



## **Life in the Civil War**

### **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**

- 3-4.1 Compare the conditions of daily life for various classes of people in South Carolina, including the elite, the middle class, the lower class, the independent farmers, and the free and enslaved African Americans. (H, E)
- 3-4.3 Explain the reasons for South Carolina's secession from the Union, including the abolitionist movement, states' rights, and the desire to defend South Carolina's way of life. (H, P, E)
- 3-4.4 Outline the course of the Civil War and South Carolina's role in significant events, including the Secession Convention, the firing on Fort Sumter, the Union blockade of Charleston, and Sherman's march through South Carolina. (H, G)
- 3-4.5 Summarize the effects of the Civil War on the daily lives of people of different classes in South Carolina, including the lack of food, clothing, and living essentials and the continuing race tensions. (H, E)
- 3-4.6 Explain how the Civil War affected South Carolina's economy, including destruction of plantations, towns, factories, and transportation systems. (E, H)

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

- 4-6.1 Compare the industrial North and the agricultural South prior to the Civil War, including the specific nature of the economy of each region, the geographic characteristics and boundaries of each region, and the basic way of life in each region. (G, E, H)

- 4-6.3 Explain how specific events and issues led to the Civil War, including sectionalism fueled by issues of slavery in the territories, states' rights, the election of 1860, and secession. (H, G, E)
- 4-6.4 Summarize significant key battles, strategies, and turning points of the Civil War- including the battles of Fort Sumter and Gettysburg, the Emancipation Proclamation, the significance of the Gettysburg Address, and the surrender at Appomattox- and the role of African Americans in the War. (H, G, E)
- 4-6.6 Explain the impact of the Civil War on the nation, including its effects on the physical environment and on the people-soldiers, women, African Americans, and the civilian population of the nation as a whole. (H, P, G, E)

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

- 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)
- 8-3.3 Draw conclusions about how sectionalism arose from events or circumstances of racial tension, internal population shifts, and political conflicts, including Denmark Vesey plot, slave codes, and the African American population majority. (H, P, E)
- 8-3.4 Compare the attitudes of the unionists, cooperationists, and secessionists in South Carolina and summarize the reasons that the members of the South Carolina secession convention in 1860 voted unanimously to secede from the Union, including concerns about states' rights and fears about abolition. (H, P, G, E)
- 8-3.5 Compare the military strategies of the North and South with regard to specific events and geographic locations in South Carolina, including the capture of Port Royal, the Union blockade of Charleston, and Sherman's march through the state. (H, P, G)
- 8-3.6 Compare the effects of the Civil War on daily life in South Carolina, including the experiences of plantation owners, women, Confederate and Union soldiers, African Americans, and children. (H, E)