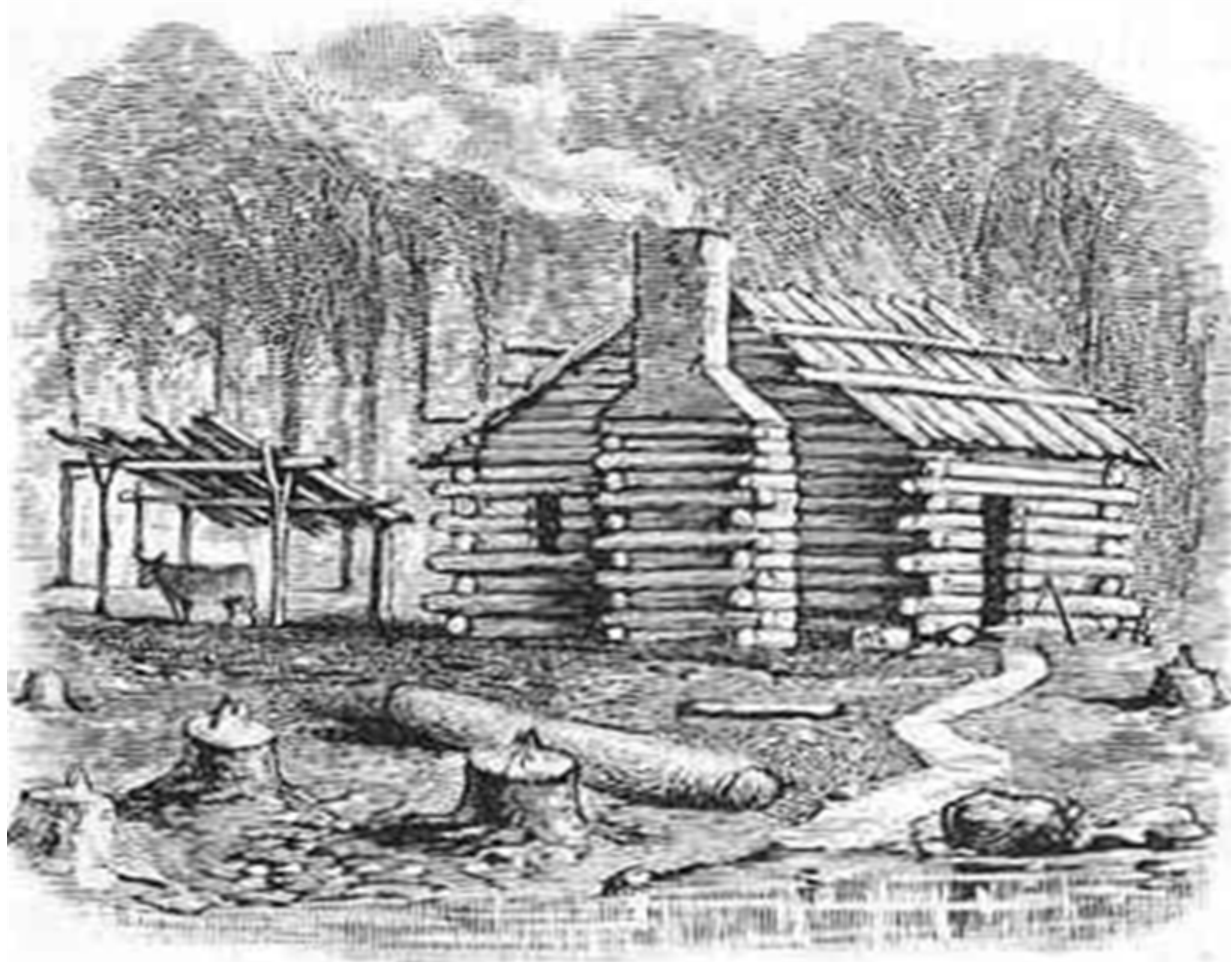


# Ninety Six

National Park Service  
United States Department of Interior



Ninety Six National Historic Site



## LIVES OF BACKCOUNTRY CHILDREN

### Traveling Trunk

**Ninety Six National Historic Site**  
**1103 Hwy 248**  
**Ninety Six, SC 29666**  
**864.543.4068**  
**[www.nps.gov/nisi/](http://www.nps.gov/nisi/)**

Dear Teacher,

Ninety Six National Historic Site is pleased to provide you and your students with our Life of Backcountry Children Traveling Trunk. It will enrich your studies of life in the South Carolina Backcountry during the colonial era and the time surrounding the American Revolutionary War. It will provide you and your students with added insights into everyday life during this exciting time on the colonial frontier. Traveling trunks have become a popular and viable teaching tool. While this program was originally designed for elementary students, other classes may deem its many uses equally appropriate. The contents of the trunk are meant to motivate students to reflect on the lives of children in the backcountry of South Carolina. Through various clothing and everyday items, pastime activities, and literature, students will be able to better appreciate what the daily life of a young child was like during the late 1700s.

Various lessons and activities have been included in the trunk. We encourage you to use these at your discretion, realizing of course that your school will only be keeping the trunk for two weeks. Before using the Traveling Trunk, please conduct an inventory. An inventory sheet can be found inside of the trunk with your school's name on it. The contents of the trunk have been inspected and initialed by a NPS employee. Please contact us if anything is damaged or lost while the trunk is in your possession. This trunk was designed with children in mind so we do anticipate some wear and tear. Park staff may be contacted at 864.543.4068.

Traveling Trunks are excellent supplements to a class curriculum. Ninety Six Historic Site hopes you find the trunk useful. Please feel free to comment on the evaluation sheet once you are ready to return the trunk. Place the evaluation sheet along with the completed inventory sheet back into the trunk. Good luck and enjoy the experience!

Trunk Theme: Through the traveling trunk experience, the daily life of a frontier boy and girl can be experienced.

Goal: The goal of this traveling trunk is to:

- instill an interest in the life of children and families of the Backcountry of South Carolina
- stimulate interest in the history of the early settlers to the frontier
- contemplate how difficult life was during this era
- enhance an appreciation for the National Park's role as a preserver as a preserver of our American heritage.

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# Traveling Trunk Evaluation

Please help us to better meet the needs of teachers and students who will use this trunk in the future. Write a short answer for each statement or question. Return this completed form in the trunk.

Name of school:

Grade:

Address:

The materials in this trunk were well organized.

The suggested activities were easy to accomplish.

How did your students use the provided materials?

Do you feel the materials included in this trunk met state standards?

What changes, additions, or deletions would you recommend?

Would you like to schedule a field trip to Ninety Six National Historic Site for your students?

Yes            No

If yes, please call our Visitor Center at 864.543.4068.

## Traveling Trunk Student Version

This Backcountry Traveling Trunk is a small version of our museum at Ninety Six National Historic Site. In our trunk are clothes, eating utensils, coins, toys, and other items used by children and families living on the frontier of colonial South Carolina. The use of these artifacts can help students understand the story of families living around the time of the American Revolutionary War.

### Pre-Trunk Activity

Students will prepare a list of contents for their own personal Traveling Trunk. The items chosen should represent objects or pictures that represent their interests, talents, and family members. Discuss as a class the lists students have compiled.

### Post-Trunk Activity

Students will discuss the items in the Backcountry Traveling Trunk. They can also list any other items they would now add to their own Traveling Trunk. The students will create and share with each other their own Traveling Trunks. Student Traveling Trunks can be displayed as part of a classroom museum.

## Ninety Six National Historic Site: Background Information

Ninety Six National Historic Site is an area of unique historical significance. Several theories exist about its unusual name. One explanation is that English traders in the early 1700's estimated it to be ninety-six more miles to the Cherokee village of Keowee in the upper South Carolina foothills. Keowee was a major Indian trading post for the settlers. Ninety Six soon became a regular thoroughfare for traders, trappers, and people longing for a place of their own. The present day town of Clemson is now located in the area of Keowee.

By the mid-1700's, European colonists found Ninety Six a favorable place to settle. At that time, the town had a growing population of about 200 settlers, 12 houses, and a newly constructed courthouse and jail. During Ninety Six's early days, trouble with local Indians increased. Fair settler trading practices soon were in doubt by the Indians causing the settlers to build Fort Ninety Six for protection from the disgruntled Cherokees Indians. The Cherokees attacked Fort Ninety Six twice in a matter of a few years, but the town remained.

The first southern land battle of the American Revolutionary War occurred here at Ninety Six. On November 19, 1775, about 2,000 Loyalists attacked 600 Patriots in the stockade fort. After three days of fighting, a truce was called. The first South Carolinian to die in the war was killed during this battle. His name was James Birmingham and he is buried near the stockade fort.

The town also figured prominently during the last southern campaign of the American Revolutionary War. At that time, Ninety Six was a vital political and economic center in the South's backcountry. The town had a garrison of 550 American Loyalists led by Lt. Col. John Cruger. Cruger's soldiers, with local plantation slaves, reinforced the strategically important town's walls and built the Star Fort just outside of the town. Ninety Six would be the second and last attempt for the British to gain a foothold in the South.

Realizing the importance of the town's location, General Nathanael Greene and his army of 1,000 patriot troops staged the longest field siege of the Revolutionary War at Star Fort. The battle lasted from May 22 to June 18, 1781. At the start of the 28 day battle, there were 550 Loyalists defending the town of Ninety Six. Days into the battle, the British army was summoned to assist the Loyalists against Greene and his men. Thinking that the Loyalists would be soon joined by the British army, Greene and his army made one final attack of the Star Fort. The British attacked back, and all was lost for the Patriots. The battle ended quickly and Greene retreated before the British reinforcements arrived the next day. Some say the battle ended in a stalemate since the Star Fort was not taken over by the Patriots, and both sides retreated. Most say it was an American victory since the British abandoned the fort and the town shortly after the siege attempt.

Within three weeks after the end of the battle, the town of Ninety Six had been completely burned down by the British army. They did not want the Patriots to return and gain a hold on the area. The town's people moved to the coastal area of South Carolina. Even though the Patriots did not acquire the Star Fort, the British retreated



from the South due to the Battle of Ninety Six. No further attempts were made by the British to capture the South during the war. The fighting in the colonies ended a few months later at Yorktown, Virginia.

## The Origins of “Ninety Six”

The name “Ninety Six” has many possible origins, most dealing with history and the town’s distance from another place in South Carolina. Ninety Six began as a frontier town in the Backcountry of South Carolina. Hard working and determined people made this area their home. In 1716 the earliest European colonists discovered the area around Ninety Six.

The origin used by the site is that Ninety Six got its name because of the distance it was from a Cherokee village. It was believed that Ninety Six was 96 miles from the Cherokee village of Keowee along the Cherokee Path. The distance was measured by English traders on their way to Keowee to trade with the Native Americans.

The second explanation for naming the town Ninety Six was because the soil was very rich and excellent for farming. 96 was a reference to the uniform richness of the soil because 96 viewed from either end will read 96.

The third explanation is a distortion of the idea that Ninety Six was 96 miles from Keowee. According to this story, Ninety Six was 96 miles from Fort Prince George near the Cherokee Nation. But since Fort Prince George was built in 1753, and the earliest mention of Ninety Six is on a map drawn in 1730 by surveyor George Hunter, this story cannot be true.

Another possible origin of the name is based upon a Native American legend. The legend describes how a Cherokee woman named Cateechee rode through the Backcountry to warn her English lover of a coming Indian attack. According to the legend, the name Ninety Six comes from the way she measured the distance by naming streams on her journey.

The final explanation for the naming the town Ninety Six comes from unique natural features in the area. This origin is based on tradition of navigators during the colonial period of naming places for recognizable features. Near Ninety Six there were two groups of streams that flowed in opposite directions from each other. One group had 9 and the other had 6 streams. While traders familiar with the area would call it 9 and 6, others could have said 96 giving the town its unique name.

There are many ideas explaining how Ninety Six got its name. Unfortunately, without hard facts, there is no way to truly know which one is right. Ninety Six National Historic Site does currently use the first explanation of 96 miles from this area to Keowee.

## Colonial Clothes-Background

Girls and boys wore the same type of clothes until they were about five to seven years old. All children wore a gown or shift, and a cap as their baby clothes. Toddlers wore a gown with strings sewn into the back so older children and adults could catch them if they were falling. As they were getting older, girls started dressing like their mothers and boys started dressing like their fathers. You either wore baby clothes or adult clothes, there were no clothes just for children.

Girls always wore a cover over their hair. They could wear hats, hoods, or caps. Girls and women wore many clothes at a time. They wore a shift to sleep in and then would put their clothes on over it in the morning. Layers of clothes included stockings, petticoats-up to 4 or 5, a stay, a modesty piece, an apron, one or two pockets, and a cap. Pockets were not sewn into clothes like they are now. They were small fabric pockets that were tied on with a string.

Women and girls wore stays (or corsets). In addition to insuring that a young girl's back would be straight; stays provided support to the back when girls and women were carrying heavy things such as children, milk buckets, cast iron cooking pots, and firewood. Girls started wearing stays when they started dressing like the adult women in the family.

Boys wore the same baby clothes as girls, a gown, and a cap. Boys often started dressing like grown-ups a few years before girls did. When boys were "breeched," they were given knee-length pants to wear instead of a long gown. Most boys dressed like their fathers, in pants, a shirt, and a jacket. Most jackets were made of cloth or leather that were left open down the front. Long hair was the fashion for colonial boys.

## Colonial Children's Clothes Trunk Activity

Inside the trunk you will find clothes like those that colonial children might have worn. The boy's outfit consists of breeches, a shirt, a waistcoat, a hunting shirt, along with a sash. The sash is to tie around the hunting shirt as a belt. The girl's outfit consists of, a shift, two pockets, a petticoat, short gown, an apron, and a cap.

Take turns carefully trying on the clothes. Think about how different the clothes are from the clothes children wear today. Discuss how hot or cool the clothes would be if you were playing outside in the summer. Would you be warm enough in the winter? Would you be comfortable wearing these clothes all year round? Think about how easy or hard these clothes would be to keep clean, remembering you probably would only own one set of clothes. When you are done, neatly fold, and return all clothes to the trunk.

You will need crayons and plain white paper to draw your clothes and colonial clothes. Fold the paper in half. On one side, draw and color your clothes. On the other side, draw either a boy's or girl's outfit. Label all parts of your illustrations.

# Clothes Dyeing-Reading Comprehension

Name:

*Read the text and then answer the questions in complete sentences.*

People living in the Backcountry of South Carolina did not wear only black and white clothes. Their clothes were made of many different colors. Women and girls had the task of gathering the various materials and dyeing the fabric for the families' clothes. Children gathered flowers, berries, nuts, and roots to make the dyes to color the fabric. Flowers picked at the peak of their bloom made the best colors. The dye was boiled in the families' biggest pot and stirred with a long stick. All of the yarn or fabric for an outfit had to be dyed at the same time in order to make sure the outfit was all the same color. Yellow was made from onion skins, goldenrod, marigolds, and birch bark. Purple was made from the roots of iris flowers. Pokeberry made red. Indigo and logwood made blue dye. The hulls of nuts made dye with a brown color. Using natural materials enabled colonial people to wear clothes of many different colors.

1) Who in the family had the job of dyeing clothes?

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2) What flower makes purple dye?

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3) Yellow dye was made from how many different plants or trees?

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4) What material would you have to gather to make your favorite color of clothes?

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5) Did colonial people wear only black and white clothes?

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## Clothes Dyeing-Reading Comprehension Answer Key

- 1) Women and girls had the job of dying clothes.
- 2) The iris makes purple dye.
- 3) Yellow dye was made from four types of plants and trees.
- 4) Answers will vary.
- 5) Colonial people did not only wear black and white clothes.

## Children's Colonial Games

Colonial children who lived in the Backcountry of South Carolina did not have much time for games or own many toys. Most of their days and nights were spent doing chores around the house and family farm. But when their work was done, children of long ago played many of the same games you and your friends still play. Just as today, girls played with dolls, although theirs were most often made out of cornhusks or rags. Boys played with popguns, wooden dominoes, tops, horseshoes, and kites. Other toys played with during colonial times included marbles, hoops-to roll, jacks, and drums. Children also played a game called Jackstraws, played like modern day Pick-Up Sticks; quoits, a ring toss game; and tag. Checkers were played with the same rules as today, but using dark and light stones for the game pieces. Some games children played long ago may be new to you. Try playing some of these colonial games with your friends.

### Button, Button

Materials-one large button or coin

- 1) All players sit in a circle with hands closed.
- 2) One player takes a button or coin and goes around the circle, tapping the closed hands of each player, pretending to give each player the button. While this player goes around the circle, they say "Button, button; who's got the button?" This player hides the button in one player's hand.
- 3) Each player gets a turn to guess who has the button. The player who guesses correctly becomes It and gets to hide the button.
- 4) Continue the game until every player gets a turn to hide the button.

### Blindman's Buff

Materials- one blindfold

- 1) One player is blindfolded and becomes Buff. This player is led into the center of the room or outside area.
- 2) This verse is recited by all players:
- 3) Players: "How many horses does your father have?"  
Buff: "Three."  
Players: "What colors are they?"  
Buff: "Black, white, and gray."  
Players: "Turn about, and turn about, and catch whom you can!"
- 4) Buff turns around three times and tries to capture any other player, who then becomes the next Buff. All players warn Buff of any objects in his/her way during the game.

### Chuck-Farthing or Pitching Pennies

Materials- 10 pebbles or coins for each player and one cup or container

The players use pebbles or coins (pence) to pitch in a cup on the ground or floor. The player who gets the most in the cup is the winner. The winner can keep all of the pebbles or coins. Before playing this verse can be recited:

*As you value your pence  
At the hole, take your aim  
Chuck all safely in  
And you'll win the game.*

The verse has a moral to teach children the value of being careful and observant.

*Chuck-Farthing like trade,  
Requires great care.  
The more you observe  
The better you'll fare.*

## I Spy

One player is It. This player leans against a tree, closes his/her eyes and counts to one hundred. All the other players hide. It opens his/her eyes and searches for the other players. When It finds another player, It runs to the tree and touches it three times while saying, "One, two, three for (name of found player)." The found player will be safe if he/she can reach the tree first and say, "One, two, three for myself." The found player otherwise becomes It.

## Hide the Thimble

Materials-one thimble or another small object

One player hides a thimble or other small object in a small outside area or room. It should be visible but somewhat hidden. All of the rest of the players search for the thimble. When a player sees the thimble, he/she says, "Rorum, torum, corum." and sits down. The rest of the players keep searching. After each player finds the thimble and sits down, they can help the searching players by calling out clues such as "You are hot." or "You are freezing." The last player to find the thimble hides the thimble for the next game.

## Marbles

Materials-one large marble and several small marbles for each player

One type of marble game starts when a larger marble, called a shooter or taw, is launched by your thumb from your palm at the smaller marbles in a circle on the ground. The taw wins the marbles driven out of the circle.

Another form of the game is when players shoot or roll marbles from a good distance away from the circle. A target is in the middle of a circle and the players try and shoot the target. Sometimes the target is a larger marble. All marbles that fail to hit the target



become the property of the player that rolled the target marble in the middle of the circle at the start of the game.

## Checkers

Materials-game board and 24 checker pieces or 12 light and 12 dark rocks

The game of checkers is played with two people. Each player has a set of twelve discs called checkers. One set of checkers is black and the other is either white or red. They are placed on a special board with white and black squares. There is a pattern of 64 squares on the board, eight squares by eight squares, creating a bigger square box formation.

The object of the game is to clear the board of all of your opponent's checkers or block their checkers so that cannot move them legally. You may move only diagonally, one square at a time if there is an open space. You can only move forward towards the opposite side of the board.

If you are next to one of your opponent's checkers and there is an empty space directly on the opposite side of their checker, you may jump over that checker and land on the open square. Then you can remove their checker that you jumped over. This leaves them with one less checker to move. You may continue to jump over their checkers in one continuous motion with your same checker if there is an open space directly across their checker. This is called a double jump.

When any checker gets across to the opposite side successfully without getting taken it is crowned a king. Another checker that had been taken is placed on top of the new king. The king must still move diagonally but can move in any direction.

## Hopscotch

Materials-chalk and a small rock for each player

It is a game that is played with a small rock that you throw onto a line of large squares drawn on the ground. The squares are connected to each other by having a common line. There are different patterns for the squares so you can play different kinds of hopscotch. Once you toss your rock on the first square, you hop through the other squares in a pattern, only on one foot. Either foot may be used. You have to straddle the side by side squares and then go back to one foot. When the player gets to the end of the pattern, they turn around and hop back in the same manner. Once they reach their rock, they bend over and pick it up and continue hopping until they reach the starting line. If at any time while hopping the player steps on a line or goes outside a square, their turn ends and the next time they start over. If the player is successful going up and back, they continue playing by tossing their rock to the second square and start hopping. The first player to finish the course using all the numbered squares wins.

## Rounders

Materials-three bases, bat, stone

Rounders is a version of a bat and ball game that dates back to ancient times. This game is also called townball. The batter, or striker, has no limit on how many times he/she can try and hit the ball. The pitcher, or feeder, must throw the ball where the striker wants it thrown. If the striker is unhappy with the throw, the striker may request a new feeder. Any time the ball contacts the striker, the striker must run. The ball can be struck in any direction. The runners at the bases, or sanctuaries, may begin running as soon as the ball is struck whether or not it is a good hit or not. Upon hitting the ball, the striker must run clockwise around the sanctuaries and may run anywhere as long as he passes outside each sanctuary. The striker is out if the hit ball is caught in the air or on one bounce. The striker becomes a runner as soon as he begins running. A runner is out if he/she is hit with a thrown ball, or plugged, while running. He/she is not out if he/she grasps a sanctuary before they are plugged. Grabbing a sanctuary can happen once per player. Once a runner has touched a sanctuary, he/she may not let go of it and then grasp it again. A player is in until he/she has been gotten out. Players waiting to bat are in and must stand near the batting area, or castle. If a player steps out of the castle, they are out. Inside the castle is one stone. If there are no players or defenders in the castle, the attacking team may capture the castle by plugging the castle stone. The teams change sides when the entire defending team is out or when the castle has been captured. If the last defender hits the ball and makes it all the way back into the castle twice in a row within one run, then everyone on his team is back in again. This is called a two rounder. The game ends with the team having the largest score wins.

# Sportsmanship

Sportsmanship is common in play and games. Could you have great sportsmanship in other things rather than in games? What is “great sportsmanship?” How do you know if someone is being a “good sport?”

Sportsmanship is defined with many descriptions. Playing Fair. Following the rules. Respecting judges and officials. Treating opponents with respect. These are all important aspects of good sportsmanship. The best idea could be to treat people you play with the same way you would like to be treated.

To be a good sport, you need to understand the game and its rules. You need to understand the role of the players, coaches, and officials. Each player needs to help each other on the team and not be unkind to their opponent. But, do you think you need to be on team to be a good sport? Can you play an individual sport and still play fairly?

You may have heard the saying, “attitude is everything.” What does that mean? What does attitude have to do with being a good sport? Can you have the attitude of “winning is everything” and still show great sportsmanship?

Think over these questions. Come up with your own definition of sportsmanship and discuss with your class what it really means to you. How would you like others treat you while you are playing?

# Games and Sportsmanship Written Response

*Name*

Answer the following questions in complete sentences.

1) What do you think good sportsmanship means?

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2) Give an example of being a good sport.

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3) How could you convince someone to become a good sport?

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4) Do you know more people that are good sports or bad sports?

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5) Do you think it is hard to be a good sport all the time? Why?

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On the back, draw a picture of yourself being a good sport while playing.

## Colonial Children's Toys and Games Trunk Activity

Inside the trunk you will find some of the toys like those that colonial children might have played with. The silver buttons are to be used in the game Button, Button. You may want to break your class into small groups to play this game. Also included are marbles, dolls, whirly gigs, Jacob's Ladders, and ball and cup toys. Your class may want to set up game stations so that all students can have a turn with each toy and game.

When you are finished playing with all the items, please place them back in the trunk. If you like, you can easily make your own ball and cup toy. You will need one pipe cleaner to bend into a circle. You also need one new, unsharpened pencil and a short piece of string or twine. Tie the pipe cleaner to the pencil with the string and then practice trying to catch the looped pipe cleaner with the pencil. It takes some practice to catch the pipe cleaner!

## Children's Music

Some of the songs that young children learn today are the same that colonial children would have learned many hundreds of years ago. Three songs that you may recognize are "Here We Go 'Round the Mulberry Bush", "London Bridge is Falling Down", and "Three Blind Mice".

### Here We Go 'Round the Mulberry Bush

*Here we go 'round the mulberry bush,  
The mulberry bush, the mulberry bush.  
Here we go 'round the mulberry bush,  
So early in the morning.*

*This is the way we wash our clothes,  
We wash our clothes, we wash our clothes.  
This is the way we wash our clothes,  
So early Monday morning.*

*This is the way we iron our clothes,  
We iron our clothes, we iron our clothes.  
This is the way we iron our clothes,  
So early Tuesday morning.*

*This is the way we scrub the floor,  
We scrub the floor, we scrub the floor.  
This is the way we scrub the floor,  
So early Wednesday morning.*

*This is the way we mend our clothes,  
We mend our clothes, we mend our clothes.  
This is the way we mend our clothes,  
So early Thursday morning.*

*This is the way we sweep the house,  
We sweep the house, we sweep the house.  
This is the way we sweep the house,  
So early Friday morning.*

*This is the way we bake our bread,  
We bake our bread, we bake our bread.  
This is the way we bake our bread,  
So early Saturday morning.*

*This is the way we go to church,  
We go to church, we go to church.*

*This is the way we go to church,  
So early Sunday morning.*

## London Bridge is Falling Down

*London Bridge is broken down,  
Falling down, falling down.  
London Bridge is falling down,  
My fair lady.*

*Build it up with wood and clay,  
Wood and clay, wood and clay,  
Build it up with wood and clay,  
My fair lady.*

*Wood and clay will wash away,  
Wash away, wash away,  
Wood and clay will wash away,  
My fair lady.*

*Build it up with bricks and mortar,  
Bricks and mortar, bricks and mortar,  
Build it up with bricks and mortar,  
My fair lady.*

*Bricks and mortar will not stay,  
Will not stay, will not stay,  
Bricks and mortar will not stay,  
My fair lady.*

*Build it up with iron and steel,  
Iron and steel, iron and steel,  
Build it up with iron and steel,  
My fair lady.*

*Iron and steel will bend and bow,  
Bend and bow, bend and bow,  
Iron and steel will bend and bow,  
My fair lady.*

*Build it up with silver and gold,  
Silver and gold, silver and gold,  
Build it up with silver and gold,  
My fair lady.*

*Silver and gold will be stolen away,  
Stolen away, stolen away,  
Silver and gold will be stolen away,  
My fair lady.*

*Set a man to watch all night,  
Watch all night, watch all night,  
Set a man to watch all night,  
My fair lady.*

*Suppose the man should fall asleep,  
Fall asleep, fall asleep,  
Suppose the man should fall asleep?  
My fair lady.*

*Give him a pipe to smoke all night,  
Smoke all night, smoke all night,  
Give him a pipe to smoke all night,  
My fair lady.*

### Three Blind Mice

*Three blind mice, three blind mice,  
See how they run, see how they run,  
They all ran after the farmer's wife,  
Who cut off their tails with a carving knife,  
Did you ever see such a thing in your life,  
As three blind mice?*



# Children's Chores

## Background Information

Just like children today, colonial children had many chores to do each day. Unlike you though, children living in the 1700's and 1800's would have worked much of the day, even from a very young age. All members of the family had to pitch in and help run the family farm and household. Children had much less time to play than most of you do now. From the time they could walk, children helped out by gathering wood for the fire, water for the family, and by feeding chickens and gathering the eggs. Once children grew a little older, boys and girls learned how to do different jobs from their parents.

Boys learned from the men in the family to provide food and shelter for the family. They were taught to shoot straight and hunt, and also to build houses. By the time boys were 6 or 7 years old they were working in the fields growing most of the food for the family. They learned to clear fields, plow, plant crops, and then to harvest the crops. Boys also had to know how to build and fix houses and barns. In addition, boys were taught to weave fabric on looms.

Girls learned from the women in the family to make everything needed to run the household. Young girls, from the age of 4, learned to knit. Girls, from the time they could reach the spinning wheel, generally by the time they were 6 years old, learned from the women in the family to make clothes. This was a time consuming job and many hours were spent on the long process of making cloth and turning it into clothes. Girls had to learn to weave wool, use flax to make linen, and then sew and mend the family's clothes. Clothes were made out of wool, flax, cotton, and leather. The colors of the clothes were made by dyeing the fabric using natural materials. Most people had only one or two outfits because it was so hard to make clothes.

Girls had many other chores to do. They had to make or dip candles. Cows had to be milked twice each day and butter was made by churning the milk. Each family also had to use the milk from their cows to make cheese. The girls in the family also had to grow a garden for food for the family and herbs for cooking and to make medical potions. They also grew flowers in their gardens. Cooking for the family was also the responsibility of the girls and women of each household.

Older children also had to watch and teach their younger brothers and sisters, in addition to all of their other chores. Adults were working on their own chores all day long and were not able to spend time watching children, so most children worked without help or supervision. All children were taught that work was good for them. Chores were meant to help the family survive in the rough, frontier Backcountry of South Carolina.

# Children's Chores-Make a List

*Name*

Listen to the text about the chores done by children in colonial times. Work with a partner to create a list of chores done by girls and chores done by boys. Compare your list with the rest of the class.

## Girl's Chores

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Boy's Chores

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Children's Chores-Illustrate

*Name:*

Draw one chore a boy would do in colonial times.

Draw one chore a girl would do in colonial times.

Which chore would like to do? Explain why.

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## Chores-Compare and Contrast

Listen to the text about the many chores frontier children did each day. Compare and contrast on a Venn Diagram the chores that boys did and the chores that girls did. Also, think about what both boys and girls did to help their families and put chores both boys and girls did in the middle of the Venn Diagram.

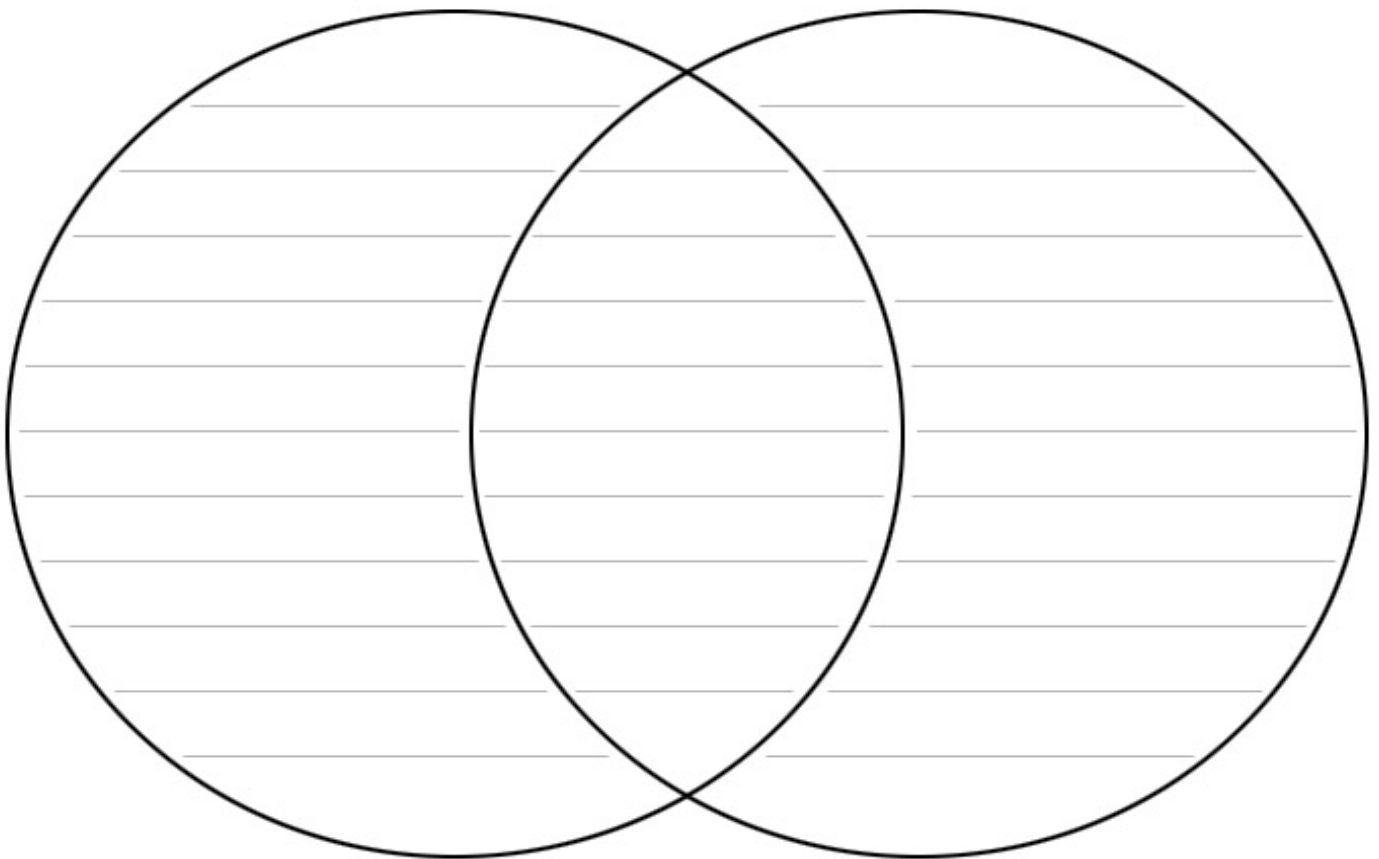
*Name:*

*Activity Title:*

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Item 1: \_\_\_\_\_

Item 2: \_\_\_\_\_





## Colonial Weather Forecasting

The weather during colonial times was important for farming and for doing household chores. Predicting the weather was not like it is today. Today, we have special people that tell us about the upcoming weather. They are called meteorologists. In colonial days, everyone watched the weather.

More than 350 years ago, weather forecasting was a detailed endeavor. People had to observe the weather for years to be able to predict the next few hours—especially for a possible upcoming storm. They would be familiar with how their local geography influenced the weather. By watching the weather in their area, for example, trees and hills might cut off the wind or sun to a piece of land. If a piece of land was freshly seeded, the wind could blow away the seed. If the plants farmers were growing did not get enough sunlight, it might affect how good the harvest would be.

Benjamin Franklin is credited with flying his kite in a thunderstorm and finding out about electricity. Did you know that he also was a postmaster? He organized other Atlantic Coast postmasters to keep weather journals at the same time he did. George Washington and Thomas Jefferson also kept current with weather forecasting.

Weathervanes helped farmers find out which direction the wind was coming. Knowing which way the wind and rain came from in the middle of the harvest could help farmers decide how to keep their crops healthy. Travelers checked the weathervanes in their travels, too.

During the colonial days, a weathervane was placed on the tallest building so that everyone in the town could see it. They were usually made of metal to withstand the weather. Lots of times they were decorative and designed after animals. While traveling you could see horse, rooster, or even whale designs as weathervanes. Families used designs that showed their personalities.

Barometers were also important to farmers. A barometer is a device that measures the air pressure. It was a clear tube with colored liquid inside. If the air pressure was high, you would see a small amount of the liquid. That meant the weather would be nice. If it was low, you would see a lot of the liquid inside. That meant the weather would be bad.

During colonial times, just as today, people were interested in the weather. The use of a weathervane or a barometer helped people predict the weather for their local area.

# Make A Weathervane

Materials- two 18 inch square pieces of corrugated cardboard, one 12 inch square piece of corrugated cardboard, 1/4 inch diameter dowel- about 18 inches long, two 6 inch diameter clay pots (one slightly smaller), compass (to find North), pencil, scissors, glue, tape, and paint (optional).

## Instructions-

- 1) Plan a design that you want to be at the top of your weathervane. Draw your design on one of the 18 inch pieces of cardboard, and then cut it out.
- 2) Trace your cutout onto the other 18 inch piece of cardboard so that you have two of the same design. Cut out the second design.
- 3) Take the dowel and glue one end to the backside of one of your cutouts. Tape the dowel down also so that it stays in the same spot until the glue dries.
- 4) Use scrap pieces of cardboard to make two 2 inch square sections. Glue both squares to the same cutout you have glued the dowel. Make sure you put the scrap cardboard pieces away from the dowel.
- 5) Put a drop of glue on the dowel at the same end of the scrap squares. Glue the second cutout design to the first cutout at the dowel and scrap squares. This should make your design look the same but thicker. Make sure you have the two cutouts match the same outline or perimeter.
- 6) Lay the whole design on a flat surface and put a book on top of it. The book should not make your design break or fold in the middle by the dowel. Let your design dry.
- 7) While the design is drying, start to make the directional arrows. To make them, cut out an 'X' shape out of the 12 inch square piece of cardboard you have pre-cut. Do not make the 'X' too narrow. Add arrow points to each end of the 'X'. Mark the arrow with your directions, 'N' for North, 'E' for East, 'S' for South and 'W' for West. Check to see if the directions are in the correct rotation.
- 8) Cut a hole in the middle of the 'X'. Take the larger clay pot and turn it upside down.
- 9) Glue the 'X' to the bottom of the pot so that the hole of the pot and your 'X' line up together.
- 10) Stack the pot with your 'X' on top of the second, slightly smaller pot upside down also.

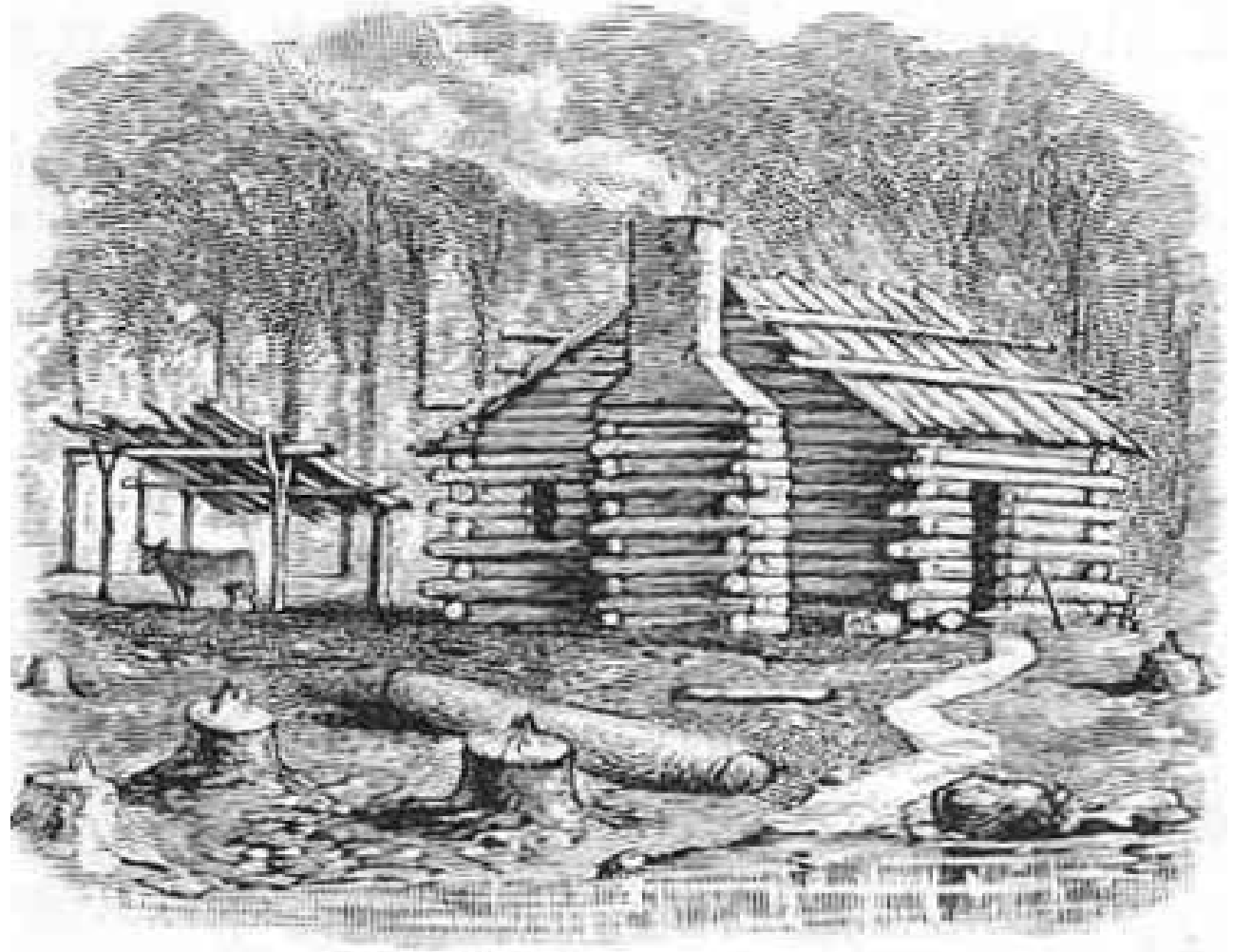
By now your design should be dry. Place the free end of the dowel inside the hole where your 'X' is. This should make the dowel slide down all three holes, the 'X' and the two holes in the bottom of the pots.

Now try out your weathervane. Go outside and find a spot where there is no wind; perhaps near some trees or a building. Take your new weathervane, keeping it in parts, and stack the pots, keeping the pot with the 'X' on top. Put the stack of clay pots on a flat surface.

Move the stack of pots so that the 'N' is facing North. Check using a compass. Now, slowly slide the free part of your dowel into the 'X'. Use the pot holes as a guide. You should be able to have the dowel move freely in the holes. Then it is time to check which way your design is moving to find out which way the wind is coming. The design, or weathervane, should be moving in the opposite direction that the wind is coming from.

## Colonial Cabin

How does this cabin compare to your house? Is it larger or smaller? Does your yard have tree trunks and fallen logs in it? Do you have a cow living next to your house? Discuss with your group how you think colonial houses in the Backcountry of South Carolina compare with modern houses in this area. How are the two types of houses the same and different?





## Compare and Contrast the Past and the Present

Think about what it was like to live on the frontier of South Carolina many hundreds of years ago. You had one outfit of clothes, very few toys, no electricity, or indoor plumbing. Imagine not being taught how to read and write. Now think about how different life was even a few years ago during your grandparents' childhood. Interview a grandparent or other older relative or friend about their childhood. Ask some of the following questions and report back to the class what information you find.

- What is your earliest memory?
- What foods did you eat at home?
- Did you go out to eat?
- What games did you play?
- What jobs did you have at home?
- How many different outfits of clothes did you own?
- How many pairs of shoes did you own?
- Did your family have a television?
- How many students were in your class?

# Traveling Trunk Letter Writing

## The Letters Home

Imagine you are a child living in the Backcountry of South Carolina. You've just moved here from the city of Charles Town. Write a letter home and describe what you have experienced on your journey to the frontier area of South Carolina. You can include things like:

- How warm or cool is the weather?
- Was your trip scary?
- Are you afraid of what the Native Americans, the Loyalists, or the Patriots will do next?
- Do you have any neighbors?
- How well or poorly have you been eating? What foods have you been eating?
- Are your clothes going to keep you warm in the upcoming winter, or are they too worn out?
- If your family moved to America from England when you were younger, how might you feel knowing some of the soldiers on the other side could have been your childhood friends?

# Colonial Children’s Research Report

Conduct research on the lives of colonial children who lived in the Backcountry of South Carolina during the time of the American Revolutionary War. Make a list of facts you find on each of these topics. You will use some of these facts to write a research report.

- Log Cabin

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- Clothes

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- Games

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- Toys

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- Chores

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Use the facts you found to write a research report about the lives of children who lived many hundreds of years ago.

# Fact or Opinion

*Name:*

Read the following statements and decide if they are fact or opinion. Write your answers on the blank spaces.

Example: The favorite game played by colonial children was Blindman's Buff. Opinion

1) Children have played tag for many hundreds of years.

\_\_\_\_\_

2) Children were happy to live far away from neighbors.

\_\_\_\_\_

3) Clothes were made by the women and girls.

\_\_\_\_\_

4) Marbles were played with by colonial children.

\_\_\_\_\_

5) Making your own soap was fun.

\_\_\_\_\_

6) The Backcountry of South Carolina was a scary place to live.

\_\_\_\_\_

7) Boys and girls wore the same clothes until they were six years old.

\_\_\_\_\_

8) Boys liked hunting and fishing.

\_\_\_\_\_

9) Most frontier families did not have much money.

\_\_\_\_\_

10) Girls liked wearing a cap all the time.

\_\_\_\_\_

Fact or Opinion-Answer Key

Read the following statements and decide if they are fact or opinion. Write your answers on the blank spaces.

Example: The favorite game played by colonial children was Blindman's Buff. Opinion

- 1) Children have played tag for many hundreds of years.

Fact

- 2) Children were happy to live far away from neighbors.

Opinion

- 3) Clothes were made by the women and girls.

Fact

- 4) Marbles were played with by colonial children.

Fact

- 5) Making your own soap was fun.

Opinion

- 6) The Backcountry of South Carolina was a scary place to live.

Opinion

- 7) Boys and girls wore the same clothes until they were six years old.

Fact

- 8) Boys liked hunting and fishing.

Opinion

- 9) Most frontier families did not have much money

Fact

- 10) Girls liked wearing a cap all the time.

Opinion

## Ninety Six National Historic Site Photo Gallery

Investigate our photo gallery at [www.nps.gov/nisi/](http://www.nps.gov/nisi/). Make sure you look at the photographs of our site during the different seasons. Also check out the photographs of the many living historians that volunteer at Ninety Six Historic Site. Discuss the clothes the living historians are wearing. Are they the same or different than the clothes people wear today? How? Are they cooking like you do at home? Do their houses look like the house you live in?

Work together with a partner or small group to take photographs during your field trip to Ninety Six National Historic Site. Work together to create a PhotoStory or PowerPoint about your trip. You may want to upload your PhotoStory or PowerPoint to your ePortfolio account.

## Colonial Activities

Families living in the Backcountry of South Carolina had to make, grow, gather, or barter for nearly all of their supplies. Try to make your own paper, marbled paper, ink, quill pen, and sachets using the following directions.

### Make Your Own Marbled Paper

Materials-large cake pan, water, dish soap, thin liquid paints, straw or toothpick, plain paper, newspaper, iron

#### Instructions-

Cover your work area with newspapers. Lay down several layers so that the area is absorbent. Fill a container, wider than the paper you will marble, with water. Add a drop of dish washing liquid. Drizzle liquid paints into the water. Gently drip the paint so that it floats on the top of the water. Stir the paint into the water using a toothpick or straw. Gently stir the paint so that it looks marbled on the water, not all mixed together. Hold the paper horizontally in both hands. Pull the edges up so that the paper forms a U shape. Place the bottom of the U gently on the top of the water. Slowly lower both edges into the water. Immediately pull the paper out of the water. Lay the wet paper paint side up on an absorbent surface to dry. Let the paper dry for several hours.

### Make Your Own Paper

Materials-Scraps of newspaper or printer paper, screen or sturdy netting, wooden frame (about 8" x 12"), blender, plastic basin, sponge, small towel

#### Instructions-

Staple the screen or netting over one side of a wooden frame for straining the paper pulp. Shred or tear enough paper to half-fill a blender. Add warm water to fill the blender and blend until you have a pulp mixture with no chunks of paper. Dump the pulp into a plastic basin and add a pitcherful of warm water, mixing the two together. Set your screen in the basin, holding it just under the surface so that pulp collects evenly on top of the screen. Pull the screen out and shake it gently so most of the water drains out. Press a sponge over the top of the paper to soak up excess water. Press a clean kitchen towel against the paper and carefully pull it away from the screen. Let your paper dry, and then peel it off the towel.

### Make Your Own Ink

Berry Ink-Use 1/2 cup fresh berries or thawed frozen berries; push them through a strainer so that you get pulp-free juice. Add 1/2 teaspoon of vinegar (to hold color) and 1/2 teaspoon salt (as a preservative) and mix well. You can use a glass baby food jar as your "inkwell", if you have one.

Blue Ink-Mix Prussian Blue pigment (laundry bluing) and water together.

## Make Your Own Quill Pen

Materials-Quills (goose, swan, or turkey are best), small penknife, block of wood

Instructions-

Tips of the fresh shafts must be hollowed out before cutting to remove all oil or fatty material, and then the quills must be thoroughly dried. A quick drying method is to stick the ends into hot sand (140°) for a few minutes.

### Shaping the Point

- 1) Cut a quarter inch from the back of the quill.
- 2) Cut half an inch off the front.
- 3) Make a short slit in the center of the back of the quill.
- 4) Increase the slit. (Support the quill on a surface.)
- 5) Cut away the front of the quill (called the cradle piece) to form the scoop.
- 6) Cut away the sides of the quill to form the point.
- 7) If the slit is too long, the pen tip will be too soft; if too short, the pen tip will be too hard. Cut away more from the sides, or lengthen the slit to solve these problems.

### Writing with a Quill Pen

Materials-Turkey feather quill pens, sharpened chopsticks, or make your own quill pens using the above directions. Ink poured into paper cups, filled half way. Paper towels to blot any ink splotches.

Students should write the alphabet, the days of the week, and the months of the year- a total of 100 letters.

### Make a Sachet

Materials-old t-shirts or other fabric, 18" long piece of silken cord, scissors, a pencil

Instructions-Cut out a piece of fabric seven inches square from an old T-shirt. Place the cloth on a table and make a circle, three inches in radius. At two ends draw a heart-shaped figure jutting out from the circle. Make notches at equal distances all along the circle. Cut out the shape with a hole pierced on the notches and two holes pierced on both the heart-shaped figures. Take the silk cord and pass it through the holes. Tie the ends together firmly. The extra length of the cord is adjusted in the form of loops at the two heart-shaped figures. The sachet is ready to be filled with about 1/4 cup of dried flower buds and dried herbs. In Colonial times, people would use highly fragrant flower buds and herbs, such as lavender, rosemary, thyme, sage, rose and chamomile. To close it, simply pull the cord from the loops and all the notches will run together.



## Glossary

**Apron** - a fabric garment worn over clothes to keep them clean.

**Backcountry** - rural area with few inhabitants, the northwest corner of South Carolina during colonial times.

**Barter** - a direct trade of goods or services.

**Breeches** - knee length pants.

**Cap** - close-fitting covering for the head, usually made of soft material.

**Chuck-farthing** - game played by pitching money into a cup.

**Citizen** - a member of a political society who has obligations to and is entitled to protection by and from the government.

**Citizenship** - the status of being a member of a state; one who owes allegiance to the government and is entitled to its protection and to political rights.

**Colonist** - inhabitant of a colony.

**Community** - a group of people living in the same locality.

**Continental** - a soldier in the American army during the American Revolutionary War.

**Culture** - learned behavior of people, which includes languages, belief systems, social relationships, institutions and organizations as well as their material goods.

**Cultural diffusion** - the spread of cultural elements from one culture to another.

**Currency** - coins and paper money.

**Democracy** - a form of government in which political control is exercised by all the people, either directly or indirectly through their elected representatives.

**Diversity** - the variety of experiences and perspectives that arise from differences in race, culture, religion, mental or physical abilities, heritage, age, gender, and other characteristics.

**Doublet** - a jacket worn by men.

**Economics** - the social science that deals with the way society allocates its scarce resources among its unlimited wants and needs.

**Fichu** - a woman's triangular scarf of lightweight fabric, worn over the shoulders and crossed or tied in a loose knot at the breast.

**Flax** - a plant used to make linen.

**Ford** - a place where the ground is higher in order to cross through a river.

**Garters** - cloth or leather used to hold up stockings.

**Gown** - an outer layer dress worn over a petticoat.

**Haversack** - cloth bag to carry personal items.

**Homespun** - coarse, woolen cloth.

**Interdependence** - people relying on each other in different places or in the same place for ideas, goods, and services.

**Immigrant** - person who moves to a new country.

**Kerchief** - scarf worn on the nape and shoulders by women and girls.

**Linkage** - contact and therefore flow of ideas, information, people, or products between places.

**Linen** - cloth woven from fibers of the flax plant.

**Loyalist** - a colonist loyal to Great Britain during the American Revolutionary War, also known as a Tory.

**Map** - a graphic representation of a portion of Earth that is usually drawn to scale on a flat surface.

**Migration** - the act or process of people moving from one place to another with the intent of staying at the destination permanently or for a relatively long period of time.

**Militia** - volunteer citizen soldiers, not part of the regular army, had little military training.

**Moccasin** - leather shoe worn by Native Americans and colonial people on the frontier.

**Modesty cloth** - a piece of fabric used to cover the chest of women and girls.

**Monarchy** - government in which political power is exercised by a single ruler under the claim of divine or hereditary right.

**Nation-state** - a political unit that claims sovereignty over a defined territory and jurisdiction over everyone in it.

**Nonrenewable resource** - a finite resource; one that cannot be replaced once it is used.

**Patriot** - colonist who supports independence during the American Revolutionary War, also known as a Whig or Rebel.

**Places** - locations having distinctive characteristics that give them meaning and character and distinguish them from other locations.

**Petticoat** - a woman's underskirt.

**Population density** - the calculation of the number of individuals occupying an area derived from dividing the number of people by the area they occupy.

**Region** - an area with one or more common characteristics or features that give it a measure of homogeneity and make it different from surrounding areas.

**Regular** - trained professional soldier, British and American Continentals.

**Representative government** - form of government in which power is held by the people and exercised indirectly through elected representatives who make decisions.

**Resources** - an aspect of the physical environment that people value and use to meet a need for fuel, food, industrial product, or something else of value.

**Rule of law** - the principle that every member of a society, even a ruler, must follow the law.

**Settlement pattern** - the spatial distribution and arrangement of human habitations, including rural and urban centers.

**Shift** - a woman's undergarment, a slip worn as the undermost layer of clothes.

**Shirt** - a garment for the upper part of the body, typically having a collar, sleeves, and a front opening.

**Siege** - a military blockade of a fort or town.

**Sovereignty** - ultimate, supreme power in a state; in the United States, sovereignty rests with the people.

**Stays** - a corset, a stiffened, laced foundation garment, worn by women, that usually extends from below the chest to the hips, which provides support for the spine and stomach.

**Stockings** - long socks.

**Topography** - the shape of the Earth's surface.

**Tory** - a colonist loyal to Great Britain during the Revolutionary War.

**Totalitarianism** - a form of authoritarianism in which the government attempts to control every aspect of the lives of individuals and prohibits independent associations.

**Unitary government** - a government system in which all authority is vested in a central government from which regional and local governments derive their powers.

**Urbanization** - a process in which there is an increase in the percentage of people living and working in urban places as compared to rural places.

**Waistcoat** - a vest worn by boys and men, often under another layer, such as a frock coat.

**Whig** - a supporter of the war against England during the American Revolutionary War.

# Resources

## Web Resources

- A Timeline of the Revolutionary War  
<http://www.socialstudiesforkids.com/articles/ushistory/revolutionarywartimeline.html>
- American Revolutionary War, Kidipede  
<http://www.historyforkids.org/learn/northamerica/after1500/history/revolution.html>
- Facts about the Revolutionary War for Kids  
[http://www.ehow.com/info\\_7878223\\_revolutionary-war-kids.html](http://www.ehow.com/info_7878223_revolutionary-war-kids.html)
- Thematic Units- The Revolutionary War  
<http://www.theteacherscorner.net/thematicunits/revolutionary-war.php>
- The American Revolution, Kid Info  
[http://www.kidinfo.com/american\\_history/american\\_revolution.html](http://www.kidinfo.com/american_history/american_revolution.html)
- American Revolutionary War Children's Literature  
<http://www.carolhurst.com/subjects/ushistory/revolution.html>
- Liberty! The American Revolution  
<http://www.pbs.org/ktca/liberty/>
- Revolutionary War Site that are National Parks  
[http://usparks.about.com/od/revwarsitesnatl/Revolutionary\\_War\\_Sites\\_National\\_Parks.htm](http://usparks.about.com/od/revwarsitesnatl/Revolutionary_War_Sites_National_Parks.htm)
- The Southern Strategy of the American Revolution  
<http://www.revolutionarywaranimated.com/the-southern-strategy>
- Colonial Williamsburg's Kids' Zone  
<http://www.history.org/kids/index.cfm>
- Colonial Games, Toys, and Recreation  
<http://www.ssdbergen.org/Colonial/games.htm>
- Back in the Day- Lessons From Colonial Classrooms  
[http://www.educationworld.com/a\\_lesson/lesson166.shtml](http://www.educationworld.com/a_lesson/lesson166.shtml)
- Colonial Kids  
<http://library.thinkquest.org/J002611F/>
- Soldiers and Settlers, Revolutionary War, South Carolina Parks  
[http://www.southcarolinaparks.com/soldiers-settlers/rev\\_war.aspx](http://www.southcarolinaparks.com/soldiers-settlers/rev_war.aspx)
- The American Revolution for Kids  
<http://www.pocanticohills.org/revolution/revolution.htm>
- Revolutionary War Timeline  
<http://www.ushistory.org/declaration/revwartimeline>
- Liberty Kids  
<http://libertyskids.com/>

- South Carolina's Information Highway, SC Colonial Period  
<http://www.sciway.net/hist/periods/colonial.html>
- Colonial History of South Carolina Backcountry  
<http://www.cs.clemson.edu/~mark/backcountry.html>
- South Carolina Colony  
<http://www.sonofthesouth.net/revolutionary-war/colonies/south-carolina.htm>
- Pete's PowerPoint Station  
<http://pppst.com>
- South Carolina Department of Education  
<http://www.ed.sc.gov>
- Web Rangers, NPS  
<http://www.webrangers.us/>
- The American Revolution  
<http://www.americanrevolution.org>
- South Carolina's ETV  
<http://knowitall.org>
- Discovery Education  
<http://streaming.discoveryeducation.com/>
- National Park Service  
<http://nps.gov>
- Teaching with Historic Places  
<http://nps.gov/nr/twhp/>
- Teaching with Museum Collections, Revolutionary War  
[http://www.nps.gov/history/museum/tmc/REV\\_WAR/american\\_revolution.html](http://www.nps.gov/history/museum/tmc/REV_WAR/american_revolution.html)
- "History" by National Park Service  
<http://www.nps.gov/history/>
- Ninety Six National Historic Site  
<http://www.nps.gov/nisi/>
- Kings Mountain National Military Park  
<https://www.nps.gov/kimo/>
- Cowpens National Battlefield  
<http://www.nps.gov/cowp/>

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- Clifford, Mary Louise. *When the Great Canoes Came*. New York: Pelican, 1993. Grades 5-8
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- Cox, Clinton. *Come All You Brave Soldiers: Blacks in the Revolutionary War*. New York: Scholastic Press, 1999. Grades 4-8
- Dean, Ruth. *Life in the American Colonies*. San Diego: Lucent, 1999. Grades 4-6
- Denenberg, Barry. *My Name is America: The Journal of William Thomas Emerson, A Revolutionary War Patriot*. Boston, Massachusetts, 1774. "Dear America" Series. New York: Scholastic Press, 1998. Grades 4-6
- Diouf, Sylviane A. *Growing Up in Slavery*. Brookfield: Millbrook, 2001. Grades 4-8
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# South Carolina Social Studies Standards 2005

You can use the materials provided in the trunk and adjust them according to the standards for each grade level, from Kindergarten through eighth grade. These are the standards that correspond to the colonial era and the American Revolutionary War.

## Kindergarten

Standard K-1: The student will demonstrate an understanding of the way families live and work together now and the way they lived and worked together in the past.

K-1.1 Compare the daily lives of children and their families in the United States in the past with the daily lives of children and their families today. (H, E)

K-1.2 Explain how changes in modes of communication and transportation have changed the way that families live and work, including e-mail and the telephone as opposed to letters and messengers for communication and the automobile as opposed to the horse for transportation. (H, G)

Standard K-2: The student will demonstrate an understanding of rules and authority in a child's life.

K-2.1 Explain the purposes of rules and laws and the consequences of breaking them, including the sometimes unspoken rules of sportsmanship and fair play. (P)

K-2.2 Summarize the roles of people in authority in a child's life, including those of parents and teachers. (P)

Standard K-4: The student will demonstrate an understanding of good citizenship.

K-4.1 Identify qualities of good citizenship, including honesty, courage, determination, individual responsibility, and patriotism. (P)

K-4.2 Demonstrate good citizenship in classroom behaviors, including taking personal responsibility, cooperating and respecting others, taking turns and sharing, and working with others to solve problems. (P)

Standard K-5: The student will demonstrate an understanding of his or her surroundings.

K-5.2 Provide examples of personal connections to places, including immediate surroundings, home, school, and neighborhood. (G)

K-5.3 Construct a simple map. (G)

K-5.4 Recognize natural features of the environment, including mountains and bodies of water, through pictures, literature, and models. (G)

## First Grade

Standard 1-1: The student will demonstrate an understanding of how individuals, families, and communities live and work together here and across the world.

1-1.3 Illustrate personal and family history on a time line. (H)

Standard 1-2: The student will demonstrate an understanding of home, school, and other settings across the world.

1-2.1 Identify a familiar area or neighborhood on a simple map, using the basic map symbols and the cardinal directions. (G)

Standard 1-3: The student will demonstrate an understanding of how government functions and how government affects families.

1-3.1 Identify the basic functions of government, including making and enforcing laws and protecting citizens. (P)

1-3.2 Summarize the concept of authority and give examples of people in authority, including school officials, public safety officers, and government officials. (P)

1-3.3 Identify ways that government affects the daily lives of individuals and families in the United States, including providing public education, building roads and highways, and promoting personal freedom and opportunity for all. (P)

1-3.4 Summarize possible consequences of an absence of laws and rules, including the potential for disorderliness and violence. (P)

Standard 1-4: The student will demonstrate an understanding of the foundations and principles of American democracy.

1-4.1 Recognize the basic values of American democracy, including respect for the rights and opinions of others, fair treatment for everyone, and respect for the rules by which we live. (P)

## Second Grade

Standard 2-2: The student will demonstrate an understanding of the local community and the way it compares with other communities in the world.

2-2.1 Locate on a map the places and features of the local community, including the geographic features (e.g., parks, water features) and the urban, suburban, and rural areas. (G)

2-2.2 Recognize characteristics of the local region, including its geographic features and natural resources. (G, E)

2-2.4 Summarize changes that have occurred in the life of the local community over time, including changes in the use of the land and in the way that people earn their living there. (G, E, H)

## Third Grade

Standard 3-1: The student will demonstrate an understanding of places and regions and the role of human systems in South Carolina.

3-1.1 Identify on a map the location and characteristics of significant physical features of South Carolina, including landforms; river systems such as the Pee Dee River Basin, the Santee River Basin, the Edisto River Basin, and the Savannah River Basin; major cities; and climate regions. (G)

3-1.2 Interpret thematic maps of South Carolina places and regions that show how and where people live, work, and use land and transportation. (G, P, E)

3-1.3 Categorize the six geographic regions of South Carolina—the Blue Ridge Mountain Region, the Piedmont, the Sand Hills, the Inner Coastal Plain, the Outer Coastal Plain, and the Coastal Zone—according to their different physical and human characteristics. (G)

3-1.4 Explain the effects of human systems on the physical landscape of South Carolina over time, including the relationship of population distribution and patterns of migration to natural resources, climate, agriculture, and economic development. (G, E, H)

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

3-2.1 Explain the motives behind the exploration of South Carolina by the English, the Spanish, and the French, including the idea of “for king and country.” (G, P, E, H)

3-2.2 Summarize the activities and accomplishments of key explorers of South Carolina, including Hernando de Soto, Jean Ribault, Juan Pardo, Henry Woodward, and William Hilton. (H, G)

3-2.3 Use a map to identify the sea and land routes of explorers of South Carolina and compare the geographic features of areas they explored, including the climate and the abundance of forests. (G, H)

3-2.4 Compare the culture, governance, and geographic location of different Native American nations in South Carolina, including the three principal nations—Cherokee, Catawba, and Yemassee—that influenced the development of colonial South Carolina. (H, G, P, E)

3-2.5 Summarize the impact that the European colonization of South Carolina had on Native Americans, including conflicts between settlers and Native Americans. (H, G)

3-2.6 Summarize the contributions of settlers in South Carolina under the Lords Proprietors and the Royal colonial government, including the English from Barbados and the other groups who made up the diverse European population of early South Carolina. (H, G)

3-2.7 Explain the transfer of the institution of slavery into South Carolina from the West Indies, including the slave trade and the role of African Americans in the developing plantation economy; the daily lives of African American slaves and their contributions to South Carolina, such as the Gullah culture and the introduction of new foods; and African American acts of resistance against white authority. (H, E, P, G)

**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.**

3-3.1 Analyze the causes of the American Revolution—including Britain’s passage of the Tea Act, the Intolerable Acts, the rebellion of the colonists, and the Declaration of Independence—and South Carolina’s role in these events. (H, P, E)

3-3.2 Summarize the key conflicts and key leaders of the American Revolution in South Carolina and their effects on the state, including the occupation of Charleston by the British; the partisan warfare of Thomas Sumter, Andrew Pickens, and Francis Marion; and the battles of Cowpens and Kings Mountain. (H, P, G)

3-3.3 Summarize the effects of the American Revolution in South Carolina, including the establishment of a new nation and a new state government and capital. (H, P, G)

3-3.4 Outline the current structure of state government, including the branches of government; the names of the representative bodies; and the role that cities, towns, and counties play in this system. (P, G)

## Fourth Grade

Standard 4-1: The student will demonstrate an understanding of the exploration of the New World.

4-1.4 Explain the exchange of plant life, animal life, and disease that resulted from exploration of the New World, including the introduction of wheat, rice, coffee, horses, pigs, cows, and chickens to the Americas; the introduction of corn, potatoes, peanuts, and squash to Europe; and the effects of such diseases as diphtheria, measles, smallpox, and malaria on Native Americans. (G, H, E)

Standard 4-2: The student will demonstrate an understanding of the settlement of North America by Native Americans, Europeans, and African Americans and the interactions among these peoples.

4-2.3 Identify the English, Spanish, and French colonies in North America and summarize the motivations for the settlement of these colonies, including freedom of worship, and economic opportunity. (H, G, E)

4-2.4 Compare the European settlements in North America in terms of their economic activities, religious emphasis, government, and lifestyles. (H, G, E, P)

4-2.6 Explain the impact of indentured servitude and slavery on life in the New World and the contributions of African slaves to the development of the American colonies, including farming techniques, cooking styles, and languages. (H, E)

4-2.7 Explain how conflicts and cooperation among the Native Americans, Europeans, and Africans influenced colonial events including the French and Indian Wars, slave revolts, Native American wars, and trade. (H, G, P, E)

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

4-3.1 Explain the political and economic factors leading to the American Revolution, including the French and Indian War; British colonial policies such as the Stamp Act, the Tea Act, and the so-called Intolerable Acts; and the American colonists' early resistance through boycotts, congresses, and petitions. (E, P, H)

4-3.4 Summarize the events and key battles of the Revolutionary War, including Lexington and Concord, Bunker (Breed's) Hill, Charleston, Saratoga, Cowpens, and Yorktown. (G, H)

4-3.6 Compare the daily life and roles of diverse groups of Americans during and after the Revolutionary War, including roles taken by women and African Americans such as Martha Washington, Mary Ludwig Hays McCauley (Molly Pitcher), Abigail Adams, Crispus Attucks, and Peter Salem. (H, P)

## Sixth Grade

Standard 6-6: The student will demonstrate an understanding of the age of European exploration and settlement in the New World.

6-6.2 Compare the incentives of the various European countries to explore and settle new lands. (P, G, E)

6-6.3 Illustrate the exchange of plants, animals, diseases, and technology throughout Europe, Asia, Africa, and the Americas (known as the Columbian Exchange), and explain the effect on the people of these regions. (G, E)

## Seventh Grade

Standard 7-1: The student will demonstrate an understanding of the colonial expansion of European powers and their impact on world government in the seventeenth and eighteenth centuries.

7-1.1 Use a map or series of maps to identify the colonial expansion of European powers in Africa, Asia, Oceania, and the Americas through 1770. (G, H, P)

7-1.3 Compare how European nations exercised political and economic influence differently in the Americas, including trading-post empires, plantation colonies, and settler colonies. (H, G, P, E)

## Eighth Grade

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.

8-1.2 Categorize events according to the ways they improved or worsened relations between Native Americans and European settlers, including alliances and land agreements between the English and the Catawba, Cherokee, and Yemassee; deerskin trading; the Yemassee War; and the Cherokee War. (H, P, E)

8-1.3 Summarize the history of European settlement in Carolina from the first attempts to settle at San Miguel de Gualdape, Charlesfort, San Felipe, and Albemarle Point to the time of South Carolina's establishment as an economically important British colony, including the diverse origins of the settlers, the early government, the importance of the plantation system and slavery, and the impact of the natural environment on the development of the colony. (H, G, P, E)

8-1.4 Explain the growth of the African American population during the colonial period and the significance of African Americans in the developing culture (e.g., Gullah) and economy of South Carolina, including the origins of African American slaves, the growth of the slave trade, the impact of population imbalance between African and European Americans, and the Stono Rebellion and subsequent laws to control the slave population. (H, G, P, E)

8-1.5 Summarize the significant changes to South Carolina's government during the colonial period, including the proprietary regime and the period of royal government, and the significance of the Regulator movement. (G, P)



8-1.6 Explain how South Carolinians used natural, human, and political resources to gain economic prosperity, including trade with Barbados, rice planting, Eliza Lucas Pinckney and indigo planting, the slave trade, and the practice of mercantilism. (H, G, E)

Standard 8-2: The student will demonstrate an understanding of the American Revolution—the beginnings of the new American nation and South Carolina’s part in the development of that nation.

8-2.1 Explain the interests and roles of South Carolinians in the events leading to the American Revolution, including the state’s reactions to the Stamp Act and the Tea Act; the role of Christopher Gadsden and the Sons of Liberty; and the role of the four South Carolina signers of the Declaration of Independence—Edward Rutledge, Arthur Middleton, Thomas Lynch Jr., and Thomas Heyward Jr. (H, P, E)

8-2.2 Compare the perspectives and roles of different South Carolinians during the American Revolution, including those of political leaders, soldiers, partisans, Patriots, Tories/Loyalists, women, African Americans, and Native Americans. (H, G, P, E)

8-2.3 Summarize the course and key conflicts of the American Revolution in South Carolina and its effects on the state, including the attacks on Charleston; the Battle of Camden; the partisan warfare of Thomas Sumter, Andrew Pickens, and Francis Marion; the Battle of Cowpens; and the Battle of Kings Mountain. (H, G)

8-2.5 Explain the economic and political tensions between the people of the Upcountry and the Lowcountry of South Carolina, including the economic struggles of both groups following the American Revolution, their disagreement over representation in the General Assembly and the location of the new capital city, and the transformation of the state’s economy that was caused by the production of cotton and convinced Lowcountry men to share power with Upcountry men. (H, G, P, E)

# South Carolina Standards-Draft 2011

The following are draft standards pertaining to the study of Native Americans, the colonization of The New World, the colonial era, and the American Revolutionary War.

## Kindergarten

Standard K-1: The student will demonstrate an understanding of his or her surroundings.

Maps and other geographic representations can communicate information about the location and features of one's surroundings. To access and utilize geographic information efficiently, effectively, and accurately, the student will utilize the knowledge and skills set forth in the following 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 the 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.

Rules and authority figures provide order, security, and safety in the home, school, and larger community. To participate effectively in civic life by acting responsibly with the interest of the larger community in mind, the student will utilize the knowledge and skills set forth in the following indicators:

- K-2.1 Explain the purpose of rules and laws and the consequences of breaking them.
- K-2.2 Summarize the roles of authority figures in a child's life, including those of parents and teachers.
- 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.

The core values of American democracy are reflected in the traditions and history of our country. To make connections among those traditions, history, and values, the student will utilize the knowledge and skills set forth in the following 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.

We can better understand ourselves and others by examining American families in the present and in the past. To make connections between the past and the present, the student will utilize the knowledge and skills set forth in the following 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-4.3 Recognize the ways that community businesses have provided goods and services for families in the past and do so in the present.

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.

## First Grade

Standard 1-1: The student will demonstrate an understanding of how families interact with their environment both locally and globally. People interact not only with each other and but also with the environment. To demonstrate an understanding of the connections between people and the environment, the student will utilize the knowledge and skills set forth in the following 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.

1-1.2 Compare schools and neighborhoods that are located in different settings around the world.

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.

Government influences the lives of individuals and families as well as the community at large. To participate effectively in civic life through an understanding of governmental

processes, the student will utilize the knowledge and skills set forth in the following 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.

The principles of American democracy are reflected in the rights, responsibilities, and actions of citizens both in the past and in the present. To participate effectively in civic life by acting responsibly with the interest of the larger community in mind, the student will utilize the knowledge and skills set forth in the following indicators:

- 1-3.1 Describe the fundamental values 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.

People from various cultures are both similar to and different from one another. To understand and develop an appreciation for the similarities and differences across cultures, the student will utilize the knowledge and skills set forth in the following 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.
- 1-4.2 Compare the daily lives of families here and across the world, including the roles of family members; typical food, clothing, and shelter; and the ways the families earn a living.
- 1-4.3 Identify the ways that families and communities here and across the world cooperate and compromise in order to obtain goods and services to meet their needs and wants.
- 1-4.4 Explain the concept of scarcity and the way it forces individuals and families to make choices about which goods and services to obtain.

## Second Grade

Standard 2-1: The student will demonstrate an understanding of the local community and the geographic connections between the community and the environment.

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:

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 (i.e., north, south, east, and west).

2-1.2 Recognize characteristics of the local region, including its geographic features and natural resources.

2-1.3 Recognize the features of urban, suburban, and rural areas of the local region.

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 their local community, state, country, and continent.

Standard 2-2: The student will demonstrate an understanding of the structure and function of local, state, and national government.

Knowledge of the structure and functions of government enables participation in the democratic process. To participate effectively in civic life, the student will utilize the knowledge and skills set forth in the following 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.

2-2.3 Identify the roles of leaders and officials in government, including law enforcement and public safety officials.

2-2.4 Explain the role of elected leaders, including the mayor, governor, and president.

Standard 2-4: The student will demonstrate an understanding of cultural contributions made by people from the various regions in the United States.

Diverse cultures have contributed to our nation's heritage. To understand cultural differences and appreciate diverse ideals and values within his or her community, the student will utilize the knowledge and skills set forth in the following indicators:

2-4.1 Recognize the basic elements that make up a cultural region in the United States, including language, beliefs, customs, art, and literature.

2-4.2 Compare the historic and cultural traditions of various regions in the United States and how these elements are passed across generations.

2-4.3 Recognize the cultural contributions of Native American nations, 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.

## Third Grade

Standard 3-1: The student will demonstrate an understanding of places, regions, and the role of human systems in South Carolina.

People utilize, adapt to, and modify the physical environment to meet their needs. They also create regions based on physical and human characteristics to help them interpret Earth's complexity. To understand how and why people interact with the physical environment, the student will utilize the knowledge and skills set forth in the following 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 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.

The inhabitants of the early Carolina colony included native, immigrant, and enslaved peoples. To understand how these various groups interacted to form a new and unique culture, the student will utilize the knowledge and skills set forth in the following indicators:

3-2.1 Compare the culture, governance, and physical environment of the major Native American tribal groups of South Carolina, including the Cherokee, Catawba, and Yemassee.

3-2.2 Summarize the motives, activities, and accomplishments of the exploration of South Carolina by the Spanish, French, and English.

3-2.3 Describe the initial contact, cooperation, and conflict between the Native Americans and European settlers in South Carolina.

3-2.4 Summarize the development of the Carolina colony under the Lords Proprietors and the royal colonial government, including settlement from and trade with Barbados and the influence of other immigrant groups.

3-2.5 Explain the role of Africans in the developing the culture and economy of South Carolina, including the growth of the slave trade; contributions to the plantation

economy; the daily lives of enslaved people; the development of the Gullah culture; and the resistance to slavery.

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.

People establish governments to provide stability and ensure the protection of their rights as citizens. To understand the causes and results of the American Revolution on South Carolina, the student will utilize the knowledge and skills set forth in the following 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 and Kings Mountain.

3-3.4 Summarize the effects of the American Revolution, including the establishment of state and national governments.

3-3.5 Outline the structure of state government, including the branches of government (legislative, executive, and judicial), the representative bodies of each branch (general assembly, governor, and supreme court), and their basic powers.

## Fourth Grade

Standard 4-1: The student will demonstrate an understanding of political, economic, and geographic reasons for the exploration of the New World. The rewards from exploration far outweighed the risks that were involved. To understand the motivations for and the cause-and-effect relationships in exploration, the student will utilize the knowledge and skills set forth in the following indicators:

4-1.1 Summarize the spread of Native American populations using the land bridge theory.

4-1.2 Compare the everyday life, physical environment, and culture of the major Native American cultural groupings, including Eastern Woodlands, Plains, Southwest, Great Basin, and Pacific Northwest.

4-1.3 Explain the political, economic, and technological factors that led to the exploration of the new world by Spain, Portugal, France, the Netherlands, and England, including competition between nations, the expansion of international trade, and the technological advances in shipbuilding and navigation.

4-1.4 Summarize the accomplishments of the Vikings and the Portuguese, Spanish, English, and French explorers, including Leif Eriksson, Christopher Columbus, Hernando de Soto, Ferdinand Magellan, Henry Hudson, John Cabot, and Robert La Salle.

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

The interaction among peoples from three different continents created a distinctly American culture. To understand of the contributions made by Native Americans, Europeans, and Africans to the settlement of North America, the student will utilize the knowledge and skills set forth in the following indicators.

- 4-2.1 Summarize the cause-and-effect relationships between events that occurred during the Columbian Exchange.
- 4-2.2 Compare the various European settlements in North America in terms of economic activities, religious emphasis, government, and lifestyles.
- 4-2.3 Explain the impact of the triangular trade, indentured servitude, and enslaved and free Africans on the developing culture and economy of North America.
- 4-2.4 Summarize the relationships among the Native Americans, Europeans, and Africans, including the French and Indian Wars, the Native American Wars, slave revolts, and trade.

## Eighth Grade

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.

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 different culture, the student will utilize the knowledge and skills set forth in the following indicators:

- 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.
- 8-1.3 Summarize the history of English settlement in the three regions of North America with an emphasis on South Carolina as an example of a southern colony based on the physical environment of the region.
- 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 natural, human and political resources differently to gain economic prosperity, including settlement from and trade with 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 the nation.

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:

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 reactions to 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, and Kings Mountain.

8-2.6 Explain the roles of South Carolinians in the establishment of new state and national governments after the American Revolution.

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

Independence from Great Britain made the creation of new national and 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:

8-3.1 Explain the tensions between the Upcountry and the Lowcountry of South Carolina, including their economic struggles after the revolution; their disagreement over representation in the General Assembly; the location of the new capital, and the transformation of the state's economy.

8-3.2 Explain the role of South Carolina and its leaders in the Constitutional Convention, including their support of the Three-Fifths Compromise and the Commerce Compromise, and the divisions of South Carolinians over the ratification of the Constitution.

8-3.3 Explain the basic principles of government as established in the United States Constitution.

8-3.4 Analyze the position of South Carolina on the issues that divided the nation in the early 1800s, including the assumption of state debts, the creation of a national bank, the protective tariff (i.e., the tax on imports designed to limit the purchase of goods produced in foreign countries and promote the development of national industries), and the role of the United States in the European conflict between France and England and in the War of 1812.