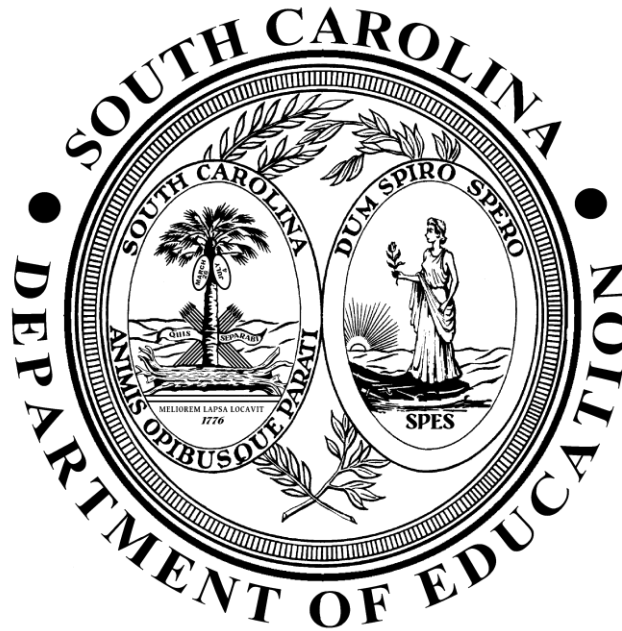


STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION



Grade 4 United States & South Carolina Studies Part I
Alignment Guide 2024

May 2024

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Purpose and Use

The development and revision of the Alignment Guides is the work of South Carolina educators. The Alignment Guides are created to assist educators in aligning all components of the [2019 South Carolina Social Studies College- and Career- Ready Standards](#).

Components of the Document

Course Themes

Themes allow for connections to be made between content when teaching chronologically or thematically to support learning through inquiry. Possible Inquiry Questions tied to course themes are listed with each indicator to foster connections between the standards, key concepts, and enduring understanding. The Primary (K-2) themes of *History*, *Geography*, *Economics*, and *Civics and Government* are the foundation for all subsequent course themes.

Course at a Glance

The Course at a Glance provides teachers with a visual overview of the course components, including the progression of topics for each indicator. Course Themes have been identified that best align to the intent of the indicated standard.

Standard Overview

The Standard Overview provides the Key Concept, Enduring Understanding, and Identified Course Themes for the entire standard.

Indicator Overview

The Indicator Overview includes the Indicator and Topic, Possible Questions for Inquiry, Content Lists, and Sample Tasks. Possible Questions for Inquiry related to course content are provided with each Indicator. A Content List is provided with each indicator containing content and accompanying statements to demonstrate the relationship between the content and the skill. While not considered to be a checklist, the content and skills outlined in this document should all be explored with students. Grade 4 is the first time South Carolina students are formally using Periodization and Context. Teachers have the flexibility to include additional related content that meets the needs of their students and are aligned with district curriculum guides. Additionally, Possible terminology and Example Question/Sentence Stems are included for instructional guidance to support teaching the skill. Teachers can use excerpts from sources identified in the Content list as (stimuli) in the Example Questions/Sentence Stems. DOK/Cognitive Complexity examples help convey information about the expected depth and breadth of the content/skill required by each indicator of the standards.

Grade 4 United States & South Carolina Studies Part I Course Themes

THEME	DESCRIPTION
Interaction Among People	The Interaction Among People theme encourages the study of cultural interactions, economic development, and societal differences which resulted in distinct perspectives within the regions of both the United States and South Carolina. Over time, these exchanges have caused both unity and division. The Interactions Among People theme builds on the primary themes of History, Economics, and Civics and Government.
Physical Geography and Natural Resources	The Physical Geography and Natural Resources theme encourages the study of the migration of humans to different regions and how geography influenced their way of life in a new place. As North America and South Carolina were settled, changes in economic, political, environmental, and societal conditions occurred over time and in different locations. The Physical Geography and Natural Resources Theme builds on the primary theme of Geography.
Development and Sustainment of a State and Nation	The Development and Sustainment of a State and Nation theme encourages the study of the national and state political identities and perspectives. National and state political identities and perspectives are based on the founding principles contained in documents such as the Declaration of Independence, the Constitution, and the Federalist Papers. These perspectives serve as the basis of both debate and compromise over the course of the nation’s history and allows the theme of Development and Sustainment of a State and Nation to build on the primary theme of Civics and Government.
Economic, Settlement, and Territorial Expansions	The Economic, Settlement, and Territorial Expansions theme encourages the study of changing economic, social, and political ideas within the United States and South Carolina. These expansions led to controversy, compromise, extension of boundaries, and the economic change from mercantilism to capitalism. The Economic, Settlement, and Territorial Expansions theme builds on the primary theme of Economics.

Grade 4 United States & South Carolina Studies Part I Course at a Glance

STANDARD 1 COLONIZATION 1600-1730	STANDARD 2 A NEW NATION 1730-1800	STANDARD 3 EXPANSION AND SECTIONALISM 1800-1850	STANDARD 4 A DIVIDED NATION 1850-1870	STANDARD 5 REBUILDING 1860-1880
<ul style="list-style-type: none"> • Interaction Among People • Physical Geography and Natural Resources 	<ul style="list-style-type: none"> • Development and Sustainment of a State and Nation • Interaction Among People 	<ul style="list-style-type: none"> • Physical Geography and Natural Resources • Economic, Settlement, and Territorial Expansions 	<ul style="list-style-type: none"> • Development and Sustainment of a State and Nation • Economic, Settlement, and Territorial Expansions 	<ul style="list-style-type: none"> • Interaction Among People • Development and Sustainment of a State and Nation
1.CO Colonial Interactions	2.CO Roles of Marginalized Groups	3.CO Expeditions to the West	4.CO Slavery and Civil War	5.CO Interactions of Various Groups
1.CE Effects of Economic Systems	2.CE Economic and Political Reasons for Independence	3.CE Effects of Government Policies to Settle West	4.CE Military Strategies	5.CE 13th, 14th, & 15th Amendments
1.P Colonial Regions	2.P Establishment of the U.S.	3.P Technology and Environmental Impacts	4.P Emancipation	5.P Reconstruction and Political Realignment
1.CX Experience of Native Americans, Europeans, and Africans	2.CX South Carolina's Role in the Development of the U.S.	3.CX Antebellum Period	4.CX Involvement of Different SC Groups in the Civil War	5.CX Characteristics of Reconstruction
1.CC Changes in Economic Systems	2.CC Natural Rights	3.CC Native and Mexican American Experiences with Border Change	4.CC Economic, Political and Social Changes	5.CC African American Experience and Civil Rights
1.E Economic, Political, and Social Developments	2.E Perspectives of Economic, political, and Social Developments	3.E Perspectives of Westward Expansion and Free and Slave States	4.E Economic, Political, and Social Divisions	5.E Perspectives on Effects of Reconstruction

Standard 1 Overview

Standard 1: Demonstrate an understanding of the settlement and colonization of North America, including South Carolina, between 1600–1730.

Key Concept	Enduring Understanding
Standard 1: Colonization <ul style="list-style-type: none">• 1.CO Colonial Interactions• 1.CE Effects of Economic Systems• 1.P Colonial Regions• 1.CX Experience of Native Americans, Europeans, and Africans• 1.CC Changes in Economic Systems• 1.E Economic, Political, and Social Developments	The various cultures, establishments, and settlements of North American colonies were a result of interactions and contributions primarily of Native Americans, Europeans, and enslaved Africans. The British North American colonies each developed a unique culture connected to their economic, geographic, and political resources and beliefs.

Standard 1 Identified Course Themes:

There are four course themes identified for United States & South Carolina Studies Part I. Two of the four themes have been identified that most relate to each of the five standards. The two themes identified for Standard 1 are as follows:

Identified Course Themes	Description
Interaction Among People	The Interaction Among People theme encourages the study of cultural interactions, economic development, and societal differences which resulted in distinct perspectives within the regions of both the United States and South Carolina. Over time, these exchanges have caused both unity and division. The Interactions Among People theme builds on the primary themes of History, Economics, and Civics and Government.
Physical Geography and Natural Resources	The Physical Geography and Natural Resources theme encourages the study of the migration of humans to different regions and how geography influenced their way of life in a new place. As North America and South Carolina were settled, changes in economic, political, environmental, and societal conditions occurred over time and in different locations. The Physical Geography and Natural Resources Theme builds on the primary theme of Geography.

4.1.CO:

Compare the interactions among cultural groups as a result of European colonization.

This indicator was developed to promote inquiry into how European colonization impacted the interaction among African, European, and Native American cultural groups.

Topic: Colonial Interactions

Possible Questions for Inquiry:

- How did the geography of the eastern coastal region impact the settlement patterns of early colonists?
- Based on evidence of geographic features, climate, and natural resources within each colonial region, why did each colonial region develop the economic activities that made them successful?

Content	Sample Tasks
<ul style="list-style-type: none"> ● Native Americans culture’s impact on colonists (e.g., agriculture, hunting/gathering, fishing) 	Identify similarities or differences between Native American cultural groups from different colonial regions and their effects on colonists.
<ul style="list-style-type: none"> ● New England, New France, and New Spain ● Jamestown, Virginia 1607 ● Fur trade-Northwest Passage 	<p>Compare the interactions of the Native Americans and colonists in the Carolina colony with the interactions between Native Americans and colonists in the Massachusetts Bay colony.</p> <p>Compare the cultural and economic interactions of Native Americans with different colonial groups.</p>
<ul style="list-style-type: none"> ● Indentured servants (e.g., diversity of European cultures) ● Enslaved <ul style="list-style-type: none"> ○ Impact of the African American culture (e.g., Gullah/Geechee, music, food) ○ Plantation Systems <ul style="list-style-type: none"> ■ Enslaved Africans’ impact on colonial agriculture ○ Enslavement/resistance to 	<p>Compare the characteristics (i.e., who, what, where, why, when, and how) of indentured servants and enslaved people and their impact on the colonies and the colonies’ impact on them.</p> <p>Compare the enslaved labor force of the North and the South.</p>

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
Native American influences	Label a map with locations and available resources.	Explain how the Native American groups used the available resources.	Explain how the Native Americans' use of resources affected the colonists.

Possible Terminology to Support Teaching Comparison:

• also	• but	• differ	• like
• as well as	• contrast	• instead	• similar
• both	• correlation	• just as	• unlike

Example Question/Sentence Stems for Comparison:

- How are the (type of stimuli) from _____ and _____ similar?
- What would the authors/illustrators of the (stimuli) most likely agree on?
- In what way was _____ different during _____ than in earlier times?
- What would be a counterargument to the ideas expressed in the (stimulus)?
- What are the reasons for/impact of the similarities/differences in _____?
- How was _____ carried out differently in _____ compared to _____?
- How was the motivation for/outcome of _____ similar/different than _____?

4.1.CE:

Identify the effects of changing economic systems on the diverse populations in British North America.

This indicator was developed to promote inquiry into the effects of mercantilism and triangular trade on enslaved Africans, Native Americans, and European colonists in North America and the Caribbean.

Note: This indicator should be taught in conjunction with 4.1.CC.

Topic: Effects of Economic Systems

Possible Questions for Inquiry:

- How were Barbados and the Carolina colonies connected through mercantilism and the triangular trade routes?
- How did Charles Town become the economic, political, and social hub that it was in this time?

Content	Sample Tasks
<ul style="list-style-type: none">● Mercantilism● Cash crops (e.g., rice, indigo, tobacco)<ul style="list-style-type: none">○ Eliza Lucas Pinckney● Plantation Systems● Barbadian contributions (e.g., cultural, economic)	<p>Explain how the focus on building wealth through trade in the colonies (i.e., mercantilism) impacted the lives of enslaved Africans, Native Americans, and European colonists differently.</p> <p>Explore how cash crops changed life for colonists, enslaved Africans, and Native Americans.</p> <p>Examine the long-term causes and effects of the relationship between Barbados's sugar plantations, the Carolina colony, and the plantation system.</p>
<ul style="list-style-type: none">● Triangular Trade<ul style="list-style-type: none">○ The Middle Passage○ Finished goods exported and imported	<p>Identify what caused resources to move from Europe, the colonies, West Indies, and Africa and the effects on each location.</p>

Content	Sample Tasks
<ul style="list-style-type: none"> • Headright System • Lords Proprietors 	Explore the policies put in place by the Lords Proprietors and their effects on plantation size.

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
The Middle Passage and the movement of resources	Label a map with the Triangular Trade route and resources.	Explain how various resources were impacted by Triangular Trade.	Analyze the economic relationship between raw materials and finished goods.

Possible Terminology to Support Teaching Causation:

• cause	• effect	• led to	• spark
• contribute	• encourage	• motivate	• subsequently
• drive	• influence	• prevent	• trigger

Example Question/Sentence Stems for Causation:

- What motivated _____ to _____?
- What was an effect of the change from _____ to _____?
- Which factor most contributed to _____ during _____?
- What had the greatest influence on the development of _____?
- Which situation did the information in the (stimulus) attempt to address?
- What was the immediate/long-term impact of _____ depicted in the (stimulus)?

4.1.P:

Explain the development of political institutions and social characteristics that defined the British colonial regions.

This indicator was written to promote inquiry into the unique development of ethnic, political, and religious identities in the New England, Mid-Atlantic, and Southern colonies.

Topic: Colonial Regions

Possible Questions for Inquiry:

- What are some of the ways that the enslaved Native American kept their culture alive? Was this important?
- How is each colonial region influenced by the different European groups that settled there?

Content	Sample Tasks
<ul style="list-style-type: none">● Wampanoag● Pilgrims	Identify turning points in Wampanoag relations with Pilgrims.
<ul style="list-style-type: none">● Colonial Economics (e.g., goods and services, mercantilism, raw materials)● Colonial Government (e.g., House of Burgesses, Town Hall Meeting, Assemblies, Lords Proprietors)● Limited Self-Government● Colonial Religions (e.g., Anglican, Huguenot, Quakers, Puritans)● Mayflower Compact	Summarize major developments in colonial government.
<ul style="list-style-type: none">● The New England, Middle and Southern Colonies● New England, New France, New Spain● Colonial Geography (e.g., climate, land, topography, raw materials, South Carolina regions)	Investigate the impact the arrival of the first enslaved Africans had on colonial identities during this time period.

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
Mayflower Compact	List the main idea of the Mayflower Compact.	Identify issues in settlement stemming from the Mayflower Compact.	Determine ways the signing of the Mayflower Compact affected life in the Massachusetts Bay colony.

Possible Terminology to Support Teaching Periodization:

• after	• chronological	• developments	• period
• before	• circumstances	• end point	• summarize
• categorize	• criteria	• era	• turning point

Example Question/Sentence Stems for Periodization:

- What is the significance of the events(s) in the (stimulus)?
- How did _____ contribute to a new era in U.S. history?
- What characteristic of the era is exemplified in the (stimulus)?
- What does the (stimulus) reveal about the U.S. during this time?
- Why was _____ a turning point during this period of U.S. history?
- How do the events in the (stimulus) demonstrate a turning point in U.S. history/policies?

4.1.CX:

Contextualize the experience of Africans, Europeans, and Native Americans in South Carolina.

This indicator was developed to promote inquiry into how South Carolina developed as a result of the relationship among various ethnic, political, and religious groups.

Topic: Experience of Native Americans, Europeans, and Africans

Possible Questions for Inquiry:

- What is the relationship between the success of Southern plantations and the number of enslaved Africans?
- How did the daily life of the Native Americans change after the European people came?
- How was colonial Carolina governed? Was it efficient? Was it fair?
- How did indentured servants influence South Carolina?

Content	Sample Tasks
<ul style="list-style-type: none">● Lords Proprietors<ul style="list-style-type: none">○ Indentured servants (e.g., diversity of European cultures)● Colonial Government<ul style="list-style-type: none">○ House of Burgesses○ Fundamental Constitution of South Carolina	<p>Research the policies put in place by the Lords Proprietors to attract people to the Carolina colony and the ways it shaped the colony and the lives of the colonists, Native Americans, and Africans brought to the colonies.</p> <p>Determine how indentured servants contributed to colonial development.</p> <p>Explain the significance of the House of Burgesses in establishing the SC Government</p> <p>Determine how the Fundamental Constitution of South Carolina affected the Lords Proprietors, landowners, and slaves.</p>
<ul style="list-style-type: none">● South Carolina Religions (e.g., Anglican, Huguenot)	<p>Explain the religious contributions of the Anglicans and Huguenots within South Carolina and the local impact they had.</p>

Content	Sample Tasks
<ul style="list-style-type: none"> • Impact of the African culture (e.g., Gullah Geechee, music, food) • Impact of the Native Americans culture on colonists (e.g., Catawba, Cherokee, Yemassee) • Barbadian contributions (e.g., cultural, economic) 	Explore the many cultural influences on the development of South Carolina.

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
Colonial Labor Sources	Identify what an indentured servant was.	What was the difference in being an indentured servant and an enslaved African in South Carolina?	Why do you think indentured servitude eventually disappeared in South Carolina while slavery continued?

Possible Terminology to Support Teaching Context:

• affected	• circumstances	• impacted	• national
• at the same time	• connection	• influenced	• regional
• broad	• global	• local	• shaped

Example Question/Sentence Stems for Context:

- How were _____ impacted during the time period?
- What does the (stimulus) show about _____ during this time?
- Which factors most contributed to the development of _____?
- Using the (stimulus), which issue would _____ have supported?
- What historical development is connected to the trend in the (stimulus)?
- Which trend(s) provide historical context for the increase/decrease in _____?

4.1.CC:

Identify patterns of change and continuity in the development of economic systems in British North America.

This indicator was written to promote inquiry into the role of mercantilism in the growth of agriculture, early industry, harbor development, shipping and trade, and slavery in the British colonies.

Note: This indicator should be taught in conjunction with 4.1.CO.

Topic: Changes in Economic Systems

Possible Questions for Inquiry:

- What lasting effects did rice and other cash crops have on the colonies?
- Why did the Carolina colony change from a proprietary colony under the Lords Proprietors to a royal colony?

Content	Sample Tasks
<ul style="list-style-type: none">• Charleston harbor• Cash crops (e.g., rice, indigo, tobacco)	<p>Investigate the role Charleston Harbor played in the development of the South Carolina economy.</p> <p>Investigate how the economy of South Carolina changed with the knowledge of rice cultivation brought to America by enslaved Africans.</p>
<ul style="list-style-type: none">• Plantation Systems• Slavery in the North and South• Resistance to Slavery	<p>Examine how resistance to the institution of slavery impacted the profitability of plantations.</p> <p>Examine the economic progression of the North and South based on the presence or absence of the institution of slavery.</p> <p>Examine how the practice of slavery changed the economy of the North and the South.</p>

Content	Sample Tasks
<ul style="list-style-type: none"> ● Mercantilism <ul style="list-style-type: none"> ○ Headright System ○ The Middle Passage ○ Triangular Trade ○ Roles of Lords Proprietors 	Trace the progression of mercantilism in the economic success of the colonies and continued wealth of the king.
<ul style="list-style-type: none"> ● Fur Trade <ul style="list-style-type: none"> ○ Northwest Passage ● Bartering 	Identify the role of fur trading with Native Americans for French colonists.

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
Economics	How did the colonists make their living and survive?	Compare the different ways the colonial groups made their living.	Evaluate why the different colonial regions developed the economic activities that they did.

Possible Terminology to Support Teaching Continuities and Changes:

Continuities	Either	Change
<ul style="list-style-type: none"> ● constant 	<ul style="list-style-type: none"> ● patterns 	<ul style="list-style-type: none"> ● decline or progress
<ul style="list-style-type: none"> ● lasting 	<ul style="list-style-type: none"> ● trends 	<ul style="list-style-type: none"> ● dramatic or subtle
<ul style="list-style-type: none"> ● ongoing 	<ul style="list-style-type: none"> ● turning points 	<ul style="list-style-type: none"> ● transition

Example Question/Sentence Stems for Continuities and Changes:

- What trend/pattern is evident in the (stimulus)?
- How did _____ change from _____ to _____?
- How has _____ concept been repeated throughout U.S. history?
- Which factors most contributed to the change in _____ during/between _____?

- How were previous policies toward _____ different from the policy in the (stimulus)?
- In what way did the events in the (stimulus) represent an example of continuity in U.S. history?

4.1.E:

Analyze multiple perspectives through primary and secondary sources concerning the economic, political, and social developments of British North America and South Carolina.

Below examples of perspectives to consider through primary sources:

- Colonists
- Explorers
- Enslaved groups/records of slave auctions
- Early colonial governments
- Plantation ledgers
- Maps of Charleston Harbor

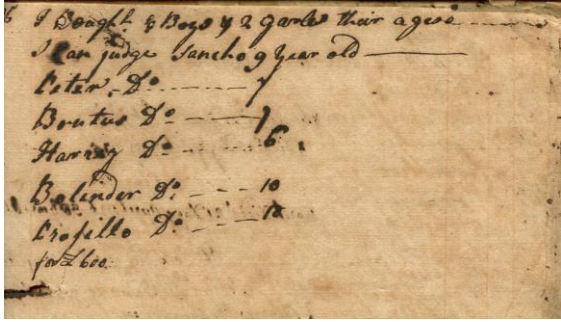
Possible Terminology for Teaching Evidence:

• accuracy	• clue	• data	• relevance
• analyze	• corroborate	• perspective	• reveal
• claim	• credible	• point of view	• show

Possible Tasks for Teaching with Primary or Secondary Sources:

1. Identify a similarity or difference in the identified historical developments, events, geographic settings, economic situations, groups or individual's actions/beliefs.
2. Identify a cause/effect of, or causality between, historical developments or events.
3. Identify a source or sources that demonstrate a correct cause/effect relationship.
4. Identify the significance of a turning point in history.
5. Identify how historical events are related chronologically.
6. Draw conclusions about historical developments or characteristics of a time period.
7. Establish connections between relative historical events/themes or make connections between sources.
8. Draw conclusions about the time and place in which a source(s) was created.
9. Analyze patterns of continuity or change.
10. Analyze the significance of an event, action, idea, or development as part of a change or part of a continuity in history.
11. Analyze point of view, purpose, bias, artistic technique, and/or the intended audience of source(s).
12. Extract relevant information to answer a question or respond to a claim.
13. Identify a plausible claim that logically flows from a source or sources presented.
14. Evaluate and classify best use of one or more sources.
15. Identify support for a given claim using evidence and/or prior knowledge.

DOK/Cognitive Complexity Example:

Source 1	Source 2	Source 3
<p>Trade was one of the first ways the New England colonists and local Native American populations interacted. For the colonists, it was about building relationships they would need to survive in the New World. For the Native Americans, it was often about building potential alliances. After only five years, the Plymouth Colony was no longer financially dependent on England due to the roots and local economy it had built alongside the native Massachusetts peoples.</p> <ul style="list-style-type: none"> - Excerpt from National Geographic: The New England Colonies and the Native Americans. It has been edited for readability. 	 <p>This list shows the names and ages of six African children purchased on June 30, 1756 by Elias Ball (1706-1786) for his plantation on the Cooper River. At least five of the group had been enslaved in Sierra Leone and transported to Charleston. Over the course of the 18th century, South Carolina brought in more slaves than any other English colony, importing approximately 100,000 Africans. By 1715, the majority of South Carolina's population was black. While most European settlers traveled to the colony for economic opportunities or seeking religious freedom, enslaved Africans were forced to travel to the colony.</p> <ul style="list-style-type: none"> - Excerpt from South Carolina Historical Society, Elias Ball <i>List of Enslaved</i>, 1756. It has been edited for readability. 	<p>Shortly after Jamestown, Virginia, was settled in 1607, cheap labor was needed to care for all the land. The Virginia Company started the system of indentured servitude to get workers. The timing was perfect because a long war in Europe made many workers in need of jobs. The New World offered hope. About one-half to two-thirds of the immigrants who came to the American colonies were indentured servants. They would work four to seven years in exchange for the trip to the colony, a place to live, food, and freedom dues. While the life of an indentured servant was hard and limiting, it wasn't slavery. Some of their rights were protected by law. An indentured servant's contract could be extended as punishment for breaking a law.</p> <p>Once slave laws were passed in the mid 1600s, the black Africans in Virginia were denied their freedom. As the economy grew, so did the demand for labor. Before long, landowners turned to enslaved Africans for a source of labor instead of using indentured servants.</p> <ul style="list-style-type: none"> - Excerpt from PBS History Detectives: Indentured Servants in the U.S.

Content/Topic	Low	Medium	High
Interaction among people	Identify the colonial labor source described in each source.	Which two sources could be used to corroborate information about the growth in the enslaved population in colonial America?	What inferences can you make about colonial labor sources based on these sources? What limits in learning about labor in colonial America do these sources present?

Standard 2 Overview

Standard 2: Demonstrate an understanding of the identity of a new nation, including the state of South Carolina between 1730-1800.

Key Concept	Enduring Understanding
Standard 2: A New Nation <ul style="list-style-type: none"> • 2.CO Roles of Marginalized Groups • 2.CE Economic and Political Reasons for Independence • 2.P Establishment of the U.S. • 2.CX South Carolina’s Role in the Development of the U.S. • 2.CC Natural Rights • 2.E Perspectives of Economic, Political and Social Developments 	<p>Colonial revolt against British regulations and restrictions resulted in the creation of the United States as an independent nation comprised of individual states. Following the American Revolution, Americans developed a new form of government that embodied and contradicted the ideals for which they had fought and unified the new nation.</p>

Standard 2 Identified Course Themes:

There are four course themes identified for United States & South Carolina Studies Part I. Two of the themes have been identified that most relate to each of the five standards. The two themes identified for Standard 2 are as follows:

Identified Course Themes	Description
Development and Sustainment of a State and Nation	The Development and Sustainment of a State and Nation theme encourages the study of the national and state political identities and perspectives. National and state political identities and perspectives are based on the founding principles contained in documents such as the Declaration of Independence, the Constitution, and the Federalist Papers. These perspectives serve as the basis of both debate and compromise over the course of the nation’s history and allows the theme of Development and Sustainment of a State and Nation to build on the primary theme of Civics and Government.
Interaction Among People	The Interaction Among People theme encourages the study of cultural interactions, economic development, and societal differences which resulted in distinct perspectives within the regions of both the United States and South Carolina. Over time, these exchanges have caused both unity and division. The Interactions Among People theme builds on the primary themes of History, Economics, and Civics and Government.

4.2.CO:

Compare the roles of marginalized groups during the American Revolution.

This indicator was designed to encourage inquiry into the economic, political, and social roles of colonial groups, to include free and enslaved people of African descent, Native Americans, and women, during the revolutionary period.

Topic: Roles of Marginalized Groups

Possible Questions for Inquiry:

- What was the impact of the American Revolution on slavery and the abolitionist movement, and how did enslaved individuals participate in and respond to the revolutionary ideals of freedom and equality?
- In what ways did women participate in the American Revolution, and how did the revolution influence gender roles and expectations in the early years of the United States?

Content	Sample Tasks
<ul style="list-style-type: none">• Women<ul style="list-style-type: none">○ Emily Geiger○ Deborah Samson (Sampson)○ Sybil Ludington• Free and enslaved Africans<ul style="list-style-type: none">○ Crispus Attucks• Native Americans (e.g., changing roles)	<p>Compare the ways women, Africans, and Native Americans contributed to the American Revolution.</p> <p>Compare the role of Sybil Ludington with Paul Revere to highlight the valuable role women played during the American Revolution.</p> <p>Compare the actions of Sybil Ludington with Emily Geiger.</p>

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
Women, Africans, and Native Americans	What are the contributions of women, Africans, and Native Americans in the American Revolution?	How were women, Africans, and Native Americans impacted during the American Revolution? How did women, Africans, and Native Americans impact the American Revolution?	Would the outcome of the American Revolution have been different if not for the contributions of women, Africans, and Native Americans?

Possible Terminology to Support Teaching Comparison:

• also	• but	• differ	• like
• as well as	• contrast	• instead	• similar
• both	• correlation	• just as	• unlike

Example Question/Sentence Stems:

- What trend/pattern is evident in the (stimulus)?
- How did _____ change from _____ to _____?
- How has _____ concept been repeated throughout U.S. history?
- Which factors most contributed to the change in _____ during/between _____ ?
- How were previous policies toward _____ different from the policy in the (stimulus)?
- In what way did the events in the (stimulus) represent an example of continuity/change in U.S. history?

4.2.CE:

Examine the economic and political motivations for colonists to declare independence from Great Britain.

This indicator was developed to encourage inquiry into the influence of taxation and regulation in the colonial independence movement leading to the Declaration of Independence and the beginning of the American Revolution.

Topic: Economic and Political Reasons for Independence

Possible Questions for Inquiry:

- Was a political revolution bound to happen in colonial America?
- What are the top three reasons for colonists to declare independence from Great Britain?
- Was the Declaration of Independence effective?

Content	Sample Tasks
<ul style="list-style-type: none">● Loyalists● Patriots	Compare the perspectives of groups for and against independence.
<ul style="list-style-type: none">● French and Indian War● Boston Massacre● Stamp Act● Tea Act/Boston Tea Party● British East India Company	<p>Examine the reasons for and the effects of the Stamp Act (or use any of the events leading up to the American Revolution) on the American Revolution.</p> <p>Explain how specific events lead up to the American Revolution.</p>
<ul style="list-style-type: none">● Intolerable Acts● Taxation without representation● Creation of the Continental Army	Analyze the effects of the Intolerable Acts on the colonists, and what subsequent actions the colonists took towards independence.
<ul style="list-style-type: none">● Declaration of Independence● Olive Branch Petition	<p>Analyze the long-term effects of these documents.</p> <p>Explain the immediate impact of the Olive Branch Petition.</p>

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
Economic and political motivations declaring independence.	Identify an event that led up to the American Revolution.	How did multiple events contribute to the start of the American Revolution?	Which event leading to the American Revolution contributed the most to the start? Which contributed the least? Justify your answer.

Possible Terminology to Support Teaching Causation:

• cause	• effect	• led to	• spark
• contribute	• encourage	• motivate	• subsequently
• drive	• influence	• prevent	• trigger

Example Question/Sentence Stems for Causation:

- What motivated _____ to _____?
- What was an effect of the change from _____ to _____?
- Which factor most contributed to _____ during _____?
- What had the greatest influence on the development of _____?
- Which situation did the information in the (stimulus) attempt to address?
- What was the immediate/long-term impact of _____ depicted in the stimulus?

4.2.P:

Analyze the sequence of events that led to the establishment of the U.S. as a democratic republic.

This indicator was developed to encourage inquiry into the process which led to the formation of the U.S. government, including the convening of the Continental Congresses, the passage of the Articles of Confederation, and the adoption of the U.S. Constitution.

Topic: Establishment of the U.S.

Possible Questions for Inquiry:

- How did the American people work together to create a new country?
- What rules and ideas did the American people decide were important for a new country?

Content	Sample Tasks
<ul style="list-style-type: none">• Treaty of Paris (1783)	Identify the significance of the Treaty of Paris on the development of the United States.
<ul style="list-style-type: none">• Federalists/Anti-Federalists• Federalism/States Rights• Articles of Confederation• <i>Common Sense</i> by Thomas Paine• First Continental Congress (1774)• Second Continental Congress (1775)	Explore how the Continental Congresses were steps in the development of the American nation.
<ul style="list-style-type: none">• Constitutional Convention (1787)• Ratification of the Constitution• Three-Fifths Compromise<ul style="list-style-type: none">○ Preamble of the Constitution (i.e., purpose)○ Three Branches of Government○ Checks and Balances○ Bill of Rights• George Washington	<p>Explain the significance of each branch of government the representatives wrote into law and how the United States would be different if we did not have the three branches.</p> <p>Research how George Washington’s leadership during the Revolutionary War influenced the events that led to the U.S.</p>

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
Checks and balances	Identify what is meant by the American government being a system of checks and balances.	Explain challenges the system of checks and balances will face as the country grows.	How is the system of checks and balances an example of a representative democracy?

Possible Terminology to Support Teaching Periodization:

• after	• chronological	• developments	• period
• before	• circumstances	• end point	• summarize
• categorize	• criteria	• era	• turning point

Example Question/Sentence Stems for Periodization:

- What is the significance of the events(s) in the (stimulus)?
- How did _____ contribute to a new era in U.S. history?
- What characteristic of the era is exemplified in the (stimulus)?
- What does the (stimulus) reveal about the U.S. during this time?
- Why was _____ a turning point during this period of U.S. history?
- How do the events in the (stimulus) demonstrate a turning point in U.S. history/policies?

4.2.CX:

Contextualize South Carolina's role in the development of the new nation.

This indicator was developed to encourage inquiry into South Carolina's participation in the American Revolution and the subsequent creation of a new government.

Topic: South Carolina's role in the Development of the U.S.

Possible Questions for Inquiry:

- What important figures of South Carolina were impactful in the American Revolution?
- How do we see the political power of South Carolina today that was acquired as the new independent nation emerged after the Revolution?

Content	Sample Tasks
<ul style="list-style-type: none">• Andrew Pickens• Francis Marion• Thomas Sumter	Explore various contributions to South Carolina and the ultimate victory in the American Revolution.
<ul style="list-style-type: none">• Representatives to the Continental Congress<ul style="list-style-type: none">◦ Edward Rutledge◦ Charles Pinckney◦ Henry Middleton• General Assembly• Independent Constitution	Analyze the political power that South Carolina had in the Continental Congress and the new nation.

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
Contribution of important South Carolinians	List the accomplishments of a South Carolina leader in the American Revolution and/or the new South Carolina independent government.	What are the many ways that South Carolina influenced the Revolution and beginning of a New Nation?	Evaluate the impact of South Carolina's important figures on the new nation. Identify the figure that was the most influential and justify your decision.

Possible Terminology to Support Teaching Context:

• affected	• circumstances	• impacted	• national
• at the same time	• connection	• influenced	• regional
• broad	• global	• local	• shaped

Example Question/Sentence Stems for Context:

- How were _____ impacted during the time period?
- What does the (stimulus) show about _____ during this time?
- Which factors most contributed to the development of _____?
- Using the (stimulus), which issue would _____ have supported?
- What historical development is connected to the trend in the (stimulus)?
- Which trend(s) provide historical context for the increase/decrease in _____?

4.2.CC:

Explain the continuities and changes in natural rights as seen from the French and Indian War to the creation of the Bill of Rights.

This indicator was developed to encourage inquiry into how Americans understood and enumerated natural rights from the period of salutary neglect through the American Revolution and into the first decade of the republic.

Topic: Natural Rights

Possible Questions for Inquiry:

- What rights do we have as American citizens? Why did the founding fathers fight for them?

Content	Sample Tasks
<ul style="list-style-type: none"> • Quartering Act • “no taxation without representation” • Right to bear arms • Right to a trial by peers • Search and seizure • Amendments 	<p>Explain how colonists’ views on the right to privacy changed after the Quartering Act was passed.</p> <p>Explore the natural rights of individuals from colonial America to the creation of the United States.</p> <p>Compare a soldier’s job in the French and Indian War to life under British rule after the war. How did colonists' rights change?</p>

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
Natural Rights	What is meant by Natural Rights?	How has the idea of Natural Rights changed as the country grew?	What event in the formation of our nation was the most impactful on our rights?

Possible Terminology to Support Teaching Continuities and Changes:

Continuities	Either	Change
• constant	• patterns	• decline or progress
• lasting	• trends	• dramatic or subtle
• ongoing	• turning points	• transition

Example Question/Sentence Stems for Continuities and Changes:

- What trend/pattern is evident in the (stimulus)?
- How did _____ change from _____ to _____?
- How has _____ concept been repeated throughout U.S. history?
- Which factors most contributed to the change in _____ during/between _____ ?
- How were previous policies toward _____ different from the policy in the (stimulus)?
- In what way did the events in the (stimulus) represent an example of continuity in U.S. history?

4.2.E:

Analyze multiple perspectives on the economic, political, and social developments of the new nation using primary and secondary sources.

Below are examples of perspectives to consider through primary sources:

- Participants of colonial protests prior to the Revolutionary War
- Participants of the American Revolutionary War
- Participants of the creation of the United States government
- Bill of Rights
- United States Constitution
- *Common Sense* by Thomas Paine
- Diary of Benjamin Franklin
- South Carolina Constitutions (1776, 1778, 1790)

Possible Terminology for Teaching Evidence:

• accuracy	• clue	• data	• relevance
• analyze	• corroborate	• perspective	• reveal
• claim	• credible	• point of view	• show

Possible Tasks for Teaching with Primary or Secondary Sources:

1. Identify a similarity or difference in the identified historical developments, events, geographic settings, economic situations, groups or individual's actions/beliefs.
2. Identify a cause/effect of, or causality between, historical developments or events.
3. Identify a source or sources that demonstrate a correct cause/effect relationship.
4. Identify the significance of a turning point in history.
5. Identify how historical events are related chronologically.
6. Draw conclusions about historical developments or characteristics of a time period.
7. Establish connections between relative historical events/themes or make connections between sources.
8. Draw conclusions about the time and place in which a source(s) was created.
9. Analyze patterns of continuity or change.
10. Analyze the significance of an event, action, idea, or development as part of a change or part of a continuity in history.
11. Analyze point of view, purpose, bias, artistic technique, and/or the intended audience of source(s).
12. Extract relevant information to answer a question or respond to a claim.
13. Identify a plausible claim that logically flows from a source or sources presented.
14. Evaluate and classify best use of one or more sources.
15. Identify support for a given claim using evidence and/or prior knowledge.

DOK/Cognitive Complexity Example:

Source 1	Source 2	Source 3
<p>On September 25, 1789, the First Congress of the United States proposed 12 amendments to the Constitution. Ten of them, numbers 3-12, were ratified by three-fourths of the state legislatures on December 15, 1791 and became the first 10 amendments of the Constitution, or the U.S. Bill of Rights.</p> <p>- Excerpt from <i>The National Archives: The Bill of Rights: A Transcription</i>. It has been edited for readability.</p>	<p>First Amendment: Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.</p> <p>- United States Constitution</p>	<p>Section 2 of the Virginia Declaration of Rights: All power comes from the people, and those in government serve the people and must answer to them.</p> <p>- Excerpt from <i>The National Archives: The Virginia Declaration of Rights</i>. It has been edited for readability.</p>

Content/Topic	Low	Medium	High
Bill of Rights	Identify a right granted to U.S. citizens in the First Amendment.	How are the ideas of the Virginia Declaration of Rights seen in the First Amendment?	How do these sources show the development of the Bill of Rights?

Standard 3 Overview

Standard 3: Demonstrate an understanding of the expansion and growth of South Carolina and the United States between 1800–1850.

Key Concept	Enduring Understanding
Standard 3: Foundations of American Republicanism <ul style="list-style-type: none"> 3.CO Expeditions to the West 3.CE Effects of Government Policies to Settle West 3.P Technology and Environmental Impacts 3.CX Antebellum Period 3.CC Native and Mexican American Experiences with Border Change 3.E Perspectives of Westward Expansion and free and Slave States 	<p>The new century saw the U.S. being transformed through land acquisitions in the West, which provided some Americans with a hope for land ownership and a better life. The expansion also heightened and continued the debate on the legalities and expansion of slavery and significantly impacted Native Americans’ way of life.</p>

Standard 3 Identified Course Themes:

There are four course themes identified for United States & South Carolina Studies Part I. Two of the themes have been identified that most relate to each of the five standards. The two themes identified for Standard 3 are as follows:

Identified Course Themes	Description
Physical Geography and Natural Resources	The Physical Geography and Natural Resources theme encourages the study of the migration of humans to different regions and how geography influenced their way of life in a new place. As North America and South Carolina were settled, changes in economic, political, environmental, and societal conditions occurred over time and in different locations. The Physical Geography and Natural Resources Theme builds on the primary theme of Geography.
Economic, Settlement, and Territorial Expansions	The Economic, Settlement, and Territorial Expansions theme encourages the study of changing economic, social, and political ideas within the United States and South Carolina. These expansions led to controversy, compromise, extension of boundaries, and the economic change from mercantilism to capitalism. The Economic, Settlement, and Territorial Expansions theme builds on the primary theme of Economics.

4.3.CO:

Compare the motivations for and reactions to various expeditions into the Western territories.

This indicator was designed to encourage inquiry into the economic, political, and social reasons for Westward Expansion. It was also to promote inquiry into how various people living in the western territories responded to migration.

Topic: Expeditions to the West

Possible Questions for Inquiry:

- Why do people move to new places?
- Who was most affected by American migration to the west?

Content	Sample Tasks
<ul style="list-style-type: none">• Economic opportunities (e.g., miners, store owners, farmers)• Industrialization• King Cotton• Technology (e.g., cotton gin, telegraph, steam engines, steel plow, windmill, clipper ships, railroads)• Enslaved labor• Free labor• Monroe Doctrine• Corps of Discovery (e.g., Lewis, Clark, Sacagawea)• Manifest Destiny	Compare various reasons for westward expansion.
<ul style="list-style-type: none">• Andrew Jackson<ul style="list-style-type: none">◦ Nullification Crisis	Identify and compare the different reasons Andrew Jackson wanted to develop the west.

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
Corps of Discovery/Lewis and Clark	Show the trail Lewis and Clark used to cross to the Pacific Ocean.	What was the purpose of the Corps of Discovery?	How did the Lewis and Clark expedition change life for the Native Americans?

Possible Terminology to Support Teaching Comparison:

• also	• but	• differ	• like
• as well as	• contrast	• instead	• similar
• both	• correlation	• just as	• unlike

Example Question/Sentence Stems for Comparison:

- How are the (type of stimuli) from _____ and _____ similar?
- What would the authors/illustrators of the (stimuli) most likely agree on?
- In what way was _____ different during _____ than in earlier times?
- What would be a counterargument to the ideas expressed in the (stimulus)?
- What are the reasons for/impact of the similarities/differences in _____?
- How was _____ carried out differently in _____ compared to _____?
- How was the motivation for/outcome of _____ similar/different than _____?

4.3.CE:

Analyze the effects of government policies in promoting United States territorial expansion into the west.

This indicator was developed to encourage inquiry into how government policy influenced Westward Expansion, including the purchase of the Louisiana Territory, policies towards Native Americans, the Mexican-American War, and support of railroad development.

Topic: Effects of Government Policies to Settle West

Possible Questions for Inquiry:

- Which group of people did Manifest Destiny have the biggest impact on?
- Was it destiny to move west?

Content	Sample Tasks
<ul style="list-style-type: none">• Louisiana Purchase (1803)• Bureau of Indian Affairs (1824)• Indian Removal Act (1830)• Trail of Tears• Indian Reservations• Mexican American War (1846-1848)• The building of the Railroad	<p>Explore the causes and long-term effects of the Indian Removal Act.</p> <p>Identify how new forms of transportation affected westward expansion.</p>
<ul style="list-style-type: none">• Missouri Compromise of 1820• Fugitive Slave Act (1850)• Compromise of 1850	<p>Identify the ways Congress tried to balance slave states and free states.</p> <p>Analyze the ways African Americans rebelled against slavery.</p>

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
Effects of Government Policies to Settle West	Identify a law or policy the United States passed to try to promote settlement the West.	What were the effects of the laws that were passed?	Describe the biggest influence on people from the American settlement of the West.

Possible Terminology to Support Teaching Causation:

• cause	• effect	• led to	• spark
• contribute	• encourage	• motivate	• subsequently
• drive	• influence	• prevent	• trigger

Example Question/Sentence Stems for Causation:

- What motivated _____ to _____?
- What was an effect of the change from _____ to _____?
- Which factor most contributed to _____ during _____?
- What had the greatest influence on the development of _____?
- Which situation did the information in the (stimulus) attempt to address?
- What was the immediate/long-term impact of _____ depicted in the stimulus?

4.3.P:

Analyze the role of technology and the environmental impact during the period of Westward Expansion.

This indicator was developed to encourage inquiry into the technological advancements that supported Westward Expansion and the subsequent impacts on the environment, including the role of precious metals, advances in mining technology, and the invention of advanced transportation and communication.

Topic: Technology and Environmental Impacts

Possible Questions for Inquiry:

- How can technology help and hurt people at the same time?

Content	Sample Tasks
<ul style="list-style-type: none">● Mining (e.g., gold, silver, coal)● Gold Rush (1849)● Technology (e.g., cotton gin, telegraph, steam engines, steel plow, windmill, clipper ships)● Pioneers/Homesteaders● Wagon Train● Western geographical resources (e.g., rivers, plains, mountains)	<p>Explore how the invention of the steel plow was a turning point in agriculture and the development of the West.</p> <p>Identify technology that influenced moving West.</p>

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
Technology and Environmental Impacts	Identify technology that made moving West easier.	How did the technology of the time period affect the land and the environment?	How might the United States be different today without the inventions of this time?

Possible Terminology to Support Teaching Periodization:

• after	• chronological	• developments	• period
• before	• circumstances	• end point	• summarize
• categorize	• criteria	• era	• turning point

Example Question/Sentence Stems for Periodization:

- What is the significance of the events(s) in the (stimulus)?
- How did _____ contribute to a new era in U.S. history?
- What characteristic of the era is exemplified in the (stimulus)?
- What does the (stimulus) reveal about the U.S. during this time?
- Why was _____ a turning point during this period of U.S. history?
- How do the events in the (stimulus) demonstrate a turning point in U.S. history/policies?

4.3.CX:

Contextualize South Carolina's role in the development of sectionalism during the antebellum period.

This indicator was developed to encourage inquiry into how the debate surrounding the expansion of enslaved labor versus free labor influenced the development of sectionalism. This indicator was also developed to foster inquiry into the growth of the Abolitionist Movement leading up to the Civil War.

Topic: Antebellum Period

Possible Questions for Inquiry:

- Should a state be allowed to ignore a law if they don't agree with it?

Content	Sample Tasks
<ul style="list-style-type: none">● Alamo (1835)<ul style="list-style-type: none">○ South Carolina leaders● Nullification Crisis● Andrew Jackson● Enslaved labor● Fugitive Slave Act (1850)● Abolitionist<ul style="list-style-type: none">○ Harriet Tubman○ Grimke sisters	<p>Examine the work of the Grimke sisters in relation to the abolitionist movement at large.</p> <p>Examine how farming in South Carolina led to the Nullification Crisis.</p>

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
Antebellum Period	Identify which states were slave states and which were free states on a map.	What are the economic, social, and political views of this time that led to the development of sectionalism?	What impact did sectionalism have on the ultimate breakout of the Civil War?

Possible Terminology to Support Teaching Context:

• affected	• circumstances	• impacted	• national
• at the same time	• connection	• influenced	• regional
• broad	• global	• local	• shaped

Example Question/Sentence Stems for Context:

- How were _____ impacted during the time period?
- What does the (stimulus) show about _____ during this time?
- Which factors most contributed to the development of _____?
- Using the (stimulus), which issue would _____ have supported?
- What historical development is connected to the trend in the (stimulus)?
- Which trend(s) provide historical context for the increase/decrease in _____?

4.3.CC:

Recognize patterns of continuity and change in the experiences of Native Americans and Spanish-speaking people as the U.S. expanded westward.

This indicator was developed to encourage inquiry into how land acquisition and the resulting border changes of the U.S. impacted the people of the western territories prior to Westward Expansion.

Topic: Native and Mexican American Experiences with Border Change

Possible Questions for Inquiry:

- How did Native American communities respond to the forced removal policies, and what were the social and cultural impacts of these displacements?
- How did the incorporation of former Spanish territories into the United States impact the legal status and rights of Spanish-speaking residents?

Content	Sample Tasks
<ul style="list-style-type: none">● War of 1812 (i.e., Native American perspective)● Chief Osceola● Indian Removal Act (1830) (e.g., Cherokees, Creeks, Catawba)● Indian Reservations● Mexican-American War (1846-1848)● Bear Flag Revolt (i.e., California)● Assimilation● Carlisle Indian Industrial School	<p>Explore the federal policies on the treatment of Native Americans throughout the first half of the 19th Century and the subsequent effects on Native American culture.</p> <p>Explore the impact American settlers moving west had on Spanish speakers that were already on the land.</p>

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
Native and Mexican American Experiences with Border change	<p>Use a map to locate the reservations that Native Americans were forced to relocate to.</p> <p>Use a map to locate places that Spanish speakers were located.</p>	<p>How did the introduction of reservations affect the social and economic structures of Native American communities during westward expansion?</p> <p>How did Spanish-speaking communities navigate the cultural clashes with settlers, and what strategies did they employ to preserve their language and traditions?</p>	<p>What role did Native American leaders play in resisting westward expansion, and how did their efforts impact the broader Native American experience?</p> <p>In what ways did Spanish-speaking communities contribute to the cultural and economic development of the American southwest during westward expansion?</p>

Possible Terminology to Support Teaching Continuities and Changes:

Continuities	Either	Changes
• constant	• patterns	• decline or progress
• lasting	• trends	• dramatic or subtle
• ongoing	• turning points	• transition

Example Question/Sentence Stems for Continuities and Changes:

- What trend/pattern is evident in the (stimulus)?
- How did _____ change from _____ to _____?
- How has _____ concept been repeated throughout U.S. history?
- Which factors most contributed to the change in _____ during/between _____ ?
- How were previous policies toward _____ different from the policy in the (stimulus)?
- In what way did the events in the (stimulus) represent an example of continuity in U.S. history?

4.3.E:

Analyze multiple perspectives of early westward expansion, including the addition of slave and free territories and states through the use of primary and secondary sources.

Examples of perspectives to consider through primary sources:

- Participants of the War of 1812
- Homesteader journals
- Paintings of George Catlin
- Images of Native Americans before and after attending the Carlisle School

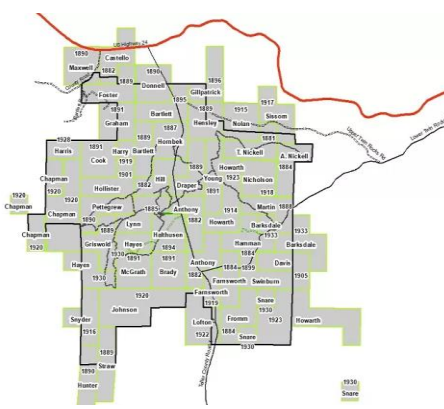
Possible Terminology for Teaching Evidence:

• accuracy	• clue	• data	• relevance
• analyze	• corroborate	• perspective	• reveal
• claim	• credible	• point of view	• show

Possible Tasks for Teaching with Primary or Secondary Sources:

1. Identify a similarity or difference in the identified historical developments, events, geographic settings, economic situations, groups or individual's actions/beliefs.
2. Identify a cause/effect of, or causality between, historical developments or events.
3. Identify a source or sources that demonstrate a correct cause/effect relationship.
4. Identify the significance of a turning point in history.
5. Identify how historical events are related chronologically.
6. Draw conclusions about historical developments or characteristics of a time period.
7. Establish connections between relative historical events/themes or make connections between sources.
8. Draw conclusions about the time and place in which a source(s) was created.
9. Analyze patterns of continuity or change.
10. Analyze the significance of an event, action, idea, or development as part of a change or part of a continuity in history.
11. Analyze point of view, purpose, bias, artistic technique, and/or the intended audience of source(s).
12. Extract relevant information to answer a question or respond to a claim.
13. Identify a plausible claim that logically flows from a source or sources presented.
14. Evaluate and classify best use of one or more sources.
15. Identify support for a given claim using evidence and/or prior knowledge.

DOK/Cognitive Complexity Example:

Source 1	Source 2	Source 3
<p>Adeline Warfield was born in 1822 and raised in Massachusetts. In the early 1850s, she traveled westward and eventually settled in Colorado with her husband. They started a cattle ranch and had three kids. Floods later destroyed their ranch and her husband died. In 1876 she bought land in Florissant, Colorado through the Homestead Act. She built a log house that would become the center of her new ranch.</p> <p>Over the next few years, Adeline’s ranch grew and doubled in size. She owned as many as 100 cattle and hired several workers. She also helped other homesteaders in the area and helped to set up the first school board. Adeline was one of the first women to file a Homesteading Claim in the state of Colorado.</p> <p>- Excerpt taken from <i>National Park Service: The Pioneer Life and Times of Adeline Warfield Hornbek</i></p>	<p>This map shows 1878 land grants filed under the Homestead Act in Florissant, Colorado.</p>  <p>Source - National Park Service</p>	<p>This is the first verse from a song, <i>I will go west</i>, written in 1875.</p> <p>“Oh! Times are tough, amazing, rough Expenses are alarming I will go west, it’s far the best Try my luck at farming”</p> <p>Source - Library of Congress</p>

Content/Topic	Low	Medium	High
Westward Expansion	Identify the purpose of each source.	What limitations are there in Source 1 if a historian wanted to learn about the success of the Homestead Act?	What can you infer about the Homestead Act by reviewing all three sources?

Standard 4 Overview

Standard 4: Demonstrate an understanding of economic, political, and social divisions during the United States Civil War, including the role of South Carolina between 1850-1870.

Key Concept	Enduring Understanding
Standard 4: A Divided Nation <ul style="list-style-type: none">● 4.CO Slavery and Civil War● 4.CE Military Strategies● 4.P Emancipation● 4.CX Involvement of Different SC Groups in the Civil War● 4.CC Economic, Political, and Social Changes● 4.E Economic, Political, and Social Divisions	Regional economic interests led to social and political differences that seemed insurmountable by 1860. The United States was forced to settle sectional differences through a costly and devastating civil war which ultimately resulted in the preservation of the United States of America.

Standard 4 Identified Course Themes:

There are four course themes identified for United States & South Carolina Studies Part I. Two to three of the six themes have been identified that most relate to each of the five standards. The two themes identified for Standard 4 are as follows:

Identified Course Themes	Description
Development and Sustainment of a State and Nation	The Development and Sustainment of a State and Nation theme encourages the study of the national and state political identities and perspectives. National and state political identities and perspectives are based on the founding principles contained in documents such as the Declaration of Independence, the Constitution, and the Federalist Papers. These perspectives serve as the basis of both debate and compromise over the course of the nation's history and allows the theme of Development and Sustainment of a State and Nation to build on the primary theme of Civics and Government.
Economic, Settlement, and Territorial Expansions	The Economic, Settlement, and Territorial Expansions theme encourages the study of changing economic, social, and political ideas within the United States and South Carolina. These expansions led to controversy, compromise, extension of boundaries, and the economic change from mercantilism to

Identified Course Themes	Description
	capitalism. The Economic, Settlement, and Territorial Expansions theme builds on the primary theme of Economics.

4.4.CO:

Compare the economic and political causes of the Civil War.

This indicator was developed to encourage inquiry into how debates over slavery led to the Civil War.

Topic: Slavery and Civil War

Possible Questions for Inquiry:

- How did the economic differences between the North and the South contribute to the outbreak of the Civil War?
- How did social and cultural differences between the North and the South contribute to the tensions that led to the Civil War?

Content	Sample Tasks
<ul style="list-style-type: none">● African Americans (e.g., enslaved, free, northern)● Growth of Railroads● Growth of northern industry● Growth of southern agriculture	<p>Compare the beliefs of abolitionists and slave owners regarding the economy of South Carolina.</p> <p>Compare the economy of the South to the economy of the North.</p>
<ul style="list-style-type: none">● Compromise of 1850● Dred Scott Decision● Kansas-Nebraska Act● Harpers Ferry● Sectionalism● Election of 1860<ul style="list-style-type: none">○ Secession	<p>Compare political decisions being made during the time and their impact on South Carolina.</p>

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
Slavery and Civil War	Use a map to label the slave and free states before and after the compromises.	What were the differing views of slavery in the United States between the North and the South?	What differences in the economies of the North and the South were factors surrounding the issue of slavery leading up to the Civil War?

Possible Terminology to Support Teaching Comparison:

• also	• but	• differ	• like
• as well as	• contrast	• instead	• similar
• both	• correlation	• just as	• unlike

Example Question/Sentence Stems for Comparison:

- How are the (type of stimuli) from _____ and _____ similar?
- What would the authors/illustrators of the (stimuli) most likely agree on?
- In what way was _____ different during _____ than in earlier times?
- What would be a counterargument to the ideas expressed in the (stimulus)?
- What are the reasons for/impact of the similarities/differences in _____?
- How was _____ carried out differently in _____ compared to _____?
- How was the motivation for/outcome of _____ similar/different than _____?

4.4.CE:

Explain the effects of military strategies utilized by the Union and the Confederacy.

This indicator was developed to encourage inquiry into the effects of military strategies to include but not limited to: wartime technologies, the Anaconda Plan, conscription, and Sherman's March to the Sea.

Topic: Military Strategies

Possible Questions for Inquiry:

- What were the key military strategies employed by the Union and the Confederacy, and how did they evolve over the course of the war?
- What role did military leadership play in determining the course and outcome of the war?

Content	Sample Tasks
<ul style="list-style-type: none">• Military Strategies<ul style="list-style-type: none">○ Anaconda Plan○ Control of the Mississippi River○ Capture Richmond○ Ironclads○ Sherman's March to the Sea○ <i>H.L. Hunley</i>• Military Strategists<ul style="list-style-type: none">○ Ulysses S. Grant○ Robert E. Lee○ Jefferson Davis○ Stonewall Jackson• Military Units<ul style="list-style-type: none">○ 1st South Carolina Volunteer Infantry○ 54th Massachusetts Regiment	Explore the long-term effects of military strategies and strategists.

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
Military Strategies	How did the North's naval blockade of cotton cripple the economy of the South?	Evaluate the effectiveness of various military strategies.	How might the war have ended differently had Sherman not led his march across the South?

Possible Terminology to Support Teaching Causation:

• cause	• effect	• led to	• spark
• contribute	• encourage	• motivate	• subsequently
• drive	• influence	• prevent	• trigger

Example Question/Sentence Stems for Causation:

- What motivated _____ to _____?
- What was an effect of the change from _____ to _____?
- Which factor most contributed to _____ during _____?
- What had the greatest influence on the development of _____?
- Which situation did the information in the (stimulus) attempt to address?
- What was the immediate/long-term impact of _____ depicted in the stimulus?

4.4.P:

Explain how emancipation was achieved as a result of civic participation.

This indicator was developed to prompt inquiry into the role abolitionists played in influencing public opinion and urging policymakers to protect natural rights, which led to emancipation.

Topic: Emancipation

Possible Questions for Inquiry:

- How did African Americans contribute to and experience the war, and how did it impact their quest for freedom and equality?

Content	Sample Tasks
<ul style="list-style-type: none">● Abolitionists● Emancipation● Abraham Lincoln<ul style="list-style-type: none">○ Emancipation Proclamation○ Gettysburg Address● Frederick Douglass● Harriet Tubman● Dred Scott Decision	<p>Examine the role the Massachusetts Abolition Society played in emancipation.</p> <p>Summarize the effects of the Underground Railroad.</p> <p>Explain how the abolitionists of the time made an impact on the historical period.</p> <p>Is Dred Scott seen as a turning point for rights?</p>

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
Emancipation	Tell what the Underground Railroad was and what the purpose was.	Explain how the Emancipation Proclamation was a turning point in the Civil War.	How might the Civil War have ended differently without abolitionists?

Possible Terminology to Support Teaching Periodization:

• after	• chronological	• developments	• period
• before	• circumstances	• end point	• summarize
• categorize	• criteria	• era	• turning point

Example Question/Sentence Stems for Periodization:

- What is the significance of the events(s) in the (stimulus)?
- How did _____ contribute to a new era in U.S. history?
- What characteristic of the era is exemplified in the (stimulus)?
- What does the (stimulus) reveal about the U.S. during this time?
- Why was _____ a turning point during this period of U.S. history?
- How do the events in the (stimulus) demonstrate a turning point in U.S. history/policies?

4.4.CX:

Contextualize South Carolina’s Experiences during the Civil War.

This indicator was developed to encourage inquiry into the relationship between the Civil War and the experiences of women, African Americans, and the planter class in South Carolina.

Topic: Involvement of Different SC Groups in the Civil War

Possible Questions for Inquiry:

- In what ways did the war alter traditional gender roles in American society?
- To what extent did the planter class in South Carolina shape the political, economic, and social dynamics of the state during the Civil War?
- How did different people experience the Civil War?

Content	Sample Tasks
<ul style="list-style-type: none"> ● Fort Sumter ● Union Blockade of Charleston ● Military exemption ● Southern Women ● Robert Smalls ● H.L. Hunley 	<p>Investigate Robert Small’s actions in relation to other events in the Civil War.</p> <p>Describe what new responsibilities women were taking on during the Civil War.</p>

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
Involvement of Different South Carolina Groups in the Civil War	Tell why Fort Sumter was an important event in the Civil War?	Describe the effects of Sherman’s March through South Carolina.	To what extent did the Union blockade of Charleston affect different groups in South Carolina?

Possible Terminology to Support Teaching Context:

• affected	• circumstances	• impacted	• national
• at the same time	• connection	• influenced	• regional
• broad	• global	• local	• shaped

Example Question/Sentence Stems for Context:

- How were _____ impacted during the time period?
- What does the (stimulus) show about _____ during this time?
- Which factors most contributed to the development of _____?
- Using the (stimulus), which issue would _____ have supported?
- What historical development is connected to the trend in the (stimulus)?
- Which trend(s) provide historical context for the increase/decrease in _____?

4.4.CC:

Identify and evaluate the impact of political, economic, and social changes experienced throughout the Civil War.

This indicator was developed to encourage inquiry into the continuities and changes experienced by Americans of various genders, positions, races, and social status during the Civil War.

Topic: Economic, Political, and Social Changes

Possible Questions for Inquiry:

- To what extent did the Civil War contribute to the evolution of American identity and national unity?
- How did the Civil War impact minorities?
- Did the position of minorities improve throughout the Civil War?

Content	Sample Tasks
<ul style="list-style-type: none">● Political Changes<ul style="list-style-type: none">○ States' Rights○ Gettysburg Address○ Emancipation (e.g., economic and social impacts)○ 13th Amendment● Economic Changes<ul style="list-style-type: none">○ Textile Mills○ 13th Amendment● Social Changes<ul style="list-style-type: none">○ 13th Amendment○ Farms/Plantations destroyed○ Loss of labor force○ Escaped Slaves● Woman<ul style="list-style-type: none">○ Clara Barton○ Sojourner Truth● Soldier's Life	<p>Explore the social status of African Americans before, during, and after the Civil War.</p> <p>Explore the political changes in America and South Carolina specifically during the Civil War.</p> <p>Explain how the economies of the North and South made their experiences different.</p>

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
Economic, Political, and Social Changes	Tell why the environment of the North and South led to their different economic activities.	What differences did the Emancipation Proclamation have on South Carolina?	What were the effects of the Civil War on different people in South Carolina?

Possible Terminology to Support Teaching Continuities and Changes:

Continuities	Either	Changes
• constant	• patterns	• decline or progress
• lasting	• trends	• dramatic or subtle
• ongoing	• turning points	• transition

Example Question/Sentence Stems for Continuities and Changes:

- What trend/pattern is evident in the (stimulus)?
- How did _____ change from _____ to _____?
- How has _____ concept been repeated throughout U.S. history?
- Which factors most contributed to the change in _____ during/between _____?
- How were previous policies toward _____ different from the policy in the (stimulus)?
- In what way did the events in the (stimulus) represent an example of continuity in U.S. history?

4.4.E:

Examples of perspectives to consider through primary sources:

- Participants in the Civil War
- African Americans
- Women
- 1860 census
- Frederick Douglass' letters

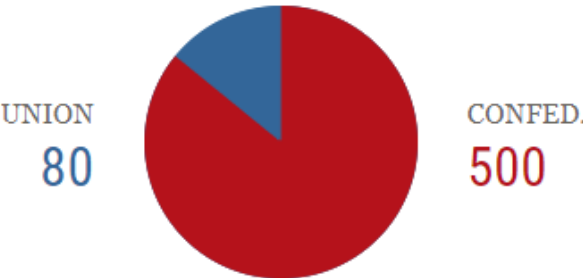
Possible Terminology for Teaching Evidence:

• accuracy	• clue	• data	• relevance
• analyze	• corroborate	• perspective	• reveal
• claim	• credible	• point of view	• show

Possible Tasks for Teaching with Primary or Secondary Sources:

1. Identify a similarity or difference in the identified historical developments, events, geographic settings, economic situations, groups or individual's actions/beliefs.
2. Identify a cause/effect of, or causality between, historical developments or events.
3. Identify a source or sources that demonstrate a correct cause/effect relationship.
4. Identify the significance of a turning point in history.
5. Identify how historical events are related chronologically.
6. Draw conclusions about historical developments or characteristics of a time period.
7. Establish connections between relative historical events/themes or make connections between sources.
8. Draw conclusions about the time and place in which a source(s) was created.
9. Analyze patterns of continuity or change.
10. Analyze the significance of an event, action, idea, or development as part of a change or part of a continuity in history.
11. Analyze point of view, purpose, bias, artistic technique, and/or the intended audience of source(s).
12. Extract relevant information to answer a question or respond to a claim.
13. Identify a plausible claim that logically flows from a source or sources presented.
14. Evaluate and classify best use of one or more sources.
15. Identify support for a given claim using evidence and/or prior knowledge.

DOK/Cognitive Complexity Example:

Source 1	Source 2	Source 3
<p>The first shots of the Civil War were fired in Charleston Harbor on April 12, 1861. Two days later, federal troops in Fort Sumter surrendered to Confederate forces. Union troops occupied the Sea Islands in the Beaufort area in November which brought freedom to the enslaved living there. Although few battles were fought in South Carolina until 1865, one-fifth of South Carolina's white males of fighting age died in the war. After Sherman's March to the Sea, many people in the area would be poor for generations.</p> <ul style="list-style-type: none"> - Excerpt from, <i>Civil War History</i>. It has been edited for readability. 	<p style="text-align: center;">FORCES ENGAGED</p> <p style="text-align: center;">580</p>  <p style="text-align: center;">UNION 80 CONFED. 500</p> <ul style="list-style-type: none"> - Source: American Battlefield Trust, Forces Engaged at Fort Sumter: Fort Sumter Battle Facts 	<p>In her journal kept during the Civil War, Mary Chesnut wondered what her family's slaves were thinking and feeling during the attack on Fort Sumter. Lawrence was her husband's servant.</p> <p><i>Not by one word or look can we detect any change in these enslaved servants. Lawrence sits at our door, sleepy and respectful, but seems like he does not care. So do all of them, but they carry it too far. You could not tell that they even heard the awful roar going on in Charleston Harbor, though it has been going on all night and day. People talk before them as if they were chairs and tables. They make no sign. Are they stolidly stupid? or wiser than we are; silent and strong, biding their time?</i></p> <ul style="list-style-type: none"> - Excerpt from S.C. Sea Grant Consortium <i>Carolina Diarist: The Broken World of Mary Chesnut</i>. It has been edited for readability.

Content/Topic	Low	Medium	High
Participants in the Civil War	Based on information in the sources, which side had more soldiers?	What information can be corroborated with these sources?	What limitations, if any, are present with these sources if a historian were exploring the economic effects of the Battle at Fort Sumter?

Standard 5 Overview

Standard 5: Demonstrate an understanding of the contributions different groups made to impact the economic, political, and social developments during Reconstruction of the United States and South Carolina in the period of 1860-1880.

Key Concept	Enduring Understanding
Standard 5: Rebuilding <ul style="list-style-type: none">• 5.CO Interactions of Various Groups During Reconstruction• 5.CE 13th, 14th, and 15th Amendments• 5.P Reconstruction and Political Realignment• 5.CX Characteristics of Reconstruction• 5.CC African American Experience and Civil Rights• 5.E Perspectives on Effects of Reconstruction	The United States faced multiple challenges in the planning and implementation of laws designed to heal and reshape the nation following the Civil War. Economic, political, and social forces provided unique, regional successes and failures, which ultimately resulted in a compromise to demilitarize the southern states leading to a turbulent reaction to Reconstruction and the design of new laws to reverse many of the advances by post-Civil War legislation.

Standard 5 Identified Course Themes:

There are four course themes identified for United States & South Carolina Studies Part I. Two to three of the six themes have been identified that most relate to each of the five standards. The two themes identified for Standard 5 are as follows:

Identified Course Themes	Description
Interaction Among People	The Interaction Among People theme encourages the study of cultural interactions, economic development, and societal differences which resulted in distinct perspectives within the regions of both the United States and South Carolina. Over time, these exchanges have caused both unity and division. The Interactions Among People theme builds on the primary themes of History, Economics, and Civics and Government.
Development and Sustainment of a State and Nation	The Development and Sustainment of a State and Nation theme encourages the study of the national and state political identities and perspectives. National and state political identities and perspectives are based on the founding principles contained in documents such as the Declaration of Independence, the Constitution, and the Federalist Papers. These perspectives serve as the basis of both debate and

Identified Course Themes	Description
	compromise over the course of the nation’s history and allows the theme of Development and Sustainment of a State and Nation to build on the primary theme of Civics and Government.

4.5.CO:

Compare the roles of various groups on Reconstruction.

This indicator was developed to encourage inquiry into the interactions between various groups to include northerners and southerners, such as African Americans, white landowners, politicians, and business leaders during Reconstruction.

Topic: Interactions of Various Groups During Reconstruction

Possible Questions for Inquiry:

- Did reconstruction fulfill the promise of emancipation?
- Did Reconstruction successfully solve the issue of division between the North and South?

Content	Sample Tasks
<ul style="list-style-type: none">● Carpetbaggers● Scalawags● Segregation● Black Codes● Ku Klux Klan● Redeemers● Abraham Lincoln’s Assassination● African American civic participation● Freedmen’s Bureau● Jim Crow Laws● 10% Plan● Radical Republican Plan	<p>Compare various Reconstruction plans and the possible effects they had on citizens: Abraham Lincoln’s Plan, Andrew Jackson’s Plan, versus the Radical Reconstruction Plan in the South.</p> <p>Compare life for enslaved Africans, plantation owners, and small farmers before, during, and after the Civil War.</p>

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
Perspectives of Reconstruction	Identify various similarities and differences of different groups of people during Reconstruction.	Describe the similarities and differences based on the different characteristics/perspectives of the groups.	Analyze how one's perspective would determine their rating of the success of Reconstruction.

Possible Terminology to Support Teaching Comparison:

• also	• but	• differ	• like
• as well as	• contrast	• instead	• similar
• both	• correlation	• just as	• unlike

Example Question/Sentence Stems for Comparison:

- How are the (type of stimuli) from _____ and _____ similar?
- What would the authors/illustrators of the (stimuli) most likely agree on?
- In what way was _____ different during _____ than in earlier times?
- What would be a counterargument to the ideas expressed in the (stimulus)?
- What are the reasons for/impact of the similarities/differences in _____?
- How was _____ carried out differently in _____ compared to _____?
- How was the motivation for/outcome of _____ similar/different than _____?

4.5.CE:

Analyze the impact of federal legislation on the South during Reconstruction.

This indicator was developed to encourage inquiry into how new federal laws impacted the South during Reconstruction, to include the effects of the 13th, 14th, and 15th Amendments.

Topic: 13th, 14th, & 15th Amendments

Possible Questions for Inquiry:

- How did the 13th, 14th, and 15th amendments affect the lives of African Americans socially, politically, and economically?
- Did the new amendments protect the rights of the freed slaves?

Content	Sample Task
<ul style="list-style-type: none">● Reconstruction Plans (i.e., Lincoln, Johnson, Congressional)● (1st) Reconstruction Act (1866)● Civil Rights Act (1866)● Amendments<ul style="list-style-type: none">○ 13th Amendment (1865)○ 14th Amendment (1868)○ 15th Amendment (1868)● National Union Convention (1866)● Election of 1876/Compromise of 1877	<p>Explore the implications of the 13th, 14th and 15th amendments.</p> <p>Identify the effects on African Americans of the Confederate government not recognizing the 13th amendment and not ratifying the 14th.</p> <p>Distinguish the short and long term effects of the 15th amendment, and the impact of African Americans voting, holding political office, being elected to state legislatures and congressional delegations during the Reconstruction period.</p>

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
The 13th, 14th & 15th Amendments	Identify the causes and effects of the 13th, 14th, and 15th amendments.	Analyze how the 13th and 14th amendment led to the creation of the 15th amendment.	Describe the significance of the Civil War/Reconstruction Amendments on African Americans.

Possible Terminology to Support Teaching Causation:

• cause	• effect	• led to	• spark
• contribute	• encourage	• motivate	• subsequently
• drive	• influence	• prevent	• trigger

Example Question/Sentence Stems for Causation:

- What motivated _____ to _____?
- What was an effect of the change from _____ to _____?
- Which factor most contributed to _____ during _____?
- What had the greatest influence on the development of _____?
- Which situation did the information in the (stimulus) attempt to address?
- What was the immediate/long-term impact of _____ depicted in the (stimulus)?

4.5.P:

Summarize Reconstruction as a turning point in American history.

This indicator was developed to encourage inquiry into founding principles as viewed through this period of federal government involvement, the development and realignment of a new labor system not based on a system of slavery, and the significant political realignment of the South.

Topic: Reconstruction and Political Realignment

Possible Questions for Inquiry:

- How were African Americans affected by policies and changes during Reconstruction?

Content	Sample Tasks
<ul style="list-style-type: none">• Jim Crow Laws• Segregation• Freedmen’s Bureau• General Sherman (i.e., forty acres and a mule)• Sharecropping• Universal Education	Identify an event during Reconstruction that had a profound effect on the individual rights of African Americans.

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
Sharecropping	Describe the system of sharecropping.	Summarize the system of sharecropping to determine trends in labor experiences for African Americans.	Analyze the system of sharecropping and its effect on the prosperity of those working under it.

Possible Terminology to Support Teaching Periodization:

• after	• chronological	• developments	• period
• before	• circumstances	• end point	• summarize
• categorize	• criteria	• era	• turning point

Example Question/Sentence Stems for Periodization:

- What is the significance of the events(s) in the (stimulus)?
- How did _____ contribute to a new era in U.S. history?
- What characteristic of the era is exemplified in the (stimulus)?
- What does the (stimulus) reveal about the U.S. during this time?
- Why was _____ a turning point during this period of U.S. history?
- How do the events in the (stimulus) demonstrate a turning point in U.S. history/policies?

4.5.CX:

Contextualize the economic, labor, political, and social conditions in South Carolina during the period of Reconstruction.

This indicator was developed to promote inquiry into South Carolina’s unique experience, to include the Port Royal Experiment and the adoption of the state Constitution of 1868.

Topic: Characteristics of Reconstruction

Possible Questions for Inquiry:

- Did the Port Royal Experiment improve the lives of freed African Americans?

Content	Sample Tasks
<ul style="list-style-type: none"> • Port Royal • Universal Education • State Constitution of 1868 • Governor Chamberlain • Black Codes • Jim Crow Laws 	<p>Examine the effectiveness of the Port Royal Experiment within the events of Reconstruction.</p> <p>Examine how the Port Royal Experiment and the State Constitution of 1868 reflected the time period.</p>

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
Port Royal Experiment	Identify what the purpose of the Port Royal Experiment was.	Summarize what life was like for South Carolinians during Reconstruction.	Explain events to classify as bookends of the Reconstruction period.

Possible Terminology to Support Teaching Context:

• affected	• circumstances	• impacted	• national
• at the same time	• connection	• influenced	• regional
• broad	• global	• local	• shaped

Example Question/Sentence Stems for Context:

- How were _____ impacted during the time period?
- What does the (stimulus) show about _____ during this time?
- Which factors most contributed to the development of _____?
- Using the (stimulus), which issue would _____ have supported?
- What historical development is connected to the trend in the (stimulus)?
- Which trend(s) provide historical context for the increase/decrease in _____?

4.5.CC:

Identify and evaluate the impact of economic, political, and social events on the African American experience throughout Reconstruction.

This indicator was developed to encourage inquiry into how Reconstruction resulted in the foundation for the struggle for civil rights. This indicator was also developed to foster inquiry into Reconstruction Era policies such as Constitutional amendments, black codes, and Jim Crow Laws.

Topic: African American Experience and Civil Rights

Possible Questions for Inquiry:

- How did Reconstruction policies affect African Americans?

Content	Sample Tasks
<ul style="list-style-type: none">• abolition• Labor shortage• Sharecropping• 13th Amendment• 14th Amendment• 15th Amendment• Civil Rights Act (1866)• Segregation• Jim Crow Laws	Examine the rights of African Americans before, during, and after Reconstruction.

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
13th Amendment	Identify what right the 13th amendment provides.	How did the 13th Amendment change life for Americans?	How does the 13th Amendment represent the idea of civil rights?

Possible Terminology to Support Teaching Continuities and Changes:

Continuities	Either	Changes
• constant	• patterns	• decline or progress
• lasting	• trends	• dramatic or subtle
• ongoing	• turning points	• transition

Example Question/Sentence Stems for Continuities and Changes:

- What trend/pattern is evident in the (stimulus)?
- How did _____ change from _____ to _____?
- How has _____ concept been repeated throughout U.S. history?
- Which factors most contributed to the change in _____ during/between _____ ?
- How were previous policies toward _____ different from the policy in the (stimulus)?
- In what way did the events in the (stimulus) represent an example of continuity in U.S. history?

4.5.E:

Analyze multiple perspectives of the economic, political, and social effects of Reconstruction on different populations in the South and in other regions of the U.S. through primary and secondary sources.

Below examples of perspectives to consider through primary sources:

- carpetbaggers
- scalawags
- Southern Elite
- Poor Southern whites
- African Americans
- Different plans for Reconstruction
- Abraham Lincoln
- Andrew Johnson
- Radical Republicans
- Members of Congress

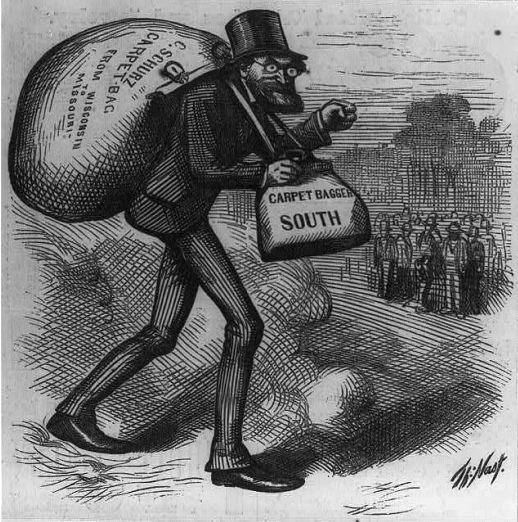
Possible Terminology for Teaching Evidence:

• accuracy	• clue	• data	• relevance
• analyze	• corroborate	• perspective	• reveal
• claim	• credible	• point of view	• show

Possible Tasks for Teaching with Primary or Secondary Sources:

1. Identify a similarity or difference in the identified historical developments, events, geographic settings, economic situations, groups or individual's actions/beliefs.
2. Identify a cause/effect of, or causality between, historical developments or events.
3. Identify a source or sources that demonstrate a correct cause/effect relationship.
4. Identify the significance of a turning point in history.
5. Identify how historical events are related chronologically.
6. Draw conclusions about historical developments or characteristics of a time period.
7. Establish connections between relative historical events/themes or make connections between sources.
8. Draw conclusions about the time and place in which a source(s) was created.
9. Analyze patterns of continuity or change.
10. Analyze the significance of an event, action, idea, or development as part of a change or part of a continuity in history.
11. Analyze point of view, purpose, bias, artistic technique, and/or the intended audience of source(s).
12. Extract relevant information to answer a question or respond to a claim.
13. Identify a plausible claim that logically flows from a source or sources presented.
14. Evaluate and classify best use of one or more sources.
15. Identify support for a given claim using evidence and/or prior knowledge.

DOK/Cognitive Complexity Example:

Source 1	Source 2	Source 3
<p>1869 - Claflin University was founded and named in honor of Lee Claflin, from Boston, and his son William Claflin, then governor of Massachusetts. In order to attend, applicants had to have a “good moral character” and a “desire to learn.” For the first time in South Carolina history, Claflin University offered quality higher education for men and women “regardless of race, complexion, or religious opinion.”</p> <p>- Excerpt from Claflin University: History. It has been edited for readability.</p>	<p>We did anything and everything we could to make a living. Prominent citizens became pie-sellers. Colonel Cary came home to find his family desperately poor, as were all respectable folks. He was a brave soldier, an able officer; before the war, principal of a school. Now, he did not know how he could support himself and his family. He walked around his place, came in and said to his wife: “My dear, I have made a list of what we own. You pride yourself on your apple-pies. We have an apple-tree, and a cow. I will gather the apples and milk the cow, and you will make the pies, and I will go around and sell them.”</p> <p>- Excerpt from <i>The Project Gutenberg eBook, Dixie After the War</i> by Myrta Lockett Avary. It has been edited for readability.</p>	 <p>- <i>The Man with the carpet Bags</i> is a cartoon showing a man carrying a bag labelled “Carpet Bagger South” with a bag over his shoulder that reads: “C. Schurz Carpet Bag from Wisconsin to Missouri. Source: Library of Congress</p>

Content/Topic	Low	Medium	High
Social Effects of Reconstruction	How do sources 1 and 2 show how people’s lives changed during Reconstruction?	What sources provide evidence of individuals trying to make a profit during Reconstruction?	In source 3, who are the individuals represented in the cartoon? Why is one person clearly seen and the others are blurred?

Appendix A: Grade 4 United States & South Carolina Studies Part I 2019 Alignment Guide Expository Narratives

Standard 1

European nations supported the settlements of New Spain, New France, and New England in North America. The various interactions of different peoples in unfamiliar lands led to not only conflict but also cooperation. Spain, France and England all approached settlement and exploration of North America differently. The interactions between the Native Americans already living in North America, colonists, enslaved Africans, and indentured servants resulted in different settlement patterns, economies, and social institutions. All colonies had a form of limited self-government that was based on government of the mother country. Each region also differed in religious expression.

There were several Native American groups in North America that initially traded with settlers, shared survival techniques, and sometimes formed military alliances. Over time though, many became enslaved or later removed from their land. Many conflicts arose which highlight the changing relationships between Native Americans and settlers throughout the colonial period.

Although the English were the first to permanently settle in Carolina, other groups such as French and English from Barbados also came looking for economic and social gain. The Fundamental Constitution of Carolina allowed for religious freedom and the practice of slavery regardless of social class. English plantation owners from Barbados moved to South Carolina bringing enslaved Africans and the plantation system with them. South Carolina's physical landscape and climate allowed large plantations which significantly altered the landscape for increased production of crops like rice and indigo. As demand for these resources increased, the colonial demand for labor increased. More and more Africans were forced from their homeland and enslaved to cultivate the cash crops. These cash crops made Carolina one of the wealthiest colonies and resulted in Charles Town becoming a major city.

The fusion of peoples, especially in the southern colonies, permanently established a unique culture that can still be felt today. The enslaved people who survived the journey from Africa to the colonies brought with them their own culture, skills, and languages and thus had a profound impact on the economy and culture of the developing colonies. The ultimate development of the Gullah culture would not have occurred had it not been for these contributions of enslaved Africans. Student inquiries regarding marginalized groups can lead to connections between Colonial and Modern-Day America.

Standard 2

Colonial revolt against British regulations and restrictions resulted in the creation of the United States as an independent nation comprised of individual states. Following the American Revolution, Americans developed a new form of government that embodied and contradicted the ideals for which they had fought and unified the new nation. Both free and enslaved African Americans, Native

Americans, and women played a vital role in the rise up to and the creation of the new nation. Loyalists and Patriots served their cause in various ways. Similarly, Native Americans, concerned about preserving their way of life, played a part whether they sided with the British or the colonists.

Taxation, regulations, issues of representation, and the presence of the British military in the colonies all played a role in the colonial independence movement leading to the beginning of the American Revolution and the Declaration of Independence. Following the French and Indian War, Britain faced large debts from costs of a global conflict coupled with how to pay for a standing army in North America. In the 1760s and 1770s, Parliament and King George III levied heavy taxation and regulation on North American colonies in an effort to relieve this incurred debt. Taxation without representation caused tension in the colonies. Colonists felt that the Stamp Act, Townshend Acts, Navigation Acts, and Tea Act were unfair because they had no representation in Parliament. Colonists formed the Stamp Act Congress and sent a petition to the King. They declared a boycott on British Goods. Throughout the colonies, boycotts, protests, publications, and newly organized assemblies were initiated in reaction to the British imposed acts, taxes, and military presence. A turning point and shock to the people throughout the colonies was the Boston Massacre. Economic and political strains in the colonies led several prominent colonial leaders to propose the concept of independence, and the creation of the First Continental Congress. Eventually the Stamp Act and Townshend Acts were mostly repealed, except the Tea Act, which was not a tax. This act gave the British East India Company exclusive rights to sell tea in the colonies. The Sons of Liberty feared that this would threaten the effectiveness of the boycott of tea. They devised a plan to revolt by boarding ships in the Boston harbor and throw the tea overboard, also known as the Boston Tea Party. Great Britain reacted by passing a series of new laws called the Intolerable Acts.

While many colonists remained loyal to the king (i.e., Loyalists) throughout the course of the Revolution, increasingly unfair laws and brutal military tactics motivated a majority of colonists to either fight for or support the efforts for an independent nation (Patriots). The colonies became increasingly volatile leading to bloodshed between British soldiers trying to destroy weapons and capture militias at Lexington and Concord. As the fighting began the Second Continental Congress met in Philadelphia. They had many decisions to make including creating the Continental Army, which would give the colonists a fighting chance against British troops. The members of the Second Continental Congress read *Common Sense* by Thomas Paine. After other battles ensued as part of the American Revolution many members decided it was time to declare independence. Congress wanted a written document stating as such. This led to the creation of The Declaration of Independence.

Various turning points and founding principles led to the establishment of the United States as a constitutional republic, including the Articles of Confederation leading to the Constitutional Convention of 1787. The Articles of Confederation were written after the Revolutionary War, but were weak since they focused so heavily on the rights of the individual states, provided no means of collecting taxes, or to provide for a military. The Articles of Confederation was a direct result of the colonists experience with King George III and Parliament. Americans believed that the powers should remain in the state government. The Articles of Confederation was a one house legislature where each state had one vote. Therefore each state created its own army, its own rules and had its own currency.

The national Congress could not impose taxes, they could only request funds from each state. Proponents for a strong national government argued against the Articles of Confederation. They felt that this created a weak government for our new nation.

The Constitutional Convention of 1787 was given the job of rewriting the Articles of Confederation. After much debate, the United States Constitution was created which describes the nation's founding principles, allows for amendments to be made, ensured individual rights through the creation of the Bill of Rights, and remains as the law of the United States today. The first constitution for the state of South Carolina was adopted during this time.

Standard 3

After the War of 1812, the United States continued to expand westward. The purchase of the Louisiana Territory nearly doubled the size of the country and expanded the United States territory beyond the Mississippi River. The annexation of Texas further increased the size of the country. Exploration of the western territory, such as the Corp of Discovery led by Lewis and Clark, led to new scientific discoveries, interactions with indigenous people, and economic opportunities that enriched the country and drew people westward.

People moved westward for political, social, and economic reasons and the subsequent migration changed the physical landscape of the West while having a negative impact on the culture of Native Americans. The first explorers provided information that resulted in the creation of geographic and climatic maps that assisted in the identification of access routes and the natural resources of the area. These maps provided knowledge of the landscape and allowed for a deeper understanding of the physical environment which later assisted in the settlement of the West. Explorers discovered the new land included a wealth of natural resources.

To encourage westward expansion the government established land acquisition policies, invested in the development of the railroad, and adopted positions towards Native Americans that led to the Homestead Act of 1862. These policies sparked interest from those living on the east coast of the US to move west in search of economic, political, or social gains such as free land, productive agriculture, and the possibility of striking it rich when gold was discovered in California. The government allowed pioneers to stake a claim in the “open west,” thus changing the physical landscape as farming spread throughout the plains and improved transportation expanded economic opportunities at the expense of others as goods were easier to transport. People from other countries were also motivated to immigrate to the West. With little opportunity to improve their lives both economically and socially in their current country of residence, they were drawn to inexpensive land and the possibility of improving their living conditions and economic status.

Land acquisition and resulting border changes of the United States impacted the indigenous peoples of the western territories during US westward expansion while expanding the land available for growing cotton thus increasing the demand for enslaved Africans. As more settlers moved farther west, the interaction with the natives over land created conflict with the Native American tribes as they were forces from their ancestral lands. The United States government legislated the marginalization of the Native American tribes. The Indian Removal Act provided tracts of land west of the Mississippi River for Native American relocation in exchange for lands lost to settlers. The forced removal of Native Americans was characterized by starvation, hardship, and disease. An example of this is the Trail of Tears. The United States government also exercised its power by creating laws to forcefully move Natives from their ancestral lands and to live on Indian Reservations. The Indian Appropriation Act of 1851 established the reservation system, providing land for Native American resettlement but resulted in a diminished cultural identity. The fight of the Native Americans to ensure their cultural heritage continues to the present day.

As pioneers moved westward, the physical geography, climate, and environment played a major role in individual's quality and sustainability of life. Preparation and proper timing of travel and resources were important factors to consider. Unexpected delays such as illness, accidents, weather, and unavailability of resources made the journey difficult. The land and lack of natural resources in some areas, such as the Great Plains, challenged pioneers to develop new technology in order to successfully settle the region. The steel plow allowed the cultivation of the hard, rocky plains as did the discovery of a type of wheat that would grow in the arid region. Eventually windmills would be used to access water. Settlers learned to make use of their natural resources including constructing their homes from the prairie sod. The expansion of the railroad and telegraph systems continues to unite the country making the exchange of goods and communication much easier.

Westward expansion also stirred the debate surrounding the expansion of enslaved labor vs free labor and influenced the development of opposing views, sectionalism and abolitionism. As western territories applied for statehood, there was debate whether or not slavery would be legal in each state. The Missouri Compromise and Fugitive Slave Laws are examples of the rise of sectionalism. This, among other factors, led to the increased numbers of runaways on the Underground Railroad networks and highlighted the bravery and sacrifice of such leaders as Harriet Tubman while increasing tensions between the North and the South. The issue of slavery eventually divides the country.

Standard 4

While the West continued to experience population growth, the eastern part of the United States was marked by sectionalism. Political and economic reasons, including an industrializing North and an agrarian South built largely on enslaved labor, divided the nation and eventually led to the Civil War. As tensions increased between the North and the South, sectionalism became a defining social and political topic. The abolitionist movement gained momentum under the leadership of such people as William Lloyd

Garrison, Sojourner Truth, and Harriet Beecher Stowe. In South Carolina, the Grimke sisters of Charleston moved north to join the abolitionist movement. Raised on a plantation, they had first-hand knowledge of slavery. The industrial development of the North differed greatly from the agrarian South and the growth of the railroad system in different parts of the growing nation exacerbated this change. The election of President Abraham Lincoln in 1860 further inflamed the tensions leading to the secession of South Carolina and the first shots of the Civil War at Fort Sumter in Charleston harbor. Other states followed and formed the Confederate States of America.

The militaries fighting on behalf of the Union and Confederacy during the Civil War had many differences. After secession, the Confederacy needed to organize a military and relied heavily on the military academies in the region to form its army. The Union benefited from the established national military and an industrial economy. These differences materialized in the militia-style fighting of the Confederacy compared to the systematic plan of the Union. The Union's Anaconda Plan was a naval blockade to cripple the Confederacy's economy by gaining control of the Mississippi River, preventing the movement of people and supplies in the South, and preventing the export of cotton to Europe. The Confederacy was fighting on their homefront, familiar with the land, and was known for its military leaders. However, unlike the North, the South had few railroads to move materials and limited industry to produce needed military supplies.

Battles throughout the North and South during the Civil War left a path of destruction in many towns and cities while crippling the South economically for many years during and after the war. President Lincoln's Emancipation Proclamation freed slaves in the Confederacy, while leaving the institution in place in the union and border states to prevent them from joining the Confederacy. Sherman's March to the Sea destroyed everything in its path that might have helped the South during the war. Union victories at Antietam, Gettysburg, and Vicksburg eventually led to the Southern surrender at Appomattox Court House in Virginia and much of the south in ruins.

Standard 5

Various groups (i.e., carpetbaggers, scallywags, poor white southerners, southern landowners, and African Americans) were impacted during and after Reconstruction. Black Codes were passed throughout the South to restrict the rights of African Americans and due to these codes, African Americans were denied many of the rights they were promised through amendments to the United States Constitution. Inquiries regarding the 13th, 14th, and 15th Amendments and individual rights can connect this era to related issues discussed today.

After the Civil War, there were several different Reconstruction plans, from Abraham Lincoln, Andrew Johnson, and the Radical Republicans in Congress. Political and economic opportunities brought northerners to the south, leading to sectional tension. Southerners viewed this migration as taking advantage of their faltering political and economic systems. Those who supported

Reconstruction policies were disliked by the Southern elite who wanted to return to the Antebellum political and social structures. White southerners worked to restrict African American opportunities through a variety of political, economic, and social institutions.

African Americans were denied many of the rights they were promised through amendments to the United States Constitution. Federal government involvement aimed to aid African Americans with their newly enumerated rights and freedoms, even though these new rights were often blocked or disregarded in the South. The events and experiences surrounding Reconstruction through the lens of an individual living in South Carolina should be considered through economic, labor, political, and social conditions that could be found in the state. The rights of African Americans were further restricted after the withdrawal of federal troops from the South. Reconstruction in the South resulted in laying the foundation for the future Civil Rights Movement to push for equal rights for African Americans.