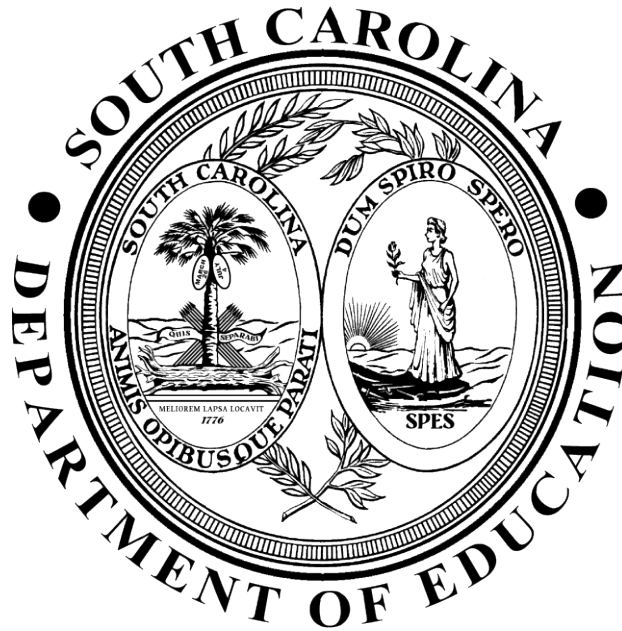


STATE OF SOUTH CAROLINA  
DEPARTMENT OF EDUCATION



Grade 5 United States & South Carolina Studies Part II  
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. 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 5 United States & South Carolina Studies Part II Course Themes**

Economic Advancements	The Economic Advancements theme encourages the study of the United States' development as an economic leader through technological advances, growth of capitalism, and involvement of government. How South Carolina has and continues to contribute to the national economic success will also be explored. Economic Advancements builds upon the primary theme of Economics.
Expansion and Migration	The Expansion and Migration theme encourages the study of the push- and pull -factors behind the movement of various groups to and throughout the United States. This includes their ability to adapt to and transform their new social and physical environments. Expansion and Migration builds off of the primary theme of History.
Political Ideas and Institutions	The Political Ideas and Institutions theme encourages the study of how the founding principles of natural rights, federalism, and the rule of law have been applied during this period of the United States and South Carolina. Political values and government institutions have influenced society and government through the creation of domestic and foreign policies. Political Ideas and Institutions builds off of the primary theme of Civics and Government.
Social and Cultural Development	The Social and Cultural Development theme encourages the study of how various social and cultural groups in the United States and South Carolina have influenced society and government. Citizens have developed multifaceted national and state identities based on individual ethnic, political, racial, regional, and religious differences. Social and Cultural Development builds off of the primary themes of History and Geography.

**Grade 5 United States & South Carolina Studies Part II Course at a Glance**  
**Standard Key Concepts, Identified Course Themes, and Indicator Topics**

<b>STANDARD 1</b> EXPANSION AND MIGRATION 1860-1910	<b>STANDARD 2</b> FEDERAL EXPANSION 1910-1940	<b>STANDARD 3</b> AMERICA AS A WORLD LEADER 1930-1955	<b>STANDARD 4</b> SOCIAL CHANGES 1944-1980	<b>STANDARD 5</b> MODERN AMERICA 1980-present
<ul style="list-style-type: none"> <li>• Economic Advancements</li> <li>• Expansion and Migration</li> </ul>	<ul style="list-style-type: none"> <li>• Expansion and Migration</li> <li>• Social and Cultural Development</li> </ul>	<ul style="list-style-type: none"> <li>• Political Ideas and Institutions</li> <li>• Economic Advancements</li> </ul>	<ul style="list-style-type: none"> <li>• Social and Cultural Development</li> <li>• Political Ideas and Institutions</li> </ul>	<ul style="list-style-type: none"> <li>• Political Ideas and Institutions</li> <li>• Social and Cultural Development</li> </ul>
1.CO: U.S. Before & After the Transcontinental Railroad	2.CO: Impacts of the Stock Market Crash	3.CO: Ideologies and Policies Leading to WWII	4.CO: Capitalist and Communist Ideologies	5.CO: U.S. Leadership Pre/Post September 11, 2001
1.CE: Push- and Pull-Factors of Immigration	2.CE: Causes of WWI and U.S. Involvement	3.CE: U.S. Government Policies and the Holocaust	4.CE: Causes and Impacts of Social Movements	5.CE: Impacts of Digital Technology
1.P: Impacts of the Spanish-American War	2.P: Expansion of the Federal Government	3.P: U.S. Involvement in WWII	4.P: Changes in the U.S. After WWII	5.P: U.S. Leadership in Global Affairs
1.CX: Impacts of the Second Industrial Revolution	2.CX: Economic and Cultural Changes After WWI	3.CX: Influences on Military Strategies During WWII	4.CX: Cold War Tensions	5.CX: Changes in Rural Areas in SC
1.CC: Effects of Expansion on Americans	2.CC: Impact of New Deal Programs	3.CC: U.S. International Leadership	4.CC: Race Relations in SC and the U.S.	5.CC: U.S. International Relations
1.E: Primary and Secondary Source Analysis	2.E: Primary and Secondary Source Analysis	3.E: Primary and Secondary Source Analysis	4.E: Primary and Secondary Source Analysis	5.E: Primary and Secondary Source Analysis

### Standard 1 Overview

**Standard 1:** Demonstrate an understanding of the economic, political, and social effects of expansion and industrialization on the United States and South Carolina between 1860–1910.

Key Concept	Enduring Understanding
<b>Standard 1: Expansion and Migration</b> <ul style="list-style-type: none"><li>• 1.CO: U.S. Before and After the Transcontinental Railroad</li><li>• 1.CE: Push- and Pull-Factors of Immigration</li><li>• 1.P: Impacts of the Spanish-American War</li><li>• 1.CX: Impacts of the Second Industrial Revolution</li><li>• 1.CC: Effects of Expansion on Americans</li><li>• 1.E: Primary and Secondary Source Analysis</li></ul>	The Industrial Revolution, urbanization, and access to resources contributed to the United States expansion during this time period. At the same time, groups migrated to and within the United States adding to the rich culture of the nation.

### Standard 1 Identified Course Themes:

There are four course themes identified for United States and South Carolina Studies Part II. 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:

Economic Advancements	The Economic Advancements theme encourages the study of the United States' development as an economic leader through technological advances, growth of capitalism, and involvement of government. How South Carolina has and continues to contribute to the national economic success will also be explored. Economic Advancements builds upon the primary theme of Economics.
Expansion and Migration	The Expansion and Migration theme encourages the study of the push- and pull -factors behind the movement of various groups to and throughout the United States. This includes their ability to adapt to and transform their new social and physical environments. Expansion and Migration builds off of the primary theme of History.

**5.1.CO:**

Compare the physical landscape and demographics of the United States before and after the Transcontinental Railroad.

This indicator was developed to promote inquiry into how the physical landscape of the U.S. changed due to the building of the Transcontinental Railroad. This indicator also promotes inquiry into how human movement and settlement into the American west greatly affected the physical landscape.

**Topic:** U.S. Before and After the Transcontinental Railroad

**Possible Questions for Inquiry:**

- How did the expansion of the railroad system impact migration and settlement patterns in the United States?
- What benefits vs. drawbacks did life in America have for immigrants and Native American Tribes?

Content	Sample Tasks
Impacts of the Transcontinental Railroad on the Physical Landscape <ul style="list-style-type: none"><li>• Geographical resources (e.g. mountains, rivers, plains)</li><li>• Impacts of human movement and settlement on the physical landscape of the American West</li></ul>	<ul style="list-style-type: none"><li>• Compare the physical landscape before and after the Transcontinental Railroad.</li><li>• Examine how human movement contributed to changes in the physical landscape of the American West.</li></ul>
Impacts of the Transcontinental Railroad on Demographics <ul style="list-style-type: none"><li>• Homesteaders and Homestead Act (1862)</li><li>• Economic opportunity brings people West<ul style="list-style-type: none"><li>○ Farming, ranching, mining, work on the railroad</li></ul></li><li>• Development of western towns</li><li>• Native American culture and lifestyle<ul style="list-style-type: none"><li>○ Decline of buffalo</li><li>○ Movement onto reservations</li><li>○ American Indian Wars</li><li>○ Dawes Act (1887)</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Compare the demographics of the American West before and after the Transcontinental Railroad.</li><li>• Make predictions about the positive and negative outcomes of the construction of the Transcontinental Railroad.</li><li>• Make comparisons between Native American life in the West before and after the development of the Transcontinental Railroad.</li></ul>



**DOK/Cognitive Complexity Example:**

Content/Topic	Low	Medium	High
Demographics of the American West	What were the demographic characteristics of the American West before the development of the Transcontinental Railroad?	How were the demographics of the American West different after the Transcontinental Railroad was built?	How did the changing demographics of the American West impact groups differently?

**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 \_\_\_\_\_?

**5.1.CE:**

Identify and examine the impact of push- and pull-factors related to immigration and expansion on urban and rural populations during the period.

This indicator was developed to promote inquiry into why and how various people immigrated to the U.S. Furthermore, this indicator was designed to promote inquiry into how these immigrant cultures influenced American culture and society.

**Topic:** Push- and Pull-Factors of Immigration

**Possible Questions for Inquiry:**

- How did immigrants change American society?

Content	Sample Tasks
<p>Push- and Pull-Factors Related to Immigration</p> <ul style="list-style-type: none"><li>• Push Factors<ul style="list-style-type: none"><li>○ Conflict</li><li>○ Crop failure and famine</li><li>○ Land and job shortages</li></ul></li><li>• Pull Factors<ul style="list-style-type: none"><li>○ Freedoms</li><li>○ Unsettled land in the U.S.</li><li>○ Religious and economic opportunities</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Examine why and how various groups of people immigrated to the U.S. and migrated within the U.S.</li><li>• (*This should not require students to know the histories of other countries.)</li></ul>
<p>Immigration Stations and Impacts on these Regions</p> <ul style="list-style-type: none"><li>• Angel Island<ul style="list-style-type: none"><li>○ Asians</li></ul></li><li>• Ellis Island<ul style="list-style-type: none"><li>○ Irish</li><li>○ Northern Europeans</li><li>○ Southern Europeans</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Examine where different groups arrived in the U.S. and the impacts/effects on these areas.</li></ul>

Content	Sample Tasks
Impacts and Effects on American Culture and Society <ul style="list-style-type: none"> <li>• Urban/rural areas</li> <li>• Ethnic neighborhoods</li> <li>• Chinese Exclusion Act (1882)</li> </ul>	Explore how immigrants influenced American culture and society as well as the impacts/effects on culture and society in South Carolina.

**DOK/Cognitive Complexity Example:**

Content/Topic	Low	Medium	High
Immigration to Ellis Island	Why did immigrants want to come to the U.S.?	What changes occurred as a result of immigration to Ellis Island?	What were the long-term effects of the increased immigration during the late 1800s?

**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)?

**5.1.P:**

Summarize how the United States' involvement in the Spanish-American War led to increased U.S. economic expansion and imperialism.

This indicator was developed to promote inquiry into how the U.S. territory and businesses expanded during the late 19th century. Furthermore, it is designed to promote inquiry into how, by the end of the Spanish American War, the U.S. began to expand overseas markets and compete with the growing European markets and industrial growth.

**Topic:** Impacts of the Spanish-American War

**Possible Questions for Inquiry:**

- How did the Spanish American War affect the global economy?

Content	Sample Tasks
<p>Territory Gained from Imperialism</p> <ul style="list-style-type: none"><li>• Annexation of Hawaii</li><li>• Spanish-American War<ul style="list-style-type: none"><li>○ Guam</li><li>○ Philippines</li><li>○ Puerto Rico</li></ul></li><li>• Panama Canal Zone (1903)</li></ul> <p>Impacts of Territorial Expansion</p> <ul style="list-style-type: none"><li>• Access to resources (e.g. raw materials, ports)</li><li>• Economic expansion</li><li>• Industrial growth</li><li>• Impacts on U.S. businesses</li><li>• Expanded overseas markets and international trade</li><li>• Competition with European markets</li></ul>	<ul style="list-style-type: none"><li>• Summarize how the U.S. involvement in the Spanish-American War led to increased U.S. economic expansion and imperialism.</li><li>• Summarize how the territory and resources gained from imperialism contributed to industrial growth and economic expansion during this time period.</li><li>• Describe the importance of acquiring Hawaii and the Panama Canal.</li></ul>

**DOK/Cognitive Complexity Example:**

Content/Topic	Low	Medium	High
Annexation of Hawaii	Why was the U.S. interested in annexing Hawaii?	What economic advantages would the U.S. gain from the annexation of Hawaii during this time period?	In what ways were reasons for territorial acquisitions, such as Hawaii and the Panama Canal, similar during this period?

**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?

### 5.1.CX:

Contextualize how the Second Industrial Revolution led to an increased desire for raw materials and the United States involvement in imperialistic efforts and economic expansion.

This indicator was developed to promote inquiry into how industrialization evolved in the U.S. and South Carolina during the late 19th century and into the early 20th century. This indicator was also designed to promote inquiry into how poor living and working conditions in urban areas led to the rise of Progressivism in the U.S.

**Topic:** Impacts of the Second Industrial Revolution

#### Possible Questions for Inquiry:

- How did new inventions influence economic growth in America? Were they positive or negative influences?
- How did living conditions influence social reform in America?

Content	Sample Tasks
<p>Impacts of the Second Industrial Revolution</p> <ul style="list-style-type: none"><li>• New technologies/improvements in communication, transportation, and industrial production<ul style="list-style-type: none"><li>○ Electricity</li><li>○ Lightbulb</li><li>○ Telegraph/Telephone Lines</li><li>○ Trollies</li><li>○ Assembly Line/Automobile</li><li>○ Railroad</li></ul></li><li>• Increased demand for natural resources and raw materials<ul style="list-style-type: none"><li>○ American west</li><li>○ Gained through imperialist conquests</li></ul></li><li>• Increased population<ul style="list-style-type: none"><li>○ Immigration</li><li>○ Impact of population growth on industrial production and vice versa</li></ul></li><li>• Increased industrial production and access to consumer goods<ul style="list-style-type: none"><li>○ Higher standard of living for some</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Contextualize the impacts of industrial growth in the United States.</li><li>• Explain how the need for natural resources is connected to the growth of industries.</li><li>• Contextualize how the increased demand for natural resources and raw materials impacted U.S. imperialism.</li><li>• Describe how greater industrial production and access to consumer goods increased the standard of living for some but not others.</li><li>• Contextualize how new technologies impacted the way people lived and worked.</li></ul>

Content	Sample Tasks
Evolution of Industrialization and Urbanization <ul style="list-style-type: none"> <li>• Immigration and migration (i.e., rural to urban)</li> <li>• Growth of big business and monopolies</li> <li>• Mechanization of farms and development of textile mills in SC</li> <li>• Poor living and working conditions led to rise of Progressivism               <ul style="list-style-type: none"> <li>○ Dangerous conditions</li> <li>○ Sanitation/pollution</li> <li>○ Muckrakers</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Describe how economic opportunities available in urban areas contributed to immigration/migration patterns.</li> <li>• Describe how the problems of urbanization contributed to the rise of muckraker journalism.</li> <li>• Contextualize how poor living and working conditions in urban areas led to the rise of Progressivism in the U.S.</li> </ul>

#### DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
Industrialization and Imperialism	What were some improvements in transportation that occurred during the Second Industrial Revolution?	How is the growth of the railroad industry connected to the need for natural resources (such as lumber, coal, steel)?	How is the Second Industrial Revolution more broadly connected to increased U.S. imperialism?

#### 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 \_\_\_\_\_?

**5.1.CC:**

Summarize how imperialism and economic expansion impacted the experiences of different groups and shaped American cultural identities.

This indicator was developed to promote inquiry into how the economy of the United States grew during the time period. Topics for inquiry may include the impact of population growth on production, working conditions, and the subsequent labor movements to 1910.

**Topic:** Effects of Expansion on Americans

**Possible Questions for Inquiry:**

- How did the growing economy affect American laborers and immigrant groups?

Content	Sample Tasks
<p>Impact of Economic Growth on Americans</p> <ul style="list-style-type: none"><li>● Railroads and economic expansion connect the American West<ul style="list-style-type: none"><li>○ Homesteaders</li><li>○ Immigrants</li><li>○ Farmers, ranchers, miners, railroad workers</li></ul></li><li>● Growth of Industrial Centers<ul style="list-style-type: none"><li>○ Increased population growth and increased production</li><li>○ Wealth and influence of factory/business owners</li><li>○ Overcrowding in cities and tenement housing</li><li>○ Unsafe working conditions and public health concerns<ul style="list-style-type: none"><li>■ Poorly trained workers</li><li>■ Long hours and low wages for immigrants, women, and children</li><li>■ Triangle Shirtwaist Company fire</li><li>■ Muckrakers (ex. <i>The Jungle</i>)</li></ul></li><li>○ Progressive/labor movement<ul style="list-style-type: none"><li>■ Factory workers/labor unions/strikers</li></ul></li></ul></li></ul>	<ul style="list-style-type: none"><li>● Explain the impact population growth had on industrial production and the American economy.</li><li>● Describe the living/working conditions and experiences of different groups.</li><li>● Identify how poor urban working conditions led to the creation of labor unions.</li><li>● Examine the continuities and changes of the immigrant experience during this period.</li><li>● Examine the similarities and differences between the experiences of urban and rural workers during this time.</li></ul>



Content	Sample Tasks
<ul style="list-style-type: none"> <li>■ Federal Meat Inspection Act (1906)</li> <li>■ Pure Food and Drug Act (1906)</li> </ul>	

**DOK/Cognitive Complexity Example:**

Content/Topic	Low	Medium	High
Living/Working Conditions in Cities	What were living and working conditions like in cities during the late 1800s?	What actions were groups taking to bring about change in cities?	To what extent were workers successful in improving their living and working conditions in cities?

**Possible Terminology to Support Teaching Continuities and Changes:**

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

**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?

**5.1.E:**

Analyze multiple perspectives on the economic, political, and social effects of western expansion, the Industrial Revolution, and immigration through primary and secondary sources, and evaluate the subsequent changes to the U.S.

**Examples of perspectives to consider through primary and secondary sources:**

- Urban workers, including women, children, immigrants, etc.
- Big business owners
- Factory owners
- Variety of nationalities immigrant to the United States
- Diverse Transcontinental Railroad workers
- Transcontinental Railroad owners
- Expansionists
- *The Jungle*




**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>This image shows women in the typewriting department of the National Cash Registry in Dayton, Ohio in 1902.</p> <p>Source: Library of Congress</p>	 <p>This photograph shows people walking along Main Street in Salt Lake City, Utah in 1906.</p> <p>Source: Library of Congress</p>	 <p>This image shows the Boardwalk at night in Atlantic City, New Jersey sometime in the early 1900s.</p> <p>Source: Public domain</p>

Content/Topic	Low	Medium	High
Effects of the Second Industrial Revolution	What are some things you notice in the photographs?	What are some similarities between the three photographs?	What conclusions can be drawn about how technological innovations impacted the way people lived and worked?

### Standard 2 Overview

**Standard 2:** Demonstrate an understanding of how international events and conditions during the early 20<sup>th</sup> century (i.e. 1910-1940) affected the United States and South Carolina.

Key Concept	Enduring Understanding
<b>Standard 2: Federal Expansion</b> <ul style="list-style-type: none"><li>● 2.CO: Impacts of the Stock Market Crash</li><li>● 2.CE: Causes of WWI and U.S. Involvement</li><li>● 2.P: Expansion of the Federal Government</li><li>● 2.CX: Economic and Cultural Changes After WWI</li><li>● 2.CC: Impact of New Deal Programs</li><li>● 2.E: Primary and Secondary Source Analysis</li></ul>	In the early 20th Century, the economies of the United States and South Carolina experienced a boom-and-bust period. This situation led to significant government intervention in order to stimulate the economy.

### Standard 2 Identified Course Themes:

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

Social and Cultural Development	The Social and Cultural Development theme encourages the study of how various social and cultural groups in the United States and South Carolina have influenced society and government. Citizens have developed multifaceted national and state identities based on individual ethnic, political, racial, regional, and religious differences. Social and Cultural Development builds off of the primary themes of History and Geography.
Expansion and Migration	The Expansion and Migration theme encourages the study of the push- and pull -factors behind the movement of various groups to and throughout the United States. This includes their ability to adapt to and transform their new social and physical environments. Expansion and Migration builds off of the primary theme of History.

**5.2.CO:**

Compare cultural and economic impacts of the 1929 Stock Market Crash on the United States and South Carolina.

This indicator was developed to promote inquiry into how life changed in the U.S. and South Carolina after the stock market crash of 1929. The indicator was also developed to promote inquiry into how life in the 1920s differed from life in the 1930s in both the U.S. and South Carolina.

**Topic:** Impacts of the Stock Market Crash

**Possible Questions for Inquiry:**

- How did life differ before and as a result of the Stock Market Crash of 1929?

Content	Sample Tasks
Comparing Life in the 1920s to the 1930s <ul style="list-style-type: none"><li>● 1920s<ul style="list-style-type: none"><li>○ Mass production</li><li>○ Easy credit and consumerism</li><li>○ Mass media</li><li>○ Overproduction</li><li>○ Economic boom</li><li>○ Stock Market Crash 1929</li></ul></li><li>● 1930s<ul style="list-style-type: none"><li>○ Bank runs</li><li>○ Fireside chats</li><li>○ Hoovervilles</li><li>○ Unemployment</li><li>○ Dust Bowl</li><li>○ Foreclosure of farms</li></ul></li></ul>	<ul style="list-style-type: none"><li>● Compare how life in the 1920s differed from life in the 1930s for Americans and South Carolinians.</li><li>● Compare and contrast trends in urban and rural life during the 1920s and 1930s.</li><li>● Compare how the use of mass media, such as radio, was similar or different between the 1920s and 1930s.</li></ul>

**DOK/Cognitive Complexity Example:**

Content/Topic	Low	Medium	High
Life in the 1920s and 1930s	What were some characteristics of life in the 1920s and 1930s?	How were the experiences of people in the 1930s similar or different from experiences in the 1920s?	How were the experiences of people in rural and urban areas similar or different during the 1920s and 1930s?

**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 \_\_\_\_\_?

**5.2.CE:**

Examine the primary causes of WWI and the events which led to U.S. involvement.

This indicator was developed to promote inquiry into how the rise of ideologies in Europe led to division and conflict among nations resulting in World War I. Further, inquiry is encouraged through the exploration of the changing position of the U.S. from the beginning of the war in Europe to its eventual involvement.

**Topic:** Causes of WWI and U.S. Involvement

**Possible Questions for Inquiry:**

- What made the United States get involved in WWI?

Content	Sample Tasks
<p>Events Leading to WWI</p> <ul style="list-style-type: none"><li>● Long-term (rise of ideologies)<ul style="list-style-type: none"><li>○ Militarism</li><li>○ Alliances</li><li>○ Imperialism</li><li>○ Nationalism</li></ul></li><li>● Short-term<ul style="list-style-type: none"><li>○ Assassination of Archduke Ferdinand</li></ul></li></ul> <p>Events Leading to U.S. Involvement in WWI</p> <ul style="list-style-type: none"><li>● Stance from neutrality to involvement<ul style="list-style-type: none"><li>○ Propaganda</li><li>○ Unrestricted submarine warfare (e.g. Lusitania)</li><li>○ Zimmermann Telegram</li></ul></li></ul>	<ul style="list-style-type: none"><li>● Explain the differences between the long-term and short-term causes of World War I.</li><li>● Describe how propaganda was used to increase support for U.S. involvement in WWI.</li><li>● Create a timeline to chart the major events from neutrality to U.S. involvement in World War I.</li><li>● Explain why the unrestricted submarine warfare and the Zimmermann Telegram led to U.S. involvement in WWI.</li></ul>



**DOK/Cognitive Complexity Example:**

Content/Topic	Low	Medium	High
U.S. Intervention in World War I	What was the United States' stance on intervention when World War I began in 1914?	What were some reasons the United States got involved in World War I?	To what extent were short-term factors or long-term factors influential in the United States' decision to enter WWI?

**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)?

**5.2.P:**

Summarize how the role of the federal government expanded during the period.

This indicator was developed to promote inquiry into how wartime government activities, the Progressive Movement, and the New Deal represented an expansion of federal power, including attempts to protect citizens.

**Topic:** Expansion of the Federal Government

**Possible Questions for Inquiry:**

- To what extent is the federal government responsible for protecting its citizens?
- Which New Deal policy has had the greatest impact on American citizens?

Content	Sample Tasks
Federal Government and the Progressive Movement <ul style="list-style-type: none"> <li>● Child labor laws</li> <li>● Temperance Movement/Prohibition               <ul style="list-style-type: none"> <li>○ 18th Amendment</li> <li>○ 21st Amendment</li> </ul> </li> <li>● Women's Suffrage               <ul style="list-style-type: none"> <li>○ 19th Amendment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Summarize how the federal government expanded through attempts to protect citizens during the Progressive Movement.</li> <li>● Describe how the Progressive movement supported social reforms and accomplished legislative outcomes during the early 1900s.</li> </ul>
Expansion of the Federal Government During WWI <ul style="list-style-type: none"> <li>● Military draft</li> <li>● Wartime (command) economy               <ul style="list-style-type: none"> <li>○ War Industries Board</li> <li>○ Victory gardens</li> <li>○ Mobilization of the workforce</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Summarize the increasing impact of the federal government on citizens' lives during World War I.</li> </ul>
Federal Government Expansion During Great Depression <ul style="list-style-type: none"> <li>● New Deal Programs               <ul style="list-style-type: none"> <li>○ Civilian Conservation Corps</li> <li>○ Federal Deposit Insurance Corporation</li> <li>○ Security and Exchange Commission</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Summarize how New Deal Programs led to the expansion of the Federal Government.</li> <li>● Summarize how New Deal Programs impacted the lives of U.S. citizens.</li> </ul>

Content	Sample Tasks
<ul style="list-style-type: none"> <li>○ Social Security Administration</li> <li>○ Tennessee Valley Authority</li> <li>○ Works Progress Administration <ul style="list-style-type: none"> <li>• National Youth Administration (i.e., Mary McLeod Bethune)</li> </ul> </li> </ul>	

### DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
Expansion of the Federal Government	What are some examples of how the federal government became more involved in people's lives during WWI?	How was the role of the federal government different after World War I ended?	What trends can be observed regarding the expansion of the federal government from 1910-1940?

### 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?

## 5.2.CX:

Contextualize the post-war economic climate on the cultural landscape throughout the United States and South Carolina.

This indicator was developed to promote inquiry into post World War I changes in the U.S., including the “Roaring Twenties,” the Harlem Renaissance, the role of women outside of the home, and cultural changes for African Americans.

**Topic:** Economic and Cultural Changes After WWI

### Possible Questions for Inquiry:

- How did the post war climate influence the role of women outside of the home?
- How did American involvement in World War I influence cultural changes for African Americans?

Content	Sample Tasks
<p>Economic Changes After WWI</p> <ul style="list-style-type: none"><li>● Mass production</li><li>● Consumerism</li><li>● Credit</li><li>● Overproduction</li><li>● Economic boom</li></ul>	<ul style="list-style-type: none"><li>● Contextualize economic changes after World War I.</li><li>● Examine how the economic climate of the 1920s impacted the cultural landscape in the United States and South Carolina.</li></ul>
<p>Cultural Changes After WWI</p> <ul style="list-style-type: none"><li>● “Roaring Twenties”</li><li>● Role of women<ul style="list-style-type: none"><li>○ Flappers</li><li>○ Suffragettes (i.e., 19th Amendment)</li></ul></li><li>● Popular culture<ul style="list-style-type: none"><li>○ Mass media<ul style="list-style-type: none"><li>■ Radio, movies, newspapers/magazines</li></ul></li><li>○ The Charleston dance</li></ul></li><li>● Cultural changes for African Americans<ul style="list-style-type: none"><li>○ Great Migration<ul style="list-style-type: none"><li>■ Jim Crow laws</li></ul></li></ul></li></ul>	<ul style="list-style-type: none"><li>● Contextualize cultural changes after World War I.</li><li>● Explain how mass media impacted the culture of the United States and South Carolina.</li><li>● Explain the reasons for the Great Migration and how it led to cultural changes for African Americans.</li><li>● How did the Harlem Renaissance influence African American culture and mainstream culture?</li><li>● Describe how the changes on the homefront during World War I impacted women’s roles in the 1920s.</li></ul>

Content	Sample Tasks
<ul style="list-style-type: none"> <li>○ Harlem Renaissance <ul style="list-style-type: none"> <li>■ Jazz &amp; blues</li> <li>■ Arts</li> <li>■ Literature</li> </ul> </li> <li>○ NAACP battles against injustices</li> </ul>	

**DOK/Cognitive Complexity Example:**

Content/Topic	Low	Medium	High
Changes for African Americans	What was the Great Migration?	Why did the Great Migration occur during this time period?	How are the Jazz Age, Great Migration, and Harlem Renaissance all connected?

**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 \_\_\_\_\_?

**5.2.CC:**

Examine the continuities and changes that resulted from New Deal programs and the impact these programs had on various groups throughout the U.S. and South Carolina.

This indicator was developed to promote inquiry into how the role of the government expanded during the Great Depression through the implementation of government programs. The indicator encourages inquiry into New Deal programs such as the Federal Deposit Insurance Corporation, Civilian Conservation Corps, Social Security Administration, Securities and Exchange Commission, and the Tennessee Valley Authority.

**Topic:** Impact of New Deal Programs

**Possible Questions for Inquiry:**

- Which New Deal Program(s) had the greatest impact throughout the U.S. and South Carolina?

Content	Sample Tasks
Continuities and Changes Resulting from the New Deal <ul style="list-style-type: none"><li>• Civilian Conservation Corps</li><li>• Federal Deposit Insurance Corporation</li><li>• Security and Exchange Commission</li><li>• Social Security Administration</li><li>• Tennessee Valley Authority</li><li>• Works Progress Administration<ul style="list-style-type: none"><li>◦ National Youth Administration (i.e., Mary McLeod Bethune)</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Explain the continuities and changes the New Deal programs brought to the U.S. and South Carolina.</li></ul>
Impact of New Deal programs on Various U.S. and SC groups <ul style="list-style-type: none"><li>• Farmers</li><li>• Women</li><li>• Rural vs. urban</li><li>• African Americans</li><li>• Youth</li></ul>	<ul style="list-style-type: none"><li>• Explain how the New Deal Programs impacted various U.S. and South Carolina groups.</li></ul>

**DOK/Cognitive Complexity Example:**

Content/Topic	Low	Medium	High
The New Deal	What were New Deal programs created to do?	Were the New Deal programs successful in accomplishing the goals?	What long-term changes resulted from New Deal programs that are still in effect today?

**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?

**5.2.E:**

Evaluate multiple perspectives from the period including the economic, political, and social impacts of World War I, the 1920s, the Great Depression, and the New Deal using primary and secondary sources.

**Examples of perspectives to consider through primary and secondary sources:**

- Individuals on the American homefront during WWI
- Soldiers fighting in WWI
- African Americans during the Great Migration
- African American artists during the Harlem Renaissance
- Groups affected by Prohibition
- Bootleggers
- Flappers
- Suffragettes
- Unemployed workers
- Workers in the New Deal programs
- Woodrow Wilson
- Herbert Hoover
- Franklin D. Roosevelt
- Progressive reformers

**Possible Terminology for Teaching Evidence:**


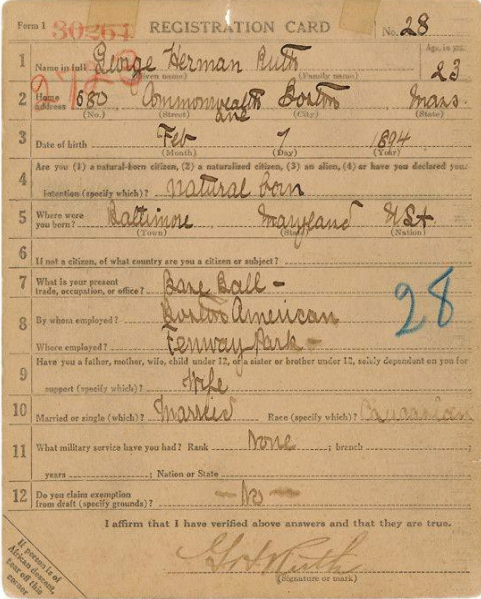

● accuracy	● clue	● data	● relevance
● analyze	● corroborate	● perspective	● reveal
● claim	● credible	● point of view	● show



**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>This poster was created in 1917 by the U.S. Food Administration and says “Food – don’t waste it. 1. Buy it with thought. 2. Cook it with care. 3. Use less wheat and meat. 4. Buy local foods. 5. Serve just enough. 6. Use what is left.”</p> <p>Source: Library of Congress</p>	<p>This is the draft registration card of George Herman “Babe” Ruth dated June 5, 1917. It indicates that he worked as a baseball player, employed at Fenway Park in Boston, Massachusetts.</p> <p>Source: National Archives Identifier 641780</p>	<p>This poster was created in 1918 and shows a woman dressed as Lady Liberty sowing seeds. The text of the poster reads, “Sow the seeds of Victory! Plant and raise your own vegetables. Write to the National War Garden Commission, Washington, D.C. for free books on gardening, canning, and drying. Every Garden a Munition Plant.”</p> <p>- Charles Lathrop Pack, President, Library of Congress</p>

Content/Topic	Low	Medium	High
Impacts of World War I	Using Source 1 and 3, how were Americans expected to support the war effort on the homefront?	Why would a historian studying this period find Source 2 useful?	What conclusions can be drawn using all three sources?

### Standard 3 Overview

**Standard 3:** Demonstrate an understanding of the political, economic, and social effects of World War II, the Holocaust, and their aftermath (i.e. 1930–1955) on the United States and South Carolina

Key Concept	Enduring Understanding
<b>Standard 3: America as a World Leader</b> <ul style="list-style-type: none"><li>• 3.CO: Ideologies and Policies Leading to WWII</li><li>• 3.CE: U.S. Government Policies and the Holocaust</li><li>• 3.P: U.S. Involvement in WWII</li><li>• 3.CX: Influences on Military Strategies During WWII</li><li>• 3.CC: U.S. International Leadership</li><li>• 3.E: Primary and Secondary Source Analysis</li></ul>	Along with the rest of the world, the United States and South Carolina experienced economic instability during this period. The resulting political instability and subsequent worldwide response consumed the world in the 1940s. Following World War II, the United States emerged as a world leader through political policies and economic growth.

#### Standard 3 Identified Course Themes:

There are four course themes identified for United States and South Carolina Studies Part II. 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:

Economic Advancements	The Economic Advancements theme encourages the study of the United States’ development as an economic leader through technological advances, growth of capitalism, and involvement of government. How South Carolina has and continues to contribute to the national economic success will also be explored. Economic Advancements builds upon the primary theme of Economics.
Political Ideas and Institutions	The Political Ideas and Institutions theme encourages the study of how the founding principles of natural rights, federalism, and the rule of law have been applied during this period of the United States and South Carolina. Political values and government institutions have influenced society and government through the creation of domestic and foreign policies. Political Ideas and Institutions builds off of the primary theme of Civics and Government.

**5.3.CO:**

Compare the ideologies and policies that led to World War II.

This indicator was developed to promote inquiry into the ideologies and policies that led to WWII, with a particular focus on the rise of dictators throughout Europe and Asia.

**Topic:** Ideologies and Policies Leading to WWII

**Possible Questions for Inquiry:**

- What was the greatest contributing factor that led to World War II?

Content	Sample Tasks
<p>Dictators</p> <ul style="list-style-type: none"><li>● Germany - Hitler (Nazism)</li><li>● Italy - Mussolini (Fascism)</li><li>● Soviet Union - Stalin (Communism)</li><li>● Japan - Hirohito</li></ul> <p>Ideologies</p> <ul style="list-style-type: none"><li>● Communism</li><li>● Fascism</li><li>● Democracy</li><li>● Nationalism</li></ul> <p>Policies</p> <ul style="list-style-type: none"><li>● Treaty of Versailles<ul style="list-style-type: none"><li>○ War Guilt Clause</li></ul></li><li>● Expansionism</li><li>● Isolationism</li><li>● Appeasement</li></ul>	<ul style="list-style-type: none"><li>● Compare how dictators rose to power.</li><li>● Compare the ideologies and policies that led to World War II.</li><li>● Compare the different policies that contributed to the rise of dictators in Europe and Asia.</li></ul>

**DOK/Cognitive Complexity Example:**

Content/Topic	Low	Medium	High
Comparison of Policies	What are some examples of Hitler's expansionism leading up to World War II?	How are the outcomes of the Treaty of Versailles and policies of expansionism related?	What patterns can be identified in how different groups responded to the expansionist policies of dictators?

**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 \_\_\_\_\_?

**5.3.CE:**

Analyze the cause and effect of government-sponsored policies within the United States and Europe related to the status of different groups, to include the Holocaust.

This indicator was developed to promote inquiry into the state-sponsored persecution that led to the Holocaust in Europe. This indicator was also developed to promote inquiry into the fight against discrimination toward marginalized groups in America.

**Topic:** U.S. Government Policies and the Holocaust

**Possible Questions for Inquiry:**

- Should individual freedoms be limited for national security?
- How did internment change the lives of Japanese Americans?

Content	Sample Tasks
Causes and Effects of the Holocaust <ul style="list-style-type: none"><li>● Antisemitism</li><li>● Propaganda</li><li>● Removal of Jewish citizenship</li><li>● Kristallnacht</li><li>● Ghettos</li><li>● Concentration camps</li><li>● Final Solution</li><li>Genocide</li></ul>	<ul style="list-style-type: none"><li>● Analyze the causes and effects of the Holocaust.</li><li>● Analyze the cause/effect relationship of government policies and impacts on different groups.</li></ul>

<p>Impacts of Government Policies on Different Groups in the U.S.</p> <ul style="list-style-type: none"> <li>● Rationing/War Production Board</li> <li>● Draft and military service <ul style="list-style-type: none"> <li>○ Selective Service Act (1940)</li> <li>○ Women's Army Auxiliary Corps Act (1942)</li> </ul> </li> <li>● Internment of Japanese Americans <ul style="list-style-type: none"> <li>○ Executive Order 9066</li> </ul> </li> <li>● Double V Campaign</li> <li>● Executive Order 9981</li> </ul>	<ul style="list-style-type: none"> <li>● Analyze the impacts of government policies on marginalized groups in the U.S.</li> <li>● Explain the impacts of the Double V Campaign as a turning point.</li> </ul>
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**DOK/Cognitive Complexity Example:**

Content/Topic	Low	Medium	High
Double V Campaign	What does the “Double V” stand for?	What caused the Double V Campaign to begin?	In what ways did the Double V Campaign accomplish its short- and long-term goals?

**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)?

**5.3.P:**

Summarize the U.S. government's transition away from neutrality policies following World War I that led to its involvement in World War II.

This indicator was developed to promote inquiry into how the U.S. government viewed its position in world affairs. Further, inquiry is encouraged through a focus on governmental policies such as Lend Lease, the Neutrality Acts, and the peacetime draft.

**Topic:** U.S. Involvement in WWII

**Possible Questions for Inquiry:**

- What role should the United States play in global disputes?

Content	Sample Tasks
Transition from Isolation and Neutrality to Involvement in WWII <ul style="list-style-type: none"><li>• Isolationism</li><li>• Neutrality Acts (1935, 1936, 1937, 1939)</li><li>• Peacetime draft (1940)</li><li>• Lend-Lease Act (1941)</li><li>• Attack on Pearl Harbor (1941)</li></ul>	<ul style="list-style-type: none"><li>• Summarize how the U.S. government transitioned from neutrality policies to involvement in World War II.</li><li>• Create a timeline charting U.S. government actions to pinpoint the turning point when U.S. policies shifted from neutrality to involvement in World War II.</li></ul>

**DOK/Cognitive Complexity Example:**

Content/Topic	Low	Medium	High
U.S. Government Policy Between WWI and WWII	What was the U.S. government's position on involvement in world affairs during the 1930s?	How was the Lend-Lease Act an example of a turning point in U.S. government policy?	How did U.S. foreign policies evolve during the 1930s and 1940s?



**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?

### 5.3.CX

Contextualize the technological and geographic influence on military strategies in the Pacific and European theaters of World II.

This indicator was developed to promote inquiry into how geography played a role in the military strategy in the European and Pacific theaters. The indicator was also developed to encourage inquiry into such strategies as island hopping, the use of technological advancements, and effects of a three front war.

**Topic:** Influences on Military Strategies During WWII

**Possible Questions for Inquiry:**

- What factors influenced military strategies during World War II?
- How did technology impact the success of military strategies?

Content	Sample Tasks
<p>Influence of Geography on Military Strategies</p> <ul style="list-style-type: none"><li>● Pacific Theater<ul style="list-style-type: none"><li>○ Island hopping</li></ul></li><li>● European Theater<ul style="list-style-type: none"><li>○ Two-front war (i.e., East and West of Germany)</li><li>○ D-Day</li><li>○ Opening up third front in Italy “soft underbelly of Europe”</li></ul></li></ul>	<ul style="list-style-type: none"><li>● Contextualize the influence geography had on military strategies.</li><li>● Describe why strategies used in the Pacific and European theaters were different.</li></ul>
<p>Influence of Technology on Military Strategies</p> <ul style="list-style-type: none"><li>● Radar</li><li>● Radio/telephone</li><li>● Code (i.e., Navajo Code Talkers)</li><li>● Aviation (i.e., Tuskegee Airmen)</li><li>● Aircraft carriers</li><li>● Sonar</li><li>● Atomic bomb</li></ul>	<ul style="list-style-type: none"><li>● Explain how various technological advances influenced WWII.</li><li>● Describe different ways technology was influential in U.S. military strategies.</li></ul>

**DOK/Cognitive Complexity Example**

<b>Content/Topic</b>	<b>Low</b>	<b>Medium</b>	<b>High</b>
Pacific Theater Strategies	Where was the U.S. military strategy of “island hopping” used?	How did geographic features of the Pacific region impact military strategy in this region?	How was technology influential in the success of island hopping strategies?

**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 \_\_\_\_\_?

### 5.3.CC:

Analyze the changes and continuities regarding the United States' international leadership during the period, including the rebuilding of Europe and the resettlement of displaced persons resulting from the Holocaust.

This indicator was developed to promote inquiry into how America's international leadership evolved before, during, and after World War II. This indicator was also designed to promote inquiry into the different alliances that were formed by the United States, Great Britain, and the Soviet Union to include the Allied Powers, the United Nations, the North Atlantic Treaty Organization, and the Warsaw Pact.

**Topic:** U.S. International Leadership

#### **Possible Questions for Inquiry:**

- What caused the United States to change its role in international leadership?

Content	Sample Tasks
<p>Continuities and Changes in the U.S. International Leadership</p> <ul style="list-style-type: none"><li>• Before WWII<ul style="list-style-type: none"><li>◦ American neutrality</li><li>◦ Internationalism (national policy of trading with countries to foster peace and prosperity)</li></ul></li><li>• During WWII<ul style="list-style-type: none"><li>◦ Allied Powers (i.e., Great Britain, Soviet Union and United States)</li></ul></li><li>• After WWII<ul style="list-style-type: none"><li>◦ United Nations (1945-present)</li><li>◦ Superpowers (i.e., U.S. and Soviet Union)</li><li>◦ U.S. nuclear weapon capabilities</li><li>◦ Marshall Plan (1947)</li><li>◦ Truman Doctrine (1947)</li><li>◦ Displaced Persons Act (1948)</li><li>◦ U.S. Support of Israel</li><li>◦ North Atlantic Treaty Organization – NATO (1949)</li><li>◦ Warsaw Pact (1955)</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Explore the shifts in U.S. international leadership before, during, and after World War II.</li><li>• Identify U.S. alliances from before World War II to the Cold War era to determine patterns of continuity and change over time.</li><li>• Examine how the United States' role in rebuilding Europe after World War II impacted alliances.</li><li>• Explain the factors that contributed to the United States emerging as a superpower after World War II.</li></ul>

**DOK/Cognitive Complexity Example:**

Content/Topic	Low	Medium	High
U.S. Alliances	Which countries were members of the Allied Powers and NATO?	How did the U.S. alliance with the Soviet Union change after World War II ended?	What are some reasons for the continuities and changes in U.S. alliances after World War II?

**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?

**5.3.E:**

Analyze multiple perspectives on the economic, political, and social effects of World War II and its aftermath using primary and secondary sources.

**Examples of perspectives to consider through primary and secondary sources:**

- Allied countries during World War II
- Axis countries during World War II
- Tuskegee Airmen
- Navajo Code talkers
- Executive Order 9066
- Japanese in American Internment camps
- Witnesses of Pearl Harbor attacks
- Americans involved in home front efforts
- Participants involved in the dropping of the atomic bombs on Japan
- Participants in NATO, UN, the Marshall Plan, and Warsaw Pact
- Journals of Paul Tibbets



**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 29 Navajos were recruited in May 1942. One of their first jobs was to develop a secret code. They took words from their native language and used them for tools of war. It was a perfect option because it is not a written language and few people can speak it. Once developed and used in war, Navajos could translate a message in two and a half minutes. It would take an untrained soldier over two hours to crack it. The Navajo Code Talkers were used in every major Marine operation in the Pacific.</p> <p>–Excerpt from Navajo Code Talkers and the Unbreakable Code, Central Intelligence Agency. It has been edited for readability.</p>	 <p>This poster from 1943 shows a woman in a military uniform in front of the American flag. The text on the poster reads, “Are you a girl with a Star-Spangled heart? Join the WAC (Women’s Army Corps) now! Thousands of Army jobs need filling.”</p> <p>Source: Library of Congress</p>	<p><b>Sites Associated with Japanese Americans During World War II</b></p>  <p>This map shows locations in the United States for Japanese Americans after Executive Order 9066 was passed. The <i>Exclusion Zone</i> is the area where Japanese Americans were forcibly removed.</p> <p>Source: National Park Service</p>

Content/Topic	Low	Medium	High
Impacts of WWII on Groups	Which source(s) would best be used to show American citizens supporting the war?	How is Source 3 different from Source 1 and 2?	What conclusions can be made about the social effects of WWII based on these three sources?



### Standard 4 Overview

**Standard 4:** Demonstrate an understanding of the conflicts, innovations, and social changes in the United States, including South Carolina, from 1944-1980.

Key Concept	Enduring Understanding
<b>Standard 4: Social Changes</b> <ul style="list-style-type: none"><li>• 4.CO: Capitalist and Communist Ideologies</li><li>• 4.CE: Causes and Impacts of Social Movements</li><li>• 4.P: Changes in the U.S. After WWII</li><li>• 4.CX: Cold War Tensions</li><li>• 4.CC: Race Relations in SC and the U.S.</li><li>• 4.E: Primary and Secondary Source Analysis</li></ul>	The post–World War II period was dominated by a power conflict that pitted former allies against each other over economic and political differences, which affected all aspects of American life at home and abroad. Additionally, various civil rights movements within the United States and South Carolina impacted society.

### Standard 4 Identified Course Themes:

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

Social and Cultural Development	The Social and Cultural Development theme encourages the study of how various social and cultural groups in the United States and South Carolina have influenced society and government. Citizens have developed multifaceted national and state identities based on individual ethnic, political, racial, regional, and religious differences. Social and Cultural Development builds off of the primary themes of History and Geography.
Political Ideas and Institutions	The Political Ideas and Institutions theme encourages the study of how the founding principles of natural rights, federalism, and the rule of law have been applied during this period of the United States and South Carolina. Political values and government institutions have influenced society and government through the creation of domestic and foreign policies. Political Ideas and Institutions builds off of the primary theme of Civics and Government.

#### 5.4.CO:

Compare and contrast communist ideologies.

This indicator was developed to promote inquiry into how the lifestyles of those living in capitalist countries differed from those living in communist countries. This indicator was also designed to promote inquiry into how the rights of citizens differed in capitalist and communist countries.

**Topic:** Capitalist and Communist Ideologies

#### Possible Question for Inquiry:

- What are the differences in capitalist and communist economic and political systems?

Content	Sample Tasks
Comparison of Ideologies <ul style="list-style-type: none"><li>• Capitalism (i.e. U.S.)<ul style="list-style-type: none"><li>○ Citizens own property and businesses</li><li>○ Protection of individual freedoms</li></ul></li><li>• Communism (i.e. Soviet Union)<ul style="list-style-type: none"><li>○ Government ownership of land and industry</li><li>○ Limits on personal freedoms</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Compare how the lifestyle of people living in capitalist countries differs from people living in communist countries.</li></ul>

#### DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
Capitalism and Communism	What are some of the key characteristics of a capitalist system?	How does a capitalist society differ from a communist society?	What are some of the advantages and disadvantages of economic ownership in capitalist and communist systems?

**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 \_\_\_\_\_?

#### 5.4.CE:

Analyze the causes and impacts of social movements in the U.S. and South Carolina.

This indicator was developed to promote inquiry into growth and influence of the various modern civil rights movements including, but not limited to, African Americans, Chicano, Native Americans, and women.

**Topic:** Causes and Impacts of Social Movements

#### Possible Questions for Inquiry:

- In what ways did civil rights leaders protest?
- How did the movements for civil rights impact different groups in American society?

Content	Sample Tasks
<p>Modern Civil Rights Movement</p> <ul style="list-style-type: none"><li>● Jim Crow laws</li><li>● “Separate but equal”</li><li>● Segregation required by law vs segregation by tradition</li><li>● <i>Briggs v. Elliott</i> (1952)</li><li>● <i>Brown v. Board of Education</i> (1954)</li><li>● Montgomery Bus Boycott (1955-1956)</li><li>● Little Rock Nine (1957)</li><li>● Woolworth Sit-In (1960)/Friendship Nine (1961)</li><li>● Freedom Riders (1961)</li><li>● March on Washington (1963)</li><li>● Freedom Summer (1964)</li><li>● Civil Rights Act of 1964</li><li>● March on Selma (1965)</li><li>● Voting Rights Act of 1965</li></ul>	<ul style="list-style-type: none"><li>● Analyze the causal relationship between these events in the list.</li><li>● Analyze the significance of the Civil Rights Movement on other movements for civil rights.</li></ul>

Content	Sample Tasks
Women's Movement <ul style="list-style-type: none"> <li>• Feminism</li> <li>• Equal Pay Act (1963)</li> <li>• Failure of the Equal Rights Amendment</li> <li>• Title IX</li> </ul>	<ul style="list-style-type: none"> <li>• Explain ways women's roles and opportunities expanded as a result of the women's movement.</li> </ul>
American Indian Movement <ul style="list-style-type: none"> <li>• Indian Civil Rights Act (1968)</li> <li>• Federal recognition of Native American tribes and protections of rights to religious sites and traditions</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the reasons for and impacts of the American Indian Movement.</li> </ul>
Chicano Movement <ul style="list-style-type: none"> <li>• Cesar Chavez and United Farm Workers Movement</li> <li>• Chicano Mural Movement</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the reasons for and impacts of the United Farm Workers Movement.</li> </ul>

**DOK/Cognitive Complexity Example:**

Content/Topic	Low	Medium	High
Civil Rights Act of 1964	What was the Civil Rights Act of 1964?	How did the Civil Rights Act impact the lives of African Americans and other minority groups?	In what ways did the Civil Rights Act of 1964 influence other social movements or legislation?

**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)?

**5.4.P:**

Summarize the social, political, and economic changes in the United States after World War II.

This indicator was developed to promote inquiry into how social changes such as suburbanization, the Servicemen’s Readjustment Act of 1944 (i.e., G.I. Bill), and the move to desegregation affected life in America.

**Topic:** Changes in the U.S. After WWII

**Possible Questions for Inquiry:**

- What are some defining characteristics of American life during the 1950s and 1960s?

Content	Sample Tasks
<p>U.S. Social, Political, and Economic Changes After WWII</p> <ul style="list-style-type: none"><li>● Urbanization to suburbanization</li><li>● Interstate Highway System and automobiles</li><li>● “White Flight”</li><li>● Servicemen’s Readjustment Act of 1944 (i.e., G.I. Bill)</li><li>● Baby boom</li><li>● Move to desegregation<ul style="list-style-type: none"><li>○ Desegregation of the military (1948)</li><li>○ South Carolina Equalization Schools (1951-1960)<ul style="list-style-type: none"><li>■ <i>Briggs v. Elliott</i> (1952)</li><li>■ <i>Brown v. Board of Education</i> (1954)</li></ul></li><li>○ NAACP</li><li>○ Civil Rights Movement</li></ul></li></ul>	<ul style="list-style-type: none"><li>● Identify changes in American life after World War II.</li><li>● Summarize how these changes impacted families and communities in American society.</li><li>● Summarize the trends toward desegregation leading up to the Civil Rights Movement.</li></ul>

**DOK/Cognitive Complexity Example**

Content/Topic	Low	Medium	High
Interstate Highway System	What was the purpose of the Interstate Highway system?	What is the relationship between the development of the Interstate Highway System and the trend of suburbanization?	How did the Interstate Highway System contribute to economic growth during this time period?

**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?



#### 5.4.CX:

Contextualize the tension between the United States and the Soviet Union during the Cold War.

This indicator was developed to encourage inquiry into how the United States’ and Soviet Union’s governments adopted different ideologies leading to distrust and tension. This indicator was also developed to encourage inquiry into the events surrounding the Cold War, such as the space race, the arms race, and proxy wars (i.e., Korean and Vietnam Wars).

**Topic:** Cold War Tensions

#### Possible Questions for Inquiry:

- How did the tensions developing between the United States and the Soviet Union become an “untraditional” war?
- What was the public’s response to the proxy wars during this time period?

Content	Sample Tasks
<p>Tension Between the U.S. and Soviet Union</p> <ul style="list-style-type: none"><li>● Capitalism vs. communism</li><li>● NATO/Warsaw Pact</li><li>● Divided Europe<ul style="list-style-type: none"><li>○ “Iron Curtain”</li><li>○ Berlin Airlift (1948)</li><li>○ Berlin Wall (1961)</li></ul></li><li>● Policy of Containment (1947)<ul style="list-style-type: none"><li>○ Korean War (1950-1953)</li><li>○ Vietnam War (1954-1973)</li></ul></li><li>● Second Red Scare/McCarthyism</li><li>● Arms Race (i.e., mass production of nuclear weapons)</li><li>● Space Race (<i>Sputnik</i> and NASA)</li><li>● Cuban Missile Crisis (1963)</li><li>● Boycott of the 1980 Olympics in Moscow by the United States</li></ul>	<ul style="list-style-type: none"><li>● Explain how ideological differences between capitalism and communism influenced the actions of the United States and the Soviet Union during the Cold War.</li><li>● Contextualize how significant developments during the Cold War, such as the creation of alliances, or the arms and space race, increased tensions between the United States and the Soviet Union.</li><li>● Examine how significant events, such as the Berlin Wall or U.S. boycott of the 1980 Olympics, show ongoing distrust and tension between the U.S. and the Soviet Union.</li><li>● Examine how events of the Second Red Scare were connected to global events occurring at the same time.</li></ul>

**DOK/Cognitive Complexity Example:**

Content/Topic	Low	Medium	High
Containment	What were the main goals of the U.S. and the Soviet Union during the Cold War?	What were some key events during the Cold War that increased tensions between the U.S. and the Soviet Union?	In what ways did the Korean War and Vietnam War reflect the rivalry between the U.S. and the Soviet Union?

**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:**

- 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 \_\_\_\_\_?

#### 5.4.CC:

Analyze the changes and continuities of race relations in the United States and South Carolina following the court decisions of *Briggs v. Elliott* and *Brown v. Board of Education*.

This indicator was developed to promote inquiry into how race relations in the U.S. changed due to the ruling of *Brown v. Board of Education*. This indicator was also designed to promote inquiry into how the efforts of civil rights groups and leaders helped to promote racial equality throughout the United States.

**Topic:** Race Relations in South Carolina and the United States

#### Possible Questions for Inquiry:

- What was the biggest change in America after *Brown v. Board of Education*?
- Did race relations improve in America after the passage of *Brown v. Board of Education*?

Content	Sample Tasks
<p>Movement from Segregation to Desegregation</p> <ul style="list-style-type: none"><li>• Jim Crow laws</li><li>• “Separate but equal”</li><li>• Segregation required by law vs segregation by tradition</li><li>• <i>Briggs v. Elliott</i> (1952)</li><li>• <i>Brown v. Board of Education</i> (1954)</li><li>• Montgomery Bus Boycott (1955-1956)</li><li>• Little Rock Nine (1957)</li><li>• Woolworth Sit-In (1960)/Friendship Nine (1961)</li><li>• Freedom Riders (1961)</li><li>• March on Washington (1963)</li><li>• Freedom Summer (1964)</li><li>• Civil Rights Act of 1964</li><li>• March on Selma (1965)</li><li>• Voting Rights Act of 1965</li></ul>	<ul style="list-style-type: none"><li>• Identify patterns of continuity and change in civil rights events during this time period.</li><li>• Analyze changes that occurred in the United States and South Carolina as a result of the <i>Briggs v. Elliot</i> and <i>Brown v. Board of Education</i> decisions.</li><li>• Examine how the movement for desegregation continued from public schools into other aspects of American life.</li></ul>

Content	Sample Tasks
Civil Rights Groups and Leaders Promoting Racial Equality <ul style="list-style-type: none"> <li>• Sarah Mae Flemming Brown</li> <li>• Rosa Parks</li> <li>• NAACP</li> <li>• Martin Luther King Jr.</li> <li>• Rock Hill Nine/Friendship Nine</li> <li>• Freedom Riders</li> </ul>	<ul style="list-style-type: none"> <li>• Examine the continuities and changes in the efforts of civil rights leaders to promote racial equality.</li> <li>• Explain how civil rights leaders used similar/different strategies to bring about change.</li> </ul>

### DOK/Cognitive Complexity Example

Content/Topic	Low	Medium	High
Montgomery Bus Boycott	What caused the Montgomery Bus Boycott?	What change did the Montgomery Bus Boycott hope to bring about?	How did the Montgomery Bus Boycott represent a larger pattern of continuity or change during this Civil Rights Movement?

### 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?

**5.4.E:**

Analyze multiple perspectives on the economic, political, and social effects of the Cold War, the Space Race, and the Civil Rights Movement using primary and secondary sources.

**Examples of perspectives to consider through primary and secondary sources:**

- Participants of the Space Race
- Local civil rights leaders within the community
- National civil rights leaders
- Perspectives of social movements
- Reflections from those living in communist countries
- Reflections from those living in capitalist countries
- Participants in the Korean Conflict
- Participants in the Vietnam Conflict

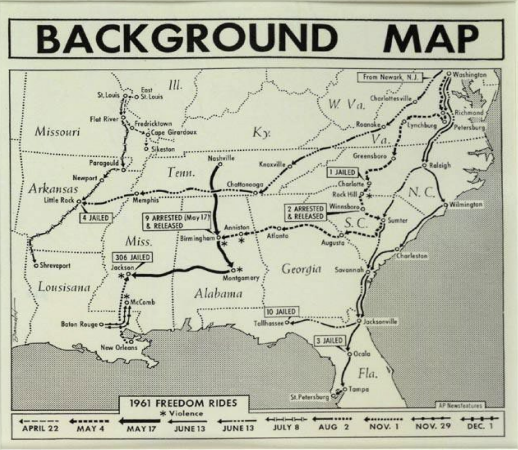

**Possible Terminology for Teaching Evidence:**

• 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><b>Letter From Rock Hill Student</b> <i>The following letter was received by Mr. and Mrs. Clarence H. Graham, of Rock Hill, SC on the morning of February 1, 1961.</i></p> <p>By the time you read this, I suppose you both will be upset and probably angry, but I hope not. I couldn't tell you but this morning I wanted to, but just didn't know how.</p> <p>I want you to know that this is something that I really and truly want to do. I just have to. I want you both to be proud of me, not angry. Try to understand that what I'm doing is right. It's not like going to jail for a crime like stealing, etc. but we're going for the betterment of all [African Americans].</p> <p>You must realize it's time I made some decisions for myself now. After all, I am almost grown and I do want you both to try and understand this is something that I've thought about very seriously.</p> <p>Really, I just couldn't be at ease with the rest of my friends and classmates up there and my knowing I should be there too. So try to see things my way and give us, the younger generation, a chance to prove ourselves, please. And most of all, don't worry. Pray for us.</p> <p style="text-align: right;">Your son, Clarence</p> <p>—Excerpt from <i>The Student Voice</i>, the newspaper of the Student Nonviolent Coordinating Committee, February 1961, Wisconsin Historical Society</p>	<p><b>BACKGROUND MAP</b></p>  <p>The map is from the Associated Press in February 1962. The map shows the routes taken by the Freedom Riders, the individual cities visited, when and where violence occurred, and how many people were arrested.</p> <p>Source: Library of Congress</p>	 <p>This is a photograph of protesters marching through the streets of Washington, D.C. during the March on Washington for Jobs and Freedom, 1963.</p> <p>Source: Library of Congress</p>

Content/Topic	Low	Medium	High
Perspectives of the Civil Rights Movement	What were the outcomes of the protests in Sources 1 and 2?	Which source(s) would help a historian understand motivations of the Civil Rights Movement?	What do the events in all three sources have in common and what evidence of continuities can be found?

### Standard 5 Overview:

**Standard 5:** Demonstrate an understanding of the contemporary global economic, social, and political roles of the United States and South Carolina from 1980-present.

Key Concept	Enduring Understanding
<b>Standard 5: Modern America</b> <ul style="list-style-type: none"><li>• 5.CO: U.S. Leadership Pre/Post September 11, 2001</li><li>• 5.CE: Impacts of Digital Technology</li><li>• 5.P: U.S. Leadership in Global Affairs</li><li>• 5.CX: Changes in Rural Areas in SC</li><li>• 5.CC: U.S. International Relations</li><li>• 5.E: Primary and Secondary Source Analysis</li></ul>	Since the collapse of the Soviet Union and advancements in technology, the world has become more globally interdependent. Additionally, with the rise of terrorism following the September 11, 2001 attacks, foreign policy in the United States has evolved.

### Standard 5 Identified Course Themes:

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

Political Ideas and Institutions	The Political Ideas and Institutions theme encourages the study of how the founding principles of natural rights, federalism, and the rule of law have been applied during this period of the United States and South Carolina. Political values and government institutions have influenced society and government through the creation of domestic and foreign policies. Political Ideas and Institutions builds off of the primary theme of Civics and Government.
Social and Cultural Development	The Social and Cultural Development theme encourages the study of how various social and cultural groups in the United States and South Carolina have influenced society and government. Citizens have developed multifaceted national and state identities based on individual ethnic, political, racial, regional, and religious differences. Social and Cultural Development builds off of the primary themes of History and Geography.



**5.5.CO:**

Compare and contrast the focus of the U.S. as a world leader before and after the September 11, 2001, attacks.

This indicator was developed to promote inquiry into how the U.S. continued to assume the role as a world leader before and after the terror attacks of September 11, 2001. This indicator was also designed to promote inquiry into how the U.S. focused its foreign policy on fighting terror following the September 11, 2001 attacks.

**Topic:** U.S. Leadership Pre/Post September 11, 2001

**Possible Questions for Inquiry:**

- How did U.S. leadership remain the same or change after the attacks on September 11, 2001?

Content	Sample Tasks
<p>U.S. as a World Leader Before September 11, 2001</p> <ul style="list-style-type: none"><li>● Foreign policy: containment of Communism; peace in the Middle East</li><li>● Fall of the Berlin Wall (1989)</li><li>● U.S role in NATO and the United Nations</li><li>● Persian Gulf War (1990-1991)</li></ul> <p>U.S. as a World Leader After September 11, 2001</p> <ul style="list-style-type: none"><li>● Foreign policy: fighting terrorism</li><li>● U.S role in NATO and the United Nations</li><li>● War on Terror<ul style="list-style-type: none"><li>○ Operation Enduring Freedom (2001-2014)</li><li>○ Operation Iraqi Freedom (2003-2011)</li></ul></li></ul>	<ul style="list-style-type: none"><li>● Identify similarities and differences in the U.S. role as a world leader before and after the attacks on September 11, 2001.</li><li>● Compare the United States' leadership roles in various conflicts in the Middle East before and after the attacks on September 11, 2001.</li><li>● Explain why the U.S. foreign policy focus shifted from containing communism to fighting terrorism</li><li>● Compare how the United States' involvement in international organizations was similar or different after the attacks on September 11, 2001.</li></ul>

**DOK/Cognitive Complexity Example:**

Content/Topic	Low	Medium	High
Foreign Policy	What was the U.S. foreign policy focus before the attacks on September 11, 2001?	How was U.S. foreign policy different after the attacks on September 11, 2001?	How did the attacks on September 11, 2001 impact the United States' role as a world leader?

**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 \_\_\_\_\_?

**5.5.CE:**

Analyze the impact of digital technologies on the U.S., and describe the impact those technologies had on its global influence.

This indicator was developed to promote inquiry into how technological advancements allowed the U.S. to become more globally connected. This indicator was also designed to promote inquiry into how the expansion of technology through the Internet led to e-commerce.

**Topic:** Impacts of Digital Technology

**Possible Questions for Inquiry:**

- How do digital technologies impact our lives today?
- Which digital technology had the greatest influence on the world?

Content	Sample Tasks
Domestic and Global Impacts of Digital Technologies <ul style="list-style-type: none"><li>● Globalization</li><li>● Digital</li><li>● E-Commerce</li><li>● Information Age</li><li>● Internet and World Wide Web</li><li>● Personal computer</li><li>● Telecommunications<ul style="list-style-type: none"><li>○ Satellite dishes</li><li>○ Cell phones</li></ul></li></ul>	<ul style="list-style-type: none"><li>● Explain how digital technology has impacted the U.S.</li><li>● Explain how technological advancements have allowed the U.S. to become more globally connected.</li></ul>

**DOK/Cognitive Complexity Example:**

Content/Topic	Low	Medium	High
Globalization	What are some examples of digital technologies that have contributed to greater connectivity?	How did digital technologies impact globalization?	How have these digital technologies had a positive or negative impact on our society and the global economy?

**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)?

**5.5.P:**

Summarize how the United States established itself as a leader in global affairs since the fall of the Soviet Union.

This indicator was developed to promote inquiry into how the U.S. became a leader in the economic and political aspects of global affairs. This indicator was also designed to promote inquiry into how the U.S. established itself as a leading partner in handling global conflicts.

**Topic:** U.S. Leadership in Global Affairs

**Possible Questions for Inquiry:**

- How did the fall of the Soviet Union impact U.S. leadership in global affairs?

Content	Sample Tasks
U.S. Leadership in Global Affairs <ul style="list-style-type: none"> <li>• Dissolution of the Soviet Union (1991)               <ul style="list-style-type: none"> <li>◦ U.S. as the only superpower</li> </ul> </li> <li>• U.S. role in NATO and the United Nations</li> <li>• Persian Gulf War (1990-1991)</li> <li>• North American Free Trade Agreement - NAFTA (1994)</li> <li>• War on Terror</li> <li>• Environmental leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Summarize how the role of U.S. leadership in NATO changed after the fall of the Soviet Union.</li> <li>• Summarize characteristics of U.S. leadership as the only world superpower after the fall of the Soviet Union.</li> <li>• Summarize how the U.S. took a leading role in global economic and political developments, such as the concerns over the environment.</li> </ul>

**DOK/Cognitive Complexity Example**

Content/Topic	Low	Medium	High
U.S. Global Leadership	When the Soviet Union fell, how many world superpowers remained?	What are some characteristics of U.S. leadership after the fall of the Soviet Union?	What trends can be identified in the United States' global leadership after the fall of the Soviet Union?

**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?

**5.5.CX:**

Contextualize the changes in rural communities in South Carolina within national and global industries.

This indicator was developed to promote inquiry into how the development of the Internet and the expansion of technology created change in rural areas. This indicator was also designed to promote inquiry into how the expansion of industry has affected rural areas.

**Topic:** Changes in Rural Areas in SC

**Possible Questions for Inquiry:**

- How has globalization impacted SC?

Content	Sample Tasks
<p>Technological Changes Impact Industry</p> <ul style="list-style-type: none"><li>● Technological Advancements<ul style="list-style-type: none"><li>○ GPS</li><li>○ Telecommunications</li><li>○ Drone technology</li><li>○ Virtual education</li></ul></li><li>● Growth of SC Business<ul style="list-style-type: none"><li>○ Governmental incentives to draw industry</li><li>○ South Carolina’s business growth (e.g. Amazon, Boeing, BMW, Volvo, Michelin)</li></ul></li><li>● Agricultural<ul style="list-style-type: none"><li>○ Genetically modified organism (GMO)</li></ul></li><li>● Energy<ul style="list-style-type: none"><li>○ Solar</li><li>○ Wind (e.g., Charleston Offshore Wind Energy)</li><li>○ Nuclear</li></ul></li></ul>	<ul style="list-style-type: none"><li>● Explore the growth of virtual education opportunities in South Carolina and across the country.</li><li>● Explore the electric car industry in South Carolina with regards to the global electric vehicle industry.</li><li>● Describe South Carolina’s role in global agricultural production.</li><li>● Make connections between the development of different energy sources in South Carolina.</li></ul>

**DOK/Cognitive Complexity Example:**

Content/Topic	Low	Medium	High
International Companies and SC	What are some international companies that have businesses located in South Carolina?	Why might international companies locate their businesses in South Carolina?	How do these international companies impact businesses and communities 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:**

- 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 \_\_\_\_\_?



**5.5.CC:**

Analyze the continuities and changes in U.S. relationships with countries around the world as a result of the economic, political, and social changes in this period.

This indicator was developed to promote inquiry into how U.S. relationships with other countries have developed since the collapse of the Soviet Union.

**Topic:** U.S. International Relations

**Possible Questions for Inquiry:**

- How have U.S. relations with foreign countries changed since the fall of the Soviet Union?
- What has been the biggest economic, political or social change since the fall of the Soviet Union?

Content	Sample Tasks
U.S. Relationships with Other Countries <ul style="list-style-type: none"><li>• U.S role in NATO and the United Nations</li><li>• Interactions in the Middle East<ul style="list-style-type: none"><li>○ Iraq, Iran, Afghanistan, Kuwait, Saudi Arabia, Palestine, Israel</li></ul></li><li>• North American Free Trade Agreement - NAFTA (1994)</li><li>• Environmental challenges</li></ul>	<ul style="list-style-type: none"><li>• Explore the ongoing issues that drive interactions in the Middle East.</li><li>• Evaluate to what extent NAFTA affected American life.</li><li>• Analyze continuities and change in U.S. political alliances after the end of the Cold War.</li></ul>

**DOK/Cognitive Complexity Example:**

Content/Topic	Low	Medium	High
NAFTA	What was the purpose of NAFTA?	How did NAFTA represent a change in political relationships in North America?	What were the long-term impacts of NAFTA for Americans?

**Possible Terminology to Support Teaching Continuities and Changes:**

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

**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?

**5.5.E:**

Analyze multiple perspectives on the economic, political, and social effects of global interdependence after 1980 using primary and secondary sources.

**Examples of perspectives to consider through primary and secondary sources:**

- Small business owner
- Corporate businesses
- Participants in the War on Terror
- Participants in the Persian Gulf War
- Witnesses of the fall of the Berlin Wall
- Those affected by the September 11, 2001 attacks
- Developers of new technologies

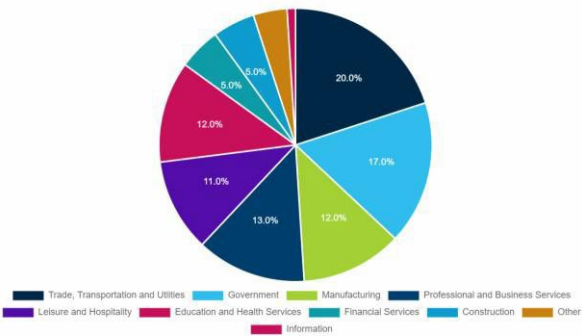
**Possible Terminology for Teaching Evidence:**

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

**Possible Tasks for Teaching with Primary and 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><b>Why South Carolina?</b></p> <ul style="list-style-type: none"><li>You won't find a more hospitable or business-friendly climate than South Carolina.</li><li>South Carolina's performance-based tax incentives reward companies for job creation and investment.</li><li>More than 160,000 students are enrolled, on a full-time basis, in the state's public and private learning institutions.</li><li>South Carolina offers a low cost of living and unparalleled access to the US and travel abroad.</li><li>South Carolina offers a low cost of living and unparalleled access to the US and travel abroad.</li></ul> <p>Source: South Carolina Department of Commerce</p>	<p><b>Major Industries in SC (by 2020 Employment)</b></p>  <p>Source: U.S. Department of Labor Bureau of Labor Statistics</p>	<p><b>Countries with Companies in SC</b></p>

## **Appendix A Grade 5 United States & South Carolina Studies Part II 2020 Alignment Guide Expository Narratives**

### **Standard 1**

The physical and cultural landscape of the United States changed due to the building of the Transcontinental Railroad. The railroad provided supplies and resources during the Civil War, but its rails were confined to the eastern United States. During Reconstruction, the Transcontinental Railroad began connecting the east to the west to allow for the movement of people and goods. Previously, the west was a vast area of space occupied primarily by various Native American tribes. In addition to being affected by the increase in homesteaders and Eastern Native Americans forced to move west, Native American cultures of the west were impacted by the railroad's interruption to their tribal lands and hunting grounds. The desire for the railroad was further impacted by the development of mining in the far west. While South Carolina and other southern states were rebuilding during Reconstruction, the Union Pacific Railroad Company built across the Great Plains; its rails altered land, mountains, and rivers. The Central Pacific Company began its building in the west and tunneled through mountains, forever changing western geography.

The addition of telegraph (and later telephone) lines along the rails added to the changing landscape. Human movement and settlement into the American west greatly affected the landscape. The development of railroad systems in the west made westward migration easier compared to the period before the Civil War.

The economy of the United States grew between 1860-1910. Federal legislation encouraged the settlement of the west by providing cheap land with the requirement that settlers had to farm. This requirement not only fed the growing US population, but also contributed to the growing economy. Immigrants coming to the United States often had farming experience and settled in the Great Plains area. Several push and pull factors contributed to the significant influx of immigrants in the latter 19th century, such as political turmoil in Europe, lack of opportunities, conflict, and poverty. These push factors were in stark contrast to the freedoms and unsettled land available in the United States. These causes led to the area becoming a major agricultural region of the country. The Great Plains region soon became a large producer of food to be sold throughout the nation and world. By 1890, the population of the west increased to the point that the frontier was deemed "closed." This population increase "closing of the west" impacted the physical landscape through the construction of railroads, towns, and mining camps and ultimately altering Native American life and culture. The immigration acts of the time period placed limitations on immigrants coming into the United States in the 1920s.

The United States territory and businesses expanded during the late 19th century. During this same period industrialization changed in the United State and South Carolina into the early 20th century. Farming technology was enhanced across South Carolina through the mechanization of farms. South Carolina's geography also allowed for the development of textile mills. The growing United States economy created a demand for more raw materials and efficient transportation. Factories needed supplies to produce goods and transportation to ship them to consumers. Entrepreneurial businessmen, known as the Captains of Industry, contributed to the

industrialization of the United States through manufacturing steel, producing oil, and reorganizing financial institutions. Big businesses continued to grow the economy, sometimes through monopolies.

As the nation industrialized, so did the military. The need for quick troop and supply movement, as demanded by the Spanish American War, led to the creation of the Panama Canal. This canal allowed for faster trade and travel between the Atlantic and Pacific Oceans.

As railroads connected the country, new markets and industries evolved across the nation. Cities at railroad stops became major industrial centers with the increase in demand for goods and population growth. This caused factory production to expand, often without regard to labor and work conditions. The factories in these cities often had unsafe working conditions, poorly trained workers, and paid very low wages to immigrants, women, and children who worked long hours.

Tenements became common living conditions among city immigrants. These poor living and working conditions in urban areas led to the rise of Progressivism in the United States. Immigrant groups often worked in factories where the pay was low and the conditions were dangerous. These immigrant cultures influenced established American society and culture. It is important to analyze the political and cultural contributions of immigrants to American society. These immigrant groups contributed to, and continue to contribute to, the growing American culture. Progressive reformers, with the aid of Theodore Roosevelt, aimed to improve the conditions of cities and city workers. The food and drug industries were changed through Progressive reforms.

With the West “closed” (settled and mainly agrarian in purpose), the United States turned its attention to territories overseas. In some cases, the United States expanded purposefully. In other cases, such as with the Spanish American War, the United States was in possession of territories in the Pacific and Caribbean. By the end of the Spanish American War, the United States began to expand overseas markets so that it could compete with the growing European markets and industrial growth.

## **Standard 2**

The rise of ideologies in Europe led to division and conflict among nations that resulted in World War I. At the beginning of the war, the United States maintained a policy of isolationism. Events, such as the sinking of the Lusitania and the Zimmerman Telegram, caused the United States to abandon the policy of isolationism and enter World War I in support of the Allies. Once the United States joined the war, factories began producing war-related materials, and citizens participated in food rationing to aid in providing food for soldiers. At the end of the war the Treaty of Versailles placed blame on Germany. This ultimately affected Germany economically, politically, and socially. The US returned to a policy of isolationism and many enjoyed a higher standard of living due to an increase in the economy.

Post-war economic success coupled with consumer goods vastly changed the cultural makeup of the United States. Numerous opportunities for credit and investing led to greater access to cash and goods, lending itself to the phrase “The Roaring Twenties.” The Great Migration saw African Americans continuing to migrate to northern cities during this time looking for better jobs, treatment, and education, but often they were met with the same prejudices in their new locations. The role of women began to change as they experienced more freedoms and independence outside the home. The Harlem Renaissance was a time when the artistic contributions of African-American musicians, poets, painters, and authors expanded and was accepted into mainstream culture despite the prejudices facing the artists themselves. In South Carolina, Charleston became a cultural center through theaters, artists, and new dances, such as The Charleston. It is also important to analyze how agrarian states such as South Carolina experienced some hardships in the 1920s with the farm failures due to, but not limited to, lack of crop rotation, natural disasters, and the boll weevils.

Life changed in the United States and South Carolina before and after the stock market crash of 1929. Prior to the crash, Americans experienced new leisure time, disposable income, and new technology, such as the radio. Also, during this time, the Women’s Suffrage movement was gaining momentum across the country and led to the constitutional protection of women’s right to vote.

The country began to experience an economic depression due to several factors: the stock market crash, consumers having too much outstanding credit, and factory closures. These problems were exasperated by “bank runs,” which were fueled by depositors’ fears, and resulted in banks closing and many losing their life savings. The overproduction of crops and foreclosures on farms also contributed to the economic condition. These problems trickled down to other problems, such as unemployment, homelessness, and starvation. As the economy worsened, people stood in breadlines and looked to the government for assistance. The role of the government was mainly to protect its people and their rights. After 1910, it began to take on a larger role dealing with the strengthening of the economy through the passage of the 16th amendment and delving into what some considered citizen’s personal lives (the temperance movement, Prohibition). Progressives continued to work during this time to promote Prohibition throughout the country. Some resisted the restraints of Prohibition through bootlegging and attending speakeasies. Citizens voiced concerns over the federal government overstepping its traditional boundaries by regulating their private lives. This expansion of government continued with the implementation of the New Deal programs, which provide relief, recovery, and reform to the nation suffering from the depression. The role of the government expanded during the Great Depression through the implementation of government programs. Unemployment was at an all-time high in South Carolina and the United States. The New Deal programs offered relief for the American people, attempted to recover the faltering economy, and aimed to reform the institutions that had failed. Two of the New Deal programs directly affected South Carolina. The Civilian Conservation Corps built parks and government buildings across the state. The Tennessee Valley Authority inspired a similar program with the Santee Cooper River Valley in South Carolina aimed at extending electricity to rural areas. These same government policies limited crop production in the Great Plains in response to the Dust Bowl.



The nation's economy was further fueled by the production of war-related materials and the federally supported increase in crops during WWII.

### **Standard 3**

During the early twentieth century, the US experienced economic instability, as much of the world did.

The end of World War I and the Treaty of Versailles contributed to the rise of totalitarian governments throughout Europe and Asia. The ideologies of fascism and communism spread throughout Europe. Germany, Italy, the Soviet Union, and Japan had governments had totalitarian regimes led by dictators. The German Government went against the Treaty of Versailles and a policy of appeasement by France and Great Britain allowed it to oppress its own citizens as well.

Beginning in the 1930s, the German government began to persecute German Jews. This widespread persecution resulted in the voluntary and forced migration of Jews from Europe, including to the United States. As part of the war, government-sponsored social persecution of groups, predominantly the Jews, led to the Holocaust in Europe.

Prior to the beginning of World War II, the United States adopted a policy of isolationism, and Congress repeatedly promoted this stance throughout the early years of World War II.

In the US, the fight continued against the persecution of marginalized groups, such as African Americans. The internment of people of Japanese descent in the United States began in 1942 as a result of Pearl Harbor.

The Japanese attack on Pearl Harbor changed the United States' position regarding isolationism in World War II. The declaration of war by the US contrasted with the Neutrality Acts of the 1930s and the Lend Lease policies of the 1940s. Involvement in the war also had a significant economic impact on the US, including in South Carolina. Furthermore, for the first time in history, the United States instituted a peacetime draft in 1940.

Geography played a role in the US military strategy in the European and Pacific theaters. For example, the location of the islands in the Pacific Ocean led to the strategy of island hopping. Additionally, the location of Pearl Harbor in the Pacific Theatre on an island allowed the Japanese to plan a surprise attack on the United States during the war

Technological advancements aided in the war effort and military strategies. The use of new military technology allowed the US to conduct an invasion over land by air. Therefore, Allied forces developed a strategy to attack the Axis powers on three major fronts-- East, West, and South. The Allied invasion, Operation Torch, surrounded the European Axis powers from North Africa allowing for

the southern invasion of Europe. When the Allied powers ended the war, the focus turned toward stabilizing the economies and societies of the affected countries in the US and Europe.

After World War II, the United States took a role in rebuilding Western Europe and Japan. The United States also participated in the creation of organizations newly focused on the promotion of human rights and peaceful solutions to global conflicts. The alliances formed after World War II by the United States (NATO) and Soviet Union (Warsaw Pact) were varied in the political and economic ideologies.

#### **Standard 4**

Though allies during WWII, post-WWII Russia and the US embraced opposing political ideologies, communism versus democracy. Russian expansion in Eastern Europe fueled fears of the spread of Communism globally. The US adopted a policy of containment, taking a leading role in stopping the spread of communism through the support of countries deemed by the U.S. as being threatened by the Soviet Union during a period known as the Cold War.

The U.S. and the U.S.S.R. competed in an arms race, which was aimed at developing and accumulating increasingly powerful weapons in large quantities, including atomic weapons. Additionally, a space race occurred. Each country sought to develop space exploration technology with the ultimate goal to have a human walk on the moon, the next frontier. Both “races” impacted the economy and social culture of the United States. The potential spread of communism and its potential infusion into American society continued after WWI to spark fear during what is known as the Red Scares. Also during this time though there was no direct fighting with Russia, the possibility of a Russian attack was a constant presence in daily life. The defense budget was increased and nuclear preparedness was reflected in drills, fall-out shelters, and air raid sirens. The spread of communism and the policy of containment led to the United States’ involvement in the Korean and Vietnam Wars. Tensions with Russia escalated with the Cuban Missile Crisis. The near war conflict was resolved after two weeks of negotiation but demonstrates the tension that existed during the Cold War and the competing ideologies of capitalism and communism. After the dissolution of the Soviet Union, the United States began the process of arms control reduction.

During the post war boom, continued improvement in transportation and President Eisenhower’s Interstate Highway System enabled the shift from urbanization to suburbanization. Suburbs, mostly on the east coast, quickly grew outside city limits. This led to the start of large numbers of workers commuting between home and work. Unfortunately, this expansion also fueled racial tensions with many urban communities experiencing what was known as “White Flight.” Additionally, soldiers returning from war received aid from the Servicemen’s Readjustment Act of 1944 (G.I. Bill) to assist in making the transition back into civilian life. This time period saw a surge in population in what is known as the baby boom. A large middle class developed with demands for automobiles and housing in

the suburbs supported by affordable loans for returning servicemen. Unfortunately, many African Americans who fought for our country faced racial tensions upon returning home and combined with factor such as White Flight added fuel to the modern Civil Rights Movement.

The Civil Rights movement in the twentieth century altered the political and social norms in the United States and South Carolina. Through the Civil Rights movement, Americans participated in social protests, such as voting, marches, sit-ins, and boycotts, seeking equality for all citizens.

During this time period the United States also saw the creation and growth of civil rights groups like The National Association for the Advancement of Colored People (NAACP), the Southern Christian Leadership Conference (SCLC), and the Student Nonviolent Coordinating Committee (SNCC). During this time the US also saw a rise in highly influential leaders such as Martin Luther King Jr., Stokely Carmichael, and James Farmer. In addition to the nationally well-known Civil Right leaders, everyday people became leaders in their communities and states like Septima Poinsette Clark in South Carolina. The efforts of these civil rights groups and leaders helped to promote racial equality throughout the nation and the desegregation of public places.

Race relations in the United States changed dramatically during this time period due to the ruling of *Brown v. Board of Education*. Prior to the court ruling of *Brown v. Board of Education*, many schools throughout the country were segregated, and Jim Crow Laws were widespread throughout the country. *Brown v. Board of Education* encompassed five separate court cases, including *Briggs v. Elliott*, and mandated the desegregation of schools throughout the country and overturned *Plessy v. Ferguson*. Although the court case called for “deliberate speed” in desegregating the schools, South Carolina and many other states prolonged the process. With the implementation of the Civil Rights Act of 1964 and the Voting Rights Act of 1965 there was an aim to ensure political rights for African Americans. These movements and leaders aided in the equality and desegregation of public places, workplace, and transportation but unfortunately did not cease racial tensions.

### **Standard 5**

The late 1900s to present day is characterized by technological advances and global terrorism and the interdependence of developed countries politically, socially, and culturally. The expansion of technology provided for global interdependence through communication and commerce. The collapse of communism in Eastern Europe, the September 11th terror attacks, and additional conflict in the Middle East shifted the US political focus from containing communism to fighting terrorism.

The US continued to be a global leader politically. Following World War II, the United States was involved in the political and economic aspects of global affairs. The fall of the Berlin Wall and the collapse of the Soviet Union solidified the United States’

position as the world's only superpower and reflected the US influence in global affairs mostly through NATO. After the attacks of September 11, 2001, the foreign policy focus shifted from the containment of communism to the war on terrorism.

The United States has been involved in Middle East politics for decades with tensions heightened with our involvement in the Persian Gulf War. In this war, the country served as part of a United Nations' coalition in an attempt to expel Iraq from its occupation of Kuwait. Members of the Organization for Petroleum Exporting Countries, an oligopoly in the oil industry, work together to control oil production, prices, and affect the world-wide energy supply market. Fears were that Iraq would expand its invasion into Saudi Arabia and control two major sources of oil production upon which developed countries depended impacting energy supplies and the global economy.

Terrorist attacks occur in several places around the world and the United States has not gone untouched as domestic terrorism has occurred throughout our country's history. In 1993, the World Trade Center was attacked by foreign terrorists. However, US foreign policy continued to focus on China and Russia and possible peace in the Middle East until September 11th, 2001.

The United States focused its foreign policy on fighting terrorism following the September 11, 2001 attacks and became a world leader in the fight on terror. The Department of Homeland Security was created in an attempt to prevent domestic terror attacks. The US declared war on al-Qaida and allied with Pakistan, Saudi Arabia, and other countries to disrupt and deny safe havens for terrorist networks. South Carolina played a crucial role in the fight on terror. The numerous military bases in the state have experienced repeated deployment of personnel and supplies. Nuclear energy sites have revised safety protocols and first responders have developed rapid response protocols for times of national crisis.

The US continues to be a global leader in the world economy as well. As a member of the G-20, representatives from 20 of the world's largest governments and financial institutions, the United States works with other world leaders to foster economic cooperation and address financial crisis. The advent of personal computers and the internet created a global economy and supported rapid social changes through mass communication and global e-commerce. The Internet, developed during the Cold War for the government, eventually became accessible to the public in the 1990s. The Internet allows cultures worldwide to connect socially, which has led to a cultural exchange. Mobile devices expand access to technology in everyday life, even in rural areas. Through faster and more accessible means of communication, rural areas are able to connect with markets around the world with greater ease. Consumer products, such as books, clothing, and household items traditionally sold in stores, are now available through the Internet.

Technology has allowed South Carolina to play an expanded role in the global economy. The state has experienced growth in the aviation (Boeing) and automobile (BMW, Volvo) industries with associated businesses such as Michelin providing employment. Advancements in agricultural technology (GPS, irrigation, run-off containment) have resulted in greater production, diversification of

crops, and an evolving farm to table movement. The timber industry continues to benefit from technologies for selective harvest, the expanding use of forest related products, and an evolving agri-tourism industry.