Home Sweet Home

Grade level: Fourth
Presented by: Karen Schaeffer and Jean Dyson, Center for Knowledge, Columbia, SC
Length of Unit: Year, semester, or shorter periods of instruction

I. ABSTRACT
This unit has been created to show how the Core Knowledge Sequence applies to state history and how teachers can incorporate it to fit any of the fifty states. The development of this unit will also give each student a better appreciation of the geography, culture, and heritage of their home state. The students will study the geography, government, natural resources and economics of their state. Students will recognize the historical significance their state had in forming our nation. In conclusion, the students will complete several projects, an ABC notebook, and celebrate a State Day with the community.

II. OVERVIEW
A. Concept Objectives
   1. Develop an awareness of place and understand its characteristics.
   2. Develop a sense of historical empathy. See through the eyes of the people who were there.
B. Specific Content from Core Knowledge:
   All of the specific content areas are included in this unit.
C. Skills to be taught:
   1. higher order thinking
   2. problem solving
   3. vocabulary development
   4. listening
   5. table and graph skills
   6. research and reference skills
   7. questioning
   8. describing
   9. naming
   10. defining
   11. organizing
   12. comparing and contrasting
   13. analyzing
   14. speculating
   15. map and globe skills
   16. time and sequencing
   17. cooperating learning
   18. observing
   19. listing
   20. identifying
   21. brainstorming
   22. inferring
   23. predicting
   24. sorting and classifying
   25. explaining
   26. comprehension

III. BACKGROUND KNOWLEDGE
A. Horne, Paul; Horizons of South Carolina: Teacher’s Resource Manual
IV. RESOURCES
A. Adventures In South Carolina. Sandlapper Publishing Co., Inc. 1996.
E. Cityscape. City of Columbia’s Public Information Offices.
G. Discovering South Carolina; A SCANNA Company.
I. Fredeen Charles; South Carolina. Lerner Publishing Co. 1996.
J. Hoff, Lisa D.; Charleston in 88 Pictures. Cities in Color, Inc.
K. Kent, Deborrah; America the Beautiful; South Carolina. Children’s Press. 1990.
L. Lipscomb, Terry W.; South Carolina in 1791: George Washington’s Southern Tour. South Carolina Department of Archives and History. 1993.
N. Rudd, Shelia P.; Coloring the Lowcountry. MBT Enterprises.1994.
P. South Carolina State Symbols and Emblems. House of Representatives.
Q. South Carolina: Smiling Faces, Beautiful Places. South Carolina Department of Parks, Recreation and Tourism.
R. Spoleto. The State Newspaper.
S. Thompson, Kathleen; Portrait of America; South Carolina. Steck-Vaughn Company. 1996.
T. Children’s books by South Carolina authors
Z. Miller, Jereleen H. & Trelvis; The Mighty Hugo Comes to Town. Jereleen H Miller Publishing Inc. 1994.

V. LESSONS
Lesson One: Introduction
A. Daily Objectives:
   1. Lesson Content:
      a. State
2. Concept Objective:
   a. Develop an awareness of place and understand its characteristics.
3. Skill Objectives:
   a. Explore what students know and what they want to know about their state
   b. Use maps to discover the state’s size, shape, location, name, and regions

B. Materials
   1. US maps
   2. state road maps
   4. student notebook
   5. a display table
   6. chart paper

C. Key Vocabulary
   1. geography
   2. culture
   3. history
   4. heritage
   5. neighbors

D. Procedures/Activities
   1. Prepare a student notebook with tabs or dividers to be used throughout this unit
   2. Begin K-W-L chart (Appendix 1) place in notebook
   3. Make a graphic organizer of your state (Appendix 2)
   4. Use the maps and resources to complete the graphic organizer
   5. Begin to collect items for the Class State Museum table

E. Evaluation/Assessment
   1. student notebook
   2. graphic organizer

Lesson Two: Locating Your State

A. Daily Objectives
   1. Lesson Content:
      a. locate your state on a globe and a map
   2. Concept Objective:
      a. Develop an awareness of place and understand its characteristics.
   3. Skill Objectives:
      a. compare your state’s size to other states, country, continent, and planet
      b. discuss the differences between a globe and a map

B. Materials
   1. Globe
   2. world and US maps
   3. student notebook

C. Key Vocabulary
   1. globe
   2. map
   3. earth
   4. continents
   5. North America
   6. cardinal directions
   7. locate

D. Procedures/Goals
   1. Examine, discuss, and record the differences between a map and a globe
2. Locate your state on the globe and map
3. Discuss and record your state’s location in comparison to the other places on the globe and map

E. Evaluation/Assessment
   1. teacher observation
   2. student notebook

Lesson Three: Locate Your Home
A. Daily Objectives
   1. Lesson Content:
      a. locate the area where you live on a map
   2. Concept Objective:
      a. Develop an awareness of place and understand its characteristics
   3. Skill Objective:
      a. describe the area where you live

B. Materials
   1. state and city maps
   2. student notebooks
   3. construction paper
   4. templates of various size circles

C. Key Vocabulary
   1. county
   2. community
   3. neighborhood
   4. grid
   5. continent

D. Procedures/Goals
   1. Pass out the maps and review basic maps skills using the grids
   2. Locate your county, city, community, and street on the map
   3. Individually, or in small groups, students will describe and record where they live
   4. Complete (Appendix 3) and place in student notebook
   5. Make a display of varying size circles to illustrate your place on the earth (Appendix 4)
   6. Write a detailed letter to a friend explaining where you live and how to get there

F. Evaluation/Assessment
   1. teacher evaluation of Appendix 3 & 4
   2. student letter

Lesson Four: Major Cites
A. Daily Objectives
   1. Lesson Content:
      a. cities
   2. Concept Objective
      a. Develop an awareness of place and understand its characteristics.
   3. Skill Objectives
      a. name and locate the important cities in your state

B. Materials
   1. state maps
   2. student notebook
   3. blank map of your state

C. Key Vocabulary
   1. names of the important cities in your state
D. Procedures/Goals
1. Pass out the state maps to small groups of students
2. List the important cities in your state in your notebook
3. Fill in a blank map with the names and location of the important cities
4. Each student will select and present a report on one of these cities

E. Evaluation/Assessment
1. teacher evaluation of student notebook
2. individual reports

Lesson Five: Water Resources
A. Daily Objectives
1. Lesson Content:
   a. Water systems
2. Concept Objective
   a. Develop an awareness of place and understand its characteristics.
3. Skill Objectives:
   a. name and locate all the main water systems in your state

B. Materials
1. state maps
2. student notebook
3. blank map of your state

C. Key Vocabulary
1. river
2. lake
3. ocean
4. water system

D. Procedures/Goals
1. Pass out state maps to small groups
2. Locate and name each main water system
3. Draw, color, and label all the main water systems on the blank map

E. Evaluation/Assessment
1. Teacher evaluation of student notebook

Lesson Six: Land Forms
A. Daily Objectives
1. Lesson Content:
   a. geography
2. Concept Objective:
   a. Develop an awareness of place and understand its characteristics.
3. Skill Objectives
   a. study the geography of the state
   b. learn about your state’s topographical features

B. Materials
1. state maps
2. student notebook
3. outline of the state (die cut)
4. clay
5. construction paper
6. other materials needed to represent landforms
7. paper plates
Lesson Seven: Climate

A. Daily Objective
   1. Lesson Content:
      a. seasons
   2. Concept Objective:
      a. Develop an awareness of place and understand its characteristics.
   3. Skill Objectives:
      a. Describe the climate and weather in your state throughout the different seasons
      b. Collect weather data throughout the year

B. Materials
   1. newspapers
   2. weather maps
   3. seasonal data sheet
   4. student notebook

C. Key Vocabulary
   1. climate
   2. weather
   3. temperature range
   4. precipitation

D. Procedures/Activities
   1. Invite a meteorologist to visit the class and describe the state’s climates.
   2. Visit the local weather station
   3. Use daily newspapers to gather information about the high and low temperatures
   4. Watch or listen to the local TV or radio stations to get the forecast
   5. Measure and record the amount of precipitation for each month
   6. Record weather data on a graph for the entire year
   7. Make a Venn diagram to compare the temperatures during different seasons
   8. Assign cooperative learning groups to report on the different seasons
   9. Create a weather booklet for each season

E. Evaluation/Assessment
   1. Teacher evaluation of weather booklet and student participation

Lesson Eight: Early History

A. Daily Objectives
   1. Lesson Content:
      a. Native Americans in your state
2. Concept Objective:
   a. Develop a sense of historical empathy. See through the eyes of the people who were there.
3. Skill Objectives:
   a. Examine the lives of the Native Americans in your state

B. Materials
   1. student notebook
   2. maps
   3. chart paper

C. Key Vocabulary
   1. History
   2. Culture
   3. Native Americans
   4. Customs
   5. tribe

D. Procedures/Activities
   1. Class will make graphic organizers of the history and culture of the Native Americans in your state
   2. Students will record this information in their notebook
   3. Pass out maps to small groups of students
   4. Research the different Native American tribes that settled your state discuss each tribe assign small groups a tribe to report on in the class
   5. Plan a field trip to a nearby historical site or museum

E. Evaluation/Assessment
   1. Teacher evaluation of small group reports and student notebook

Lesson Nine: New Settlers/Explores

A. Daily Objectives
   1. Lesson Content
      a. Explorers
      b. Settlers
      c. Native Americans
   2. Concept Objectives
      a. Develop a sense of historical empathy. See through the eyes of the people who were there.
   3. Skill Objectives
      a. compare the different cultures of the explores and the Native Americans

B. Materials
   1. student notebook
   2. video on important settlers

C. Key Vocabulary
   1. explorer
   2. settler
   3. change
   4. settlements
   5. claimed
   6. permanent

D. Procedures/Activities
   1. List ways these new settlements brought changes in your state
   2. Research to find the names of the explores who traveled through your state
   3. Give reasons for their settlement in your state
4. Describe how the Native Americans dealt with the invasion of the new settlers
5. Complete a Venn diagram to compare and contrast the cultures

E. Evaluation/Assessment
1. Teacher evaluation of student notebook and Venn diagram

Lesson Ten: Statehood
A. Daily Objectives
1. Lesson Content
   a. Research and name the key historical figures and what their contributions were to the state
2. Concept Object
   a. Develop a sense of historical empathy
3. Skill Objectives
   a. Explain how your state changed after statehood
   b. Explore major battles and wars before and after statehood

B. Materials
1. Student notebook
2. Large blank map of your state
3. Construction paper and other materials needed to construct a battle fields
4. Historical video

C. Key Vocabulary
1. Colony
2. Colonial
3. Independent
4. Government
5. Governor
6. Names of the major battles
7. Names of the key figures in your state

D. Procedures/Activities
1. Construct a large state wall map that tells the name, location, and important figures associated with all the major battles
2. Assign each student a project to complete on one of the key figures
3. Schedule field trips to state historical sites
4. Watch a video that shows how your state participated in the making of this nation

E. Evaluation/Assessment
1. Teacher evaluation of project
2. Student participation in the creation of large state wall map

Lesson Eleven: Government
A. Daily Objectives
1. Lesson Content:
   a. Government
2. Concept Objective
   a. Develop an awareness of place and understand its characteristics.
3. Skill Objectives
   a. Understand their state’s government
   b. Able to name all their state’s elected officials and their responsibilities

B. Materials
1. Chart paper
2. Student notebook

C. Key Vocabulary
1. Government
2. Governor
3. House of Representatives
4. Senate
5. State Department of Education
6. Lieutenant Governor
7. capital
8. state house

D. Procedures/Activities
1. Schedule a field trip to your state house, governors house, and state museum
2. Read to find facts about your state house and record facts in notebook
3. Illustrate your state house in notebook
4. Write letters to your state officials
5. Invite a government official or representative to visit your school
6. Make a government tree on chart paper naming your state officials
7. Define the responsibilities of each government official

E. Evaluation/Assessment
1. teacher made test of the names of the officials and their jobs

Lesson Twelve: Economy/Resources

A. Daily Objectives
1. Lesson Content:
   a. Name the state’s natural, human, and cultural resources
2. Concept Objective
   a. Develop an awareness of place and understand its characteristics.
3. Skill Objectives
   a. understand the importance and uses of your state’s resources

B. Materials
1. large blank map of your state
2. pictures or symbols of your state’s resources (farm, mineral, forest)
3. student notebook

C. Key Vocabulary
1. resource
2. natural resource
3. human resource
4. cultural resources
5. invention

D. Procedures/Activities
1. Schedule field trips to local productive enterprises (farm, dam, hospital, etc.)
2. Research to find all the resources in your state and list them in notebook (land, water, human)
3. Draw or cut out pictures that represent the resources in your state
4. Attach these pictures to the large state map
5. Complete small resource maps in notebook
6. Have each student construct a tourist brochure
7. Have students survey their parents for information on their occupation

E. Evaluation/Assessment
1. Teacher evaluation of student notebook and class participation
Lesson Thirteen: Heritage

A. Daily Objectives
   1. Lesson Content
      a. customs
   2. Concept Objective
      a. Develop a sense of historical empathy. See through the eyes of the people who were there.
   3. Skill Objectives
      a. realize that knowing our past helps us understand who we really are
      b. learn how your state has preserved its heritage and customs

B. Materials
   1. student notebook
   2. book about a famous state family
   3. outline of a family tree
   4. materials to make a family album
   5. old family recipes

C. Key Vocabulary
   1. heritage
   2. preserve
   3. ancestor
   4. records-history
   5. generation
   6. reunion
   7. album
   8. historical markers
   9. cemetery

D. Procedures/Activities
   1. Read a story to the class about a famous state family
   2. Discuss the heritage of this family and record notes in notebook
   3. Invite a storyteller from your state to share tales about your state
   4. Schedule a field trip to a house museum or restored historic building
   5. Visit a local cemetery
   6. Investigate your family heritage
   7. Make a family album
   8. Collect old family recipes and make a class cookbook
   9. Make a generation family tree (Appendix 5)

E. Evaluation/Assessment
   1. Teacher evaluation of family album and family tree
   2. student notebook

Lesson Fourteen: State Symbols and Emblems

A. Daily Objectives
   1. Lesson Content:
      a. name and identify your state’s symbols, flag and emblems
   2. Concept Object
      a. Develop an awareness of place and the understand its characteristics.

B. Materials
   1. student notebook
   2. state flag
   3. pictures or real representation of symbols and emblems
Lesson Fifteen: Education

A. Daily Objectives
   1. Lesson Content
      a. early education
   2. Concept Objective
      a. Develop a sense of historical empathy. See through the eyes of the people who were there.
   3. Skill Objectives:
      a. compare and contrast early education in their state to modern education
      b. name and locate the primary colleges and universities

B. Materials
   1. college and university brochures
   2. student notebook

C. Key Vocabulary
   1. tutor
   2. apprentice
   3. academics
   4. college
   5. university
   6. segregated
   7. vocational school

D. Procedures/Activities
   1. Read to find out when and how schools were started in your state
   2. Record findings in notebook
   3. Make or draw a sequencing chart on how schools progressed
   4. Research to name and locate major colleges and universities in your state
   5. Each student will select one institution to report on

E. Evaluation/Assessment
   1. Teacher evaluation of report and student notebook

VI. CULMINATING ACTIVITIES TO CHOOSE FROM
A. Make a concentration game using the states' facts
B. Make a overhead class time line to be completed as you go through your state's history
C. Make a class quilt
D. Make sun-catchers identifying your state's symbols
E. Draw and color on the tracing paper
F. Seal with paper border or frame and insert a string to hang
G. Make holiday ornaments out of state die cuts
H. Make cookies or dough ornaments using state cookie cutter
I. Collect leaves from native trees of your state (Appendix 7)
J. Construct a TV roll story of your state by using milk cartons and straws
K. Cover small lunch milk cartons
L. Take adding machine tape and make frames for story
M. Attach the story roll to the straws and insert into the milk carton
N. Turn the straws the read or view the story
O. Construct a puzzle using the state counties
P. Invite musicians, poets, authors, artists from your state to visit your school
Q. Pen pal with students from another state
R. Write to your pen pal inviting them to visit your state
S. Exchange interesting facts about your state
T. Mail postcards to each other highlighting places and things of interest
U. Collect postcards of interesting places and things in your state
V. Keep a personal journal about your state
W. Build a Wildlife Scrapbook
X. Paint a mural of your state
Y. Complete a Photo Essay booklet of important people from your state
Z. Draw portraits of important people from your state
AA. Collect and sing songs that are popular from your state
BB. Create a new invention that would help your state
CC. Dress paper dolls to show the time period
DD. Have a state parade of facts learned (shoe box floats)

Additional Closure Activities (optional)
1. ABC notebook due at the conclusion of your unit of study (Appendix 8, 9, 10, 11)
2. State Day (inviting the community)
3. visit state museums
4. dress up and report on your favorite personality from your state
5. construct a backdrop or stage for oral reports
6. make a class quilt from the student’s reports
7. enjoy a home cooked meal (lunch) including your state’s finest entrée

VII. HANDOUTS/WORKSHEETS
See attached Appendices 1 - 11

VIII. BIBLIOGRAPHY
See Resources
SOUTH CAROLINA

Appendix 1

What I know

What I want to know

What I learned
NAME

I live on the ________ (planet) on the continent of ___________, in the _______ (country)
in the state of ______________________

I live in ___________ County, in the ___________ part of ________________ (city)
in the neighborhood of __________________________ on __________________________ . (street)

I live near the ________________ River, which is part of the ________________ System.

I like to visit the __________________ because ________________________________

My family enjoys the __________________ because ________________________________.
## Appendix B

### South Carolina State Symbols

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<th>Tree</th>
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<td>Beverage</td>
<td>Dance</td>
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South Carolina Trees

As a part of our study of South Carolina we would like the children to become familiar with trees that are found in this area. The children need to create a display showing at least six varieties of the different trees that can be found in this local area. Examples can include:

1. Maple
2. Pine
3. Magnolia
4. Dogwood
5. Sycamore
6. Sweet Gum
7. Oak
8. Tulip
9. Hickory
10. Birch

Some of these trees come in several varieties. You can only use one variety from each type. The leaves must be from trees. No bushes please.

Please DON'T tear the leaves off the trees if you can collect them off the ground. It will not count against you if the leaves are brown.

This assignment is due
# South Carolina

## Table of Contents

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ABC South Carolina Notebook

Events (2)
Hurricane Hugo, State Fair, Civil Rights Act of 1964, Education Improvement Act, Spoleto Festival

Products (2)
Maize, rice, indigo, lumber, cotton, poultry, soybeans, tobacco, peaches, peanuts, potatoes, beef, dairy cattle, hogs

Places (2)
Congaree Swamp National Monument, Sassafras Mountain, Fort Sumter, Fort of Charleston, Intercoastal Waterway, St. Michael’s Church, Hilton Head, Myrtle Beach, Kings Mountain, BMW Plant

Major cities (3)
Charleston, Columbia, Greenville, Beaufort, Rock Hill, Spartanburg, Sumter, etc.

Famous People (5)
Gilbert Blue
Charles Duke
William Moultrie
William Jasper
Andrew Jackson
Andrew Pickens
Francis Marion
Thomas Sumter
Kate Moore Barry
Rebecca Motte

Mrs. John Thomas
Mary Musgrove
John C. Calhoun
Wade Hampton
William Sherman
Mary Boykin
Chesnutt
“Pitchfork Ben”
Tillman
William Gregg
Robert Smalls
Charles Townes

John Birks (Dizzy)
Gillespie
Jesse Jackson
Shoeless Joe Jackson
Henry Woodward
Christopher Gadson
Robert Mills
Mary McLeod
Bethune
Strom Thurman
Peggy Parish

College or University (1)
College of Charleston, University of South Carolina, Citadel, Clemson, Winthrop, Furman, SC State University, etc.

The rest of the topics you may be your choice.
A is for Asheboro Zoo

The North Carolina Zoo (Asheboro Zoo) is located six miles southeast of Asheboro, North Carolina. This Zoo is located on 1,400 wooded acres of land. The NC Zoo is home to such animals as polar bears, ocelots, gorillas and approximately 200 more animal species. This zoo is a natural habitat facility.

The NC Zoo has over 800,000 visitors a year. Around 260 people work there full time plus 200 temporary employees.

My family and I went to the Asheboro Zoo two years ago, but I don’t remember much about the trip.