

# GRADE 3

## South Carolina Studies

<b>Standard 3-1:</b> The student will demonstrate an understanding of places and regions and the role of human systems in South Carolina.	
<b>Indicators</b>	<b>PLT Activities</b>
3-1.1 Identify on a map the location and characteristics of significant physical features of South Carolina, including landforms; river systems such as the Pee Dee River Basin, the Santee River Basin, the Edisto River Basin, and the Savannah River Basin; major cities; and climate regions. (G)	<ul style="list-style-type: none"> <li>● 30 Three Cheers for Trees</li> <li>● 32 (A) A Forest of Many Uses</li> <li>● 54 (A) I'd Like to Visit a Place Where...</li> <li>● 74 People, Places, Things</li> <li>□ 20 Environmental Exchange Box</li> <li>□ 34 Who Works in this Forest</li> <li>□ 51 Make Your Own Paper</li> </ul>
3-1.2 Interpret thematic maps of South Carolina places and regions that show how and where people live, work, and use land and transportation. (G, P, E)	<ul style="list-style-type: none"> <li>● 13 (B) We All Need Trees</li> <li>● 55 (V) Planning the Ideal Community</li> <li>● 74 People, Places, Things</li> <li>□ 54 (A) I'd Like to Visit a Place Where...</li> </ul>
3-1.3 Categorize the six geographic regions of South Carolina—the Blue Ridge Mountain Region, the Piedmont, the Sand Hills, the Inner Coastal Plain, the Outer Coastal Plain, and the Coastal Zone—according to their different physical and human characteristics. (G)	<ul style="list-style-type: none"> <li>□ 13 (B) We All Need Trees</li> <li>□ 20 Environmental Exchange Box</li> </ul>
3-1.4 Explain the effects of human systems on the physical landscape of South Carolina over time, including the relationship of population distribution and patterns of migration to natural resources, climate, agriculture, and economic development. (G, E, H)	<ul style="list-style-type: none"> <li>● 13 (B) We All Need Trees</li> <li>● 30 Three Cheers for Trees</li> <li>● 32 (A) A Forest of Many Uses</li> <li>● 34 Who Works in this Forest</li> <li>● 36 (A) Pollution Search</li> <li>● 55 (V) Planning the Ideal Community</li> <li>● 74 People, Places, Things</li> <li>● 89 (A) Trees for Many Reasons</li> <li>● 95 Did You Notice?</li> <li>□ 4 (D) Sounds Around</li> <li>□ 20 Environmental Exchange Box</li> <li>□ 31 Plant a Tree</li> <li>□ 49 (A) Tropical Treehouse</li> <li>□ 51 Make Your Own Paper</li> <li>□ 54 (A) I'd Like to Visit a Place Where...</li> <li>□ 76 Tree Cookies</li> <li>□ 77 (A) Trees in Trouble</li> </ul>

<b>Standard 3-2:</b> The student will demonstrate an understanding of the exploration and settlement of South Carolina and the United States.	
<b>Indicators</b>	<b>PLT Activities</b>
3-2.1 Explain the motives behind the exploration of South Carolina by the English, the Spanish, and the French, including the idea of “for king and country.” (G, P, E, H)	
3-2.2 Summarize the activities and accomplishments of key explorers of South Carolina, including Hernando de Soto, Jean Ribault, Juan Pardo, Henry Woodward, and William Hilton. (H, G)	
3-2.3 Use a map to identify the sea and land routes of explorers of South Carolina and compare the geographic features of areas they explored, including the climate and the abundance of forests. (G, H)	<ul style="list-style-type: none"> <li>● 95 Did You Notice?</li> <li>□ 20 Environmental Exchange Box</li> <li>□ 76 Tree Cookies</li> </ul>
3-2.4 Compare the culture, governance, and geographic location of different Native American nations in South Carolina, including the three principal nations—Cherokee, Catawba, and Yemassee—that influenced the development of colonial South Carolina. (H, G, P, E)	<ul style="list-style-type: none"> <li>● 18 Tale of the Sun</li> <li>□ 95 Did You Notice?</li> </ul>
3-2.5 Summarize the impact that the European colonization of South Carolina had on Native Americans, including conflicts between settlers and Native Americans. (H, G)	
3-2.6 Summarize the contributions of settlers in South Carolina under the Lords Proprietors and the Royal colonial government, including the English from Barbados and the other groups who made up the diverse European population of early South Carolina. (H, G)	
3-2.7 Explain the transfer of the institution of slavery into South Carolina from the West Indies, including the slave trade and the role of African Americans in the developing plantation economy; the daily lives of African American slaves and their contributions to South Carolina, such as the Gullah culture and the introduction of new foods; and African American acts of resistance against white authority. (H, E, P, G)	
<b>Standard 3-3:</b> The student will demonstrate an understanding of the American Revolution and South Carolina’s role in the development of the new American nation.	

Indicators	PLT Activities
3-3.1 Analyze the causes of the American Revolution—including Britain’s passage of the Tea Act, the Intolerable Acts, the rebellion of the colonists, and the Declaration of Independence—and South Carolina’s role in these events. (H, P, E)	
3-3.2 Summarize the key conflicts and key leaders of the American Revolution in South Carolina and their effects on the state, including the occupation of Charleston by the British; the partisan warfare of Thomas Sumter, Andrew Pickens, and Francis Marion; and the battles of Cowpens and Kings Mountain. (H, P, G)	<input type="checkbox"/> 76 Tree Cookies <input type="checkbox"/> 95 Did You Notice?
3-3.3 Summarize the effects of the American Revolution in South Carolina, including the establishment of a new nation and a new state government and capital. (H, P, G)	
3-3.4 Outline the current structure of state government, including the branches of government; the names of the representative bodies; and the role that cities, towns, and counties play in this system. (P, G)	<ul style="list-style-type: none"> <li>● 58 There Ought to Be a Law</li> </ul>
<p><b>Standard 3-4:</b> The student will demonstrate an understanding of the events that led to the Civil War, the course of the War and Reconstruction, and South Carolina’s role in these events.</p>	
Indicators	PLT Activities
3-4.1 Compare the conditions of daily life for various classes of people in South Carolina, including the elite, the middle class, the lower class, the independent farmers, and the free and the enslaved African Americans. (H, E)	
3-4.2 Summarize the institution of slavery prior to the Civil War, including reference to conditions in South Carolina, the invention of the cotton gin, subsequent expansion of slavery, and economic dependence on slavery. (H, E, P)	
3-4.3 Explain the reasons for South Carolina’s secession from the Union, including the abolitionist movement, states’ rights, and the desire to defend South Carolina’s way of life. (H, P, E)	

3-4.4 Outline the course of the Civil War and South Carolina's role in significant events, including the Secession Convention, the firing on Fort Sumter, the Union blockade of Charleston, and Sherman's march through South Carolina. (H, G)	<input type="checkbox"/> 76 Tree Cookies <input type="checkbox"/> 95 Did You Notice?
3-4.5 Summarize the effects of the Civil War on the daily lives of people of different classes in South Carolina, including the lack of food, clothing, and living essentials and the continuing racial tensions. (H, E)	<input type="checkbox"/> 76 Tree Cookies <input type="checkbox"/> 95 Did You Notice?
3-4.6 Explain how the Civil War affected South Carolina's economy, including destruction of plantations, towns, factories, and transportation systems. (E, H)	<input type="checkbox"/> 53 (V) On the Move <input type="checkbox"/> 76 Tree Cookies <input type="checkbox"/> 95 Did You Notice?
3-4.7 Summarize the effects of Reconstruction in South Carolina, including the development of public education, racial advancements and tensions, and economic changes. (H, E, P)	
<b>Standard 3-5:</b> The student will demonstrate an understanding of the major developments in South Carolina in the late nineteenth century and the twentieth century.	
<b>Indicators</b>	<b>PLT Activities</b>
3-5.1 Summarize developments in industry and technology in South Carolina in the late nineteenth century and the twentieth century, including the rise of the textile industry, the expansion of the railroad, and the growth of the towns. (H, G, E)	<input type="checkbox"/> 53 (V) On the Move <input type="checkbox"/> 76 Tree Cookies <input type="checkbox"/> 95 Did You Notice?
3-5.2 Summarize the effects of the state and local laws that are commonly known as Jim Crow laws on African Americans in particular and on South Carolinians as a whole. (H, P, E, G)	
3-5.3 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)	
3-5.4 Explain the impact and the causes of emigration from South Carolina and internal migration from the rural areas to the cities, including unemployment, poor sanitation and transportation services, and the lack of electricity and other modern conveniences in rural locations. (H, E, G)	<ul style="list-style-type: none"> <li>● 39 (A) Energy Sleuths</li> <li>● 53 (V) On the Move</li> <li><input type="checkbox"/> 55 (V) Planning the Ideal Community</li> </ul>

<p>3-5.5 Explain the effects of the Great Depression and the New Deal on daily life in South Carolina, including the widespread poverty and unemployment and the role of the Civilian Conservation Corps. (H, E, P)</p>	
<p>3-5.6 Summarize the key events and effects of the civil rights movement in South Carolina, including the desegregation of schools (<i>Briggs v. Elliott</i>) and other public facilities and the acceptance of African Americans' right to vote. (P, H)</p>	
<p>3-5.7 Summarize the rights and responsibilities that contemporary South Carolinians have in the schools, the community, the state, and the nation. (P)</p>	<ul style="list-style-type: none"> <li>● 54 (A) I'd Like to Visit a Place Where...</li> <li>● 74 People, Places, Things</li> <li>□ 55 (V) Planning the Ideal Community</li> </ul>