

STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION



Grade 8 South Carolina and the United States
Alignment Guide

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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 & 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 Question 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 associated with the indicator 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. 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 Question/Sentence Stems. DOK/Cognitive Complexity Examples help to convey information about the expected depth and breadth of the content/skill required by each indicator of the standards. Teachers have the flexibility to include additional related content that meets the needs of their students.

Grade 8 South Carolina and the United States Course Themes

Civic Participation	The Civic Participation theme encourages the study of people using the economic, political, and social processes to create change in South Carolina and the United States. People utilize these processes in order to serve varied interests at the local, state, and national levels.
Cultural Interactions	The Cultural Interactions theme encourages the study of how cultural exchanges have played a pivotal role in the foundation and shaping of society. These interactions have shaped the mosaic of South Carolina and the United States.
Development of Political Ideas and Institutions	The Development of Political Ideas and Institutions theme encourages the study of South Carolina's leading role in establishing founding principles and documents that serve as the basis for our federal system of government. Citizens continue to exercise their natural rights to define the role of government locally, regionally, and nationally through civic participation.
Economic Decision Making	The Economic Decision Making theme encourages the study of how people make choices based on and influenced by scarcity and limited resources. From colonial mercantilism to modern day capitalism, these decisions impact political, geographic, and social issues at the local, state, and national levels. Through economic and policy decisions, South Carolinians have increased their role in the national economic landscape.
Geographic Relationships	The Geographic Relationships theme encourages the study of how geography defined the development of the economic, political, and social landscape in both South Carolina and the United States.

**Grade 8 South Carolina and the United States Course at a Glance:
Standard Key Concepts, Identified Course Themes, and Indicator Topics**

STANDARD 1 SETTLEMENT AND DEVELOPMENT 1500-1756	STANDARD 2 REVOLUTION AND IDENTITY 1757-1815	STANDARD 3 COMPROMISES AND CONFLICT 1816-1877	STANDARD 4 AT A CROSSROADS 1862-1929	STANDARD 5 PROGRESS 1929-present
<ul style="list-style-type: none"> • Geographic Relationships • Cultural Interactions 	<ul style="list-style-type: none"> • Development of Political Ideas and Institutions • Civic Participation 	<ul style="list-style-type: none"> • Economic Decision Making • Geographic Relationships 	<ul style="list-style-type: none"> • Cultural Interactions • Economic Decision Making 	<ul style="list-style-type: none"> • Geographic Relationships • Civic Participation
1.CO: Comparison of Colonial Regions	2.CO: Comparison of Loyalists and Patriots	3.CO: Debates on the Role of the Federal Government	4.CO: Emerging Perspectives of the Progressive Era	5.CO: Military and Economic Policies Pre/Post-World War II
1.CE: Development of South Carolina's Economic System	2.CE: Development of American Identity	3.CE: Impacts of Civil War Military Strategies	4.CE: U.S. Involvement in World War I	5.CE: Shifting Political Party Platforms
1.P: Economic, Political, and Social Development of SC	2.P: Founding Principles	3.P: Impacts of the Civil War Amendments	4.P: Economic and Political Changes in S.C.	5.P: Transformation of S.C.'s Economy
1.CX: Development of South Carolina's Political Structure	2.CX: Motivating Factors for Independence	3.CX: Growth of Agriculture in SC	4.CX: Changes Following the Civil War and Reconstruction	5.CX: The Role of SC in the Modern Civil Rights Movement
1.CC: Impact of Colonization on Native Americans	2.CC: Patterns of Immigration and Migration in SC	3.CC: Experiences of Marginalized Groups	4.CC: African American Experiences During Reconstruction and Jim Crow Eras	5.CC: Impact of Civic Engagement on SC's Identity
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: Settlement and Development

Standard 1: Demonstrate an understanding of the development of South Carolina during the settlement and colonization of North America in the period of 1500–1756.

Key Concept	Enduring Understanding
Standard 1: Settlement and Development <ul style="list-style-type: none">• 1.CO Comparison of Colonial Regions• 1.CE Development of South Carolina’s Economic System• 1.P Economic, Political, and Social Development of SC• 1.CX Development of South Carolina’s Political Structure• 1.CC Impact of Colonization on Native Americans• 1.E Primary and Secondary Source Analysis	The Carolina colony was composed of indigenous, immigrant, and enslaved populations. Various factors across North America and the Carolina colony facilitated the eventual emergence of an American national identity.

Standard 1 Identified Course Themes:

There are five course themes identified for South Carolina and the United States. Two to three of the five themes have been identified that most relate to each of the five standards. The themes identified for Standard 1 are as follows:

Identified Course Themes	Description
Geographic Relationships	The Geographic Relationships theme encourages the study of how geography defined the development of the economic, political, and social landscape in both South Carolina and the United States.
Cultural Interactions	The Cultural Interactions theme encourages the study of how cultural exchanges have played a pivotal role in the foundation and shaping of society. These interactions have shaped the mosaic of South Carolina and the United States.

8.1.CO:

Compare the three British North American colonial regions economically, politically, socially, and in regard to labor development.

This indicator was developed to encourage inquiry into how the three British colonial regions developed in terms of their culture, economies, geography, and labor. The indicator was also developed to encourage inquiry into the unique story of the development of South Carolina.

Topic: Comparison of Colonial Regions

Possible Questions for Inquiry:

- How did geography impact the development of each region of British North America?
- Why would inhabitants choose to settle in one colonial region over another?

Content	Sample Tasks
<p>Economic</p> <ul style="list-style-type: none">• Geography/climate conditions• Subsistence farming vs cash crops (e.g., rice indigo, tobacco, wheat, etc.)• Triangle Trade• Cottage industry• Fishing and shipbuilding <p>Political</p> <ul style="list-style-type: none">• Self-Government:<ul style="list-style-type: none">○ Town hall meetings○ House of Burgesses (1619)○ Mayflower Compact (1620)○ Virginia Charter (1606)○ Fundamental Constitution of Carolina (1669) <p>Social</p> <ul style="list-style-type: none">• Education• Plantocracy vs large families	<ul style="list-style-type: none">• Compare/contrast geographic characteristics of the New England Colonies, the Middle Colonies, and the Southern Colonies.• Analyze the differences between subsistence farming and farming cash crops.• Analyze similarities/differences in the economies of the three regions.• Analyze similarities in the governmental structures of each colonial region.• Explain differences in the educational systems in New England vs. Southern colonies.• Compare how each colonial region was settled for a different purpose.• Explain the differences between indentured servitude vs. slavery.• Compare and contrast how labor development changed as colonial economies evolved.

Content	Sample Tasks
Labor Development <ul style="list-style-type: none"> • Indentured servitude • Headright system • Slavery 	<ul style="list-style-type: none"> • Compare and contrast how the headright system led to limitations on labor.

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
The British North America Colonial Regions	What are the characteristics (e.g., economic, social, political, labor) of the three British colonial regions?	What are some similarities and differences (e.g., economic, social, political, labor) between the three British colonial regions?	How did geography impact the development of the economic, social, political, and labor systems of the three colonial regions?

Possible Terminology to Support Teaching Comparison:

• also	• contrast	• however	• more than	• regardless
• as well as	• conversely	• instead	• nevertheless	• similar
• besides	• correlation	• in the same way	• on the other hand	• though
• both	• differ	• in addition	• otherwise	• unlike
• but	• equivalent	• just as	• parallel	• while
• comparatively	• even though	• like	• rather than	• yet

Example Question/Sentence Stems:

- 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 _____?

8.1.CE:

Analyze the factors that contributed to the development of South Carolina’s economic system and the subsequent impacts on different populations within the colony.

This indicator was designed to encourage inquiry into the geographic and human factors that contributed to the development of South Carolina’s economic system. This indicator was also written to encourage inquiry into South Carolina’s distinct social and economic system as influenced by British Barbados.

Topic: Development of South Carolina’s Economic System

Possible Questions for Inquiry:

- What factors contributed to the development of South Carolina’s economic system?
- How did British Barbados help shape South Carolina’s social and economic life?

Content	Sample Tasks
Development of South Carolina’s Economic System <ul style="list-style-type: none">● Barbados Colony● Headright system● Plantation system● Trans-Atlantic slave trade	<ul style="list-style-type: none">● Explain how the Barbadian settlers influenced the development of the plantation system.● Summarize how the headright system encouraged the development of agriculture as the colony’s main economic activity.● Analyze the impact of the Trans-Atlantic slave trade on the economy of early South Carolina.
Impacts on Populations <ul style="list-style-type: none">● Indentured servants● Free and enslaved Native Americans● European settlers● Enslaved West Africans<ul style="list-style-type: none">○ Middle Passage○ Gullah Geechee	<ul style="list-style-type: none">● Explain the impact the economic system of South Carolina had on different social groups.● Summarize the impact the Middle Passage had on the culture of enslaved people and the economy of South Carolina.● Assess how the geography of the Sea Islands impacted the enslaved people living there.

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
Gullah Geechee Culture	Who are the Gullah?	Why were enslaved Africans on the Sea Islands able to hold onto more of their cultural traditions?	How did the geography of the Sea Islands impact the development of Gullah Geechee traditions?

Possible Terminology to Support Teaching Causation:

• allow	• discourage	• fundamental	• motivate	• reflect
• beginning	• drive	• further	• nevertheless	• spark
• consequently	• effect	• in addition	• origins	• subsequently
• contribute	• encourage	• incite	• permit	• support
• deter	• exacerbate	• influence	• preceding	• trigger
• develop	• foundation	• led to	• prevent	• underlying

Example Question/Sentence Stems:

- 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)?

8.1.P:

Summarize major events in the development of South Carolina which impacted the economic, political, and social structure of the colony.

This indicator was designed to encourage inquiry into the development of South Carolina as a result of mercantilist policies, which ranged from the Navigation Acts to trade with Native Americans to the use of enslaved people as labor. This indicator was also designed to promote inquiry into agricultural development, using the rice-growing knowledge of enslaved West Africans.

Topic: Economic, Political, and Social Development of South Carolina

Possible Questions for Inquiry:

- How did the Navigation Acts affect the American colonies during the 1600 and 1700s?
- How did the Slave Codes of 1740 impact the political and social structure in South Carolina?

Content	Sample Tasks
Events that Impacted the Development of SC <ul style="list-style-type: none">• Navigation Acts• Mercantilism• Salutary Neglect• Triangular Trade<ul style="list-style-type: none">○ Cash crops○ Raw materials (e.g., trade with Native Americans)○ Knowledge and culture of enslaved West Africans (e.g., cultivation of rice)• Stono Rebellion (1739)<ul style="list-style-type: none">○ Slave Codes (1740)	<ul style="list-style-type: none">• Summarize the impact the Navigation Acts had on colonial South Carolina's economy.• Assess how the economic policy of mercantilism impacted the relationship between Britain and colonial South Carolina.• Explain how Triangular Trade impacted the development of South Carolina during the time period.• Summarize how Salutary Neglect allowed the colonies to develop a sense of self-government.• Explain why the Stono Rebellion is considered a turning point.• Analyze how South Carolina's slave codes, enacted over time, reflected the colony's growing dependence on enslaved labor for its rice-based economy.

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
Mercantilism	What is mercantilism?	How was mercantilism beneficial to Britain at the expense of the South Carolina colony?	How much did mercantilism benefit South Carolina during the 1600-1700s and what was the impact over time?

Possible Terminology to Support Teaching Periodization:

• period	• end point	• social characteristics	• chronological
• starting point	• categorize	• criteria	• circumstances
• era	• after	• power	• historical narrative
• before	• theme	• developments	• political characteristics
• turning point(s)	• summarize	• title/name/label	• economic characteristics

Example Question/Sentence Stems:

- What is the significance of the events(s) in the (stimulus)?
- How did _____ contribute to a new era in 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 history?
- How do the events in the (stimulus) demonstrate a turning point in history/policies?

8.1.CX:

Contextualize the development of South Carolina’s political institutions during the colonization of British North America.

This indicator was designed to encourage inquiry into the development of the political structure of the South Carolina colony from the development of Charles Towne under English control to the movement toward self-rule.

Topic: Development of South Carolina’s Political Structure

Possible Questions for Inquiry:

- How did the reliance on rice plantations in South Carolina, compared to the more diversified economies of other colonies, affect the development of its government?
- The Fundamental Constitutions of Carolina (1669) were a set of rules for the colony. How did these rules create a different way of life in Carolina compared to other English colonies?

Content	Sample Tasks
<p>Changing Political Structure</p> <ul style="list-style-type: none">● Charter of Carolina (1663)<ul style="list-style-type: none">○ Proprietary Government in SC● Fundamental Constitution of Carolina (1669)● Establishment of Charles Town (1670)● Split of the Carolina Colony (1712)<ul style="list-style-type: none">○ Royal Government in South Carolina (1719)● Settlement of SC Backcountry and the Township plan	<ul style="list-style-type: none">● Identify factors that influenced the transition of Carolina from a proprietary to a royal colony.● Explain the ideology of the Fundamental Constitution of Carolina and its impact on the colony's settlement.● Contextualize the factors that influenced the development and success of Charles Town under the English control.● Summarize the impact of the growing tensions between the Backcountry and the Lowcountry.● Explore the circumstances contributing to the Township Plan which led to the development of the backcountry.

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
Split of the Carolina Colony	What is a proprietary colony?	How did the Fundamental Constitution of Carolina show instability in the colony?	What trends provide historical context for the split of the Carolina Colony in 1712?

Possible Terminology to Support Teaching Context:

• affected	• global	• local
• at the same time	• immediate	• national
• broad	• impacted	• past events
• circumstances	• influenced	• regional
• connection	• inspired	• 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 _____?

8.1.CC:

Analyze the changes and continuities of the Native Americans' experiences prior to and as a result of settlement and colonization.

This indicator was developed to encourage inquiry into Native American civilizations and cultures prior to European contact and their interactions with Europeans during the period of settlement and colonization, including their efforts to preserve their cultures.

Topic: Impact of Colonization on Native Americans

Possible Questions for Inquiry:

- To what extent were Native American tribes and nations able to maintain their way of life after European settlement?
- How was Native American life changed as a result of European settlement and colonization?

Content	Sample Tasks
<p>Native American Tribes and Nations</p> <ul style="list-style-type: none">● Eastern Woodlands culture <p>Native Americans experiences prior to contact with Europeans</p> <ul style="list-style-type: none">● Values (e.g., use of natural resources, land, and animals) <p>Native Americans Experiences Resulting from European Settlement</p> <ul style="list-style-type: none">● Trade interactions● Clash over ownership of land and preservation of culture● Disease● Enslavement● Conflict and war (e.g., impact of Yamasee War – population decline, land loss, unfair trade practices, etc.)	<ul style="list-style-type: none">● Analyze how Eastern Woodlands tribes adapted traditional practices while incorporating new culture, tools and resources brought by European colonists.● Describe how the desire for land by European settlers changed their relationship with Native Americans.● Explain how diseases, war, and enslavement changed Native American populations.● Analyze how the enslavement of Africans changed the relationship between the settlers and the Native Americans.

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
Eastern Woodland Tribes	Where were the Eastern Woodland Tribes located?	How did the culture and traditions of the Eastern Woodland Tribes impact their relationship with European settlers?	How was the culture of Eastern Woodland Tribes altered due to the colonization of European settlers?

Possible Terminology to Support Teaching Continuity and Change:

Continuity		Either	Change	
• constant	• maintain	• patterns	• progress	• dramatic
• remain	• long-lasting	• from that point on	• decline	• subtle
• stay	• short-term	• up to that time	• transition	• replace
• ongoing	• repeat	• resume	• gradual	• sudden
• enduring	• cohesive	• revive	• before	• alter
• stagnant	• persist	• formerly	• shift	• development
• kept	• sustain	• previously	• modify	• switch
• upheld	• lasting	• trends	• turning point	• revise

Example Question/Sentence Stems:

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

8.1.E:

Utilize a variety of primary and secondary sources to examine multiple perspectives and influences of the economic, political, and social effects of South Carolina's settlement and colonization on the development of various forms of government across the colonies.

Examples of perspectives to consider through primary and secondary sources:

- Perspectives on and texts outlining political institutions of the British Colonies, specifically South Carolina
- Perspectives on the purpose of the Carolina colony's founding
- Perspectives on early South Carolina proprietary laws
- Perspectives of slavery from the enslaved
- Perspectives of plantation owners on the idea of slavery
- Perspectives on slave codes across the colonies
- Perspectives on positive colonial attitudes towards British rule
- Perspectives on mercantile policies, to include specific laws
- Perspectives on the interaction between Native Americans and British colonists (e.g., colonial accounts, Native American oral history, visual sources)
- Colonial founding documents establishing the Royal and Proprietary governments of South Carolina
- Perspectives on local contributions to the settlement and colonization of South Carolina.

Possible Terminology to Support Teaching Evidence:



• accuracy	• credible	• exhibit	• purpose	• show
• analyze	• criteria	• perspective	• rationale	• signal
• claim	• data	• point of view	• relevance	• substantiate
• clue	• denote	• prove	• reveal	• testimony
• corroborate				

Possible Tasks for Teaching with Primary or Secondary Sources:

1. Identify or explain a similarity or difference in the identified historical developments, events, geographic settings, economic situations, groups or individual's actions/beliefs.
2. Identify or explain 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 or explain the significance of a turning point in history.
5. Identify or explain 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.

Where specific documents are referenced in the Alignment Guide, excerpts are appropriate. Other resources selected for use should represent a variety of viewpoints or perspectives that vary in difficulty and complexity. Sites for locating resources include but are not limited to [SC Digital Academy DBQ's](#) created during the summer of 2018 that were realigned with the 2019 standards as well as sites such as the [Library of Congress Primary Source Sets](#) and [National Archives](#).

DOK/Cognitive Complexity Example:

Source 1	Source 2	Source 3
<div></div> <p>This drawing shows a bird's-eye view of Pomeiooc, located in the Outer Banks region of North Carolina. The village consists of several buildings surrounded by a circular palisade. In the middle is a fire that people are standing around.</p> <p>Source: US Department of Agriculture National Agricultural Library, The Village of Pomeiooc (by John White, 1593)</p>	<div></div> <p>This image is an engraving on the cover of the book, <i>Interview of Samoset with the Pilgrims</i>, written in 1853. The image depicts Samoset meeting the Pilgrims in 1621 in Plymouth.</p> <p>Source: Public Domain</p>	<p>The English newspaper <i>Mercurius Civicus</i> reported on May 15, 1645, that news from Virginia indicated that:</p> <p>“Wee are now providing three forts in the middle of the Country being the King's territory, which is not far from us, so that wee may have a power amongst them able to destroy them and deprive them of their livelihood. the most convenient [way] to extirpate and subdue this people that so much annoy us ”</p> <p>Source: National Park Service website, A Study of Virginia Indians and Jamestown: The First Century</p>

Content/Topic	Low	Medium	High
Relationship of Native Americans and Colonists	Who might have been the group of people referred to in Source 3?	How do Source 2 and Source 3 offer different viewpoints on the relationship between Native Americans and colonists?	Based on these sources, what conclusions could be drawn about Native American relations with different groups of colonists?

Standard 2 Overview: Revolution and Identity

Standard 2: Demonstrate an understanding of how South Carolinians and Americans created a revolutionary form of government during the period of 1757–1815.

Key Concept	Enduring Understanding
Standard 2: Revolution and Identity <ul style="list-style-type: none">• 2.CO Comparison of Loyalists and Patriots• 2.CE Development of American Identity• 2.P Founding Principles• 2.CX Motivating Factors for Independence• 2.CC Patterns of Immigration and Migration in SC• 2.E Primary and Secondary Source Analysis	Political and economic developments underscored how the colonists in British North America had become uniquely American, prompting the development of a new nation. Drawing on their experience under British rule, the founding generation created a government with shared powers between the state and federal institutions.

Standard 2 Identified Course Themes:

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

Identified Course Themes	Description
Development of Political Ideas and Institutions	The Development of Political Ideas and Institutions theme encourages the study of South Carolina’s leading role in establishing founding principles and documents that serve as the basis for our federal system of government.
Civic Participation	The Cultural Interactions theme encourages the study of how cultural exchanges have played a pivotal role in the foundation and shaping of society. These interactions have shaped the mosaic of South Carolina and the United States.

8.2.CO:

Compare the motives and demographics of loyalists and patriots within South Carolina and the colonies.

This indicator was developed to encourage inquiry into the economic, political, and social motivations of the patriots and the loyalists in the era of the American Revolution.

Topic: Comparison of Loyalists and Patriots

Possible Questions for Inquiry:

- Did colonists in South Carolina choose sides in the American Revolution based more on their social class and wealth, or on their beliefs about government and representation?
- How much did the arguments for and against the British laws (e.g., like the Stamp Act) lead increased civic engagement among colonists?

Content	Sample Tasks
<p>Motives and Demographics of Loyalists and Patriots</p> <ul style="list-style-type: none">● Reactions to Parliamentary Acts● Socio-economic status● Political views● Geographic regions (e.g., lowcountry and backcountry of SC)	<ul style="list-style-type: none">● Compare the colonists' reactions to the Parliamentary Acts based on their socio-economic status and political views.● Compare the viewpoints of patriots and loyalists.● Compare the growing tensions between the patriots and loyalists of South Carolina to those in other colonies.● Compare how geography played a role in determining reactions to British laws and taxes.● Compare the economic, political, and social motivations of the patriots and the loyalists prior to and during the American Revolution.● Consider why some may have chosen to remain neutral rather than side with the loyalists or patriots.

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
Patriots vs. Loyalists	Who were patriots and loyalists?	What different factors contributed to colonists supporting the patriots or loyalists?	What factors were most influential in colonists' decisions to support the patriot or loyalist cause in South Carolina compared to other colonies?

Possible Terminology to Support Teaching Comparison:

• also	• contrast	• however	• more than	• regardless
• as well as	• conversely	• instead	• nevertheless	• similar
• besides	• correlation	• in the same way	• on the other hand	• though
• both	• differ	• in addition	• otherwise	• unlike
• but	• equivalent	• just as	• parallel	• while
• comparatively	• even though	• like	• rather than	• yet

Example Question/Sentence Stems:

- 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 _____?

8.2.CE:

Explain the economic, political, and social factors surrounding the American Revolution.

This indicator was developed to encourage inquiry into how the colonies began to unify to create a distinctive American identity over the course of events of the American Revolution.

Topic: Development of the American Identity

Possible Questions for Inquiry:

- How did economic issues, political limitations, and social frustrations contribute to the colonists uniting and seeking independence?
- How did the colonists' disagreements with Britain lead to the creation of new ways of governing themselves in America?

Content	Sample Tasks
<p>Impact of the French and Indian War (1754-1763)</p> <ul style="list-style-type: none">● End of Salutary Neglect● Proclamation of 1763● Taxes to pay war debt <p>Parliamentary Acts and Colonial Reactions:</p> <ul style="list-style-type: none">● Stamp Act (1765)● Townshend Acts (1767)● Tea Act (1773)● Intolerable/Coercive Acts (1774)	<ul style="list-style-type: none">● Analyze how the French and Indian War contributed to tensions between the colonists and the British government.● Summarize how the colonists reacted to Parliamentary actions.● Evaluate how the end of Salutary Neglect played a major role in the growing tensions between the colonists and Great Britain.● Explain how the British Parliament responded to the colonists' reaction to the laws and taxes imposed on them.● Describe how King George III reacted to the colonists' appeal to him to recognize their rights as British citizens.

Content	Sample Tasks
<p>Unification of Colonists</p> <ul style="list-style-type: none"> ● Continental Congresses ● Declaration of Independence ● Significant turning points in the unification of the colonists <ul style="list-style-type: none"> ○ Battles of Lexington and Concord (1775) ○ Battle of Sullivan’s Island (1776) ○ Battle of Saratoga (1777) ○ Battle of Camden (1780) ○ Battle of Kings Mountain (1780) ○ Battle of Cowpens (1781) ○ Battle of Yorktown (1781) ● Articles of Confederation (1781) 	<ul style="list-style-type: none"> ● Explain how the Second Continental Congress led to the Declaration of Independence. ● Analyze how battles fought in South Carolina impacted the unification of the colonists. ● Explore the impacts of patriot victories at the Battles of Lexington and Concord, Battle of Saratoga, and Battle of Yorktown. ● Assess how the Articles of Confederation reflected colonial grievances against the King and British Parliament.

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
Parliamentary Acts	What is the Stamp Act, Townshend Act, Tea Act, and Intolerable Act?	What is the cause/effect relationship between the Parliamentary Acts?	How did colonists’ responses to the Parliamentary Acts lead to uniquely American democratic principles?

Possible Terminology to Support Teaching Causation:

• allow	• discourage	• fundamental	• motivate	• reflect
• beginning	• drive	• further	• nevertheless	• spark
• consequently	• effect	• in addition	• origins	• subsequently
• contribute	• encourage	• incite	• permit	• support
• deter	• exacerbate	• influence	• preceding	• trigger
• develop	• foundation	• led to	• prevent	• underlying

Example Question/Sentence Stems:

- 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)?

8.2.P:

Analyze significant founding principles that led to the development of federalism in South Carolina and the United States.

This indicator was designed to encourage inquiry into the development of the Constitution, Declaration of Independence, the Articles of Confederation, and representative democracy.

Topic: Founding Principles

Possible Questions for Inquiry:

- What were some of the problems with the Articles of Confederation, and how did the U.S. Constitution address them?
- How did weaknesses in the Articles of Confederation lead to the creation of a stronger federal government under the U.S. Constitution?

Content	Sample Tasks
<ul style="list-style-type: none">• Declaration of Independence	<ul style="list-style-type: none">• Explain founding principles included in the Declaration of Independence that laid the foundation for the development of American government.• Identify major turning points in opinions on the role of the government from the Declaration of Independence until the Bill of Rights.
<ul style="list-style-type: none">• Articles of Confederation<ul style="list-style-type: none">◦ Establishment of a confederation◦ Northwest Ordinance (1787)◦ Shays' Rebellion	<ul style="list-style-type: none">• Analyze how the limited power of the new government created by the Articles of Confederation allowed for conflicts to develop.• Identify key turning points, such as the Northwest Ordinance (1787) and Shays' Rebellion, in the development of federalism.• Create a timeline demonstrating how events led to the development of federalism in South Carolina and the United States.
<ul style="list-style-type: none">• Constitutional Convention (1787)<ul style="list-style-type: none">◦ The Great Compromise◦ The Three-Fifths Compromise	<ul style="list-style-type: none">• Assess how the weaknesses of the government under the Articles of Confederation led to the Constitutional Convention.

Content	Sample Tasks
	<ul style="list-style-type: none"> Explain why the Great Compromise is considered a turning point in the Constitutional Convention.
<ul style="list-style-type: none"> The United States Constitution (1787) <ul style="list-style-type: none"> Establishment of a federal system and founding principles <ul style="list-style-type: none"> limited government republicanism federalism individual rights checks and balances separation of powers Ratification <ul style="list-style-type: none"> Arguments for and against ratification (i.e., Federalist and Anti-Federalist) Differing political views of SC Backcountry and Lowcountry Bill of Rights (1791) 10th Amendment 	<ul style="list-style-type: none"> Analyze significant founding principles which led to the development of federalism. Analyze how debates between Federalists and Anti-Federalists during the ratification of the Constitution reflected the ongoing development of federalism in the United States. Summarize the differing political views of the SC backcountry and lowcountry during this time period. Explain how the 10th Amendment demonstrates a turning point.
<ul style="list-style-type: none"> South Carolina Compromise of 1808 	<ul style="list-style-type: none"> Analyze how the South Carolina Compromise of 1808 contributed to unification of the state.

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
Federalism	What is federalism?	Why were some Americans in favor of increasing the power of the federal government?	How was the acceptance of federalism a turning point during this period of U.S. history?

Possible Terminology to Support Teaching Periodization:

• period	• end point	• social characteristics	• chronological
• starting point	• categorize	• criteria	• circumstances
• era	• after	• power	• historical narrative
• before	• theme	• developments	• political characteristics
• turning point(s)	• summarize	• title/name/label	• economic characteristics

Example Question/Sentence Stems:

- 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?

8.2.CX:

Contextualize the roles of various groups of South Carolinians as the colonies moved toward becoming an independent nation.

This indicator was developed to encourage inquiry into the motivations of colonists during the American Revolution and the progression of conflict and failed compromise that ultimately led to revolution.

Topic: Motivating Factors for Independence

Possible Question for Inquiry:

- Did all South Carolinians have the same motivations for supporting or opposing independence from Great Britain?
- How did factors like social class, race, and geography influence their choices during the American Revolution?

Content	Sample Tasks
Events Leading up to the American Revolution <ul style="list-style-type: none">● British Parliamentary Acts and repeals● Stamp Act Congress (1765)<ul style="list-style-type: none">○ John Rutledge○ Christopher Gadsden and Sons of Liberty○ Declaration of Rights and Grievances● Continental Congresses<ul style="list-style-type: none">○ Declaration and Resolve of First Continental Congress○ Olive Branch Petition○ Declaration of Independence	<ul style="list-style-type: none">● Contextualize the roles played by South Carolinians John Rutledge and Christopher Gadsden in moving toward declaring independence from Great Britain.● Summarize the motivations behind the First and Second Continental Congresses and how failed compromise ultimately led to revolution.
Group Roles During the American Revolution <ul style="list-style-type: none">● Partisan Band Leaders<ul style="list-style-type: none">○ Francis Marion○ Thomas Sumter○ Andrew Pickens● African Americans<ul style="list-style-type: none">○ Lord Dunmore's Proclamation	<ul style="list-style-type: none">● Analyze the contexts, such as social standing and economic interests, which influenced the decisions of South Carolina leaders during the American Revolution.● Explain why African Americans supported the patriot cause in both partisan militia and the Continental Army.

Content	Sample Tasks
<ul style="list-style-type: none"> Women <ul style="list-style-type: none"> Rebecca Motte Emily Geiger Native Americans 	<ul style="list-style-type: none"> Assess why the British motivated and incentivized people who were enslaved to support them by joining the revolution. Explain why and how women stepped out of their typical roles to contribute to the cause of the American Revolution. Contextualize reasons that Native Americans might have supported the British or supported the patriots.

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
Partisan Leaders	What is partisan warfare?	What was the role or significance of partisan leaders during the American Revolution?	In what ways did the actions of partisan leaders turn the tide of the American Revolution?

Possible Terminology to Support Teaching Context:

• affected	• global	• local
• at the same time	• immediate	• national
• broad	• impacted	• past events
• circumstances	• influenced	• regional
• connection	• inspired	• 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 _____?

8.2.CC:

Analyze the continuities and changes of how different groups immigrated to and migrated within South Carolina.

This indicator was developed to encourage inquiry into the immigration and migration patterns of different groups within South Carolina, including their economic, political, and social power to do so. This indicator also promotes inquiry into an exploration of such ideas as the expansion of slavery and hostilities with the native peoples.

Topic: Patterns of Immigration and Migration in South Carolina

Possible Questions for Inquiry:

- How did immigration and migration change the economic and social aspects of Charleston during the colonial time period?
- How did the Cherokee War impact relations between colonists and Native American tribes in South Carolina?

Content	Sample Tasks
<p>Immigration to SC</p> <ul style="list-style-type: none">● Impact of religious toleration on immigrant groups (e.g., Jewish, Protestant, etc.)● Charleston (primarily English and some French, Scottish, Irish, and German)● Great Wagon Road to the backcountry<ul style="list-style-type: none">○ Scotch-Irish○ Germans	<ul style="list-style-type: none">● Assess how the various groups of immigrants' economic, political, and social power changed or remained the same from the 1750's through the American revolution.● Explain how the Great Wagon Road facilitated the settlement of the backcountry with people from diverse backgrounds.
<p>Migration patterns within SC</p> <ul style="list-style-type: none">● Impact of the Proclamation of 1763● Cherokee War (1759-61)● Regulator Movement (1760s)<ul style="list-style-type: none">○ Circuit Court Act (1768)● Invention of the cotton gin (1793)<ul style="list-style-type: none">○ expansion of slavery and movement of enslaved Africans into the backcountry	<ul style="list-style-type: none">● Describe how disputes over land rights between the Cherokee, the British, and the colonists resulted in the Cherokee War.● Summarize reasons the Regulator Movement began and how it increased civic participation in the South Carolina backcountry.● Summarize changes that occurred as a result of the Regulator Movement.● Explain how the Regulator Movement played a role in changing the governmental set-up of South Carolina.

Content	Sample Tasks
	<ul style="list-style-type: none"> ● Explain how the cotton gin encouraged westward migration and changed the economic, political, and social power of the South. ● Determine how the cotton gin led to a balance of political and economic power between the backcountry and lowcountry. ● Summarize how the cotton gin contributed to the expansion of slavery.

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
Tension between the Backcountry and Lowcountry	What is the distinction between the SC backcountry and lowcountry?	What factors contributed to the differences between the SC backcountry and lowcountry?	In what ways did the tensions between the backcountry and lowcountry contribute to the Regulator Movement and the Circuit Court Act of 1768?

Possible Terminology to Support Teaching Continuity and Change:

Continuity		Either	Change	
• constant	• maintain	• patterns	• progress	• dramatic
• remain	• long-lasting	• from that point on	• decline	• subtle
• stay	• short-term	• up to that time	• transition	• replace
• ongoing	• repeat	• resume	• gradual	• sudden
• enduring	• cohesive	• revive	• before	• alter
• stagnant	• persist	• formerly	• shift	• development
• kept	• sustain	• previously	• modify	• switch
• upheld	• lasting	• trends	• turning point	• revise

Example Question/Sentence Stems:

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

8.2.E:

Utilize a variety of primary and secondary sources to analyze multiple perspectives on the development of democracy in South Carolina and the United States.

Examples of perspectives to consider through primary and secondary sources:

- Perspectives supporting the patriot and loyalist ideologies
- Perspectives on the concept of federalism
- Perspectives on a central, federal government
- Perspectives on the new national democratic identity
- Perspectives on the role of government in protecting natural rights
- Perspectives on the Constitutional compromises
- Perspectives on the physical growth of the nation and related geography
- Perspectives on local contributions to the development of democracy in South Carolina

Possible Terminology to Support Teaching Evidence:

• accuracy	• credible	• exhibit	• purpose	• show
• analyze	• criteria	• perspective	• rationale	• signal
• claim	• data	• point of view	• relevance	• substantiate
• clue	• denote	• prove	• reveal	• testimony
• corroborate				

Possible Tasks for Teaching with Primary and Secondary Sources:

1. Identify or explain a similarity or difference in the identified historical developments, events, geographic settings, economic situations, groups or individual's actions/beliefs.
2. Identify or explain 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 or explain the significance of a turning point in history.
5. Identify or explain 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.

Where specific documents are referenced in the Alignment Guide, excerpts are appropriate. Other resources selected for use should represent a variety of viewpoints or perspectives that vary in difficulty and complexity. Sites for locating resources include but are not limited to [SC Digital Academy DBQ's](#) created during the summer of 2018 that were realigned with the 2019 standards as well as sites such as the [Library of Congress Primary Source Sets](#) and [National Archives](#).

DOK/Cognitive Complexity Example:

Source 1	Source 2	Source 3
<p>“No man was a warmer wisher for a reconciliation than myself, before the fatal nineteenth of April, 1775 [the day of the battles of Lexington and Concord], but the moment the event of that day was made known, I rejected the hardened, sullen-tempered Pharaoh of England for ever;”</p> <p>– Thomas Paine, “Common Sense” (1776)</p>	<p>“4. By a connection with Great-Britain, our trade would still have the protection of the greatest naval power in the world... 5. The protection of our trade, while connected with Britain, will not cost a fiftieth part of what it must cost, were we ourselves to raise a naval force sufficient for this purpose.”</p> <p>– Charles Inglis, “The True Interest of America Impartially Stated” (1776)</p>	<p>"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed..."</p> <p>– Thomas Jefferson, “Declaration of Independence” (1776)</p>

Content/Topic	Low	Medium	High
Patriot and Loyalist Perspectives	Which source shows the perspective of a loyalist?	Based on these sources, why did some colonists choose to side with the British while others supported independence?	How does Source 2 contradict Sources 1 and 3?

Standard 3 Overview: Compromises and Conflict

Standard 3: Demonstrate an understanding of conflict and compromise in South Carolina, the Southern region, and the United States as a result of sectionalism between the period 1816–1877.

Key Concept	Enduring Understanding
Standard 3: Compromises and Conflict <ul style="list-style-type: none">● 3.CO Debates on the Role of the Federal Government● 3.CE Impacts of Civil War Military Strategies● 3.P Impacts of the Civil War Amendments● 3.CX Growth of Agriculture in SC● 3.CC Experiences of Marginalized Groups● 3.E Primary and Secondary Source Analysis	As the nation expanded, regional differences were exacerbated creating sectionalism threatening South Carolina’s identity and American unity. South Carolina struggled to maintain its unique culture and economy throughout the Reconstruction Era.

Standard 3 Identified Course Themes:

There are five course themes identified for South Carolina and the United States. Two to three of the five themes have been identified that most relate to each of the five standards. The themes identified for Standard 1 are as follows:

Identified Course Themes	Description
Economic Decision Making	The Economic Decision Making theme encourages the study of how people make choices based on and influenced by scarcity and limited resources. From colonial mercantilism to modern day capitalism, these decisions impact political, geographic, and social issues at the local, state, and national levels. Through economic and policy decisions, South Carolinians have increased their role in the national economic landscape.
Geographic Relationships	The Geographic Relationships theme encourages the study of how geography defines the development of the economic, political, and social landscape in both South Carolina and the United States.

8.3.CO:

Compare the debates between South Carolina and the federal government regarding slavery, federalism, and the Constitution.

This indicator was developed to encourage inquiry into the debates, heightened by westward expansion, over federal and state power concerning slavery, and the government's role in protecting and securing natural rights.

Topic: Debates on the Role of the Federal Government

Possible Questions for Inquiry:

- How did westward expansion heighten the sectional divisions over the expansion of slavery?
- How did the social landscape of the United States contribute to the growing divide in the country?

Content	Sample Tasks
<p>Slavery and the Constitution</p> <ul style="list-style-type: none">• Debates over expansion of slavery and sectionalism<ul style="list-style-type: none">○ Components of compromises supported by SC compared to northern states<ul style="list-style-type: none">■ Missouri Compromise 1820■ Compromise 1850<ul style="list-style-type: none">• Fugitive Slave Law 1850■ Kansas-Nebraska Act 1854<ul style="list-style-type: none">• Popular Sovereignty○ Dred Scott Decision 1857○ Free Soil and the Republican Party	<ul style="list-style-type: none">• Compare the growing conflict between states over the issue of slavery.• Compare parts of legislation passed by the government that were supported by SC to parts of legislation supported by northern states regarding the issue of slavery.• Analyze how the Dred Scott decision sparked contrasting arguments between South Carolina and the federal government.• Explain how debates concerning the idea of Free Soil reveal differences in the economic landscape of the United States.
<p>Federalism and the Constitution</p> <ul style="list-style-type: none">• Tariff of 1828 (i.e., Tariff of Abominations)<ul style="list-style-type: none">○ South Carolina Exposition and Protest (1828)• Nullification Crisis (1832)<ul style="list-style-type: none">○ Force Act (1833)○ Tariff of 1833○ John C. Calhoun○ Andrew Jackson	<ul style="list-style-type: none">• Compare the arguments of South Carolina and the federal government concerning the Tariff of 1828, explaining how their views on federalism and the Constitution clashed.• Compare Andrew Jackson's and John C. Calhoun's views on states' rights and their views on the power of the federal government.

Content	Sample Tasks
Election of 1860 <ul style="list-style-type: none"> South Carolina Ordinance of Secession 1860 	<ul style="list-style-type: none"> Draw conclusions about how debates over states' rights and the Election of 1860 led to South Carolina's Ordinance of Secession.

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
Westward Expansion and Sectionalism	What are some characteristics of sectionalism during the Antebellum period?	How did the Missouri Compromise and the Compromise of 1850 contribute to growing sectionalism in the country?	How were the increasing sectional tensions revealed through the Supreme Court's Dred Scott decision and the events in Bleeding Kansas?

Possible Terminology to Support Teaching Comparison:

• also	• contrast	• however	• more than	• regardless
• as well as	• conversely	• instead	• nevertheless	• similar
• besides	• correlation	• in the same way	• on the other hand	• though
• both	• differ	• in addition	• otherwise	• unlike
• but	• equivalent	• just as	• parallel	• while
• comparatively	• even though	• like	• rather than	• yet

Example Question/Sentence Stems:

- 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 _____?

8.3.CE:

Examine consequences of the major Civil War military strategies.

This indicator was designed to encourage inquiry into the Civil War focusing on the impacts of military strategies and major turning points on South Carolina and the U.S.

Topic: Impacts of Civil War Military Strategies

Possible Questions for Inquiry:

- To what degree did geography impact military strategies during the Civil War?
- In what ways did changing economic conditions during the Civil War contribute to military strategies?

Content	Sample Tasks
<p>Military Strategies</p> <ul style="list-style-type: none">● Anaconda Plan (1861)<ul style="list-style-type: none">○ Blockade● Total War<ul style="list-style-type: none">○ March to the Sea <p>Turning points</p> <ul style="list-style-type: none">● Fort Sumter (1861)● <i>C.S.S. Planter</i> (1862)● Port Royal (1862)<ul style="list-style-type: none">○ Blockade runners○ <i>H.L. Hunley</i> 1864● Gettysburg (1863)<ul style="list-style-type: none">○ Emancipation Proclamation (1863)● 54th Massachusetts Regiment in SC (1863)<ul style="list-style-type: none">○ Fort Wagner● Siege of Charleston (1864)● Capture of Columbia (1865)	<ul style="list-style-type: none">● Explain how the success or failure of the Anaconda Plan would have impacted the Union and/or the Confederacy.● Summarize how Sherman’s March to the Sea impacted South Carolina during and after the Civil War.● Analyze how the events at Fort Sumter caused a shift from regional tensions to a full-blown war.● Explain how the <i>C.S.S. Planter</i> led to a turning point in the war.● Identify how the Union capture of Port Royal influenced the course of the Civil War.● Analyze the short- and long-term impact of the <i>H.L. Hunley</i> attack.● Explain how the Emancipation Proclamation impacted the war effort and the lives of enslaved people.● Assess the contribution of and outcome of the 54th Massachusetts Regiment in South Carolina to the 2nd Battle of Fort Wagner.● Analyze the impact of Union victories on Charleston and Columbia.

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
Emancipation Proclamation	What did the Emancipation Proclamation do?	How did the Emancipation Proclamation alter the Civil War?	To what extent did the Emancipation Proclamation impact the outcome of the war?

Possible Terminology to Support Teaching Causation:

• allow	• discourage	• fundamental	• motivate	• reflect
• beginning	• drive	• further	• nevertheless	• spark
• consequently	• effect	• in addition	• origins	• subsequently
• contribute	• encourage	• incite	• permit	• support
• deter	• exacerbate	• influence	• preceding	• trigger
• develop	• foundation	• led to	• prevent	• underlying

Example Question/Sentence Stems:

- 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)?

8.3.P:

Analyze the Civil War Amendments (i.e., 13th, 14th, and 15th) as a turning point in the economic, political, and social structures of South Carolina.

This indicator was developed to encourage inquiry into the changes that served as a catalyst for Reconstruction. The indicator was also designed to promote inquiry into how these actions affected the economic, political, and social conditions in the South.

Topic: Impacts of the Civil War Amendments

Possible Questions for Inquiry:

- What impact did the Civil War Amendments have on South Carolina's economic system?
- How were different groups in South Carolina affected by the Civil War Amendments?

Content	Sample Tasks
The Civil War Amendments and Impacts <ul style="list-style-type: none">• 13th Amendment• 14th Amendment• 15th Amendment• Economic, political, and social impacts on South Carolina during Reconstruction	<ul style="list-style-type: none">• Explain how the 13th Amendment impacted the economic, political, and social structures of South Carolina after the Civil War.• Determine the changes to political and social structures in South Carolina with the passage of the 14th Amendment.• Summarize how the 15th Amendment impacted South Carolina politically after the Civil War.• Describe the economic, political, and social changes that occurred in South Carolina during the Reconstruction era.

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
13th Amendment	What is the 13th Amendment to the U.S. Constitution?	How was the 13th Amendment similar to and different from the Emancipation Proclamation?	What was the significance of seeking ratification of the 13th Amendment before the end of the Civil War?

Possible Terminology to Support Teaching Periodization:

• period	• end point	• social characteristics	• chronological
• starting point	• categorize	• criteria	• circumstances
• era	• after	• power	• historical narrative
• before	• theme	• developments	• political characteristics
• turning point(s)	• summarize	• title/name/label	• economic characteristics

Example Question/Sentence Stems:

- 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?

8.3.CX:

Evaluate the economic significance of agriculture in South Carolina, the U.S., and the world.

This indicator was designed to encourage inquiry into the economic implications of the expansion of the rice and cotton industries. This indicator was also developed to promote inquiry into westward expansion, the mutually beneficial impact of cotton on Northern factories and Southern plantations, and the emerging national and international markets.

Topic: Growth of Agriculture in South Carolina

Possible Questions for Inquiry:

- How did the change from rice to cotton as South Carolina's main cash crop affect the state's economy and way of life?
- How has the economic importance of agriculture in South Carolina changed over time?

Content	Sample Tasks
<p>Economic Implications and Significance of Agriculture</p> <ul style="list-style-type: none">● Cash crops (e.g., cotton, rice)● King Cotton● Plantation Systems and the relationship with northern factories● Opportunities to move west● Emerging national and international markets	<ul style="list-style-type: none">● Analyze how the rise and fall of cash crops like rice and cotton impacted the economic development of South Carolina, considering both local and global markets.● Describe how shifting from rice to cotton impacted farmers, the northern textile industry, and international trade.● Discuss how the slogan “King Cotton” held economic significance before the Civil War.● Discuss the South’s dependence on an enslaved labor system.● Analyze how the rise of large-scale plantations in South Carolina fueled the growth of northern factories, impacting the national and international agricultural market.● Discuss how westward expansion created opportunities to expand southern farming to the west.● Explain how national and international markets benefited from an enslaved labor system in the South.

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
Cotton	What was meant by the phrase “King Cotton”?	What connections can be made between the increase in cotton production and the movement west?	How did the demand for cotton grown in the South impact the economies and societies of different regions?

Possible Terminology to Support Teaching Context:

• affected	• global	• local
• at the same time	• immediate	• national
• broad	• impacted	• past events
• circumstances	• influenced	• regional
• connection	• inspired	• 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 _____?

8.3.CC:

Analyze debates and efforts to recognize the natural rights of marginalized groups during the period of expansion and sectionalism.

This indicator was designed to encourage inquiry into the continuities and changes of the experiences of marginalized groups such as African Americans, Native Americans and women, as the U.S. expanded westward and grappled with the development of new states.

Topic: Experiences of Marginalized Groups

Possible Questions for Inquiry:

- In what ways did relocation to reservations affect the cultural practices of the Plains Indians?
- How did the fight for women's suffrage in the 1800s show both similarities and differences to the fight to end slavery?

Content	Sample Tasks
Debates and Efforts to Recognize Rights of Marginalized Groups <ul style="list-style-type: none">● Abolitionist Movement● <i>Worcester v. Georgia</i> (1832)● Women's Rights Movement	<ul style="list-style-type: none">● Summarize how the Abolitionist Movement continuously challenged the denial of natural rights for enslaved people during westward expansion.● Analyze how the decision in <i>Worcester v. Georgia</i> reflected a continuity in the struggle for Native American sovereignty while also revealing a change in the federal government's commitment to upholding tribal rights.● Explain how the fight for women's suffrage continued throughout the era of westward expansion while its goals and tactics changed to address the evolving needs of women.
Marginalized Groups and the Development of New States <ul style="list-style-type: none">● Native Americans<ul style="list-style-type: none">○ Indian Removal Act 1830○ Trail of Tears○ American Indian Wars/broken treaties○ Movement to reservations● Enslaved Africans<ul style="list-style-type: none">○ Missouri Compromise (1820)	<ul style="list-style-type: none">● Identify how Native American culture changed due to political policy and geographical relocation.● Summarize how new political decisions and policies affected free and enslaved Africans.

Content	Sample Tasks
<ul style="list-style-type: none"> ○ Rebellions (e.g., Denmark Vesey 1822, Nat Turner 1831, John Brown 1859) ○ Compromise of 1850 and the Fugitive Slave Law ○ Kansas-Nebraska Act (1854) ○ <i>Dred Scott v. Sandford</i> (1857) ● Women <ul style="list-style-type: none"> ○ Women's suffrage <ul style="list-style-type: none"> ■ Declaration of Rights and Sentiments ■ Grimke Sisters 	<ul style="list-style-type: none"> ● Explain how the women's rights movement continued during the westward expansion.

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
Native American Experiences	What was the Trail of Tears?	How was the way of life of Native American tribes and nations impacted as the U.S. expanded westward and developed new states?	How do events such as the Indian Removal Act, American Indian Wars, and the movement to reservations demonstrate a pattern of continuity and/or change during this time period?

Possible Terminology to Support Teaching Continuity and Change:

Continuity		Either	Change	
• constant	• maintain	• patterns	• progress	• dramatic
• remain	• long-lasting	• from that point on	• decline	• subtle
• stay	• short-term	• up to that time	• transition	• replace
• ongoing	• repeat	• resume	• gradual	• sudden
• enduring	• cohesive	• revive	• before	• alter
• stagnant	• persist	• formerly	• shift	• development
• kept	• sustain	• previously	• modify	• switch
• upheld	• lasting	• trends	• turning point	• revise

Example Question/Sentence Stems:

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

8.3.E:

Utilize a variety of primary and secondary sources to analyze multiple perspectives on the effects of the Civil War within South Carolina and the United States.

Examples of perspectives to consider through primary and secondary sources:

- Perspectives on the effects of the Civil War
- Perspectives on the impact of Reconstruction on African American society
- Perspectives on the Civil War Amendments (i.e., 13th, 14th, 15th)
- Perspectives on the role of the federal government after the Civil War
- Perspectives on the economic, political, and social impacts of Reconstruction in South Carolina

Possible Terminology to Support Teaching Evidence:

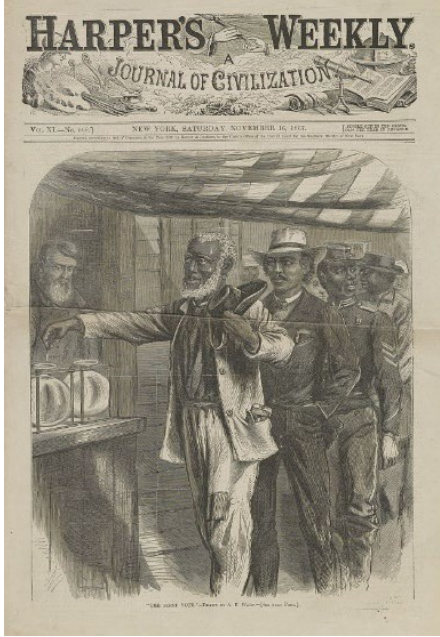
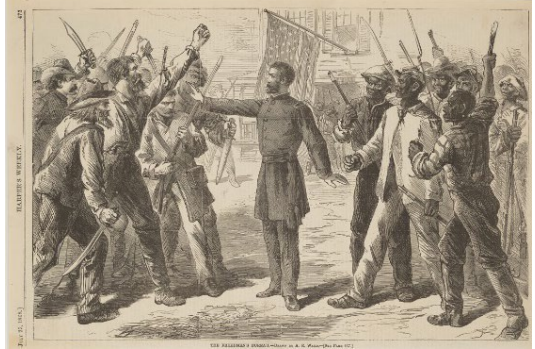
• accuracy	• credible	• exhibit	• purpose	• show
• analyze	• criteria	• perspective	• rationale	• signal
• claim	• data	• point of view	• relevance	• substantiate
• clue	• denote	• prove	• reveal	• testimony
• corroborate				

Possible Tasks for Teaching with Primary and Secondary Sources:

1. Identify or explain a similarity or difference in the identified historical developments, events, geographic settings, economic situations, groups or individual's actions/beliefs.
2. Identify or explain 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 or explain the significance of a turning point in history.
5. Identify or explain 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.

Where specific documents are referenced in the Alignment Guide, excerpts are appropriate. Other resources selected for use should represent a variety of viewpoints or perspectives that vary in difficulty and complexity. Sites for locating resources include but are not limited to [SC Digital Academy DBQ's](#) created during the summer of 2018 that were realigned with the 2019 standards as well as sites such as the [Library of Congress Primary Source Sets](#) and [National Archives](#).

DOK/Cognitive Complexity Example:

Source 1	Source 2	Source 3
<p>This is an excerpt from a report in 1864 by Thomas P. Knox, a contract surgeon in the U.S. Army, who provided a first-hand account of the corruption, profiteering, and abuse in the relief effort, employment, etc., of freedmen in Union territory in South Carolina during the Civil War by federal army officers.</p> <p>“Seven months of intimate relations with the people of the Department of South Carolina, has enabled me to communicate with many thousands of [African Americans], and all, with one accord, confirm the gross violation of public faith and charity of the National Freedmen’s Relief Association. . . In the commencement of the establishment of schools in Beaufort, both [African American] and white children met together in the same schools; but recently they have introduced the odious Northern system of caste, by establishing separate schools for the [African American] children, thus perverting the very object of this mission among the freedmen of the South, which was to elevate [African Americans], break down the prejudice against color, and thus produce a homogeneous society, as the basis of freedom and peace. I will also add a word in respect to the general management of the plantations. These plantations are monopolized by Northern speculators to the almost entire exclusion of the freedmen, who are made the mere serfs of these lords of the soil. . . [African American] laborers, on the wharf at Beaufort, get but \$8 per month, and not fully paid at that, while white men, doing the same work, get from \$30 to \$50 per month.”</p> <p>- Startling Revelations from the Department of South Carolina, Thomas P. Knox, Library of Congress</p>	 <p>This illustration titled “The first vote” created in 1867, shows a line of African American men, the first, dressed as a laborer, casting his vote, the second is dressed as a businessman, the third is wearing a Union army uniform, and the fourth appears to be dressed as a farmer.</p> <p>Source: Library of Congress</p>	 <p>The is an image from Harper's Weekly on July 25, 1868, titled “The Freedmen's Bureau” depicting a uniformed figure representing the Freedmen's Bureau at center holding out his hand to stop a group of white men from advancing on a group of African American men. The two groups face each other from opposite sides of the image, with figures on both sides holding weapons. A United States flag hangs from a building in the background.</p> <p>Source: Collection of the Smithsonian National Museum of African American History and Culture</p>

Content/Topic	Low	Medium	High
Impacts of the Civil War on Freedmen	Which source best demonstrates the impact of the Fifteenth Amendment?	What do Sources 1 and 3 have in common?	What conclusion(s) can be drawn from these sources about the characteristics of the time period? What evidence supports your conclusion?

Standard 4 Overview: At A Crossroads

Standard 4: Demonstrate an understanding of South Carolina’s role in and response to the dynamic economic, political, and social developments in the United States and around the world during the period 1862–1929.

Key Concept	Enduring Understanding
Standard 4: Settlement and Development <ul style="list-style-type: none">● 4.CO Emerging Perspectives of the Progressive Era● 4.CE U.S. Involvement in World War I● 4.P Economic and Political Changes in SC● 4.CX Changes Following the Civil War and Reconstruction● 4.CC African American Experiences During Reconstruction and Jim Crow Eras● 4.E Primary and Secondary Source Analysis	Beginning with Reconstruction, South Carolina searched for ways to revitalize its economy and determine the social and political status of its population. Later in the period, South Carolina both contributed to World War I and grappled with economic depression.

Standard 4 Identified Course Themes:

There are five course themes identified for South Carolina and the United States. Two to three of the five themes have been identified that most relate to each of the five standards. The themes identified for Standard 1 are as follows:

Identified Course Themes	Description
Cultural Interactions	The Cultural Interactions theme encourages the study of how cultural exchanges have played a pivotal role in the foundation and shaping of society. These interactions have shaped the mosaic of South Carolina and the United States.
Economic Decision Making	The Economic Decision Making theme encourages the study of how people make choices based on and influenced by scarcity and limited resources. From colonial mercantilism to modern day capitalism, these decisions impact political, geographic, and social issues at the local, state, and national levels. Through economic and policy decisions, South Carolinians have increased their role in the national economic landscape.

8.4.CO:

Compare perspectives toward reform that emerged during the Progressive Era.

This indicator was designed to encourage inquiry into how new state and federal Progressive legislation affected individuals and businesses in South Carolina and the U.S. The indicator was also designed to promote inquiry into the new perspectives that emerged regarding social and political change.

Topic: Emerging Perspective of the Progressive Era

Possible Questions for Inquiry:

- How did Progressive era reforms affect the lives of everyday people and businesses in South Carolina?
- How did the 19th Amendment change the lives of women in the United States?

Content	Sample Tasks
Reform Movements in SC and the U.S. <ul style="list-style-type: none"> ● Muckrakers <ul style="list-style-type: none"> ○ Pure Food and Drug Act (1906) ● Labor <ul style="list-style-type: none"> ○ Labor unions ○ Working class/business owners ○ Child labor/education ○ Convict lease system ● African American Activism <ul style="list-style-type: none"> ○ NAACP ○ W.E.B. Du Bois ○ Booker T. Washington ● Political Corruption <ul style="list-style-type: none"> ○ 16th Amendment (1913) ○ 17th Amendment (1913) ● SC Governor Richard Manning III ● Temperance/Prohibition <ul style="list-style-type: none"> ○ 18th Amendment (1919) ● Women's Suffrage <ul style="list-style-type: none"> ○ 19th Amendment (1920) 	<ul style="list-style-type: none"> ● Compare the views of labor unions with the views of business owners about federal Progressive reforms that occurred during this time period. ● Compare how state and federal progressive legislation, like child labor laws, impacted individuals and businesses. ● Explain how the goals for social change of the NAACP align with or differ from the goals of other reform movements. ● Compare the viewpoints of South Carolinians on the 16th and 17th Amendments with the viewpoints of other states. ● Analyze how different groups viewed the passage of the 18th Amendment. ● Explain how perspectives on granting women the right to vote compared to other progressive reforms of the time. ● Compare how reforms at the national level were similar or different to the reforms made in South Carolina during the Progressive era.

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
Women's Suffrage	What is suffrage?	Why were some women supportive of the 19 th Amendment while other women were against it?	How were Progressive Era arguments for/against women's suffrage different from arguments before the Progressive Era?

Possible Terminology to Support Teaching Comparison:

• also	• contrast	• however	• more than	• regardless
• as well as	• conversely	• instead	• nevertheless	• similar
• besides	• correlation	• in the same way	• on the other hand	• though
• both	• differ	• in addition	• otherwise	• unlike
• but	• equivalent	• just as	• parallel	• while
• comparatively	• even though	• like	• rather than	• yet

Example Question/Sentence Stems:

- 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 _____?

8.4.CE:

Explain the causes and effects of World War I on South Carolina and the United States.

This indicator was developed to encourage inquiry into the significant causes of World War I and the factors leading to U.S. involvement. This indicator was also developed to promote inquiry into the effects of the war, to include its impact on the homefront, migration patterns, and continued foreign policy debates.

Topic: U.S. Involvement in World War I

Possible Questions for Inquiry:

- How was the farming economy of South Carolina affected by World War I?
- How did WWI impact immigration and ideas about American identity

Content	Sample Tasks
Causes of U.S. Involvement in WWI <ul style="list-style-type: none">● Zimmermann Telegram● Unrestricted Submarine Warfare	<ul style="list-style-type: none">● Explain how the Zimmermann Telegram contributed to the United States military entry into World War I.● Determine how unrestricted submarine warfare affected the United States' involvement in World War I.
Effects of WWI on SC and the U.S. <ul style="list-style-type: none">● Homefront<ul style="list-style-type: none">○ Charleston Naval Shipyard○ Additional Military Bases (i.e., Camp Jackson, Sevier, Parris Island)<ul style="list-style-type: none">■ Increased employment○ Victory gardens○ Farm income in SC○ Textile production in SC○ South Carolina State Council of Defense● Migration<ul style="list-style-type: none">○ Great Migration	<ul style="list-style-type: none">● Assess how World War I impacted South Carolina's military bases.● Determine how World War I impacted textile production and the economy of South Carolina.● Describe how the Great Migration contributed to economic opportunities for African Americans.● Explain how the Great Migration led to the development of the Harlem and Southern Renaissances as African American artistic expression.● Assess the U.S. foreign policy debates over isolationism vs. intervention during World War I.

Content	Sample Tasks
<ul style="list-style-type: none"> ○ Artistic Expression: Harlem Renaissance & Southern (i.e., Charleston) Renaissance ● Foreign Policy Debates <ul style="list-style-type: none"> ○ Isolationism vs Intervention 	

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
The Great Migration	What was the Great Migration?	How did World War I indirectly contribute to the Great Migration?	How did the Great Migration change the demographics of northern cities like Harlem?

Possible Terminology to Support Teaching Causation:

• allow	• discourage	• fundamental	• motivate	• reflect
• beginning	• drive	• further	• nevertheless	• spark
• consequently	• effect	• in addition	• origins	• subsequently
• contribute	• encourage	• incite	• permit	• support
• deter	• exacerbate	• influence	• preceding	• trigger
• develop	• foundation	• led to	• prevent	• underlying

Example Question/Sentence Stems:

- 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)?

8.4.P:

Summarize the economic changes that emerged in South Carolina and the U.S.

This indicator was designed to encourage inquiry into South Carolina’s changing agriculture, industry labor force, and political alignments. This indicator was also designed to promote inquiry into the relationship between South Carolina’s economy and global events, to include imperialism and World War I.

Topic: Economic and Political Changes in South Carolina

Possible Question for Inquiry:

- How did the rise of textile production in South Carolina during the late 19th and early 20th centuries contribute to the economic changes experienced in the state and the U.S. as a whole?

Content	Sample Tasks
<p>Changes in Agriculture/Political Alignments after the Civil War</p> <ul style="list-style-type: none"> ● Crop-lien system ● Sharecroppers ● Tenant farmers ● Farmers Alliance <ul style="list-style-type: none"> ○ Land grant colleges in South Carolina ● Populism <ul style="list-style-type: none"> ○ Ben Tillman <p>Labor Force (e.g., to include imperialism, WWI, 1920s)</p> <ul style="list-style-type: none"> ● Textile production <ul style="list-style-type: none"> ○ Mill workers and mill towns ○ Child labor ○ Labor unions <ul style="list-style-type: none"> ■ Collective bargaining ■ Blacklisting ■ Right to work ● Farm production ● Consumer culture/buying on credit ● Military bases/employment 	<ul style="list-style-type: none"> ● Summarize how the crop-lien system reflected the economic challenges faced by farmers in South Carolina after the Civil War. ● Explain how sharecropping impacted the economic lives of planters and sharecroppers in the decades following the Civil war (considering access to land, credit, and profits). ● Explain how African Americans were impacted by sharecropping during this time period. ● Explain how land grant colleges were an attempt to help South Carolina’s economy recover and change after the Civil War. ● Analyze populist reformers' response to the economic challenges faced by South Carolina farmers. ● Analyze how the rise of the textile industry and mill towns in South Carolina changed the state’s economy and way of life, compared to the earlier agricultural economy. ● Summarize the economic changes in South Carolina during the 1920s in comparison to changes across the United States. ● Summarize how the South Carolina economy experienced a boost during the U.S. involvement in World War I.

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
Sharecropping	Who were the sharecroppers?	How did sharecropping develop after the Civil War?	How did sharecropping reflect the economic changes happening in South Carolina and the United States during the era after the Civil War?

Possible Terminology to Support Teaching Periodization:

• period	• end point	• social characteristics	• chronological
• starting point	• categorize	• criteria	• circumstances
• era	• after	• power	• historical narrative
• before	• theme	• developments	• political characteristics
• turning point(s)	• summarize	• title/name/label	• economic characteristics

Example Question/Sentence Stems:

- 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?

8.4.CX:

Evaluate South Carolinians' struggle to create an understanding of their post-Civil War position within the state, the country, and the world.

This indicator was developed to encourage inquiry into how the former planter class, African Americans, women, and others adjusted to, gained, lost, and/or regained position and status during Reconstruction. This indicator was also written to foster inquiry into how South Carolina worked with a stronger federal government and the world's expanding international markets.

Topic: Changes Following the Civil War and Reconstruction

Possible Questions for Inquiry:

- How did South Carolina's relationship with the United States government change after the Civil War?
- How did different groups of South Carolinians, like plantation owners, formerly enslaved people, and women, experience Reconstruction differently?

Content	Sample Tasks
<p>Former planter class</p> <ul style="list-style-type: none">● Redshirts● Redeemers● Ku Klux Klan● Crop-lien system● Black Codes <p>African Americans, women, and small farmers</p> <ul style="list-style-type: none">● Civil War Amendments● African American Activism:<ul style="list-style-type: none">○ Benjamin Randolph○ Robert Smalls○ Joseph Rainey○ Rollin Sisters● Sharecroppers● Convict lease system	<ul style="list-style-type: none">● Describe the reaction of the former planter class to attempts at integrating freed people into the economic, political, and social structures.● Explain how sharecropping limited economic progress for African Americans.● Describe how Black Codes prevented African Americans from fully and equally participating in society.● Examine how cultural tensions resulted from the expansion of African Americans in political offices in South Carolina.● Explain the role of African Americans in advancing interracial democracy.

Content	Sample Tasks
<ul style="list-style-type: none"> • South Carolina Constitution of 1868 • Suffrage advocates • Mill workers • Land grant colleges in South Carolina 	<ul style="list-style-type: none"> • Discuss how the Constitution of 1868 was the product of interracial democracy and advanced rights for all South Carolinians. • Explain the convict lease system’s impact on African Americans. • Assess the impact of women political activists during the Reconstruction Era.

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
Redeemers	Who were “Redeemers”?	What significant events or developments in the United States contributed to the rise in power of “Redeemers” in South Carolina?	In what ways did the rule of “Redeemers” impact the lives of African Americans in South Carolina?

Possible Terminology to Support Teaching Context:

• affected	• global	• local
• at the same time	• immediate	• national
• broad	• impacted	• past events
• circumstances	• influenced	• regional
• connection	• inspired	• 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 _____?

8.4.CC:

Analyze continuities and change in the African American experience in the period of Reconstruction and Jim Crow eras within South Carolina.

This indicator was developed to encourage inquiry into the successes and failures of Reconstruction, beginning with the Port Royal Experiment, in South Carolina. This indicator was written to explore development of the Constitutions of 1868 and 1895 and to analyze the evolution of restrictions for African Americans from the Black Codes in 1866 through the Plessy decision in 1898.

Topic: African American Experiences During Reconstruction and Jim Crow Eras

Possible Questions for Inquiry:

- How did opportunities for African Americans in South Carolina change from the Reconstruction era to the Jim Crow era?
- How did the institution of sharecropping limit the economic possibilities for freedmen?

Content	Sample Tasks
<p>Reconstruction Success and Failures</p> <ul style="list-style-type: none">● Port Royal Experiment<ul style="list-style-type: none">○ Mitchelville● Freedmen's Bureau● Reconstruction Plans● Civil War Amendments: 13th, 14th, 15th● Black Codes● Convict lease system● Sharecropping● Redshirts● South Carolina Constitution of 1868● Hamburg Massacre (1876)● Ku Klux Klan● African American Activism:<ul style="list-style-type: none">○ Benjamin Randolph○ Robert Smalls○ Joseph Rainey	<ul style="list-style-type: none">● Explain how the Port Royal experiment demonstrates the ongoing difficulties African Americans faced during Reconstruction in South Carolina.● Explain how the Civil War Amendments were intended to advance social and political progress for newly freed men and women.● Determine if Black Codes were a continuity or change in the African American experience.● Trace the impact of sharecropping on African Americans.● Describe the ways in which hate groups attempted to maintain power and prevent political, economic, and cultural changes.● Explain how the Hamburg Massacre (1876) reflected resistance to change.

Content	Sample Tasks
<ul style="list-style-type: none"> ○ Rollin Sisters ● Compromise of 1877 	<ul style="list-style-type: none"> ● Identify attempts by African American leaders and others to advance rights and opportunities for freed people during the Reconstruction era. ● Explain how the Compromise of 1877 signaled a return to power of exclusively White political, economic, and social structural systems in South Carolina.
<p>Jim Crow Era</p> <ul style="list-style-type: none"> ● Disenfranchisement strategies: Eight Box Law, Grandfather Clause, literacy tests, poll taxes, gerrymandering ● South Carolina Constitution of 1895 ● <i>Plessy v. Ferguson</i> (1898) 	<ul style="list-style-type: none"> ● Explain how disenfranchisement strategies continued to restrict the civil rights of African Americans during the Jim Crow era. ● Assess how the South Carolina Constitution of 1895 undermined the 15th Amendment to the U.S. Constitution and reversed the progress made by, and for, African Americans in the South Carolina Constitution of 1868. ● Assess how the ruling in <i>Plessy v. Ferguson</i> upheld restrictions on equality. ● Analyze the extent to which African Americans' economic opportunities evolved between 1877 and 1898.

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
Disenfranchisement of African Americans	What is disenfranchisement?	How did the ability to vote change for African Americans in South Carolina between Reconstruction and Jim Crow?	How did the disenfranchisement of African Americans in South Carolina connect to the broader goals of Jim Crow segregation?

Possible Terminology to Support Teaching Continuity and Change:

Continuity		Either	Change	
• constant	• maintain	• patterns	• progress	• dramatic
• remain	• long-lasting	• from that point on	• decline	• subtle
• stay	• short-term	• up to that time	• transition	• replace
• ongoing	• repeat	• resume	• gradual	• sudden
• enduring	• cohesive	• revive	• before	• alter
• stagnant	• persist	• formerly	• shift	• development
• kept	• sustain	• previously	• modify	• switch
• upheld	• lasting	• trends	• turning point	• revise

Example Question/Sentence Stems:

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

8.4.E:

Utilize a variety of primary and secondary sources to analyze multiple perspectives of the challenges and changes within South Carolina and the nation that allowed the U.S. to emerge as a global power during the time period 1862–1929.

Examples of perspectives to consider through primary and secondary sources:

- Perspectives in literary work from the South
- Perspectives on the role of geography in industrialization
- Perspectives on working conditions in mills by workers and management
- Perspectives on African American rights during Reconstruction
- Perspectives on the effects of *Plessy v. Ferguson*
- Perspectives on Progressive Era reforms and legislation
- Perspectives on the effects of industry on the working class
- Perspectives on local contributions to the challenges and changes during this time period
- Perspectives on effects of World War I

Possible Terminology to Support Teaching Evidence:


• accuracy	• credible	• exhibit	• purpose	• show
• analyze	• criteria	• perspective	• rationale	• signal
• claim	• data	• point of view	• relevance	• substantiate
• clue	• denote	• prove	• reveal	• testimony
• corroborate				

Possible Tasks for Teaching with Primary and Secondary Sources:

1. Identify or explain a similarity or difference in the identified historical developments, events, geographic settings, economic situations, groups or individual's actions/beliefs.
2. Identify or explain 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 or explain the significance of a turning point in history.
5. Identify or explain 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.

Where specific documents are referenced in the Alignment Guide, excerpts are appropriate. Other resources selected for use should represent a variety of viewpoints or perspectives that vary in difficulty and complexity. Sites for locating resources include but are not limited to [SC Digital Academy DBQ's](#) created during the summer of 2018 that were realigned with the 2019 standards as well as sites such as the [Library of Congress Primary Source Sets](#) and [National Archives](#).

DOK/Cognitive Complexity Example:

Source 1	Source 2	Source 3
<p>The First Child Labor Bill. Columbia Record, Wednesday: Senator Marshall today introduced a child labor bill, the main provisions of which are; that after May 1, 1903, no child under 10 years old shall be employed in any factory; after May 1, 1903, no child under the age of 11 shall be employed, and after May 1, 1905, no child under 12 years shall be employed. After May 1, 1903, no child under 12 shall be permitted to work between the hours of 8 p.m. and 6 a.m.; provided, a child may work after 8 p.m. to make up for loss of time owing to accidents to machinery and other causes. Children of widowed mothers and children of totally disabled fathers, the children being dependent upon their own labor for a living, may be permitted to work, an affidavit to be made by such mother or father to the facts. On an affidavit being made that any child has attended school during four months of the current year and can read and write, it may be employed in mills during June, July and August. It is said that this bill meets the approval of a large number of mill men. Col Marshall has given the subject much thought and careful consideration, and he believes that the provisions of the bill will prove advantageous to all interests concerned.</p> <p>Source: Yorkville Enquirer, Yorkville, SC January 17, 1903</p>	<p>Source 2A: In my message at the opening of the present session, and, indeed, in various messages to previous Congresses, I have repeatedly suggested action on most of these measures.</p> <p>Child labor should be prohibited throughout the Nation. At least a model child-labor bill should be passed for the District of Columbia. It is unfortunate that in the one place solely dependent upon Congress for its legislation there should be no law whatever to protect children by forbidding or regulating their labor.</p> <ul style="list-style-type: none"> - President Theodore Roosevelt, March 25, 1908: Message Regarding Labor Legislation <p>Source 2B: The proposed federal legislation . . . affords a striking example of a tendency to carry out Congressional power over interstate commerce beyond the utmost boundaries of reasonable and honest inference. If the power to regulate commerce between the states can be stretched to include regulation of labor in mills and factories, it can be made to embrace every particular of industrial organization and action of the country.</p> <ul style="list-style-type: none"> - Woodrow Wilson, Constitutional Government in the United States, 1908, Library of Congress 	 <p>This photograph shows a view of boys working inside of the Pennsylvania Coal Company in January of 1911.</p> <p>Source: Library of Congress</p>

Content/Topic	Low	Medium	High
Perspectives on Labor and Industry Reform during the Progressive Era	Which source(s) would be best used as evidence to support limits on child labor?	How do these sources represent similar or different perspectives on reform during the Progressive Era?	How do these sources reflect developing viewpoints on social and political change during the Progressive Era?

Standard 5 Overview: Progress 1929 - Present

Standard 5: Demonstrate an understanding of the impact of world events on South Carolina and the United States from 1929 to present.

Key Concept	Enduring Understanding
Standard 5: Settlement and Development <ul style="list-style-type: none">● 5.CO Military and Economic Policies Pre/Post-World War II● 5.CE Shifting Political Party Platforms● 5.P Transformation of SC's Economy● 5.CX The Role of SC in the Modern Civil Rights Movement● 5.CC Impact of Civic Engagement on SC's Identity● 5.E Primary and Secondary Source Analysis	As a result of new perspectives on national security following World War I, South Carolina continues to benefit from and contribute to national and global communities. Additionally, civic participation and social change altered South Carolina's social standing and political alignment.

Standard 5 Identified Course Themes:

There are five course themes identified for South Carolina and the United States. Two to three of the five themes have been identified that most relate to each of the five standards. The themes identified for Standard 1 are as follows:

Identified Course Themes	Description
Geographic Relationships	The Geographic Relationships theme encourages the study of how geography defined the development of the economic, political, and social landscape in both South Carolina and the United States.
Civic Participation	The Civic Participation theme encourages the study of people using the economic, political, and social processes to create change in South Carolina and the United States. People utilize these processes in order to serve varied interests at the local, state, and national levels.

8.5.CO:

Compare South Carolina and U.S. wartime contributions and demobilization after World War II.

This indicator was designed to promote inquiry into military and economic policies during World War II, to include the significance of military bases in South Carolina. This indicator was also developed to foster inquiry into postwar economic developments and demographic changes, to include the immigration of Jewish refugees following the Holocaust.

Topic: Military and Economic Policies Pre/Post-World War II

Possible Questions for Inquiry:

- To what extent did African American participation in World War II impact the Civil Rights Movement?
- What challenges did both South Carolina and the U.S. face in transitioning back to a peacetime economy and society after the war?

Content	Sample Tasks
<p>South Carolina and U.S. Wartime Contributions</p> <ul style="list-style-type: none"> ● Military and Economic Policies <ul style="list-style-type: none"> ○ Doolittle Raiders ○ Tuskegee Airmen ○ Double V Campaign ○ German prisoner-of-war camps in South Carolina ○ American internment camps ○ Wartime Production Board <ul style="list-style-type: none"> ■ James F. Byrnes ■ South Carolina wartime industries ○ Executive Order 9981 (1948) ● South Carolina Military Bases <ul style="list-style-type: none"> ○ Charleston Naval Shipyard ○ Columbia Army Air Base ○ Fort Jackson ○ Parris Island ○ Shaw Field (e.g., Army Air Corps) 	<ul style="list-style-type: none"> ● Compare the contributions of the Doolittle Raiders and the Tuskegee Airmen during WWII. ● Compare how African Americans in South Carolina participated in the war effort and the Double V campaign nationwide. ● Describe how South Carolina's experience with German POW labor camps compared to the broader war efforts of the United States. ● Analyze how the Wartime Production Board's converting U.S. factories from peacetime goods to wartime supplies during World War II impacted South Carolina's industries compared to the national effort. ● Contrast the segregated experiences of African American soldiers during World War II and the potential changes brought about by Executive Order 9981. ● Compare the number, types, and purposes of military bases in South Carolina to those in the rest of the country.

Content	Sample Tasks
Pre/Post-War Economic Developments and Demographic Changes <ul style="list-style-type: none"> • Servicemen’s Readjustment Act (i.e., GI Bill 1944) • Immigration and migration <ul style="list-style-type: none"> ○ Displaced Persons Act (1948) ○ Hispanic immigration ○ Post-war Jewish refugees ○ White flight 	<ul style="list-style-type: none"> • Describe how the GI Bill (1944) benefits were applied differently to groups of veterans. • Compare how the return of soldiers to civilian life in South Carolina might have been different from the national experience. • Analyze the potential impact of immigration and migration in South Carolina and the rest of the nation.

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
Pre/Post WWII Immigration	What did the Displaced Persons Act do in 1948?	How were immigration laws and policies different after World War II than before?	What were the reasons for the differences in immigration policies after World War II?

Possible Terminology to Support Teaching Comparison:

• also	• contrast	• however	• more than	• regardless
• as well as	• conversely	• instead	• nevertheless	• similar
• besides	• correlation	• in the same way	• on the other hand	• though
• both	• differ	• in addition	• otherwise	• unlike
• but	• equivalent	• just as	• parallel	• while
• comparatively	• even though	• like	• rather than	• yet

Example Question/Sentence Stems:

- 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 _____?

8.5.CE:

Analyze the factors contributing to the shifts in the political party platforms between 1946–1972.

This indicator was designed to foster inquiry into the changes in South Carolina’s political party platforms resulting from the Civil Rights Movement, from *Elmore v. Rice* to the national Democratic Party’s support of civil rights to Nixon’s Southern Strategy. This indicator also supports inquiry into the effect on South Carolina’s political party platforms resulting from the emergence of the national Republican Party’s positions on foreign policy, limited government, and free trade policies.

Topic: Shifting Political Party Platforms

Possible Question for Inquiry:

- How did the Dixiecrat Party's platform in 1948 influence the political landscape of the South from 1949-1972?

Content	Sample Tasks
<p>Changes in South Carolina’s political party platforms resulting from:</p> <ul style="list-style-type: none">● <i>Elmore v. Rice</i> (1947)● National Democratic Party’s support of civil rights<ul style="list-style-type: none">○ Executive Order 9981 (1948)<ul style="list-style-type: none">■ Isaac Woodard■ Dixiecrats○ Civil Rights Act of 1964 and Voting Rights Act of 1965● National Republican Party’s platform<ul style="list-style-type: none">○ Foreign policy○ Limited government○ Free trade policies○ Support of “law and order” during protests○ Strom Thurmond’s support of Republican Party○ Nixon’s Southern Strategy	<ul style="list-style-type: none">● Assess events and strategies that triggered changes in South Carolina’s political party platforms.● Consider how racial issues and federal legislation advancing civil rights sparked the transition of South Carolina Democrats to the Republican Party.● Assess the impact of the national Republican Party’s foreign and free trade policies, and their position of limited government on South Carolina, the United States, and the world.

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
Executive Order 9981	What South Carolina event played a role in inspiring Executive Order 9981?	What was the response to Executive Order 9981 in South Carolina?	To what extent did Executive Order 9981 have a long-term impact on the shift in political party platforms?

Possible Terminology to Support Teaching Causation:

• allow	• discourage	• fundamental	• motivate	• reflect
• beginning	• drive	• further	• nevertheless	• spark
• consequently	• effect	• in addition	• origins	• subsequently
• contribute	• encourage	• incite	• permit	• support
• deter	• exacerbate	• influence	• preceding	• trigger
• develop	• foundation	• led to	• prevent	• underlying

Example Question/Sentence Stems:

- 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)?

8.5.P:

Analyze the transformation of South Carolina’s economy from the Great Depression to its current economic diversification.

This indicator was designed to promote inquiry into the devastation of the Great Depression and the impact of the New Deal on a largely agricultural South Carolina. This indicator was also designed to foster inquiry into the economic diversification between World War II and the present, to include tourism, global trade and industry, and the maintenance of military bases.

Topic: Transformation of South Carolina’s Economy

Possible Questions for Inquiry:

- How has the economy of South Carolina evolved since the Great Depression?
- How did the work of the Civilian Conservation Corps in South Carolina create opportunities for the tourism industry?

Content	Sample Tasks
<p>Great Depression Impacts on SC Economy</p> <ul style="list-style-type: none"> • Bank failures and dropping farm prices • Barter system <p>New Deal Acts and Programs</p> <ul style="list-style-type: none"> • Agricultural Adjustment Act (1933) • Civilian Conservation Corps (C.C.C.)(1933) • Federal Deposit Insurance Corporation (1933) • Rural Electrification Act (1936) <ul style="list-style-type: none"> ◦ Santee Cooper Project • Social Security Act (1935) • Works Progress Administration (W.P.A.)(1935) 	<ul style="list-style-type: none"> • Explain the significance of the Agricultural Adjustment Act in South Carolina. • Explain the long-term impacts the Rural Electrification Act (1936) and the Santee Cooper Power and Navigation Project had on South Carolina. • Determine how the W.P.A. changed the quality of life for some people in South Carolina.
<p>Current Economic Diversification</p> <ul style="list-style-type: none"> • Tourism • Global trade and industry <ul style="list-style-type: none"> ◦ Savannah River Nuclear Plant ◦ Amazon, BMW, Boeing, Bosch, Continental Tire, Michelin Tires • Maintenance of military bases 	<ul style="list-style-type: none"> • Identify events that mark a turning point from a focus on agriculture to tourism in South Carolina. • Analyze changes in South Carolina from a primarily agricultural economy to a diversified economy. • Explain how the maintenance of military bases in South Carolina contributed to the state’s economic diversification.

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
Changing Economy in SC	What event sparked a major shift in the economy of South Carolina in the 1930s?	In what ways has South Carolina embraced globalization since World War II?	How much has South Carolina's identity changed due to the transition from a primarily agricultural economy to a diversified one?

Possible Terminology to Support Teaching Periodization:

• period	• end point	• social characteristics	• chronological
• starting point	• categorize	• criteria	• circumstances
• era	• after	• power	• historical narrative
• before	• theme	• developments	• political characteristics
• turning point(s)	• summarize	• title/name/label	• economic characteristics

Example Question/Sentence Stems:

- 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?

8.5.CX:

Analyze the correlation between the Modern Civil Rights Movement in South Carolina and the U.S.

This indicator was designed to foster inquiry into the role of South Carolina in the Modern Civil Rights Movement, to include the influence of court cases such as *Briggs v. Elliot* and *Flemming v. South Carolina Electric and Gas*. This indicator was also developed to promote inquiry into the relationship between national leadership, protests, and events and South Carolina leadership, protests and events, such as the Friendship Nine and the Orangeburg Massacre.

Topic: The Role of South Carolina in the Modern Civil Rights Movement

Possible Questions for Inquiry:

- How did national events and figures during the Civil Rights Movement influence the strategies and outcomes of the movement within South Carolina?

Content	Sample Tasks
<p>Civil Rights Activism, Leadership, Protests, and Events</p> <ul style="list-style-type: none">• South Carolina<ul style="list-style-type: none">○ <i>Elmore v. Rice</i> (1947)○ <i>Briggs v. Elliot</i> (1952)○ School Equalization in South Carolina (1951-1960)○ White Citizens' Councils○ <i>Flemming v. South Carolina Electric Gas</i> (1956)○ Kress Sit-In (1960)○ Greenville 8 (1960)○ Friendship Nine (1961)○ Desegregation of the University of South Carolina and Clemson University (1963)○ Orangeburg Massacre (1968)○ NAACP	<ul style="list-style-type: none">• Identify the impact of student activism in South Carolina on the civil rights movement.• Identify events that shaped integration and equity in education and contextualize the resistance to these changes in South Carolina and the United States.• Summarize civil rights court cases and how these rulings broadened the rights of African Americans politically, economically, and socially.• Explain how the geographic zoning of schools in Clarendon County contributed to <i>Briggs v Elliott</i>.• Explain the impact of legislation that codified civil rights at the national level.• Analyze the civil rights movement in South Carolina in the context of the broader national civil rights movement.

Content	Sample Tasks
<ul style="list-style-type: none"> Nationally <ul style="list-style-type: none"> <i>Brown v. Board of Education</i> (1954) White Citizens' Councils Montgomery Bus Boycott (1955) Little Rock Nine (1957) Woolworth Sit-In (1960) March on Washington (1963) Civil Rights Act of 1964 Voting Rights Act of 1965 <i>Loving v. Virginia</i> (1967) NAACP 	<ul style="list-style-type: none"> Analyze the impact events in South Carolina had on the national movement for civil rights. Explain the connection between events happening in South Carolina and around the United States relating to the civil rights movement.

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
Civil Rights Protests	What specific events characterized the civil rights movement in South Carolina?	How did the events unfolding in South Carolina during the civil rights movement relate to those occurring across the United States?	To what extent did the civil rights movement in South Carolina influence the broader national civil rights movement?

Possible Terminology to Support Teaching Context:

• affected	• global	• local
• at the same time	• immediate	• national
• broad	• impacted	• past events
• circumstances	• influenced	• regional
• connection	• inspired	• 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 _____?

8.5.CC:

Analyze the continuities and changes in South Carolina’s identity resulting from the civic participation of different individuals and groups of South Carolinians.

This indicator was developed to encourage inquiry into civic engagement, such as military service, public demonstrations, and political activism, to shape the identity of modern South Carolina. This indicator was also written to encourage inquiry into South Carolinians’ use of the court system and legislation to affect South Carolina’s post-World War II identity.

Topic: Impact of Civic Engagement on South Carolina’s Identity

Possible Questions for Inquiry:

- How did civic engagement promote change in education in South Carolina throughout the 20th century?
- How did the Civil Rights Movement protests by South Carolina citizens lead to change in the state’s identity? How did it impact civic engagement for future generations?

Content	Sample Tasks
<p>Civil Rights and Civic Participation in South Carolina</p> <ul style="list-style-type: none">● Civil Rights<ul style="list-style-type: none">○ <i>Elmore v. Rice</i> (1947)○ <i>Briggs v. Elliot</i> (1952)○ School Equalization in South Carolina (1951-1960)○ White Citizens’ Councils○ <i>Flemming v. South Carolina Electric Gas</i> (1956)○ Kress Sit-In (1960)○ Greenville 8 (1960)○ Friendship Nine (1961)○ Desegregation of the University of South Carolina and Clemson University (1963)○ Orangeburg Massacre (1968)○ NAACP● The Confederate Flag Controversy<ul style="list-style-type: none">○ NAACP boycott	<ul style="list-style-type: none">● Highlight the commonalities in how court rulings and other forms of civic engagement have impacted the shaping of South Carolina’s identity.● Explain the degree of change brought about by civic participation during the Civil Rights Movement.● Examine how the use of the court system and legislation has affected South Carolina’s post-World War II identity.● Construct a timeline of key events in South Carolina’s post-World War II history highlighting moments of civic participation and explaining how they have influenced continuities and changes in the state’s identity.● Examine the role of civic engagement in shaping public policy surrounding the Confederate flag controversy and how the decisions changed over time.

Content	Sample Tasks
<ul style="list-style-type: none"> ○ Governor Beasley Compromise ○ Massacre at Mother Emanuel African Methodist Episcopal (AME) Church ○ Governor Nikki Haley signs law for Removal and Placement of Confederate Flag 	<ul style="list-style-type: none"> ● Examine the civic engagement of the NAACP's and its impact on South Carolina over time.
<p>Education and Civic Participation in South Carolina</p> <ul style="list-style-type: none"> ● Education Improvement Act (1984) ● Education Accountability Act (1998) ● South Carolina Act 388 (2006) ● <i>Abbeville v. South Carolina</i> (2014) <ul style="list-style-type: none"> ○ Vacated by SC Supreme Court in 2017 	<ul style="list-style-type: none"> ● Analyze how civic engagement prompted legislation to improve education in South Carolina.

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
Civic Participation	What strategies have individuals in South Carolina used to advocate for change?	What pattern of continuity or change can be determined from the goals/strategies/outcomes of civic participation in South Carolina?	In what ways has civic participation influenced significant changes in South Carolina's post-World War II identity?

Possible Terminology to Support Teaching Continuity and Change:

Continuity		Either	Change	
• constant	• maintain	• patterns	• progress	• dramatic
• remain	• long-lasting	• from that point on	• decline	• subtle
• stay	• short-term	• up to that time	• transition	• replace
• ongoing	• repeat	• resume	• gradual	• sudden
• enduring	• cohesive	• revive	• before	• alter
• stagnant	• persist	• formerly	• shift	• development
• kept	• sustain	• previously	• modify	• switch
• upheld	• lasting	• trends	• turning point	• revise

Example Question/Sentence Stems:

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

8.5.E:

Utilize a variety of primary and secondary sources to analyze multiple perspectives on the cultural changes in South Carolina and the U.S.

Examples of perspectives to consider through primary and secondary sources:

- Perspectives on implementation of the New Deal
- Perspectives on intervention in World War II
- Perspectives supporting racial segregation
- Perspectives supporting racial integration
- Perspectives on the role of geography during the Civil Rights Movement
- Perspectives on federal legislation extending and enforcing civil rights
- Perspective on the role of state and federal government in public education
- Perspectives on the role of immigration in economic growth
- Perspectives on local contributions to the cultural changes within South Carolina

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

Possible Terminology to Support Teaching Evidence:



• accuracy	• credible	• exhibit	• purpose	• show
• analyze	• criteria	• perspective	• rationale	• signal
• claim	• data	• point of view	• relevance	• substantiate
• clue	• denote	• prove	• reveal	• testimony
• corroborate				

Possible Tasks for Teaching with Primary and Secondary Sources:

1. Identify or explain a similarity or difference in the identified historical developments, events, geographic settings, economic situations, groups or individual's actions/beliefs.
2. Identify or explain 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 or explain the significance of a turning point in history.
5. Identify or explain 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.

Where specific documents are referenced in the Alignment Guide, excerpts are appropriate. Other resources selected for use should represent a variety of viewpoints or perspectives that vary in difficulty and complexity. Sites for locating resources include but are not limited to [SC Digital Academy DBQ's](#) created during the summer of 2018 that were realigned with the 2019 standards as well as sites such as the [Library of Congress Primary Source Sets](#) and [National Archives](#).

DOK/Cognitive Complexity Example:

Source 1	Source 2	Source 3
 <p>This image shows two schools in Clarendon County between 1935-1950. Summerton Graded school on the left was a school for white children and Liberty Hill School on the right was for African American children.</p> <p>Source: South Carolina Department of Archives and History</p>	<p>"The plaintiffs contend that segregation in public schools of South Carolina deprives colored children of opportunities afforded in white schools, and subjects them to feelings of inferiority as compared with white children, which segregation in public schools fosters and promotes. They contend that segregated schools are not and cannot be equal to white schools..."</p> <p>- Excerpt from <i>Briggs v. Elliott</i> (1952) Source: National Archives</p>	 <p>These two photographs show the front and back of a historical marker in Clemson, SC titled "Integration with Dignity, 1963" that was established in 2003 by Clemson University.</p> <p>Source: The Historical Marker Database</p>

Content/Topic	Low	Medium	High
Segregated Schools	What do you notice in the images of schools in Source 1?	What comparisons can be made between the images in Source 1 and excerpt in Source 2?	What is the relationship between all three of the sources?

Appendix A Grade 8 South Carolina and the United States 2020 Alignment Guide Expository Narratives

Standard 1 Expository Narrative:

British North America was influenced by people of different backgrounds and their reasons for settlement. The eventual success of the British settlement in Virginia led to further interest in British colonization. All three colonial regions utilized different types of governments and approaches to earn profit. While the structures varied, the colonies of British North America utilized principles of rule of law, representative government, and self-government. These institutions, founded in British political thought, would serve as the basis of the founding principles of the United States. Many New England colonies and settlements were inhabited for religious reasons as a place for those fleeing the Church of England. The middle colonies, inhabited by a diverse group of people, sought religious tolerance with an economy utilizing both the fertile soil in available tracts of land and natural resources such as timber. South Carolina was founded as a proprietary colony in the southern region of British North America. Large plantations, dependence on slavery, and production of cash crops were attributes of Southern colonies. Each region featured a distinct physical geography, allowing for varying economic functions.

Success in agriculture, particularly in the Southern colonies, increased demand for labor from Africa. Africans were sold into enslavement and transported from the Rice Coast via the Middle Passage, bringing with them a variety of skills that contributed to the economic success of the plantation owner. The Fundamental Constitutions of Carolina, while an example of emerging individual rights for Carolina's citizens, also stripped enslaved people of all liberties. The task system of organizing labor was unique to South Carolina and assigned a certain amount of labor for the day. Enslaved people from numerous African tribes, through their interactions with Europeans, indigenous people, and Caribbean people, developed a culture within their communities. Through the Barbadian influence of plantocracy, the plantation owning elite held economic, political, and social power over all other classes of South Carolinians. Due to the geography of the sea islands, enslaved people living there in isolation were able to maintain aspects of their African heritage and cultural traditions as still seen today with the Gullah/Geechee.

Throughout this time period, Natives and colonists interacted, oftentimes presenting a disadvantage for the Natives. The Catawba and Cherokee tribes, each unique in their cultural practices, experienced change with the foundation of British colonies, which encroached upon native-held land. Trade between the tribes and European settlers proved beneficial initially but became a tool of power as the presence of settlers increased and natives became dependent on European goods. The Yemassee War, as well as the increase in the importation of Africans, minimized the need for colonial and Native cooperation and the enslavement of Natives. Increased tensions, including concepts of land ownership, unfair trade practices, and enslavement of the native population were part of causes of this war. Ultimately, the growing conflicts diminished the perceived usefulness of the Native population, which led to increased warfare to take control of Native-held territories.

Through an abundance of natural resources and enslaved labor, the Carolina colony maintained a mutually-beneficial economic system of mercantilism, making both the colonies and Britain wealthy. Colonies traded raw materials with Britain, who in turn shipped back finished products. Capitalizing on mercantilist beliefs, Britain passed the Navigation Acts to regulate trade between the mother country and its colonies, requiring colonists to trade solely with Britain. While the Navigation Acts appeared rigid, an unofficial policy of salutary neglect allowed colonists to practice trading with more freedom. However, the practice ended following the French and Indian War.

Standard 2 Expository Narrative:

Following the French and Indian War, Britain began to enforce the Navigation Acts thereby ending the practice of salutary neglect. These actions intruded on the longstanding economic and political self-determination that were afforded to the colonists. In the spirit of Enlightenment thinking, citizens of the Carolina colony responded using various methods, including boycotts, to circumvent the stricter British rule. South Carolina experienced a division of beliefs amongst its colonial population. Loyalists generally wanted to preserve their economic relationship with Britain and continue to remain loyal to the King. Patriots viewed British enforcement of mercantilist policies as limiting free trade and questioned the role of the King in making colonial decisions. In many cases loyalties and beliefs were tied to geography. South Carolinians living in the Lowcountry fought against each other as Patriots and Loyalists. These differences in ideology caused conflict between the two South Carolina regions. Various efforts attempted to minimize the conflict between them but ultimately interfered with the backcountry's goal to remain neutral during the American Revolution. Women were engaged in revolutionary activities during this period. While some free and enslaved African Americans had an opportunity for emancipation or increased civic participation, the majority of enslaved people did not.

Across the colonies, patriot leaders communicated and planned the First Continental Congress focused on finding a peaceful resolution. Continued conflict led to the colonists declaring independence and the subsequent revolution. Early battles over the course of the American Revolution motivated scores of South Carolinians to support Revolution retaliating against stricter economic control and poor treatment from the British. South Carolinians also took an active role in the continental government, in defiance to the royal government. The British employed a war plan of strategically splitting the colonies, while the Patriots used guerrilla warfare tactics to curb these objectives. The Battle of Saratoga forced the British to move south in order to gain more support from the Loyalists throughout the southern states. The introduction of French support of the Patriots helped to ensure eventual victory for these colonists.

The United States' first attempt at a system of government, the Articles of Confederation, proved unsuccessful because of the lack of national authority it granted the Federal Government. Due to turmoil resulting from a weak national government, Daniel Shays led a rebellion which prompted politicians to rethink the structure of the Articles of Confederation. This change would later help the new American nation defeat the English for a second time in the War of 1812 to solidify their independence. Within South Carolina, weak governmental oversight in the backcountry led to eventual calls for reform. The second attempt resulted in the Constitution, which,

together with the Bill of Rights, ensured a balanced system of government and individual protections. During the Constitutional Convention, discussions also focused on the role of slavery in the distribution of political power. South Carolinians, including John Rutledge and Charles Cotesworth Pinckney, were instrumental in the development of the Constitution and the Three-Fifths Compromise.

American expansion of territory and influence is prevalent from Revolution onward. While the Proclamation of 1763 initially minimized tension in the territory west of the Appalachians, after the American Revolution settlers began to settle further into Native lands. This physical expansion was made possible through the Louisiana Purchase. The expansion increased hostilities with Natives, which led to a series of conflicts.

Widespread population growth, including the enslaved population, occurred as a result of the agricultural shift to cotton dependency. Increased movement to the backcountry began to increase tensions within the state. To attempt to implement law and order in these newly populated areas, The Regulator Movement attempted to establish local government entities.

Standard 3 Expository Narrative:

With the rise in cotton production, the institution of slavery expanded across the South. Although the US Constitution outlawed the international slave trade, demand for slave labor continuously increased to keep pace with Northern and European demand for cotton and tobacco. As demand grew for enslaved labor in the South, debates over the future of slavery increased at the national level. The debate over slavery contributed to the development of antebellum sectionalism. Sectionalism included differing regional perspectives on issues such as federalism and economics. This regional self-interest prompted South Carolina's opposition to and nullification of the protective tariff. Though compromise was made before the bill was passed, the power of states to nullify laws was never determined. westward expansion also contributed to sectional discord. The federal government forced the Natives westward, as the nation sought economic gain from Native lands. The United States had to revisit the question of how far slavery would expand into new states and territories. The regions of the United States became greater connected during this time period as technological advances and innovations in transportation allowed for both goods and people to expand the boundaries. These expansions introduced more conflict as new boundaries were defined. Coupled with westward expansion and atrocities of the institution of slavery, the abolitionist movement grew. This fight to end slavery increased the motivation to provide civil rights to African Americans through national legislation.

To stop the conflict, compromises were attempted. The first notable compromise attempted was the Missouri Compromise (1820), which determined the protection of the institution of slavery based on geographic location. Following the Mexican American War, the Compromise of 1850 sought to tone down sectional discord as territories in the southwest applied for statehood. However, sectional

strife increased in the 1850s as the debate over slavery, citizenship, and federalism entered the United States Congress and Supreme Court. Following the Presidential Election of 1860, South Carolina voted to secede from the United States. Additional southern states seceded. After shots were fired at the Union-held Fort Sumter in Charleston, the American Civil War began.

In retaliation for the attack on Fort Sumter, the Union regained control of the ports at Port Royal and Charleston and used them as a base of operations. The Union blockade of Southern ports initially closed opportunities for Southern trade with Europe. There were some successful attempts to circumvent this Union naval blockade due to Confederate innovations, but the lack of free trade and overprinting currency caused inflation within the South. Following the turning point at Gettysburg, Sherman's March to the Sea effectively brought the American Civil War to an end. The passage of the Thirteenth Amendment in 1865 - and subsequent Reconstruction amendments - expanded the vision of the Emancipation Proclamation, fulfilled some abolitionist goals, and demonstrated federal authority to arbitrate regional conflict.

Standard 4 Expository Narrative:

The conclusion of the Civil War and subsequent Reconstruction brought more questions as to how much authority the federal government possessed over states. During Reconstruction, South Carolina ratified a new constitution in 1868 to protect the civil rights of the newly freed enslaved persons, leading to a period of diverse political representation, expanded educational opportunities, and protected rights for women. While the Reconstruction amendments provided a federal basis for the protection of civil rights, Southern states began creating local laws to infringe on the rights of African Americans. These laws maintained a racially segregated social and economic hierarchy. Following the Election of 1876, the Compromise of 1877 served as the final decision to close the era of Reconstruction. The rights African American rights gained during Reconstruction diminished. Limitations on voting rights occurred along with increased social discrimination through Jim Crow laws, which were upheld by the United States Supreme Court in 1896. African Americans were further silenced by violence and intimidation as a result of terrorist groups, such as the Ku Klux Klan, throughout, the South. Following the end of Reconstruction, debates among progressive, civil rights leaders regarding the path to opportunity and more involvement in the fight for equality helped extend the argument against segregation. Seeking new employment opportunities in the industrial North and perceiving the North as a place of acceptance, a large number of African Americans migrated out of the South in the early 20th century.

The geography of the South allowed for Southern states to continue relying on agriculture as a primary source of revenue. However, the workforce shifted from enslaved people to a strict system of tenant farming and sharecropping. During this period, the white Southern elite maintained an agricultural economic base for South Carolina. South Carolina's reliance on agriculture proved devastating during the early 20th century as a result of natural disasters and international competition. With inconsistent demand of cotton and cotton production, large-scale textile production was introduced to the state. Textile mills and mill villages developed in the

rural upstate, shifting the use of land from agriculture to production of consumer goods. Following national trends, the lack of safety regulations in the industrial workplace and in buildings resulted in dangerous and even deadly conditions. In an attempt to combat these problems, Progressive activists across the United States worked to enact legislation to bring about much needed changes for the labor force. As workers began organizing unions in northern factories, attempts were made to improve working conditions in South Carolina textile mills, but with a smaller impact. In addition, South Carolina began diversifying its economic base through using natural resources, which helped to fuel industrialization.

The Progressive Era of the late nineteenth century was a response to challenges within the workplace and in the major growth cities. The rise in immigration to meet the demands for industrial jobs and the corruption of government prompted more exposure to the problems and call for change. Movements to promote the rights of women, temperance, immigrants, workers, and children changed the social landscape and enacted new social legislation. The Progressive Movement resulted in a series of amendments to the United States Constitution by 1920.

In 1914, militarism, undisclosed alliances, imperialism, industrialization, and nationalism contributed to the outbreak of World War I in Europe. While the United States initially maintained a political stance of neutrality, the publication of the Zimmermann telegram by newspapers in 1917 resulted in the United States entering the war. South Carolina's contributions to the war effort included military service, the use of military bases, and participation in homefront support (i.e. liberty gardens and rationing). Following World War I, the United States retreated to a policy of isolation and nonintervention in an attempt to "return to normalcy."

An abrupt slowing of the growth of industry after World War I and a lack of governmental oversight were major factors contributed to the collapse of the nation's economy until World War II.

Standard 5 Expository Narrative:

To help alleviate the effects of the Great Depression, the New Deal was implemented to stabilize the economy and provide temporary support to people experiencing the hardships of the economic depression. Due to a decline in agriculture production, South Carolina entered an economic recession prior to the Great Depression. South Carolina lagged behind the nation in terms of many Progressive-era advancements, however, the New Deal programs opened up new economic opportunities. The spread of electricity throughout rural South Carolina improved living conditions and helped to increase agricultural production. National building programs provided jobs and infrastructure for South Carolina. Despite the improvements, the depression continued until the United States' entry into World War II. Wartime production resulted in civilians rationing consumer products. As a result of both new and established military bases in the states, South Carolina contributed significantly to the war effort. Upon conclusion of their military service, soldiers benefitted from the Servicemen's Readjustment Act, resulting in increased income and education levels throughout South Carolina.

During this period, large-scale public works projects (i.e. the interstate highway system) and a focus on mathematics and science education served as the basis of legislation to meet the demands of international political and economic competition. Conversely, leaders exploited fear and mistrust to restrict rights in the name of national security. Nationalism can be used as a unifying force to accomplish a common goal, but it also can be used to discriminate and disenfranchise certain groups of people.

Due to the devastating effects of nationalism that led to World War II and the Holocaust, many refugees and Holocaust survivors were forced to flee. Many settled in the United States. In South Carolina, Holocaust survivors contributed to the economic and social development of their new home. They faced both challenges and opportunities as they sought to establish new lives in the state economically and socially.

Many African American soldiers returning home from active duty in World War II contributed to the push for civil rights in the US as they fought to rectify the gap between the democratic ideas they fought for abroad and their experiences with segregation at home. The effects of *Plessy v. Ferguson* (1896) eventually led to comprehensive segregation laws of African Americans. Later court cases began to dismantle these laws throughout the South. South Carolina's *Briggs v. Elliott* (1952) case became part of the national *Brown v. Board* (1954) ruling which prohibited racial segregation in schools. By the mid-1950s, the modern Civil Rights Movement emerged to dismantle Jim Crow Laws across the South. During the Movement, students mobilized in South Carolina by participating in sit-ins and protests. Civil rights activists were often met with violence as they campaigned for equal rights. De jure segregation was abolished through Civil Rights era legislation; however, de facto segregation has implications throughout present-day society.

Throughout this period, public opinion led to the removing of some of the obstacles to African American political participation. Historically, the south was a Democratic Party stronghold. Following World War II, the national Democratic Party platform supported civil rights protection for African Americans and continued support for progressive reform. Between 1948 and 1972, the shifts in political platforms around civil rights resulted in South Carolinians changing their party affiliation. National civil rights legislation contributed to the shift in party alignment as African Americans participated in the political process for in numbers unseen since Reconstruction.

The post-war growth of industry shifted the population of South Carolina to the cities. Tourism, global trade and industry, and the military bases fueled South Carolina's economy. A strengthening South Carolina economy encouraged migration to the state, creating a diverse and expanding population base. In addition, post-World War II demobilization and support of Jewish refugees altered South Carolina's demographics. South Carolina's higher education system and private colleges bring researchers, students, and money into the state. In addition, tax incentives and right-to-work laws, although both controversial at times, have made South Carolina an attractive state for national and international business to establish operations.

While South Carolina has consistently grown on the international stage, the state still faces challenges. Inequity in the funding of rural and urban public-school districts was illustrated in the appeal of *Abbeville v. South Carolina* (2014). In addition, race relations remain influenced by the state's history. However, in recent years, South Carolina elected a minority and female governor and an African American United States Senator, the first in the state since Reconstruction. The racially motivated hate crime against parishioners at Mother Emanuel African Methodist Episcopal Church demonstrated an opportunity for South Carolinians to unify and the ability for people to peacefully protest for change. The state also continues to make strides in improving the education of the workforce, while tourism continues to provide jobs and attract visitors.