Standard 8-7: The student will demonstrate an understanding of South Carolina’s economic revitalization during World War II and the latter twentieth century.
Instructional Progression:

In 3rd grade, students summarized 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 (3-5.3). In 5th grade students summarized changes in the United States economy following World War II, including the expanding job market and service industry, consumerism, and new technology (5-5.1). In United States history, students will explain the lasting impact of the scientific and technological developments in America after World War II, including new systems for scientific research, medical advances, improvements in agricultural technology, and resultant changes in the standard of living and demographic patterns (USHC-8.5). Students will also explain the causes and effects of social and cultural changes in postwar America, including educational programs, expanding suburbanization, the emergence of the consumer culture, the secularization of society and the reemergence of religious conservatism, and the roles of women in American society (USHC-9.1).

Taxonomy level of indicator:

B 2 Understand/ Conceptual Knowledge

Content Overview:

Since students have a foundation in the economic changes that followed World War II from 5th grade and will expand this knowledge in United States History in high school, 8th grade students should focus on how prosperity, expanding consumerism and changing demographics as a result of medical advances contributed to the development of the South Carolina economy based on tourism and the influx of retirees. In the post war period, the state of South Carolina continued a tradition begun in the late 19th century of promoting Northern tourism to Southern climes. In the late 19th and early 20th centuries, moneyed Northerners were attracted to such places as Aiken and Camden for temperate outdoor pastimes (horse racing and hunting) and had bought up former plantations for hunting and relaxation. These large tracts of land were purposely left undeveloped providing the state with parcels of land that later became national parks and preserves for research, recreation and tourism such as Brookgreen Gardens and Huntington State Park. In the postwar period, the wide availability of the automobile and the expansion of highways by the national government [Federal Defense Highway Act] during the Eisenhower administration accelerated the development of the tourist industry begun in the 1920s (8-6.4). Motels and fast food restaurants followed the building of highways and resort development gave Americans a place to go. Charleston and the South Carolina coast, especially Myrtle Beach, became popular vacation destinations. The greater availability of air conditioning contributed
to the growth of tourism in South Carolina during the hot summer months. As the Greatest Generation and the Baby Boom generation age and retire they are looking for places to play golf and tennis and to enjoy their golden years. Resorts such as Hilton Head Island and other South Carolina resort islands answer this demand. The development of these islands threatened existing communities and gave South Carolina the unique opportunity to preserve the cultural heritage of the African-American experience of the region.

**Introduction to the lesson:**

In this lesson, students will a web design to chart the effects of tourism on South Carolina. Students should understand that any major change in an economy can often have unforeseen negative side-affects. For instance, in SC, tourism has lead to the displacement of low country communities, an increase in waste and pollutants, and the destruction and drastic altering of ecosystems. Tourism also frequently results in overcrowding, traffic congestion and pollution. However, the industry has also greatly increased tax revenues, and provided a variety of jobs and economic opportunities to South Carolinians. In some cases (Florida), tourism can have a far-reaching impact on an entire state or region.

In 2007 nearly 40% of all visitors to South Carolina came for recreational purposes (beaches, entertainment, etc.) Of all out-of-state vacationers in South Carolina in 2007, 46.5% visited for beaches, 38% for shopping, 26% for fine dining and 13% for golfing. In 2007, tourism in South Carolina generated $7.3 billion in wages and salaries and equaled 12.6% of the total state employment. Total value of tourism equaled $11.6 billion or 7.6% of the total state economy. (Courtesy South Carolina Department of Parks Recreation and Tourism).

**Lesson time:**

One day (60 min.)

1. Teacher introduction (10 min.)

2. Photo slideshow and discussion of impact for each picture (15 min.)

3. Student completion of Concept Web (25 min.)

4. Compiling of students findings on one Concept Web (10 min.)
Materials Needed:

1. Web Design template (see below)

2. Images from the South Carolina Department of Parks, Recreation and Tourism available from the University of South Carolina Libraries Primary Sources for K-12 Pilot Project

Search for:  Beaches
             Fishing
             Golf
             Ocean
             Outdoor recreation
Web Design Template

Title

fact

fact

subtopic

subtopic

title

subtopic

fact

fact

fact

fact
Brainstorming Strategies

Title

Tourism

- Environmental Impact
  - Can result in congestion and pollution
  - Can displace or destroy ecosystems

- Social/Cultural Impact
  - Can dilute a region's cultural heritage
  - Can rapidly change demographics of a region

- Economic Impact
  - Can provide valuable tax revenue
  - Can create numerous economic opportunities

- Statewide Impact
  - Revenues can be shared statewide
  - Several key tourist spots can transform an entire state (think Florida)
Procedure:

1. Have students list any tourist spots in South Carolina that they have visited. Ask them to imagine what that area might have been like before it became a tourist destination. What would not be there without the impact of tourism? (10 min.)

2. Show photos of South Carolina Recreation and tourism. For each picture ask students what impact each particular tourist spot might have had on the local economy, environment and population. (15 min.)

3. Divide students into groups of three. Give each group a copy of a blank web design template. Tell each group to brainstorm the effects of tourism and to put their ideas in the correct space on the web. (25 min.) A completed web has been included above for teacher reference.

4. Teacher may then project a blank copy of the web design and ask students to come to the front of the class to fill in web. This can be done by either drawing a blank design on the board, using an overhead with a transparent copy or digitally with a Smart Board or projector. (10 min.)

Extensions

See strategies under Suggested Instructional Strategies on the SOUTH CAROLINA SUPPORT SYSTEMS INSTRUCTIONAL GUIDE.

For additional information and current statistical data concerning South Carolina tourism visit: http://www.scpri.com/our-partners/tourismstatistics/researchreports.aspx

Assessing the Lesson:

Each groups’ web design can be graded. Students should be expected to create four subtopics and eight facts. Each fact can be graded for 10 points each and each subtopic for five points each for a total of 100 points.