Instructor: Dr. Rénard Harris  
**Time:** 1:40-4:30 Thurs - ECTR rm. 216  
**Office:** School of Education, 86 Wentworth St, Room 327  
**Contact information:** harrisr@cofc.edu  
**Office hours:** Tues: 11:30 – 4:30

**Course Prerequisites**  
Enrollment in this course requires candidates to utilize the following computer applications: 1. Internet research. 2. Microsoft PowerPoint. 3. Microsoft Word.

**Course Description**  
This course introduces students to all facets of the 2–8 social studies experiences needed to guide students on the path to responsible citizenship. The course will focus on the highly integrative and multidisciplinary nature of social studies. Particular emphasis is placed on appropriate curricula, methods, and materials for social studies.

**Course Text Materials / Articles:**


South Carolina State Department of Education Social Studies Support Documents  
Grades 2, 3-5, Grade 6, Grade 7, Grade 8

**Type:** south Carolina social studies support documents  

**OUTCOMES FOR CANDIDATES:** All teacher preparation programs in the School of Education are guided by a commitment to Making the Teaching and Learning Connection. Teachers who make the teaching and learning connection: 1. understand and value the learner; 2. know what and how to teach and assess and how to create an environment in which learning occurs, and 3. understand themselves as professionals. These three elements of teacher competency are at the heart of the School of Education conceptual framework and guide what you will learn for you to develop the knowledge, skills and dispositions in these three areas that you need to become an effective teacher. Below are EDEE 373’s specific outcomes related to the three elements of teacher competency. These refer to standards developed by the School of Education that are based on the National Council for the Social Studies (NCSS) Standards and the South
Carolina Academic Social Studies Standards. The National Association for the Education of Young Children (NAEYC) standards define expectations for early childhood teachers, the National Council for the Accreditation of Teacher Education (NCATE) standards define expectations for elementary teachers, and the National Middle School Association (NMSA) standards define expectations for middle grades teachers.

OUTCOMES RELATED TO KNOWING AND VALUING THE LEARNER:
Outcome 1: Candidates will demonstrate their knowledge of child and adolescent development and culture. They will coordinate that knowledge with their knowledge of their own development and culture. NMSA 1; NCATE 1, 2a, 2e, 2i, 3a; NAEYC 1, 4a, 4b
Outcome 2: Candidates will apply knowledge, skills, and dispositions from the social studies to organize, and provide developmentally appropriate, integrated instruction for the study of major concepts, themes, and modes of inquiry drawn from academic fields that address culture; time, continuity, and change; people, places and environment; individual development and identity; individuals, groups and institutions; power, governance, and authority; production, distribution, and consumption; science, technology, and society; global connections; civil ideals and practices. NCATE 2a, 2e, 2i, 3a; NAEYC 4a, 4b; NMSA 1,2

OUTCOMES RELATED TO KNOWING WHAT AND HOW TO TEACH AND ASSESS AND HOW TO CREATE AN ENVIRONMENT IN WHICH LEARNING OCCURS:
Outcome 3: Candidates will demonstrate an understanding of the areas of social studies that include history, geography, the social studies (anthropology, archaeology, economics, political science, psychology, and sociology) and other related areas such as humanities, law, philosophy, religion, mathematics, science, and technology. NCATE 1, 2a, 2e, 2i, 3a; NAEYC 1, 4a, 4b; NMSA 4
Outcome 4: Candidates will design experiences to help elementary students learn about the historical development of democratic values. NCATE 2e, 2i, 3a; NAEYC 4a, 4b; NMSA 3
Outcome 5: Candidates will design experiences to help elementary students learn about the basic principles of government and citizenship in a democratic republic. NCATE 2e, 2i, 3a; NAEYC 4a, 4b; NMSA 3
Outcome 6: Candidates will design experiences to help elementary students learn about the development of nations, institutions, economic systems, culture, and cultural diversity. NMSA 3, 4
Outcome 7: Candidates will create experiences to help elementary students learn about the humanities. NCATE 2a, 2e, 2i, 3a; NAEYC 4a, 4b, NMSA 3, 4
Outcome 8: Candidates will demonstrate an ability to help students read, write, listen, discuss, speak, and research to build background knowledge; utilizing a variety of sources (primary and secondary sources, maps, statistical data, and electronically technology-based information). NCATE 1, 2a, 2e, 2i, 3a; NAEYC 1, 4a, 4b, NMSA 3, 4
Outcome 9: Candidates will demonstrate an ability to use formative and summative assessments in planning and implementing instruction. NCATE 1, 2a, 2e, 2i, 3a, 4; NAEYC 1, 3, 4a, 4b; NMSA 3, 5
Outcome 10: Candidates will demonstrate an ability to use the South Carolina Social
Studies Academic Standards to design and implement effective instructional plans.

OUTCOMES RELATED TO UNDERSTANDING THEMSELVES AS PROFESSIONALS:
Outcome 11: Candidates will demonstrate an ability to help students acquire and manipulate data, analyze points of view, and formulate well supported oral and written arguments, policies, and positions. NCATE 2a, 2e, 2i, 3a; NAEYC 4a, 4b; NMSA 6, 7
Outcome 12: Candidates will create in students an awareness of current issues and opportunities related to social education and enable informed opinion and professional action. NCATE 2e, 3e 5a-d; NAEYC 2, 4, 4b, 5; NMSA 6, 7

C of C Undergraduate Grading Scale:
93-100 = A
91-92 = A-
89-90 = B+
86-88 = B
84-85 = B-
82-84 = C+
79-81 = C
77-78 = C-
75-76 = D+
72-74 = D
70-71 = D-
Below 69 = F

COURSE REQUIREMENTS AND EVALUATION CRITERIA:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Lesson Plan 1</td>
<td>10%</td>
</tr>
<tr>
<td>Circle of Inheritance Lesson Plan</td>
<td>15%</td>
</tr>
<tr>
<td>BYOD participation/presentation</td>
<td>15%</td>
</tr>
<tr>
<td>Support document tests 1</td>
<td>15%</td>
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<tr>
<td>Support document tests 2</td>
<td>15%</td>
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<tr>
<td>Support document tests 3</td>
<td>15%</td>
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<tr>
<td>FINAL: Support document and Textbook tests 4</td>
<td>15%</td>
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</tbody>
</table>

Lesson Plan 1
Each student will choose a South Carolina social studies standard and indicator to write a lesson plan using the format provided (see the rubric near the end of this document). The support documents for the particular standard must be used and the content in the “It is essential for students to know” section must be taught. One of the three methods must be used in the lesson plan:
Values, fiction, models and morals
Brag/whines
Action story
Circle of Inheritance Lesson Plan
Circle of Inheritance: Circle of Inheritance examines the prehistoric and colonial history of South Carolina in four segments produced by South Carolina ETV. Each student will turn in a lesson plan created for the second of the four segments: A Struggle for Power

Students will also be encouraged to submit his/her lesson plan to compete for a $1,000.00 scholarship that will be awarded in the Spring 2015. (Please review the winning lesson plan for the first of the four segments: Native Land, Native People)

BYOD participation/presentation
(the purpose of this assignment is to explore personalized learning in the classroom). During class a 25-30 minute block has been designated for personalized learning/exploration. Each student will choose his/her social studies interest in one of the following: people, places, things, or ideas. The professor will assign one indicator for the day and each student’s task will be to do the following:

- On the device explore one or many people, places, things, or ideas related to the indicator (if the student chooses people at the beginning of the semester he/she will always explore people each time an indicator is provided for this assignment)
- The student will report out by sharing the website or address with the professor briefly sharing a quick synopsis of what he/she explored and discovered.
- At the each of the semester each of the websites/addresses the student shared will be culminated/synthesized for an oral presentation

Support document and Textbook tests 1
Test I will cover social studies standards from 2-1 to 4-3
Key terms will be taken from the “It is essential for students to know” of the support documents
The test will be fill in the blank
A word bank will be provided

Support document and Textbook tests 2
Test II will cover social studies standards from 4-4 to 5-6
Key terms will be taken from the “It is essential for students to know” of the support documents
The test will be fill in the blank
A word bank will be provided after Test 1

Support document and Textbook tests 3
Test III will cover social studies standards from 6-1 to 7-3
Key terms will be taken from the “It is essential for students to know” of the support documents
The test will be fill in the blank
A word bank will be provided after Test 2
**FINAL: Support document and Textbook tests 4**
Test IV will cover social studies standards from 7-4 to 8-7
Key terms will be taken from the “It is essential for students to know” of the support documents
The test will be fill in the blank
A word bank will be provided after Test 3

(*The number of questions on the test will vary depending on the amount of information to cover (ex: 25 questions will be 4 points each; 50 questions will be 2 points each)*)

**TENTATIVE SCHEDULE**

<table>
<thead>
<tr>
<th>DATE</th>
<th>TEXT / ARTICLE</th>
<th>ACTIVITY</th>
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<tbody>
<tr>
<td>AUG 21</td>
<td>Syllabus</td>
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<tr>
<td>AUG 28</td>
<td>Ch 1 Contemporary Elementary Social Studies</td>
<td>PROBLEMS APPROACH</td>
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<tr>
<td></td>
<td>Supporting Document 2-1 to 3-2</td>
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<tr>
<td></td>
<td>Circle of Inheritance – A Struggle for Power</td>
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<td></td>
<td>Personalized Learning and report out</td>
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<tr>
<td>Sept 4</td>
<td>Chapter 12 Lesson Plans for Elementary Social Studies</td>
<td>lesson plans</td>
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<td>Supporting Document 3-3 to 3-5</td>
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<tr>
<td>Sept 11</td>
<td>Ch 3 Character Education and the Development of Attitudes, Values, and Decision Making</td>
<td>VALUES, FICTION, MODELS AND MORALS (PLEASE BRING A SHORT FOLKTALE)</td>
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<tr>
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<tr>
<td>SEPT 18</td>
<td>Class visit: Why America is free</td>
<td>visit</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Notes</td>
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<td>SEPT 25</td>
<td><strong>TEST 1</strong></td>
<td>Supporting Document 4-4 to 4-6</td>
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<td><strong>Test 2 WORD BANK</strong></td>
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<td>Oct 2</td>
<td>Chapter 6 Reading and Writing in Social Studies</td>
<td>Supporting Document 5-1 to 5-3</td>
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<td>Personalized Learning and report out</td>
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<td>Oct 9</td>
<td>Chapter 10 Drama, Role Play, and Simulation in Social Studies</td>
<td>Supporting Document 5-4 to 5-6</td>
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<td></td>
<td></td>
<td>mid term grades due Oct 15</td>
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<td>Personalized Learning and report out</td>
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<tr>
<td>Oct 16</td>
<td><strong>TEST 2</strong></td>
<td>Supporting Document 6-1 to 6-3</td>
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<tr>
<td></td>
<td><strong>TEST 3 WORD BANK</strong></td>
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<td>Oct 23</td>
<td><strong>LESSON PLAN DUE</strong></td>
<td>Chapter 5 Assessment and Evaluation</td>
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<td>Supporting Document 6-4 to 6-6</td>
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<td>Oct 30</td>
<td>Chapter 11 Technology and Media in Social Studies</td>
<td>Supporting Document 7-1 to 7-3</td>
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<td></td>
<td>Personalized Learning and report out</td>
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<td>Nov 6</td>
<td><strong>TEST 3</strong></td>
<td>Supporting Document 7-4 to 7-6</td>
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<tr>
<td></td>
<td><strong>TEST 4 WORD BANK</strong></td>
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<tr>
<td>Date</td>
<td>Lesson Plan</td>
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<td>------------------------------------------------------------------------------</td>
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<tr>
<td>Nov 13</td>
<td><strong>CIRCLE OF INHERITANCE LESSON PLAN DUE</strong></td>
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<tr>
<td></td>
<td>Chapter 8 Social Studies and the acquisition of Skill</td>
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<tr>
<td></td>
<td>Supporting Document 8-1 to 8-3</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>NO PERSONALIZED LEARNING OR REPORT</strong></td>
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<tr>
<td>Nov 20</td>
<td><strong>HAND HELD DEVICE PRESENTATION</strong></td>
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<td></td>
<td>Chapters 11 and 8</td>
<td></td>
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<tr>
<td></td>
<td>Supporting Document 8-4 to 8-7</td>
<td></td>
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<td>Nov 27</td>
<td>Thanksgiving Holiday</td>
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<tr>
<td>Dec 2</td>
<td>Reading day</td>
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<tr>
<td>Dec</td>
<td><strong>TEST 4</strong></td>
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<tr>
<td></td>
<td>Date TBA - FINAL EXAM</td>
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</tbody>
</table>

**SOE DISPOSITION:**
PROFESSIONAL BEHAVIOR/DISPOSITIONS: Students are responsible for all content and assignments for each class. They are expected to demonstrate professional behavior consistent with the following dispositions:
• The belief that all students can learn.
• Value and respect for differences.
• Value of positive human interaction.
• Intellectual curiosity and willingness to gain new knowledge.

**Attendance Policy:**
Attendance is vital in this course. If you have to miss class for a family emergency or illness, please let the instructor know as soon as possible. If you miss more than 2 classes you will be dropped with a WA. Prompt arrival is also extremely important; tardiness is unacceptable.
Your instructor and classmates would appreciate prompt arrival to class, so disruptions are minimized. Three tardies count as one absence. These strict policies are based on the professionalism required of teachers.

**PROGRAM REQUIREMENTS:**
To be enrolled in this course you must meet the following four requirements.
1. Officially accepted into the School of Education and have received letter of acceptance from the Office of Student Services.
2. Passed all sections of Praxis I and have submitted passing scores to the Office.
of Student Services.
3. An overall G.P.A of 2.5 or higher.
4. A G.P.A 3.0 or higher for all education course work.

If you have not met all of these requirements you must inform the instructor. Failure to do this will result in you being immediately dropped from the class.

**College of Charleston Honor Code and Academic Integrity:**
All courses in the School of Education are conducted under the Honor Code of the College of Charleston. The Honor Code specifically forbids lying, cheating, attempted cheating, stealing, attempted stealing, and plagiarism. Students at the College are bound by honor and by their acceptance of admission to the College to abide by the Code and to report violations. As members of the College community, students are expected to evidence a high standard of personal conduct and to respect the rights of other students, faculty, staff members, community neighbors, and visitors on campus. Students also are expected to adhere to all federal, state, and local laws. Faculty members are required to report violations of the Honor Code or Code of Conduct to the Office of Student Affairs. Conviction of an Honor Code violation in a class will result in the grade of “XF” for the course.

Students can find the complete Honor Code and all related processes in the *Student Handbook* at [http://www.cofc.edu/studentaffairs/general_info/studenthandbook.htm](http://www.cofc.edu/studentaffairs/general_info/studenthandbook.htm).

**ADA Statement:**
In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to “reasonable accommodations.” Please notify the instructor during the first week of class of any accommodations needed for the course.

**Center for Student Learning:** I encourage you to utilize the Center for Student Learning’s (CSL) academic support services for assistance in study strategies, speaking & writing skills, and course content. They offer tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at [http://csl.cofc.edu](http://csl.cofc.edu) or call (843)953-5635.
## Lesson Plan Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent – Very Good 100 - 89</th>
<th>Very Good - Adequate 88 - 82</th>
<th>Adequate - Deficient 81-75</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard</strong></td>
<td>Standard is included and aligns with stated objective</td>
<td>Standard is included but does not align with stated objective</td>
<td>No standard is included</td>
</tr>
<tr>
<td><strong>Objective</strong></td>
<td>Objective describes skill or content student will master. Objective is behavioral</td>
<td>Objective is a mix of objective and activities. Objective is not behavioral</td>
<td>Objective describes activities students engage in during instruction</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Aligns with the lesson objective and procedure</td>
<td>Aligns with either the objective or procedure, but not both.</td>
<td>Doesn't align with the objective or procedure.</td>
</tr>
<tr>
<td><strong>Procedures</strong></td>
<td>Thoroughly and completely describes how to implement the lesson so a substitute could successfully teach it. The lesson is introduced in a logical and engaging manner so that students know what to expect and what is expected of them.</td>
<td>The lesson is introduced in manner that may be somewhat confusing to students in order to know what to expect and what is expected of them. Procedures are vague, lacking detail required for a substitute to follow the lesson.</td>
<td>Provides little guidance leaving a substitute to make multiple assumptions concerning implementation. The lesson is poorly introduced. Procedures are unclear and difficult to follow.</td>
</tr>
<tr>
<td><strong>Close</strong></td>
<td>Includes procedures for closing the lesson. Key points of the lesson are clearly articulated.</td>
<td>Includes procedures for closing the lesson. Key points of the lesson are included, but poorly articulated</td>
<td>Includes vague procedures for closing the lesson. Key points of the lesson are missing.</td>
</tr>
<tr>
<td>Criteria and qualities</td>
<td>Adequate - Deficient 81-75</td>
<td>Very Good – Adequate 88-82</td>
<td>Excellent – Very Good 100 - 89</td>
</tr>
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</tr>
<tr>
<td>Eye Contact</td>
<td>No eye contact with audience</td>
<td>Displayed minimal eye contact with audience, while reading mostly from the notes</td>
<td>Holds attention of entire audience with the use of direct eye contact</td>
</tr>
<tr>
<td>Enthusiasm</td>
<td>Shows absolutely no interest in topic presented</td>
<td>Shows some negativity toward topic presented</td>
<td>Demonstrates a strong, positive feeling about topic during entire presentation</td>
</tr>
<tr>
<td>Subject Knowledge</td>
<td>Student does not have grasp of information; student cannot answer questions about subject</td>
<td>Student is uncomfortable with information and is able to answer only rudimentary questions</td>
<td>Student demonstrates full knowledge by answering all class questions with explanations and elaborations</td>
</tr>
<tr>
<td>Organization</td>
<td>Audience cannot understand presentation because there is no sequence of information</td>
<td>Audience has difficulty following presentation because student jumps around</td>
<td>Student presents information in logical, interesting sequence which audience can follow.</td>
</tr>
</tbody>
</table>

Modified
Circle of Inheritance: Native Land, Native People

Standards and Indicators:
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.
  8-1.1 Summarize the collective and individual aspects of the Native American culture of the Eastern Woodlands tribal group, including the Catawba, Cherokee, and Yemassee.
  8-1.2 Compare the motives, activities, and accomplishments of the exploration of South Carolina and North America by the Spanish, French, and English.

CCSS.ELA-Literacy.W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS.ELA-Literacy.W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

CCSS.ELA-Literacy.W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Objective: Students will be able to recall information on the settlement of South Carolina and the United States by Native Americans and Europeans through a series of summative assessments. They will also be able to recall the ways in which historians collect this information such as, archeological digs, petroglyphs, and pottery.

Materials:
1. Circle of Inheritance: Native Land, Native People video
2. Writing Journals
3. Clay
4. Sticks, stones, leaves, natural materials
5. Georgia Harris website: http://usdclancaster.sc.edu/nas/GeorgiaHarrisExhibit/index.htm
6. Computer access
7. Library access
8. Poster boards
Assessments:

*Formative:* Teacher will walk around the room, informally assessing, and assisting if necessary.

*Summative:* Students will complete writing journals, clay petroglyphs, one presentation, and one poster board that will be graded accordingly.

Procedures: *This will be a multi-part lesson plan. You may choose to divide these lessons into several days, choose to group them together, add on extensions to any of these lesson plan parts. This is a time-flexible lesson plan.*

Part One:

1. Introduce the theme to the students. Tell them that they will begin their discovery of the Native Americans that inhabited South Carolina before the Europeans settled into the land.
2. Begin the video, *Circle of Inheritance: Native Land, Native People.* This video will be broken up into parts.
3. Show the students the video (00:00-01:35) and pause for discussion.
4. Ask the class to imagine a life without technology. A life when you want to record a memory, when you don't simply pull out your camera or your iPhone to snap a picture or take a video. Ask how they would choose to capture those memories.
   a. Opportunity for class discussion: Call on students to share different ways that they would choose. (i.e. writing, painting, pottery, sculptures)
5. Tell the class that one excellent way to preserve that memory is through writing. Ask the students; “What makes a good writer?” Call on students to share answers.
   a. The key concept to look for is to be descriptive.
6. Replay time 00:00-00:56 and tell the class to listen closely for some of the descriptions Tom Ash [Thomas Ash, clerk on board The Richmond: 1660] used to describe the Natives he saw for the first time.
   a. Aboriginal Indians
   b. A deep chestnut color
   c. Their hair black and straight
   d. Tied in various ways
   e. Stuck through with feathers
   f. Their eyes black and sparkling
   g. They are well limbed and featured
   h. Painting their faces whether for beauty or to render themselves formidable to their enemies.
7. Tell the class to pull out their writing journals (or lined paper if your class does not have a writing journal).
8. Writing prompt: Imagine you were on the ship with Thomas Ash in 1660. You have just stepped onto new land for the first time and you are very surprised by what you see! Write in your journals your discoveries in
great detail so that someone 300-400 years from now could visualize exactly what you saw. Remember to use adjectives and complete sentences.

Part Two:
1. Discuss with the class what you have seen so far in the video
   a. Detailed description of the Natives and the land when European settlers first came ashore.
2. Explain to the class that they will explore the life of the Natives before Europeans ever set foot on land.
3. Engage in a class discussion with the following prompts:
   a. Does anyone in here collect arrowheads?
   b. Where or what do arrowheads come from?
   c. Do you think people have always had the use of bows and arrows?
   d. What do you think they had before bows and arrows?
   e. Were any of these items tools or weapons? How were they used?
4. Leave questions unanswered; let the students bounce ideas off of each other and encourage discussion through prompting. Be sure to not answer any of these questions.
5. Show the video from time 01:35-04:07.
6. Pause for discussion and activity.
7. Engage in a group discussion with the following prompts:
   a. What was the Landbridge Theory?
   b. How long do you think it took these Natives to travel from Asia to South Carolina?
   c. The video told us approximately how many years ago this took place. How many years was that?
   d. Are arrowheads and spearheads the same thing?
   e. What was the main tool that they used?
   f. What were some of the game or prey they hunted?
   g. Did they have preference, or did they just take whatever they could hunt and gather?
8. Divide the class into groups
9. Have each group engage in small group discussions about archeologists and what they could be discovering in their dig along the river.
   a. Provide the time line from the video either paused on the screen or in a hand-out. (Video, time marker is at 03:45)
10. Have each group elect a scribe to write down their ideas:
    a. What types of artifacts were discussed?
    b. What type of scientific evidence?
    c. How would they categorize the time periods?
    d. How does this show evolution of the Natives?
11. Call the class to regroup as a whole and have each group share their ideas.
12. Consider to the following:
   a. Did any groups have the same information?
   b. What was different?
   c. Did anyone think of any other ideas based on other groups’ information?

Part Three:
1. Discuss with the class what they have learned from the previous lesson
   a. Landbridge Theory
   b. Hunting and gathering
   c. Tools and weapons, spearheads
   d. Archeological digs and what they entail
2. Tell the class that today we will be discovering another way we have gathered information about the Natives.
3. Show the video from time 4:08 - 5:50.
4. Pause for discussion and activity.
5. Briefly discuss with the class what they learned from the video clip:
   a. Petroglyph: (Greek roots) a prehistoric rock carving or engraving
   b. Why are these significant to historians?
   c. Do you think it would be easier to spot a petroglyph in South Carolina or in Nevada? Why?
6. The class will be engage in an art activity.
7. Ask the class to think for a minute; if they wanted to leave behind a legacy, a story, or an important detail of their personal lives, what would they say? What would that be?
8. Explain that they will be creating their own petroglyphs using clay and “historic tools and materials” (sticks, rocks, leaves, etc)
9. They are allowed to tell any story, legacy, or detail of their lives they choose. However, they must do so in a way in which people thousands of years from now will be able to decipher and understand.
10. Have students write a 1-2 page, written justification for their use of materials, symbols, and pictures to tell a story, legacy, or detail they chose.

Additional Activity: Ask your principal if you can display students’ petroglyphs somewhere in the school. If outside (in the school garden, entry way, etc) cover with moss, leaves, dirt, to make them look “in their element.” If displayed inside, number each petroglyph and create a drop box where students can write down what they believe the petroglyph is saying. Have them write the assigned number on top so you know which one they are referring to. When the display is over, read aloud some of the guesses to your students to see how well they did at translating their story, legacy, or detail!
Part Four:
1. Initiate a class discussion about what they discovered in Part Three.
   a. Petroglyphs: their significance, their meaning, and where they are found
2. Explain to the class that they will now touch on the specific environment of South Carolina and its landform regions.
3. Show the video from 05:50 - 08:20.
4. Discuss the video’s focus; “The natural landforms have remained practically untouched.”
   a. Ask why that could be of significance when learning the history of South Carolina
5. Emphasize to the class that the video was very descriptive when talking about each landform.
6. Tell the class that they will be divided into six groups and assigned a landform region in South Carolina.
   a. Blue Ridge, Piedmont, Sand hills, Inner Coastal Plain, Outer Coastal Plain and Coastal Zone.
7. They will be responsible for researching information about their assigned landform and they will have to present the information to the class.
8. Presentations can be delivered in any way they choose:
   a. PowerPoint
   b. Traditional tri-fold poster board
   c. Skit
   d. Song
   e. Any other presentation ideas can be discussed with the teacher.
9. Each group must have the following information in their presentation:
   a. The name of their landform region
   b. The specific area that it covers in South Carolina, including a map
   c. Three interesting facts about that region
   d. Specific descriptions (at least five) about the natural environment of that region
   e. One native tribe that inhabited their landform region and at least five facts about their tribe
**It is typically recommended that the class be provided with two or three days of in-class research and two days in class to put together their presentation. Alternatively, the presentation can be assigned as a homework assignment, but still be presented to the class.**

Part Five
1. Recap from the previous part and have a brief discussion of prior knowledge:
   a. SC Landforms
b. Group presentations  
c. If the Blue Ridge group presented on pottery, ask the class if anyone remembers some of the information they presented (looking for them to mention the clay and the pottery).

2. Tell the class that they will now learn in detail the history of the pottery that originated in South Carolina.

3. Show the video from the time 08:20-09:25.

4. Ask the students to share some of the interesting facts they discovered by watching this clip.

5. Note to the class that towards the end of the clip we see someone talk about the connection that people still have today with their native ancestors: pottery.

6. Pull up the following website presentation on Georgia Harris:
   a. [http://usclancaster.sc.edu/nas/GeorgiaHarrisExhibit/index.html](http://usclancaster.sc.edu/nas/GeorgiaHarrisExhibit/index.html)

7. Explain to students that Georgia Harris was a modern day potter who created work based on the Catawba Indian traditions.

8. Review the presentation with the class.
   a. It is a rather long presentation: feel free to skip over certain parts.
   b. Make sure there is a variety in presentation! Consider some of the following ways to make it more engaging:
      i. Choose different students to read the passages
      ii. Cover up the text and have students guess what they believe the slide is about based on the heading and the picture.

9. Engage in a class discussion connecting the video to the Georgia Harris presentation.
   a. How did pottery gain popularity in the Native lands as well as in Europe?
   b. How did Native pottery influence the European pottery market?
   c. Why do you think it’s important for people in today’s world to carry on traditions like pottery?

Part Six

1. As a class, discuss what they learned in the previous lesson
   a. Native pottery
   b. Georgia Harris
   c. Connecting the past to the present

2. Revisit the time line of the video, as this is the last part
   a. First we explored what it would be like to discover a new world, what would we find, and how we would leave the story behind?
   b. Discovering artifacts and tools such as spearheads.
   c. The Landbridge Theory and petroglyphs left behind a story or a legend of ancient Native Americans.
d. The landforms of South Carolina and some of the Natives that inhabited those landforms.
e. Pottery and its connection of the past to the present.
3. Tell the class they will be watching the last clip of the video that sets the stage for the “discovery” and settlement of the Native Land by Europeans.
4. Show the clip from the time 09:25-end.
5. Tell the students that you will be playing the clip one more time; however, this time instruct them to take notes writing down specific details and events they hear in the narration.
6. Replay the clip.
7. Divide the class into four groups and tell the class that they will begin another group project.
8. In this project each group will be assigned an explorer from the video.
9. With each explorer, they are to discover the following information, using their notes and any other resources they choose:
   a. Name of explorer
   b. Map of his route
   c. Ships? Passengers?
   d. Motive: what they came to accomplish
   e. Time period
   f. Successful or not? What happened?
10. They will create a poster presentation of their findings.
    a. The poster board will display the map as a large centerpiece.
    b. The top will have the name and dates of the explorer.
    c. The bottom will have the motive.
    d. The left will have the name of the ship(s) and passenger details.
    e. The right will have either the success or failure story.
11. Provide students with a copy of the accompanying grading rubric before they begin working. Explain that they are to use it as a guide to ensure that all components of the project are completed.
12. When students have completed the posters, display them in chronological order, side-by-side on a wall in chronological.
13. Have the students study the posters and make notes of the progression of Spanish attempts to conquer.
14. As a guide to close out the video and introduce your next unit on European settlement, provide them with the following quote from the video:
   a. “The stage was set for a settlement which would become the capital for the Spanish Empire in the southeast, a settlement that would set off a chain of events which would change both the native land and her people.”

**Accommodations:** Teachers will follow the IEP provided for any students and assist when necessary.
Part One: Graphic Organizer

“Imagine you were on the ship with Thomas Ash in 1660. You have just stepped onto new land for the first time, and you are very surprised by what you see! Write in your journals your discoveries in great detail so that someone 300-400 years from now could visualize exactly what you saw.”

**Did you Use:** Adjectives? Complete Sentences?

<table>
<thead>
<tr>
<th>Topic Introduction:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Subtopic:</td>
</tr>
<tr>
<td>1. Details:</td>
</tr>
<tr>
<td>2. Details:</td>
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<tr>
<td>3. Details:</td>
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<tr>
<td>B. Subtopic:</td>
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<tr>
<td>1. Details:</td>
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<td>2. Details:</td>
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<td>3. Details:</td>
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<td>C. Subtopic:</td>
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<tr>
<td>1. Details:</td>
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<tr>
<td>2. Details:</td>
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<tr>
<td>3. Details:</td>
</tr>
</tbody>
</table>

**Topic Conclusion:**
Part Two: Graphic Organizer

What could the archeologists be discovering along the river?

<table>
<thead>
<tr>
<th>Artifact</th>
<th>What is the scientific evidence?</th>
<th>How would they categorize the time periods?</th>
<th>How does this show evolution of the Natives?</th>
</tr>
</thead>
<tbody>
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</table>
# Part Three: Grading Rubric

## Petroglyphs

**NAME:** ____________________________

<table>
<thead>
<tr>
<th></th>
<th>20</th>
<th>10</th>
<th>0</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Use of Materials</strong></td>
<td>Utilized at least 4-5 types of materials to portray details.</td>
<td>Utilized at least 2-3 types of materials to portray details.</td>
<td>Did not utilize materials to portray details.</td>
<td></td>
</tr>
<tr>
<td><strong>Story, Legacy, or Details</strong></td>
<td>Petroglyph displayed a clear message through use of symbols and pictures.</td>
<td>Petroglyph displayed symbols or pictures but did not convey a clear message.</td>
<td>Petroglyph did not display any type message.</td>
<td></td>
</tr>
<tr>
<td><strong>Written Justification</strong></td>
<td>Writing was free of grammatical and spelling errors. All aspects of the petroglyph were addressed and justified.</td>
<td>Some grammatical and spelling errors. Most aspects of the petroglyph were addressed and justified.</td>
<td>No written justification submitted OR several grammatical and spelling errors. The aspects of the petroglyph were not addressed or justified.</td>
<td></td>
</tr>
</tbody>
</table>

**Total Points: ____/60**
# Part Four: Grading Rubric

## Landform Regions

**GROUP MEMBERS:**

**LANDFORM REGION:**

**METHOD OF PRESENTATION:**

<table>
<thead>
<tr>
<th></th>
<th>20</th>
<th>10</th>
<th>0</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Map</strong></td>
<td>Map was included and displayed the correct area.</td>
<td>Map was included, but displayed an incorrect area.</td>
<td>Map was not included.</td>
<td></td>
</tr>
<tr>
<td><strong>Interesting Facts</strong></td>
<td>3 interesting facts were included.</td>
<td>1-2 interesting facts were included.</td>
<td>No interesting facts were included.</td>
<td></td>
</tr>
<tr>
<td><strong>Natural Environment</strong></td>
<td>5 specific descriptions of the natural environment were included.</td>
<td>Less than 5 specific descriptions of the natural environment were included.</td>
<td>No specific descriptions of the natural environment were included.</td>
<td></td>
</tr>
<tr>
<td><strong>Native Tribe</strong></td>
<td>One Native tribe and 5 facts about the tribe were included.</td>
<td>One Native tribe and less than 5 facts about the tribe were included.</td>
<td>No Native tribe or facts about the tribe were included.</td>
<td></td>
</tr>
</tbody>
</table>

Total Points: ___/60
# Part Six: Grading Rubric

**Explorers**

GROUP MEMBERS: ____________________________________________

EXPLORER: ____________________________________________

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<th>10</th>
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<th>0</th>
<th>Score</th>
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<tbody>
<tr>
<td><strong>Map of Route</strong></td>
<td>Map of route is clearly displayed and correct.</td>
<td>Map of route is displayed but needs corrections.</td>
<td>Map of route is not displayed.</td>
<td></td>
</tr>
<tr>
<td><strong>Ships and Passengers</strong></td>
<td>Names of ships and passengers are clearly stated and correct.</td>
<td>Names of ships and passengers are clearly stated, but need corrections.</td>
<td>Names of ships and passengers are not clearly stated.</td>
<td></td>
</tr>
<tr>
<td><strong>Motive</strong></td>
<td>Motives are clearly stated and correct.</td>
<td>Motives are clearly stated but need corrections.</td>
<td>Motives are not clearly stated.</td>
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</tr>
<tr>
<td><strong>Time Period</strong></td>
<td>The time period is clearly stated and correct.</td>
<td>The time period is clearly stated, but needs corrections</td>
<td>The time period is not clearly stated.</td>
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</tr>
<tr>
<td><strong>Success or Failure and Reasoning</strong></td>
<td>The ultimate success or failure and reasoning are clearly stated and correct.</td>
<td>The ultimate success or failure and reasoning are, clearly stated but need corrections.</td>
<td>The ultimate success or failure and reasoning are not clearly stated.</td>
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</tr>
<tr>
<td><strong>Layout</strong></td>
<td>The layout is correct.</td>
<td>The layout needs some corrections.</td>
<td>The layout is incorrect.</td>
<td></td>
</tr>
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</table>

**Total Points:** ___/60
1. Geographic features
2. Farmland
3. Urban communities
4. Public transportation
5. Community
6. State
7. Nation
8. Continent
9. Construction workers
10. Mail carrier
11. Waitress/waiter
12. Teacher
13. Firefighter
14. Doctor/nurse
15. Farmer
16. Consumer sovereignty
17. Bartering
18. Purchase
19. Natural
20. Human
21. Capital
22. Cultural characteristics and features
23. Folktale
24. Folklore
25. Six landform regions of South Carolina
26. Upcountry refers to
27. Lowcountry refers to
28. The Blueridge Region
29. The Piedmont Region
30. The Sand Hills Region
31. The Coastal Plain
32. The Coastal Zone
33. Major river systems of South Carolina
34. South Carolina's major lakes
35. Humid subtropical region
36. Hernando de Soto
37. Jean Ribault
38. Juan Pardo
39. William Hilton
40. Albermarle Point
41. Oyster Point
42. Communal ownership (re: Nat Am belief)
43. Individual ownership (re: Euro belief)
44. Lords Proprietors
45. Lord Anthony Ashley Cooper
46. Huguenots
47. European Jews
48. German and Scotch-Irish
49. Gullah culture
50. French and Indian War
51. Stamp Act
52. Tea Act
53. Boston Tea Party
54. Coercive Acts
55. Intolerable Acts
56. The First Continental Congress
57. Second Continental Congress
58. July of 1776
59. Declaration of Independence
60. Thomas Jefferson
61. Patriots
62. Loyalists
63. Colonel William Moultrie
64. Sergeant William Jasper
65. Oath of Loyalty
66. Partisan warfare
67. The Gamecock
68. Swamp Fox
69. The Wizard Owl
70. Kings Mountain
71. Battle of Cowpens
72. General Daniel Morgan
73. General Nathaniel Greene
74. Articles of Confederation
75. Constitutional Convention
76. United States Constitution
77. Bill of Rights
78. “We, the people”
79. Legislative branch
80. Executive branch
81. Judicial branch
82. Checks and balances
83. Amended
84. General Assembly
85. Governor
86. Court system
87. The Supreme Court of S. Carolina
88. Elite
89. Middle class
90. Lower class
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<td>91</td>
<td>Free African Americans</td>
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<td>Enslaved African Americans</td>
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<td>93</td>
<td>Eli Whitney</td>
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<td>Secession of South Carolina</td>
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<td>Abolitionists</td>
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<td>Grimke Sisters</td>
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<td>Underground Railroads</td>
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<td>99</td>
<td>Abraham Lincoln</td>
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<td>1860</td>
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<td>101</td>
<td>Ordinance of Secession</td>
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<td>Jefferson Davis</td>
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<td>Union Blockade</td>
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<td>H.L. Hunley</td>
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<td>107</td>
<td>Smalls (was hired)</td>
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<td>108</td>
<td>1862</td>
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<td>A congressional award</td>
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<td>Union General William Tecumseh Sherman</td>
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<td>111</td>
<td>March to the Sea</td>
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<td>20 slave rule</td>
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<td>The Freedmen’s Bureau</td>
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<td>114</td>
<td>Reconstruction</td>
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<td>115</td>
<td>Initial plan for Reconstruction</td>
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<td>116</td>
<td>A second plan for Reconstruction</td>
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<tr>
<td>117</td>
<td>13th and 14th amendment</td>
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<td>118</td>
<td>15th amendment</td>
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<td>scalawag</td>
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<td>carpetbaggers</td>
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<td>121</td>
<td>Ku Klux Klan</td>
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<td>122</td>
<td>Sharecropping system</td>
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<td>124</td>
<td>New South</td>
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<td>Jim Crow laws</td>
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<td>Poll tax</td>
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<td>“grandfather clause”</td>
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<td>130</td>
<td>emigrate</td>
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<td>131</td>
<td>Great Migration</td>
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<td>132</td>
<td>The Great Depression</td>
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<td>133</td>
<td>The Stock Market Crash of 1929</td>
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<td>134</td>
<td>1932</td>
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<td>New Deal programs</td>
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<td>136</td>
<td>The Civilian Conservation Corps (CCC)</td>
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</table>
137. GI bill
138. 1896 (Plessy v. Ferguson)
139. Clarendon County, South Carolina
140. NAACP
141. Briggs (became part...)
142. Martin Luther King
143. “I have a dream”
144. Clemson University
145. Orangeburg Massacre
146. The Civil Rights Act of 1964
147. The Voting Rights Act of 1965
148. The twenty-sixth amendment
149. 8 (national parks)
150. 47 (state parks)
151. 10 (tourism regions)
152. landbridge theory
153. Eastern Woodlands
154. Plains
155. Southwest
156. Great Plains
157. Pacific Northwest
158. Age of Exploration
159. Portugal
160. Caravel
161. Astrolabe
162. Leif Erikson
163. Christopher Columbus
164. Ferdinand Magellan
165. John Cabot (was looking for...)
166. Northwest Passage
167. Henry Hudson (claimed and mapped....)
168. LaSalle (explored the Ms River...)
169. Columbian Exchange
170. Spanish colonists (settled ..)
171. English colonists (settled...)
172. William Penn (gave Quakers..)
173. English Southern colonies exported..
174. English Middle colonies exported
175. New England colonies exported...
176. Absolute monarchs
177. Indentured servants
178. Headright system
179. Triangular trade
180. Middle passage
181. French and Indian War(s)
182. Seven Years War
183. Slave Codes
184. King George III
185. Stamp Act
186. Tea Act
187. The Intolerable Acts
188. Coercive Acts
189. The First Continental Congress
190. Lexington
191. George Washington Commander-in-Chief
192. The Battle of Bunker Hill
193. The Battle of Saratoga
194. Cowpens
195. Yorktown
196. Peace of Paris (1783)
197. Manumission
198. Cotton gin in 1793
199. Northwest Ordinance (banned slavery)
200. Land Ordinance of 1785 and the Northwest Ordinance of 1787