughly equal.
 - **Laws**—A set of rules made by the government, town, state, or country.

- Create a storyboard using pictures. Locate pictures that tell the story of what one day in the life of an African American would have looked like after the Civil War.
 - Locate a picture related to racial segregation: <http://life.time.com/history/civil-rights-and-segregation-rare-color-photos-south-carolina-1956/#1>.
- As you walk through the storyboard with students, ask them to identify whether the pictures appear to support integration or segregation of African Americans. Explain why. Describe what biases appear in the photos.

Establish chronological order in the reconstructing of a historical narrative.

Historical Wars

- Using a graphic organizer, create a timeline indicating “First,” “Next,” “Last.”
- Locate pictures related to the Civil War, the Spanish-American War, and World War I. Assist students in arranging the photos in chronological order.

South Carolina Alternate Assessment (SC-Alt) Social Studies

Grade 5: United States Studies 1865 to the Present

Standard 5-4: The student will demonstrate an understanding of American economic challenges in the 1920s and 1930s and world conflict in the 1940s.

It is essential for students to know: The daily life of many Americans was affected by the good **economic** times of the 1920s. Wealthy Americans enjoyed new **technologies** and **inventions** like automobiles, airplanes, and appliances. More changes were made to the **Constitution** including the right to **vote** for women. **Racism** and **discrimination** continued against African Americans and **immigrants** through this time (5-4.1). Along with the rest of the world, the United States had periods of great economic growth followed by great economic loss in the 1920s and 1930s. In the 1930s, many people lost their jobs and could not find new jobs. Many people were poor. They struggled to live and provide for their families (5-4.2). To help Americans, President Roosevelt introduced programs in his plan called the **New Deal**. These programs provided food, created jobs, and put **laws** in place to prevent these problems from happening again (5-4.3). Because of poor economic conditions around the world, unfair leaders like Hitler, Mussolini, and Stalin came to power and took over other **countries**. The Second World War, or WWII, began. The United States tried to stay out of the **war**, but after the bombing of **Pearl Harbor** by Japan, the United States joined the war. Eventually, the United States and its **allies** retook control in Europe and the **Pacific**, winning the war (5-4.4 and 5-4.5). During the war, most men were fighting outside of the country. Because of a need for more workers, more women and African Americans worked in factories (5-4.7). Key developments in technology like computers, better planes, and better weapons changed how the war was fought and helped the economy of the United States both during the war years and in the postwar period (5-4.6).

Literacy Skills Addressed by This Standard

- Identify and explain cause-and-effect relationships.
- Identify multiple points of view/biases and ask questions that clarify points of view.
- Explain the difference between fact and opinion.
- Establish chronological order in reconstructing a historical narrative.
- Create and interpret data in timelines.

Application of Literacy Skills at the Concrete Level—Instructional Assessment Strategies

Identify and explain cause-and-effect relationships.

Life during the Great Depression

- To teach students about the Great Depression era, provide them with a brief description of what life was like for Americans during the 1930s. Review key vocabulary terms (e.g., *unemployment, depression, debt, charity, soup kitchen, donation, the stock market*).
- Use a graphic organizer with the labels “Cause” and “Effect.” Discuss with students causes of the Great Depression and effects it had on American families:
 - The stock market crash caused people to lose a lot of money and jobs.

- The unemployment rate was very high.
 - A lot of people were in debt.
 - Many Americans did not have jobs.
 - Many people lost their homes.
 - Many Americans were forced to live in shacks.
 - Americans were suffering.
 - Charities donated meals to feed people in need.
- To reinforce learning and understanding read aloud *Meet Kit: An American Girl* by Valerie Rane Tripp.
 - Tell students to listen for causes of the Great Depression and/or effects that Kit and her family endure.
 - While reading aloud, stop and ask questions to support student understanding.
 - Create a new T-chart and place it next to the previous chart.
 - Write new cause-and-effect examples from the story

Identify multiple points of view/biases and ask questions that clarify points of view.

A Woman's Right to Vote

- Read the 19th Amendment to students. Explain how prior to 1920 women could not vote in elections.
- Create a list of quotes related to the 19th Amendment. Some quotes should be in favor of the new amendment and others should oppose it. Examples:
 - “No man is good enough to govern any woman without her consent.”—Susan B. Anthony
 - “Only men should be allowed to vote in elections.”
 - “Woman and men are created equal.”
 - “The right to vote should be a right everyone has.”
 - “Men should decide whether their wives can vote.”
 - “A women's vote does not matter.”
- Ask the student to decide whether the quote favors women's suffrage or opposes it.
- Have students create voting paddles using colored construction paper or a tag board and tongue dispensers. One paddle can be red and the other can be blue. Have the students raise one paddle if the quote read aloud is in favor of the 19th Amendment and the other paddle if the quote opposes it.

Explain the difference between fact and opinion.

What Really Happened in World War II?

- Divide your classroom in half. Label one side of the room with a large “Fact” poster and the other side of the room with a large “Opinion” poster.

- Read aloud fact or opinion statements related to World War II. You can write them on the board or project them.
- Ask students to decide whether each statement, you have read aloud or written on the board, is a fact or an opinion and go to the corresponding side of the room. Allow students to change their mind and switch if they think they have made a mistake.
- Once a statement has been read and the students have moved to either side of the room, ask for a volunteer to explain why he or she thinks the statement is a fact or an opinion. Examples may include:
 - “Pearl Harbor was bombed on December 7, 1941.”
 - “Pearl Harbor is a beautiful place to visit.”
 - “President Roosevelt is the smartest man in history.”
 - “Pearl Harbor is located in Oahu, Hawaii.”

Establish chronological order in the reconstruction of a historical narrative.

A Historical Interview

- Have students interview a person who heard President Roosevelt’s “Day of Infamy” address or someone who has read about the speech. Provide students with a list of questions they may ask during the interview.

Examples:

1. “How old were you when you heard the speech?”
2. “What led the president to deliver such a speech?”
3. “Why did the Japanese bomb Pearl Harbor?”
4. “What did Americans do next?”

Create and interpret data in timelines.

- Create a timeline of events leading up to World War II and the results of the war. Label the beginning, middle, and end of the timeline.

South Carolina Alternate Assessment (SC-Alt) Social Studies

Grade 5: United States Studies 1865 to the Present

Standard 5-5: The student will demonstrate an understanding of the social, economic and political events that influenced the United States during the Cold War era.

It is essential for students to know: After World War II (WWII), the United States and the **Soviet Union** did not agree on types of **governments**. The **Cold War** was a period of time in which the United States and Soviet Union competed to try to influence other **nations** to follow their styles of government. This competition led to a series of conflicts like the Korean War, building the Berlin Wall, Cuban Missile Crisis, and Vietnam War. There was also a fear that powerful weapons called **atomic** bombs would be used (5-5.1). In the United States, there were many changes to people’s lives after WWII like building of **suburbs**, air travel, use of credit cards, and **mass media**. Because they were no longer needed in the factories, women returned to working in the home (5-5.2). African Americans were still facing racism and **discrimination** in the United States. The **Civil Rights** movement grew after WWII. This movement focused on getting more **rights** and fair treatment for African Americans. Civil rights leaders like Rosa Parks and Dr. Martin Luther King, Jr. helped bring positive changes in schools, public places, and **voting** (5-5.3).

Literacy Skills Addressed by This Standard

- Identify and explain cause-and-effect relationships.
- Establish chronological order in the reconstructing a historical narrative.

Application of Literacy Skills at the Concrete Level—Instructional Assessment Strategies

Identify and explain cause-and-effect relationships.

History of the Berlin Wall

- Ask students to imagine how their life would change if the city in which they live was divided in half by a large cement wall. Have them pretend that they live on the east side of the wall and some of their friends and family live on the west side. Use a city map to demonstrate what this may look like for their city.
- Explain to them that if they lived on the east of the wall the government would not allow them to leave or have a lot of the basic rights they have today. Remind them that if they had friends and family on the west side, they would not be allowed to communicate with them.
- As a class, create a cause-and-effect chart. Tell students that the cause of the Berlin Wall is associated with political power (write this on chart paper). Ask students to describe how they think living in a divided city would affect them. Write their ideas on the effect side of the chart.
- Explain to students that this is what life was like for many people in the city of Berlin for almost 30 years.
- Provide students with pictures of the Berlin Wall. <http://www.history.com/topics/berlin-wall>.
- After discussing and researching the Berlin Wall, read the book *The Wall: Growing Up Behind the Iron Curtain* by Peter Sís.
- Invite students to identify causes and effects as you read the book aloud.
- Create a similar chart and document the students’ responses.

Establish chronological order in the reconstruction of a historical narrative.

Martin Luther King Jr.

- Introduce the story of Martin Luther King Jr. by reading aloud *A Picture Book of Martin Luther King, Jr.* by David A. Adler and Robert Casilla.
- After reading the story, outline and discuss the important events described in the story about Martin Luther King Jr.'s life.
 - Schooling
 - Books
 - Nobel Prize
 - “I Have a Dream” speech
- Allow students to locate examples of important events in the book. Support students by telling them which pages to look for.
- Invite students to draw illustrations, write a story, or locate pictures, from Martin Luther King Jr.'s life. Choose three important events and have the students draw them in chronological order.
- Allow students to use the book to support their illustrations and the ordering of events.

South Carolina Alternate Assessment (SC-Alt) Social Studies

Grade 5: United States Studies 1865 to the Present

Standard 5-6: The student will demonstrate an understanding of the political, social, economic, and environmental challenges faced by the United States during the period from the collapse of the Soviet Union to the present.

It is essential for students to know: The **Cold War** came to an end in the 1980s and 1990s (5-6.1). The United States continued trying to help **countries** in the Middle East that were in danger of being taken over or attacked. This involvement made some groups of people in other countries angry (5-6.2). On September 11, 2001, or 9-11, the United States was attacked by **terrorists**, and life for all Americans changed (5-6.3). **Technology** continues to improve the daily life of many Americans with the use of computers, satellites, and other **communication** inventions (5-6.4). The United States and other countries depend on each other for goods and natural resources. American **culture influences** and is influenced by cultures around the world (5-6.5). People are much more concerned about the **environment**. Many people speak of “going green” meaning to reduce, reuse, and recycle (5-6.6).

Literacy Skills Addressed by This Standard

- Identify and explain cause-and-effect relationships.
- Explain the relationship of him/herself to others in his/her society and culture.
- Identify multiple points of view/biases and ask questions that clarify points of view.
- Establish chronological order in the reconstruction of a historical narrative.

Application of Literacy Skills at the Concrete Level—Instructional Assessment Strategies

Identify and explain cause-and-effect relationships.

- Using pictures create a timeline of events leading up to the Cold War. As each new picture is added, discuss the cause of this event and the relationship to the previous events on the timeline.

Explain the relationship of him/herself to others in his/her society and culture.

- On a map, illustrate the distance between Russia and the United States. Mark where your students live in the United States. Use real-life pictures to compare the culture and climate of the two places.

Identify multiple points of view/biases and ask questions that clarify points of view.

Going Green

- Explain to students that during World War II there was a shortage of supplies (e.g., metal, paper, clothing). The government began asking people to donate and reduce the use of many different kinds of materials.
- As a class or group, research and define what it means to “go green” (i.e., to reduce, reuse, and recycle).

- Ask students if they recycle at home. Ask them to give examples. Do they separate paper and plastic from their garbage? Why do they think it is important to “go green”? What are some benefits (e.g., cleaner planet, more trees, less waste)?
- Challenge students by asking why some people do not recycle, reduce, or reuse materials. Discuss why this may not be important to everyone (e.g., do not know the impact, do not know how to recycle, do not care about the planet).
- Ask students to describe how they feel about “going green.” They can list and illustrate different ways they can help the environment (e.g., recycling, turning off lights, saving water). Display student work and talk about different ideas.
- Brainstorm and discuss different ways your classroom can reduce, reuse, and recycle together. Have students create posters from recycled materials promoting these goals and place them around the school.

Establish chronological order in the reconstruction of a historical narrative.

Making a Difference

- Read aloud *The Little Chapel that Stood* by A. B. Curtiss. This book illustrates the historic chapel less than 100 yards from the Twin Towers that withstood the September 11 attacks. Firemen hung their shoes on the fence and ran to help people when the Twin Towers were attacked. The story of terror overcome by courage and bravery will help teach students that no one is too small to make a difference.
 - Provide students with a simple graphic organizer with beginning, middle, and end. Ask them to describe the events in book.
 - Support the students by filling in the graphic organizers as a group.

South Carolina Alternate Assessment (SC-Alt) Social Studies

Grade 6: Early Cultures to 1600

Standard 6-1: The student will demonstrate an understanding of the development of the cradles of civilization as people moved from a nomadic existence to a settled life.

It is essential for students to know: The earliest humans were called **hunter-gatherers**. They moved from place to place to find food and shelter to survive (6-1.1). Hunter-gatherers eventually learned how to farm and began to create permanent **settlements**. In these settlements, people did different types of jobs. A **class system** began where some people had more power than others (6-1.2). Because farming required water to grow crops and for **transportation** to **trade** goods, the first major civilizations were built along rivers (e.g., Mesopotamia, Egypt, China, India) (6-1.3). In these **river-valley civilizations**, different **religions** began developing (6-1.4).

Literacy Skills Addressed by This Standard

- Explain change and continuity over time and across culture.
- Apply economic decision making to understand how limited resources necessitate choices.
- Compare the location of places, the conditions in places, and the connections between places.
- Interpret parallel timelines from different places and cultures.
- Identify and explain multiple causes and multiple effects.

Application of Literacy Skills at the Concrete Level—Instructional/Assessment Strategies

Explain change and continuity over time and across cultures.

- Make a chart with two columns. In one column, list with objects, pictures, or words describing how hunter-gatherers meet their basic needs to survive. In the second column, list how people today meet their basic needs to survive. Compare and contrast how basic needs have changed over time.

Apply economic decision making to understand how limited resources necessitate choices.

The Need for Trade

- Create a picture or show a picture of what early farming along rivers looked like. Examples of photos can be located here: <http://www.sanjuan.edu/webpages/eoverholt/files/ch%203.pdf>.
- Research and discuss the importance of rivers for crops and how crops are used for trade.
- Ask students to think about why crops were a valuable resource for hunter-gatherers to use as trade.
- What types of things did they trade? What did they receive in return? (possible answers: animals, skins, weapons, food)
- Discuss how trading is a form of payment for things that people want and need.
- Invite students to think of examples when they traded with family or friends. Share the stories.

Compare the location of places, the conditions of places, and the connections between places.

Construct a Venn diagram using pictures to compare the different types of jobs there are today compared to those in early farming communities.

Building a Better City

- Explain that the goal of the lesson is to compare the student’s own city or state’s development over time (e.g., economic, industrial, residential).
 - Ask students to interview their parents or grandparents.
 - Provide students with a list of possible questions (e.g., How has the city changed since you were young? What has been developed? What things have stayed the same? Has the infrastructure changed?).
- Support students in identifying how changes in the economy can improve life (e.g., building larger schools, building business for jobs, paving roads for travel).

Interpret parallel timelines from different places and cultures.**Women’s Roles Have Changed**

- Explain to students that they will be illustrating and comparing a woman’s role in society during the 1600s through today.
- Split students into small groups. Each group should have two long pieces of butcher paper.
- Have specific times (e.g., 6:00 a.m., 12:00 p.m., 5:00 p.m., 9:00 p.m.) already outlined on the butcher paper.
- Have students illustrate a timeline describing a woman’s typical day during the 1600s.
 - Tending to the farm (milking cows)
 - Cleaning the house
 - Washing clothes
 - Cooking meals
 - Taking care of the children
 - Having little to no education
- Have students illustrate another timeline describing a woman’s typical day for our current society.
 - Getting ready for work
 - Entering the military
 - Going to school
 - Driving to work
 - Picking children up from school
 - Going to the grocery store
- Provide students with magazines (new and old). Let them cut out pictures to use.

Identify and explain multiple causes and multiple effects.

The Land between Two Rivers

- Introduce ancient Mesopotamia through the book *My Nine Lives by Clio* by Marjorie Priceman.
- After the introduction of Mesopotamia, provide students with a map of Mesopotamia.
- Assist students in identifying and locating specific landmarks on the map (e.g., the Tigris and Euphrates rivers).
- Have students color the outlines of the rivers blue. Shade the area between the two rivers green, illustrating the fertile area. Next, color the surrounding desert areas brown.
- Explain that Mesopotamia is known as “the land between rivers.” When people say “Mesopotamia,” they are referring to a section of land in the Middle East between and around the Tigris and Euphrates rivers.
- Discuss the following questions to guide students’ understanding of what *fertile soil* means:
 - Why do you think these rivers are important?
 - What happens to the rivers when too much rain falls?
 - Talk about why the areas by the rivers are green. Why is the area away from the rivers brown?
 - Ask students if they know what is needed for plants to grow (e.g., soil, water, sun)?
 - Which is better for planting in: sand or soil?
- Distribute two small paper cups to each student. With a marker, label one cup “soil” and the other “sand.” Each student will fill the correctly labeled cup halfway with potting soil and one with sand. Give students two or three seeds for each cup. Have students place seeds into the soil. Cover seeds lightly with soil/sand. Water.
- Place the cups in a sunny place. Water both cups regularly.
- Support students in charting the growth of each cup for one week.
- After the week is over, discuss the students’ findings with them.
 - Which seed grew more?
 - What factors contributed to the growth?
- Refer back to the map and discuss with students the causes and effects the “land between two rivers” had on Mesopotamia.
- List them on chart paper.

South Carolina Alternate Assessment (SC-Alt) Social Studies

Grade 6: Early Cultures to 1600

Standard 6-2: The student will demonstrate an understanding of life in ancient civilizations and their contributions to the modern world.

It is essential for students to know: In **ancient Greek civilization**, an early form of **limited government** was created called a **democracy**. **Citizens** could participate in government decisions (6-2.1). Greek **culture** began to spread to other places through **trade** and war (6-2.2). The Romans were **influenced** by Greek ideas. Romans used the Greek ideas of democracy to develop a **representative government**, which is what the United States and most governments are based on today. A representative government is where citizens select leaders who make **laws** (6-2.3). The representative government of Rome changed to an **unlimited government** that had a ruler called an **emperor**. The Roman **Empire** took over land in Europe and Africa and spread its culture to other people (6-2.4). It was hard for the Roman Empire to control so much land. Many people did not want to be controlled by the Roman government and fought against it. Eventually, the Roman Empire divided into different parts. Some of the land became part of a new empire called the Byzantine Empire (6-2.5). The Byzantine Empire was influenced by the culture of the Greeks and Romans in many ways. People in the Byzantine Empire began following a new **religion** called Christianity (6-2.6).

Literacy Skills Addressed by This Standard

- Compare the location of places, the conditions of places, and the connections between places.
- Explain why trade occurs and how historical patterns of trade have contributed to global interdependence.
- Interpret parallel timelines from different places and cultures.
- Identify and explain multiple causes and multiple effects.

Application of Literacy Skills at the Concrete Level—Instructional/Assessment Strategies

Compare the location of places, the conditions of places, and the connections between places.

- Use a chart to compare life, government, and religion in Greece and Rome and life today.
- Using pictures, create a T-chart to compare limited and unlimited government.

Explain why trade occurs and how historical patterns of trade have contributed to global interdependence.

- Identify Greek and Roman trade routes on a map to identify how their culture was spread. Use pictures and color-coding.

Interpret parallel timelines from different places and cultures.

Very Different Lives

- Explain to students that children from different places and countries live very different lives.
 - The food they eat (e.g., Spanish, Ethiopian, Chinese)

- Where they live (e.g., homes, apartments, different size towns or cities, country)
- Schooling (e.g., public school, private school, home school)
- Invite students to talk about their family culture and about friends or relatives who live in different countries.
- Read the book *How Children Lived* by Chris and Melanie Rice. This story compares the lives of 16 children living in different times in history.
- As a group, choose two characters and create a timeline of each child’s daily life and compare the similarities and differences.
 - Clothing they wear
 - Entertainment
 - Where and when they go to school
- Extend the activity by comparing the lives of two characters with your student’s life.

Identify and explain multiple causes and multiple effects.

Choices in Government

- Extend the previous T-chart activity comparing limited and unlimited government by creating a second T-chart listing limited and unlimited government at the top.
- Fill in the T-chart by assisting students in identifying multiple effects of having either form of government. Help the students do this by brainstorming strengths and weaknesses in each form of government.
 - Government leaders do not have to follow laws.
 - Leaders make all the decisions.
 - Citizens have the right to vote.
 - Citizens help make laws.
- On day one or week one, allow students to role play each type of government by implementing characteristics of the governments into the classroom.
- Allow students to vote on homework assignments or on a new book they want the teacher to read aloud. Make sure the students understand this is similar to a limited government.
- Discuss how they feel.
- What effects does this have on the classroom?
- On the following day or week, explain to students that a pretend classmate or student from another class (pretend so that no one gets their feelings hurt) has been chosen as the class leader. The classroom leader will make all the decisions for the day. He or she will not ask his or her classmates what they want or how they feel about the decisions being made.
- Explain to students that their classroom needs to design a new bulletin board for the upcoming festival. However, the classroom leader has already made all the decisions and decided what it will look like.
- Discuss how this made them feel.
- What effect does this have on the classroom?

South Carolina Alternate Assessment (SC-Alt) Social Studies

Grade 6: Early Cultures to 1600

Standard 6-3: The student will demonstrate an understanding of changing political, social, and economic cultures in Asia.

It is essential for students to know: The ancient Chinese **civilization** developed many valuable goods that people in Europe did not have, such as paper, silk, and gunpowder. They **traded** these goods with Europeans along a road called the **Silk Road**. The Silk Road connected Asia to Europe (6-3.1). The Japanese studied Chinese **culture** and used some Chinese ideas. They also developed many of their own ideas (6-3.2). In Ancient Indian civilization, life was based on a **class system**. This was called the **caste system**. In the caste system, some groups of people had more power than other groups. Two major world **religions**, Hinduism and Buddhism, were created in India (6-3.3). Another world religion, Islam, was created in the Middle East (6-3.4).

Literacy Skills Addressed by This Standard

- Compare the locations of places, the conditions of places, and the connections between places.
- Interpret parallel timelines from different places and cultures.
- Identify and explain multiple causes and multiple effects.

Application of Literacy Skills at the Concrete Level—Instructional/Assessment Strategies

Compare the locations of places, the conditions of places, and the connections between places.

- Locate China and Japan on a map or globe. Using current and past photos, identify and compare the Chinese and Japanese architectures and environments. Identify similarities and differences.

Interpret parallel timelines from different places and cultures.

Holiday Timeline

- Research Buddhist and Hindu holidays with students.

Note: Students should not be expected to have prior knowledge or understanding pertaining to these holidays.

- **Buddhist Holidays**
 - Buddhism New Year
 - Vesak (Buddha Day)
- **Hindu Holidays**
 - **Holi**—festival of colors and spring (February to March)
 - **Rama Navami**—birthday of Lord Rama (April)
 - **Diwali**—festival of lights and Laksmi (September to October)
- Assist students in creating a parallel timeline representing important holidays for each religion that was researched together.

Identify and explain multiple causes and multiple effects.

What Is Your Role?

- Research the India caste system with your students.
<http://www.mtholyoke.edu/~epandit/page2.html>
 - *Brahmana* or *Brahmin* consist of those people engaged in scriptural education and teaching essential for the continuation of knowledge.
 - *Kshatriya* take on all forms of public service, including administration, maintenance of law and order, and defense.
 - *Vaishya* engage in commercial activity as businesspeople.
 - *Shudra* work as semi-skilled and unskilled laborers.
- Provide students with an illustration by creating a pyramid outlining each level and describe how some groups have more power than others.
- Discuss with students the effects each level has on people (e.g., role in marriage, social implications, occupation).
 - Support your students in identifying limits or the effects within each class.
- Draw a comparison by extending the activity. Create examples using our current government system or the students' school system.
- Assist students in creating a pyramid focusing on our current government and how it relates to the caste system (e.g., president, vice president, Speaker of the House).
- Draw a comparison by relating the caste system levels to local governments or the students' school officials (principal, vice principal, dean, secretary, custodian, teacher).

South Carolina Alternate Assessment (SC-Alt) Social Studies

Grade 6: Early Cultures to 1600

Standard 6-4: The student will demonstrate an understanding of the changing political, social, and economic cultures in Africa and the Americas.

It is essential for students to know: Like other **civilizations**, different African civilizations were **trading** goods and **natural resources**. The main items traded in Africa were salt and gold. These items were carried along rivers and land routes. They were traded between people living in Africa and also traded with people living in other parts of the world. As a result of trading, Islam spread from the Middle East to Africa (6-4.1 and 6-4.2). In the Americas, different civilizations were also developing based on farming and trade. Like other world civilizations, these American civilizations had **class systems** (6-4.3 and 6-4.4).

Literacy Skills Addressed by This Standard

- Compare the location of places, the conditions of places, and the connections between places.
- Interpret parallel timelines from different places and cultures.
- Identify and explain multiple causes and multiple effects.

Application of Literacy Skills at the Concrete Level—Instructional/Assessment Strategies

Compare the locations of places, the conditions of places, and the connections between places.

- Use a map of West Africa to show the land and water routes. Place salt and gold (use real objects or pictures) on the map to show where the products were going on the route. Talk about why salt and gold were important then and today.
- Using the same map, show how trade from the Middle East to Africa spread Islam.

Interpret parallel timelines from different places and cultures.

Do You Want Salt or Gold?

- Create two parallel timelines for students with pictures depicting early African trade of salt and gold.
 - The first timeline will demonstrate how Africans traveled in large caravans to trade salt and gold.
 - The second timeline will demonstrate how they began trading by sea with Europeans.
 - Use a graphic organizer with “First,” “Next,” and “Last” boxes to illustrate how the goods were traded.
- The first timeline should include pictures of early African trading of salt and gold on land.
 - Identify how these goods were carried and delivered on land.
 - Locate pictures of camels and camel caravans trekking through the desert:
<http://www.the153club.org/salt.html>.

- After reviewing the picture timeline with your students, provide students with a map of Africa to support them in locating the trade routes.
http://www.metmuseum.org/toah/hd/gold/hd_gold.htm#/06/Africa.
- Project the map, and trace the salt and gold routes with a marker (e.g., use red for the salt trade routes and yellow for the gold routes).
- Use an interactive map as an alternative way to indicate trade routes:
http://www.classzone.com/webquest/MC_interactives/MT_03_traroutes/MT_03_087_traroutes.html.
- After locating a number of trade routes that crossed the Sahara desert from western and west-central Africa into north-central and northwest Africa, explain to students that goods from the interior of Africa were exchanged across the Mediterranean Sea with southern Europe.
- Create a second picture timeline, in the same format, but this time indicating the trade of goods and slaves to the Europeans by water (e.g., pigeons, chickens, bananas, oranges, red peppers, tobacco, guns, gunpowder, tools)
- After reviewing the picture timeline, trace the European trade routes for your students on a map.
- Use a map (such as this one http://exploringafrica.matrix.msu.edu/images/slave_routes.jpg) to show what this route may have looked like
- Discuss how these two timelines are similar and different.
- Identify benefits of trading by land and/or by sea.

Identify and explain multiple causes and multiple effects.

Who Has the Greatest Effect?

- Create a card game similar to Go Fish.
- Develop cards containing either a cause or an effect statement on each (multiple decks may be needed depending on the size of your class).
- Each cause and effect should be related to the trade of salt and gold. Possible examples include:
 - The northern desert regions of Africa contained large amounts of salt.
 - The southern region of Africa contained large amounts of gold.
 - Salt is a valuable resource used for health reasons.
 - Salt is used to preserve food.
 - Gold is a precious metal.
 - Gold can be used to make things.
 - Northern Africans did not have easy access to gold.
 - Southern Africans did not have easy access to salt.
- Provide each student with a graphic organizer. The organizer may look like a T-chart with “Cause” and “Effect” at the top.
- Allow students to work in teams or small groups.
- As they draw a card, they will place it in the corresponding column, identifying whether it is a cause or an effect.

South Carolina Alternate Assessment (SC-Alt) Social Studies

Grade 6: Early Cultures to 1600

Standard 6-5: The student will demonstrate an understanding of the Middle Ages and the emergence of nation-states in Europe.

It is essential for students to know: In Europe during the **Middle Ages**, there was a **class system** called the **feudal system**. There were many different **kings** who controlled areas of land. Each king **protected** people who lived on their lands. In return, the people had to help the king with work and war if necessary (6-5.1). The feudal system gave more power to the kings. In England, people wanted to limit the power of the king, which later led to the creation of **representative government** in England (6-5.2). During this period, the **Roman Catholic Church** led all Christians in Europe. The church wanted to spread Christianity and take over land controlled by people who followed the **religion** of Islam. The Europeans fought with people in other areas to do this. This was known as the **Crusades** (6-5.3 and 6-5.4). At this time, an **illness** called the **Black Death** was killing many people in Europe. This changed the feudal system because people who survived moved to **cities** to find jobs (6-5.5).

Literacy Skills Addressed by This Standard

- Compare the location of places, the conditions of places, and the connections between places.
- Identify and explain multiple causes and multiple effects.
- Interpret parallel timelines from different places and cultures.

Application of Literacy Skills at the Concrete Level—Instructional/Assessment Strategies

Compare the location of places, the conditions of places, and the connections between places.

- Use simple a map of Europe and Middle East. Place a picture or structure to represent the Roman Catholic Church in center of Europe. Discuss the fact that this church was very powerful and wanted to spread Christianity throughout Europe and the Middle East.

Ring Around the Rosy

- Provide students with a two copies of the popular nursery rhyme “Ring around the Rosy.”
 - The original version
 - The American version
- Explain that the origin of the rhyme describes one of the most devastating epidemics in history. It was called the “Black Death” or “Bubonic Plague.”
- Read the nursery rhyme aloud to students, allowing them to follow along.
- Explain how the rhyme describes the horrible conditions during this time. Point out the slight variation in the original medieval version compared to the American version.
- Describe each line and how it relates to the Bubonic Plague.

Original Version

- “Ring-a-ring o’ roses” describes the red rash that people would get from the disease.
“A pocket full of posies” describes the bundles of herbs that people would carry in their pockets to try and ward off the disease.
“A-tishoo! A-tishoo!” describes the sneezing that would accompany the disease.
“We all fall down.” describes the masses of people who died from the plague in such a short period of time.

American Version

- “Ring a-round the rosy
Pocket full of posies
Ashes, ashes!
We all fall down!”

Identify and explain multiple causes and multiple effects.

- Draw arrows on the previously mentioned map to places that the crusaders went to take over more land. Talk about how Christianity spread because of their travel.
- Identify the effects of the following causes:
 - The Roman Catholic Church wanted to spread Christianity. As a result, the crusades were fought over land and religion.
 - The Black Death killed many people in Europe. As a result, the feudal system was changed because survivors could do new jobs.

A Journey Through Europe

- Discuss how the Bubonic Plague led to the end of one era and to the beginning of another. Explore the Black Death. <http://www.history.com/topics/black-death>.
- Explain to students that they are going to be pretending they are taking a journey through Europe during the time of the Bubonic Plague. This plague was so deadly that it wasn’t until the 1800s that the population again rose to the level it had attained before the plague. This is almost 500 years.
- Each child or group must imagine he or she is traveling to a variety of towns and villages on a trading voyage.
- Create stations that will represent different towns or cities throughout your classroom:
 - London
 - Paris
 - Barcelona
 - Rome
- Each station will represent a town the travelers visit.
- Each station will have a brown bag with an assortment of 100 to 200 beans (e.g., pinto, red, black) in it. Some of the beans should be white; others should be red, and others black. Ensure there are a greater number of red beans in the bag because they will represent the plague. (The students cannot see the beans.)

Rules of the Journey

- Each student or group will be a traveler on a journey as a trader, traveling mostly by sea. The plague was spread by trading and pilgrim routes as people went from town to town.
- When the students visit a town or village (set up in your room), they will roll one numbered cube to see how many nights they will spend at that location before moving on. Have students pick a number (representing the nights lodging and meals) out of the bag; the number of beans is equal to the number of nights they will be staying.
- If students get a red bean, they have contracted the plague bacterium. If they have not contracted the plague, they may continue on their journey.
- Put the beans the students have drawn back into the bag for the next traveler.
- Using this interactive map to show student how quickly the plague spread:
http://wadsworth.cengage.com/history_d/templates/student_resources/0534627218_spielvogel/spielvogel_maps/swfs/map11_1.html

Interpret parallel timelines from different places and culture.

The Roman Catholics Versus the Feudal System

- Using graphic organizers, work with students to fill in a Venn diagram comparing the Roman Catholic Church and the feudal system during the Middle Ages.
- Compare the people, the government, the family, education, medicine, and entertainment in both worlds (e.g., the pope is the leader in the Catholic Church; the king is the leader in the feudal system).

South Carolina Alternate Assessment (SC-Alt) Social Studies

Grade 6: Early Cultures to 1600

Standard 6-6: The student will demonstrate an understanding of the impact of the Renaissance, the Reformation, and the Age of Exploration on Europe and the rest of the world.

It is essential for students to know: After the Middle Ages, people in Europe had a new interest in ideas based on the **cultures** of **ancient** Greece and Rome (6-6.1). What people learned had an effect on what they thought and believed. Ideas spread even more quickly because of a new **invention** called the **printing press**, which made books easier to produce and therefore available to more people. New ways of thinking led people to want to make changes in the **Catholic Church** (6-6.2). The changes led to the Catholic Church dividing into different branches of Christianity (6-6.3). During the same time period, Europeans began **exploring** the world in search of new **wealth** (6-6.4). Europeans began exploring to the Americas, Africa and Asia and **trading** goods and **natural resources** with the people in these places (6-6.5 and 6-6.6).

Literacy Skills Addressed by This Standard

- Compare the location of places, the conditions of places, and the connections between places.
- Interpret parallel timelines from different places and cultures.
- Identify and explain multiple causes and multiple effects.

Application of Literacy Skills at the Concrete Level—Instructional/Assessment Strategies

Compare the location of places, the conditions of places, and the connections between places.

- Use a picture of a large church (e.g., the Vatican) and then show smaller churches around it to demonstrate the changes in Christianity from the single Catholic Church to other branches of Christianity.

Life During the Middle Ages

- Read the book *Merry Ever After: The Story of Two Medieval Weddings* by Joe Lasker.
 - Use a graphic organizer, such as a Venn diagram, to compare the connection between the two weddings.
 - One couple is wealthy.
 - One couple is poor.
 - Help students identify how the couples are similar even though there are many differences:
 - Both couples have arranged marriages.
 - Both couples have lots of good food and drinks.
- Assist students in comparing the architecture of mediaeval Europe with that of the Renaissance by building or creating a structure (e.g., the church from the story).
 - Provide students with a variety of media sources (e.g., construction paper, clay).
 - Resources and information can be found on this website: <http://www.medieval-life-and-times.info/medieval-art/medieval-architecture.htm>.

- Have students dress up and host an arts festival in their classroom. They can dress up as people who were famous during the Renaissance. Each student will have to learn what his or her character was famous for (e.g., Da Vinci was an inventor and painter; Shakespeare was a playwright) and create a piece of art using a variety of media (e.g., a paintbrush, a painting, a puppet).
- Reinforce student learning by creating a two-column chart (on a SMART board or overhead).
- Have students identify what made each Renaissance person famous (e.g., a student could match a paintbrush to a picture of Da Vinci; the student could match a picture of a theater stage to Shakespeare).

Interpret parallel timelines from different places and cultures.

- Assist students in creating a timeline of events leading up to Europeans exploring to find wealth.

Identify and explain multiple causes and multiple effects.

Identify the effects of the following causes:

- People began to have new ways of thinking. This thinking led people to want the church to change, resulting in the church dividing into two.
- Europeans began exploring in search of wealth. Therefore, Europeans traveled to the Americas and created new settlements there.

Telephone

- Review the invention of the printing press. Discuss how the invention spread information more quickly.
 - News spread more quickly and accurately.
 - More people were literate.
- Ask students to brainstorm ways in which the printing press affects their daily lives.
- Provide students with a variety of tactile items to explore (e.g., newspapers, magazines, school books, posters).
 - Discuss with students how each of these items affects their lives today.
- Play a game of telephone with students.
 - Write a statement on a piece of paper and fold it up in your pocket. Do not let the students see what it says.
 - Sit in a circle on your classroom floor.
 - Whisper the statement into the first child's ear.
 - Have that child whisper what he or she heard to the next child.
 - Repeat until the last student has heard the statement.
 - Ask that student to repeat the statement aloud.
- Show the students the piece of paper with the original statement on it.
 - Is what the last student heard the same as what you stated to the first student?

- Discuss with students how and why they think the statement was changed.
- Explain that news and information, prior to the invention of the printing press, spread like this. (Make sure they understand that news was not literally spread as secrets whispered in ears.)
- Extend this activity by researching what illuminations were during the Middle Ages.
 - Describe how time consuming and costly it was for people to create illuminations..
- Show students pictures of various illuminations.
 - <http://www.getty.edu/art/exhibitions/making/>
- Allow each student to create his or her own illumination (e.g., using the first letter of their name or last name).
- Creating an illumination will give the student a sense of how time consuming this was prior to the invention of the printing press.
 - <http://www.crayola.com/lesson-plans/illumination-letters-lesson-plan/>

South Carolina Alternate Assessment (SC-Alt) Social Studies

Grade 7: Contemporary Cultures: 1600 to the Present

Standard 7-1: The student will demonstrate an understanding of the growth and impact of global trade on world civilizations after 1600.

It is essential for students to know: European nations began to **explore** the world in the 1500s and 1600s to try to make their **mother countries** wealthy (7-1.3). To start exploring the world, Europeans began using new technologies like ships and compasses to help them travel by sea. They also had new **weapons** like guns and cannons to help them take over land (7-1.2). To help their nations become rich, the Europeans went to Asia, the Americas, and Africa. In Asia, Europeans went to **trade** to get goods to sell in Europe for money. In the Americas, they set up **plantations** to grow cash crops and get **raw materials** that could be brought back to Europe to make money. In Africa, the Europeans began the **slave** trade as another way to make money. During this system of trade, the influence of the Europeans had many **effects** on these places. In Asia, they introduced Christianity, which upset Asian rulers. In the Americas, the Europeans also introduced Christianity as well as their languages and **government** systems. In Africa, the slave trade, which Europeans introduced, led to a major decrease in population and other problems for Africans (7-1.5). Out of this system of trade, people started their own private businesses trying to make money for themselves instead of making the mother country wealthy (7-1.4).

Literacy Skills Addressed by This Standard

- Identify and explain the relationship among multiple causes and multiple effects.
- Explain why trade occurs and how historical patterns of trade have contributed to global interdependence.
- Examine the costs and benefits of economic choices made by any society and how those choices affect overall economic well-being.
- Identify the location of places, the conditions of places, and the connections between places.

Application of Literacy Skills at the Concrete Level—Instructional Assessment Strategies

Identify and explain the relationship among multiple causes and multiple effects.

- Using picture sentences, have students answer why (causes) citizens began working for personal wealth instead of making the mother countries wealthy.

Explain why trade occurs and how historical patterns of trade have contributed to global interdependence.

Trading Goods and Services

- To introduce the idea of trade, assign students different roles in the group (e.g., hut builder, gardener, hunter, baker, clothes maker). Give students an object that represents their role in the group (e.g., ruler for the hut builder, seeds for the gardener).

- Explain that people wanted to make their lives easier. They didn't want to do everything themselves. Trading goods and services is one way to accomplish this. If you like to build huts but don't like to make clothes, then you might trade building a hut for some clothes.
- Have students make some trades with each other. To help this activity be more concrete, make cards with each student's goods or services to trade (e.g., cards for the gardener might have a picture of vegetables).
- Record the trades on the board (e.g., vegetables were traded for a loaf of bread). To conclude, discuss how some trades are fair (e.g., bread for meat) and some trades are unfair (e.g., hut for vegetables).
- Give students some modern-day examples of trades and have them decide if the trades are fair or unfair (e.g., a five-cent baseball card for a five-cent football card, a small rock for a diamond ring, a banana for an apple, a \$3 book for a \$100 stereo). The need for trades to be fair is what led to modern-day money.

I Have No Money—Will You Take Wampum?

- Briefly define the following words: goods, services, trade, and currency. Ask for examples from the students' lives that illustrate the following situations:
 - Money for services (e.g., "I mowed Grandma's lawn. She paid me \$5.")
 - Goods for goods (e.g., "My friend traded me two baseball cards of his for a special one of mine.")
 - Services for goods (e.g., "I helped our older neighbor clean her garage, and she gave me an old baseball mitt that belonged to her son.")
- Ask/discuss how many of the situations recorded could not have taken place before money came into being (e.g., money for service). Ask/discuss how people long ago acquired goods and services without coins or currency. Note which student ideas are examples of barter and which use a medium of exchange (money). Point out that money can be more than coins and currency.
- Money in early North America looked very different than money today. Read the folktale *The Wampum Bird*, which describes the origin of wampum (<http://www.kahonwes.com/iroquois/wampum.htm>).
- Describe the role wampum has played throughout history. Information is available at several websites on the Internet using the keywords "History of Wampum."
- Extension activity—Construct strings of wampum with purple and white construction paper. Cut 8" long slender triangles with a 3/4" to 1" base. Roll paper strips around a pencil to curl. Tighten a bit, but leave space for yarn to pass through the "bead." Glue in place. String the paper beads on a piece of yarn.

Examine the costs and benefits of economic choices made by any society and how those choices affect overall economic well-being.

The Three Little Pigs and Costs and Benefits

- Read the story of the *Three Little Pigs* to introduce the idea of cost (i.e., what you give up when you decide to do something) and benefit (i.e., something you want).
- Using the three pigs in the story (and the decisions they made), ask questions to help students understand the idea that the decisions the pigs made had both costs and benefits.

- Here's an example from the first pig in the story. After reading the story, ask: **Would you build a house that you knew a wolf could blow down? [No.] Why did the first little pig build his house of straw? [Remind the students that the first little pig wanted to get done fast so he could play.] When he built his house out of straw he had the BENEFIT of being able to play all those other days! He made a decision, and the COST of that decision was that the wolf could blow his house down.**
- A link to a lesson plan using the story of the *Three Little Pigs* is available at EconEdLink (<http://www.econedlink.org/lessons/index.php?lid=282&type=educator>).

Identify the location of places, the conditions of places, and the connections between places.

- Using a three-column T-chart and pictures, compare the economic similarities and differences of Europeans traveling to Asia, Africa, and the Americas.

South Carolina Alternate Assessment (SC-Alt) Social Studies

Grade 7: Contemporary Cultures: 1600 to the Present

Standard 7-2: The student will demonstrate an understanding of the concepts of limited government and unlimited government as they functioned in Europe in the seventeenth and eighteenth centuries.

It is essential for students to know: There are two different types of government: **unlimited government** and **limited government** (7-2.1). In an unlimited government, rulers have all the power to make laws. In a limited government, citizens have **rights** and help make **laws**. Advances in science and math during the **Scientific Revolution** led people in Europe to question and challenge old belief systems (7-2.2). The Scientific Revolution **influenced** thinkers of the **Enlightenment**, such as John Locke, to question old government systems that were unlimited governments. They began to think about the rights of citizens and began supporting the use of limited governments (7-2.3). The English Civil War began because citizens wanted to limit the power of the king. The outcome resulted in a limited government where citizens made laws and had rights (7-2.4). These events led to the American and French Revolutions and the development of limited governments with **constitutions**. A constitution is a document that lists the laws and rights of citizens (7-2.5).

Literacy Skills Addressed by This Standard

- Explain how political, social, and economic institutions are similar or different across time and/or throughout the world.
- Identify and explain the relationship between multiple causes and multiple effects.

Application of Literacy Skills at the Concrete Level—Instructional Assessment Strategies

Explain how political, social, and economic institutions are similar or different across time and/or throughout the world.

- Use a two-column chart with unlimited government in one column and limited government in the other column. Match ideas to each. For example, a picture of a king on a throne for unlimited government and a picture of a group of people for limited government. Make connections to sixth grade content related to representative government.

Identify and explain the relationship among multiple causes and multiple effects.

- Using a graphic organizer with pictures, identify the outcomes (effects) of the Scientific Revolution, the English Civil War, and the American Revolution and how they are all related.

South Carolina Alternate Assessment (SC-Alt) Social Studies

Grade 7: Contemporary Cultures: 1600 to the Present

Standard 7-3: The student will demonstrate an understanding of independence movements that occurred throughout the world from 1770 through 1900.

It is essential for students to know: The French **Revolution** began because not all of the **citizens** had the same **rights**. After the success of the American Revolution, French citizens wanted their basic rights. The commoners rebelled and changed the **government** to a **limited government**. Many people were killed during the French Revolution. As a result, Napoleon, an army general, took control of the government and made himself Emperor (7-3.1). The Napoleonic Wars started when he sent French soldiers to take over other European **countries**. The French Army was eventually defeated because it tried to take over too much land. People from the countries that the French Army took over wanted to rule themselves, which is known as **nationalism** (7-3.2). Nationalism in Europe led some people in North America and South America to fight back against their European rulers because they wanted to rule themselves (7-3.3).

Note: Teach 7-3.1 through 7-3.3 as a single narrative, and 7-3.4 through 7-3.7 as a separate narrative.

Beginning in the late 1700s, new machines made products faster and easier to make, causing the **Industrial Revolution**. Places that used many machines were called **factories**. Many people got jobs in factories, but conditions were **dangerous**, hours were long, and pay was low. Factory owners got rich. **Cities** grew as people moved to them to work in factories (7-3.4). European countries with many factories needed more **raw materials** to make goods and more places to sell their goods. They began taking over other countries in Africa and Asia to get raw materials and more **markets** for their factory goods (7-3.5). Nationalism influenced people who lived in the countries taken over by industrial **nations**. They began to fight back because they wanted to rule themselves, but were unsuccessful for many years (7-3.6). Seeing the success of the European countries, the United States wanted to be a world power. The United States fought and won a war against Spain for its colonies. The United States gained more land, got more raw materials, and opened new markets (7-3.7). To prevent this trend from happening in its country, Japan built a large modern army and industrialized. (7-3.6).

Literacy Skills Addressed by This Standard

- Compare the locations of places, the conditions at places, and the connections between places.
- Identify and explain the relationships among multiple causes and multiple effects.
- Explain why trade occurs and how historical patterns of trade have contributed to global interdependence.

Application of Literacy Skills at the Concrete Level—Instructional Assessment Strategies

Compare the locations of places, the conditions of places, and the connections between places.

Timeline of Important Inventions

- Complete a timeline of important inventions (e.g., first battery, 1800; first camera, 1839; first telephone, 1876; first record player, 1877; AC electricity, 1887; first radio, 1901).
- Investigate the changes common inventions have undergone over the years (e.g., the telephone).

Then and Now

- Read a story about the lives of people before the Industrial Revolution (e.g., *Then and Now*, a 16-page non-fiction paperback written by Diana Freeman and published by Red Rocket Books, is a good story).
- Ask students how life today is different from life before the Industrial Revolution.
- Make a list of activities that students can do now that they could not do before electricity (e.g., watch television, call a friend on a phone, surf the Internet).
- Compare this list with activities that have changed little (e.g., reading a book, taking a walk, caring for a pet).
- Use a Venn diagram to compare and contrast students' responses.

Identify and explain the relationships among multiple causes and multiple effects.

- Use pictures to have the students create a Venn diagram of the causes of the French Revolution and the American Revolution. Create a second Venn diagram to compare the effects of each.
- Summarize the causes, key events, and effects of the French Revolution. Have the students do this by creating a flow chart, a cause and effect graphic organizer, or a cause and effect T-chart.

Explain why trade occurs and how historical patterns of trade have contributed to global interdependence.

Workers Web

- Create a workers web with students to explore the ideas of self-sufficiency, specialization, and interdependence. You'll need a piece of cardstock for each student (approximately 4" × 11"), masking tape, a large ball of yarn, and a marker.
- Using the cardstock and marker, make a worker card for each student by writing the name of a job and pairing the word with a picture of the job. You can use modern jobs (hair stylist, nurse, car mechanic) or jobs from another time period (e.g., colonial times). Give each student a card, and have them tape it to their clothing so that others can identify them.
- With students sitting in a circle, explain that we all use goods and services. Point out the jobs of several students in the circle. Tell students to look around the circle and choose two or three workers that have goods or services they want.
- Model the following process for students and then let them try on their own. While holding onto the end of a large ball of yarn, roll it to someone in the circle that produces goods or services that you want or need. The person who receives the ball of yarn selects another worker who produces desired goods or services. Holding onto the yarn, he or she then rolls the ball to that worker. Continue rolling the ball of yarn until a "web" is formed and all students have had a turn.
- Use (or modify) the following questions to go deeper:
 - What does it mean to be self-sufficient? (*Self-sufficient means to be able to raise your own food and to produce the other products you need, and not depend on other people for trade.*)
 - What is specialization? (*Specialization is the situation in which people produce a narrower range of goods and services than they consume.*)

- What are some of the benefits of specialization? (*Workers become more skilled and people get to specialize in work they really enjoy.*)
- What are some disadvantages to specialization? (*Sometimes people get bored doing the same thing all the time. Each person does his or her part but has to count on others to do theirs.*)
- What is interdependence? (*Interdependence is a relationship in which people are dependent on each other for work, goods, and services.*)

South Carolina Alternate Assessment (SC-Alt) Social Studies

Grade 7: Contemporary Cultures: 1600 to the Present

Standard 7-4: The student will demonstrate an understanding of the causes and effects of world conflicts in the first half of the twentieth century.

It is essential for students to know: **World War I** began in Europe because countries wanted to rule themselves and feared being taken over. Many countries became involved because they had made promises to defend each other. Because of machines, many new **weapons** were developed. The United States wanted to stay out of the war, but entered the war after a series of events by Germany, such as sinking ships with American citizens on them and German threats against the United States (7-4.1). After the war was over, Germany was punished by losing land and having to pay other **countries** large amounts of money. Germany thought this was **unfair**, and this would be a cause of **World War II** (7-4.2). The **economy** of Europe was badly damaged because of World War I. Countries had to rebuild after the war and did not have enough money to buy goods made in the United States. This caused many people in the United States to lose their jobs and businesses in the United States to lose money. This was an **economic** time called a “**depression**.” This led to more economic problems around the world and became known as “The Great Depression” (7-4.3). Due to these economic problems, some countries turned to **unlimited governments** to solve their problems (7-4.4). Unlimited governments in Germany, Italy, and Japan began taking over other countries in order to get more **raw materials** and help their economies. This led to World War II, as some countries began **protecting** other countries from being taken over. During the war, Germany took over most of Europe and Japan took over large parts of Asia. The United States tried to stay out of the war but was attacked by Japan. The United States, Great Britain, and the Soviet Union fought together, as the allies, against Germany, Japan, and Italy. These countries were known as the axis powers. The United States, Great Britain, and the Soviet Union won the war (7-4.5). During World War II, Germany’s unlimited leader, Adolf Hitler, tried to have all Jewish people in Europe killed. This was known as the **Holocaust** (7-4.6). After World War II, the country of Israel was created for the Jewish people. This led to many **conflicts** in the Middle East (7-6.3). After World War II, countries in Asia and Africa that had been controlled by European powers also wanted to rule themselves (7-6.2).

Note: Narrative for Indicators 7-6-2 and 7-6-3 should be combined with narrative for Standard 7-4.

Literacy Skills Addressed by This Standard

- Compare the locations of places, the conditions of places, and the connections between places.
- Identify and explain the relationships among multiple causes and multiple effects.

Application of Literacy Skills at the Concrete Level—Instructional Assessment Strategies

Compare the locations of places, the conditions of places, and the connections between places.

- Using illustrations, compare the similarities and differences of the lives of people today and during World War I and World War II.

Identify and explain the relationships among multiple causes and multiple effects.

Use a graphic organizer with pictures to list the causes and effects of World War I and World War II.

Causes of World War I Timeline

- Have students create a timeline showing the causes of World War I. Emphasis should be on the sequence of events rather than on dates.

The following website gives reasons for the descent into war and lists the battles and dates to help with sequential order: <http://www.bbc.co.uk/history/worldwars/wwone/>

South Carolina Alternate Assessment (SC-Alt) Social Studies

Grade 7: Contemporary Cultures: 1600 to the Present

Standard 7-5: The student will demonstrate an understanding of international developments during the Cold War era.

It is essential for students to know: The United States and Soviet Union had different types of governments. The United States had a representative or **democratic** government, which is a **limited government**. The Soviet Union had a **communist government**, which is an **unlimited government**. After World War II, the United States and Soviet Union disagreed about what type of government should be set up in Germany. This led to Germany being split into two **countries**: East Germany and West Germany. West Germany was a democratic country that became an ally of the United States. East Germany was a communist country that became an **ally** of the Soviet Union (7-5.1). The United States and the Soviet Union became the most powerful countries in the world. They both tried to get other countries to follow their types of government (7-5.2). This led to **conflicts** all over the world (7-5.3). For example, after World War II, Korea was divided into two countries: North Korea and South Korea. The United States set up a democratic government in South Korea. The Soviet Union set up a communist government in North Korea. North Korea attacked South Korea and a war began. A similar situation took place in the country of Vietnam (7-5.4). The **Cold War** began to come to an end when people living in communist countries in Europe wanted changes to their unlimited, communist governments. The people wanted more **rights** and **power** to make **decisions** (7-5.5). Beginning with the fall of the Berlin Wall in 1989, communism ended in almost all of these countries and the Cold War eventually came to an end (7-6.1).

Note: Narrative for Indicator 7-6-1 should be combined with narrative for Standard 7-5 to provide continuity.

Literacy Skills Addressed by This Standard

- Identify and explain relationships with multiple causes and multiple effects.
- Explain multiple points of view or biases and attribute the perspectives to the influences of individual experiences, societal values, and cultural traditions.
- Compare the locations of places, the conditions at places, and the connections between places.
- Explain the difference between fact and opinion.

Application of Literacy Skills at the Concrete Level—Instructional Assessment Strategies

Identify and explain relationships with multiple causes and multiple effects.

Pictures From the Cold War

- Show students a picture of an American airplane (1940s) and a picture of two children divided by a fence. To view these pictures, visit the webpage “The Cold War for Kids & Cold War Middle School Lessons” (<http://www.coldwar.me/coldwarforkids.html>). To help students develop an understanding of some of the causes and effects of the Cold War, use the following questions with the pictures.

- **Why did U.S. Air Force planes drop candy on Germany, a country in Europe?** (*After World War II, Germany and its capital, Berlin, were divided. The Soviets controlled a part of Berlin, and the United States and its allies controlled the rest. In 1948, the Soviets blocked all the roads into Berlin, cutting off supplies to the city. To keep supplies coming into the city, the United States flew supplies into the city using airplanes. American pilots were known for dropping candy with little parachutes from their planes for the children of Berlin.*)
- **Why were these children separated by a fence?** (*Berlin was divided into two parts: East Berlin and West Berlin. An actual wall was built that separated not only land and buildings, but also people. Many years later, this wall was taken down, but the city of Berlin is still divided today.*)
- Emphasize that the United States and the Soviet Union disagreed about many things. Ask students to think about a disagreement they have had with another person (e.g., friend, classmate, sibling). How did they resolve the disagreement? Say that the United States and the Soviet Union disagreed about how Berlin, the capital of Germany, would be run. They solved their disagreement by dividing the city into parts. Ask students if they think this was a good way to solve the disagreement.

Explain multiple points of view or biases and attribute the perspectives to the influences of individual experiences, societal values, and cultural traditions.

The Red Iceberg

- Show students the 1960 comic book cover titled “The Red Iceberg” (<http://www.flickrriver.com/photos/7369520@N05/425612486/>). Explain that many American children might have seen this comic book. The cover presents communism as an iceberg that could sink America. The other countries involved in the Cold War are represented with tombstones.
- Discuss how the cover uses bias to get the author’s point across. Bias is an attitude that favors one way of thinking over another. Explain to students that the way they feel about something affects their bias.
- Ask students if they think children from the Soviet Union would have felt this way. Why or why not? Make this activity personally relevant by using a modern-day example of bias familiar to students.

Compare the locations of places, the conditions of places, and the connections between places.

- Color and code a map of Europe showing countries of Western Europe in one color and labeled “Democratic” and countries of Eastern Europe in another color and labeled “Communist.” Compare life in democratic and communist countries.

Explain the difference between fact and opinion.

Fact vs. Opinion

- Read an entry from *The Diary of Anne Frank* to the students. Teachers may want to read from the original version or find an adapted version of the book.
- Select several sentences (some fact, some opinion) from the entry ahead of time. Shorten and simplify sentences, if needed.

- After reading the entry, present the sentences one at a time to students (e.g., write on the blackboard or whiteboard, use sentence strips).
- Ask students to identify/sort the sentences into two columns: facts and opinions. To help students understand the difference, tell them facts are statements that can be proven (e.g., looked up in the encyclopedia or dictionary) and opinions are what someone believes or thinks. Many times, statements of opinion include the words “think” or “believe.”

South Carolina Alternate Assessment (SC-Alt) Social Studies

Grade 7: Contemporary Cultures: 1600 to the Present

Standard 7-6: The student will demonstrate an understanding of the significant political, economic, geographic, scientific, technological, and cultural changes as well as the advancements that have taken place throughout the world from the fall of the Berlin Wall in 1989 to the present day.

It is essential for students to know: Communism ended in almost all of these countries and the **Cold War** came to an end (7-6.1). After World War II, countries in Asia and Africa that had been controlled by European powers wanted to rule themselves (7-6.2). After World War II, the country of Israel was created for the Jewish people. This led to many conflicts in the Middle East (7-6.3).

Note: Narrative for Indicator 7-6.1 should be combined with narrative for Standard 7-5 to provide continuity.

Note: Narrative for Indicators 7-6.2 and 7-6.3 should be combined with narrative for Standard 7-4.

Literacy Skills Addressed by This Standard

- See Standards 7-4 and 7-5.

Application of Literacy Skills at the Concrete Level—Instructional Assessment Strategies

- See Standards 7-4 and 7-5.

South Carolina Alternate Assessment (SC-Alt) Social Studies

Grade 8: South Carolina: One of the United States

Standard 8-1: The student will demonstrate an understanding of the settlement of South Carolina and the United States by Native Americans, Europeans, and Africans.

It is essential for students to know: Native Americans that lived in South Carolina used the land and **natural resources** to survive. The different Native American groups in South Carolina were the Catawba, Cherokee, and Yemassee. When European **settlers** arrived, these groups came into **conflict** with the Europeans (8-1.1). European settlers built colonies in the Americas for a variety of reasons. Initial reasons for building colonies were to gain **wealth**, including the search for gold and later building large farms called **plantations**. Europeans also brought their religion, languages, and forms of **government** (8-1.2). **Colonists** from England established 13 **colonies** in North America. The colonies were divided into three different **regions**: the New England Colonies, the Middle Colonies, and the Southern Colonies. The New England colonies and Middle colonies were started mainly for religious purposes and the Southern colonies were started mainly for wealthy colonists to build plantations. The Southern Colonies like South Carolina were settled by many different groups of Europeans who were hoping to make money (8-1.3). During this time, **slaves** became the main source for work on South Carolina’s plantations. Land owners depended on slaves to do the work needed to grow **cash crops** that could be sold for money. Slavery led to the development of African-American **culture** in South Carolina and the United States (8-1.4). Like the Native Americans, settlers used South Carolina’s many natural resources and physical features like forests and rivers to help the **economy** do well. By using these natural resources and physical features, South Carolina became a wealthy colony. Because England controlled South Carolina, the colony provided the **mother country** with **raw materials** and **markets**, thereby making England a wealthier country (8-1.5). Like other English colonies, South Carolina developed a **representative government**. At first, South Carolina tried different forms of government. Although all settlers had some rights, wealthy landowners had more control over the **laws** than small farmers and other commoners. This led to conflict and the demand for equal **rights** and **power** to make **decisions** (8-1.6).

Literacy Skills Addressed by This Standard

- Identify and explain the relationship among multiple causes and multiple effects.
- Compare the location of places, the condition of places, and the connection between places.
- Explain why trade occurs and how historical patterns of trade have contributed to global interdependence.
- Explain multiple points of view or biases and attribute the perspectives to the influences of individual experiences, societal values, and cultural traditions.

Application of Literacy Skills at the Concrete Level—Instructional Assessment Strategies

Identify and explain the relationship among multiple causes and multiple effects.

Cause-and-Effect Game

- Work with the general education social studies teacher (or other content expert) to write several short sentences from the content that include both a cause and an effect (e.g., early explorers

came to South Carolina to find gold; many workers were needed to grow cash crops on plantations).

- Make cards for the game by writing each sentence on one side of a 3 x 5 inch card with either the cause or the effect underlined. On the back side, write the answer (i.e., “cause” or “effect”).
- Make a game board with at least 20 spaces. (The game board can be as big as needed.) Add some squares to the board that send students ahead two spaces or back a space to keep things interesting.
- To play, have the student draw a sentence card. Then read the card aloud, rereading the underlined part (teacher). Have a student identify whether the underlined part is the cause or the effect of the sentence.
- Check the answer key (back of card). If correct, flip a penny and move one space for heads or two spaces for tails (or roll a numbered cube and move the number of spaces indicated). If the answer is not correct, do not advance.
- The game can be played with a small group or with the entire class. AAC devices can be programmed with the words “cause” and “effect” to give access to the game for non-verbal students.

Compare the location of places, the condition of places, and the connection between places.

- Use a map of North America (depicting the colonies) and Europe. On the map, divide the colonies into Southern, Middle, and Northern colonies. The economy of the Southern colonies was based on farming.
- Place objects, pictures, and words on the map to demonstrate the crops that were grown.

Explain why trade occurs and how historical patterns of trade have contributed to global interdependence.

- (Continued from previous map activity) Use a map of North America (depicting the colonies) and Europe. Place a picture of a crown on England and an arrow to the colonies. On the lines between England and the colonies, use pictures of goods to show that the goods go back and forth between the colonies and England.

Explain multiple points of view or biases and attribute the perspectives to the influences of individual experiences, societal values, and cultural traditions.

- Create a list of items, practices, jobs, etc., related to the cultures of slaves and slave owners.
- Compare and contrast how slaves and slave owners lived and worked.

South Carolina Alternate Assessment (SC-Alt) Social Studies

Grade 8: South Carolina: One of the United States

Standard 8-2: The student will demonstrate an understanding of the causes of the American Revolution and the beginnings of the new nation, with an emphasis on South Carolina’s role in the development of that nation.

It is essential for students to know: As a **colony** of England, South Carolina had some involvement in the French and Indian War between France and England. The French and Indian War led to the Cherokee War in South Carolina. England won both the French and Indian War and the Cherokee War. The result was that Great Britain gained land and raised **taxes** on the colonies to pay for the war (8-2.1). **Colonists** were unhappy about taxes like the Stamp **Act** and Tea Act. Colonists wanted to make their own **laws** and began to **protest** by limiting **trade** and with the Boston Tea Party. South Carolina sent representatives to a meeting called the First Continental Congress to discuss these problems. These problems and **conflicts** led to the American Revolution (8-2.2). South Carolina also sent **representatives** to the Second Continental Congress where the **Declaration of Independence** was written. This letter to the **king** of England stated the **rights** that were being unfairly taken by the **mother country**. It also said the colonies wanted **independence** from England. This led to the American **Revolution** (8-2.3). South Carolinians served as both **Patriots** and **Loyalists** during the American Revolution. Patriots supported the colonies and Loyalists supported England (8-2.4). Important **battles** of the American Revolution took place in South Carolina and helped the colonists win independence from England (8-2.5). South Carolina formed its own government after the American Revolution and then helped create a **national government** for the United States of America (8-2.6).

Literacy Skills Addressed by This Standard

- Identify and explain the relationships among multiple causes and multiple effects.
- Evaluate multiple points of view or biases and attribute the perspectives to the influences of individual experiences, societal values, and cultural traditions.
- Compare the locations of places, the conditions of places, and the connections between places.

Application of Literacy Skills at the Concrete Level—Instructional Assessment Strategies

Identify and explain the relationships among multiple causes and multiple effects.

- Use a graphic organizer to determine causes of the American Revolution (i.e., British taxing the colonists and colonists wanting to make their own laws) and outcomes of the war (i.e., American independence, establishment of new state and national laws and government).

Evaluate multiple points of view or biases and attribute the perspectives to the influences of individual experiences, societal values, and cultural traditions.

- Have the students create a diagram about the American Revolution comparing the roles of Patriots and Loyalists. For example, both groups of English colonists had major differences—the Patriots supported the colonies and won (creating the United States of America), and the Loyalist supported England and lost.

Tax Time

- The purpose of this activity is to help students understand the colonial reaction to a series of tax acts passed by Parliament to raise money to pay for the French and Indian War and to pay England for the protection of the colonies.
- Have students select a card from a bowl to take on one of the following roles: King/Queen (1); Parliament (2); Tax Collector (1); Colonists (everyone else).
- Hand out cups of 10 pennies to each participant; sit the King/Queen in a tall chair and position the parliament members just below him/her.
- Explain that Parliament will draw new laws from the bowl, and when applicable, the tax collector will collect taxes, sell stamps, etc. Also explain that if the students run out of money and can't pay their taxes, they could be sent to debtor's prison where they can only get out if someone else is willing to pay their debt plus the daily 1 pence (penny) fee for keeping them in prison.
- The laws are:
 - Any subject wearing denim of any sort shall pay the crown a tax of 2 pence (pennies).
 - Any subject possessing a political cartoon of any sort must affix the proper stamp to said cartoon. The stamp shall cost 3 pence.
 - Any subject who wishes to use the bathroom shall pay a toilet tax of 2 pence.
 - Any subject wearing a t-shirt must pay a cotton tax of 3 pence.
 - Any subject who traveled to the school meeting hall by any form of transportation involving wheels shall pay a roadway fee of 2 pence.

Compare the locations of places, the conditions of places, and the connections between places

History Footprints

- Work with students to make a timeline of key events and dates for South Carolina using their own footprints.
- First, outline both the left and right feet of students and adults (a variety of sizes works best) on construction paper and cut them out.
- Write key events and dates on each footprint, alternating between left and right footprints. Students can add pictures for the events or other embellishments as appropriate.
- Place footprints in chronological order on a wall or bulletin board in the classroom or display down a hallway in the school.
- Here's some dates you might want to include:
 - 1754—the beginning of the French and Indian War
 - 1764—the Sugar Act
 - 1765—the Stamp Act
 - 1773—the Tea Act and the Boston Tea Party
 - 1774—the first Continental Congress
 - 1775—George Washington becomes first president
 - 1776—the Declaration of Independence

South Carolina Alternate Assessment (SC-Alt) Social Studies

Grade 8: South Carolina: One of the United States

Standard 8-3: The student will demonstrate an understanding of South Carolina’s role in the development of the new national government.

It is essential for students to know: After the United States became a **country**, the conflict between people from the **Upcountry** and **Lowcountry** of South Carolina increased for a number of reasons. Some of the main issues were the location of the new **capital**, the number of **representatives** in the new **government**, and economic differences (8-3.1). Representatives from South Carolina had an active role in creating the United States **Constitution**. Representatives made **laws** to form a new **limited government** for the **nation**. South Carolina wanted to count their **slaves** in their population so it could have more representatives in **Congress**. They had to **compromise** on this issue and many others (8-3.2). The United States Constitution outlines how the government of the United States works (8-3.3). An important concept in the Constitution is representative **democracy** where people choose other **citizens** to make the laws. Another important concept is the **three branches** of government. To make decisions for the nation, the three branches share power and have different jobs. These branches are the **executive, legislative, and judicial branches**. The legislative branch makes laws. The executive branch enforces the laws. The **president** is the head of the executive branch. The judicial branch makes sure the laws are fair. Another important concept is giving people individual **rights** which are in the Bill of Rights. After the Constitution was passed by all states, there was still a debate about who should be more powerful, state governments or the national government (8-3.4).

Literacy Skills Addressed by This Standard

- Understand responsible citizenship in relation to the state, national, and international communities.
- Compare the locations of places, the conditions at places, and the connections between places.
- Explain how political, social, and economic institutions are similar or different across time and/or throughout the world.
- Establish the chronological order in the reconstructing a historical narrative.

Application of Literacy Skills at the Concrete Level—Instructional Assessment Strategies

Understand responsible citizenship in relation to the state, national, and international communities.

- Create a graphic organizer to compare the responsibilities of each branch of government and the Bill of Rights.
- Have students identify what the Bill of Rights means to them and how the branches of government protect them as citizens. Use pictures and videos as needed.

Bill of Rights Game

- Review the rights included in the Bill of Rights with this interactive game:
<http://constitutioncenter.org/billofrightsgame/>

Create Your Own Classroom Constitution

- Lay the groundwork for understanding the U.S. Constitution through read alouds (e.g., read the books *Shh! We're Writing the Constitution* by Jean Fritz; *If You Were There When They Signed the Constitution* by Elizabeth Levy; *We the Kids* by David Catrow; or *The Amazing Life of Benjamin Franklin*).
- As a class, help students write their own classroom constitution, including these major parts:
 1. The U.S. Constitution begins with a statement called the Preamble. Its main point is that the U.S. government was established by the people. It also describes the goals of the Constitution: to guarantee justice, peace, and liberty for the nation's citizens. What are your goals for your classroom?

We, the people of Room _____, share the goals of _____.

2. The main body of the U.S. Constitution establishes the three branches of the U.S. government and explains how important decisions will be made. What will the government of your classroom be like? What responsibilities will the teacher and principal have? What responsibilities will the students have? Describe your classroom government here:
_____.

3. The first 10 amendments to the Constitution are known as the Bill of Rights and describe the basic freedoms Americans enjoy. What freedoms will the citizens of your classroom have? Describe them here:

Citizens of our classroom should have the freedom to:
_____.

Citizens of our classroom should have freedom from:
_____.

Compare the locations of places, the conditions of places, and the connections between places.

- On a map of South Carolina, identify and label the Upcountry and Lowcountry. Create a graphic organizer to compare the way of life and resources available in each.

Explain how political, social, and economic institutions are similar or different across time and/or throughout the world.

Classroom Court

- Establish a classroom court to allow student opportunities to understand the law and its legal proceedings as well as to experience “trial by a jury of your peers” in simple matters.
- Give each student a job in the courtroom. These positions may vary throughout the year.
- Decide how much weight the court will have. As the teacher, you are still responsible for the class. Then, as a class, decide on sentences for guilty verdicts and post them in the classroom.
- Define the offices of the court and the length of each office. Some possibilities for jobs are: judge, jury, bailiff, court reporter, defense attorney, prosecuting attorney, and substitute.

- Hold nominations for positions and decide on an appropriate number for each position. Draw up a very simple ballot and have students vote. You may want to appoint some positions or have a secret ballot.
- Have a very simple swearing-in ceremony for all court officials. Set a particular day for holding court and a limit to the amount of time in sentences that must be served.

Establish chronological order in the reconstructing a historical narrative.

Human Timeline

- Select several important dates from this time period that help tell the story of the establishment of the U.S. Constitution.
- Some possible dates include:
 - 1781—The Articles of the Confederation are the first law of the land.
 - 1787—The Constitution is signed.
 - 1789—The first national “Thanksgiving Day” was originally created by George Washington as a way of giving thanks for the Constitution.
 - 1791—The Bill of Rights was added to the Constitution.
- Assign a date to each student and help him or her make a poster describing the date through pictures and/or words.
- Place students (with their posters) in chronological order of events.
- Using the dates and posters created by the students, retell the story.

South Carolina Alternate Assessment (SC-Alt) Social Studies

Grade 8: South Carolina: One of the United States

Standard 8-4: The student will demonstrate an understanding of the multiple events that led to the Civil War.

It is essential for students to know: After the United States became a new **nation**, farming was still the main **economic** activity in South Carolina. **Slavery** was therefore also still very important to the economic success of small farms and **plantations**. The **invention** of the **cotton gin** increased cotton production, and **slaves** were needed to keep up with the production. This made people in South Carolina and other southern **states** want to continue slavery (8-4.1). Over time, the northern states, or the North, and southern states, or the South, in the United States became increasingly different. The North's economy became more **industrial**-based, while the southern economy remained mostly farming-based. The abolitionist movement grew in the North. **Abolitionists** were people who wanted to end slavery. This increased conflict between the North and South (8-4.2). A major issue that led to conflict between the North and South was disagreement over whether slavery should be allowed in western states added to the United States (8-4.3). Before deciding to leave the **Union** of the United States, people in South Carolina had many views. Some people wanted South Carolina to stay as a part of the United States while others wanted South Carolina to break away from the United States and become its own **country**. When Abraham Lincoln was elected **president**, the **government** of South Carolina **voted** to leave the Union and the **Civil War** began (8-4.4). When the Civil War began, the Union (or northern army) and the **Confederate** (or southern army) had two very different plans. Northern leaders wanted to destroy southern railroads and cut off goods and **weapons** coming into the south. Southern leaders wanted to get weapons from Europe and keep fighting until the Union army got tired of fighting (8-4.5). During the Civil War, many southern men joined the Confederate army. Many were killed and wounded. Women had to do jobs men had usually done in the past. Lots of farmland in the South was destroyed as the Union army marched through southern states (8-4.6).

Literacy Skills Addressed by This Standard

- Identify and explain the relationships among multiple causes and multiple effects.
- Compare the location of places, the conditions of places, and the connections between places.
- Evaluate multiple points of view or biases and attribute the perspectives to the influences of individual experiences, societal values, and cultural tradition.

Application of Literacy Skills at the Concrete Level—Instructional Assessment Strategies

Identify and explain the relationship among multiple causes and multiple effects.

- Have students create a list of the causes of Civil War using pictures.

Compare the location of places, the conditions of places, and the connections between places.

- Use a table to compare lives of slaves, abolitionists, and plantation owners.

Hardtack

- Help students understand what life was like for soldiers during the Civil War by making hardtack. Introduce the activity by asking students if they have ever taken a bag of snacks with them on a road trip. Explain that if one lived in the nineteenth century, one might have taken hardtack instead of chips. Hardtack was a kind of cracker that sailors, Civil War soldiers, and pioneers carried with them so they would have something to eat if they found themselves in a place where food wasn't available. The high salt content in the dough acted as a preservative, giving it the ability to stay good for a long time. It's said that a well-made batch of hardtack could stay edible for a few years!
- Here's the recipe:
 - 2 cups whole wheat flour
 - ½ to 1 cup water
 - 6 pinches of salt
 - 1 tablespoon of vegetable shortening or oil
 - Rolling pin
 - Cookie sheet
- Directions:
 - Preheat the oven to 375 degrees. Have students mix the flour and salt in a bowl. Slowly add water to the flour mixture, using enough so that the dough will form; it may not take the full cup. Roll out the dough, shaping it into a large rectangle about ½-inch thick. Cut the dough into equal-sized squares. Place the squares on a cookie sheet and bake for 30 minutes. Remove the cookie sheet, turn each piece over, and bake for another 30 minutes. Let hardtack cool on a wire rack.

Evaluate multiple points of view or biases and attribute the perspectives to the influences of individual experiences, societal values, and cultural traditions.

Compare Cultures and Economies Chart

- Ask students to name a favorite thing they like to do. Write their responses on sticky notes and put the notes on a sheet of chart paper labeled "Our Favorite Things."
- Tell students to consider no longer being able to do the things they like the most. On new sticky notes, write the students' responses about how losing their favorite thing makes them feel.
- Place these sticky notes on a separate sheet of chart paper labeled "Losing Our Favorite Things."
- Ask students to think about what it might be like to never have the opportunity to do a favorite activity again or how their lives may be different if they could no longer play with or use something they love (e.g., playing with your best friend; not watching television shows; not playing video games).
- Explain that they are going to learn about a time when some people felt they were losing their way of life.
- Review the information in the Comparing Cultures and Economies Chart below. Add illustrations to the chart, as appropriate.

Social Factor	North	South
Slavery	Opposed	Generally Supported
Culture	Urban	Rural
Economy	Industrial	Agricultural
Government	Federal	States' Rights

Disunion Information Cards

- Make cards with the information below. Write the date and event on one side and the description on the other. Let students practice putting the cards in chronological order. Adapt the cards by adding illustrations or by shortening the information on each card, as needed for students.
 - 1820 Missouri Compromise—This legislation prohibited slavery north of latitude 36 degrees 30 minutes in the Louisiana Purchase territory, with the exception of Missouri, and allowed slavery south of that line.
 - 1831 Nat Turner's Rebellion—A slave named Nat Turner, along with 60 other slaves, led a violent rebellion that resulted in the deaths of more than 50 Virginians.
 - 1852 Harriet Beecher Stowe's *Uncle Tom's Cabin*—This book was published in response to the Fugitive Slave Act of 1850.
 - 1852 Declaration of Causes, South Carolina—South Carolina declared that the federal government had violated the state's rights under the U.S. Constitution.
 - 1854 Kansas–Nebraska Act—This act repealed the Missouri Compromise and allowed settlers in the territories of Kansas and Nebraska to decide whether they would allow slavery when they applied for statehood.
 - 1859 John Brown's Raid—John Brown, an abolitionist, and his followers seized the U.S. armory and arsenal at Harpers Ferry, Virginia.
 - 1861 The Battle of Fort Sumter—The American Civil War began.

South Carolina Alternate Assessment (SC-Alt) Social Studies

Grade 8: South Carolina: One of the United States

Standard 8-5: The student will understand the impact of Reconstruction, industrialization, and Progressivism on society and politics in South Carolina in the late nineteenth and early twentieth centuries.

It is essential for students to know: Reconstruction was the name for the time in history after the **Civil War**. **Slaves** became free in all former slave **states** (8-5.1). As a result of slaves getting their **freedom**, many **plantation** owners lost their workers. Some landowners entered into a **sharecropping** relationship with former slaves. This meant that landowners would supply tools, seed, and land to **sharecroppers**, and sharecroppers would give the landowners a percentage of the crops that they grew (8-5.2). During **Reconstruction**, African Americans were granted many **rights**, including the right to **vote** and serve as **representatives** in the **government**. However, when **Union** soldiers left South Carolina, the state government began treating African Americans **unfairly** once again. Even though African Americans were free, **laws** were passed in the South that limited the rights of African Americans and African Americans lost many of the rights that they had gained following the **Civil War** (8-5.3). The South Carolina government passed laws that limited African Americans' right to vote. African Americans who **protested** against these laws were often attacked by angry groups of southerners. "**Jim Crow**" laws discriminated based on race in public places and in the right to vote (8-5.1, 8-5.4). After the Civil War, the United States and South Carolina had a period of **industrial** growth. **Railroads** were built or repaired that connected South Carolina to other parts of the **country**. **Textile mills** were built across the state. In textile mills, cotton from South Carolina's farms was turned into cloth and other goods that could be sold in the United States and Europe. Many poor farmers from South Carolina moved to new towns to work in the mills. Conditions in the mills were often **dangerous** (8-5.5). During Reconstruction, many plantations were losing money and were replaced by small farms. When farmers continued to grow more crops than they could sell, the price of crops went down which made farmers even poorer. This caused many farmers to move to mill towns in the southern states and growing **cities** in the western and northern parts of the country. **Discrimination** against African Americans caused many people to move out of southern states such as South Carolina (8-5.6 and 8-5.7). People in the United States called **Progressives** began wanting changes for the country. They wanted to end discrimination, get better working conditions in **factories**, and end unfair political practices. The Progressive movement did not gain much support in South Carolina (8-5.8).

Literacy Skills Addressed by This Standard

- Identify and explain the relationship among multiple causes and multiple effects.
- Compare the location of places, the conditions of places, and the connections between places.
- Explain change and continuity over time and across cultures and identify and explain the relationships among multiple causes and multiple effects.
- Evaluate multiple points of view or biases and attribute the perspectives to the influences of individual experiences, societal values, and cultural tradition.

Application of Literacy Skills at the Concrete Level—Instructional Assessment Strategies

Identify and explain the relationship among multiple causes and multiple effects.

Reconstruction Activity

- Use this hands-on activity to help students discover the meaning of Reconstruction.
- Place students in pairs and give each pair some pattern blocks (or wooden geometry blocks). Tell students to create a design using the blocks.
- After each pair completes a design, ask students to draw a picture of their design. (This design could be as simple as outlining and coloring the blocks or taking a picture with a camera.) Note: The design pictures will be used later to “reconstruct” the design.
- Next, have each pair of students take apart their design, saving the blocks they used in a bag or basket.
- Last, ask students to exchange their blocks and drawing with another pair of students. Using the drawing as a guide, have each pair of students reconstruct the new design.
- Talk about the difficulties and successes in reconstructing the designs, including how the students felt when their designs were destroyed. Use this discussion as a jumping off place for more discussion of the destruction and reconstruction of the South after the Civil War.

Compare the location of places, the conditions of places, and the connections between places.

- Using pictures and videos create a T-chart showing how life was for African Americans before the Civil Rights Movement and how life is today.

Manufacturing and Trade Map

- View a map of Population Engaged in Manufacturing and Trade at <http://xroads.virginia.edu/~HYPER/DETOC/census/mfr1.jpg>. (The map can be projected on a screen or individual color copies can be made for students.)
- Point out the differences between the North and South. Counties with the most manufacturing are indicated in red. Notice that the North is almost completely red.
- Discuss these differences between the North and South with students. Help students to recognize the effect of these differences at the time before the Civil War: People in the North and South had different ways of earning a living, so they had different ideas about what was important. They could not understand why people in a different region felt the way they did.

Explain change and continuity over time and across cultures and identify and explain the relationships among multiple causes and multiple effects.

- Sequence events from the Civil War through Reconstruction (including civil rights issues for African Americans). For example, slaves were freed, many ex-slaves became sharecroppers, laws were passed limiting rights of African Americans, the economy’s focus changed from farming to factories (textile mills).

Evaluate multiple points of view or biases and attribute the perspectives to the influences of individual experiences, societal values, and cultural traditions.

Taking Sides

- Make three columns and label each column with one of the following: “Northern Abolitionist,” “Southern Slave Owner,” and “Poor Southern Farmer.”
- Read each of the quotes below, one at a time, to students (or have students draw the quotes from a hat and then read them aloud).
- Ask students to match each quote to the person (Northern abolitionist, Southern slave owner, poor southern farmer) who most likely said it. Add more quotes as appropriate.
 - “I grow cotton, but I can’t afford to own slaves.”
 - “If slave are freed, they might try to take my job!”
 - “I think slavery is terrible!”
 - “Slavery is not needed and should be illegal!”
 - “The government should do something about slavery.”
 - “Slaves are necessary to my cotton business.”
 - “The government shouldn’t tell me how to run my plantation!”

South Carolina Alternate Assessment (SC-Alt) Social Studies

Grade 8: South Carolina: One of the United States

Standard 8-6: The student will demonstrate an understanding of the role of South Carolina in the nation in the early twentieth century.

It is essential for students to know: During **World War I**, the United States tried to stay out of the war. The United States wanted to stay out of the war, but entered the war after a series of events by Germany like sinking ships with American citizens on them and German threats against the United States. Many South Carolinians joined the war and helped in many ways. South Carolina's economy improved as new **military bases** were built and farmers gained from rising crop prices (8-6.1). During the 1920s, the economy of most of the United States and South Carolina were doing well. Farmers did well during the war which led to economic success for others in South Carolina. **Cultural** changes came to South Carolina because of new **technologies** like water systems, electricity, cars, and **mass media** (8-6.2). However, after the war, **textile mills** and farms began to lose money because there was no longer as high a need for their goods. Farmers were unable to repay bank **loans** and began losing their land and farms. Businesses and banks began to close and **unemployment** increased (8-6.3). As the **economy** in South Carolina and the United States began to worsen, **President** Roosevelt introduced his **New Deal** programs to try to help people get jobs (8-6.4). Like in World War I, the United States tried to stay out of **World War II** when it began in Europe. The United States entered the war after being attacked by at Pearl Harbor by Japan. Military bases in South Carolina reopened and the economy in the United States and South Carolina began to improve as spending on the war increased (8-6.5).

Literacy Skills Addressed by This Standard

- Identify and explain the relationship among multiple causes and multiple effects.
- Evaluate multiple points of view or biases and attribute the perspectives to the influences of individual experiences, societal values, and cultural traditions.
- Compare the locations of places, the conditions of places, and the connections between places.
- Explain why trade occurs and how historical patterns of trade have contributed to global interdependence.

Application of Literacy Skills at the Concrete Level—Instructional Assessment Strategies

Identify and explain the relationship among multiple causes and multiple effects.

Alliance Activity

- Use the following activity to help students understand alliances, one of the reasons for World War I.
- To begin, ask students if they have ever asked a friend for help. Discuss their answers.
- Tell students that sometimes countries do the same thing. They sign alliances saying they will help each other if needed. Countries become allies when they sign an alliance. Many alliances were signed by countries between 1879 and 1914.

- Assign each student a country: Germany, Austria-Hungary, Serbia, Russia, Italy, France, or Britain. If more than seven students are present, repeat the activity until all students have a chance to participate.
- Explain that when alliances were signed between countries, the countries agreed to help one another. They became allies.
- To illustrate, ask students to re-enact the alliances below made by their country before World War I. For each alliance, have students (i.e., countries) stand next to their allies.
 - 1879 The Dual Alliance—Germany and Austria-Hungary make an alliance to protect themselves from Russia.
 - 1881 Austro-Serbian Alliance—Austria-Hungary makes an alliance with Serbia to prevent Russia from gaining control of Serbia.
 - 1882 The Triple Alliance—Germany and Austria-Hungary make an alliance with Italy to prevent it from taking sides with Russia.
 - 1894 Franco-Russian Alliance—Russia allied with France to protect itself from Austria-Hungary and Germany.
 - 1904 Entente Cordiale—This was an agreement between Britain and France.
 - 1907 The Anglo-Russian Entente—Britain and Russia ended their differences with this alliance.
 - 1907 The Triple Entente—This alliance between Britain, France, and Russia was made because of worsening relations between Germany on the one side and Russia and Britain on the other.
- Point out how complicated the alliances got over time. Because of the alliances they had made, some countries had no option but to declare war if one of their allies declared war first.
- NOTE: Students do not need to know the specifics of these alliances; use the alliances only to show how the alliances change and become difficult with time.

Evaluate multiple points of view or biases and attribute the perspectives to the influences of individual experiences, societal values, and cultural traditions.

World War I Posters

- The purpose of this activity is to help students understand how people were influenced about the war by propaganda.
- Introduce the idea of advertising and propaganda by asking students to choose an example of a print advertisement that they like from a popular magazine or newspaper.
- Have students cut out their ad and paste or glue it to a piece of notebook paper, providing support as needed.
- Show each of the ads to the class and talk about the objective of each ad. Ask students if their ad uses tools such as humor, celebrity endorsement, or emotional images.
- After all of the ads have been shared, tell students that advertising and propaganda (the spreading of ideas or beliefs to further a particular cause or damage an opposing cause) are very similar. For instance, the purpose of advertising is generally to get people to buy a product or use a service. Likewise, the purpose of propaganda is to get people to think, act, or feel a certain way. Also, advertisers and the creators of propaganda use many of the same tools—such as humor, catchy

slogans, emotional images or language, caricatures, and visual symbols—to make their work effective.

Note: If your classroom has access to a SMARTBoard, you may also want to find some recent TV commercials that are effective because of the use of humor, celebrity endorsements, etc.

- Next, tell students that in this activity they will look at World War I propaganda posters from the United States to learn about some of the tools used during wartime. Propaganda posters were used during wartime to
 - recruit soldiers;
 - raise money to pay for the war;
 - unify the country behind the war effort;
 - conserve resources needed to wage war (food, oil, steel); and
 - increase factory production of war materials.
- Some common tools propagandists used were
 - demonization,
 - emotional appeals,
 - name calling,
 - patriotic appeals,
 - half-truths or lies,
 - catchy slogans,
 - visual symbols, and
 - humor.
- Show several World War I posters. Posters appropriate for this activity can easily be found on the Internet or by searching the digital vault of the National Archives at <http://www.digitalvaults.org/>. As a class analyze the objective of each propaganda poster and the tools used. Have students answer these questions:
 - **What do you see in the poster?** (possible answers: planes and submarines, flames in the background, the Statue of Liberty with its head and torch on the ground)
 - **What is happening in the poster?** (possible answer: New York City is under attack.)
 - **What objective is the poster designed to achieve?** (possible answer: the sale of war bonds)
 - **What propaganda tools are used in the poster?** (possible answers: emotional appeals, evocative visual symbols)

Compare the locations of places, the conditions of places, and the connections between places.

- Use a Venn diagram to compare how the war affected Europe and North America.

Explain why trade occurs and how historical patterns of trade have contributed to global interdependence.

Exploring Photographs of the Great Depression

- Gather photographs from the Internet that show people living in South Carolina (and elsewhere in the United States) during the Great Depression and assemble the photos into a PowerPoint

presentation to show students. As students view the photographs, ask them the following questions:

- What do you see in the photos?
 - What are the people doing? Is this different than today?
 - How are they dressed? Are clothes different today?
 - How do the people in the photographs feel?
 - Do the people in the photo need help? If so, what might be done to help them?
 - Do some people need more help than others? Why?
- Emphasize the following key points about the Great Depression:
 - The Great Depression began in 1929, after many years of economic good times.
 - Suddenly, people didn't have jobs to make money to pay their bills or feed their families.
 - There were no government programs to help them.
 - The Great Depression lasted for a long time. People did not have money for necessities so they were not buying things they did not need.
 - Companies that sold items such as cars and other appliances that sold in abundance before the Great Depression were not selling anything.
 - Production factories stopped making money, so more people lost jobs.
 - People who had savings in banks lost all their money.
 - In 1933, Franklin D. Roosevelt became president. He came up with a New Deal policy to help get America out of the Great Depression.
 - World War II also helped the United States economy improve. Factories and farms were once again needed to produce products and food to send overseas.

South Carolina Alternate Assessment (SC-Alt) Social Studies

Grade 8: South Carolina: One of the United States

Standard 8-7: The student will demonstrate an understanding of the impact on South Carolina of significant events of the late twentieth and early twenty-first centuries.

It is essential for students to know: After **World War II** (WWII), the **economy** continued to do well in the United States and South Carolina. Soldiers returning from the war were given money to start new businesses or to get an education. **Tourism** and highway construction increased. The **Cold War** led to increased military spending. All of these factors led to more jobs in South Carolina (8-7.1). African Americans were still facing **racism** and **discrimination** in the United States. The **Civil Rights** movement grew after WWII. This movement focused on getting more **rights** and fair treatment for African Americans. Civil rights leaders like Rosa Parks and Dr. Martin Luther King, Jr. helped bring positive changes in schools, public places, and **voting** (8-7.2). South Carolina had **traditionally** supported the **Democratic Party** because the **Republican Party** had supported **slavery** before the **Civil War**. However, because support for the Civil Rights movement became associated with the Democratic Party, many white South Carolinians began supporting the Republican Party (8-7.3). Many changes have taken place in the economy of South Carolina since WWII. Many African Americans left farms to work in **factories** and land owners began using more machines to harvest crops. South Carolina has changed economically from farming to **industrial** work and tourism (8-7.4).

Literacy Skills Addressed by This Standard

- Identify and explain the relationship among multiple causes and multiple effects.
- Evaluate multiple points of view or biases and attribute the perspectives to the influences of individual experiences, societal values, and cultural traditions.
- Compare the locations of places, the conditions in places, and the connections between places.
- Explain why trade occurs and how historical patterns of trade have contributed to global interdependence.

Application of Literacy Skills at the Concrete Level—Instructional Assessment Strategies

Identify and explain the relationship among multiple causes and multiple effects.

- Identify why tourism and manufacturing are major industries in South Carolina (physical features, geography, and natural resources). Discuss how these became main industries after World War II and remain major industries today.

Evaluate multiple points of view or biases and attribute the perspectives to the influences of individual experiences, societal values, and cultural traditions.

Introduction to Civil Rights

- Discuss the rights students have in the classroom, in the school, and in the family. Further explore these rights by asking the following questions:
 - How did students achieve their rights?

- How do they keep or lose their rights or privileges?
- How do they feel when they lose some of their rights and privileges?
- Tell students you are going to talk about civil rights (the rights of full citizenship and equality under the law).
- Make a list of some of the civil rights people in the United States have and discuss whether all people have always had them. (Note: This is a good place to introduce the Bill of Rights.) Ask what it means to have or not have civil rights. Students at this age may most be able to relate to voting rights, housing rights, and the right to be able to go to school.
- Discuss what segregated schools were like. Emphasize that some students had more rights than others. Many students were not treated fairly and had to overcome many obstacles to get an education.
- Read aloud a book to help students understand the differences in schools during this time. A good book for this subject is *Remember: The Journey to School Integration* by Toni Morrison, a fictional account of children who lived during the era of segregated schools.
- Make a list of the ways schools are different today.

Compare the locations of places, the conditions of places, and the connections between places.

Key Events Timeline of the Civil Rights Movement

- Have students complete a timeline of key events from the Civil Rights Movement (individually or as a class).
- The timeline can be enlarged and events can be represented through pictures easily found on the Internet.
- Some key events from the Civil Rights Movement include:
 - Little Rock Nine
 - *Brown v. Board of Education of Topeka*
 - Freedom Rides
 - Birmingham Campaign
 - Civil Rights Act
 - March on Washington
 - March from Selma to Montgomery
 - Voting Rights Act
 - Martin Luther King Jr. assassination
 - Rose Parks and the Montgomery Bus Boycott
- For practice, an interactive timeline is available at <http://www.neok12.com/diagram/Civil-Rights-Movement-01.htm>.

Explain why trade occurs and how historical patterns of trade have contributed to global interdependence.

Tourism in South Carolina Activity

- Introduce the activity by telling students that they are going to talk about vacations. Ask students if they have ever been on vacation. Where? What do they like to do on vacation?
- Talk about a vacation you have taken. If possible, show some pictures and mementos from your vacation.
- Tell students that when people go on vacation, they spend money. The money helps support the economy. Have students make a list of the things people spend money on when they go on vacation (e.g., lodging, food, recreation, gas).
- Tell students that many people from all over the world come to South Carolina for vacation. Because of this, tourism is a big business in South Carolina. Many people who live in South Carolina have jobs in the tourism industry.
- Review the four major economies of South Carolina in the past 300 years (i.e., the rice, cotton, textile, and manufacturing economies) and the circumstances that supported these economies (e.g., demand in the European markets for rice in the early 1700s; British demand for cotton during the industrial revolution).
- Explain that as demand for products changes, the work people do in South Carolina has also changed. Today, manufacturing jobs are being replaced by service and trade jobs. Because of this, tourism has become increasingly important to the state's economy. When people visit the state, they spend money. This money helps the state's economy.
- Give students a county map of South Carolina (or show a map on a white board) and help them locate the four state parks and seven state historic sites.
- Show pictures of the state parks and historic sites that are most popular with the students and ask students to name one reason they like to visit them.

**South Carolina Alternate Assessment (SC-Alt)
Social Studies**

Glossary of Terms Grades 3–8

- **act:** a law or rule
- **agriculture:** farming
- **battle:** a fight within a war
- **cash crops:** crops grown to be sold for money
- **city:** an area where many people live
- **civil war:** a war in which people in the same country fight each other
- **to claim:** to say something is yours
- **Cold War:** a period in history after World War II when the United States and Soviet Union disagreed over types of government and competed to influence other nations
- **colonists:** people from another country who live in a land controlled by that country
- **colony:** land or place controlled by another country
- **to compromise:** to work together to make a decision
- **Confederacy:** states in the United States that separated to try to form their own nation during the Civil War
- **conflict:** problems, disagreements, or fighting
- **constitution:** a plan or outline for a government
- **cooperation:** working together
- **dangerous:** unsafe
- **decisions:** choosing what to do and/or how to do something
- **declaration of independence:** a document asserting that a land is no longer controlled by another place or is now independent or free from the mother country
- **discrimination:** treating someone differently and unfairly based on the belief that he or she belongs to a particular group
- **disease:** something that causes illness or sickness

- **economy:** the way people make money or make a living
- **effects:** the results of another event or events (the causes)
- **executive branch:** the branch of government that enforces the laws
- **to explore:** to travel to look for and study new lands
- **explorers:** people who travel to look for and study new lands
- **factory:** a place people go to make goods, usually with machines
- **freedom:** the state of being allowed to do things; can also mean independence when referring to a nation
- **government:** system of rules or laws for an area of land and its people
- **guide:** someone who shows someone else the way to get somewhere
- **hunter-gatherer:** people who move from place to place to hunt for and gather food
- **Ice Age:** a period in history when many parts of modern-day oceans were frozen and ice covered the land
- **independence:** when a country is free to rule itself
- **to influence:** to persuade (get) others to follow you
- **integration:** bringing people together in society
- **Jim Crow laws:** laws that treated African Americans and whites differently, with African Americans being treated worse
- **judicial branch:** the branch of government that decides whether laws are fair or right
- **land bridge:** a piece of land that connects two larger bodies of land
- **legislative branch:** the group that makes laws
- **lowcountry:** an area or region close to the ocean
- **midlands:** an area or region in the middle of the state
- **mother country:** a nation that controls other lands or places
- **nation(al):** a group of lands with a shared government (of the shared government)
- **native:** a person who originally lived or lives in a place

- **natural resources:** items from nature that are used to make other goods or used for travel or transportation
- **New Deal:** a series of government programs to try to get people jobs
- **party:** when talking about political topics, a group of people who have similar ideas for government
- **plantation:** a large farm for growing crops to make money
- **political:** anything that deals with governments
- **port:** a place on the water where boats can dock
- **poverty:** living with very little money; being extremely poor
- **power:** the ability to make decisions for other people or a nation
- **president:** title for leader of the executive branch in many limited governments
- **protest:** go against
- **reconstruction:** a time of rebuilding
- **region:** an area or part of a place
- **rights:** things people must be allowed to do
- **river:** a body of water that runs from mountains and lakes
- **segregation:** keeping people separated in life, usually in public places
- **settlers:** people who move to new lands to build places to live
- **slaves:** people owned and controlled by other people and forced to work for no pay
- **state:** an area of land with one government
- **state's rights:** individual powers that states have or decisions that states can make without having to agree with the national government
- **taxes:** money paid to the government
- **textiles:** goods made from cloth
- **three branches:** the separate or different parts of the government that each have their own powers or jobs and are meant to check and balance each other (see **executive branch**, **judicial branch**, and **legislative branch**)
- **tourism:** a part of an economy based on people coming to a place on vacation

- **trade:** the exchange of goods or natural resources
- **traditions:** the ways people live their lives based on what people in the past have done
- **Union:** states in the United States that stayed together during the Civil War
- **upcountry:** area or region at the “top” of a state near the mountains
- **vote:** when a person decides or chooses a law or person whom he or she wants to serve in government
- **wealth:** accumulated money
- **World War II:** a second war in history that involved nations from all over the world

