The Alignment Guides are to assist educators in aligning inquiry and skills based instruction with the *2020 South Carolina Social Studies College- and Career- Ready Standard*s. The development of the Alignment Guides is the work of educators with the intent of continuous revisions based on classroom application.  The documents are accessible for educators to make decisions regarding the suggested inquiry questions and/or content lists based on the needs of students.

# Deconstructed Skills for United States & South Carolina Studies Part II

| **Indicator** | **Expression** |
| --- | --- |
| **CO: Comparison-** Generate comparisons based on common or differing characteristics or contexts. | To demonstrate their ability to use the skill of **comparison**, students should:   * identify characteristics (i.e. who, what, where, why, when, and how) of historical developments. * identify similarities and/or differences between historical events, ideas, and/or characteristics. * identify similarities and/or differences between political, economic, and/or geographic regions. * identify similarities and/or differences of perspectives between groups of people. * identify how historical events affect the United States and South Carolina similarly and differently. |
| **CE: Causation-** Analyze multiple causes and effects, to include distinguishing long-term and short-term examples. | To demonstrate their ability to use the skill of **causation**, students should:   * identify multiple causes and effects (i.e. short-term and long-term) for historical events. * interpret the long-term effects of historical events. * interpret the short-term effects of historical events. * analyze how previous events contributed to subsequent events. * identify how history would be different if historical events had different outcomes. |
| **P: Periodization-** Organize a historical narrative into time periods using units of time (e.g., decades, half-centuries, centuries). | To demonstrate their ability to think in terms of **periodization**, students should:   * categorize historical events into blocks of time (e.g., decades, half-centuries, centuries). * organize major historical events chronologically. * evaluate a historical narrative to identify its components. * create a historical narrative to summarize major developments within a given time period. |
| **CX: Context-**Describe historical developments using specific references to time, place, and broader circumstances. | To demonstrate their ability to use **context**, students should:   * explain how historical events affect the United States. * explain how historical events affect South Carolina. * use evidence to explain the progression of historical events. * make connections between historical events to current events. |
| **CC: Continuities and Changes-** Recognize patterns of historical continuities and changes, and identify turning points in history. | To demonstrate their ability to understand **continuities and changes**, students should:   * identify patterns of change and continuity in historical events. * identify turning points in historical events |
| **E: Evidence-** Identify, source, and utilize different forms of evidence, including primary and secondary sources, used in an inquiry-based study of history. | To demonstrate their ability to use **evidence** in the study of history, students should:   * identify the differences between primary and secondary sources. * utilize primary and secondary sources to gather information and make connections. * identify how point of view, bias, and purpose allow for further understanding of a primary source. * evaluate secondary sources for accuracy and validity. * categorize multiple sources to make a claim. |

**Inquiry-Based Themes for United States & South Carolina Studies Part II**

| **Theme Name** | **Theme Description** |
| --- | --- |
| **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 |

## EXPANSION AND MIGRATION

**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.

**Enduring Understanding:** 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.

**Expository Narrative:**

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 effected 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 th~~e~~ 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.

**EXPANSION AND MIGRATION**

**Possible Questions for Inquiry:**

Educators have the flexibility and latitude to use these and other questions that could lead students to engage in inquiry-based learning around the events in Standard 1 and the themes of the course.

* How did the expansion of the railroad system impact migration and settlement patterns in the United States?
* How did immigrants change American society?
* What benefits did life in America have for immigrants?
* What drawbacks did life in America have for immigrants?
* How are Native Americans living in the US today impacted by the development of the west?
* How did legislation/policies affect various immigrant groups?

**EXPANSION AND MIGRATION**

**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.

**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.

**Depth of Knowledge:**   
Level 2 – Basic Reasoning

**Target Skill:**

CO: Comparison

**Possible Content associated with the skill of Comparison:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 1.*

* Compare the Plains Indian relationship with the buffalo as a result of the transcontinental railroad.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

* Buffalo Soldier
* Dawes Act
* Geographical resources (e.g. mountains, rivers, plains)
* Homestead Act
* Impact of physical geography
* Native American culture
* Railroads (impact on physical geography and demographics)

**EXPANSION AND MIGRATION**

**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.

5.1.CE Identify and examine 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.

**Depth of Knowledge:**   
Level 2 – Complex Reasoning

**Target Skill:**

CE: Causation

**Possible Content associated with the skill of Causation:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 1.*

* Explore how immigrants changed the culture of South Carolina.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

* Push factors
* Pull factors
* Sharecropping
* Mechanization of farm equipment
* Populist party
* Angel Island
* Asians
* Irish
* Chinese Exclusion Act
* Ellis Island
* Immigration Act of 1924
* Northern Europeans
* Southern Europeans
* Tenements
* Urban/rural areas

**EXPANSION AND MIGRATION**

**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.

5.1.PSummarize 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.

**Depth of Knowledge:**   
Level 4– Complex Reasoning

**Target Skill:**

P: Periodization

**Possible Content associated with the skill of Periodization:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 1.*

* Explore how the Great White Fleet impacted the world view of the United States.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

* Alaska
* Hawaii
* Guam
* Philippines
* Panama Canal
* Puerto Rico
* Rough Riders
* Spanish American War
* Theodore Roosevelt
* Buffalo Soldiers

**EXPANSION AND MIGRATION**

**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.

5.1.CX: Contextualize how the 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.

**Depth of Knowledge:**

Level 4– Extended Reasoning

**Target Skill:**

CX: Context

**Possible Content associated with the skill of Context:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 1.*

* Explore the circumstances surrounding the work of Jane Addams.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

* Monopolies
  + Andrew Carnegie
  + John D. Rockefeller
  + J.P. Morgan
  + Sherman Antitrust Act
* Muckrakers
  + Ida Tarbell
  + Jacob Riis
  + Jane Addams and the Hull House
  + Uptain Sinclair and the Jungle
* Poor Living and Working Conditions
* Second Industrial Revolution and new technologies
  + Assembly Line (i.e., Ford Assembly Line)
  + Electricity
  + Railroad
  + Telegraphs
  + Telephone Lines
* Urbanization
  + Immigration and Migration
  + Increase in Crime
  + Middle Class
  + Sanitation
  + Transportation (Automobile, Trollies, Railroad, etc.)

**EXPANSION AND MIGRATION**

**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.

**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.

**Depth of Knowledge:**

Level 3 – Complex Reasoning

**Target Skill:**

CC: Continuities and Change

**Possible Content associated with the skill of Continuities and Changes:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 1.*

* Explore child labor from an agrarian to industrial society.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

* Safety Issues
* Child Labor
* Federal Meat Inspection Act
* Pure Food and Drug Act
* Shirtwaist fire
* Public Health
* Homestead Act
* Labor unions

**EXPANSION AND MIGRATION**

**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.

**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.

**Depth of Knowledge:**

Level 4 – Extended Reasoning

**Target Skill:**

E: Evidence

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

* urban workers, including women, children, immigrants, etc.
* big business owners
* factory owners
* variety of nationalities immigrant to the United States
* Progressive reformers
* Diverse Transcontinental Railroad workers
* Transcontinental Railroad owners
* expansionists
* Buffalo Soldiers & Rough Riders
* *The Jungle*

**Examples of secondary sources to assist in providing perspective:**

* Maps/Graphs
* Trade books
* Online encyclopedias
* Textbooks
* Biographies
* Videos
* Magazines
* Newspapers
* Peer reviewed scholarly articles/journals
* SC DISCUS databases
* Podcasts
* Museum exhibits (online)

**Federal Expansion**

**Standard 2:** Demonstrate an understanding of how international events and conditions during the early 20th Century (i.e. 1910–1940) affected the United States and South Carolina.

**Enduring Understanding:** In the early twentieth century, the United States’ and South Carolina’s economies experienced a boom-and-bust period. This situation led to significant government intervention to stimulate the economy.

**Expository Narrative:**

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.

**Possible Questions for Inquiry:**

Educators have the flexibility and latitude to use these and other questions that could lead students to engage in inquiry-based learning around the events in Standard 2 and the themes of the course.

* How did life differ before and as a result of the Stock Market Crash of 1929?
* How did jazz make its way to the north?
* How is modern music influenced by artists in the Harlem Renaissance?
* Does neutrality truly ever exist?

**Federal Expansion**

**Standard 2:** Demonstrate an understanding of how international events and conditions during the early 20th Century (i.e. 1910–1940) affected the United States and South Carolina.

**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.

**Depth of Knowledge:**

Level 2 – Basic Reasoning

**Target Skill:**

CO: Comparison

**Possible Content associated with the skill of Comparison:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 2.*

* Compare banking regulations before and after the 1929 Stock Market Crash.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

* 16th Amendment (1913)
* Causes and Effects Migration
  + Boll weevil
  + Dust Bowl
  + Great Migration
  + Jim Crow laws
  + lynching
  + Okies
* Events leading to the Great Depression
  + credit
  + overproduction
  + stock market
* The Great Depression
  + bank runs
  + domino effect
  + Fireside chats
  + Hoovervilles
  + stock market
  + unemployment

**Federal Expansion**

**Standard 2:** Demonstrate an understanding of how international events and conditions during the early 20th Century (i.e. 1910–1940) affected the United States and South Carolina.

**5.2.CE**: Examine the primary causes of WWI and the events which led to US 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.

**Depth of Knowledge:**

Level 2 – Basic Reasoning

**Target Skill:**

CE: Causation

**Possible Content associated with the skill of Causation:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 2.*

* Explain the cause and effects of the assassination of Arch Duke Ferdinand and his wife, Sofia, the Duchess of Hohenberg.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

* Central Powers
* Allied Powers
* Events leading to WWI
  + alliances
  + imperialism
  + isolationism
  + Lusitania
  + militarism
  + neutrality
  + propaganda
  + yellow journalism
  + Zimmerman telegram
* World War I
  + Armistice
  + Fourteen Points
  + League of Nations
  + Treaty of Versailles

**Federal Expansion**

**Standard 2:** Demonstrate an understanding of how international events and conditions during the early 20th Century (i.e. 1910–1940) affected the United States and South Carolina.

**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.

**Depth of Knowledge:**

Level 4– Extended Reasoning

**Target Skill:**

P: Periodization

**Possible Content associated with the skill of Periodization:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 2.*

* Explore the creation of the FDIC and subsequent consumer banking protections

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

* New Deal
  + CCC
  + FDIC
  + SEC
  + SSA
  + TVA
  + WPA
* Roaring Twenties
  + appliances
  + consumerism
  + Disposable income
  + mass production
  + The Charleston dance
* Temperance Movement
  + 18th & 21st Amendments
  + Black Market
  + Prohibition

**Federal Expansion**

**Standard 2:** Demonstrate an understanding of how international events and conditions during the early 20th Century (i.e. 1910–1940) affected the United States and South Carolina.

**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.

**Depth of Knowledge:**

Level 4– Extended Reasoning

**Target Skill:**

CX: Context

**Possible Content associated with the skill of Context:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 2.*

* Explore artists of the Harlem Renaissance within the segregated society in America at the time.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

* Harlem Renaissance (Jazz, Literature, Arts)
  + Dizzy Gillespie
  + Duke Ellington
  + Josephine Baker
  + Langston Hughes
  + Marcus Garvey
  + The Cotton Club
  + W.E.B. DuBois
  + Zora Neale Hurston
* Roaring Twenties
  + appliances
  + consumerism
  + Disposable income
  + mass production
  + The Charleston dance
* Women’s Suffrage (19th Amendment)
  + Elizabeth Cady Stanton
  + Susan B Anthony
  + Abbie Mandana Holmes Christensen

**Federal Expansion**

**Standard 2:** Demonstrate an understanding of how international events and conditions during the early 20th Century (i.e. 1910–1940) affected the United States and South Carolina.

**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.

**Depth of Knowledge:**

Level 3 – Complex Reasoning

**Target Skill:**

CC: Continuities and Changes

**Possible Content associated with the skill of Continuities and Changes:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 1.*

* Explore rural South Carolina’s landscape before and after CCC projects.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

* New Deal
  + Civilian Conservation Corps
  + Federal Deposit Insurance Corporation
  + National Association for the Advancement of Colored People
  + National Youth Administration (Mary McLeod Bethune)
  + Security and Exchange Commission
  + Social Security Administration
  + Tennessee Valley Authority
  + Works Progress Administration
* Roaring Twenties
  + appliances
  + consumerism
  + Disposable income
  + mass production
  + The Charleston dance

**Federal Expansion**

**Standard 2:** Demonstrate an understanding of how international events and conditions during the early 20th Century (i.e. 1910–1940) affected the United States and South Carolina.

**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.

**Depth of Knowledge:**

Level 4 – Extended Reasoning

**Target Skill:**

E: Evidence

**Examples of perspectives to *consider* through primary 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

**Examples of secondary sources to assist in providing perspective:**

* Maps/Graphs
* Trade books
* Online encyclopedias
* Textbooks
* Biographies
* Videos
* Magazines
* Newspapers
* Peer reviewed scholarly articles/journals
* SC DISCUS databases
* Podcasts
* Museum exhibits (online)

**America as a World Leader**

**Standard 3:** Demonstrate an understanding of the political, economic, and social effects of World War II, the Holocaust, and their aftermath (i.e. 1930–1950) on the United States and South Carolina.

**Enduring Understanding:** 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.

**Expository Narrative:**

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.

**Possible Questions for Inquiry:**

Educators have the flexibility and latitude to use these and other questions that could lead students to engage in inquiry-based learning around the events in Standard 3.

* Was neutrality a reality?
* What roles does the homefront play in a war?
* What role should the United States play in global disputes?

**America as a World Leader**

**Standard 3:** Demonstrate an understanding of the political, economic, and social effects of World War II, the Holocaust, and their aftermath (i.e. 1930–1950) on the United States and South Carolina.

**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.

**Depth of Knowledge:**   
Level 2 – Basic Reasoning

**Target Skill:**

CO: Comparison

**Possible Content associated with the skill of Comparison:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 3.*

* Compare the following ideologies: Communism, Democracy, Fascism, Isolationism, and Nationalism.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

* Communism
* Democracy
* Fascism
* Isolationism
* Nationalism
  + Dictatorship
  + Hitler
  + Mussolini
  + Stalin
  + Hirohito
* Treaty of Versailles
  + War Guilt Clause

**America as a World Leader**

**Standard 3:** Demonstrate an understanding of the political, economic, and social effects of World War II, the Holocaust, and their aftermath (i.e. 1930–1950) on the United States and South Carolina.

**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.

**Depth of Knowledge:**   
Level 2 – Basic Reasoning

**Target Skill:**

CE: Causation

**Possible Content associated with the skill of Causation:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 3.*

* Explore the causes and effects of appeasement.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

* Appeasement
* Civil Rights
  + Dixiecrats
  + Strom Thurmond
  + Double V
  + Elmore v. Rice
* Nazi Oppression
  + Holocaust
    - Concentration camps
    - Ghettos
    - Nationalism
    - Propaganda
    - “Us vs. Them” Mindset
* American Internment Camps

**America as a World Leader**

**Standard 3:** Demonstrate an understanding of the political, economic, and social effects of World War II, the Holocaust, and their aftermath (i.e. 1930–1950) on the United States and South Carolina.

**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 of the 1930s, and the peacetime draft.

**Depth of Knowledge:**   
Level 4– Extended Reasoning

**Target Skill:**

P: Periodization

**Possible Content associated with the skill of Periodization:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 3.*

* Explore the attack on Pearl Harbor as a turning point in WWII.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

* Attack on Pearl Harbor (1941)
* D-Day Normandy Invasion (June 6, 1944)
* Lend Lease
* Neutrality Acts (1935, 1936, 1937, 1939)
* Peacetime draft

**America as a World Leader**

**Standard 3:** Demonstrate an understanding of the political, economic, and social effects of World War II, the Holocaust, and their aftermath (i.e. 1930–1950) on the United States and South Carolina.

**5.3.CX**: Contextualize the technological and geographic influence on military strategies in the Pacific and European theaters of operation of World War 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.

**Depth of Knowledge:**   
Level 4– Extended Reasoning

**Target Skill:**

CX: Context

**Possible Content associated with the skill of Context:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 3.*

* Explore the Marshall Plan in the context of other wartime events.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

* Mass production of war-related good
* Military Technology
  + Aviation
  + Hiroshima & Nagasaki (Atomic Bomb)
  + Island hopping
  + Operation Torch
  + Penicillin
  + Radar
  + Rocketry
  + Sonar

**America as a World Leader**

**Standard 3:** Demonstrate an understanding of the political, economic, and social effects of World War II, the Holocaust, and their aftermath (i.e. 1930–1950) on the United States and South Carolina.

**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.

**Depth of Knowledge:**

Level 3 – Complex Reasoning

**Target Skill:**

CC: Continuities and Changes

**Possible Content associated with the skill of Continuities and Changes:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 3.*

* Explore Jewish migration in relation to the Balfour Declaration.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

* Allied Powers
* Axis Powers
* Displaced Persons Act (1948)
* Marshall Plan
* North Atlantic Treaty Organization
* Truman Doctrine (1947) (i.e. role, formation)
* United Nations (1945-present) (i.e. role, formation)
* US military peacetime draft (1940)
* Warsaw Pact (1955-1991) (i.e. role, formation)

**America as a World Leader**

**Standard 3:** Demonstrate an understanding of the political, economic, and social effects of World War II, the Holocaust, and their aftermath (i.e. 1930–1950) on the United States and South Carolina.

**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.

**Depth of Knowledge:**

Level 4 – Extended Reasoning

**Target Skill:**

E: Evidence

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

* Allied countries during World War II
* Axis countries during World War II
* Tuskegee Airmen
* Navajo Code talkers
* Japanese in American Internment camps
* Witnesses of Pearl Harbor attacks
* Participants in Normandy Invasion
* Participants in Operation Torch
* 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
* Balfour Declaration
* Executive Order 9066
* Journals of Paul Tibbets

**Examples of secondary sources to assist in providing perspective:**

* Maps/Graphs
* Trade books
* Online encyclopedias
* Textbooks
* Biographies
* Videos
* Magazines
* Newspapers
* Peer reviewed scholarly articles/journals
* SC DISCUS databases
* Podcasts
* Museum exhibits (online)

**NOTE:** Holocaust denial is not considered a legitimate, academic historical perspective or interpretation.

**Social Changes**

**Standard 4:**Demonstrate an understanding of the conflicts, innovations, and social changes in the United States, including South Carolina, from 1950–1980.

**Enduring Understanding:** 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.

**Expository Narrative:**

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., Stokley Carmicheal, 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.

**Possible Questions for Inquiry:**

Educators have the flexibility and latitude to use these and other questions that could lead students to engage in inquiry-based learning around the events in Standard 4 and the themes of the course.

* What are benefits to a communist economic system?
* What are benefits to a capitalist economic system?
* How did civil rights leaders demonstrate for their cause?
* What were effects of the Space Race on education?
* How did race relations change in the United States as a result of desegregation?
* What are long-term effects of a segregated society?

**Social Changes**

**Standard 4:**Demonstrate an understanding of the conflicts, innovations, and social changes in the United States, including South Carolina, from 1950–1980.

**5.4.CO**:Compare and contrast the capitalist and 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.

**Depth of Knowledge:**

Level 2 – Basic Reasoning

**Target Skill:**

CO: Comparison

**Possible Content associated with the skill of Comparison:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 4*

* Compare life under a communist economy and a capitalistic economy.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

* Capitalist economy (i.e. goods, services)
* Communist economy (i.e. goods, services)
* Economic relations between the US and China
* Economic relations between the US and Soviet Union
* Individual Rights (capitalism, communism, democracy)

**Social Changes**

**Standard 4:**Demonstrate an understanding of the innovations, conflicts, and social changes in the United States, including South Carolina, from 1950–1980.

**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.

**Depth of Knowledge:**

Level 2 – Basic Reasoning

**Target Skill:**

CE: Causation

**Possible Content associated with the skill of Causation:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 1.*

* Explore the effects of Sara Mae Flemming Brown on the Civil Rights Movement.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

* Civil Rights Act of 1964
* Congress of Racial Equality (CORE)
* James Farmer and Thomas Gaither of Friendship Nine
* Desegregation
* Strom Thurman
* Indian Civil Rights Act (1968)
* Jim Crow Laws
* Sarah Mae Flemming Brown
* Rosa Parks/Montgomery Bus Boycott
* The National Association for the Advancement of Colored People (NAACP)
* The Southern Christian Leadership Conference (SCLC)- Martin Luther King, Jr. and Jesse Jackson
* The Student Nonviolent Coordinating Committee (SNCC); Stokley Carmichael and Rock Hill Nine

**Social Changes**

**Standard 4:**Demonstrate an understanding of the innovations, conflicts, and social changes in the United States, including South Carolina, from 1950–1980.

**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.

**Depth of Knowledge:**

Level 4– Extended Reasoning

**Target Skill:**

P: Periodization

**Possible Content associated with the skill of Periodization:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 4.*

* Identify turning points in the desegregation of America.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

* Desegregation
  + Septima Clark
  + Modjeska Simpkins
* Migration to Suburbs
* Segregation
* South Carolina Equalization Schools (1951-1960)
* The Servicemen’s Readjustment Act (1944)
* Voting Rights Act of 1965

**Social Changes**

**Standard 4:**Demonstrate an understanding of the innovations, conflicts, and social changes in the United States, including South Carolina, from 1950–1980.

**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).

**Depth of Knowledge:**

Level 4– Extended Reasoning

**Target Skill:**

CX: Context

**Possible Content associated with the skill of Context:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 4.*

* Analyze John F. Kennedy’s Rice Stadium’s ‘Moon Speech’ with regard to other events in the Cold War.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

* Containment of Communism (i.e. cause of, reasons for)
* Arms Race (i.e. mass production of nuclear weapons)
* Boycott of the 1980 Olympics in Moscow by the US
* Cuban Missile Crisis 1963
* Impact in SC
  + Interstate system
  + Savannah River Site
  + Shaw Air Force Base
* John F. Kennedy
* Korean War (1950-1953)
* Red scare/Joseph McCarthy/McCarthyism
* Space Race
  + Aeronautical Advancements
* Vietnam War (1955-1973)
* Antiwar movement

**Social Changes**

**Standard 4:**Demonstrate an understanding of the innovations, conflicts, and social changes in the United States, including South Carolina, from 1950–1980.

**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.

**Depth of Knowledge:**

Level 3 – Complex Reasoning

**Target Skill:**

CC:Continuities and Changes

**Possible Content associated with the skill of Continuities and Changes:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 4.*

* Compare the education systems for southern whites and African Americans before and after the ruling of Brown v. Board of Education.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

* Briggs v. Elliott (1952)
* Rev. Joseph Armstrong DeLain
* Brown v. Board of Education (1949)
* Civil Rights Act of 1964
* Congress of Racial Equality (CORE); James Farmer and Thomas Gaither of Friendship Nine
* Desegregation ( public places, public schools)
* Elmore v. Rice (1947)
* Jim Crow Laws
* Pearson v. Clarendon County (1947)
* Television (technology/mass media)
* The National Association for the Advancement of Colored People (NAACP)
* The Southern Christian Leadership Conference (SCLC)- Martin Luther King, Jr. and Jesse Jackson
* The Student Nonviolent Coordinating Committee (SNCC); Stokley Carmichael and Rock Hill Nine
* Voting Rights Act of 1965

**Social Changes**

**Standard 4:**Demonstrate an understanding of the innovations, conflicts, and social changes in the United States, including South Carolina, from 1950–1980.

**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.

**Depth of Knowledge:**

Level 4 – Extended Reasoning

**Target Skill:**

E: Evidence

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

* Participants of the Space Race
* Local Civil Rights leaders within the community
* National Civil Rights Leaders
* Reflections from those living in communist countries
* Reflections from those living in capitalist countries
* Participants in the Korean Conflict
* Participants in the Vietnam Conflict

**Examples of secondary sources to assist in providing perspective:**

* Maps/Graphs
* Trade books
* Online encyclopedias
* Textbooks
* Biographies
* Videos
* Magazines
* Newspapers
* Peer reviewed scholarly articles/journals
* SC DISCUS databases
* Podcasts
* Museum exhibits (online)

**Modern America**

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

**Enduring Understanding:** 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.

**Expository Narrative:**

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.

**Possible Questions for Inquiry:**

Educators have the flexibility and latitude to use these and other questions that could lead students to engage in inquiry-based learning around the events in Standard 5 and the themes of the course.

* What industries in South Carolina have benefited rural communities?
* Is e-commerce beneficial?
* What are positive and negative effects of social media?
* Does the United States have any global responsibilities? Why or why not?
* How should young people prepare for a changing global economy?

**Modern America**

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

**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.

**Depth of Knowledge:**

Level 2 – Basic Reasoning

**Target Skill:**

CO: Comparison

**Possible Content associated with the skill of Comparison:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 5.*

* Compare the attack on Pearl Harbor with September 11, 2001.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

* Terrorism (domestic and foreign)
* Department of Homeland Security (2002-present)
* September 11, 2001
* War on Terror- Operation Enduring Freedom (2001- present)
* US/SC Role in Global Affairs
* Interactions in the Middle East (Iraq, Iran, Afghanistan, Kuwait, Saudi Arabia)
* Iran Contra Affair
* Persian Gulf War (1990-91)

**Modern America**

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

**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.

**Depth of Knowledge:**

Level 2 – Basic Reasoning

**Target Skill:**

CE: Causation

**Possible Content associated with the skill of Causation:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 5.*

* Explore the effects on e-commerce on local independently owned businesses.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

* Digital
* E-Commerce
* Information Age
* Internet
* Personal computer
* Cell phones

**Modern America**

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

**5.5.P**:Summarize the global involvement of the United States using the fall of the Soviet Union as a turning point.

This indicator was developed to promote inquiry into the U. S. became role 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.

**Depth of Knowledge:**

Level 4– Complex Reasoning

**Target Skill:**

P: Periodization

**Possible Content associated with the skill of Periodization:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 5.*

* Explore the changing role of NATO since the fall of the Soviet Union.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

* Collapse of Communism in East Central Europe
* Dissolution of the Soviet Union (1991)
* Fall of the Berlin Wall (1989)
* Economic Involvement of US
* Group of Twenty (G20) (1999-present)
* North American Free Trade Agreement (NAFTA) (1994- present)
* North Atlantic Treaty Organization (NATO) (1949-present)
* Governmental incentives to draw industry
* South Carolina’s business growth (e.g. Amazon, Boeing, BMW, Volvo, Michelin)

**Modern America**

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

**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.

**Depth of Knowledge:**

Level 4– Extended Reasoning

**Target Skill:**

CX: Context

**Possible Content associated with the skill of Context:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 5.*

* Explore the impact of renewable resources on how different government’s create policies about the environment.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

* Technological Advancements
* Agricultural
  + GPS
  + GMO
  + Drone Technology
* Energy
  + Solar
  + Wind (Charleston Offshore Wind Energy)
  + Nuclear

**Modern America**

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

**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

**Depth of Knowledge:**   
Level 3 – Complex Reasoning

**Target Skill:**

CC: Continuities and Changes

**Possible Content associated with the skill of Continuities and Changes:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 5.*

* Examine American immigration policies over time.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

US/SC Role in Global Affairs

* Interactions in the Middle East (Iraq, Iran, Afghanistan, Kuwait, Saudi Arabia)
* Persian Gulf War (1990-91)
* Current immigration concerns

**Modern America**

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

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

**Depth of Knowledge:**

Level 4 – Extended Reasoning

**Target Skill:**

E: Evidence

**Examples of perspectives to *consider* through primary 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

**Examples of secondary sources to assist in providing perspective:**

* Maps/Graphs
* Trade books
* Online encyclopedias
* Textbooks
* Biographies
* Videos
* Magazines
* Newspapers
* Peer reviewed scholarly articles/journals
* SC DISCUS databases
* Podcasts
* Museum exhibits (online)