Historical Background
This lesson is designed to be a pre or post assessment in teaching South Carolina or United States History. The standards below are tied to the images associated with this lesson. The time periods and labels are taken from a general survey of United States history and can be altered to suit your individual needs.

South Carolina Standards
This lesson includes standards indicators from 3rd, 5th, 7th, and 8th grades. See chart below to identify images with indicators.

Objectives
- Students will analyze historical images.
- Students will categorize historical images into time periods

Time Required
1 class period

Recommended Grade Level
Elementary/Middle/High

Lesson Materials
- 10 4X6 index cards
- Time period labels
- Analyzing Primary Sources sheets. Go to http://www.loc.gov/teachers/usingprimarysources/guides.html for this resource. (Download the Analyzing Photographs and Prints document)

Lesson Preparation
- Print the ten historical images attached to this lesson onto blank 4x6 index cards.
- Print the period labels and post in order around the room.
- Print the Analyzing Photographs and Prints sheet

Lesson Procedure
- Explain to students that they will be analyzing historical images and categorizing the images into time periods.
- Pass out the Photograph Analysis sheet
- Practice analyzing an image with the class.
- Arrange students into groups or pairs. Distribute one post card image to each pair.
- Instruct students to use the photograph analysis guide to help them interpret each picture. Allow 10 minutes at most for analysis.
- Instruct students to identify the time period that they believe their picture belongs to. Once they have identified the time period they should stand near that label in the class.
- Students should be prepared to explain why they chose the time period.
• Give the class 5 minutes to identify and stand near their time period.
• After all students are in place, go around the room starting with the “Colonial America” period. Have each pair or group display their picture and explain why they chose the period to stand under. Explanations should include historical information from their background knowledge.

Assessment
This lesson is designed as an assessment to help identify what students know or have learned about South Carolina and/or United States history. You may have students write their explanations and turn them in for a more formal assessment.

Lesson Extension Options
• After each student explanation, have the rest of the class vote “agree” or “disagree”. If the students are in the wrong place, have them sit back down in group to re-analyze and try again. Follow up with these students at the end of student explanations. Allow them time to correct their misinterpretation and stand under the correct time period along with the rest of the class. Guide students as necessary.
• You may also consider, guiding students as they are analyzing so that no one will have to sit down.

Digital Collections Information
This lesson plan is based on images and/or documents derived from the K12 Pilot Project Collection available from the University of South Carolina’s Digital Collections Library.

To see other collections that may be helpful to your search, visit the Digital Collections homepage or visit SCDL’s collections.
# Pictures from the Past

## South Carolina Standards/Image Chart

<table>
<thead>
<tr>
<th>Historical Image</th>
<th>2005 Standard</th>
<th>2011 Standard</th>
<th>Time Period</th>
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<tbody>
<tr>
<td><img src="http://library.sc.edu/blogs/academy" alt="Picture 1" /></td>
<td>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.” 8-1.3 Summarize the history of European settlement in Carolina from the first attempts to settle at San Miguel de Gualdape, Charlesfort, San Felipe, and Albemarle Point to the time of South Carolina’s establishment as an economically important British colony, including the diverse origins of the settlers, the early government, the importance of the plantation system and slavery, and the impact of the natural environment on the development of the colony.</td>
<td>3-2.2 Summarize the motives, activities, and accomplishments of the exploration of South Carolina by the Spanish, French, and English. 8-1.2 Compare the motives, activities, and accomplishments of the exploration of South Carolina and North America by the Spanish, French, and English.</td>
<td>Colonial America</td>
</tr>
<tr>
<td><img src="http://library.sc.edu/blogs/academy" alt="Picture 2" /></td>
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<td><img src="http://library.sc.edu/blogs/academy" alt="Picture 3" /></td>
<td>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. 8-3.1 Explain the importance of agriculture in antebellum South Carolina, including plantation life, slavery, and the impact of the cotton gin.</td>
<td>3-4.2 Summarize the development of slavery in antebellum South Carolina, including the invention of the cotton gin and the subsequent expansion of and economic dependence on slavery. 8-4.1 Explain the importance of agriculture in antebellum South Carolina, including the plantation system and the impact of the cotton gin on all social classes.</td>
<td>Western Expansion &amp; Reform/ Civil War</td>
</tr>
<tr>
<td><img src="http://library.sc.edu/blogs/academy" alt="Picture 4" /></td>
<td>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. 8-3.2 Explain the impact of key events leading to South Carolina’s secession from the Union, including the nullification crisis and John C. Calhoun, the Missouri Compromise, the Tariff of 1832, the Compromise of 1850, the Kansas-Nebraska Act and subsequent armed conflict, the Dred Scott decision, the growth of the abolitionist movement, and the election of 1860.</td>
<td>3-4.3 Explain the reasons for South Carolina’s secession from the Union, including the abolitionist movement and the concept of states’ rights. 8-4.3 Analyze key issues that led to South Carolina’s secession from the Union, including the nullification controversy and John C. Calhoun, the extension of slavery and the compromises over westward expansion, the Kansas-Nebraska Act, the Dred Scott decision, and the election of 1860.</td>
<td>Civil War</td>
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http://library.sc.edu/blogs/academy
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<td>7-5.1 Explain the causes and key events of World War I, including the rise of nationalism, ethnic and ideological conflicts in different regions, political and economic rivalries, the human costs of the mechanization of war, the Russian Revolution, and the entry of the United States into the War.</td>
<td>7-4.1 Explain the causes and course of World War I, including militarism, alliances, imperialism, nationalism, the assassination of Archduke Franz Ferdinand, the impact of Russia’s withdrawal from, and the United States entry into the War.</td>
<td>Great War/Jazz Age</td>
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<tr>
<td>5-4.1 Summarize changes in daily life in the boom period of the 1920s, including the improved standard of living; the popularity of new technology such as automobiles, airplanes, radio, and movies; the Harlem Renaissance and the Great Migration; Prohibition; and racial and ethnic conflict. 8-6.3 Summarize the political, social, and economic situation in South Carolina following World War I, including progress in suffrage for women, improvements in daily life in urban and rural areas, and changes in agriculture and industry.</td>
<td>5-4.1 Summarize daily life in the post–World War I period of the 1920s, including improvements in the standard of living, transportation, and entertainment; the impact of the Nineteenth Amendment, the Great Migration, the Harlem Renaissance, and Prohibition; and racial and ethnic conflict. 8-5.8 Compare the Progressive movement in South Carolina with the national Progressive movement, including the impact on temperance; women’s suffrage; labor laws; and educational, agricultural, health, and governmental reform.</td>
<td>Great War/Jazz Age or Depression &amp; WWII</td>
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<td>5-4.6 Summarize key developments in technology, aviation, weaponry, and communication and explain their effect on World War II and the economy of the United States.</td>
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<td>Depression &amp; WWII</td>
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<td>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. 8-5.3 Summarize the changes that occurred in South Carolina agriculture and industry during the late nineteenth century, including changes in crop production in various regions, and the growth of the textile industry in the Upcountry.</td>
<td>3-5.1 Summarize the social and economic impact of developments in agriculture, industry and technology, including the creation of Jim Crow laws, the rise and fall of textile markets, and the expansion of the railroad. 8-5.5 Compare industrial development in South Carolina to industrialization in the rest of the United States, including the expansion of railroads, the development of the phosphate and textile industries, and immigration.</td>
<td>Modern Era</td>
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<td>8-7.2 Provide examples of the expanding role of tourism in South Carolina’s economy, including the growth of resorts and development along the coast and the expanding transportation systems that allowed greater access to recreational sites.</td>
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<td>8-7.1 Compare the social and economic impact of World War II and the Cold War on South Carolina with its impact on the rest of the United States, including the increases in the birth rate; the emergence of the consumer culture; the expanding suburbanization, highway construction, tourism and economic development; the continuing growth of military bases and nuclear power facilities; and the increases in educational opportunities.</td>
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Modern Era

http://library.sc.edu/blogs/academy
Passed unanimously at 1.15 o'clock, P. M. December 20th, 1860.

AN ORDINANCE

To dissolve the Union between the State of South Carolina and other States united with her under the compact entitled “The Constitution of the United States of America.”

We, the People of the State of South Carolina, in Convention assembled, do declare and ordain, and it is hereby declared and ordained,

That the Ordinance adopted by us in Convention, on the twenty-third day of May, in the year of our Lord one thousand seven hundred and eighty-eight, whereby the Constitution of the United States of America was ratified, and also, all Acts and parts of Acts of the General Assembly of this State, ratifying amendments of the said Constitution, are hereby repealed; and that the union now subsisting between South Carolina and other States, under the name of “The United States of America,” is hereby dissolved.
How some men met their fate in 1917.

Pull when I tell ye.

The Fortune Tellers

Volunteer
Civil Life
Air Service
Army
Munitions
Navy
Colonial America
(1492-1763)
Revolutionary Period (1764-1789)
The New Nation
(1790-1828)
Western Expansion & Reform (1829-1859)
Civil War
(1860-1865)
Reconstruction
(1866-1877)
Gilded Age
(1878-1889)
Progressive Era
(1890-1913)
Great War & Jazz Age
(1914-1928)
Depression &
WWII
(1929-1945)
Modern Era
(1946-present)