

# WELCOME!

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On behalf of Splash! Publications, we would like to welcome you to *South Carolina*, one of 50 State History lessons. This lesson was designed by teachers with you and your students in mind.

## THE FORMAT

We've created a color and black line version of this lesson. Use the color version for your White Board and the black line masters to make copies for your students. Our goal is a lesson that you can use immediately. No comprehension questions to write, activities to create, or vocabulary words to define. Simply make copies of the lesson for your students and start teaching.

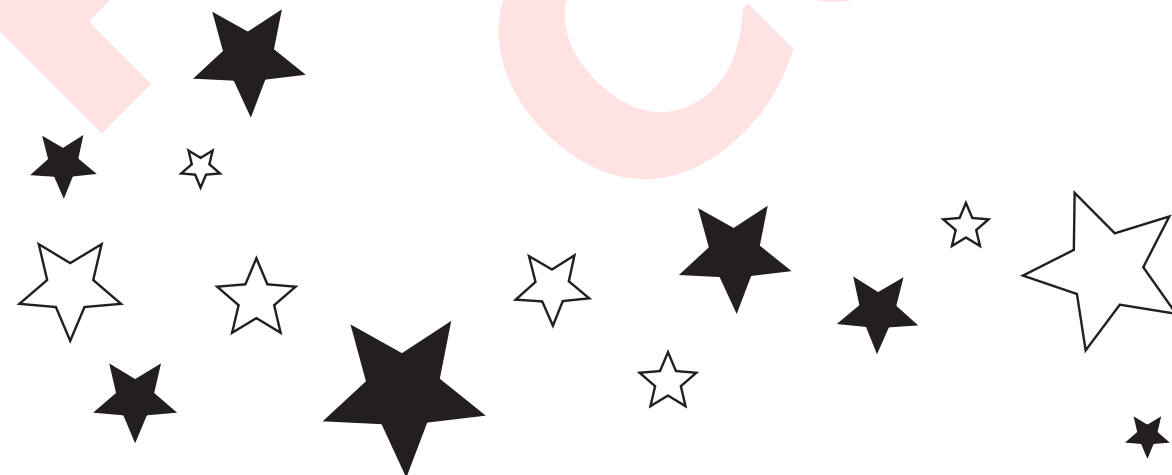
## THE VOCABULARY

Our lessons feature words in bold type. We have included a Glossary to help students pronounce and define the words. Unlike a dictionary, the definitions in the Glossary are concise and written in context. Remember, we're teachers! Students will be exposed to these vocabulary words in the comprehension activities. They will also be tested on the vocabulary words at the end of the lesson.

**NOTE:** The answers to all activities and quizzes are at the end of the lesson.

## INTERACTIVE HISTORY NOTEBOOK

In addition to other higher-level Common Core aligned activities, we have included step-by-step directions for four Interactive Notebook activities that students will create and glue into a history notebook. When finished, the history notebook will provide students with a long lasting South Carolina history reference. A composition book works well for keeping the Interactive Notebook activities.





## CORE STANDARDS: THE “BIG IDEAS”

Core Standards help teachers prioritize instruction and connect the “big ideas” students need to know in order to advance. As a reading-based lesson, *South Carolina* fosters literacy in Social Studies.

At the same time that students are learning important factual content about *South Carolina*, they are meeting the Common Core Standards for English Language Arts and making connections to the “big ideas” in American History. Below is the legend used to abbreviate the Common Core Strands:

### COMMON CORE STRAND CODE:

CC = COMMON CORE

RL = READING-LITERATURE

RI = READING INFORMATIONAL TEXT

RF = READING FOUNDATIONS SKILLS

W = WRITING

SL = SPEAKING LISTENING

L = LANGUAGE

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Illustrations and cover design by Victoria J. Smith

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# LESSONS *at a* GLANCE

## THE LESSON PLAN

Before reading South Carolina, students will:

- follow directions to create Vocabulary Organizers to glue into their South Carolina history notebooks for ***border, captives, commemorates, constitution, Continental Army, emblem, Great Britain, harbor, immoral, indigo, panicked, plantation, prehistoric, preserved, prevented, proprietors, rebel, resources.***

After reading South Carolina, students will:

- answer South Carolina Reading Comprehension Questions.
- complete South Carolina Language Skills.
- complete Discovering New Lands Part I by writing a letter to the king asking him to support an expedition to the New World.
- create a self portrait for the king.
- follow directions to create Interactive Time Lines to glue into their South Carolina history notebooks that illustrate eight important events in South Carolina's history.
- answer questions about South Carolina and then follow directions to create a History Cube to glue into their South Carolina history notebooks.
- use the lesson to analyze major events in South Carolina before and during the Revolutionary War to create two Cause and Effect Organizers to glue into their South Carolina history notebooks.
- take a Vocabulary Quiz for South Carolina.

**THE SOUTH CAROLINA LESSON IS ALIGNED WITH THESE 5TH GRADE CORE STANDARDS:**

**CC.5.RI.4, CC.5.RI.7, CC.5.RI.10, CC.5.RF.3A, CC.5.RF.4A, CC.5.RF.4C, CC.5.W.1A, CC.5.W.1B, CC.5.W.1c, CC.5.W.1d, CC.5.W.4, CC.5.W.5, CC.5.W.10, CC.5.L.1A, CC.5.L.1B, CC.5.L.1c, CC.5.L.1d, CC.5.L.1e, CC.5.L.2A, CC.5.L.2B, CC.5.L.2c, CC.5.L.2e, CC.5.L.3A, CC.5.L.4A, CC.5.L.4c, CC.5.L.6**

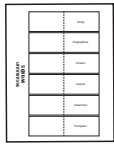
## VOCABULARY ORGANIZERS

There are many new vocabulary words to learn before beginning your study of South Carolina. Your South Carolina history notebook is a great place to record and store the words and definitions that you will need to be familiar with during this lesson.

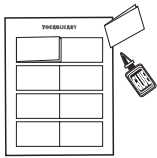
**Directions:** Choose the next three blank pages in your South Carolina history notebook. Using the Glossary provided by your teacher and the Vocabulary templates, follow the directions below to create and glue three Vocabulary Organizers securely into your history notebook.



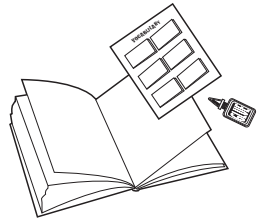
1. Cut each Vocabulary Template along all bold lines.



2. Cut out all the vocabulary words along the bold lines and fold along the dotted lines. Open each vocabulary word book and write the definition inside.



3. Glue each folded word book on top of a square on the Vocabulary Template.



4. Glue each completed Vocabulary Template into your notebook.

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### SOUTH CAROLINA'S FIRST PEOPLE

During South Carolina's **prehistoric** period, the Mound Builders built great temple mounds. These mounds have been **preserved** and can still be seen in South Carolina today. Almost 30 Native American tribes lived in the area during the colonial days. The Cherokee, Catawba (kuh•TAW•buh), and the Yamasee (YAM•uh•see) were the three largest groups of Native Americans. Today, only the Catawba remain in South Carolina on a small reservation along the Catawba River. By 1800, the rest of the Native Americans had been driven out of South Carolina by white settlers.

### FRANCISCO GORDILLO (GOR•DEE•YO)

In 1521, Spanish explorer Francisco Gordillo traveled to South Carolina from the Spanish-controlled islands south of Florida. These islands were discovered by Christopher Columbus. They are known today as the West Indies.

Gordillo wasn't simply interested in exploring South Carolina. He sailed to the coast of South Carolina to capture Native Americans and take them back as slaves to the West Indies.

To capture the Native Americans, Gordillo and his men played a cruel trick. Two Native Americans were invited aboard the Spanish ship. The Native Americans were treated very well and given expensive gifts. More Native Americans were invited to the ship. They were also promised gifts. About 150 Native Americans boarded the ship. Instead of gifts, they were captured and forced to sail back to the West Indies where they became slaves.

### FRENCH AND SPANISH COLONIES

In 1526, Spanish ruler Lucas Vázquez de Ayllón (el•YAWN) sailed from the West Indies to South Carolina. One of Gordillo's Native American **captives** told Ayllón stories about treasures in South Carolina. Ayllón planned to start a Spanish colony in South Carolina. He arrived in South Carolina with more than 500 people and hundreds of farm animals.

Within a few months, de Ayllón and most of his colonists died from starvation and disease. In October 1526, the few surviving settlers returned to the West Indies.

In 1562, French explorer Jean Ribaut (ree•BOH) led 150 men from France to South Carolina. Ribaut planned to build a colony where French Protestants could worship freely. They built a military fort along the southeastern coast of South Carolina.

In the spring, Ribaut and many of the men returned to France for more colonists and supplies. The colonists who remained failed to plant crops and nearly starved to death. After a year of waiting for Ribaut to return, the colonists built a boat and tried to sail back to France. Along the way, the men ran out of food. Several died from hunger. In order to survive, the group killed and ate one of its own men.



FRANCISCO GORDILLO

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South Carolina, the Palmetto State, is located in the Southeast region of the United States. Since the late 1700s, the Palmetto has been the official **emblem** on the state flag and seal.

Palmetto logs were used to build a fort that could not be destroyed by British troops during the Revolutionary War.

South Carolina was one of the original 13 colonies and one of the 13 original states. The state forms the shape of a rough triangle along the Atlantic Coast.

The capital and largest city of South Carolina is Columbia. Columbia is located right in the center of the state. Columbia is an important education center. It is also the home of the main campus of the University of South Carolina.

The state bird of South Carolina is the Great Carolina Wren. The state flower is the Yellow Jessamine, and the state tree is the Palmetto. South Carolina has two state mottos. One of its mottos is "Prepared in Mind and Resources." The other motto is "While I Breathe, I Hope."



### SOUTH CAROLINA'S POINTS OF INTEREST

There are many things to see and do in the state of South Carolina. A state park is located within an hour's drive of every home in the state. Several historic sites are located in South Carolina as well. Fort Sumter National Monument **commemorates** the first battle of the Civil War. Other historic sites include Cowpens National Battlefield, Kings Mountain National Military Park, and Ninety Six National Historic Site.

South Carolina is also famous for its beautiful gardens. In 1741, the Middleton Place Gardens were planted by slaves. These are the oldest gardens in the United States. Of course, sharing a **border** with the Atlantic Ocean gives visitors plenty of water activity. Myrtle Beach and Hilton Head Island are two of the most popular vacation spots on South Carolina's eastern coast.

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Name \_\_\_\_\_

## SOUTH CAROLINA

**Directions:** Read each question. Darken the circle for the correct answer.

- What can you learn from reading about South Carolina's points of interest?
  - A South Carolina is famous for its hot springs.
  - B No water borders South Carolina.
  - C Several historic sites are located in South Carolina.
  - D South Carolina is the only state without any state parks.
- Which words about Francisco Gordillo show that he was not always honest?
  - F ...captured the Native Americans...
  - G ...Native Americans boarded the ship...
  - H ...played a cruel trick...
  - J ...killed many of their slaves...
- If you lived in the colony of Charles Town during the 1700s, you might expect that -
  - A most of the people were white
  - B your parents grew crops of corn
  - C many of your relatives lived in Spain
  - D you lived on a rice plantation
- All of these facts about Fort Moultrie are true **except** -
  - F the fort was completely finished when the British attacked Charleston Harbor
  - G the fort was made of Palmetto logs
  - H cannonballs couldn't destroy Fort Moultrie
  - J the fort protected the entrance to Charleston Harbor

**Directions:** Darken the circle for the word or words that give the meaning of the underlined word.

- The Palmetto is the official **emblem** on South Carolina's flag and seal. **Emblem** means -
  - A a group of territories under one leader
  - B an object that represents something
  - C strange, unusual, rare
  - D bases or supports
- Fort Sumter National Monument **commemorates** the first battle of the Civil War. **Commemorates** means -
  - F builds
  - G completes
  - H gives
  - J honors
- Rebel** leaders roamed throughout the South, killing Loyalists and ambushing Great Britain's supply lines. **Rebels** are -
  - A people who disobey authority
  - B in favor of slavery
  - C wealthy people
  - D people who obey the law
- The Northern states felt that slavery was **immoral**. **Immoral** means -
  - F good
  - G strong
  - H bad
  - J sold

### Answers

- |      |      |      |      |
|------|------|------|------|
| 1 A  | 2 F  | 3 A  | 4 F  |
| 5 A  | 6 F  | 7 A  | 8 F  |
| 9 A  | 10 F | 11 A | 12 F |
| 13 A | 14 F | 15 A | 16 F |

READING

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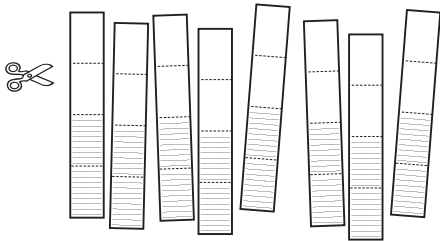




## INTERACTIVE TIME LINE

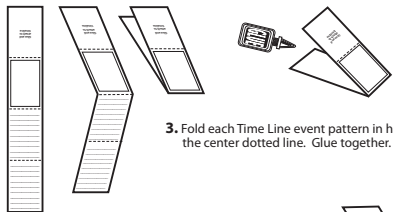
In this activity, you will use what you have learned about South Carolina's history to make an Interactive Time Line that tucks securely into your South Carolina history notebook.

**Directions:** Choose the next two blank face-to-face pages in your history notebook. Using the South Carolina History lesson and the Time Line patterns, follow the directions below and on the next page to create two Interactive Time Lines.



1. Cut out the eight Time Line event patterns along the outside bold lines.

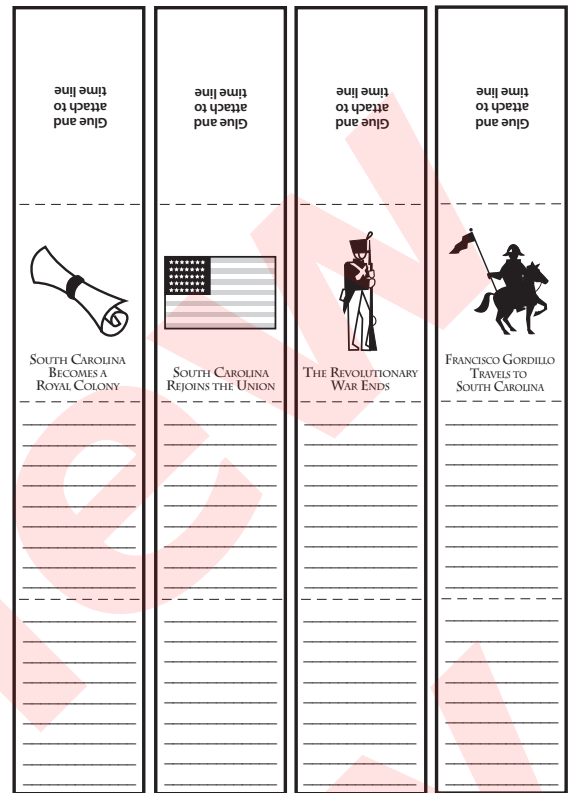
2. Use the lesson to write two facts on the lines of each Time Line event. Use correct capitalization, spelling, and punctuation.



3. Fold each Time Line event pattern in half using the center dotted line. Glue together.

4. Again, fold each Time Line event pattern in half using the dotted line.

## TIME LINE EVENT PATTERNS



## HISTORY CUBE

In this activity, you will use what you have learned about South Carolina to make a History Cube that will tuck securely into your South Carolina history notebook.

As you complete the History Cube outline, be careful to use proper capitalization, spelling, and punctuation.

### Part I

**Directions:** Use the South Carolina History lesson to answer each of the questions below. Write your answers on the lines of three squares on the History Cube outline.

1. What is South Carolina's state bird, state flower, and state tree?
2. What is South Carolina's nickname? Why was this nickname chosen for South Carolina?
3. Where is South Carolina's capital and what is the state's motto?

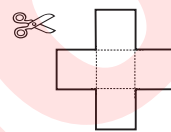
In the remaining two squares, list two interesting facts that you learned while studying about South Carolina.



## HISTORY CUBE

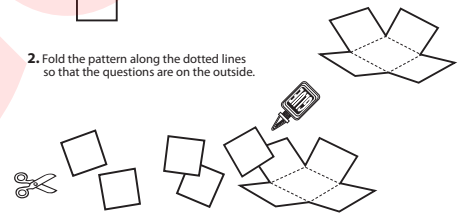
### Part II

Follow the directions below to assemble and glue your History Cube onto the next blank page of your South Carolina history notebook.



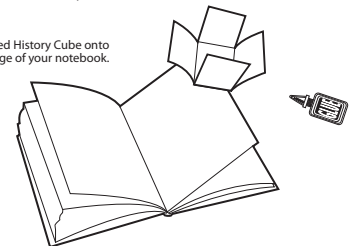
1. Cut out the History Cube pattern along the dark solid lines. Color the state outline and the letters in the name of the state.

2. Fold the pattern along the dotted lines so that the questions are on the outside.



3. Cut out the three squares with your answers to the questions on them and glue each correct answer on the underside of each question on the History Cube pattern. Glue one of the remaining two squares to the middle and the other remaining square on the underside of the title square.

4. Glue the completed History Cube onto the next blank page of your notebook.



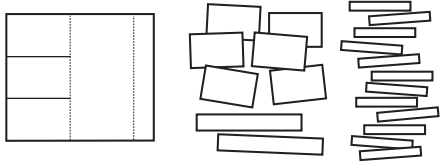
5. Test out your History Cube by folding the pages in to make a square. (The title page should be on top.) Read the first question and flip the square back to reveal the answer glued underneath.



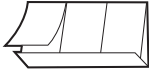
# CAUSE AND EFFECT

In this activity, you will analyze the causes and effects of major events in South Carolina before and during the Revolutionary War.

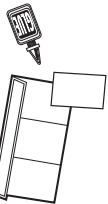
**Part I** Choose the next two face to face blank pages in your South Carolina history notebook. Follow the directions below and on the next page to assemble and glue two Cause and Effect organizers securely into your notebook.



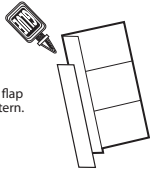
1. Cut out two Cause and Effect patterns, six Labels, two Titles, and 12 Effect Statements along the dark solid lines.



2. Fold each Cause and Effect pattern along all the dotted lines so that the words are on the inside.



3. Glue one title on the bottom flap of each Cause and Effect pattern.



4. Glue the Labels in their proper places on the outside of the Cause and Effect patterns.

# CAUSE AND EFFECT PATTERN

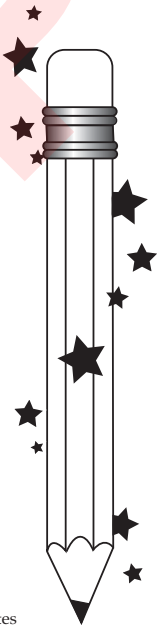
EFFECT...	EFFECT...	EFFECT...
CAUSE... South Carolina became very wealthy under Great Britain's rule, and like the other 12 colonies, it wanted to break away from Great Britain and become independent.	CAUSE... The colonists in South Carolina used palmetto logs to build Fort Moultrie.	CAUSE... In 1778, France entered the Revolutionary War on the side of the Americans.

Name \_\_\_\_\_

## VOCABULARY QUIZ SOUTH CAROLINA

**Directions:** Match the vocabulary word on the left with its definition on the right. Put the letter for the definition on the blank next to the vocabulary word it matches. Use each word and definition only once.

1. \_\_\_\_\_ emblem
2. \_\_\_\_\_ rebel
3. \_\_\_\_\_ harbor
4. \_\_\_\_\_ immoral
5. \_\_\_\_\_ prevented
6. \_\_\_\_\_ panicked
7. \_\_\_\_\_ resources
8. \_\_\_\_\_ border
9. \_\_\_\_\_ captives
10. \_\_\_\_\_ prehistoric
11. \_\_\_\_\_ commemorates



- A. things found in nature that are valuable to humans.
- B. a plan which outlines the duties of the government and guarantees the rights of the people.
- C. an island that includes England, Scotland, and Wales.
- D. to lie right next to something.
- E. a plant which yields a blue dye.
- F. owners of a company.
- G. bad.
- H. protected from injury or ruin.
- I. someone who disobeys authority.
- J. blocked from happening.
- K. the period of time before recorded history.
- L. a sheltered area of water deep enough to provide ships a place to anchor.
- M. became suddenly filled with fear.

## GLOSSARY

- a•ban•doned** gave up completely.
- a•bide** agree to follow the rules.
- a•bol•ish** stop or put an end to.
- a•bo•li•tion•ist** a person who fought to end slavery.
- a•bun•dant** plentiful, more than enough.
- ad•vised** helped make decisions and gave advice.
- ag•ri•cul•tur•al** type of work that involves planting crops and raising farm animals.
- al•lies** groups of people who come together to help one another in times of trouble.
- am•bushed** attacked without warning.
- a•mend•ment** change in wording or meaning.
- am•mu•ni•tion** bullets and explosive items used in war.
- an•cient** a long time ago.
- an•nu•al** an event that takes place once each year.
- an•them** a song of praise and love for one's country.
- ap•point•ed** chosen or selected.
- ar•chae•ol•o•gists** scientists who study past human life by looking at prehistoric fossils and tools.
- ar•ti•facts** objects and tools used by early humans for eating, cooking, and hunting.
- as•sas•si•nat•ed** murdered by a surprise or secret attack.
- as•sault** a violent attack.
- au•to•bi•og•ra•phy** the story of your life written by you.
- a•za•lea** a small plant that sheds its leaves in the fall and has flowers of many colors which are shaped like funnels.
- B.C.** the period in history before the birth of Christ.
- bar•ri•er is•land** long sandy island that runs next to a shore and provides protection from hurricanes and tidal waves.
- bay** a body of water surrounded by land that opens to the sea.
- bi•og•ra•phies** stories of a person's life written by someone else.
- bor•der** to lie right next to something.
- bow•ie knives** single-edged hunting knives with part of the back edge sharpened and curved to a point.