

# **SOUTH CAROLINA STUDIES**

## **Substitute Teacher Folder**

Date \_\_\_\_\_

Good Morning:

Thank you for substituting today. As it stands now, I should return \_\_\_\_\_. Below are the assignment(s) and corresponding page numbers for the textbook, *South Carolina: The History of an American State*, along with the corresponding student blackline master(s).

If my absence was unexpected today and I didn't have the opportunity to make the appropriate number of copies, I am sure that \_\_\_\_\_ in the main office or \_\_\_\_\_ in the \_\_\_\_\_ will be glad to assist you in getting copies for the class.

There is a report form in the Substitute Folder for you to share information regarding the day(s).

My thanks for your assistance, and we are glad to have you. Should you need to contact me, I can be reached at \_\_\_\_\_.

Regards,

\_\_\_\_\_

Additional Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## SOUTH CAROLINA STUDIES Substitute Assignment Form

Period	Time	Text Pages	Homework Yes/No	In-Class Student Activity Numbers or Class Assignment	Homework Assignment for Tomorrow
1					
2					
3					
4					
5					
6					
7					
8					

### “Things to be aware of” Comments

1	
2	
3	
4	
5	
6	
7	
8	

### Procedures

**Beginning of Class:** \_\_\_\_\_

**Recognition of Students:** \_\_\_\_\_ **Hands Raised Only** \_\_\_\_\_ **May Call Out Answer Quietly**

**Closure of Class:** \_\_\_\_\_

**Lunch: Time** \_\_\_\_\_ **Please sit with** \_\_\_\_\_ **Sit elsewhere**

**Attention-Getting Techniques I Use:** \_\_\_\_\_

**Neighboring Instructor to Call on for Help** \_\_\_\_\_ **Room** \_\_\_\_\_

**Fire Drill Instructions are located** \_\_\_\_\_

**Tornado Drill Instructions are located** \_\_\_\_\_

**Other:** \_\_\_\_\_

## SOUTH CAROLINA STUDIES

### Seating Chart - Periods 1-4

Students are listed by \_\_\_\_\_ names for all class periods.

Row 1	Row 2	Row 3	Row 4	Row 5
<b>Seat 1</b> 1st 2nd 3rd 4th	<b>Seat 1</b> 1st 2nd 3rd 4th	<b>Seat 1</b> 1st 2nd 3rd 4th	<b>Seat 1</b> 1st 2nd 3rd 4th	<b>Seat 1</b> 1st 2nd 3rd 4th
<b>Seat 2</b> 1st 2nd 3rd 4th	<b>Seat 2</b> 1st 2nd 3rd 4th	<b>Seat 2</b> 1st 2nd 3rd 4th	<b>Seat 2</b> 1st 2nd 3rd 4th	<b>Seat 2</b> 1st 2nd 3rd 4th
<b>Seat 3</b> 1st 2nd 3rd 4th	<b>Seat 3</b> 1st 2nd 3rd 4th	<b>Seat 3</b> 1st 2nd 3rd 4th	<b>Seat 3</b> 1st 2nd 3rd 4th	<b>Seat 3</b> 1st 2nd 3rd 4th
<b>Seat 4</b> 1st 2nd 3rd 4th	<b>Seat 4</b> 1st 2nd 3rd 4th	<b>Seat 4</b> 1st 2nd 3rd 4th	<b>Seat 4</b> 1st 2nd 3rd 4th	<b>Seat 4</b> 1st 2nd 3rd 4th
<b>Seat 5</b> 1st 2nd 3rd 4th	<b>Seat 5</b> 1st 2nd 3rd 4th	<b>Seat 5</b> 1st 2nd 3rd 4th	<b>Seat 5</b> 1st 2nd 3rd 4th	<b>Seat 5</b> 1st 2nd 3rd 4th
<b>Seat 6</b> 1st 2nd 3rd 4th	<b>Seat 6</b> 1st 2nd 3rd 4th	<b>Seat 6</b> 1st 2nd 3rd 4th	<b>Seat 6</b> 1st 2nd 3rd 4th	<b>Seat 6</b> 1st 2nd 3rd 4th

Circle the name of a student who can be relied upon each period.

## SOUTH CAROLINA STUDIES Seating Chart - Periods 5-8

Students are listed by \_\_\_\_\_ names for all class periods.

Row 1	Row 2	Row 3	Row 4	Row 5
<b>Seat 1</b> 5th 6th 7th 8th	<b>Seat 1</b> 5th 6th 7th 8th	<b>Seat 1</b> 5th 6th 7th 8th	<b>Seat 1</b> 5th 6th 7th 8th	<b>Seat 1</b> 5th 6th 7th 8th
<b>Seat 2</b> 5th 6th 7th 8th	<b>Seat 2</b> 5th 6th 7th 8th	<b>Seat 2</b> 5th 6th 7th 8th	<b>Seat 2</b> 5th 6th 7th 8th	<b>Seat 2</b> 5th 6th 7th 8th
<b>Seat 3</b> 5th 6th 7th 8th	<b>Seat 3</b> 5th 6th 7th 8th	<b>Seat 3</b> 5th 6th 7th 8th	<b>Seat 3</b> 5th 6th 7th 8th	<b>Seat 3</b> 5th 6th 7th 8th
<b>Seat 4</b> 5th 6th 7th 8th	<b>Seat 4</b> 5th 6th 7th 8th	<b>Seat 4</b> 5th 6th 7th 8th	<b>Seat 4</b> 5th 6th 7th 8th	<b>Seat 4</b> 5th 6th 7th 8th
<b>Seat 5</b> 5th 6th 7th 8th	<b>Seat 5</b> 5th 6th 7th 8th	<b>Seat 5</b> 5th 6th 7th 8th	<b>Seat 5</b> 5th 6th 7th 8th	<b>Seat 5</b> 5th 6th 7th 8th
<b>Seat 6</b> 5th 6th 7th 8th	<b>Seat 6</b> 5th 6th 7th 8th	<b>Seat 6</b> 5th 6th 7th 8th	<b>Seat 6</b> 5th 6th 7th 8th	<b>Seat 6</b> 5th 6th 7th 8th

Circle the name of a student who can be relied upon each period.

# **SOUTH CAROLINA STUDIES**

## **Directed Teaching Lesson Plan**

The lesson plan for the day is in my plan book or indicated in the space below. In the event I had to leave unexpectedly, I have left selected student blackline masters sheets in this folder. *Should* students complete their in-class assignments, listed below are some alternative activities and/or “lost time” sponges. I’ve checked those I would like for students to do if their assigned classwork is completed \_\_\_\_\_ minutes prior to the end of the period.

### **LESSON PLAN**

Text Pages: \_\_\_\_\_ Student Activity Page: \_\_\_\_\_ Date: \_\_\_\_\_

Materials Needed:

Objectives:

Focus Activity:

Directed Teacher/Teacher Input:

Modeling for Directed Practice:

Directed Practice:

Independent Practice and/or Homework Assignment:

Enrichment/Remediation:

Learning Style Accommodations:

Closure: Indicated below

# SOUTH CAROLINA STUDIES

## Directed Teaching Lesson Plan (Cont.)

### OUT-OF-CLASS ACTIVITIES

- Yes  No Students may immediately begin reading their in-class library books.
- Yes  No Individual students may begin work on homework assignments.
- Yes  No If everyone has completed the day's class activities, they are allowed to talk softly.
- Yes  No Individual students may report to the library when they complete their class activities.
- Yes  No Individual students may begin working on other classes' activities or assignments.
- Yes  No Students in small groups of \_\_\_\_\_ may work together on other class activities or projects.
- Yes  No Other:

### IN-CLASS SPONGE ACTIVITIES

<b>For Today</b>	<b>Indiv.</b>	<b>Team</b>	<b>Turn In</b>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes/No	1. You give a letter and the students name the South Carolina towns/cities/ivers that begin with that letter.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes/No	2. You give a letter and the students name a South Carolinian or an American whose name begins with that letter. They must be able to give one fact about the individual they name.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes/No	3. Historical Spelling: You flip through the text and call out the name of a person, place, or thing. Students must spell the term _____ orally or _____ in writing. If oral, other students may challenge the spelling.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes/No	4. Using the index, call out the names of South Carolina or American history figures. Students are to assume that they are at a dinner party seated next to that person. Students list three things they would ask the person and why. (If the student does not recognize the figure, have her or him flip to the appropriate page as indicated in the index and read about the individual, then determine if and why they would change their dinner conversation questions.)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes/No	5. Write the following slogan on the chalkboard: PROUD TO BE A SOUTH CAROLINIAN. Have students write out as many words as they can with the letters of the slogan. (They are allowed to use any combination of letters). The winner receives _____.

# SOUTH CAROLINA STUDIES

## Directed Teaching Lesson Plan (Cont.)

### IN-CLASS SPONGE ACTIVITIES

For Today	Indiv.	Team	Turn In	
___	___	___	Yes/No	6. Students should design a test review puzzle to cover text pages ___ - ___ in their South Carolina Studies textbook.
___	___	___	Yes/No	7. Students should design a 9-square "Tic-Tac-Toe" game based on South Carolina symbols and play their game with one other person seated close enough that desks do not have to be moved to play the game.
___	___	___	Yes/No	8. Tell students to imagine that they have \$400 for a weekend with their family. Where in South Carolina would they most like to visit and why? Plan a budget for a family of four to visit your site. (Assume that gas is \$2.00 per gallon.)
___	___	___	Yes/No	9. Review the South Carolina symbols. Select five and have students record their alternate choices for the symbols. They should explain the reasons for their choices over the current symbols. For example, "The Yellow Jessamine is South Carolina's state flower. It should be the tulip because . . ."
___	___	___	Yes/No	10. Using news stories cut from the newspaper and coloring markers, have students underline the 5 W's and H for assigned stories. (Who - red; What - blue; Where - orange; When - brown; Why - yellow; and How - green)
___	___	___	Yes/No	11. Using the textbook index, have students select the name of a person, event, place, or thing. The next student in the row has to name another example in the same category that begins with the last letter of the person, event, place, or thing named.
___	___	___	Yes/No	12. Assign students a picture from any page in the text. Students should study the picture for one minute, close the textbook, and quickly write down all of the things about the picture that they can remember. Then they return to the page to check and see how many points they remembered about the picture. The winner gets  _____.
___	___	___	Yes/No	13. Teacher's Choice:

## **SOUTH CAROLINA STUDIES**

### **Closure Questions**

Before students begin to “pack up” at the end of class, please take about five minutes and ask any of the closure questions that are circled. If *none* are circled, ask students “round robin” what they learned from the day’s lesson. Summarize each answer with a one-word description on the board or overhead. These words need to be recorded in their South Carolina Studies notebook.

1. Name something you learned today that you didn’t know yesterday.
  
2. Name something you learned today that you would like to remember. Why?
  
3. Of today’s activities, which one did you like most? Why?
  
4. Why do you think it was important to learn about \_\_\_\_\_ today?
  
5. As a result of what you learned today, in what ways can you become a better South Carolinian? A better American?
  
6. What did you learn today that you would like to know more about? Why?

# **SOUTH CAROLINA STUDIES**

## **Substitute Teacher Feedback**

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

As you close the day out, I would appreciate your reflective analysis of the day. Please complete one sheet for each day you substitute. Thank you again for being here today!

<b>Period</b>	<b>Overall Comments</b>	<b>Follow-up Needed</b>
1		
2		
3		
4		
5		
6		
7		
8		
Lunch		

Finally, I would like to share \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## **SUBSTITUTE FOLDER**

### **Student Activity 1 - Scavenger Hunt**

**Directions:** Use your textbook to find the following information. Indicate the appropriate page for each answer.

1. What is the definition of *artifact*? \_\_\_\_\_
2. Who is the first person listed under "A" in the index? \_\_\_\_\_
3. On what page is Booker T. Washington first discussed? \_\_\_\_\_
4. Which chapters discuss the settlement of South Carolina? \_\_\_\_\_
5. In Chapter Two, are there more pictures of mountains or of water? \_\_\_\_\_
6. What occurred in 1838? \_\_\_\_\_
7. What is South Carolina's state bird? \_\_\_\_\_
8. On what page does the first map appear in your textbook? \_\_\_\_\_
9. Is there a picture of a cannon in your textbook? \_\_\_\_\_
10. In which chapter would you find information on "9/11"? \_\_\_\_\_
11. If you were looking up an event that occurred in 1925, in which chapter would you look? \_\_\_\_\_
12. Suppose your teacher asked you about the Stamp Act and you could not remember that event. In what section of the textbook could you quickly find information on the Stamp Act? \_\_\_\_\_
13. Where would you find a picture of South Carolina's state flower? \_\_\_\_\_
14. On what page is the Chapter Summary for Chapter Fourteen? \_\_\_\_\_
15. Whose picture is on page 196? \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## **SUBSTITUTE FOLDER**

### **Student Activity 2 - Put Your Mind to the Challenge (Page 1)**

**Directions:** Working individually or in teams of 4, fill in the blanks below. Write the letter that corresponds with the number below each blank.

1. Mascot of Clemson University teams

\_\_\_\_\_  
1      2      3      4      5

2. Mascot of University of South Carolina teams

\_\_\_\_\_  
6      7      8      9      10      11      12      13

3. Famous water tower in Gaffney

\_\_\_\_\_  
14      15      16      17      18      19      20      21

4. Well-known South Carolina senator who died in 2003 at age 100

\_\_\_\_\_  
22      23      24      25      26      27      28      29

5. What the “faces” are doing in the South Carolina tourism slogan

\_\_\_\_\_  
30      31      32      33      34      35      36

6. How the “places” look in that same slogan

\_\_\_\_\_  
37      38      39      40      41      42      43      44      45

7. South Carolina’s capital city

\_\_\_\_\_  
46      47      48      49      50      51      52      53

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## **SUBSTITUTE FOLDER**

### **Student Activity 2 - Put Your Mind to the Challenge (Page 2)**

8. Language of South Carolina's sea islands that is a mixture of English and African

\_\_\_\_\_  
54    55    56    57    58    59

9. Swamp that forms the name of South Carolina's only national park

\_\_\_\_\_  
60    61    62    63    64    65    66    67

10. South Carolina's famous motor speedway

\_\_\_\_\_  
68    69    70    71    72    73    74    75    76    77

11. River that is home to South Carolina's nuclear plant

\_\_\_\_\_  
78    79    80    81    82    83    84    85

Did you know that South Carolina has a state shell? Find its name below.

\_\_\_\_\_  
48    9    41    22    15    5    66    68

\_\_\_\_\_  
19    56    20    80    38

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## **SUBSTITUTE FOLDER**

### **Student Activity 3 - Your Choice (Page 1)**

There are some general facts about our state that you should know simply to make you a more informed citizen. All of the questions below can be answered by reviewing the first two chapters and the South Carolina Symbols list in the appendix.

**Directions:** Read each question carefully. Circle either the letter in the True column or the letter in the False column. If the answer is false, make the appropriate correction on the line below each sentence. When you finish the questions, you will know whether or not you are correct because a correct response will spell out the name of one of South Carolina's most honored "citizens."

**True    False**

- |   |   |    |   |       |
|---|---|----|---|-------|
| B | L | 1. | South Carolina's state bird is the white-feathered hawk.  | _____ |
| O | U | 2. | The sabal palmetto is our South Carolina state tree.  | _____ |
| M | G | 3. | The South Carolina tourism slogan is "Beautiful Places and Smiling Faces."  | _____ |
| G | D | 4. | An ethnic group is a group of people who share a common tradition and feel a sense of belonging with one another. | _____ |
| T | E | 5. | The spotted salamander is South Carolina's state reptile.   | _____ |
| V | R | 6. | South Carolina's official state animal is the white-tail rabbit.  | _____ |
| H | P | 7. | South Carolina's greatest natural resource is its coastline.  | _____ |
| C | E | 8. | Lemonade is South Carolina's state hospitality beverage.  | _____ |
| A | E | 9. | The islands off of South Carolina's coast are called barrier islands.   | _____ |

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## **SUBSTITUTE FOLDER**

### **Student Activity 3 - Your Choice (Page 2)**

**True    False**

D    S    10.    South Carolina's state fruit is the peach.

\_\_\_\_\_

T    I    11.    Andrew Jackson was born in South Carolina.

\_\_\_\_\_

B    U    12.    Spoleto is the name of our official state butterfly.

\_\_\_\_\_

F    R    13.    South Carolina's state motto, "Dum Spiro Spero," means "The stars inspire me to greatness."

\_\_\_\_\_

A    T    14.    South Carolina is the second largest state in the Southeast.

\_\_\_\_\_

L    F    15.    The shag is our state dance.

\_\_\_\_\_

X    E    16.    Kudzu, which was first introduced to South Carolina to help stop soil erosion, died out after a few successful years of replication.

\_\_\_\_\_

The letters you've selected should spell out the name of one of South Carolina's honored "citizens."

What does it spell? \_\_\_\_\_

What is this citizen's official title?

\_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## **SUBSTITUTE FOLDER**

### **Student Activity 4 - Making a State Quilt**

Some of you may have seen quilts made by relatives. Quilts are bed coverings made by sewing together pieces of material. Often the materials, shapes, and colors used in quilts form patterns, sometimes very complex ones. Quilts can also tell a story through pictures. In this activity, you are going to make a state quilt.

**Directions:** The sixteen squares below represent your state quilt. In each section, draw a symbol, map, or some other representation of South Carolina. Color your squares and add “stitching marks” between each section. Here’s your chance to be creative!


Name: \_\_\_\_\_

Date: \_\_\_\_\_

## **SUBSTITUTE FOLDER**

### **Student Activity 5 – Carolina Categories**

**Directions:** See how many blocks you can fill in with answers that begin with the letter at the top of the column.

<b>Categories</b>	<b>C</b>	<b>A</b>	<b>R</b>	<b>O</b>	<b>L</b>	<b>I</b>	<b>N</b>	<b>A</b>
Beverage								
Bird								
City								
Crop								
Fish								
Flower								
Fruit								
Insect								
Lake								
Mammal								
Natural Resource								
River								
Sport								
Toy								
Tree								

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## **SUBSTITUTE FOLDER**

### **Student Activity 6 - What Do You Think? (Page 1)**

A list of character traits appears in the box below. Draw a line under the ones you find it easy to practice. Place parentheses around the ones you find it difficult to practice.

Compassion	Tolerance	Self-Control	Punctuality
Courtesy	Cooperation	Self-Respect	Respect for Others
Kindness	Honesty	Fairness	Courage
Patriotism	Cleanliness	Cheerfulness	Respect for the Environment
Patience	Creativity	Sportsmanship	Loyalty
Perseverance	Citizenship	Diligence	Generosity
	School Pride	Virtue	

**Directions:** Below and on the next page are several quotations from well-known Americans. Your task is to take each quote and determine which character traits the quotation exemplifies (illustrates).

*The sound of tireless voices is the price we pay for  
the right to hear the music of our own opinions.*  
– Adlai Stevenson

1. The overall meaning of the quotation is \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. List the character traits represented in the quotation and the reasons for your choice(s).  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*True patriotism hates injustice  
in its own land more than anywhere else.*  
– Clarence Darrow

3. The overall meaning of the quotation is \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. List the character traits represented in the quotation and the reasons for your choice(s).  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## **SUBSTITUTE FOLDER**

### **Student Activity 6 - What Do You Think? (Page 2)**

*There is nothing wrong with America  
that together we can't fix.  
– President Ronald Reagan*

5. The overall meaning of the quotation is \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. List the character traits represented in the quotation and the reasons for your choice(s).  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Each chapter in your South Carolina Studies textbook begins with a quote. Choose one that is meaningful to you and write it in the space below. Then answer questions about your choice.

7. The overall meaning of the quotation is \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. List the character traits represented in the quotation and the reasons for your choice(s).  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## **SUBSTITUTE FOLDER**

### **Student Activity 7 - A State by Any Other Name**

It takes some practice to learn the names of all fifty states that make up our great country. However, there are some fun ways to become familiar with both the name and spelling of each state. Try this.

**Directions:** Take each state and in the space below (you can also use the back or a separate sheet), write down as many proper nouns (no “slang” names) as you can make from the letters in the state name. For example, you can get “Al” from “Alaska.” If there is no proper name, write down as many regular words as you can. Make sure you spell the words correctly.

Alaska:	_____	Washington:	_____
Oregon:	_____	Nevada:	_____
California:	_____	Hawaii:	_____
Arizona:	_____	New Mexico:	_____
Utah:	_____	Idaho:	_____
Montana:	_____	Wyoming:	_____
North Dakota:	_____	Colorado:	_____
Nebraska:	_____	Texas:	_____
Iowa:	_____	Michigan:	_____
Wisconsin:	_____	Kansas:	_____
South Dakota:	_____	Mississippi:	_____
Minnesota:	_____	Oklahoma:	_____
Illinois:	_____	Indiana:	_____
Missouri:	_____	New York:	_____
Louisiana:	_____	Kentucky:	_____
Arkansas:	_____	Alabama:	_____
Georgia:	_____	Ohio:	_____
North Carolina:	_____	Delaware:	_____
South Carolina:	_____	Florida:	_____
Tennessee:	_____	Virginia:	_____
New Jersey:	_____	Rhode Island:	_____
Connecticut:	_____	Maryland:	_____
West Virginia:	_____	Vermont:	_____
Pennsylvania:	_____	New Hampshire:	_____
Massachusetts:	_____	Connecticut:	_____

How did you do? Total Number: \_\_\_\_\_