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They also learn about the role of families now and in the past; the need for rules and authority; and the values of American **democracy** as reflected in the traditions and history of the nation.  **Standard K-1:** The student will demonstrate an understanding of his or her surroundings.  **Enduring Understanding**  Maps and other geographic representations can communicate information about the location and features of one’s surroundings.  **Indicators**  K-1.1 Identify the location of his or her home, school, neighborhood, and city or town on a map.  K-1.2 Illustrate the features of his or her home, school, and neighborhood by creating maps, models, and drawings.  K-1.3 Identify his or her personal connections to places, including home, school, neighborhood, and city or town.  K-1.4 Recognize natural features of his or her environment (e.g., mountains and bodies of water).    **Standard K-2:** The student will demonstrate an understanding of the purpose of rules and the role of authority figures in a child’s life.  **Enduring Understanding**  Rules and authority figures provide order, security, and safety in the home, school, and larger community.  **Indicators**  K-2.1 Explain the purpose of rules and laws and the consequences of breaking them.  K-2.3 Identify authority figures in the school and the community who enforce rules and laws that keep people safe, including crossing guards, bus drivers, firefighters, and police officers  K-2.4 Explain how following rules and obeying authority figures reflect qualities of good citizenship, including honesty, responsibility, respect, fairness, and patriotism.  **Standard K-3:** The student will demonstrate an understanding of the values that American **democracy** represents and upholds.  **Enduring Understanding**  The core values of American **democracy** are reflected in the traditions and history of our country.  **Indicators**  K-3.1 Recognize the significance of symbols of the United States that represent its democratic values, including the American flag, the bald eagle, the Statue of Liberty, the Pledge of Allegiance, and “The Star-Spangled Banner.”  K-3.2 Identify the reasons for our celebrating national holidays, including Veterans Day, Thanksgiving, Martin Luther King Jr. Day, President’s Day, Memorial Day, and Independence Day.   |  | | --- | | K-3.3 Describe the actions of important figures that reflect the values of American **democracy**, including George Washington, Abraham Lincoln, Susan B. Anthony, Rosa Parks, and Martin Luther King Jr. |   **Standard K-4:** The student will demonstrate an understanding of the way families  live and work together today as well as in the past.  **Enduring Understanding**  We can better understand ourselves and others by examining American families in  the present and in the past.  **Indicators**  K-4.1 Compare the daily lives of children and their families in the past and in the present.  K-4.2 Explain how changes in modes of transportation and communication have affected the way families live and work together.   |  | | --- | | K-4.4 Recognize that families of the past have made choices to fulfill their wants and needs and that families do so in the present.  **Suggested Follow-up Activities:**  \*Lesson plans available on Park Website www.nps.gov/cowp  \*Any activities found in the **Junior Ranger Activity Booklet** (reproduction permissible)  \*Identify Cowpens Battlefield area on South Carolina map (show U.S., S.C., hometown, and Cowpens); Discuss natural features of the battlefield area and how these natural features and landforms contributed to Morgan’s battle strategy (K-1)  \*Identify the Park Ranger, discuss rules of the park and the importance of following the rules and being a good citizen *– leave things better than you found them* rule; show chart/pictures of authority figures (park ranger, crossing guard, policeman, etc) and identify each role in keeping people safe (K-2)  \*Identify the *Symbols of Democracy*, challenge - illustrate the symbols of democracy you saw within the park – or create scavenger hunt for your park visit; Discuss how the Battle of Cowpens played a pivotal role in the American Revolutionary victory; Exercise of democracy: have students vote on their favorite ‘segment’ of your park visit, describe how this exercise illustrates democracy, and discuss how democracy expanded as Americans became independent from Great Britain; With student input, create a 4th of July Celebration in the classroom (‘mock’ picnic, patriotic music, student produced decorations, read story of Independence/Revolution, role play George Washington, create a George Washington hat, etc); Sing/learn the *Star Spangled Banner*, Create a *Star Spangled Poem* using one line from the *Star Spangled Banner* and then inputting a line illustrating your Cowpens visit (ex: Oh, Say can you see? I’m American, so I’m free; By the dawn’s early light (Daniel Morgan led a great fight…..)(K-3)  \*Discuss role of children in the Revolutionary era; play ‘period’ games or complete art/craft activities (may be completed during park visit); create Venn diagram to compare city life and rural life; create a ‘then and now’ activity illustrating technological changes over time – create student held labels of ‘then’ products and have them pair with their corresponding ‘now’ product, example:  **Then** **Now**  Clothes line Clothes Dryer  Horse and buggy Automobile/bus/train/airplane  Singing and playing games TV/music/video games  Discussion of how necessities lead to choices: (Why did the Scruggs live in Cowpens?)  Decision to be made: Where to live  Necessities: food, shelter, clothing  Choice: Upstate South Carolina – land for grazing, fertile soil  Class discussion: “What necessities do your parents consider when they make choices now?” (K-4) | |  | |  | |  |   **SC Social Studies Standards Reinforced by a visit to Cowpens National Battlefield:**  **GRADE 1**  **Foundations of Social Studies:**  **Families**  The focus for social studies in the first grade is the family in America and in other countries around the world. Students explore their own **culture** and then expand their study to other lands and peoples to learn about the ways that those families live and work. They also learn about the connections between families and the environment and  explore the concept of government, including the role of government in making  and enforcing laws.  .  **Standard 1-1:** The student will demonstrate an understanding of how families interact with their environment both locally and globally.  **Enduring Understanding**  People interact not only with each other and but also with the environment.  **Indicators**  1-1.1 Identify a familiar area of the neighborhood or local community on a simple map, using the legend and basic map symbols.  1-1.3 Identify various natural resources (e.g., water, animals, plants, minerals) around the world.   |  | | --- | | 1-1.4 Compare the ways that people use land and natural resources in different settings around the world. |   **Standard 1-2:** The student will demonstrate an understanding of how government functions and how government affects families.  **Enduring Understanding**  Government influences the lives of individuals and families as well as the community at large.  **Indicators**  1-2.1 Explain the making and enforcing of laws as a basic function of government.  1-2.2 Summarize the concept of authority and give examples of people in authority, including school officials, public safety officers, and government officials.  1-2.3 Illustrate ways that government affects the lives of individuals and families, including taxation that provides services such as public education and health, roads, and security.   |  | | --- | | 1-2.4 Summarize the possible consequences of an absence of government. | |   **Standard 1-3:** The student will demonstrate an understanding of the principles of American **democracy** and the role of citizens in upholding those principles.  **Enduring Understanding**  The principles of American **democracy** are reflected in the rights, responsibilities, and actions of citizens both in the past and in the present.  **Indicators**  1-3.1 Describe the fundamental principles of American **democracy**, including respect for the rights, opinions, and property of others; fair treatment for all; and respect for the rules by which we live.  1-3.2 Identify ways that all citizens can serve the common good, including serving as public officials and participating in the election process.   |  | | --- | | 1-3.3 Summarize the contributions to **democracy** that have been made by historic and political figures in the United States, including Benjamin Franklin, Thomas Jefferson, Dorothea Dix, Frederick Douglass, Mary McLeod Bethune, and Franklin D. Roosevelt. |   **Standard 1-4:** The student will demonstrate an understanding of how individuals, families, and communities live and work together in America and around the world.  **Enduring Understanding**  People from various **cultures** are both similar to and different from one another. **Indicators**  1-4.1 Illustrate different elements of community life, including typical jobs; the interdependence of family, school, and the community; and the common methods of transportation and communication.   |  | | --- | | 1-4.4 Explain the concept of scarcity and the way it forces individuals and families to make choices about which goods and services they can obtain.  **Suggested Follow-Up Activities**:  \*Lesson plans available on Park Website www.nps.gov/cowp  \*Any activities found in the Junior Ranger Activity Booklet (reproduction permissible)  \*Identify Cowpens, your hometown, S.C. on a U.S. map, identify landforms and natural resources in S.C.; Compare the ways in which people use land/resources in South Carolina and throughout the world (ex: Cowpens – land for farming, raising cattle; Northeast –forests for timber, shipbuilding; Later – rivers for power <cotton mills> and man-made resources, Lake Bowen – drinking water, recreation) (1-1)  \*Introduction to National Park Service (watch video of National and S.C. parks); Discuss rules, laws, and function of authority figures in the park and in the community; show chart and have students identify authority figures (policeman, park ranger, principal, government leaders); Class discussion and activity – as parents make money to support their families, the government makes money, through taxes, to support American citizens, activity – graphic organizer illustrating tax dollars and government expenditures (schools, parks, roads, etc.) Question for discussion: *What would happen if we had no government? (1-2)*  \* Classroom activity illustrating the fundamental principles of democracy: respect for rights and opinions of others, respect for rules and others’ property, fair treatment for all; role-play for students, ex. sit in another’s chair, take property without asking, accuse of crime with no trial, discuss how these are violations of the principles of democracy and discuss occasions when King George III and the British Parliament took these rights away from the colonists. Give some examples from the Bill of Rights that illustrate how our democratic rights are protected; Conduct a ‘mock’ Presidential election in the classroom-discuss the roles citizens play in promoting the common good by being good citizens and exercising their democratic right to vote; Show pictures of George Washington, Benjamin Franklin, and Thomas Jefferson and identify each’ contributions to American democracy. (1-3)  \*Produce a graphic organizer – *Elements of Community Life*, discuss the ways in which citizens and businesses are dependent on their communities and national and world relationships; produce a T-chart illustrating *Life Then (1700s) and Life Now*. Define *scarcity*, illustrate how resources are limited and these limitations influence our decisions as families (i.e. Scruggs family lived in the Upstate because they needed grazing and farming land. (1-4)    **SC Social Studies Standards Reinforced by a visit to Cowpens National Battlefield:** |   **GRADE 2**  **Foundations of Social Studies:**  **Communities**  The focus for social studies in grade two is on communities and the diverse **cultures** that have contributed to the nation’s heritage. Students examine not only the geographic locations but also the cultural characteristics and contributions that have shaped communities and regions. They continue their study of government by identifying its functions and its leaders.  **Standard 2-1:** The student will demonstrate an understanding of the local community as well as the fact that geography influences not only the development of communities but also the interactions between people and the environment.  **Enduring Understanding**  Geography influences the development of communities. To understand the connections between communities and the environment, the student will utilize the knowledge and skills set forth in the following indicators:  **Indicators**  2-1.1 Identify on a map the location of places and geographic features of the local community (e.g., landforms, bodies of water, parks) using the legend and the cardinal directions.  2-1.2 Recognize characteristics of the local region, including its geographic features and natural resources.  2-1.4 Summarize changes that have occurred in the local community over time, including changes in the use of land and in the way people earn their living.   |  | | --- | | 2-1.5 Identify on a map or globe the location of his or her local community, state, nation, and continent. Social Studies Literacy |   **Standard 2-2:** The student will demonstrate an understanding of the structure and function of local, state, and national government.  **Enduring Understanding**  Knowledge of the structure and functions of government enables participation in the democratic process.  **Indicators**  2-2.1 Identify the basic functions of government, including making and enforcing laws, protecting citizens, and collecting taxes.  2-2.2 Recognize different types of laws and those people who have the power and authority to enforce them.  **Standard 2-4:** The student will demonstrate an understanding of cultural contributions made by people from the various regions in the United States.  **Enduring Understanding**  Diverse **cultures** have contributed to our nation’s heritage.  **Indicators**  2-4.2 Compare the historic and cultural traditions of various regions in the United States and recognize the ways that these elements have been and continue to be passed across generations.  2-4.3 Recognize the cultural contributions of Native American tribal groups, African Americans, and immigrant groups.   |  | | --- | | 2-4.4 Recall stories and songs that reflect the cultural history of various regions in the United States, including stories of regional folk figures, Native American legends, and African American folktales.  **Suggested Follow-Up Activities**:  \*Lesson plans available on Park Website www.nps.gov/cowp  \*Any activities found in the **Junior Ranger Activity Booklet** (reproduction permissible)  \*Label and color a map of South Carolina, identifying your hometown, Cowpens Battlefield, the state Capitol, rivers, and landforms, create a legend and a compass rose, and practice finding locations using cardinal directions; Place the S.C. map in the context of a U.S. map and a world globe; Identify the characteristics of the Upstate region (weather, landforms, natural resources, plant growth, soil…)Discuss how people use the land to provide for their families and (in the 1700s) to earn a living. <Scruggs homestead/land used for farming and grazing animals, THE COW PENS got its name from cattlemen who brought their cattle to the area to graze before sending them to market.>; Identify varying types of rules and laws (school, local, federal) and how each of these types is enforced. List and discuss the functions of government: collecting taxes, making and enforcing laws to protect citizens. (2-1,2)  \*On a globe or world map, illustrate the Colombian Exchange. Note how immigrants bring not only themselves, but their culture (family traditions, religion, farming methods) with them, resulting in the American *melting pot*. Discuss how early settlement helped to establish rich cultural traditions among different people groups in America and how traditions are passed on from generation to generation, reiterate the importance of *oral history* and define *primary sources*. Sing songs and tell stories that celebrate regional folk heroes and cultural traditions. (2-4)  **SC Social Studies Standards Reinforced by a visit to Cowpens National Battlefield:**  **GRADE 3**  **South Carolina Studies**  The exceptional story of South Carolina is the focus of third-grade social studies. Building upon the economic, geographic, political, and historical concepts learned in the primary grades, students will discover how a variety of cultural influences have interacted to create a unique and diverse society within our state. Students will begin to understand South Carolina’s influential role and place within the greater context of United States history. Students completing third- grade social studies will then be prepared to build on their learning as they move to a study of United States history in the fourth and fifth grades. |   **Standard 3-1:** The student will demonstrate an understanding of places and regions in South Carolina and the role of human systems in the state.  **Enduring Understanding**  People utilize, adapt to, and modify the physical environment to meet their needs. They also identify regions based on geographic and human characteristics to help them interpret Earth’s complexity. Understand how people interact with the physical environment.  **Indicators**  3-1.1 Categorize the six landform regions of South Carolina—the Blue Ridge, the Piedmont, the Sand Hills, the Inner Coastal Plain, the Outer Coastal Plain, and the Coastal Zone—according to their climate, physical features, and natural resources.  3-1.2 Describe the location and characteristics of significant features of South Carolina, including landforms; river systems such as the Pee Dee River Basin, the Santee River Basin, the Edisto River Basin, and the Savannah River Basin; major cities; and climate regions.   |  | | --- | | 3-1.3 Explain interactions between the people and the physical landscape of South Carolina over time, including the effects on **population distribution**, patterns of migration, access to natural resources, and economic development.  **Standard 3-2**: The student will demonstrate an understanding of the exploration and settlement of South Carolina.  **Enduring Understanding**  The inhabitants of the early Carolina colony included native, immigrant, and enslaved peoples. Understand how these various groups interacted to form a new and unique culture.  **Indicators**  3-2.2 Summarize the motives, activities, and accomplishments of the exploration of South Carolina by the Spanish, French, and English.  3-2.4 Summarize the development of the Carolina colony under the Lords Proprietors and the royal colonial government, including settlement by and trade with the people of Barbados and the influence of other immigrant groups. |   **Standard 3-3** The student will demonstrate an understanding of the American Revolution and South Carolina’s role in the development of the new American nation.  **Enduring Understanding**  People establish governments to provide stability and ensure the protection of their rights as citizens. Understand the causes and results of the American Revolution on South Carolina.  **Indicators**  3-3.1 Summarize the causes of the American Revolution, including Britain’s passage of the Stamp Act, the Tea Act, and the Intolerable Acts; the rebellion of the colonists; and the writing of the Declaration of Independence.  3-3.2 Compare the perspectives of South Carolinians during the American Revolution, including Patriots, Loyalists, women, enslaved and free Africans, and Native Americans.  3-3.3 Summarize the course of the American Revolution in South Carolina, including the role of William Jasper and Fort Moultrie; the occupation of Charles Town by the British; the partisan warfare of Thomas Sumter, Andrew Pickens, and Francis Marion; and the battles of Cowpens, Kings Mountain, and Eutaw Springs.  3-3.4 Summarize the effects of the American Revolution, including the establishment of state and national governments.  **Suggested Follow-Up Activities:**  \*Lesson plans available on Park Website www.nps.gov/cowp  \*Any activities found in the Junior Ranger Activity Booklet (reproduction permissible)  \*Whole class activity: *Celebrate South Carolina*: have students conduct research to identify, and then illustrate (poster or other graphic) South Carolina state symbols (flag, pledge, song, food, bird, dance, etc..) Bring in examples of foods that are unique to the area, learn to *Shag*, etc.  \*On a map of South Carolina, identify and color the six landform regions of the state. Create a graphic organizer identifying the climate, physical features, and natural resources of each region. Identify major cities and climate regions. Locate significant river basins in South Carolina (PeeDee, Santee, Edisto, Savannah) and discuss their characteristics and contributions to settlement; Discuss the migration of the Scots-Irish to the Upstate, *what resources did they need?* (3.1)  \*Class discussion: *South Carolina through the Ages* - as a Royal Colony: What were the motives for settlement of South Carolina? Who were the *Lords’ Proprietors*? How did ideas of the King, through the Lords’ Proprietors, sometimes differ from the settlers’ ideas regarding democracy? How did citizens of South Carolina earn a living? And as the state developed: How did farming and trade practices in South Carolina lead to a growing trade relationship with Barbados and the introduction of Africans to the region? (3-2)  \*Review the actions of Parliament and the colonists’ growing desire for democracy and independence that eventually led to the Declaration of Independence and ultimately, the Revolutionary War. Using the Declaration of Independence as the *primary source*, initiate corresponding questions to be addressed in small groups (ex. What are the colonial grievances, who is accused of taking away the colonists’ rights?); Create a chart/graphic organizer illustrating South Carolinians’ various perspectives on the war ( Patriots, Loyalists, women, free and enslaved Africans, Native Americans):  Support independence Neutral Support Great Britain  \*Discuss: How did colonists’ home location, within the State, influence their opinions regarding the War?; Trace <timeline> the course of the American Revolution in South Carolina; Identify the roles of key players in the Southern Campaign of the Revolution: William Jasper, Thomas Sumter, Andrew Pickens, Francis Marion, Nathanael Greene, Daniel Morgan; Define the *partisan warfare* tactics and strategies of Thomas Sumter, Andrew Pickens, and Francis Marion; Small group activity: Write a short story describing the Battle of Cowpens, use as many examples of real people and actual events as possible; Class discussion: How did pre-war experiences influence the establishment of state and national governments following America’s victory in the Revolution? (3-3)  **SC Social Studies Standards Reinforced by a visit to Cowpens National Battlefield:**  **GRADE 4**  **United States Studies to 1865**  The social studies standards in grades four and five are a comprehensive history of the United States. The first part of this story, which dates from the exploration of the New World to the end of the Civil War, is the focus for grade four. Students learn about the contributions of Native Americans, the exploration and settlement by the Europeans, the beginnings of the United States as a nation, the westward expansion and its implications, and the problems that tore the nation apart and caused a civil war. Students also explore the documents, people, and events that have made the United States what it is today.  **Standard 4-3**: The student will demonstrate an understanding of the conflict between the American colonies and England.  **Enduring Understanding**  Revolutions result from resistance to conditions that are perceived as unfair by the people who are demanding change. The changes brought about by revolution can be both positive and negative. To understand the results of the conflict between the American colonies and England, the student will utilize the knowledge and skills set forth in the following indicators:  **Indicators**  4-3.1 Explain the major political and economic factors leading to the American Revolution, including the French and Indian War, the Stamp Act, the Tea Act, and the Intolerable Acts as well as American resistance to these acts through boycotts, petitions, and congresses.  4-3.2 Explain the significance of major ideas and philosophies of government reflected in the Declaration of Independence.  4-3.3 Summarize the importance of the key battles of the Revolutionary War and the reasons for American victories including Lexington and Concord, Bunker (Breed’s) Hill, Charleston, Saratoga, Cowpens, and Yorktown.  **Standard 4-4**: The student will demonstrate an understanding of the beginnings of America as a nation and the establishment of the new government.  **Enduring Understanding**  After independence was declared, Americans were faced with creating a new form of government that would embody the ideals for which they had fought. To understand the development of these United States into a new nation, the student will utilize the knowledge and skills set forth in the following indicators:  **Indicators**  4-4.4 Compare the roles and accomplishments of early leaders in the development of the new nation, including George Washington, John Adams, Thomas Jefferson, Alexander Hamilton, John Marshall, and James Madison.  **Suggested Follow-Up Activities:**  \*Lesson plans available on Park Website www.nps.gov/cowp  \*Any activities found in the Junior Ranger Activity Booklet (reproduction permissible)  \*Create/complete a graphic organizer using the following categories:  Political factors leading to the Revolution  Economic factors leading to the Revolution  American response/resistance to these factors; In a small group setting, have students examine the Declaration of Independence as their *primary source* to discuss and record major ideas and philosophies of government reflected in the Declaration; Create a timeline with footnotes that trace key battles of the Revolutionary War, indicates the victor of the battle and the corresponding reasons for the victory: Lexington, Concord, Bunker (Breed’s) Hill, Charleston, Saratoga, Cowpens, Yorktown. (4-3)  \*Play “Who Is…” Jeopardy: Students choose three player representatives, show photos and list major contributions of early American military and government leaders, including (but not limited to) George Washington, John Adams, Thomas Jefferson, Alexander Hamilton, John Marshall, James Madison,) players guess the character and earn points for correct identification. (4-4)  **SC Social Studies Standards Reinforced by a visit to Cowpens National Battlefield:**  **GRADE 5**  **United States Studies: 1865 to the Present**  Students continue their study of the history of the United States in grade five, beginning with Reconstruction and continuing through the present day. They learn about the renewal of the country after the Civil War; the continued westward expansion; the rise of the United States as a world power; the nation’s involvement in world affairs in the twentieth century; and nation’s leadership role after World War II, during and after the Cold War, and into the twenty-first century. They also learn about the growing pains of the country as its citizens dealt with industrialization, the issues of women’s suffrage and civil rights for all Americans, economic depression and recovery, and challenges in foreign diplomacy.  **Standards** GRADE 5 **<Indirect correlations only>**  **SC Social Studies Standards Reinforced by a visit to Cowpens National Battlefield:**  **Grade 6**  **Early Cultures to 1600**  Social studies in grade six develops and enhances the student’s understanding of history through the study of people and events from earliest man to the era of European exploration. This course focuses on the significance of geography, economics, and government in the development of the human story, including the conflicts and accomplishments of the people and their roles in developing the social, economic, and political structures of the major civilizations.  **Standards** GRADE 6 **<Indirect correlations only>**  **SC Social Studies Standards Reinforced by a visit to Cowpens National Battlefield:**  **Social Studies GRADE 7 Contemporary Cultures: 1600 to the Present**  Social studies in the seventh grade is a course in contemporary cultures that continues from the examination of early cultures in grade six. In grade seven, students examine the history and geography of human societies from 1600 to the present. They learn about the growing interaction among these societies as well as the exchange of ideas, beliefs, technologies, and commodities among them. Students also address the continuing growth of the political and economic ideas that shaped the modern world. They study the concepts of reason and authority, the natural rights of human beings, the divine right of kings, experimentalism in science, the development of limited government, and the roots of modern-day tensions and issues.  **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.  **Enduring Understanding**  European expansion during the 1600s and 1700s was often driven by economic and technological forces. To understand the influence of these forces, the student will utilize the knowledge and skills set forth in the following indicators:  **Indicators**  7-1.1 Compare the colonial claims and the expansion of European powers through 1770.  7-1.4 Analyze the beginnings of capitalism and the ways that it was affected by mercantilism, the developing market economy, international trade, and the rise of the middle class.  7-1.5 Compare the differing ways that European nations developed political and economic influences, including trade and settlement patterns, on the continents of Asia, Africa, and the Americas.  **Suggested Follow-Up Activities**:  \*Lesson plans available on Park Website www.nps.gov/cowp    \*Discuss colonial claims in the 1700s-identify the original 13 colonies on a map and color the map according to the three colonial regions: New England, Middle, and Southern colonies; Discuss early to modern day economic development in American by defining mercantilism, capitalism, and market economy. Discuss how colonial subsistence farming developed into a national market through manifest destiny, and into an international market through technological advances and globalization; Define imperialism and discuss how imperialist tendencies led to early European conquest and settlement of Asia, Africa, and the Americas.(7-1)  **SC Social Studies Standards Reinforced by a visit to Cowpens National Battlefield:**  **Social Studies GRADE 8**  **South Carolina: One of the United States**  The focus for social studies in grade eight is the history of South Carolina and the role that the state and its people have played in the development of the United States as a nation. Students learn about the state’s development during colonial times; the growth of the American ideal, which led to the break with England; and the rising controversy about slavery, which led to the Civil War. The continued study of South Carolina from Reconstruction to the present, including the struggle for social and economic justice waged by the people of South Carolina, further allows students to see the progress that the state has made and also to visualize the future challenges yet to be met and overcome.  **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.  **Enduring Understanding**  The human mosaic of the South Carolina colony was composed of indigenous, immigrant, and enslaved populations. To understand how these differing backgrounds melded into an entirely new and different culture, the student will utilize the knowledge and skills set forth in the following indicators:  **Indicators**  8-1.2 Compare the motives, activities, and accomplishments of the exploration of South Carolina and North America by the Spanish, French, and English.  8-1.3 Summarize the history of English settlement in New England, the mid-Atlantic region, and the South, with an emphasis on South Carolina as an example of a distinctly southern colony.  8-1.4 Explain the significance of enslaved and free Africans in the developing culture and economy of the South and South Carolina, including the growth of the slave trade and resulting population imbalance between African and European settlers; African contributions to agricultural development; and resistance to slavery, including the Stono Rebellion and subsequent laws to control slaves.  8-1.5 Explain how South Carolinians used their natural, human, and political resources uniquely to gain economic prosperity, including settlement by and trade with the people of Barbados, rice and indigo planting, and the practice of mercantilism.  8-1.6 Compare the development of representative government in South Carolina to representative government in the other colonial regions, including the proprietary regime, the period of royal government, and South Carolina’s Regulator Movement.  **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.  **Enduring Understanding**  The events surrounding the American Revolution transformed British colonists into American citizens. To understand South Carolina’s pivotal role in this process, the student will utilize the knowledge and skills set forth in the following indicators:  **Indicators**  8-2.1 Explain the political and economic consequences of the French and Indian War on the relationship of the South Carolina colonists with Native Americans and England.  8-2.2 Summarize the response of South Carolina to events leading to the American Revolution, including the Stamp Act, the Tea Acts, and the Sons of Liberty.  8-2.3 Explain the roles of South Carolinians in the adoption of the Declaration of Independence.  8-2.4 Compare the perspectives of different groups of South Carolinians during the American Revolution, including Patriots, Tories/Loyalists, women, enslaved and free Africans, and Native Americans.  8-2.5 Summarize the role of South Carolinians in the course of the American Revolution, including the use of partisan warfare and the battles of Charleston, Camden, Cowpens, Kings Mountain and Eutaw Springs.  **Standard 8-3**: The student will demonstrate an understanding of South Carolina’s role in the development of the new national government.  **Enduring Understanding**  Independence from Great Britain made the creation of a new national government and individual state governments imperative. To understand how and why these governments were created, the student will utilize the knowledge and skills set forth in the following indicators:  **Indicators**  8-3.1 Explain the tensions between the Upcountry and the Lowcountry of South Carolina, including their economic struggles after the Revolutionary War, their disagreement over representation in the General Assembly, the location of the new capital, and the transformation of the state’s economy.  **Standard 8-4**: The student will demonstrate an understanding of the multiple events that led to the Civil War.  **Enduring Understanding**  The outbreak of the Civil War was the culminating event in a decades-long series of regional issues that threatened American unity and South Carolina’s identity as one of the United States. To understand how South Carolina came to be at the center of this conflict, the student will utilize the knowledge and skills set forth in the following indicators:  **Indicators**  8-4.1 Explain the importance of agriculture in antebellum South Carolina, including the plantation system and the impact of the cotton gin on all social classes.  **Suggested Follow-Up Activities:**  \*Lesson plans available on Park Website www.nps.gov/cowp  \*Whole class activity: *Celebrate South Carolina*: have students conduct research to identify, and then illustrate (poster or other graphic) South Carolina state symbols (flag, pledge, song, food, bird, dance, etc..) Bring in examples of foods that are unique to the area, learn to *Shag*, etc.  \*Students create a *Colonial Trifold* illustrating the colonies that comprise each of the colonial regions and the characteristics of each of the regions.   |  |  |  | | --- | --- | --- | | New England Colonies | Middle Colonies | Southern Colonies | |  |  |  |  |  |  |  | | --- | --- | --- | |  |  |  | |  |  |  |   \*Class discussion: South Carolina through the Ages - as a Royal Colony: What were the motives for settlement of South Carolina? Who were the Lords’ Proprietors? How did ideas of the King, through the Lords’ Proprietors, sometimes differ from the settlers’ ideas regarding democracy? Describe and give the primary characteristics of the South Carolina *Regulator* movement. How did citizens of South Carolina earn a living? And as the state developed: How did farming and trade practices in South Carolina lead to a growing trade relationship with Barbados and the introduction of Africans to the region? How did the growing plantation system and the use of the cotton gin impact the imbalance between European and African settlement?(8-1)  \*Review the actions of Parliament and the colonists’ growing desire for democracy and independence, beginning with the French and Indian War, that eventually led to the Declaration of Independence and ultimately, the Revolutionary War. Using the Declaration of Independence as the primary source, initiate corresponding questions to be addressed in small groups (ex. What are the colonial grievances, who is accused of taking away the colonists’ rights?); Create a chart illustrating South Carolinians’ various perspectives on the war ( Patriots, Loyalists, women, free and enslaved Africans, Native Americans):  Support independence Neutral Support Great Britain  Discuss: How did colonists’ home location, within the State, influence their opinions regarding the War?; Trace <timeline> the course of the American Revolution in South Carolina; Identify the roles of key players in the Southern Campaign of the Revolution: William Jasper, Thomas Sumter, Andrew Pickens, Francis Marion, Nathanael Greene, Daniel Morgan; Define the partisan warfare tactics and strategies of Thomas Sumter, Andrew Pickens, and Francis Marion and their affiliation with the battles of Charleston, Camden, Cowpens, Kings Mountain, and Eutaw Springs. Small group activity: Write a short story describing the Battle of Cowpens, use as many examples of real people and actual events as possible; Class discussion: How did pre-war experiences influence the establishment of state and national governments following America’s victory in the Revolution? (8-2)  \*Using a blank outline map of South Carolina, divide the state into the Upcountry and Lowcountry and explain the tensions that arose immediately following the Revolutionary War. Include these categories: economic struggles, differences over representation in the General Assembly, debate over location of the new capital, transformation of the state’s economy. (8-3)  \*Chart the evolution of agriculture in South Carolina from pre-Revolutionary days until the Civil War (include the switch from rice and indigo to cotton as t he primary cash crop, the distinction of cotton as ‘king’ in the South, and the Southern social class system which gave power to wealthy landowners/aristocrats. (8.4)  **SC Social Studies Standards Reinforced by a visit to Cowpens National Battlefield:**  **High School WORLD GEOGRAPHY**  (Elective)  The focus of World Geography is the physical and cultural characteristics of Earth. The course is organized systematically around the topics of region, physical earth dynamics, population, culture, economic systems, urban systems, political systems, and the environment. The course standards are not meant to be taught in order or in isolation. Critical thinking should be emphasized in this course, with stress placed on the development of spatial thinking skills and competency related to the five themes of geography: location, place, regions, movement, and human-environment interaction. Conceptual in nature rather than place-specific, the course may be taught from either a systematic or a regional perspective. Map-reading skills and the use of geographic models and geographic information systems should be an integral part of this course.  **WORLD GEOGRAPHY**  **Standard WG-1:** The student will demonstrate an understanding of the physical and human characteristics of places, including the creation of regions and the ways that culture and experience influence the perception of place.  **Enduring Understanding**  Physical and human characteristics define or give meaning to places, and geographers use and analyze regions to manage and interpret Earth’s complexity. To analyze and synthesize information to solve problems and answer questions about the complexity of Earth, the student will utilize the knowledge and skills set in the following indicators:  **Indicators**  WG-1.1 Analyze physical characteristics of the environment that result in opportunities and obstacles for people (e.g., the role of climate in agriculture, site characteristics that limit development).  WG-1.2 Analyze human characteristics of places, including the ways places change with innovation and the diffusion of people and ideas (e.g., the spread of religion and democracy).  WG-1.3 Explain how physical environment and human characteristics can be used to organize a region and how regions change over time (e.g., from heavy manufacturing belts to “rust belts”).  WG-1.4 Differentiate the ways in which people change their views of places and regions as a result of physical, cultural, economic and political conditions (e.g., views of the Middle East after September 11, 2001).  WG-1.5 Explain how individuals view places and regions on the basis of their particular stage of life, gender, social class, ethnicity, values, and access to technology (e.g., how retirees have changed the cultural landscape and available human services in Florida).  **Standard WG-2**: The student will demonstrate an understanding of the physical processes that shape the patterns of Earth’s surface, including the dynamics of the atmosphere, biosphere, hydrosphere, and lithosphere.  **Enduring Understanding**  Through the interactions within and between the atmosphere, biosphere, hydrosphere, and lithosphere, Earth serves as the home of all living things. To understand the interconnections among these systems, the student will utilize the knowledge and skills set forth in the following indicators:  **Indicators**  WG-2.3 Infer the resulting change produced by a specific physical process operating on Earth’s surface (e.g., the role of plate tectonics in mountain building).  WG-2.4 Explain how a physical event or process can influence an ecosystem in terms of its characteristics and its ability to withstand stress (e.g., the response of forest flora to a fire).  WG-2.5 Infer how physical processes can cause change over time in the distribution and characteristics of ecosystems and biomes (e.g., how changes in temperature and moisture can drive desertification).  WG-2.6 Evaluate ecosystems in terms of their biodiversity and productivity (e.g., how both characteristics vary across space and in their value to all living things).  **Standard WG-3**: The student will demonstrate an understanding of the characteristics, distribution, and migration of human populations on Earth’s surface.  **Enduring Understanding**  Social, political, and ecological issues require an understanding of the characteristics, distribution, and movement of human population. To make complex choices and decisions about these factors regarding the human population, the student will utilize the knowledge and skills set forth in the following indicators:  **Indicators**  WG-3.3 Explain the cultural, economic, political, and environmental push and pull factors that contribute to human migration (e.g., residents evacuating from a natural disaster like Hurricane Katrina).  WG-3.4 Evaluate the impact of human migration on physical and human systems including changes in population density, the use of resources, and the provision of services (e.g., the environmental costs of refugee settlement camps in Africa).  WG-3.5 Compare the response of different groups and governments to migration, including national migration policies and differing responses by local communities (e.g., the requirement that immigrants adopt the new language).  **Standard WG-4**: The student will demonstrate an understanding of the characteristics of culture, the patterns of culture, and cultural change.  **Enduring Understanding**  There are many diverse expressions of culture in the world. To be open and responsive to new and diverse cultural perspectives, the student will utilize the knowledge and skills set forth in the following indicators:  **Indicators**  WG-4.1 Identify the characteristics of culture and the impacts of cultural beliefs on gender roles and the perception of race and ethnicity as they vary from one region to another (e.g., legal rights for women in the Middle East and South Asia).  WG-4.2 Compare and contrast the consequences of differing cultural views of nature and the use of natural resources including the development of a built environment from a natural environment (e.g., the former Soviet Union’s disregard for the environment).  WG-4.3 Compare the roles that cultural factors such as religious, linguistic, and ethnic differences play in cooperation and conflict within and among societies.  WG-4.5 Explain how a blending of cultures can alter cultural solidarity (e.g., the blurring sense of nationality stemming from the creation of the European Union).  **Standard WG-5**: The student will demonstrate an understanding of the role that geography plays in economic development.  **Enduring Understanding**  Earth’s economic, transportation, and communication systems are spatially organized and are undergoing alteration as a consequence of global interdependence. To understand the interconnections among these systems, the student will utilize the knowledge and skills set forth in the following indicators:  **Indicators**  WG-5.3 Explain the spatial relationships between various economic activities (e.g., the integrated relationship between farms and markets in agriculture).  WG-5.4 Summarize the factors that influence the location and spatial distribution of economic activities, including the factors of site and situation (e.g., Singapore’s deep-water ports and their locations relative to markets).  **Standard WG-6**: The student will demonstrate an understanding of the processes, patterns, and functions of human settlement.  **Enduring Understanding**  Human settlements, both urban and rural, vary in their type, pattern, settlement process, and function. To understand the interconnections among these systems, the student will utilize the knowledge and skills set forth in the following indicators:  **Indicators**  WG-6.1 Compare the changing functions, sizes, and spatial patterns of rural and urban regions (e.g., the concentration of shopping services in suburbs).  WG-6.2 Explain how the structure of rural and urban places is impacted by economic, social, political, and environmental transitions, including gains or losses by industries and the outsourcing or offshoring of labor (e.g., the shift from textiles to automobile manufacturing in the American South).  WG-6.4 Explain the advantages and disadvantages of daily life in rural and urban locations (e.g., transportation systems, zoning, congestion, population density, cultural opportunities, cost of living).  **Standard WG-7**: The student will demonstrate an understanding of how cooperation and conflict among people influence the division and control of Earth’s surface.  **Enduring Understanding**  Earth is globally interdependent and locally controlled. Its territorial divisions are capable of cooperation or conflict. To analyze the reasons for and the results of Earth’s territorial divisions, the student will utilize the knowledge and skills set forth in the following indicators:  **Indicators**  WG-7.2 Explain the causes of boundary conflicts and internal disputes between culture groups (e.g., the ongoing Israeli-Palestinian conflict).  WG-7.4 Explain how the size, shape, and relative location of a country or a nation can be an advantage or a disadvantage to it (e.g., the natural-resource potential of Russia as opposed to its ability to protect its immense landmass from outside aggression).  **Standard WG-8**: The student will demonstrate an understanding of how human actions modify the physical environment; how physical systems affect human systems; and how resources change in meaning, use, distribution, and importance.  **Enduring Understanding**  Human modifications to the environment result in consequences that often have ethical, physical, and political implications. To analyze and synthesize information to solve such problems and answer questions related to them, the student will utilize the knowledge and skills set forth in the following indicators:  **Indicators**  WG-8.1 Evaluate the ways in which technology has expanded the human capability to modify the physical environment both locally and globally (e.g., the risks and benefits associated with how the petroleum industry uses offshore drilling).  WG-8.2 Compare how human modification of the physical environment varies from one region to another and may require different human responses (e.g., the resettlement of Chinese villages in response to the Three Gorges Dam).  WG-8.3 Explain the ways in which individuals and societies mitigate the effects of hazards and adapt to them as part of their environment (e.g., the earthquake and subsequent nuclear disaster in Japan).  WG-8.4 Analyze the relationships between the spatial distribution of humans and resources (e.g., the positive and negative consequences of resource use as exemplified by the shrinking of the Aral Sea).  **Suggested Follow-Up Activities:**  \*Lesson plans available on Park Website www.nps.gov/cowp  \*Create/color map of South Carolina indicating landforms and topography. Discuss the prevalent geographic features of Cowpens Battlefield and note their contributions to Daniel Morgan’s battle strategy; Discuss family life in the late 18th and early 19th centuries – what was most important? How did these values contribute to decisions regarding home choices? How have these values and decisions changed over time? Research and chart the population movements through American history: Rural to Urban, noting specific industrial and technological advances that led to migration patterns.(WG-1)  \*Focus on ecosystem: Cowpens Battlefield strives to preserve the natural environment and has many restoration projects in progress. Create a display of the prevalent ecosystem in the park including plant and animal life. Discuss restoration projects found on your visit. (WG-2)  \*America by the Numbers – Create a TChart of push/pull emigration and immigration factors. Discuss the roles cultural values and infrastructure play in settlement decisions; Research immigration patterns throughout American history and create a graphic organizer indicating the current ‘makeup’ of America, the *melting pot*.(WG-3,6)  \*Compare the cultural views of nature (how to use natural resources) from colonial times, Manifest Destiny, the Industrial Age, Urbanization, and the technological era; Review the relationship between sectors of society (connection between farmers and markets) and assign small groups to create and role play a scene from a Farmers’ Market. (WG-4)  \*Location, location, location…..How did the geographic location of the American colonies contribute to their eventual victory in the Revolutionary War? What factors do families and business consider when moving to a new location? Activity: have students examine real estate sales brochures as an illustration of the importance of location. They may also note how the price (value) of property is affected by its location.(WG-7)  \*South Carolina then and now: Students conduct research to determine human modifications of the physical environment in South Carolina, how these modifications have affected migration patterns within the state, and what role technology has played in changing demographics. (WG-8)  **SC Social Studies Standards Reinforced by a visit to Cowpens National Battlefield:**  **High School WORLD HISTORY FROM 1300:**  **THE MAKING OF THE MODERN WORLD** (Elective)  World History from 1300: The Making of the Modern World is designed to assist students in understanding how people and countries of the world have become increasingly interconnected. In the last six hundred years, population growth, demand for resources, curiosity, and technology have converged to draw the distant corners of the world closer together. Critical thinking is focal to this course, which emphasizes why and how people, ideas, and technology have made an impact on diverse groups of people.  **Standard MWH-1**: The student will demonstrate an understanding of the major factors that facilitated exchanges among groups of people and how exchanges influenced those people in the fourteenth and fifteenth centuries.  **Enduring Understanding**  Physical geography, ideas, warfare, and financial institutions have shaped the interaction within and among regions around the world. To understand how the interaction of these forces in the fourteenth and fifteenth centuries led to the development of modern societies, the student will utilize the knowledge and skills set forth in the following indicators:  **Indicators**  MWH-1.2Explain the impact of the Crusades and the Renaissance on European exploration, including the significance of humanism, the revival of learning, and the transfer of knowledge about sailing and ancient philosophy from the Arabs to the Europeans.  **Standard MWH-2**: The student will demonstrate an understanding of the benefits and costs of the growth of kingdoms into empires from the fourteenth through the sixteenth centuries.  **Enduring Understanding**  As rulers consolidate their power, they often expand their territory, creating empires that have an impact on both the mother country and its colonies. To understand the impact of the creation of empires on the development of modern societies, the student will utilize the knowledge and skills set forth in the following indicators:  **Indicators**  MWH -2.1. Evaluate the consequences of the changing boundaries of kingdoms in Europe, Asia, the Americas, and Africa.  MWH -2.2 Describe the principle routes of exploration and trade between Europe, Asia, Africa, and the Americas from the late fifteenth century through the sixteenth century.  MWH -2.3 Explain the competition between European kingdoms for space and resources, including the Hundred Years’ War between France and England, the rise of the Holy Roman Empire in Central Europe, and the response to Islam on the Iberian Peninsula.  MWH -2.6 Describe the impact of the competition among European countries on the various kingdoms of the Americas and Africa, including the Columbian Exchange and the slave trade.  **Standard MWH-4**: The student will demonstrate an understanding of the conflicts of the seventeenth and eighteenth centuries in Europe, America, Africa, and Asia.  **Enduring Understanding**  Competition for imperial conquest met with varying degrees of success and resistance in the 1600s and 1700s. To understand the significant role that imperialism played in the development of many modern nation-states during this time period, the student will utilize the knowledge and skills set forth in the following indicators:  **Indicators**  MWH-4.6 Analyze the trade policy of mercantilism and its influence on the relationship between imperial centers and their peripheries.  **Standard MWH-6**: The student will demonstrate an understanding of the creation of nation-states in Europe and the struggle by non-European nations to gain and/or maintain sovereignty.  **Enduring Understanding**  The self-determination of national groups became an ideal in Western Europe that expanded gradually to Central and Eastern Europe and eventually to colonized peoples. To understand the development of democracy across the globe and the continuing struggle for this ideal in many nations, the student will utilize the knowledge and skills set forth in the following indicators:  **Indicators**  MWH-6.1 Explain the impact of English political institutions and attitudes on their North American colonies, and the American Revolution.  .  **Suggested Follow-Up Activities:**  \*Lesson plans available on Park Website www.nps.gov/cowp  \*Students conduct research to determine the impact of the Crusades on European Exploration; students create and label a world map that illustrates the principle routes of exploration and highlights products/ideas/cultural traits exchanged in the Columbian Exchange. Discuss the role of mercantilism on the economy of the British colonies; identify political and economic disputes in Europe that contributed to the British attitudes toward the North American colonies; Determine how these British policies and attitudes eventually resulted in the Revolutionary War and how conflict in Europe contributed to the eventual alliance between the Patriots and the French.  **SC Social Studies Standards Reinforced by a visit to Cowpens National Battlefield:**  **High School: UNITED STATES HISTORY AND THE CONSTITUTION**  (Required)  The focus of United States History and the Constitution is the story of the American people from the period of the colonial settlement to the present day – the establishment of the British colonies and the transfer of English political traditions, the creation of the United States as a new nation, westward expansion, the American Civil War and Reconstruction, the response to industrialization and urbanization of the late nineteenth century, and the nation’s developing role in world affairs in the twentieth and twenty-first centuries. United States History and the Constitution is generally taught in grade eleven.  **Standard USHC-1**: The student will demonstrate an understanding of the conflicts between regional and national interest in the development of democracy in the United States.  **Enduring Understanding**  Contemporary democratic ideals originated in England, were transplanted to North America by English settlers, and have evolved in the United States as a result of regional experiences. To understand this evolution of democracy and the conflict between local and national interests, the student will utilize the knowledge and skills set forth in the following indicators:  **Indicators**  USHC-1.1 Summarize the distinct characteristics of each colonial region in the settlement and development of British North America, including religious, social, political, and economic differences.  USHC-1.2 Analyze the early development of representative government and political rights in the American colonies, including the influence of the British political system and the rule of law as written in the Magna Carta and the English Bill of Rights, and the conflict between the colonial legislatures and the British Parliament over the right to tax that resulted in the American Revolutionary War.  USHC-1.3 Analyze the impact of the Declaration of Independence and the American Revolution on establishing the ideals of a democratic republic.  **Suggested Follow-Up Activities:**  \*Lesson plans available on Park Website www.nps.gov/cowp  \*Students create a colonial *trifold* depicting unique characteristics of each colonial region:   |  |  |  | | --- | --- | --- | | New England Colonies | Middle Colonies | Southern Colonies |  |  |  |  | | --- | --- | --- | |  |  |  | |  |  |  |   \*Students create a flow chart describing the evolution of representative government in America (*Magna Carta* through the *Constitution*) and discuss the impact of the Declaration of Independence and the Revolution on the America’s political and economic development.  **SC Social Studies Standards Reinforced by a visit to Cowpens National Battlefield:**  **Social Studies High School Curriculum Overview: ECONOMICS**  (Required)  Economics is a social science. The science of economics uses data to analyze, interpret, and predict the behavior of individuals and institutions based upon incentives. The goal of a study of economics is to teach a student how to evaluate choices. Scarcity forces all entities—individuals, communities, and nations—to choose from available resources to meet their needs. Current choices impact future outcomes that are theoretically predictable.  The choices that societies make affect the well-being of all citizens. Citizens as consumers and producers are the fundamental actors in our mixed-market economic system. The choices made by government, institutions, and individuals have predictable outcomes, and the well-being of all groups is impacted by these choices.  .  **ECONOMICS**  **Standard ECON-1**: The student will demonstrate an understanding of how scarcity and choice impact the decisions of families, businesses, communities, and nations.  **Enduring Understanding**  Economics is the science of choice. The study of economics equips a student with the knowledge to evaluate the benefits versus the costs of goods and services. To make informed decisions about benefits versus costs, the student will utilize the knowledge and skills set forth in the following indicators:  **Indicators**  ECON-1.1 Explain that the practice of economic decision making is an evaluation process that measures additional benefits versus additional costs.  ECON-1.2 Explain why the productive resources of land, labor, and capital are limited.  ECON-1.3 Apply the concept that people respond to positive and negative incentives to past and current economic decisions.  **ECONOMICS**  **Standard ECON-4**: The student will demonstrate an understanding of how trade among nations affects markets, employment, economic growth, and other activity in the domestic economy.  **Enduring Understanding**  The economy of the United States is but one system operating within an increasingly global arena. All institutions and individuals in the United States are impacted in varying degrees by global commerce. To understand the implications of the global economy, the student will utilize the knowledge and skills set forth in the following indicators:  Indicators  ECON-4.1 Summarize how differing factor endowments—such as geography, the development of technology, and the abundance of labor—affect the goods and services in which a nation specializes.  ECON-4.2 Explain how the United States specializes in the production of those goods and services in which it has a comparative advantage.  **ECONOMICS**  **Standard ECON-5**: The student will demonstrate an understanding of how personal financial decisions affect an individual’s present and future economic status.  **Enduring Understanding**  Individuals are impacted by the financial choices they make and the careers they choose. Wise and informed personal financial decisions can benefit individuals in both the immediate and the distant future. To understand the impact of personal financial decisions, the student will utilize the knowledge and skills set forth in the following indicators:  **Indicators**  ECON-5.1 Explain how individuals make personal economic decisions and how current spending and acquisition of debt can impact future income.  ECON-5.2 Explain that income for most people is determined by the market value of the productive resources they sell.  ECON-5.3 Explain how wage rates for most workers depend upon the market value of what the workers produce for the marketplace.  **Suggested Follow-up Activities:**  \*Lesson plans available on Park Website www.nps.gov/cowp  \*America by the Numbers – Create a TChart of push/pull emigration and immigration factors. Discuss the roles cultural values and infrastructure play in settlement and business location decisions.  \*Discuss the importance of land, labor, and capital to colonial farmers as well as to modern industrialists.  \*Create a graphic organizer that illustrates the impact of geography on business.  \*Discuss and give examples of how the market value of goods and services has changed over time, relative to supply/demand and technology. Have students (in small groups) create and role play a farmer taking his products to market in 1800 versus the grocery store experience of today.  **SC Social Studies Standards Reinforced by a visit to Cowpens National Battlefield:**  **Social Studies High School Curriculum Overview: GOVERNMENT**  (Required)  **Standard USG-3**: The student will demonstrate an understanding of the basic organization and function of United States government on national, state, and local levels and the role of federalism in addressing the distribution of power.  **Enduring Understanding**  The organization and structure of government at national, state, and local levels in the United States is based upon principles established in the U.S. Constitution. The most fundamental aspects of organized government within the United States are the distribution of power, oversight, and responsibilities that function to limit the ability of any one institution of that government to concentrate power. To understand the structure and organization of United States government as the embodiment of constitutional principles, the student will utilize the knowledge and skills set forth in the following indicators:  **Indicators**  USG-3.1 Evaluate the Constitution as the written framework of the United States government, including expression of the core principles of limited government, federalism, checks and balances, separation of powers, rule of law, popular sovereignty, republicanism, individual rights, freedom, equality, and self-government.  **UNITED STATES GOVERNMENT**  **Standard USG-4:** The student will demonstrate an understanding of civil rights and civil liberties, the role of American citizens in the American political system, and distinctive expressions of American political culture.  **Enduring Understanding**  An informed, participatory citizenry is essential to the American political process. To understand what it means to be an American citizen, the student will utilize the knowledge and skills set forth in the following indicators:  **Indicators**  USG-4.1 Evaluate the role of the citizen in the American political process, including civic responsibilities and the interaction between the citizen and government.  USG-4.6 Explain how fundamental values, principles, and rights often conflict within the American political system; why these conflicts arise; and how these conflicts are and can be addressed.  **Suggested Follow-Up Activity:**  \*Lesson plans available on Park Website www.nps.gov/cowp  \*Student (small group) created PowerPoint or other *presentable* media: After touring Cowpens Battlefield, students have a sense of the cultural, economic, and political climate prominent in colonial America. Use these ideas to trace the evolution of representative government in America. Include a description/impact/examples of colonial  self-government and early representative governments, the impact of the Revolution on establishment of state and a national government, the impact of early European documents and concepts, the goal to avoid pre-Revolutionary circumstances, and the core principles of limited government. |
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