



## **Bountiful Coast**

### **Social Studies Literacy Elements for Grades 3-8**

- A. Distinguish between past, present, and future time.
- B. Establish chronological order in constructing one's own historical narratives.
- E. Explain change and continuity over time.
- F. Ask geographic questions: Where is it located? Why is it there? What is significant about its location? How is its locations related to that of the other people, places, and environments?
- K. Use texts, photographs, and documents to observe and interpret social studies trends and relationships.
- L. Interpret calendars, time lines, maps, charts, tables, graphs, flow charts, diagrams, documents, letters, censuses, and other artifacts.
- O. Consider multiple perspectives of documents and stories.

### **Social Studies Academic Standards for Grade 3**

- 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)
- 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)

### **Social Studies Academic Standards for Grade 4**

- 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)
- 4-2.5 Summarize the introduction and establishment of slavery in the American colonies, including the role of the slave trade; the nature of the Middle Passage; and the types of goods-rice, indigo, sugar, tobacco, and rum, for example-that were exchanged among the West Indies, Europe, and the Americas. (E, H, G, 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)

### **Social Studies Academic Standards for Grade 8**

- 8-1.1 Summarize the culture, political systems, and daily life of the Native Americans of the Eastern Woodlands, including their methods of hunting and farming, their use of natural resources and geographic features, and their relationships with other nations. (H, G, P)
- 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 the population imbalance between African and European Americans, and the Stono Rebellion and subsequent laws to control the slave population. (H, G, P, E)
- 8-1.6 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)
- 8-3.1 Explain the importance of agriculture in antebellum South Carolina, including plantation life, slavery, and the impact of the cotton gin. (H, G, E)