Third Grade Social Studies Standard 3-8 Curriculum Guide
At Home in South Carolina – Rock Hill

Twentieth Century South Carolina

Unit Title: In Search of Civil Rights and Economical Freedom

Pacing Suggestions: Five weeks

Standard: 3-8: The student will demonstrate an understanding of major developments in South Carolina during the twentieth century.

Enduring Understandings and Essential Questions:

- Summarize the changes in South Carolina’s economy in the twentieth century, including the rise and fall of the cotton/textile markets and the development of tourism and other industries. (E, H)
  What were some of the reasons for South Carolina’s textile industries closing?
  In what ways has the tourism business affected South Carolina’s economy and environment?

- Summarize the significance of World War I for South Carolinians, including President Wilson’s connection to South Carolina and the accomplishments of soldiers from South Carolina. (H)
  In what way was President Woodrow Wilson connected to South Carolina?
  How did World War I affect South Carolina’s African American soldiers?
  What impact did World War I have on South Carolina’s citizens and economy?

- Explain the causes of emigration from South Carolina in the years following World War I, including unemployment, poor sanitation and transportation services, and lack of electricity and modern conveniences in rural areas. (H, E, G)
  What major problems did South Carolinians face after World War I?
  What was the role of South Carolina’s farms after World War I?

- Explain the effects of the Great Depression and New Deal on daily life in South Carolina, including widespread poverty and unemployment and the Civilian Conservation Corps. (H, E, P)
  What was the relationship between the “Great Depression” and the “New Deal?”
  How did the “Great Depression” and the “New Deal” affect South Carolina’s farms and industries?

- Match the demand for farm products and textiles during and after World War II with growth in South Carolina’s economy, including growth in agriculture, textiles, and other industries. (H, E)
  Which South Carolina farm and textiles products were important during World War II?
  How were these products used during World War II?
  What other factors promoted growth in South Carolina agriculture, textiles, and industries?
• **Summarize the key events and effects of the Civil Rights movement in South Carolina, including the desegregation of schools (Briggs vs. Elliot) and other public facilities, and acceptance of African Americans’ right to vote.** (P, H)
What were the major events that fueled the Civil Rights movement in South Carolina?
What were schools and public places like before and after schools were desegregated?
What affect did the desegregation of schools have on African Americans’ right to vote?

• **Summarize the contributions of notable South Carolinians in the twentieth century, including Woodrow Wilson, Strom Thurmond, and James Clyburn.** (P, H)
What contributions did Strom Thurmond and other notable South Carolinians make to improve South Carolina?
How did their contributions affect South Carolina’s history?

**Activity: Timeline of the Civil Rights Movement (3-8.6)**

• **Introduction:** Students develop a timeline that shows important dates and events just before, during, and just after the Civil Rights movement in South Carolina. The timeline period should begin at 1945 and end at 1985. Several activities that should proceed would include the viewing of selected sections of the video, “Lessons from the Lunch Counter,” listening to guest speaker (i.e., Rev. Dub Massey who is one of the “Friendship Nine,” and/or visiting a museum displaying South Carolina Civil Rights artifacts.

• **Timeframe:** Two to three class periods.

• **Materials:**
  *For each team:*
  Sentence strip or paper strip (for timeline date intervals), index cards (for recording facts), markers, scanner (for scanning pictures to use on the timeline), access to computer
  *For whole class:*
  Video: “Lessons from the Lunch Counter.” PBS (ETV), 2004
  Suggested web sites:
  [http://www.state.museum.sc.us](http://www.state.museum.sc.us)

• **Instructions:** First, discuss with students what they know about the term “Separate, but Equal.” Write their ideas on a chart. Revisit what they have learned so far through discussion and/or viewing specific sections of the video, “Lessons from the Lunch Counter.” Starting with 1945 and ending in 1985, assign time intervals for students to work in teams of 2 or 3 to do research. With the teacher’s guidance, students develop questions to use when they research the articles and/or specific bookmarked web sites. After gathering their information, they design, organize, and construct their team’s timeline section. When completed, teams will put their timeline sections together to make a class timeline. Students present their sections and information to the class.
These can be mounted on the hall wall. Finally, students compare what they knew at the beginning of the activity to what they had learned after constructing the class timeline.

- **Differentiation for Diverse Learners/Levels of Ability:** Students who have difficulties in reading could be assigned the task of designing, organizing, and constructing their own personal/individual timelines. These could be shared with the class and displayed, also.

- **Informal and Formal Assessment Suggestions:** A performance assessment checklist could be used to assess each student’s ability to select and present relevant, as well as, significant events for their timeline section. This checklist could also include assessing each student’s ability to use research resources appropriately.

- **Suggestions for Extension Activities and/or Assessments:** After the class timeline is completed, through discussion, review the major issues, events, and problems/solutions students noted. Have students to respond to a writing prompt. You may want to use the state’s writing rubric to score the student’s writing. An example of a possible writing prompt: “Pretend you were the little sister (brother) of one of the Friendship Nine who went to prison. Write a letter to him explaining why you agree or disagree with his decision to go to jail. Be sure to 1) state your reasons clearly and 2) use a friendly letter format.”