

Class: 8th Grade Social Studies
"South Carolina: It's Place in American History"



Objective:

As a class, students will develop a portrait of the state of South Carolina similar to Nam June Paik's *Electronic Superhighway*. Each student will be responsible for creating at least one representation of a South Carolina county. This lesson may be adapted to include the history of each county, contemporary portraits, or both.

Goals:

The student will understand the cultural and economic diversity of contemporary South Carolina.

The student will develop research skills associated with both statistics and historical data.

Standards: Diocese of Charleston

Standard 8-9: The students will demonstrate an understanding of the political, social, and economic challenges the nation and South Carolina have faced from the 1950's to the present.

Procedure:

1) Introduce *Electronic Superhighway*, by Nam June Paik. The Smithsonian American Art Museum houses the original artwork and has many resources to facilitate a discussion.

<http://americanart.si.edu/education/rs/teachers/index.cfm>

2) Explain to students that they will be creating a similar work of art specific to South Carolina. Depending on the size of the class, students should be able to research multiple counties. You may choose to have them focus on different aspects of each county, or on the same for comparison purposes.

Each student should consider and take notes on the following elements before constructing their county collages. When research is complete, they should plan possible ways to represent this information through visual arts.

1. Economy	Current Unemployment Rates, Major Employers, Poverty Rates
2. Political	US Representative, State Senator, State Representative(s)
3. History	Founding Dates, Major Towns, Important Local, National, or State Histories
4. Cultural	Local tourist destinations, dining, entertainment
5. Current Events	Headlines from local newspapers.

List of Counties:

Abbeville	Chesterfield	Hampton	Oconee
Aiken	Clarendon	Horry	Orangeburg
Allendale	Colleton	Jasper	Pickens
Anderson	Darlington	Kershaw	Richland
Bamberg	Dillon	Lancaster	Saluda
Barnwell	Dorchester	Laurens	Spartanburg
Beaufort	Edgefield	Lee	Sumter
Berkeley	Fairfield	Lexington	Union
Calhoun	Florence	Marion	Williamsburg
Charleston	Georgetown	Marlboro	York
Cherokee	Greenville	McCormick	
Chester	Greenwood	Newberry	

Resources for Student Research: *These will be posted on the class blog, but students may use more.*

South Carolina Legislature: <http://www.scstatehouse.gov/>

Newseum (Daily Headlines): <http://www.newseum.org/todaysfrontpages/>

National Archives (Searchable for Historical Documents) : <http://docsteach.org/documents>

South Carolina Election Results: <http://www.scvotes.org/>

USDA (Poverty Rates): <http://www.ers.usda.gov/data/povertyrates/>

US Bureau of Labor Statistics: <http://www.bls.gov/>

Government Track (Congressional Districts):
<http://www.govtrack.us/congress/findyourreps.xpd?state=SC>

South Carolina Association of Counties: <http://www.sccounties.org/>

3) After research and preliminary sketches are complete, **provide** students with a scale cutout of their counties. They will use this as a stencil to create the appropriate shape for their counties, and to make sure all counties can fit together.

Students will integrate their research into the collage through whatever means they feel appropriate. It is important to let them literally turn the information over in their minds to determine the best possible way to represent their counties. This should be done in close consultation with the teacher and with other students.

4) Assemble the state at one time, with each student introducing their county and explaining the choices they made.

Assessment:

Criteria	Points Possible	Points Earned
Use of Time – Respectful of others and helpful at times.	10	
Research – Notes on each of the five elements to be considered.	25 (5 points each)	
County Collage – Contains an appropriate portrait of the county, with a wide range of information.	40	
Reasoning – Student can justify all decisions made in construction of project.	20	
Presentation – Student explains art to class to the best of his or her ability.	5	