DETECTIVE BONZ AND THE SC HISTORY MYSTERY

Teacher’s Guide
DETECTIVE BONZ AND
THE SC HISTORY
MYSTERY

An instructional television series
produced by
Instructional Television,
South Carolina Department of Education
and South Carolina ETV
(Equal Opportunity Employers)

User guide written by:
Margaret Walden, Richland School District Two
Kathy Bradley, Brennen Elementary School

User guide developed/edited by:
Dianne Gregory and Rhonda Raven, ITV

Series production by:
Linda DuRant and Bette Jamison, Executive Producers
Pat Henry, Director/Co-Producer/Editor
Kathy Bradley, Writer/Co-Producer
Rhonda Raven, Production Assistance

The South Carolina Department of Education does not discriminate on the basis of race, color, national origin, sex, or handicap in admission to, treatment in, or employment in its programs and activities. Inquiries regarding the nondiscrimination policies should be made to:
Personnel Director, 1429 Senate Street, Columbia, SC 29201, 803-734-8505
## TABLE OF CONTENTS

**HOW TO USE THIS GUIDE** .................................................................1

**CHAPTER ONE** ..................................................................................3  
(Spends most of the time setting up the story that unfolds in the remaining chapters and then talks about ancient South Carolina.)  

**CHAPTER TWO** ...............................................................................9  
(Focuses on the early settlers, Spanish explorers, Lords Proprietors, Charleston, and pirates.)  

**CHAPTER THREE** .........................................................................21  
(Covers the Revolution, Columbia as the new capital and the upcountry and low country.)  

**CHAPTER FOUR** ........................................................................29  
(Takes a look at the era of the Civil War including the Underground Railroad, John C. Calhoun and Abe Lincoln.)  

**CHAPTER FIVE** ...........................................................................43  
(Brings us into the 20th century with farming, textiles and tourism, including a great song about SC regions.)  

**CHAPTER SIX** .............................................................................53  
(Finds the students competing at the game show at ETV where they learn more about our state’s recent history.)
DETECTIVE BONZ AND THE SC HISTORY MYSTERY

HOW TO USE THIS GUIDE:

Detective Bonz And The SC History Mystery is a video series produced by ITV, SC Department of Education and ETV for the third grade. The series takes a fresh approach to South Carolina studies. As Detective Bonz works to solve the mystery of who stole the South Carolina history textbooks, his student helpers are gathering information to allow the South Carolina history classes to continue. The interesting element is exactly how and where they are gathering that information. And what exactly is a Paw Pilot?

The series consists of six chapters, each investigating various historical periods in South Carolina. Since there is a mystery to solve, you will want to use all of the programs in sequence.

Guide Components For Each Program:

- Summary
- South Carolina Social Studies Standards (New for the 2005-06 school year.)
- Pre-Teaching Material
  - Vocabulary (listed alphabetically)
    Going over the vocabulary before viewing a program should serve to enhance the student’s understanding of the program.
  - Synopsis of the Historical Period
  - Places (listed alphabetically)
    Places with an asterisk * are not in SC.
  - People (listed alphabetically)
    There is a brief description beside the more obscure personalities.
  - Songs and Interesting Facts
  - Timeline (organizes timeframe within a chapter)
- Classroom Enrichment Activities
- Learning Fun
- Book Lists
- Selected Internet Resources

Some programs may not contain all of the Pre-Teaching Material components. Each of these sections can be used in a variety of ways.

- They provide a map through the chapter.
- They can be used to guide student viewing of the program. A written outline to follow can do a great deal toward keeping students focused and can enhance student understanding.
Although basic factual questions do not do enough to challenge students higher-order thinking-skills, having students listen for and define/identify the content of these sections can assure the instructor that students are paying attention to the programs.

The instructor may set up the scenes and provide historical background for the lesson before viewing.

The Selected Internet Resources can be used by both the instructor and students. These are selected and not meant to be all-inclusive. The sites were all active at the time of publication.

The following resources are recommended for use with the entire Detective Bonz And The SC History Mystery series.

- Knowitall.org (http://www.knowitall.org/)
  There are many resources to use on this Website. Some fit with specific programs within the series. The following resources have something to offer the entire series.
  
  **History of SC Slide Collection**: 964 images that chronicle our history, Grade level K-12, various subject areas.
  **Search ETV**: A collection of 24,000 videos and images, Grade level K–12, all subject areas.

- ETVStreamlineSC (http://www.myetv.org/education/StreamLineSC/)
  StreamlineSC is a standards-based video-on-demand service offering South Carolina teachers more than 26,000 video clips. You may search the video clips by SC Curriculum Standards, by subject, grade level, or by all available titles.

- Chronological History of South Carolina (http://www.shgresources.com/sc/timeline)
  This is an extensive time line covering the whole of South Carolina history.

- South Carolina Symbols, South Carolina Emblems and South Carolina Mascots (http://www.shgresources.com/sc/symbols/)
Chapter 1

Summary:

Who would steal all of the 3rd grade history books at Sandlapper Elementary? And WHY? That’s what Detective Sherlock Bonz, the famous canine crime fighter is hired to find out. Principal Holman alerts him there’s no time to waste. The 3rd graders need to study for a state-wide SC history test, of which the high scorers will be invited to compete in a televised SC history game show.

Hoping to find the thief and recover all the books, Detective Bonz begins snooping and sniffing for clues all around the school. The principal of Sandlapper Elementary allows several 3rd grade students to assist him. Together their goals are to catch the thief and to research SC history facts using Detective Bonz’s new-fangled “Paw Pilot” computer in order to help 3rd graders study for the upcoming test.

As the students are learning to operate the computerized “Paw Pilot,” they accidentally push the mysterious green button labeled LEVART EMIT…and ZIP! Off they go, transported back through time thousands of years to Ancient South Carolina. The students meet two Native Americans who teach them about various tribes, their traditions, games, housing, the origin of body paint, and river names derived from specific tribes and their meanings.

South Carolina Social Studies Standards:

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

Indicator 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)

Literacy Element A: Distinguish between past, present and future time.

Literacy Element D: Create and interpret data on time lines.

Literacy Element E: Explain change and continuity over time.

Literacy Element H: Construct maps, graphs, tables, and diagrams to display social studies information.

Literacy Element I: Use maps to observe and interpret geographic information and relationships.
Pre-Teaching Material:

- **Vocabulary:** ancient, Catawba, Cherokee, crime, detective, Native Americans, oval bark house, palisade, Palmetto State, Sandlapper, teepee, tribe
  
  popups: breechcloths, Chatooga, Oconee, Saluda, Santee, Waccamaw

- **Synopsis of the Historical Period:** Chapter One investigates South Carolina from pre-history to just before European explorers arrive.

- **Places:** Catawba River, Chatooga River, Saluda River, Santee River, Waccamaw River
  
  popups: Oconee River, Rock Hill, York County

- **Interesting Fact:** Lacrosse was a widely played sport of Native Americans.

- **Timeline:** 15,000 years ago.

Classroom Enrichment Activities:

1. There is an excellent chart of South Carolina Indians Place Names at [http://www.sciway.net/hist/indians/placenames.html](http://www.sciway.net/hist/indians/placenames.html). You will find cities, towns, counties, rivers, lakes, islands, and bays with South Carolina Indian place names and the tribe with which they are associated. Have students locate these sites on a map of South Carolina. Use a map with locations of Native American in South Carolina to compare the locations. Do they match? Why might there be a variation? Are there geographical commonalities among the sites?

2. The South Carolina Indians – timeline ([http://www.sciway.net/hist/indians/history.html](http://www.sciway.net/hist/indians/history.html)) covers from the Paleoindian Period (20,000-8,000 BC) through 1993. Clicking on the name of a tribe will take you to an Indian Guide. The guides contain the following information: name, language, current status, contact information, SC location, territory, related SC names, population estimates, history, dwellings, food, clothing, beliefs, practices, and Indian resources. Choose the information you wish to use, then create a chart for students to compare information about the various Carolina tribes.

3. Go to South Carolina Indians, Native Americans Introduction at [http://www.sciway.net/hist/indians/](http://www.sciway.net/hist/indians/) to view a picture of a Carolina Indian village. Compare the rounded huts with images of housing for Native Americans of the plains. Help students list reasons why a teepee might be useful for the Native Americans of the plains, but not for the Carolinas. How do geography and lifestyle dictate the various housing styles?

5. Investigate the ties between lacrosse and the Native American game. Use the website: History of Native American Lacrosse (http://www.lacrosse.org/museum/history.phtml) and the newspaper article, *Tribal Game Keeps Past In Play* (http://www.e-lacrosse.com/2003news58.html). Read *How Lacrosse Came To Be Played*, a Cherokee story to the class (http://alpha.furman.edu/academics/dept/history/CSPH/secretsources/cherokee_lacrosse_smith.htm). Many believe this to be an allegorical lesson for animal origins, morals, and the advantages and disadvantages of different beings. Ask students to write a story about how a favorite sport of theirs might have come to be played.

**Learning Fun:**

1. Levart Emit – word scramble

2. List SC River names that are from Native American sources. Are there any streets, businesses, lakes, or rivers in your town that have these names?

3. Magnifying glass activity. Look at a “common” item that you see everyday, but UP CLOSE with a magnifying glass. Notice small details that you can see with the glass. Look at the picture of Native Americans working around their village. Get a “close up” on one of the tools you see and draw a large picture of it in detail. Label the parts of the tool and explain its use.

**Book List:**

*The Catawbas* by James H. Merrell and Frank W. Porter

*Cherokee Sister* by Debbie Dadey

*The Journal of Jesse Smoke* by Joseph Bruchac

*Legend of Little Deer* by Wade Blevins
Selected Internet Resources:

Catawba Cultural Preservation Project
  http://www.ccppcrafts.com/

Catawba History
  http://www.dickshovel.com/Catawba.html

Catawba letters, documents, and other historical information

Cherokees of South Carolina
  http://www.cherokeesofsouthcarolina.com

Looking Back - The Catawba
  http://www.meyna.com/catawba.html

South Carolina Indian Tribes
  http://www.accessgenealogy.com/native/southcarolina/

South Carolina Native American Tribes
  http://www.500nations.com/South_Carolina_Tribes.asp

The SCGenWeb TM Project: Native American Research
  http://sciway3.net/proctor/state/NativeAmerican.html
Chapter 2

Summary:

Detective Bonz and his student helpers keep investigating all over the school. New clues are found. A gum wrapper? Wheel tracks on the playground? The price tag from a shovel? Puzzling!

Detective Bonz’s student helpers promise their teacher they will be “accessing information” from the small computer to help all 3rd graders study for the big state-wide test…and they do. Except the way they’re “accessing information” is to actually TIME TRAVEL to visit by-gone days…first hand!

This time, they push the green button again and ZIP! Off they go, traveling back through time to the first Spanish explorers at Winyah Bay. Later, they meet explorer Jean Ribault from France, English settlers and Lords Proprietors.

As the computer transports them to early Charlestown, they learn about the prosperity and importance of the state’s largest port city and actually meet some of the treacherous pirates that sailed on SC’s coast.

South Carolina Social Studies Standards:

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

Indicator 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)

Indicator 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)

Indicator 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)
Literacy Element A: Distinguish between past, present and future time.

Literacy Element C: Measure and calculate calendar time.

Literacy Element D: Create and interpret data on time lines.

Literacy Element E: Explain change and continuity over time.

Literacy Element F: Ask geographic questions. Where is it located? Why is it there? What is significant about its location? How is its location related to that of other people, places and environments?

Literacy Element H: Construct maps, graphs, tables, and diagrams to display social studies information.

Literacy Element P: Locate, gather and process information from a variety of primary and secondary sources including maps.

Pre-Teaching Material:

- **Vocabulary:** Au Revoir, Carolina, Charlestown, colonists, Latin, New World, noble, piracy, pirates, plantation owners, proprietor, province, Revolutionary War, sea urchin, settlement, settlers, shipping merchants

- **Synopsis of the Historical Period:** Chapter two moves through South Carolina history from the early European explorers to the age of pirates.

- **Places:** Albermarle Point, Ashley River, Charleston, Charlestown, Cooper River, England*, France*, Georgetown, Myrtle Beach, North America, Oyster Point, Parris Island, Port Royal, Spain*, Venezuela*, Winyah Bay

- **People:** Anne Bonney—Pirate; Colonel William Rhett—Pirate; Francisco Gordillo—Spanish Explorer; Jean Ribault; King Charles of England; Lord Anthony Ashley Cooper; Lords Proprietors; Lucas Vasquez de Allyon—Spanish Explorer; Stede Bonnett, Blackbeard

  popups: Christopher Gadsden—Designed the “Don’t Tread on Me Flag”;

- **Interesting Fact:** *Romeo and Juliet* is one of Shakespeare’s most famous plays.
Timeline:

- 1521 Spanish explorers first came to South Carolina.
- 1526 Lucas Vasquez de Allyon, brought 500 colonists from Spain.
- 1562 Jean Ribault, explorer for France brought French settlers to Parris Island.
- 1690 King Charles of England gave land to the Lords Proprietors.
- 1729 Georgetown is a busy seaport.
- 1730 The large area of Carolina is split into two provinces—South Carolina and North Carolina.
- 1736 The Dock Street Theatre opened.
- 1750 The age of piracy in South Carolina comes to an end.
- 1782 Charlestown was officially changed to Charleston.
- 1791 There were 2 golf courses in Charleston.

Classroom Enrichment Activities:

1. Explorer - Map Match Game: England, Charlestown; France, Port Royal; Spain, Winyah Bay

2. Use this Bonz program to introduce the early South Carolina explorers. Have students think of a distant place that they’d like to explore. Once they’ve thought of this place, ask them if anyone else has ever been there. Can they think of a place where no American has ever been? Now ask them what we know about these places. Are there any preconceived ideas we have about them? Would you be afraid or become more curious? Discuss the responses as a class.

3. Compare the idea of exploring a completely foreign area today to what the early South Carolina explorers faced. Although Native Americans already lived in the region Europeans wanted to explore, America was masked in mystery. Ask each student to choose an explorer to investigate—Francisco Gordillo, Lucas Vasquez de Allyon or Jean Ribault. They might also choose Hernando de Soto, Juan Pardo, Henry Woodward, or William Hilton. Students choosing the same explorer might work together in a group. Use maps to locate where the explorers went. What areas were settled? What happened to the settlements? What happened to the explorers? Have the students put together their information in a format they choose and then share it with the class. They might use a multimedia presentation, a poster, a diorama, a mural, a dramatic presentation, or another format.
4. Use the following sites: Artifacts from the Ribault Survivors’ Encampment 1565 at [http://www.artifacts.org/conquest.htm](http://www.artifacts.org/conquest.htm), History Of Charlesfort at [http://www.cas.sc.edu/sciaa/staff/depratterc/newweb.htm](http://www.cas.sc.edu/sciaa/staff/depratterc/newweb.htm) and Just for Kids: The Santa Elena Project at [http://www.cas.sc.edu/sciaa/staff/depratterc/kids2.html](http://www.cas.sc.edu/sciaa/staff/depratterc/kids2.html), to investigate archeological evidence from the settlements. What can one learn from this type of historical data? There are many books, videos and Web sites that discuss archeology. You may take this topic further if you desire.

5. Have students speculate the possible reasons for English settlement of South Carolina. Why would they want to come here? How would they have gotten here? What kind of people would they have been?

6. Post this ad from a London newspaper, The True Protestant Mercury, (May, 1681) trying to attract settlers to Carolina. Help them read it: “All those intend to go Passengers to Carolina, with Families or without; or, those that desire to be entertained as Servants, may repair with speed to the Sign of the Barbadoes in Finch Lane near the Royal Exchange where they may be informed by the Governor, and the Commanders of the Ships, of the conveniency for their Passage, and the Advantage of that Healthful and Plentiful Country.” This can be found at [http://www.ricehope.com/history/LordProprietors.htm](http://www.ricehope.com/history/LordProprietors.htm). How does this help answer earlier questions?


8. Examine the song **We Belonged To The Land**. Based on what students have learned, what do the words mean or stand for? Learn the song.

   **We Belonged To The Land**  
   by Nelle McMaster Sprott

   The Lord’s Proprietors owned it and sent us settlers here.  
   We came and made a village in the sixteen seventieth year.  
   We traded with the Indians, explored this country grand.  
   The land belonged to England. But we belonged to the land.

   We named the river Ashley for the great Proprietor wise.  
   Who had a dream that beauty in South Carolina would rise.  
   We planted rice and indigo and settled this country grand.  
   The land belonged to England. But we belonged to the land.

   We had to fight the English because we loved this land.  
   When George the third was ruler, we had to take a stand.  
   For freedoms cause we had to fight to save this precious land.  
   Our roots are planted firmly in South Carolina sand.
WE BELONGED TO THE LAND

Words by
NELLE McMASTER SPROTT

Tune: "BRITISH GRENADIERS"

1. The land belonged to England And 
2. The Lords Proprietors owned it And 
3. We named the river Ashley For 
4. We had to fight the English Be 

we belonged to the land, We set our feet right
sent us settlers here, We came and made a
the great Proprietor wise, Who had a dream that
cause we loved this land, When George the Third was

firm ly On South Carol in a
vil lage In the six teen seven tieth
beau ty In South Carol ina would
rul er, We had to take a

Printed with permission from Nelle McMaster Sprott, April 25, 2005

13
sand. We cut the trees to build our homes Fought
year. We traded with the Indians, Ex-
rise. We planted rice and Indigo and
stand. For freedom's cause we had to fight To

Spaniards man to man, The land belonged to
plowed this country grand, The land belonged to
settled this country grand, The land belonged to
save this precious land, Our roots are planted

England, But we belonged to the land.
England, But we belonged to the land.
England, But we belonged to the land.
firmly In South Carolina sand.
9. Visit the Crow’s Nest: An Exploration of Pirates in South Carolina, designed by the Charleston County School of the Arts - North Charleston at http://sciway3.net/2001/sc-pirates/. This has a good overview of South Carolina pirates. Also use Search ETV: A collection of 24,000 videos and images at http://www.knowitall.org/. There are quite a few video references to South Carolina pirates.

Learning Fun:

1. Charleston “Firsts”: Charleston had the first department store, the first real theatre building and the first museum in the 13 colonies. If you lived in the "old days" of the 1700’s, what items would you need to buy in the department store and why? What would be the use of this item? Draw a picture of some of these items in the store. (Remember: there are no cars, no kitchen appliances, there is no electricity, or furnace heat. What might you need to buy?)

Book List:

Blackbeard’s Cat by Nancy Roberts
Mystery of the Pirate’s Treasure by Idella F. Bodie
The Mystery of Blackbeard the Pirate by Carole Marsh
Teach’s Light by Neil Wechter and Bruce Tucker

Selected Internet Resources:

Early Exploration and Settlement of South Carolina
http://www.richland2.k12.sc.us/rce/Websites/early.htm

Exploration and Settlement of South Carolina
http://www.u-s-history.com/pages/h637.html

The Founding of New France, Jean Ribault-1520-1565
http://www.u-s-history.com/pages/h1147.html

Jean Ribault
http://www.beaufort.k12.sc.us/learning/bms/museum/jribaut.htm

Lucas Vazquez de Ayllon: Explorer (site subscription)
Chapter 3

Summary:

Detective Bonz is busy tracking down clues and possible suspects. He feels that ANYONE could be the thief. The volunteers at the school, the cafeteria lady, the PRINCIPAL? No one goes without his careful study. After all, this is how a detective solves a crime!

Meanwhile, Detective Bonz’s student helpers have WHIZZED off again with the Paw Pilot during recess. They want to research more South Carolina history.

Imagine their surprise when they land at Charlestown Harbor in 1776. They get to see Colonel William Moultrie and other citizens preparing to fight the British and win their independence from England. The cannons BOOM, the cannonballs fly, but that fort made of Palmetto trees is spongy and does NOT break down! (Any doubts about why the Palmetto was chosen to be our state tree?)

Later, the kids visit the swamps near Georgetown, and are offered possum stew by Swampfox (Francis Marion), Andrew Pickens and Thomas Sumter. They hear the secret tricks Swampfox used to fool the British soldiers and help win the Revolutionary War. It’s spooky in the swamps at night!

The Paw Pilot goes ~CRAZY~ and transports the kids to many locations rapidly. To Columbia to learn why the state chose a new capital city when SC joined the Union and all about our state song and geography. When the kids finally return to the playground of Sandlapper Elementary they are EXHAUSTED! But amazingly, something happens and they find out what the button LEVART EMIT means. Wow, what a day!

South Carolina Social Studies Standards:

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

Indicator 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)
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.

Indicator 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)

Indicator 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)

Indicator 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)

Literacy Element A: Distinguish between past, present and future time.

Literacy Element C: Measure and calculate calendar time.

Literacy Element D: Create and interpret data on time lines.

Literacy Element E: Explain change and continuity over time.

Literacy Element H: Construct maps, graphs, tables, and diagrams to display social studies information.

Literacy Element I: Use maps to observe and interpret geographic information and relationships.

Pre-Teaching Material:

- **Vocabulary:** British Redcoats, colony/colonies, English/British, gamecock, Low Country, musket, patriot, pewter, rebellion, Revolutionary War, skirmishes, Swamp Fox, taxes, Thomas Sumter, Up Country

  popups: Battle of King’s Mountain, guerrilla bands
• **Synopsis of the Historical Period:** Chapter Three encompasses the Revolutionary War and the creation of the Union. Notice the first style of the South Carolina flag with crescent but no Palmetto tree.

• **Places:** Blue Ridge Mountains, Charleston, Charleston Harbor, Columbia, Cowpens, Fort Moultrie, Georgetown, Kings Mountain, Piedmont, Sandhills, Swamps of the Low Country, Upcountry

popups: Fort Sumter

• **People:** Andrew Pickens, Colonel William Moultrie, Francis Marion, Thomas Sumter

popups: Henry Timrod – Wrote *Carolina* song

• **Timeline:**

  1776  South Carolina patriots are in the Revolutionary War.
  1776  Colonel William Moultrie prepares for war in Charleston Harbor.
  1780  British soldiers capture Charleston.
  1788  South Carolina is the 8th state to join the United States of America.
  1790  The capital of South Carolina is moved from Charleston to Columbia.
  1911  The South Carolina General Assembly named “Carolina” the state song.

**Classroom Enrichment Activities:**


   The students will divide into groups based on the Revolutionary hero or event about which they would like to create an e-book. Students can search the Internet for photos, graphics and sound they can use in a PowerPoint slideshow. They might also scan in photos from available books. The students will take one group digital photo that will be used as an Author Page.

   The students will collaborate and create their group’s e-book. Each page should contain a digital image, sound (a music file, someone reading or saying lines as the character), text, and a graphic image. If your students cannot create the more complicated sound files to imbed within PowerPoint do not use sound. The students can also brainstorm ideas for using e-books as teaching tools. If graded, a rubric can be created for assessing student work prior to beginning the assignment.
2. The state song, **Carolina**, is heard in this Bonz program. It was adopted as the state song on February 11, 1911. The words are by Henry Timrod and the music is by Anne Custis Burgess. You can hear the music from a midi file located at [http://www.shgresources.com/sc/symbols/song/](http://www.shgresources.com/sc/symbols/song/). Here are the words:

**Carolina**  
**by Henry Timrod**

Call on thy children of the hill,  
Wake swamp and river, coast and rill,  
Rouse all thy strength and all thy skill,  
Carolina! Carolina!

Hold up the glories of thy dead;  
Say how thy elder children bled,  
And point to Eutaw's battle-bed,  
Carolina! Carolina!

Thy skirts indeed the foe may part,  
Thy robe be pierced with sword and dart,  
They shall not touch thy noble heart,  
Carolina! Carolina!

Throw thy bold banner to the breeze!  
Front with thy ranks the threatening seas  
Like thine own proud armorial trees,  
Carolina! Carolina!

Girt with such wills to do and bear,  
Assured in right, and mailed in prayer,  
Thou wilt not bow thee to despair,  
Carolina! Carolina!

Explore the song with students. Have them look up references they cannot identify. You might begin by asking them for what, “Like thine own proud armorial trees,” might stand? (Fort Moultrie)

**Book List:**

*The Fighting Gamecock* by Idella F. Bodie  
*The Man Who Loved the Flag* by Idella F. Bodie  
*The South Carolina Colony* by Jean F. Blashfield
The Swamp Fox by Idella F. Bodie

Selected Internet Resources:

History of the South Carolina State Flag
http://www.netstate.com/states/symb/flags/sc_flag.htm

South Carolina – The American Revolutionary War
http://www.sciway.net/hist/periods/revolwar.html

SOUTH CAROLINIANS in the REVOLUTIONARY WAR

A Sketch of the Life of Brig. General Francis Marion
http://www.geocities.com/BourbonStreet/1786/swampfox_james_sketch.html

The Life of General Francis Marion, by Mason Locke Weems
http://www.geocities.com/BourbonStreet/1786/wfmar10.txt

Revolutionary War Letters, diaries, and orders: South Carolina
http://www.schistory.org/displays/RevWar/archives-online

SC Revolutionary War Attractions

Women of South Carolina in the Revolution
http://sciway3.net/clark/revolutionarywar/womenofrevolution.html
Chapter 4

Summary:

Jeremy, the computer wizard, calls Sherlock Bonz to tell him how the Paw Pilot did WEIRD things at recess yesterday. It kept whizzing them through different years and different locations, even when they didn't touch it. They met lots of exciting South Carolinians though, and learned a lot about the Revolutionary War, so it actually worked out all right. However, Detective Bonz promises to look for the operating manual for the Paw Pilot to help Jeremy and the kids figure out what's going on. (Of course, Bonz doesn't know how to operate it...he spends too much of his free time snacking on dog biscuits!)

At recess, Kevin delivers the sad news that he can't “time travel” with the kids because he hasn't finished his math homework. He declares this will never happen again. The others set the Paw Pilot and OFF they go, landing in 1844 at the huge plantation of Eliza Lucas Pinckney. While there, they hear her talking with friends about the problem of slaves escaping from the plantations. They are very concerned because these enslaved Africans provide all the work to keep the huge crops of rice, cotton and indigo growing. These crops are sold and provide lots of money for the plantation owners.

The kids overhear several slaves planning their escape...they are going to follow something called the “drinking gourd” and look for the “underground railroad.” Will they make their escape to the “safe houses” provided by Quakers and other people who don't believe in slavery?

Later, the kids talk to a Union soldier and learn about the Civil War. This soldier is sad even though his side won. He explains that war is not exciting like he expected. It’s scary and difficult. He shows the kids old-timey photographs of Lincoln, Grant, Sherman, and Lee, very important men during the War between the States. They learn a lot about this strange time in our country’s history.

When they come back, Bonz has collected more clues...and shockingly, their favorite science teacher, Mr. Gaston, is a SUSPECT!
South Carolina Social Studies Standards:

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

Indicator 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 3-4: The student will demonstrate an understanding of the events that led to the Civil War, the course of the War and Reconstruction and South Carolina’s role in these events.

Indicator 3-4.2: Summarize the institution of slavery prior to the Civil War, including reference to conditions in South Carolina, the invention of the cotton gin, subsequent expansion of slavery, and economic dependence on slavery. (H, E, P)

Indicator 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)

Literacy Element A: Distinguish between past, present and future time.

Literacy Element C: Measure and calculate calendar time.

Literacy Element D: Create and interpret data on time lines.

Literacy Element E: Explain change and continuity over time.

Literacy Element H: Construct maps, graphs, tables, and diagrams to display social studies information.

Literacy Element I: Use maps to observe and interpret geographic information and relationships.

Literacy Element L: Interpret calendars, time lines, maps, charts, tables, graphs, flow charts, diagrams, photographs, paintings, cartoons, architectural drawings, documents, letters, censuses, and other artifacts.

Literacy Element P: Locate, gather and process information from a variety of primary and secondary sources including maps.
Pre-Teaching Material:

- **Vocabulary:** Civil War, Confederacy, Confederate States, drinking gourd, Emancipation Proclamation, freedom, Freedom Quilt, indigo, Ordinance of Nullification, plantation, Quakers, recorder, safe house, States’ Rights, Underground Railroad, Union, War Between States

  popups: abolitionists, Gettysburg Address, national cemetery, Old Hickory, tintype

- **Synopsis of the Historical Period:** Chapter Four begins with a look at slavery and continues through the Civil war.

- **Places:** Canada*, Confederate States*, England*, France*, Magnolia Plantation, Middleton Plantation, Pennsylvania*

  popups: Camden, Castle Pinckney; Charleston, Fort Johnson, Fort Moultrie, Fort Sumter, Kentucky*, St. Phillips Church

- **People:** Abraham Lincoln, Andrew Jackson, Eliza Lucas Pinckney, John C. Calhoun, Robert E. Lee, Ulysses S. Grant, William Tecumseh Sherman

  popups: Benjamin Franklin, Charles Coatsworth Pinckney, Colonel John Chestnut, Jr. (aide to Jefferson Davis), General Beauregard, George Washington, James Chestnut, Jr., Jefferson Davis, John Wilkes Booth, Major Anderson, Marquis de Lafayette, Mary Chestnut (author of Civil War Diary), Peg Leg Joe (conductor on the Underground Railroad)

- **Timeline:**

  1744 Eliza Lucas Pinckney successfully raises and extracts indigo.
  1832 John C. Calhoun writes the Ordinance of Nullification.
  1861 The Confederate States of America created and Fort Sumter is fired upon.
  1862 Lincoln issues the Emancipation Proclamation.
  1863 President Lincoln delivered the Gettysburg Address.
  1865 Abraham Lincoln assassinated.
Classroom Enrichment Activities:

1. A detailed story of the making of indigo and Eliza Lucas Pinckney's role in processing indigo is told in an essay from the PBS series, *Slavery in America* -- The Devil's Blue Dye: Indigo and Slavery ([http://www.slaveryinamerica.org/history/hs_es_indigo.htm](http://www.slaveryinamerica.org/history/hs_es_indigo.htm)). The teacher will need to read this and choose parts to share with students. Scroll down through the rice cultivation information. The section on the sights and smells of processing indigo is very interesting. After sharing this information with students, go to new science, new materials, new power at [http://www.makingthemodernworld.org.uk/stories/the_second_industrial_revolution/05.ST.01/?scene=2](http://www.makingthemodernworld.org.uk/stories/the_second_industrial_revolution/05.ST.01/?scene=2), click on the icon on the left side--*Launch Rich Media Scene*. From here, you may view the entire animated information on dyes or skip directly to indigo. There are lithographs of the indigo making process. Show these to students. Next go to Indigo Dyes at [http://www.chem.ed.ac.uk/chemcon/matwor2/indigo.htm](http://www.chem.ed.ac.uk/chemcon/matwor2/indigo.htm) and share the information about blue jeans and indigo with the students.

Allow the students to choose a persona—Eliza Lucas Pinckney, a slave growing or processing Indigo, a colonial merchant selling the indigo crop, or any other appropriate person. Have them write a conversation, diary entry, letter or another form of communication about their interactions with indigo and how it has affected their lives.

2. Share the words, and if possible, the music of *Follow the Drinking Gourd*:

   Follow the Drinking Gourd
   Follow the drinking gourd!
   Follow the drinking gourd.
   For the old man is awaiting for to carry you to freedom
   If you follow the drinking gourd.

   When the sun comes back and the first quail calls,
   Follow the drinking gourd,
   For the old man is awaiting for to carry you to freedom
   If you follow the drinking gourd.

   The riverbank makes a very good road,
   The dead trees will show you the way,
   Left foot, peg foot, traveling on,
   Follow the drinking gourd.

   The river ends between two hills,
   Follow the drinking gourd,
   There's another river on the other side,
   Follow the drinking gourd.

   Where the great big river meets the little river,
   Follow the drinking gourd,
   The old man is awaiting for to carry you to freedom
   If you follow the drinking gourd.
CHORUS
Fol-low the drink-ing gourd! Fol-low the drink-ing gourd.

VERSE
car-ry you to free-dom If you fol-low the drink-ing gourd. When the sun comes back, and the first quail calls, 

(Repeat chorus)
The riverbank makes a very good road, The dead trees will show you the way. Left foot, peg foot, traveling on, Follow the drinking gourd.

(Repeat chorus)
The river ends between two hills, Follow the drinking gourd. There's another river on the other side, Follow the drinking gourd.

(Repeat chorus)
When the great big river meets the little river, Follow the drinking gourd. For the old man is a-waiting for to carry you to freedom If you follow the drinking gourd.
The sheet music is at http://www.madison.k12.wi.us/planetarium/ftdg song.pdf. Let students work in groups to decipher the meanings in the song. Refer to Detailed Explanation of Follow the Drinking Gourd at http://quest.arc.nasa.gov/ltc/special/mlk/gourd2.html to check their ideas with the actual meanings.

1. As a class, trace possible routes north from South Carolina to Canada or a northern city. Locate major present-day cities along the routes they suggest. Use the distance calculator at http://www.indo.com/cgi-bin/dist. How far is it? This service uses data from the US Census and a supplementary list of cities around the world to find the latitude and longitude of two places and then calculates the distance between them (as the crow flies). Finally, students are to find the distances between the cities on their route and add them to calculate the total mileage.

2. MAPS: Use a blank map of the US at the time of the Civil War and have the students re-create the following three maps from the Chapter Four popups. You will find the Union States, Confederate States and Border States maps at the end of this chapter. Ask students to speculate on what drew the Confederate States together and kept the Border States neutral? Help students understand the three groups through class discussion.

Use the Border States map to trace Sherman’s march through South Carolina. Locate major modern cities and landmarks to help students understand the route. The teacher can use Sherman’s march through South Carolina (http://members.aol.com/x69xer/sherman2.html) and Sherman’s March: Final Revenge (http://www.shermansrevenge.com/). Read about the burning of Columbia from Mary Chestnut’s Diary, paraphrasing where necessary (A Diary From Dixie: Electronic Edition: Mary Boykin Miller Chesnut, 1823-1886 at http://docsouth.unc.edu/chesnut/maryches.html). Use the distance calculator at http://www.indo.com/cgi-bin/dist. How far is it? This service uses data from the US Census and a supplementary list of cities around the world to find the latitude and longitude of two places and then calculates the distance between them (as the crow flies). Finally, students are to find the distances between the cities on the route and add them to calculate the total mileage. Ask students why Sherman, a Northern General, would want to bring such devastation on South Carolina?


**Learning Fun:**

1. This lesson is modified from ArtsEdge located at http://artsedge.kennedy-center.org/content/3501/. Give each group a single quilt pattern. Have the groups infer what their pattern might mean. Let each group show their pattern and report back to the entire class. Next, give each group a Quilt Pattern Example handout. How good were their guesses? Finally, give each student the Quilt Forms/Quilt Block Handout. Each student will need to cut out the quilt shapes and trace them on the color of construction paper they wish. Use the quilt block to make quilt patterns. Ask students if they can design a quilt pattern that might represent something today? Have students find these other patterns on Internet quilt sites:

   - The Wagon Wheel or Dresden Plate. This was the second pattern displayed and symbolized the need to think about what was needed for survival.

   - The Log Cabin. It told the fugitives that this was a safe house location. Yellow or red in the center meant a welcome, warm and safe place. A black center warned of danger.

   - The Drunkard’s Path. Reminded the runaways to move in a zigzag fashion to fool the slave hunters.

   - The Bear’s Paw. Used in South Carolina and the Appalachians to indicate the best path for food and water.

**Book List:**

*Catching the Fire* by Mary E. Lyons  
*The Civil War* by Alden R. Carter  
*Freedom’s Fruit* by William H. Hooks  
*Once Upon A Time on a Plantation* by Nancy Rhyne
Selected Internet Resources:

The awesome story of quilts and the Underground Railroad
http://library.thinkquest.org/J0112604/index.htm

A Biography of John Caldwell Calhoun (1782-1850)
http://odur.let.rug.nl/~usa/B/calhoun/jcc.htm

Detailed Minutiae Of Soldier Life In The Army Of Northern Virginia (Cooking and Eating)
http://www.civilwarhome.com/minutiae4.htm

Free Patchwork Quilt Block Patterns, Printable Blocks and Templates

Freedom Timeline: 1831 Underground Railroad
http://www.whitehouse.gov/kids/timeline/railroad.html

Harriet Tubman & The Underground Railroad
http://www2.lhric.org/pocantico/tubman/tubman.html

History of "The Drinking Gourd"
http://www2.lhric.org/pocantico/tubman/gourd1.html

Images of American Political History (Calhoun)
http://teachpol.tcnj.edu/amer_pol_hist/thumbnail177.html

Introduction To Lincoln's Emancipation Proclamation
http://usinfo.state.gov/usa/infousa/facts/democrac/24.htm

National Geographic's Underground Railroad
http://www.nationalgeographic.com/railroad/index.html

Rice, Fever, and Indigo in Colonial South Carolina
http://www.geocities.com/Athens/Aegean/7023/indigo.html
Quilt Pattern Examples

Flying Geese
The pattern is for directions. The darker color indicated what direction to follow. The two in each square facing the same direction are the same color.

Shoofly
Identifies a person who was very knowledgeable about codes. This person secretly aided and harbored runaways.

Hourglass or Bow tie
This pattern told escaped slaves that new clothing would be gotten at this stop to disguise themselves as free blacks before they reached the next safe house or destination.

Monkey Wrench
This pattern signaled those slaves planning to escape to collect the mental and physical tools needed for escape. It was the first pattern to be displayed.

Crossroads
This referred to the Cleveland Ohio Trail, which was often the crossroads point. The fugitive slaves received further instructions because many directions could be taken.

Star
The North Star; it was used as a navigation tool by the fugitives and sung about in Follow the Drinking Gourd.

From:
ArtsEdge, (http://artsedge.kennedy-center.org/content/3501/)
Chapter 5

Summary:

Clues, clues, clues! Detective Bonz has found wheelbarrow tracks, a box of food wrap, sunscreen…all of it on the playground. What could it mean?

Meanwhile, Jeremy, Amy, Briana, Kevin, and Jing have decided to trust their cool science teacher Mr. Gaston with their secret – TIME TRAVELING! He is fascinated to hear about it, but says they shouldn’t time travel from school anymore.

While they’re in the Science Lab, he comes up with a wacky song to teach them about the regions of SC. After that, something very strange happens. Can you imagine what?

Suddenly, they find themselves at the State Farmers’ Market talking with peach farmers. Later, they visit with Gullah people who tell them about some of the cool traditions on the Sea Islands of SC. In the same day, they arrive at Table Rock State Park in the Blue Ridge Mountains. A fun but tiring day to be sure.

That afternoon, the students find out that South Carolina ETV is broadcasting a SC Game Show featuring the kids who score the highest on the state social studies test. Ms. Holman, their principal, is going to arrange for them to go since they have been so helpful in researching SC history for the school. What a day!

South Carolina Social Studies Standards:

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

Indicator 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)

Indicator 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)
Standard 3-5: The student will demonstrate an understanding of the major developments in South Carolina in the late nineteenth and twentieth century.

Indicator 3-5.3: Summarize the changes in South Carolina’s economy in the twentieth century, including the rise and fall of the cotton/textile markets and the development of tourism and other industries. (E, H)

Literacy Element A: Distinguish between past, present and future time.

Literacy Element E: Explain change and continuity over time.

Literacy Element F: Ask geographic questions: Where is it located? Why is it there? What is significant about its location? How is its location related to that of other people, places and environments?

Literacy Element H: Construct maps, graphs, tables, and diagrams to display social studies information.

Literacy Element I: Use maps to observe and interpret geographic information and relationships.

Literacy Element M: Use tables and graphs to observe and interpret geographic trends and relationships.

Literacy Element P: Locate, gather and process information from a variety of primary and secondary sources including maps.

Pre-Teaching Material:

- **Vocabulary:** 6 Regions of South Carolina, Angola, Atlantic Ocean, Blue Ridge Zone, boll of cotton, Carowinds, Cherokees, coast, coastal zone, crops, factory/mill, Frogmore stew, geography, Gullah, gumbo, hardwood, hoppin’ john, industry, Inner Coastal Zone, lumber, National Monument, Outer Coastal Plain, Piedmont, plain, Praise Houses, pulpwood, region, Sandhills, Sea Islands, South Carolina ETV, Soybeans, State Park, Sweet Grass, textiles, tobacco, tourism

  popups: Peachoid, yams

- **Synopsis of the Historical Period:** Chapter Five looks at the regions of South Carolina and the agricultural and industrial products.
• **Places:** Africa*, Aiken, Angola*, Atlantic Ocean, Appalachian Mountain Range, Blue Ridge, Camden, Carowinds, Charleston, Coastal Zone, Columbia, Congaree National Park, Greenville, Inner Coastal Zone, John’s Island, Kingstree, Myrtle Beach, Outer Coastal Plain, Piedmont, Rock Hill, Sandhills, Sassafras Mountain, SC Farmer’s Market, Sea Islands

  popups: Gaffney, Penn Center, St. Helena Island

• **People:** Johnny Appleseed

• **Songs and Interesting Facts:**

  **South Carolina Regions**  
  *by Kathy Bradley*

  **Chorus**

  South Carolina, it has 6 regions.  
  Come visit them and have some fun.  
  Start at the beach and go up to the mountains –  
  We’re gonna learn each and everyone.

  The Coastal Zone beside the Atlantic Ocean makes its home.  
  Find a seashell or a little fish bone in the coastal zone.

  The Outer Coastal Plains – some big ol’ swamps and flat terrain.  
  Many rivers to the ocean drain through the Outer Coastal Plains.

  The Inner Coastal Plains – oh, it’s very clear,  
  Lots of sandy soil and farming here.  
  Millions of years ago the ocean was near,  
  The Inner Coastal Plain, my dear.

  Repeat Chorus

  The Sandhills (2 claps) a fun place to be.  
  Columbia our capital and USC.  
  Aiken and Camden lots of horses to see,  
  In the Sandhills, yes sir-ree! (4 claps)

  The Piedmont (2 claps) where the big hills begin.  
  Rock Hill, so close to Carowinds!  
  Spartanburg and Greenville, lots of factories my friend,  
  The Piedmont (2 claps) where the big hills begin.

  The Blue Ridge (2 claps) is the last region.  
  The Appalachian Mountains are so much fun!  
  Sassafras Mountain is the highest one,  
  In the Blue Ridge Region (4 claps)

  Repeat Chorus
Regions

Kathy Stevens-Bradley

Chorus
South Carolina it has six regions

5
come visit them and have some fun.

Verse 1
we gonna learn each and every one

The

out-al-plain

(c) 2004 Kathy Stevens-Bradley
Verse 2

Rivers the little dean bone - in the coastal plain

The outer coastal plain

Some big old swamps and flat terrain

Many rivers to the ocean drain - through the outer coastal plain
Examples of Gullah:

Us gwine krak teeth ontel fus da’ak. (We’re going to talk until sundown.)

Gwine (going); krak teeth (to talk); fus da’ak (sun down or when it first gets dark)

Unna, hab sweet toot? Unna (you); hab (a sweet tooth)

SC Facts:

South Carolina’s largest industry? Textiles

The King of England liked South Carolina’s trees. The tallest pine trees in the town that became Kingstree were used for the masts of his sailing ships.

Tourism is a very important industry in SC. There are over 2 billion dollars spent in South Carolina every year by tourists.

Table Rock got its name because the Cherokees believed that a giant Indian chief sat at this mountain to eat.

Classroom Enrichment Activities:

1. Use a map of South Carolina to trace the six regions. Students may do this or the teacher may use a map with the regions on it and have the students label the regions. Locate modern cities and landmarks to assist students in understanding the region boundaries. Create a chart for the regions and use the class textbook, other South Carolina resources and the Internet to record the landform differences and similarities.

2. The South Carolina Department of Agriculture and other related agencies have some excellent activities and Web sites to use in teaching students about SC Agriculture. You will find classroom activities and agricultural information at the following Internet sites: SC Department of Agriculture Kid's Section (http://www.scda.state.sc.us), A Look at SC Agriculture (http://www.agclassroom.org/kids/stats/southcarolina.pdf), Ag in the Classroom (http://www.agclassroom.org/sc), Agtivity Pages (http://www.scfb.org/agtivity_pages.asp), Agriculture Statistics - SC (http://www.classbrain.com/artstate/publish/article_723.shtml), Brief History of South Carolina Agriculture (http://www.nass.usda.gov/sc/ssoinf2.htm).
3. Using the book *A Sweet Sweet Basket* by Margie Willis Clary, discuss the cultural contributions of people from various regions of South Carolina. A lesson to assist with this is located at [http://www.myscschools.com/offices/cso/Social_Studies/documents/SweetGrassBasket.doc](http://www.myscschools.com/offices/cso/Social_Studies/documents/SweetGrassBasket.doc).

4. Give students a copy of *South Carolina Regions* song. Look over the stanzas to be sure the students understand all of the geographic or historic references. The music for the song may be found on page XXXX. Assist the class in learning the song.

**Learning Fun:**

1. Go to knowitall.org ([http://www.knowitall.org](http://www.knowitall.org)) and use the excellent activities in *Gullah Net: Explore Gullah Culture in South Carolina with Aunt Pearly-Sue!* Also, use the following information to teach more about Gullah as a language.

   The following information on Gullah is from *Black Communities in South Carolina, Third Grade Black History Modules*, SCDOE, 1990. Gullah, A Creole Language.

   Africans arriving in South Carolina did not share a common language. To communicate they developed a pidgin (auxiliary language with no native speakers) form of English. This pidgin was, however, learned by their descendants as a native language. A creole language (a pidgin with native speakers) was then formed. Gullah was the creole language of the slaves. Gullah is a complete creole language with its own grammar, syntax and vocabulary. The grammar is based on the African tradition while much of the vocabulary comes from English.

   To Better Understand Gullah:

   - Pronouns were generally all purpose. They served for masculine, feminine or neuter gender. The same pronoun could be a subject or by its juxtaposition show possession.

     | Gullah       | English              |
     |--------------|----------------------|
     | he or e      | he, she, his or her  |
     | em           | him, her, it or they |
     | yinnag or unna | plural for you (not found in English) |

   - Pluralism was only indicated once in a sentence.

     *Gullah:* Dan’l and Summer two both my uncle.
     *English:* Both Daniel and Summer were my uncles.
• Prepositions did not differentiate approach from on-site.

Gullah: To
English: to or at

• Verbs in Gullah retained the African usage closely.

Gullah: When my mother been young woman, work in rice.
English: When my mother was young, she worked in rice.

Gullah: been looking
English: has been looking

Gullah: be singing
English: always singing

• Gullah Words With English Translation:

<table>
<thead>
<tr>
<th>Gullah</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ovah</td>
<td>over</td>
</tr>
</tbody>
</table>
wondah  | wonder   |
mudda   | mother   |
lib     | live     |
nebber  | never    |
C'Pat   | Cousin Pat |
fatha  | father   |
t'ings  | things   |
dey     | they     |
gwine  | going to |
chillum| children |
toting | carrying |
ya     | here     |
den ebber | than ever |
fa tru | for the truth |
hab    | have     |
wid    | with     |
frens  | friends  |
de    | the      |
e     | he, she, they |
ef    | if       |
mebba | maybe    |
ast   | ask      |
gee   | give     |
Book List:

Carolina Shout! By Alan Schroder
The Mystery of Edisto Island by Idella F. Bodie
A Sweet, Sweet Basket by Marge Willis Clary
The Water Brought Us: The Story of the Gullah-Speaking People by Muriel Miller Branch

Selected Internet Resources:

Gullah History Primer | PBS
http://www.pbs.org/now/arts/gullah.html

The Island Packet Online: Gullah Heritage
http://www.islandpacket.com/man/gullah/

Race Matters - A bridge to Gullah culture
http://www.racematters.org/marquettalgoodwine.htm

South Carolina Aquarium Online Curriculum
http://www.scaquarium.org/curriculum/iexplore/three_five/units/regions/regions_main.htm
Chapter 6

Summary:

The big day has finally arrived. The SC Game Show is being broadcast from South Carolina ETV television studios! All of Detective Bonz’s wonderful helpers are going to be there. Jeremy, Amy, Briana, and Kevin are even contestants because they scored so well on their state social studies tests!

Detective Bonz is concerned because he has not found the thief. But after careful thought he hatches a plan. It involves a history book borrowed from another school and Kevin’s lucky spool of fishing line. What in the world is Detective Bonz plotting? How can these items possibly help catch the thief?

After meeting the other contestants, the kids are in place to begin the show. They are being cheered on by Ms. Holman, Ms. Matthews, Mr. Gaston, and Detective Bonz who have all come to watch the competition. After the beginning of the show, the kids’ nervousness disappears and excitement takes its place. They know LOTS of correct answers!

During the show they are asked questions about state symbols, famous South Carolinians, famous athletes, interesting facts about the Palmetto State, and nature facts.

Can you guess what happens at the end of the show? Will the Sandlapper kids win the contest? Will Detective Bonz find the thief? Make a prediction and then watch. You might just be correct!

South Carolina Social Studies Standards:

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

Indicator 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)

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

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.

Indicator 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)

Standard 3-5: The student will demonstrate an understanding of the major developments in South Carolina in the late nineteenth and twentieth century.

Indicator 3-5.3: Summarize the changes in South Carolina’s economy in the twentieth century including the rise and fall of the cotton/textile markets and the development of tourism and other industries. (E, H)

Literacy Element I: Use maps to observe and interpret geographic information and relationships.

Literacy Element J: Demonstrate responsible citizenship within the school community and the local and national communities.

Pre-Teaching Material:

- **Vocabulary**: Angel Oak, athletes, Carolina Wren, Carolina Yellow Jessamine, Carowinds, category, Challenger Space Mission, civil rights movement, Edgefield Pottery, Indian Reservation (Catawba), military training base, Palmetto Tree, Parris Island, River People, SC Statehouse, South Carolina Educational Television, symbols, trivia

- **Synopsis of the Historical Period**: Chapter Six is the South Carolina Contest with all historical periods included.
**People:** Althea Gibson (African-American Athlete), Art Shell (African-American Athlete), Dizzy Gillespie, Jim Rice (African-American Athlete), Joe Frazier, Kimberly Aiken, Mary Boykin Chestnut, Mary McLeod Bethune, Peggy Parrish (Amelia Bedelia Author), Rev. Jesse Jackson, Ron McNair, Strom Thurmond, Swamp Fox

**Interesting Facts:**

BMW car factory in Greer, SC  
Riverbanks Zoo in Columbia  
Table Rock and Caesar’s Head State Parks  
SC State University in Orangeburg

**The TV Game**

1. South Carolina’s 3 largest rivers are the Santee, the Savannah and the ________________. [Pee Dee]

2. I am an Oak Tree near Charleston. I am HUGE and I am nearly 1,000 years old. What’s my name? [Angel Oak]

3. The state bird of South Carolina is? [Carolina Wren]

4. This is (picture) our state flower. What is it called? [Carolina Jessamine]

5. What is South Carolina’s state tree? It helped us defeat the British at Fort Moultrie. [Palmetto]

6. In 1957, I was the first black woman to win the Wimbledon Tournament and the National Women’s Championship in tennis. I grew up in Silver, SC. Who am I? [Althea Gibson]

7. I am from Beaufort, SC. I was the heavyweight champion of the world from 1970-1973. [Joe Frazier]

8. I led the American League in homeruns three times. I am from Anderson, South Carolina. Who am I? [Jim Rice]

9. I was a successful football player for the National Football League. In 1989, I became the first African-American ever to coach a team in the NFL, the Oakland Raiders. I was born in North Charleston. [Art Shell]
10. South Carolina is home to the world’s largest basic training base for soldiers. Name this base and where it’s located in South Carolina. [Fort Jackson, the Army base in Columbia]

11. Why were (these) stars placed on the SC Statehouse? [That’s where cannon balls hit the statehouse during the Civil War.]

12. During the Civil War, which side wore the blue uniforms -- the Union Army or the Confederate Army? [The Union Army]

13. This dance craze started in Charleston, SC right after World War I. People all over the country love it. (Watch) Tell us what this dance is called. [The Charleston]

14. This tribe of Native Americans has a large community near Rock Hill, SC. They used to live along the banks of the Catawba River. Their name means “River People.” [Catawba Indians]

15. What is a nickname we have for (this) the upper half of our state? [The Up Country]

16. What’s the nickname for the lower half? [The Low Country]

17. I was born in Lake City, SC. I was a scientist and an astronaut. I gave my life in the Challenger Space Mission. [Ron McNair]

18. I was the daughter of a former slave in Mayesville. I founded one of the first colleges for African-American females. Later I served at the United Nations. [Mary McLeod Bethune]

19. Hello everyone! I am Amelia Bedelia from the very popular Amelia Bedelia Books. The lady who wrote these books grew up in Manning, SC. She was a schoolteacher and author for many years and sold millions of books. Who was this author? [Peggy Parish]

20. I lived on a plantation during the Civil War. I wrote one of the most famous diaries in the South which helped later generations understand the war. [Mary Boykin Chestnut]

21. I was a world famous trumpet player from Cheraw, SC. My ‘bebop’ style was very important in the world of jazz and I played a trumpet that had a very strange shape. [Dizzy Gillespie]
22. 1861-1865 – which war in the United States was fought during these years? [The Civil War also known as The War Between the States]

23. This man was born in Greenville, SC. He is a minister and has been active in the Civil Rights Movement. [The Reverend Jesse Jackson]

24. This young woman was the first African-American to become Miss South Carolina and in 1994 she won the Miss America contest! She is also famous for starting helpful programs for homeless people. [Kimberly Aiken]

25. South Carolina Statesman and longest serving US Senator. [Strom Thurmond]

26. William Moultrie, a famous Revolutionary soldier from SC, had a nickname. What was it? [Swamp Fox]

Classroom Enrichment Activities:


2. Create a South Carolina alphabet scrapbook. Each student or group is given/allowed to choose a letter or letters of the alphabet. They then create a page for a paper or an electronic scrapbook about a person, place of interest, historical event, geographic area, or anything else approved by the teacher. A scoring rubric designed by the students and teacher prior to the beginning of the assignment may be utilized for assessment.
Create an electronic book using PowerPoint. Each slide in the slideshow will represent a page in the electronic book. Teach students how to create a storyboard using index cards.

Students can search the Internet for photos, graphics and sound they can use in a PowerPoint slideshow. They might also scan in photos from available books. The students will take one group digital photo that will be used as an Author Page.

The students will collaborate and create their group’s page for the South Carolina scrap e-book. Each page should contain a digital image, sound, text, and a graphic image. If your students cannot create the more complicated sound files to imbed within PowerPoint do not use sound.

3. A WebQuest located at [http://schoolweb.missouri.edu/vanburen.k12.mo.us/webquest/hero/index.html](http://schoolweb.missouri.edu/vanburen.k12.mo.us/webquest/hero/index.html) gives detailed instructions on how to create a Hero of the Year contest. Paired or in small groups, students will read about heroes and choose one they think should be put on a Hero of the Year Stamp. They then design a stamp and submit it for the contest. Restrict the contest to South Carolina. Teachers can also assign each group a different year or period of time to get a variety of heroes.

4. After completing the South Carolina History Mystery series, ask students what examples of good citizenship they saw throughout the programs? Then write on the board, "I can be a good citizen by doing ______________." Ask each student to describe, illustrate or write a completion to the sentence. Create an analogy of good citizenship as a gift a student can give. Invite students to share their ideas for being a good citizen. List the suggestions. Refer to the class list of good citizenship behaviors and ask each student to select one action that he or she will agree to complete. Set a timeframe to accomplish the task. Create a paper or electronic cutout of a gift package and have each student decorate his/her "gift" by writing about, drawing or pasting pictures to illustrate the action he or she has chosen. Put these citizenship gifts on display in the classroom. As students accomplish their goals, allow them to tell the class about the accomplishment.

**Book List:**

- *All ‘Bout Charleston* by Ruth Paterson Chappell
- *The Mysterious Tail of a Charleston Cat* by Ruth Paterson Chappel and Bess Paterson Shipe
- *South Carolina* by Dennis Brindell Fradin
- *South Carolina* by Kathleen Thompson
Selected Internet Resources:

20th century life in South Carolina
   http://www.knowitall.org

US - South Carolina Women's History
   http://womenshistory.about.com/od/ussouthcarolina/

From Revolution to Reconstruction: Biographies
   http://odur.let.rug.nl/~usa/B/index.htm