

**STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION**



United States History and the Constitution Alignment Guide

August 2024

Contents

Components of the Document	4
Course Themes.....	4
Course At a Glance	4
Standard Overview.....	4
Indicator Overview	4
United States History and the Constitution Course Themes	5
United States History and the Constitution Course At A Glance:	6
Standard 1 Overview: Foundations of American Republicanism	7
USHC.1.CO:.....	8
USHC.1.CE:	11
USHC.1.P:.....	14
USHC.1.CX:.....	16
USHC.1.CC:.....	18
USHC.1.E:.....	21
Standard 2 Overview: Expansion and Union	24
USHC.2.CO:.....	25
USHC.2.CE:	28
USHC.2.P:.....	30
USHC.2.CX:.....	32
USHC.2.CC:.....	34
USHC.2.E:.....	37
Standard 3 Overview: Capitalism and Reform	40
USHC.3.CO:.....	41
USHC.3.CE:	43

USHC.3.P:.....	46
USHC.3.CX:.....	49
USHC.3.CC:.....	52
USHC.3.E:.....	54
Standard 4 Overview: Modernism and Interventionism	57
USHC.4.CO:.....	58
USHC.4.CE:	61
USHC.4.P:.....	64
USHC.4.CX:.....	67
USHC.4.CC:.....	70
USHC.4.E:.....	73
Standard 5 Overview: Legacy of the Cold War	76
USHC.5.CO:.....	77
USHC.5.CE:	80
USHC.5.P:.....	83
USHC.5.CX:.....	87
USHC.5.CC:.....	90
USHC.5.E:.....	94
Appendix A United States History and the Constitution 2020 Alignment Guide Expository Narratives	97

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 Questions for Inquiry, Content List, 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 the 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 are the basis for the development of the End of Course Examination Program (EOCEP) and should all be explored with students. Additionally, Sample Tasks, Cognitive Complexity Examples, Possible Terminology to Support Teaching Skills, and Example Question/Sentence Stems are included for instructional guidance to support teaching the historical thinking skill.

Teachers can use excerpts from sources identified in the Content List as (stimuli) and in the Example Question/Sentence Stems. Depth of Knowledge (DOK)/Cognitive Complexity Examples help to convey information about the expected depth and breadth of the content/skill for each indicator of the standards. Teachers have the flexibility to include additional related content that meets the needs of their students.

United States History and the Constitution Course Themes

American Culture and Identity (ACI)	The American Culture and Identity theme encourages the study of various cultural groups, movements, and the development of distinct ideologies, including American exceptionalism, throughout periods of American history. Additionally, cultural movements and political ideologies impacted national politics, foreign policies, and societal development.
Capitalism and Technological Innovation (CTI)	The Capitalism and Technological Innovation theme encourages the study of the development of the American free enterprise system and its role in the promotion of exchange, industry, and invention within the economy and its impact on American society and politics. The American government's role includes promoting economic growth and regulating significant inequalities resulting from the free enterprise system.
Expansion, Regionalism, and Union (ERU)	The Expansion, Regionalism, and Union theme encourages the study of American expansionism and the simultaneous process of socio-economic division, unity, and the proper role of the federal government in regulation. Over time, American regions, political factions, and national institutions have experienced divergent and convergent economic, political, and social perspectives.
Founding Principles and Political Institutions (FPPI)	The Founding Principles and Political Institutions theme encourages the study of core American political values and institutions, founding documents, essential political processes, and constitutional debates. Founding principles, expressed in seminal documents, serve as the basis of unity, debates, and compromises over time.
Migration and Mobility (MM)	The Migration and Mobility theme encourages the study of the movement of humans into and throughout North America including reactions to the resulting demographic, economic, environmental, and political changes. Push and pull factors, significant migratory patterns, and the natural environment have also impacted movements in American history.
Natural Rights and Social Development (NRSD)	The Natural Rights and Social Development theme encourages the study of fundamental American values such as inalienable human rights, social reform movements, social legislation and the documents therein. American social values were shaped over time as evidenced in social reform and the resulting legislation. Initiatives undertaken in order to secure the rights and the blessings of liberty to disenfranchised groups will also be explored.

**United States History and the Constitution Course At A Glance:
Standard Key Concepts, Identified Course Themes, and Indicator Topics**

STANDARD 1 FOUNDATIONS OF AMERICAN REPUBLICANISM 1607-1815	STANDARD 2 EXPANSION AND UNION 1803-1877	STANDARD 3 CAPITALISM AND REFORM 1862-1924	STANDARD 4 MODERNISM AND INTERVENTIONISM 1893-1945	STANDARD 5 LEGACY OF THE COLD WAR 1945-present
<ul style="list-style-type: none"> American Culture and Identity (ACI) Founding Principles and Political Institutions (FPPI) 	<ul style="list-style-type: none"> Expansion, Regionalism, and Union (ERU) Natural Rights and Social Development (NRSD) 	<ul style="list-style-type: none"> Migration and Mobility (MM) Natural Rights and Social Development (NRSD) Capitalism and Technological Innovation (CTI) 	<ul style="list-style-type: none"> American Culture and Identity (ACI) Capitalism and Technological Innovation (CTI) 	<ul style="list-style-type: none"> American Culture and Identity (ACI) Capitalism and Technological Innovation (CTI)
1.CO: Comparison of Colonial Regions	2.CO: Comparison of the Antebellum North and South	3.CO: Comparisons of Industrial and Labor Leaders	4.CO: Comparison of Motives for and Outcomes of U.S. Foreign Intervention	5.CO: Comparison of the Cold War and Post-Cold War Eras
1.CE: Causes and Effects of the American Revolution	2.CE: Causes and Effects of Geographic Expansion	3.CE: Causes and Effects of Populist and Progressive Movements	4.CE: Causes and Effects of Boom and Bust Cycles	5.CE: Causes and Effects of Turning Points During the Cold War
1.P: Development of Federalism	2.P: Technological Changes and Social Reform Movements	3.P: Government Policies, Corporate Expansion, and Impacts on Native Americans	4.P: Changing Role of the Government in the Economy	5.P: Evolution of American Political Parties
1.CX: Atlantic World's Impact on Development of Republicanism	2.CX: Federal Government's Role in Securing Natural Rights	3.CX: Demographic Changes in the Gilded Age	4.CX: Cultural Changes of the 1920s and 1930s	5.CX: Economic Development and American Identity in Global Politics
1.CC: Role of the Federal Government	2.CC: Development of Sectionalism and Reunion	3.CC Settlement of the Frontier and Changes to the American West	4.CC: U.S. Homefront During the World Wars	5.CC: Movements for Civil Rights
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: Foundations of American Republicanism

Standard 1: Demonstrate an understanding of the influence of the Atlantic World on the regional and national development of republicanism and federalism from 1607–1815.

Key Concept	Enduring Understanding
Standard 1: Foundations of American Republicanism <ul style="list-style-type: none">1.CO: Comparison of Colonial Regions1.CE: Causes and Effects of the American Revolution1.P: Development of Federalism1.CX: Atlantic World’s Impact on Development of Republicanism1.CC: Role of the Federal Government1.E: Primary and Secondary Source Analysis	The economic attachment to the Atlantic nurtured the gradual cultural separation of the British North American colonies from the rest of the British Empire in the 17th century. The North American colonies united politically through the 18th century and this ultimately resulted in a proud American Republic which utilized Enlightenment ideals to realize a complete constitutional revolution by 1815.

Standard 1 Identified Course Themes:

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

Identified Course Themes	Description
Founding Principles and Political Institutions (FPPI)	The Founding Principles and Political Institutions theme encourages the study of core American political values and institutions, founding documents, essential political processes, and constitutional debates. Founding principles, expressed in seminal documents, serve as the basis of unity, debates, and compromises over time.
American Culture and Identity (ACI)	The American Culture and Identity theme encourages the study of various cultural groups, movements, and the development of distinct ideologies, including American exceptionalism, throughout periods of American history. Additionally, cultural movements and political ideologies impacted national politics, foreign policies, and societal development.

USHC.1.CO:

Analyze the development of the American identity through the founding principles and social and economic development of the Northern and Southern colonies from 1607 to 1763 using a comparative analysis.

This indicator was developed to encourage inquiry into a comparison of how the distinct geographic regions of the colonies impacted the early trans-Atlantic economy as well as perspectives on government. This indicator was written to encourage inquiry into how these differences prompted the thirteen colonies to see themselves as exceptionally American by 1754.

Topic: Comparing Colonial Regions

Possible Questions for Inquiry:

- To what extent did a common American colonial identity emerge separate from the British homeland? (ACI)
- How did differing regional characteristics (e.g., social, political, economic, geographic) influence the development of distinct regional identities? (ACI)
- What regional factors influenced the eventual development of the American government? (FPPI)

Content	Sample Tasks
<p>Colonial Characteristics</p> <ul style="list-style-type: none">• Northern<ul style="list-style-type: none">○ Economics: goods and services, mercantilism, triangle trade, salutary neglect○ Social Structure: large families, limited slavery, impact of religion○ Geography: colder climate, rocky soil, mountainous○ Government: town meetings, Mayflower Compact, self-government, salutary neglect○ Religion: Puritans, Quakers○ Example: Massachusetts Bay Colony<ul style="list-style-type: none">• “City on a Hill”• Southern<ul style="list-style-type: none">○ Economics: cash crops, mercantilism, triangle trade, raw materials, salutary neglect	<ul style="list-style-type: none">• Categorize the economic, social, and political characteristics of the Northern (i.e., New England and Middle) and Southern colonial regions and identify the similarities and differences.• Analyze the reasons for the similarities and differences in regional colonial characteristics.• Compare the northern and southern colonial regions to determine how geography played a role in the development of different social structures (e.g., town centers, schools, religion, labor, etc.).• Investigate how mercantilism and trans-Atlantic trade led to the development of similarities and differences between the colonies.• Assess the impact of geography on regional economic differences.• Assess the differences across the colonial regions to describe the foundation of sectional debates.

Content	Sample Tasks
<ul style="list-style-type: none"> ○ Social Structure: plantation system ○ Geography: warmer climate, rich soil, flat land ○ Government: House of Burgesses, self-government, salutary neglect ○ Religion: Anglican, religious toleration ○ Example: Virginia Colony 	<ul style="list-style-type: none"> • Compare the impact Salutary Neglect had on the development of colonial legislatures and how it contributed to similarities between colonial regions.
<p>Migration and Immigration</p> <ul style="list-style-type: none"> • Push and Pull Factors <ul style="list-style-type: none"> ○ Religious freedom ○ Economic opportunity • Voluntary vs. Involuntary Migration <ul style="list-style-type: none"> ○ Indentured servitude ○ Enslaved Africans 	<ul style="list-style-type: none"> • Analyze the reasons for similarities and differences in the Northern and Southern colonial regions using concepts such as push and pull factors. • Analyze the impact voluntary and involuntary migration had in the development of the Northern and Southern colonies.
<p>Colonial Relations with Native American Tribes and Nations</p> <ul style="list-style-type: none"> • Trade, alliances, conflict 	<ul style="list-style-type: none"> • Compare how Northern and Southern colonial relationships with Native American Tribes and Nations were similar or different.

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
Colonial Characteristics	What was a characteristic of the Southern colonies?	What were some of the differences between the Southern and Northern colonies?	Why did the Southern colonies develop different economic systems than the Northern 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 (insert content) and (insert content) similar?
- What would the authors/illustrators of the (stimuli) most likely agree on?
- Why would an individual from (location) agree or disagree with the information in the (stimulus)?
- What are the reasons for/impact of the similarities/differences in (insert content)?
- How was (insert content) carried out differently in (insert content) compared to (insert content)?
- How was the motivation for/outcome of (insert content) similar/different than (insert content)?

USHC.1.CE:

Assess the major developments of the American Revolution through significant turning points in the debates over independence and self-government from 1763 to 1791.

This indicator was developed to encourage inquiry into the relative causes and effects of the American Revolution through an analysis of the political and social progression of colonial desires for reform to colonial desires for independence. In addition, this indicator encourages inquiry into the impact of early founding documents such as the Declaration of Independence, the Articles of Confederation, the Constitution, the Federalist Papers, and the Bill of Rights.

Topic: Causes and Effects of the American Revolution

Possible Questions for Inquiry:

- How did the values of the American revolutionaries manifest themselves in the debates over and structure of the American government? (FPPI)
- To what extent were the origins of the American Revolution primarily economic or ideological? (ACI)

Content	Sample Tasks
American Independence <ul style="list-style-type: none">• Salutary Neglect• French and Indian War (1754-1763)• Albany Plan / “Join or Die”• Enlightenment Ideals: Locke• “No taxation without Representation”• Parliamentary Acts (1763-1774)• Stamp Act Congress (1765)• Boston Tea Party (1773)• Continental Congresses• <i>Common Sense</i> (1776)• Declaration of Independence (1776)	<ul style="list-style-type: none">• Chart the significant turning points in the progression from loyal colonists during the French and Indian War to revolutionaries writing the Declaration of Independence.• Classify and explain both short-term and long-term political, social, and economic causes of the American Revolution.• Evaluate the relative significance of the events leading to the American Revolution.

Content	Sample Tasks
<p>Self-Government</p> <ul style="list-style-type: none"> • Declaration of Independence (1776) • Articles of Confederation (1781) • Shays' Rebellion (1786) • Enlightenment Ideals: Montesquieu • Constitution Convention (1787) • Constitutional Compromises over Representation • Constitution (1787) • Federalists / Anti-federalists • <i>The Federalist Papers</i> (1788) • Bill of Rights (1789) • Central/national/federal government (synonyms) 	<ul style="list-style-type: none"> • Explain the causal relationship between the major founding documents: <ul style="list-style-type: none"> ○ Declaration of Independence ○ Articles of Confederation ○ Constitution ○ Federalist Papers ○ Bill of Rights

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
Effects of the French and Indian War	What was the result of the French and Indian War?	How did British actions after the French and Indian War affect the colonists?	To what extent were the colonists justified in resisting British policies after the French and Indian 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 (insert content) to (insert content)?
- What was a cause/an effect of the change from (insert content) to (insert content)?
- Which factor most contributed to (insert content) during (insert content)?
- What had the greatest influence on the development of (insert content)?
- Which situation did the information in the (stimulus) attempt to address?
- What was the immediate/long-term impact of (insert content) depicted in the (stimulus)?

USHC.1.P:

Summarize the changing relationship between individuals and the government during the period 1607 to 1800.

This indicator was developed to encourage inquiry into how the concept of federalism took hold in the early United States. In addition, this indicator promotes inquiry into the progression from a nation skeptical of a strong central government to a nation accepting of a division of power between the states and federal government.

Topic: Development of Federalism

Possible Questions for Inquiry:

- As the concept of federalism began to take hold in the U.S., which event best illustrates the turning point in the acceptance of a division of power between the national and state governments? (FPPI)
- How did the emerging political ideologies impact national politics and foreign policies? (ACI)

Content	Sample Tasks
<p>The Development of Federalism</p> <ul style="list-style-type: none">• House of Burgesses (1619)• Mayflower Compact (1620)• Stamp Act Congress (1765)• Articles of Confederation (1777)• Shays’ Rebellion (1786)• Northwest Ordinance (1787)• Ratification Debates• Constitution (1787)<ul style="list-style-type: none">◦ Constitutional Principles◦ “Necessary and Proper” Clause◦ Bill of Rights (1789)• Whiskey Rebellion (1794)	<ul style="list-style-type: none">• Identify major turning points in American opinions on government beginning with the foundational ideas in the House of Burgesses and Mayflower Compact to the Virginia and Kentucky Resolutions.• Create and annotate a timeline of events demonstrating the changing relationship between individuals and the government.• Summarize the characteristics, trends, and developments occurring between individuals and the government in 1607-1800 and assess the methods historians use to create historical periodization.• Explain turning points from 1607-1800 where power shifted between the state governments and the national government.

Content	Sample Tasks
Differing Interpretations of Federalism <ul style="list-style-type: none"> Two Party System: Federalists and Democratic-Republicans (1792) Hamilton vs. Jefferson (Industry vs. Agriculture) Alien and Sedition Acts/Virginia and Kentucky Resolutions (1798-99) 	<ul style="list-style-type: none"> Identify similarities between the arguments of the colonists against the British, the fundamental principles of the Constitution, and the arguments of early political parties.

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
Accepting of a Division of Power	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:

- | | | | |
|---|--|---|---|
| <ul style="list-style-type: none"> period starting point era before turning point(s) | <ul style="list-style-type: none"> end point categorize after theme summarize | <ul style="list-style-type: none"> social characteristics criteria power developments title/name/label | <ul style="list-style-type: none"> chronological circumstances historical narrative political characteristics economic characteristics |
|---|--|---|---|

Example Question/Sentence Stems:

- What is the significance of the events in the (stimulus)?
- How did (insert content) contribute to a new era in U.S. history?
- What characteristic(s) of the era is exemplified in the (stimulus)?
- What does the (stimulus) reveal about the U.S. during this time?
- Why was (insert content) 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?

USHC.1.CX:

Contextualize significant republican developments within North America's connection to the Atlantic World.

This indicator was developed to encourage inquiry into events in North America and Europe that sparked ideas of republicanism in the British colonies. This indicator was developed to encourage inquiry into how republican ideals helped some citizens, though marginalized groups still sought better opportunities and treatment.

Topic: Atlantic World's Impact on Development of Republicanism

Possible Questions for Inquiry:

- What impact, if any, did the Enlightenment have on the formation of a unique American identity? (ACI)
- Which global factor had the greatest impact on the development of republicanism in the U.S.? (FPPI)

Content	Sample Tasks
Enlightenment Ideals <ul style="list-style-type: none">• Natural rights (Locke)• Separation of power (Montesquieu)• Capitalism (Smith)	<ul style="list-style-type: none">• Assess the Enlightenment's impact on the Declaration of Independence and the Constitution.
First Great Awakening (1739) <ul style="list-style-type: none">• Religious liberty• Challenge to traditional religious and political authorities• Connection to development of republicanism	<ul style="list-style-type: none">• Explain how the shared religious experience of the First Great Awakening created a spirit of questioning and dissent that promoted ideas or conceptions of self-government.
Significant Republican Developments <ul style="list-style-type: none">• Mayflower Compact• House of Burgesses• Declaration of Independence (1776)• U.S. Constitution (1787)<ul style="list-style-type: none">◦ Constitutional Principles<ul style="list-style-type: none">▪ Popular sovereignty▪ Republicanism	<ul style="list-style-type: none">• Examine the impact of British political traditions on the establishment of the colonial and post-revolutionary American government.• Identify how African Americans, women, and Native Americans were or were not affected by the development of the new government.

Content	Sample Tasks
<ul style="list-style-type: none"> ▪ Limited government ▪ Federalism ▪ Separation of Powers ▪ Checks and balances (e.g., Impeachment, Judicial review, veto, etc.) ▪ Individual rights (e.g., Bill of Rights (1789)) 	

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
Development of Republicanism	What is republicanism?	What are examples of significant republican developments in the foundation of the U.S.?	In what way(s) were republican developments in the U.S. connected to the actions and events in Europe?

Possible Terminology to Support Teaching Context:

- affected
- at the same time
- broad
- circumstances
- connection
- global
- immediate
- impacted
- influenced
- inspired
- local
- national
- past events
- regional
- shaped

Example Question/Sentence Stems:

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

USHC.1.CC:

Analyze the processes of continuity and change in the debates over the proper role of the central government and neutrality in foreign affairs from 1789 to 1815.

This indicator was developed to encourage inquiry into the continued debates over the role of the federal government in the affairs of states and citizens as evidenced in the development of the two-party system. In addition, this indicator supports inquiry into the relationship of the United States with Europe and Native Americans in the west.

Topic: Role of the Federal Government

Possible Questions for Inquiry:

- How did the debates between the two parties create change in America? (FPPI)
- What continuities and changes emerged in the relationship between Native Americans and American citizens during this period? (ACI)

Content	Sample Tasks
<p>Debates Over the Role of the Federal Government in Domestic Affairs</p> <ul style="list-style-type: none">• Two Party System: Federalists and Democratic-Republicans (1792)<ul style="list-style-type: none">◦ Bank of the United States◦ “Necessary and Proper” Clause◦ Industry vs. Agriculture• Alien and Sedition Acts (1798)• Kentucky and Virginia Resolutions (1798-99)• Election of 1800	<ul style="list-style-type: none">• Evaluate the continuities or changes across the actions of each political party in their financial and foreign policies.• Analyze how the continued debates between Federalists and Democratic-Republicans influenced the strict and loose interpretations of the Constitution.• Assess the extent to which Jefferson’s Presidency was a turning point in the role of the federal government in domestic policies.• Evaluate how the Election of 1800 was both a continuity of the American political system as well as a shift in governing philosophy.

Content	Sample Tasks
Supreme Court's Impact on the Role of the Federal Government <ul style="list-style-type: none"> • <i>Marbury v. Madison</i> (1803) • The Marshall Court 	<ul style="list-style-type: none"> • Examine the growing influence of the judicial branch in determining the role of the government in the affairs of states and citizens.
U.S. Foreign Relations with Europe and Native Americans <ul style="list-style-type: none"> • Washington's Farewell Address (1796) • Impacts of westward expansion/Louisiana Purchase (1803) • Embargo Act of 1807 • Causes of the War of 1812 <ul style="list-style-type: none"> ◦ British impressment, Native American resistance, etc. 	<ul style="list-style-type: none"> • Chart the continuities and changes in American foreign policy towards both Europe and Native American tribes and nations from the Washington administration to the Madison administration. • Analyze how the War of 1812 reflects continuities and changes in American foreign policy as well as American relationships with Native Americans and Europeans (e.g., British impressment, Native American resistance, etc.).

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
Role of the Federal Government	What is the principle of judicial review?	What changes occurred as a result of the ruling in <i>Marbury v. Madison</i> (1803)?	What trends or patterns are evident from the decisions of the Marshall Court?

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 in evidence in the (stimulus)?
- How did (insert content) change from (insert content) to (insert content)?
- How was (insert content/concept) been repeated throughout U.S. history?
- Which factors most contributed to the change in (insert content) during/between (insert content)?
- How were previous policies toward (insert content) different from the policy in the (stimulus)?
- In what way did the event(s) in the (stimulus) represent an example of continuity/change in U.S. history?

USHC.1.E:

Utilize primary and secondary sources to investigate the impact of the Atlantic influence in the regional and national development of Republicanism and Federalism.

Examples of perspectives to consider through primary sources:

- Perspectives on natural rights
- Perspectives on social development and identity
- Perspectives on economic development
- Perspectives from marginalized groups
- Perspectives on republicanism
- Regional perspectives on political and economic issues

Examples of perspectives to consider through secondary sources:

- Historical interpretations regarding the relative importance of political traditions and economic motives in strengthening the national government
- Historical interpretations on the role of slavery in the major compromises at the Constitutional Convention of 1787
- Historical interpretations on the role of capitalism in the development of the new American nation
- Historical interpretations on the role of America's involvement in world affairs

Possible Terminology to Support Teaching Evidence:

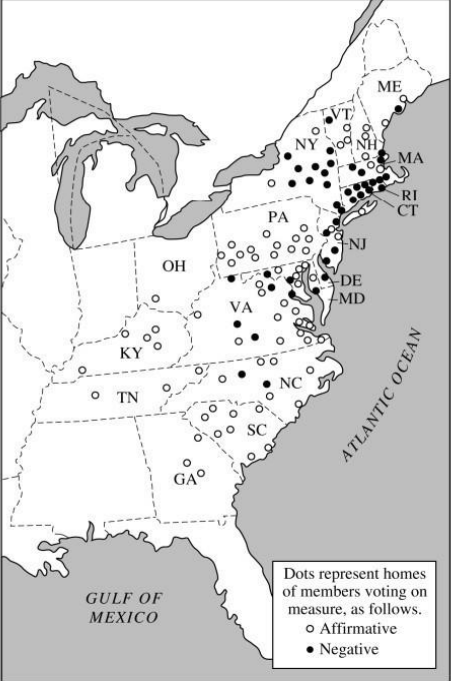
- | | | | | |
|---------------|------------|-----------------|-------------|----------------|
| • accuracy | • credible | • exhibit | • purpose | • show |
| • analyze | • criteria | • perspective | • rationale | • signal |
| • claim | • data | • point of view | • relevance | • substantiate |
| • clue | • 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
<p>The Committee on Foreign Relations of the U.S. House of Representatives reported on the nation’s growing conflict with France and Britain. This excerpt of the report explains U.S. complaints against Britain.</p> <p>“To sum up, in a word, the great causes of complaint against Great Britain, your committee need only say, that the United States, as a sovereign and independent Power, claim the right to use the ocean, which is the common and acknowledged highway of nations, for the purposes of transporting, in their own vessels, the products of their own soil, and the acquisitions of their own industry……Great Britain, in defiance of this incontestable right, captures every American vessel bound to, or returning from, a port where her commerce is not favoured; enslaves our seamen; and, in spite of our [complaints and protests], perseveres in these aggressions.”</p> <p>—<i>Annals of Congress of the United States</i>, Twelfth Congress, November 29, 1811</p>	<p>This excerpt is from a speech made by Congressman John C. Calhoun, a Democratic-Republican member of the House of Representatives from SC. Calhoun gave this address six months before war was declared on Britain.</p> <p>“The question, even in the opinion and by the admission of our opponents is reduced to this single point— Which shall we do, abandon or defend our own commercial and maritime rights, and the personal liberties of our citizens employed in exercising them? These rights are vitally attacked, and war is the only means of redress…… There is one principle necessary to make us a great people ……..and that is to protect every citizen in the lawful pursuit of his business …….. Protection and patriotism are reciprocal ……if [the British] persist in such daring insult and injury to [the United States], it will be bound in honor and interest to resist.”</p> <p>— John C. Calhoun, December 11, 1811</p>	<p>DISTRIBUTION OF VOTES IN THE HOUSE OF REPRESENTATIVES ON THE DECLARATION OF WAR, JUNE 4, 1812</p>  <p>The map shows the distribution of votes in the House of Representatives on the Declaration of War, June 4, 1812.</p>

Content/Topic	Low	Medium	High
Regional Perspectives on Political Issues	Which regions favored/opposed war with Britain in 1812?	What was America’s major complaint against Britain?	How does Source 3 seem to contradict Source 1 & 2?

Standard 2 Overview: Expansion and Union

Standard 2: Demonstrate an understanding of the relationship between economic and continental expansion and the evolving disagreements over natural rights and federalism from 1803 to 1877.

Key Concept	Enduring Understanding
Standard 2: Expansion and Union <ul style="list-style-type: none">• 2.CO: Comparison of the Antebellum North and South• 2.CE: Causes and Effects of Geographic Expansion• 2.P: Technological Changes and Social Reform Movements• 2.CX: Federal Government's Role in Securing Natural Rights• 2.CC: Development of Sectionalism and Reunion• 2.E: Primary and Secondary Sources Analysis	The antebellum period is comprised of technological and social developments which contributed to dissolution during the Civil War and reunion of the United States during Reconstruction. The expansion of the United States served as a catalyst for sectionalism in the early 19th century as well as the reconciliation between federalism and preserving natural rights with compromises before, during and after the Civil War.

Standard 2 Identified Course Themes:

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

Identified Course Themes	Description
Expansion, Regionalism, and Union	The Expansion, Regionalism, and Union theme encourages the study of American expansionism and the simultaneous process of socio-economic division, unity, and the proper role of the federal government in regulation. Over time, American regions, political factions, and national institutions have experienced divergent and convergent economic, political, and social perspectives.
Natural Rights and Social Development	The Natural Rights and Social Development theme encourages the study of fundamental American values such as inalienable human rights, social reform movements, social legislation and the documents therein. American social values were shaped over time as evidenced in social reform and the resulting legislation. Initiatives undertaken in order to secure the rights and the blessings of liberty to disenfranchised groups will also be explored.

USHC.2.CO:

Compare the economic, political, and social development of the antebellum North and South from 1803 to 1860 using a comparative analysis.

This indicator was developed to encourage inquiry into sectionalism through an analysis of the emergence of a national market, changes in the two-party system, and effects on marginalized groups. Inquiry into the regional interdependence exemplified by the relationship between the cotton industry in the South and the factory system of the North is also supported by the indicator.

Topic: Comparison of the Antebellum North and South

Possible Questions for Inquiry:

- What regional differences led to tensions between the sections in antebellum America? (ERU)
- Was the South justified in claiming that the American System benefited the North at their expense? (ERU)
- How did the experience of marginalized groups differ between the regions? (NRSD)

Content	Sample Tasks
<p>Sectional Divisions</p> <ul style="list-style-type: none">• Economic Competition<ul style="list-style-type: none">◦ American System (1815)◦ Industrial vs. Agrarian<ul style="list-style-type: none">▪ King Cotton▪ Market Revolution▪ Factory System (i.e., Lowell Mills)▪ Expansion of slavery• Political Disputes<ul style="list-style-type: none">◦ American System (1815)◦ Expansion of slavery<ul style="list-style-type: none">▪ Missouri Compromise (1820)◦ Tariffs/Nullification Crisis◦ Emergence of Democrats and Whigs◦ Jacksonian Democracy• Social Structures<ul style="list-style-type: none">◦ Urban centers vs. agrarian farms	<ul style="list-style-type: none">• Describe the differing impacts of the Market Revolution on the Northern and Southern regions of the United States.• Compare the political ideologies that shaped the North and South during this period.• Compare and contrast attitudes towards the American System in the North and South.• Compare and contrast the impacts on marginalized groups in the North and South.• Compare how Jacksonian Democracy (e.g., expansion of suffrage, empowerment of the “common man,” and rise of party loyalty) fostered economic and political changes in the North as well as supported agricultural interests and social hierarchies in the South.

Content	Sample Tasks
<ul style="list-style-type: none"> ▪ Old Immigrants (1840s-1850s): Western Europeans, Irish, Germans ▪ Enslaved Africans ○ Attitudes towards slavery/Abolitionist Movement ○ Women's Rights Movement <ul style="list-style-type: none"> ▪ Experiences of marginalized groups 	

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
Political Characteristics	What political characteristics were supported by people in the South?	How were the political characteristics of the North and the South similar or different?	Why did the North and the South develop different political characteristics?

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 (insert content) and (insert content) similar?
- What would the authors/illustrators of the (stimuli) most likely agree on?
- Why would an individual from (location) agree or disagree with the information in the (stimulus)?
- What are the reasons for/impact of the similarities/differences in (insert content)?
- How was (insert content) carried out differently in (insert content) compared to (insert content)?
- How was the motivation for/outcome of (insert content) similar/different than (insert content)?

USHC.2.CE:

Evaluate the causes and consequences of economic and geographic expansion through significant turning points from 1803 to 1865.

This indicator was developed to encourage inquiry into the causes of American expansion, such as a growing and diversifying population and the expansion of the plantation economy. This indicator promotes inquiry into the relationship between sectionalism and political compromise, culminating in the Civil War.

Topic: Causes and Effects of Geographic Expansion

Possible Questions for Inquiry:

- What was the most influential factor driving westward expansion prior to the Civil War? (ERU)
- How did westward expansion affect the natural rights of people living in the United States? (NRSD)

Content	Sample Tasks
<p>Causes and Effects of Initial Economic and Geographic Expansion:</p> <ul style="list-style-type: none">• Louisiana Purchase (1803)• Growing and diversifying population• Technological advancements<ul style="list-style-type: none">◦ Factory system (i.e., Lowell Mills)◦ Cotton gin (i.e., expansion of plantation economy)◦ New transportation methods• American System (1815)• Missouri Compromise (1820)• Monroe Doctrine (1823)• Indian Removal Act (1830) and the Trail of Tears• Mormon Trail (1846) <p>Causes and Effects of Mexican-American War (1846-1848):</p> <ul style="list-style-type: none">• Manifest Destiny• Popular Sovereignty• Free Soil Ideology (1848)	<ul style="list-style-type: none">• Identify groups (e.g., Native Americans, pioneers, Mormons etc.) that were involved in westward expansion and how their lives were impacted by it.• Identify the causes of the Mexican-American War and evaluate the impact on national unity.• Chart the decline of political compromise from the Mexican-American War through the start of the Civil War.• Explain the outcomes of the Missouri Compromise, Compromise of 1850, and Kansas-Nebraska Act and determine trends.• Identify both short-term and long-term political, economic, and social causes and consequences of westward expansion.• Identify both short-term and long-term political, economic, and social causes of the Civil War.

Content	Sample Tasks
<ul style="list-style-type: none"> • Compromise of 1850 • Fugitive Slave Law (1850) <p>Causes and Effects of Events Leading to the Impending Crisis:</p> <ul style="list-style-type: none"> • Kansas-Nebraska Act (1854) • Creation of the Republican Party (1854) • John Brown's Raid on Harpers Ferry (1859) 	

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
The Relationship Between Sectionalism and Political Compromise	What is sectionalism?	How did geographic expansion affect the growth of sectionalism?	To what extent did political compromises alleviate sectional tensions between the North and South?

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

USHC.2.P:

Summarize the impact of technological changes and social developments on the U.S., including the Civil War, during the period 1815 to 1865.

This indicator was developed to encourage inquiry into how technology fostered the growth of the cotton industry, the factory system, and urban centers. In addition, this indicator facilitates inquiry into how the Abolitionist Movement and Women's Rights Movements encouraged reforms.

Topic: Technological Changes and Social Reform Movements

Possible Questions for Inquiry:

- What role did new technological innovations play in the regionalism or expansionism of the United States? (ERU)
- In what way(s) was the Women's Rights Movement connected to other reform movements between 1815-1865? (NRSD)

Content	Sample Tasks
Technological Advances <ul style="list-style-type: none">• Telegraph• Railroads• Canals• Steam engines• Cotton Gin• Civil War resources (e.g., factories, weapons, railroads)	<ul style="list-style-type: none">• Sort key technological advancements into categories (transportation, communication, and manufacturing) and summarize their impact.• Explain the impact technological advancements had during the course of the Civil War.
Social Developments and Societal Reforms <ul style="list-style-type: none">• Abolition Movement/Abolitionists<ul style="list-style-type: none">◦ Underground Railroad◦ Impact of slave rebellions (e.g., Nat Turner's Rebellion)◦ Southern defense of slavery• Emancipation Proclamation• 54th Massachusetts Regiment	<ul style="list-style-type: none">• Analyze the impact of the Abolitionist movement in both the North and the South between 1815 and 1865.• Identify key turning points, such as the Seneca Falls Convention and the Emancipation Proclamation, in the progress of social movements during this time period.• Describe how and why women were involved in social reform movements (e.g., women's rights, temperance, penitentiary, public education, etc.) during this period.

Content	Sample Tasks
<ul style="list-style-type: none"> Women's Rights Movement <ul style="list-style-type: none"> Declaration of Sentiments (1848) Seneca Falls Convention (1848) 	

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
Women's Rights Movement	What was the primary goal of the Women's Rights Movement?	What were the achievements and limitations of the Women's Rights Movement during the Antebellum era?	How did the Women's Rights Movement intersect with the broader social, economic, and political developments of the time?

Possible Terminology to Support Teaching Periodization:

- | | | | |
|---|--|---|---|
| <ul style="list-style-type: none"> period starting point era before turning point(s) | <ul style="list-style-type: none"> end point categorize after theme summarize | <ul style="list-style-type: none"> social characteristics criteria power developments title/name/label | <ul style="list-style-type: none"> chronological circumstances historical narrative political characteristics economic characteristics |
|---|--|---|---|

Example Question/Sentence Stems:

- What is the significance of the events in the (stimulus)?
- How did (insert content) contribute to a new era in U.S. history?
- What characteristic(s) of the era is exemplified in the (stimulus)?
- What does the (stimulus) reveal about the U.S. during this time?
- Why was (insert content) 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?

USHC.2.CX:

Contextualize the perspectives on the role of the federal government in securing natural rights during the period 1830 to 1877.

This indicator was developed to encourage inquiry into how events such as the Indian Removal Act, the Civil War, and Reconstruction prompted examination of the federal government's role in protecting natural rights. In addition, this indicator supports inquiry into instances where disputes arose over the power of the federal government over state governments.

Topic: Federal Government's Role in Securing Natural Rights

Possible Questions for Inquiry:

- To what extent did the federal government promote and/or hinder access to civil rights during this time period? (NRSD)
- To what extent was Reconstruction a success and or a failure? (NRSD)

Content	Sample Tasks
<p>Antebellum Era</p> <ul style="list-style-type: none">• Indian Removal Act (1830)• <i>Worcester v. Georgia</i> (1832)• Trail of Tears• <i>Dred Scott v. Sandford</i> (1857) <p>Civil War</p> <ul style="list-style-type: none">• Election of 1860• Emancipation Proclamation (1863) <p>Reconstruction</p> <ul style="list-style-type: none">• 13th Amendment (1865)• 14th Amendment (1867)• 15th Amendment (1869)• Reconstruction Act of 1867• Freedmen's Bureau• Black Codes• Ku Klux Klan Act (1871)	<ul style="list-style-type: none">• Identify and describe the diverse viewpoints surrounding the role of the federal government in securing the rights of citizens during the Antebellum Period.• Analyze the historical context, including significant events, social movements, and changes in legislation, that shaped discussions about the federal government's role in securing rights.• Contextualize how suffrage (e.g., universal white male suffrage, women's suffrage, etc.) changed from 1830 to 1877.• Contextualize the debate over the Indian Removal Act between the executive and judicial branches.• Evaluate the role of the legislative, executive, and judicial branches in either expanding or limiting natural rights between 1830 to 1877.• Evaluate differing viewpoints on how Congressional Reconstruction did or did not uphold America's founding values.

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
Indian Removal Act of 1830	What was the purpose of the Indian Removal Act of 1830?	What factors contributed to the passage of the Indian Removal Act of 1830?	How did the Indian Removal Act of 1830 reflect the broader political, social, and economic dynamics of the United States in the early 19th century?

Possible Terminology to Support Teaching Context:

- affected
- at the same time
- broad
- circumstances
- connection
- global
- immediate
- impacted
- influenced
- inspired
- local
- national
- past events
- regional
- shaped

Example Question/Sentence Stems:

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

USHC.2.CC:

Differentiate the patterns of continuity and change within the development of sectionalism and reunion.

This indicator was developed to encourage inquiry into how the legislative and judicial branches responded to sectionalism, emancipation, westward expansion, and early industrialization. Inquiry into Reconstruction as a significant political and social turning point in United States history is supported by this indicator.

Topic: Development of Sectionalism and Reunion

Possible Questions for Inquiry:

- Did Supreme Court rulings of this time impact union and/or disunion? (ERU)
- How to what degree did legislation passed during Reconstruction change American society? (NRSD)

Content	Sample Tasks
<p>Early Industrialization</p> <ul style="list-style-type: none"> • American System (1815) <p>Westward Expansion and Native American Rights</p> <ul style="list-style-type: none"> • Indian Removal Act of 1830 • <i>Worcester v. Georgia</i> (1832) • Reservation system <p>Westward Expansion and Sectionalism</p> <ul style="list-style-type: none"> • American System (1815) • Missouri Compromise (1820) • Compromise of 1850 • Fugitive Slave Law (1850) • Kansas-Nebraska Act (1854) • <i>Dred Scott v. Sandford</i> (1857) <p>Emancipation and Reunion</p> <ul style="list-style-type: none"> • Emancipation Proclamation (1863) • 13th Amendment (1865) • Freedmen's Bureau 	<ul style="list-style-type: none"> • Describe how the American System facilitated the federal government's role in industrial growth through the 1800s. • Analyze the significance of the reservation system in the Indian Appropriations Acts (1851 & 1871) as a larger pattern of continuity between the federal government and Native American tribes and nations. • Evaluate the extent that the Kansas-Nebraska Act was both a continuity and a change in Congress's response to the expansion of slavery. • Evaluate how the events in the list reflect ongoing tensions between the branches of government. • Use the events in the list to evaluate how the actions of the legislative and judicial branches were often contentious and reflected competing interests and ideologies of the time.

Content	Sample Tasks
<ul style="list-style-type: none"> Black Codes Congressional Reconstruction - Reconstruction Act of 1867 Impeachment of Andrew Johnson (1868) Ku Klux Klan Act (1871) Compromise of 1877/Election of 1876 	<ul style="list-style-type: none"> Assess how legislation passed during Reconstruction attempted to change American society.

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
Sectionalism and Westward Expansion	What ongoing issue did the Compromise of 1850 attempt to address?	How was the Compromise of 1850 a change from the Missouri Compromise in 1820?	How did the Missouri Compromise, the Compromise of 1850, and the Kansas-Nebraska Act represent a pattern of continuity and/or change?

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 in evidence in the (stimulus)?
- How did (insert content) change from (insert content) to (insert content)?
- How was (insert content/concept) been repeated throughout U.S. history?
- Which factors most contributed to the change in (insert content) during/between (insert content)?
- How were previous policies toward (insert content) different from the policy in the (stimulus)?
- In what way did the event(s) in the (stimulus) represent an example of continuity/change in U.S. history?

USHC.2.E:

Utilize primary and secondary sources to judge the impact of economic and continental expansion on the evolving disagreements over natural rights and federalism.

Examples of perspectives to consider through primary sources:

- Perspectives on comparative social development and identity
- Perspectives on comparative economic development
- Perspectives on the expansion of slavery
- Perspectives on geographic expansion
- Perspectives on the impact of technology
- Perspectives on the conditions of marginalized people in the North and South

Examples of perspectives to consider through secondary sources:

- Historical interpretations regarding the authority of the federal government over states
- Historical interpretations on the role of the Civil War and Reconstruction's impact on African American society
- Historical interpretations on the impact of technology on expansion
- Historical interpretations on the impact of technology on social development
- Historical interpretations comparing the conditions of marginalized groups in both the North and the South.

Note: Lost Cause mythology should be taught within its proper context as an effort by former Confederates to justify the protection of slavery and secession. It is the writers' intent that the Lost Cause mythology should not be used as the basis of a historical argument because primary source documents and modern historiography refute such claims.

Possible Terminology to Support Teaching Evidence:

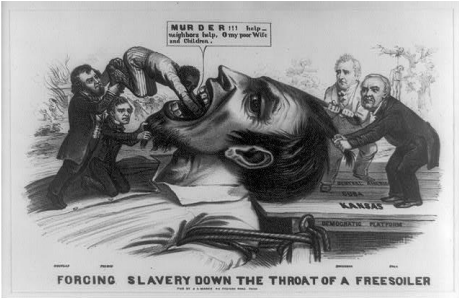
- | | | | | |
|---------------|------------|-----------------|-------------|----------------|
| • accuracy | • credible | • exhibit | • purpose | • show |
| • analyze | • criteria | • perspective | • rationale | • signal |
| • claim | • data | • point of view | • relevance | • substantiate |
| • clue | • 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
<p>“...The agitation was indeed great I assure you—dissolution of the Union had become quite a familiar subject. By the compromise however restricting slavery north of 36½ degrees we ended this unpleasant question. Of this the Southern people are complaining, but they ought not, for it has preserved peace, dissipated angry feelings, and dispelled appearances which seemed dark and horrible and threat[en]ing to the interest and harmony of the nation. The constitution has not been surrendered by this peace offering, for it only applies while a territory when it is admitted congress have the power and right to legislate, and not when they shall become States...”</p> <p>—Letter from John Eaton to Andrew Jackson, March 11, 1820</p>	<p>“...it is insisted that the admission of California shall be attended by a COMPROMISE of questions which have arisen out of SLAVERY!...It is now avowed by the honorable senator from South Carolina [Mr. CALHOUN] that nothing will satisfy the slave states but a compromise that will convince them that they can remain in the Union consistently with their honor and their safety. And what are the concessions which will have that effect?... that the free states... shall concede to the slave states, being in a minority in both, the unequal advantage of an equality - this is, that we shall alter the Constitution so as to convert the government from a national democracy, operating by a constitutional majority of voices, into a federal alliance, in which the minority shall have a veto against the majority. And this is to return to the original Articles of Confederation...”</p> <p>—Speech by William H. Seward in the Senate, “Freedom in the New Territories,” March 11, 1850</p>	 <p>This cartoon depicts a giant “freesoiler” being held down by the four Democratic candidates for the 1856 presidential election. Franklin Pierce holds down the giant's beard as Stephen Douglas shoves an black man into the giant's gaping mouth. James Buchanan and Lewis Cass stand on the Democratic platform marked "Kansas," "Cuba," and "Central America."</p> <p>—John Magee (illustrator), “Forcing Slavery Down the Throat of a Freesoiler,” 1856</p>

Content/Topic	Low	Medium	High
Disagreements on Federalism and Natural Rights	Does the author of Source 1 consider the Missouri Compromise successful?	How are the concerns in Source 2 similar to and different from the issues presented in Source 1?	How do the disagreements over federalism and natural rights evolve between 1820 and 1856 as shown in these sources?

Standard 3 Overview: Capitalism and Reform

Standard 3: Demonstrate an understanding of how innovation and industrialization impacted demographic change, reform movements, and American identity from 1862 to 1924.

Key Concept	Enduring Understanding
Standard 3: Capitalism and Reform <ul style="list-style-type: none">• 3.CO: Comparison of Industrial and Labor Leaders• 3.CE: Causes and Effects of Populist and Progressive Movements• 3.P: Government Policies, Corporate Expansion, and Impacts on Native Americans• 3.CX: Demographic Changes in the Gilded Age• 3.CC: Settlement of the Frontier and Changes to the American West• 3.E: Primary and Secondary Source Analysis	Industrialization, government support and technological growth led to immigration and urbanization, spurring the greatest industrial growth in American history. While beneficial overall, these processes contributed to a disparity in wealth, igniting reform movements that aimed to regulate business, altering the expectation of Americans that government could and perhaps should intervene to regulate economic problems.

Standard 3 Identified Course Themes:

There are six course themes identified for United States History and the Constitution. Two of the six themes have been identified that most relate to each of the five standards. The two themes identified for Standard 3 are as follows:

Identified Course Themes	Description
Capitalism and Technological Innovation	The Capitalism and Technological Innovation theme encourages the study of the development of the American free enterprise system and its role in the promotion of exchange, industry, and invention within the economy and its impact on American society and politics. The American government's role includes promoting economic growth and regulating significant inequalities resulting from the free enterprise system.
Migration and Mobility	The Migration and Mobility theme encourages the study of the movement of humans into and throughout North America including reactions to the resulting demographic, economic, environmental, and political changes. Push and pull factors, significant migratory patterns, and the natural environment have also impacted movements in American history.

USHC.3.CO:

Compare the strategies and tactics of the Captains of Industry to those of the leaders of the labor movement.

This indicator was developed to encourage inquiry into the economic, political, and social differences between industrial leaders and labor leaders. This indicator encourages inquiry into the post-Civil War growth of wealth, the conditions of the working class, and the response to industrialization and urbanization.

Topic: Comparisons of Industrial and Labor Leaders

Possible Questions for Inquiry:

- Was the growth of industrial capitalism a universal good? (CTI)
- Was inequality an inevitable outcome of industrialization? (CTI)
- To what extent were the calls for reform from organized labor successful? (CTI)

Content	Sample Tasks
<p>Industry</p> <ul style="list-style-type: none">• Captains of Industry/Robber Barons: (e.g., Andrew Carnegie, JP Morgan, Henry Ford, John Rockefeller)• Laissez-faire• Convict Lease System• Philanthropy• Social Darwinism• Types of Monopolies: Vertical/Horizontal Integration, Trusts <p>Labor</p> <ul style="list-style-type: none">• Collective Bargaining• Strikes (famous strikes)• Labor unions <p>Government</p> <ul style="list-style-type: none">• Political Machines• Sherman Antitrust Act (1890)	<ul style="list-style-type: none">• Compare the strategies and tactics of monopolies to those of the labor movement (e.g., blacklists, strikebreaking, firing, lockouts, closed shops, etc.).• Compare the response of the government to the needs of big businesses to its response to the needs of workers.• Compare and contrast the beliefs of industrial leaders and labor leaders on wealth accumulation.• Categorize the economic, political, and social differences between industrial leaders and labor leaders.

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
Industry and Labor Leaders	What are some characteristics of industry and labor leaders?	How were the strategies and tactics used by industry leaders different from labor leaders?	Why were industry leaders more successful in winning the support of the public than labor leaders?

Possible Terminology to Support Teaching Comparison:

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

Example Question/Sentence Stems:

- How are the (type of stimuli) from (insert content) and (insert content) similar?
- What would the authors/illustrators of the (stimuli) most likely agree on?
- Why would an individual from (location) agree or disagree with the information in the (stimulus)?
- What are the reasons for/impact of the similarities/differences in (insert content)?
- How was (insert content) carried out differently in (insert content) compared to (insert content)?
- How was the motivation for/outcome of (insert content) similar/different than (insert content)?

USHC.3.CE:

Assess the causes and effects of significant turning points in the Populist and Progressive era from 1877 to 1924.

This indicator was developed to encourage inquiry into the growth, decline, and legacy of the Populist Party. This indicator supports inquiry into the multifaceted objectives of the Progressive Movement, including political and social reforms, which influenced both political parties of the period and resulted in lasting legislation.

Topic: Causes and Effects of Populist and Progressive Movements

Possible Questions for Inquiry:

- Did populism provide an effective solution to the nation's problems? (CTI)
- Was the Progressive Movement successful in making the government more responsive to the will of the people? (CTI) (MM)

Content	Sample Tasks
Populism <ul style="list-style-type: none">• Farmers Alliance• Populist Movement• Support for government regulation of big business<ul style="list-style-type: none">◦ Interstate Commerce Act (1887)• Endorsed policies on bimetallism, graduated income tax (16th Amendment), direct election of Senators (17th Amendment)	<ul style="list-style-type: none">• Identify the economic and political climate that gave rise to the Populist Movement.• Explain the reasons for the creation of the Farmers Alliance.• Determine the relationship between the Populist Movement and the Interstate Commerce Act of 1887.
Progressivism <ul style="list-style-type: none">• Political<ul style="list-style-type: none">◦ Sherman Antitrust Act (1890)◦ Political machines◦ Voting reforms◦ Women's suffrage◦ Early Civil Rights Movement◦ Jim Crow laws◦ Election of 1912 (i.e., changing party platforms)	<ul style="list-style-type: none">• Describe the political, economic, and social climate that gave rise to the progressive reforms.• Analyze how the experiences of urbanization, industrialization, and immigration shaped the goals and priorities of the Progressive Movement.• Evaluate how Jim Crow laws and the <i>Plessy v. Ferguson</i> decision served as a catalyst for the early Civil Rights Movement.

Content	Sample Tasks
<ul style="list-style-type: none"> ○ Constitutional reforms <ul style="list-style-type: none"> ▪ 16th Amendment (1913) ▪ 17th Amendment (1913) ▪ 18th Amendment (1919) ▪ 19th Amendment (1920) • Social <ul style="list-style-type: none"> ○ Labor unions/famous strikes ○ Tenements/settlement houses ○ Muckrakers ○ Pure Food and Drug Act (1906) ○ Indian Citizenship Act (1924) 	<ul style="list-style-type: none"> • Identify and explain both short- and long-term effects of the Progressive Movement on the American political system, such as legislation passed (e.g., Pure Food and Drug Act (1906), Keating Owen Child Labor Act (1916), etc.) and the shifting of party platforms. • Explain the impacts famous strikes had on the public opinion of labor unions. • Explain the causes and effects of muckraking journalism.

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
Muckrakers	What was a muckraker?	What were the goals or strategies used by muckrakers?	What effects did muckrakers have on government policies during the Progressive era?

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

USHC.3.P:

Examine the relationship between the expanding corporate economy and American government during the period 1862 to 1924.

This indicator was developed to encourage inquiry into the economic transformation in the late 19th and early 20th century resulting largely from technological innovations, corporate structures and government policies. This indicator also promotes inquiry into Native American efforts to protect tribal rights and culture as the United States admitted new territories and states in the west.

Topic: Government Policies, Corporate Expansion, and Impacts on Native Americans

Possible Questions for Inquiry:

- How did technological innovations contribute to the growth of the corporate economy? (CTI)
- How did U.S. government policies and initiatives impact the land rights of Native Americans? (MM)

Content	Sample Tasks
<p>Technological Innovations and Corporate Structures</p> <ul style="list-style-type: none">• Industries (e.g., oil, steel, railroads)• Steam engine, electricity, telegraph, railroads, etc.• Monopolies <p>Government Policies and Acts</p> <ul style="list-style-type: none">• Pacific Railway Act (1862)• Homestead Act (1862)• Government subsidies, tariffs, and grants• Laissez-faire• Transcontinental Railroad• Interstate Commerce Act (1887)• Sherman Antitrust Act (1890)• Federal Reserve Act (1913)	<ul style="list-style-type: none">• Summarize how federal government policies, such as the Homestead Act and the Pacific Railway Act, contributed to corporate expansion during this time period.• Summarize the role government subsidies, tariffs, and land grants played in the growth of the corporate economy.• Categorize government actions as incentives or regulation.• Identify actions of the federal government, such as the Federal Reserve Act, that regulated the expanding corporate economy and summarize their impact on time period.

Content	Sample Tasks
Impacts on Native Americans <ul style="list-style-type: none"> • Reservation System • Broken treaties and Plains Indian Wars • Dawes Severalty Act (1887) 	<ul style="list-style-type: none"> • Analyze Native American efforts to protect tribal rights and culture as the United States admitted new territories and states in the west. • Analyze the impacts of the reservation system in the Indian Appropriations Acts (1871), broken treaties, and American Indian Wars (e.g., Sand Creek Massacre (1864), Little Bighorn (1876), Wounded Knee Massacre (1890), etc.) resulting from American government policies. • Summarize how U.S. government policies impacted the relationship between the United States and Native Americans during the late 1800s.

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
Impact of Government Policies	What government policy offered federal subsidies in land and loans for the construction of a transcontinental railroad in the second half of the nineteenth century?	How did government policies, such as the Pacific Railway Act, influence corporate expansion during the late 1800s?	How are government policies, such as the Pacific Railway Act, representative of the dominant economic trend during this time period?

Possible Terminology to Support Teaching Periodization:

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

Example Question/Sentence Stems:

- What is the significance of the events in the (stimulus)?
- How did (insert content) contribute to a new era in U.S. history?
- What characteristic(s) of the era is exemplified in the (stimulus)?
- What does the (stimulus) reveal about the U.S. during this time?
- Why was (insert content) 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?

USHC.3.CX:

Contextualize demographic changes resulting from economic development and growth during the Gilded Age.

This indicator was developed to encourage inquiry into factors influencing migration and immigration such as federal support for settlement of western territories, increased industrialization and employment opportunities in major cities, and the emergence of ethnic neighborhoods. This indicator was designed to support inquiry into additional factors influencing migration and immigration, such as refugees escaping from poverty, political turmoil, racial conflict, and natural disasters.

Topic: Demographic Changes in the Gilded Age

Possible Questions for Inquiry:

- What motivated immigrants to take the risk of moving to America? (MM, CTI)
- How was the American Identity challenged by demographic changes during the Gilded Age? (MM)

Content	Sample Tasks
<p>Factors Influencing Migration</p> <ul style="list-style-type: none">• Settlement of western territories<ul style="list-style-type: none">◦ Homestead Act (1862)◦ Pacific Railway Act (1862)• Industrialization<ul style="list-style-type: none">◦ Employment opportunities in cities◦ Rural to urban migration• Racial conflict<ul style="list-style-type: none">◦ Exodusters◦ The Great Migration <p>Factors Influencing Immigration</p> <ul style="list-style-type: none">• Push and pull factors (e.g., employment opportunities in cities and constructing railroads, refugees escaping from poverty, political turmoil, and natural disasters)<ul style="list-style-type: none">◦ “Old” Immigrants: Antebellum Era (e.g., Western Europeans, Irish, and Germans)	<ul style="list-style-type: none">• Contextualize how government policies and legislation affected demographic trends during the Gilded Age.• Analyze the economic factors driving demographic changes during the Gilded Age.• Contextualize demographic changes during the Gilded Age by examining push and/or pull factors that brought New Immigrants to the United States.• Examine why the reception and treatment of the “new” immigrants in the late 1800s was different from that of “old” immigrants.• Make generalizations about how specific instances of migration or immigration connect to the broader historical context of regional or national events in the United States.

Content	
<ul style="list-style-type: none"> ○ “New” Immigrants: Industrial Revolution (e.g., Irish, Scandinavians, Southern and Eastern Europeans and Asians) <p>Contextualize Immigration-Related Developments</p> <ul style="list-style-type: none"> • Chinese Exclusion Act (1882) • Nativism • Assimilation • Ethnic neighborhoods • Immigration Act of 1924 	

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
Assimilation	What is assimilation?	Why would Nativists support assimilation?	How did the concept of the “melting pot” manifest in the early 1900s and what evidence supports or refutes this portrayal of America?

Possible Terminology to Support Teaching Context:

- affected
- at the same time
- broad
- circumstances
- connection
- global
- immediate
- impacted
- influenced
- inspired
- local
- national
- past events
- regional
- shaped

Example Question/Sentence Stems:

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

USHC.3.CC:

Analyze significant developments in the settlement of the frontier between 1862 to 1924.

This indicator was developed to encourage inquiry into the changing economy of the west as well as the popularized concept of the “closing of the frontier.” Inquiry into the American west possessing a diverse population consisting of African Americans, Hispanic, Native American, and immigrants from Europe and Asia is supported by this indicator.

Topic: Settlement of the Frontier and Changes to the American West

Possible Questions for Inquiry:

- To what extent does the history of the American West during the Gilded Age live up to the perception of the “Wild West”? (MMI, CTI)
- What opportunities did the West give the people who moved there? (CTI)

Content	Sample Tasks
<p>Developments in the Settlement of the Frontier</p> <ul style="list-style-type: none">• Homestead Act (1862)• New economic trends (e.g., farming, mining, ranching/cattle drives, and working on the Transcontinental Railroad)<ul style="list-style-type: none">◦ Employment for “New” Immigrants (Irish, Scandinavians, and Asians)◦ Impacts on Hispanic communities in the Southwest• American Indian Wars and Reservations<ul style="list-style-type: none">◦ Evolution of the Reservation System◦ Dawes Severalty Act (1887)• Environmental Conservation/National Park Service<ul style="list-style-type: none">◦ Buffalo Soldiers• Migration of Exodusters	<ul style="list-style-type: none">• Identify groups that moved to the American West and describe continuities and changes experienced within the region.• Assess the continuities and changes in U.S. government policies towards Native Americans as compared to previous time periods as well as within the period 1862-1924.• Examine the continuities in the experiences of Hispanic/Latino communities and Native Americans resulting from westward expansion.• Assess the continuities and changes in the society of the West as diverse groups settled there between 1862 to 1924.

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
Groups in the American West	What opportunities in the American West contributed to the settlement of the region?	How did new migrant groups change the lives of people who already lived in the American West?	How do the experiences of various groups in the American West exemplify patterns of continuity or change?

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 in evidence in the (stimulus)?
- How did (insert content) change from (insert content) to (insert content)?
- How was (insert content/concept) been repeated throughout U.S. history?
- Which factors most contributed to the change in (insert content) during/between (insert content)?
- How were previous policies toward (insert content) different from the policy in the (stimulus)?
- In what way did the event(s) in the (stimulus) represent an example of continuity/change in U.S. history?

USHC.3.E:

Utilize a variety of primary and secondary sources to analyze multiple perspectives of innovation and industrialization on demographic change, reform, and American identity.

Examples of perspectives to consider through primary sources:

- Perspectives on comparative economic development
- Perspectives on the frontier
- Perspectives on the Captains of Industry
- Perspectives on the role of government in the economy
- Perspectives on reform movements

Examples of perspectives to consider through secondary sources:

- Historical interpretations regarding the Captains of Industry as robber barons
- Historical interpretations regarding the impact of the labor movement
- Historical interpretations on the Populist and Progressive Movements
- Historical interpretations on the impact of the settlement of the west
- Historical interpretations regarding the impact of constitutional amendments.

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
<p>“This, then, is held to be the duty of the man of Wealth: First, to set an example of modest, unostentatious living, shunning display or extravagance; to provide moderately for the legitimate wants of those dependent upon him; and after doing so to consider all surplus revenues which come to him simply as trust funds, which he is called upon to administer, and strictly bound as a matter of duty to administer in the manner which, in his judgment, is best calculated to produce the most beneficial result for the community-the man of wealth thus becoming the sole agent and trustee for his poorer brethren, bringing to their service his superior wisdom, experience, and ability to administer-doing for them better than they would or could do for themselves.”</p> <p>–Andrew Carnegie, “Wealth” 1889</p>	<p>“But now comes a harder question. How is this growing wealth divided? Is it rightly or wrongly divided?...During the past fourteen years the wealth of this nation has increased much faster than the population, but the people who work for wages are little if any better off than they were fourteen years ago....</p> <p>What has the Christian moralist to say about this state of things? He is bound to say that it is a bad state of things, and must somehow be reformed....Christianity...ought with all its emphasis to say to society: ‘Your present industrial system, which fosters enormous inequalities, which permits a few to heap up most of the gains of this advancing civilization, and leaves the many without any substantial share in them, is an inadequate and inequitable system, and needs important changes to make it the instrument of righteousness.’”</p> <p>–Congregationalist Minister Washington Gladden, 1886</p>	<p>“U.S. Supreme Court Dissolves the Standard Oil Trust”</p> <p>“Washington, D.C., May 15 - The Standard Oil company of New Jersey and it's nineteen subsidiary corporations were declared today by the Supreme Court of the United States to be a conspiracy and combination in restraint of trade.</p> <p>It also was held to be monopolizing interstate commerce in violation of the Sherman anti-trust law. The dissolution of the combination was ordered to take place within six months.</p> <p>Thus ended the tremendous struggle on the part of the government to put down by authority of law a combination which it claimed was a menace to the industrial and economic advancement of the entire country...”</p> <p>–<i>The Weekly Republic</i>, May 18, 1911</p>

Content/Topic	Low	Medium	High
Perspectives on the Captains of Industry	How did Carnegie justify his wealth?	What arguments were put forward against the owners of large corporations?	Would the author of Source 1 or Source 2 be more likely to support the Supreme Court ruling in Source 3? Why do you think so?

Standard 4 Overview: Modernism and Interventionism

Standard 4: Demonstrate an understanding of how the American identity both at home and abroad was affected by imperialism, world conflict, and economic boom and bust in the period 1893 to 1945.

Key Concept	Enduring Understanding
Standard 4: Modernism and Interventionism <ul style="list-style-type: none">4.CO: Comparison of Motives for and Outcomes of U.S. Foreign Intervention4.CE: Causes and Effects of Boom and Bust Cycles4.P: Changing Role of the Government in the Economy4.CX: Cultural Changes of the 1920s and 1930s4.CC: U.S. Homefront During the World Wars4.E: Primary and Secondary Source Analysis	Increasing global intervention led to opposing points of view regarding America’s proper global role. Emerging global connectedness contributed to the Great Depression and a return to neutrality and isolationism. World War II permanently shook America out of a policy of isolationism and neutrality and into the global society.

Standard 4 Identified Course Themes:

There are six course themes identified for United States History and the Constitution. Two of the six themes have been identified that most relate to each of the five standards. The two themes identified for Standard 4 are as follows:

Identified Course Themes	Description
American Culture and Identity	The American Culture and Identity theme encourages the study of various cultural groups, movements, and the development of distinct ideologies, including American exceptionalism, throughout periods of American history. Additionally, cultural movements and political ideologies impacted national politics, foreign policies, and societal development.
Capitalism and Technological Innovation	The Capitalism and Technological Innovation theme encourages the study of the development of the American free enterprise system and its role in the promotion of exchange, industry, and invention within the economy and its impact on American society and politics. The American government's role includes promoting economic growth and regulating significant inequalities resulting from the free enterprise system.

USHC.4.CO:

Develop a comparative analysis of the motives for and outcomes of American policies regarding foreign intervention.

This indicator was developed to encourage inquiry into the political and economic motivations for the United States to intervene in Pacific and Latin American nations. This indicator was developed to encourage inquiry into the outcomes of American interventionism in World War I and World War II.

Topic: Comparison of Motives for and Outcomes of U.S. Foreign Intervention

Possible Questions for Inquiry:

- How were the reasons for American intervention in foreign affairs similar and different over the period 1900-1945? (CTI, ACI)
- How did American concerns for national security differ over the period 1893-1945? (ACI)

Content	Sample Tasks
<p>Motives of Intervention in the Pacific and Latin America</p> <ul style="list-style-type: none"> • Economic interests: trade, ports, natural resources • World power: naval expansion, increased role in international affairs • Social and cultural beliefs: Social Darwinism, promotion of democracy <p>Outcomes of Intervention in the Pacific and Latin America</p> <ul style="list-style-type: none"> • Hawaii/Spanish-American War and Philippines/China/Panama <ul style="list-style-type: none"> ◦ Monroe Doctrine/ Roosevelt Corollary ◦ Open-Door Policy (1899) ◦ Panama Canal ◦ America becomes an empire through territorial gains ◦ Arguments for/against imperialism <p>Motives/Outcomes of Intervention in World War I</p> <ul style="list-style-type: none"> • Arguments for Isolationism/Interventionism • Neutrality 	<p>Overarching Comparisons</p> <ul style="list-style-type: none"> • Create a graphic organizer to compare the motivations for U.S. involvement in Pacific and Latin American affairs, World War I, and World War II. • Compare the similarities in arguments for isolation or intervention before World War I and World War II. • Compare and contrast the factors that led to American involvement in World War I and World War II. • Compare the U.S. position on foreign policy resulting from the Spanish-American War, World War I, and World War II. <p>Smaller-Scope Comparison</p> <ul style="list-style-type: none"> • Using a graphic organizer, compare and contrast the motives for American intervention in different regions of Latin America and the Pacific.

Content	Sample Tasks
<ul style="list-style-type: none"> • Unrestricted submarine warfare • Zimmermann Telegram (1917) • Treaty of Versailles • League of Nations <p>Motives/Outcomes of Intervention in World War II</p> <ul style="list-style-type: none"> • Arguments for Isolationism/Interventionism • Neutrality Acts (1935-1939) • Lend-Lease (1941-1945) • Pearl Harbor (1941) • Atomic Bomb • United Nations • Universal Declaration of Human Rights (1948) 	<ul style="list-style-type: none"> • Compare the arguments for and against imperialism. • Compare contrasting perspectives on participation in political organizations or involvement in foreign affairs. • Compare the political/economic motivations for neutrality with the eventual reasons for involvement in World War I. • Analyze the similarities and differences in the evolution of neutrality prior to the United States' entry into World War II.

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
Motives for American Intervention in the Pacific	What are the defining characteristics of imperialism?	In what ways was U.S. intervention in Hawaii similar to U.S. intervention in the Philippines?	Why were some Americans supportive of intervention in the Pacific while other Americans were opposed?

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 (insert content) and (insert content) similar?
- What would the authors/illustrators of the (stimuli) most likely agree on?
- Why would an individual from (location) agree or disagree with the information in the (stimulus)?
- What are the reasons for/impact of the similarities/differences in (insert content)?
- How was (insert content) carried out differently in (insert content) compared to (insert content)?
- How was the motivation for/outcome of (insert content) similar/different than (insert content)?

USHC.4.CE:

Evaluate significant turning points, including the immediate and long-term causes and effects of the business cycles of capitalism.

This indicator was developed to encourage inquiry into the causes and effects of the boom and bust cycles of the 1920s and 1930s. This indicator prompts inquiry into the continued debate over laissez-faire capitalism and progressive economic regulation as exemplified in the New Deal.

Topic: Causes and Effects of Boom and Bust Cycles

Possible Questions for Inquiry:

- Which laissez-faire policies most contributed to the onset of the Great Depression? (CTI)
- In what ways did the New Deal impact marginalized groups such as African Americans and women? (ACI)

Content	Sample Tasks
<p>1920s</p> <ul style="list-style-type: none">• Mass production techniques/assembly line• Consumerism• Income disparity• Laissez-faire capitalism• Inflation• Installment plans and easy credit• Overproduction• Stock Market Crash (1929) <p>1930s</p> <ul style="list-style-type: none">• Dust Bowl• Foreclosures, homelessness, poverty, unemployment• Deficit spending• Economic Regulation: New Deal - Relief, Recovery, Reform<ul style="list-style-type: none">◦ Relief: Agricultural Adjustment Act (1933), Civilian Conservation Corps (1933-1942)◦ Recovery: National Industrial Recovery Act (1933), Works Progress Administration (1935-1943)	<ul style="list-style-type: none">• Explain the relationship between the widespread use of installment plans and the eventual collapse of the stock market.• Determine how increased consumerism and laissez faire economic policy contributed to the Great Depression.• Analyze the effects the bust cycle of the 1930s on Americans (e.g., Hooverilles, shantytowns, bank failures, etc.).• Assess the effects of federal deficit spending on the economy during the Great Depression.• Evaluate the short- and long-term effect(s) of FDR's relief, recovery, reform plan.• Assess the impact of the New Deal on different groups of people in the 1930s.

Content	Sample Tasks
<ul style="list-style-type: none"> ○ Reform: Fair Labor Standards Act (1938), Federal Deposit Insurance Commission (1933), Wagner Act (1935) • Pre-war mobilization 	<ul style="list-style-type: none"> • Analyze the impact WWII had on the economy prior to America's entry into the war.

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
The New Deal	What plan was initiated by President Franklin D. Roosevelt to ease the effects of the Great Depression?	What were the effects of the New Deal programs?	In what ways did the implementation of New Deal programs have a long-term impact on the relationship between the federal government and its citizens?

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

USHC.4.P:

Summarize the changing role of the government in the economy during the period 1917 to 1945.

This indicator was constructed to facilitate inquiry into how economic conditions prompted an evolution of fiscal and monetary policy featuring significant turning points. This indicator also supports inquiry into the laissez-faire policies of the 1920s, the balance of free markets and government intervention of the 1930s, and the command economies during World War I and World War II.

Topic: Changing Role of the Government in the Economy

Possible Questions for Inquiry:

- How did the government's approach to the economy evolve between 1917 and 1945? (CTI)
- To what extent should the federal government's role in the economy be shaped by economic conditions and/or global conflict? (CTI)

Content	Sample Tasks
<p>1920s Fiscal/Monetary Policy</p> <ul style="list-style-type: none">• Laissez-faire• Promote business interests/free markets <p>1930s Fiscal/Monetary Policy</p> <ul style="list-style-type: none">• Extensive government economic intervention• Deficit spending• New Deal: Relief, Recovery, Reform<ul style="list-style-type: none">◦ Relief: Agricultural Adjustment Act (1933), Civilian Conservation Corps (1933-1942)◦ Recovery: National Industrial Recovery Act (1933), Works Progress Administration (1935-1943)◦ Reform: Fair Labor Standards Act (1938), Federal Deposit Insurance Commission (1933), Wagner Act (1935)• Debates of Federal Government's Role in the Economy<ul style="list-style-type: none">◦ Court Packing Plan (1937)	<ul style="list-style-type: none">• Analyze the impact the federal government's laissez-faire policies and reduced government spending/taxation during the 1920s had on economic conditions.• Analyze the federal government's role in the economy during the 1920s with its role before and after this period.• Explain how the New Deal programs demonstrate a significant turning point in the federal government's role in regulating the economy.• Summarize the impacts of the federal government's role in the economy (e.g., rationing and price controls) during times of war.• Create an annotated timeline of major turning points that altered the federal government's economic policy from 1917 to 1945 and evaluate the reasons for the changes.

Content	Sample Tasks
World War I & World War II Fiscal/Monetary Policy <ul style="list-style-type: none"> • Command economy • Rationing • War bonds/financing • Wartime agencies • Increased government spending 	<ul style="list-style-type: none"> • Analyze the impact increased government spending/taxation during the 1930's had on economic conditions. • Analyze how wartime agencies (e.g., War Industries Board during WWI and the War Production Board during WWII) expand the role of the government in regulating and direction economic activity.

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
The New Deal and the Role of the Federal Government	What were the New Deal programs established to do?	How did the implementation of the New Deal policies during the 1930s mark a significant turning point?	How did the Supreme Court's decisions regarding New Deal legislation reflect debates over the limits of federal power during this time period?

Possible Terminology to Support Teaching Periodization:

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

Example Question/Sentence Stems:

- What is the significance of the events in the (stimulus)?
- How did (insert content) contribute to a new era in U.S. history?
- What characteristic(s) of the era is exemplified in the (stimulus)?
- What does the (stimulus) reveal about the U.S. during this time?
- Why was (insert content) 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?

USHC.4.CX:

Contextualize changes in American culture within new migration patterns, participation in global conflict, and capitalist business cycles.

This indicator was developed to encourage inquiry into the shaping of American culture as a result of mass media, African American cultural and arts movements, and increased consumerism. This indicator also supports inquiry into the effects of nativism on government policy, continued discrimination against marginalized groups, and economic hardships on American culture during the 1920s and 1930s.

Topic: Cultural Changes of the 1920s and 1930s

Possible Questions for Inquiry:

- How did global conflicts prompt social and cultural changes in America during the 1920s and 1930s? (ACI)
- To what extent did immigration and migration influence government policy during the 1920s and 1930s? (ACI)

Content	Sample Tasks
Contextualizing Cultural Changes of the 1920s: <ul style="list-style-type: none">• Harlem Renaissance<ul style="list-style-type: none">◦ Great Migration<ul style="list-style-type: none">▪ Jim Crow laws▪ Economic opportunities• Popular culture and leisure time<ul style="list-style-type: none">◦ Mass media◦ Flappers◦ Rise of Professional Sports / Negro Leagues• Social movements<ul style="list-style-type: none">◦ Fundamentalism◦ Scopes Trial (1925)• Consumerism<ul style="list-style-type: none">◦ Mass production and new technologies◦ Rural hardships◦ Overproduction◦ Easy credit/installment plans	<ul style="list-style-type: none">• Contextualize how Jim Crow laws and the decision in <i>Plessy v. Ferguson</i> influenced new migration patterns and subsequent cultural changes.• Examine how technological advancements during the 1920s shaped American cultural and lifestyle practices.• Examine how mass media influenced cultural trends and ideas in the 1920s and 1930s.• Examine contrasting cultural values during the 1920s and the reactions of different societal groups.• Contextualize the rise of social movements (e.g., prohibition and temperance, fundamentalism/modernism, etc.) during the 1920s.• Contextualize how nativism influenced government actions and policies in the 1920s.

Content	Sample Tasks
<ul style="list-style-type: none"> ○ Consumer debt ○ Laissez-faire ○ Social inequalities • Participation in global conflict <ul style="list-style-type: none"> ○ Isolationism ○ First Red Scare • Effects of nativism/discrimination of marginalized groups <ul style="list-style-type: none"> ○ Immigration Act of 1924 ○ Revival of the Ku Klux Klan <p>Contextualizing Changes in American Culture in the 1930s:</p> <ul style="list-style-type: none"> • Changes to society and culture <ul style="list-style-type: none"> ○ Hardships of the Great Depression and Dust Bowl ○ New Deal programs 	<ul style="list-style-type: none"> • Explain how events, such as the Sacco and Vanzetti case, provide context for understanding nativism in the 1920s. • Examine how the economic conditions in the 1930s influenced American culture and society (e.g., arts, literature, music, etc.)

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
Flappers	What was a “Flapper?”	How did flapper lifestyle challenge traditional gender norms in the 1920s?	To what extent did the rise of flapper culture in the 1920s represent a broader shift towards modernity and individualism in American society?

Possible Terminology to Support Teaching Context:

- affected
- at the same time
- broad
- circumstances
- connection
- global
- immediate
- impacted
- influenced
- inspired
- local
- national
- past events
- regional
- shaped

Example Question/Sentence Stems:

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

USHC.4.CC:

Examine the continuity and changes on the U.S. homefront surrounding World War I and World War II.

This indicator was developed to encourage inquiry into the wartime domestic policies during periods of global conflict. This indicator also supports inquiry into America's response to the Holocaust and the roles of African Americans and women related to the war effort.

Topic: U.S. Homefront During the World Wars

Possible Questions for Inquiry:

- To what extent did World War I and World War II impact the lives of women and minorities in the United States? (ACI)
- How did events on the homefront during World War I and World War II shape American society and identity? (ACI)

Content	Sample Tasks
<p>World War I</p> <ul style="list-style-type: none">• American newspaper coverage of the wars• Political propaganda related to entering WWI• Rationing• War bonds• Espionage and Sedition Acts (1918) <p>World War II</p> <ul style="list-style-type: none">• American newspaper coverage of the wars• Political propaganda related to entering WWI and WWII• The German American Bund Rally at Madison Square Garden (1939)• Executive Order 8802 (1941)• Executive Order 9066 (1942)• Rationing• War bonds• Double V Campaign• Minority Roles in the War Effort<ul style="list-style-type: none">◦ “Rosie the Riveter”	<ul style="list-style-type: none">• Examine the continuities that existed on the homefront during World War I and World War II.• Describe how the mobilization of industry and labor on the homefront during World War I and World War II impacted employment and the economy.• Describe the changes to the lives of the average American on the homefront during times of war.• Examine the continuities in the use of propaganda during World War I and World War II.• Explain how wartime needs during World War I and World War II created new opportunities for marginalized groups.• Examine the debate over the protection of citizens’ natural rights versus the needs of national security during both World Wars.

Content	Sample Tasks
<ul style="list-style-type: none"> ○ European Jews joining the American war effort ○ Harlem Hell fighters ○ Navajo Code Talkers ○ Tuskegee Airman • America's Response to the Holocaust <ul style="list-style-type: none"> ○ American attitudes about war refugees 	<ul style="list-style-type: none"> • Investigate how America's response to the Holocaust and war refugees remained consistent with past policies and evolved over time (e.g., War Refugee Board in 1944). • Determine patterns of continuity in attitudes toward the immigration of war-affected groups into the U.S. in the 1920s, 1930s, and 1940s.

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
Minority Roles on the Homefront	How did minority groups contribute to the war effort during World War I or World War II?	In what way(s) were the contributions of minority groups similar during World War I and World War II?	In what ways did inequality persist while economic opportunities for marginalized groups expanded during the World Wars?

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 in evidence in the (stimulus)?
- How did (insert content) change from (insert content) to (insert content)?
- How was (insert content/concept) been repeated throughout U.S. history?
- Which factors most contributed to the change in (insert content) during/between (insert content)?
- How were previous policies toward (insert content) different from the policy in the (stimulus)?
- In what way did the event(s) in the (stimulus) represent an example of continuity/change in U.S. history?

USHC.4.E:

Utilize primary and secondary sources to analyze the impact of changes in American foreign policy, worldwide conflicts, and business cycles in capitalism.

Examples of perspectives to consider through primary sources:

- Perspectives on the role of government in the market cycles of capitalism
- Perspectives on society and culture
- Perspectives on intervention during world conflicts

Examples of perspectives to consider through secondary sources:

- Historical interpretations regarding the authority of the federal government over the economy.
- Historical interpretations on the role of crisis and conflict on the size of the federal government
- Historical interpretations on the impact of technology on the economy

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

Possible Terminology to Support Teaching Evidence:

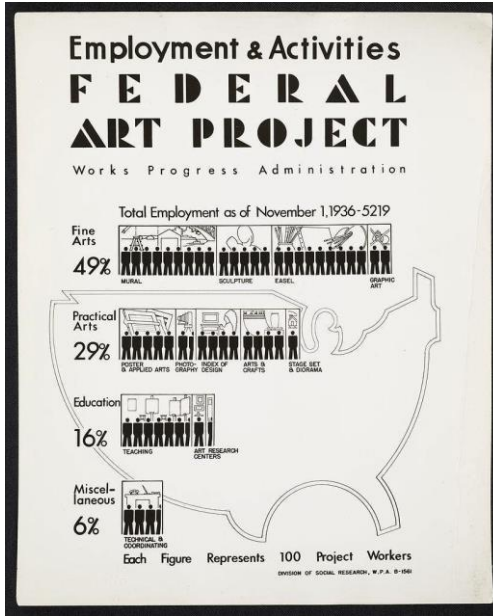
- | | | | | |
|---------------|------------|-----------------|-------------|----------------|
| • accuracy | • credible | • exhibit | • purpose | • show |
| • analyze | • criteria | • perspective | • rationale | • signal |
| • claim | • data | • point of view | • relevance | • substantiate |
| • clue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

Possible Tasks for Teaching with Primary 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
<p>“I have rejoiced in keeping down the annual budget, in reducing taxes, and paying off the national debt, because the influence of such action is felt in every home in the land. It has meant that the people not only have greater resources with which to provide them-selves with food and clothing and shelter, but also for the enjoyment of what was but lately considered the luxuries of the rich. We call these results prosperity. They have come because the people have been willing to do their duty. They have refrained from waste; they have shunned extravagance. . .</p> <p>It would be unfortunate, however, if out of these discussions the impression should be gained that it is the obligation of the Government to furnish the people with prosperity. They are entitled to such an administration of their affairs as will give them every fair opportunity, but it should always be remembered that if there is to be prosperity they must furnish it for themselves. . . “</p> <p>–President Coolidge, Speech presented at 15th Meeting of the Business Organization of the Government, 1928</p>	<p>“The election is over. Governor Roosevelt has been chosen President by an unprecedented majority. The people, North and South, East and West, have called him to the chief magistracy with all but one voice. The new day called, for a new deal. We take off our hats with respect and honor for Mr. Hoover who patriotically loved, labored, and failed. If ever a defeated candidate commanded the esteem and respect of his country, it is he. But Mr. Hoover put too much reliance in outgrown theories and outworn tools. The political economic and social theories and practices of mankind are not in the process of reshaping. Conservatives and reactionaries are out of date. The time for the radical has not yet come. The times demand liberal conservatism and conservative liberalism. In Roosevelt, these qualities meet...”</p> <p>–Editorial on the election of Franklin Roosevelt from The Palmetto Leader, November 9, 1932</p>	 <p>This is a poster summarizing total employment of the Federal Art Project, as of November 1, 1936, broken down by activities.</p> <p>–Poster from the Works Progress Administration, 1936</p>

Content/Topic	Low	Medium	High
Perspectives on the Role of Government in the Market Cycles of Capitalism	In Coolidge’s opinion, what is the proper role of government in people’s economic affairs?	From what political point of view is the editorial in Source 2 written, democrat or republican? How do you know?	How would the authors of Sources 1 and 2 feel about the program depicted in Source 3? What textual evidence supports your answer?

Standard 5 Overview: Legacy of the Cold War

Standard 5: Demonstrate the impact of America’s global leadership on technological advancements, the transition to a post-industrial society, and ongoing debates over identity in the period 1945 to the present.

Key Concept	Enduring Understanding
Standard 5: Legacy of the Cold War <ul style="list-style-type: none">• 5.CO: Comparison of the Cold War and Post-Cold War Eras• 5.CE: Causes and Effects of Turning Points During the Cold War• 5.P: Evolution of American Political Parties• 5.CX: Economic Development and American Identity in Global Politics• 5.CC: Movements for Civil Rights• 5.E: Primary and Secondary Source Analysis	The Cold War era led to technological advancements and an improved standard of living for most Americans. The United States contributed to the creation of international organizations meant to contain communism and further American interests around the world. Domestically, American identity fractured between varying political perspectives.

Standard 5 Identified Course Themes:

There are six course themes identified for United States History and the Constitution. Two of the six themes have been identified that most relate to each of the five standards. The two themes identified for Standard 5 are as follows:

Identified Course Themes	Description
Capitalism and Technological Innovation	The Capitalism and Technological Innovation theme encourages the study of the development of the American free enterprise system and its role in the promotion of exchange, industry, and invention within the economy and its impact on American society and politics. The American government's role includes promoting economic growth and regulating significant inequalities resulting from the free enterprise system.
Natural Rights and Social Development	The Natural Rights and Social Development theme encourages the study of fundamental American values such as inalienable human rights, social reform movements, social legislation and the documents therein. American social values were shaped over time as evidenced in social reform and the resulting legislation. Initiatives undertaken in order to secure the rights and the blessings of liberty to disenfranchised groups will also be explored.

USHC.5.CO:

Explain the technological developments and economic changes in the U.S. during the Cold War and post-Cold War eras using a comparative analysis.

This indicator was developed to encourage inquiry into the relative importance of medical advancements and the beginnings of the digital age. This indicator fosters inquiry into the new economic, governmental, and vocational spending policies developed as a result of competition with the Soviet Union.

Topic: Comparison of the Cold War and Post-Cold War Eras

Possible Questions for Inquiry:

- To what extent were the 1950s a time of great peace, progress, and prosperity for Americans? (CTI)
- To what extent did the developments resulting from the Cold War have a more positive or negative impact on society? (NRDS & CIT)

Content	Sample Tasks
Developments Resulting from U.S. and Soviet Union Competition During the Cold War <ul style="list-style-type: none">• Technological Developments<ul style="list-style-type: none">◦ Space Race◦ Nuclear Arms Race◦ Medical advancements (e.g., vaccines, antibiotics, surgical advancements)◦ Digital Technology• Economic Developments<ul style="list-style-type: none">◦ Marshall Plan (1948)◦ Military spending◦ Military-Industrial Complex◦ Education and workforce development<ul style="list-style-type: none">▪ G.I. Bill (1944)	Overarching Comparisons <ul style="list-style-type: none">• Identify key technological advancements from each decade between 1950 and 2010 and compare their effects on American economics society.• Compare the impact of technological and economic developments on the standard of living in America during and after the Cold War.• Compare the technological innovations in communication and information technology between the Cold War and post-Cold War eras.• Compare how the economic changes in the Cold War era were similar or different from the economic changes in the post-Cold War era.

Content	Sample Tasks
<p>Developments During the Post-Cold War Era</p> <ul style="list-style-type: none"> • Technological Developments <ul style="list-style-type: none"> ○ Hyperconnectivity in communications technology <ul style="list-style-type: none"> ▪ Internet/World Wide Web (www) ▪ Cell phones ▪ Social media ○ Medical advancements & health care reform • Economic Developments <ul style="list-style-type: none"> ○ Service sector outgrows the manufacturing sector ○ Increased income inequality ○ Deregulation ○ Increased national debt ○ Great Recession (2007-2009) 	<ul style="list-style-type: none"> • Draw conclusions about the relative significance of the similarities and/or differences between the Cold War and post-Cold war eras. • Compare the transition from a manufacturing-based economy to a service-based economy during the Cold War and post-Cold War era and explore the implications on employment, education, and economic growth. <p style="text-align: center;">Smaller-Scope Comparisons</p> <ul style="list-style-type: none"> • Identify various ways the government spent money to fight the Cold War and compare their impacts on life in America. • Create a graphic organizer to compare how technological developments (e.g., launch of Sputnik, creation of NASA, or Defense Research Projects Agency DARPA) and economic developments resulting from the competition between the U.S. and Soviet Union impacted American society during the Cold War. • Create a graphic organizer to compare how technological developments (e.g., International Space Station (1998), renewable energy, medical technology, etc.) and economic developments (e.g., deregulation, globalization, outsourcing of labor, etc.) impacted American society during the post-Cold War era. • Examine legislative initiatives, such as the G.I. Bill (1944), the Interstate Highway Act (1956), or the National Defense Education Act (1958) to draw conclusions about their comparable effects on American society.

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
Technological Development in the Economy	What were the main technological developments during the Cold War?	How did the competition between the U.S. and the Soviet Union influence the development of new technology during the Cold War?	What were the reasons for the similarities and difference between the technological developments in the Cold War and post-Cold War eras?

Possible Terminology to Support Teaching Comparison:

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

Example Question/Sentence Stems:

- How are the (type of stimuli) from (insert content) and (insert content) similar?
- What would the authors/illustrators of the (stimuli) most likely agree on?
- Why would an individual from (location) agree or disagree with the information in the (stimulus)?
- What are the reasons for/impact of the similarities/differences in (insert content)?
- How was (insert content) carried out differently in (insert content) compared to (insert content)?
- How was the motivation for/outcome of (insert content) similar/different than (insert content)?

USHC.5.CE:

Assess the immediate and long-term causes and effects through significant turning points of the Cold War.

This indicator was developed to facilitate inquiry into the rivalry between the United States and the Soviet Union scientifically, economically, ideologically, and socially. This indicator also promotes inquiry into the proxy wars conducted on the Korean peninsula and in Vietnam.

Topic: Causes and Effects of Turning Points During the Cold War

Possible Questions for Inquiry:

- What were the political, economic, and social consequences of American involvement in the Vietnam War? (CTI)
- How did the ideological, economic, social rivalry with the Soviet Union impact the United States? (CTI)

Content	Sample Tasks
<p>Significant Turning Points of the Cold War</p> <ul style="list-style-type: none">• Truman Doctrine (1947)<ul style="list-style-type: none">◦ Containment of Communism• Marshall Plan (1948)• North Atlantic Treaty Organization (1949)• Arms Race• Space Race• McCarthyism and the Second Red Scare• Korean War (1950-1953)• Eisenhower Doctrine (1957)<ul style="list-style-type: none">◦ Domino Theory• Berlin Wall (1961-1989)• Cuban Missile Crisis (1962)• Vietnam War (1955-1975)<ul style="list-style-type: none">◦ Gulf of Tonkin Resolution (1964)◦ Anti-war protests◦ Campus activism◦ War Powers Act (1973)◦ Credibility gap	<ul style="list-style-type: none">• Explain the long- and short-term causes of significant events that intensified Cold War tensions.• Analyze how significant events, like the launch of <i>Sputnik</i> or the Cuban Missile Crisis, served as turning points in the Cold War.• Examine the effects of major policies, such as containment or détente/arms control, on global events during the Cold War.• Identify cause and effect relationships between significant turning points of the Cold War.• Examine the political, economic, and social consequences of U.S. involvement in the Vietnam War.• Examine the how debates between “Hawks” and “Doves” and activism at campuses such as Kent State impacted the U.S. role in Vietnam.• Generalize the overall causes and effects of the Cold War using significant turning points as supporting evidence.

Content	Sample Tasks
<ul style="list-style-type: none"> Détente Dissolution of the Soviet Union (1991) 	<ul style="list-style-type: none"> Analyze how the Soviet invasion of Afghanistan in 1979 ended the period of détente and increased the rivalry between the Soviet Union and the United States. Evaluate the successes and failures of the U.S. policies to stop the spread of Communism in Europe and Southeast Asia.

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
Containment Policy	What was the goal of the U.S. policy of containment after World War II?	What role did the policy of containment play in U.S. involvement in foreign conflict during the Cold War?	To what extent was the U.S. foreign policy of containment successful in achieving its objectives?

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

USHC.5.P:

Summarize the changes in the major American political party platforms during the period.

This indicator was developed to encourage inquiry into how different party platforms evolved following World War II. This indicator promotes inquiry into how the major parties came to represent different approaches to fiscal and political governance as well as social and judicial policies.

Topic: Evolution of American Political Parties

Possible Questions for Inquiry:

- How have societal values and priorities influenced political party platforms since World War II? (NRSD)
- To what extent should political parties prioritize individual freedoms over societal welfare? (NRDS)

Content	Sample Tasks
<p>American Political Party Platforms Over Time (e.g., Foreign Policy, Economic, and Social Issues)</p> <ul style="list-style-type: none">• Early Cold War (1940s-1950s)<ul style="list-style-type: none">◦ Republicans<ul style="list-style-type: none">▪ Emphasis on containment of Communism◦ Democrats<ul style="list-style-type: none">▪ Emphasis on containment of Communism▪ Support internationalism• Civil Rights Era (1950s-1960s)<ul style="list-style-type: none">◦ Republicans<ul style="list-style-type: none">▪ Criticism of Great Society▪ Criticized decisions of the Warren Court◦ Democrats<ul style="list-style-type: none">▪ Split of the “Solid South” and exodus of Southern Democrats from party▪ Great Society▪ Supported decisions of the Warren Court	<ul style="list-style-type: none">• Generalize the different party approaches to fiscal and political governance and social and judicial policies using specific actions as supporting evidence (e.g., government intervention, national defense, federal deficit, free market principles, civil rights legislation, taxation, regulation, etc.).• Analyze the regional and demographic shift in the support of the Republican and Democratic Party Platforms during the time period.• Analyze how the integration of the military could be considered a turning point in party politics with the split of the Dixiecrats and eventual rise of the modern Republican Party in the South.• Compare the policy stances of each party at the beginning of the time period to those at the end of the time period.• Identify shifts within the time period for each political party in their stances on foreign policy, economic policy, and social issues.

Content	Sample Tasks
<ul style="list-style-type: none"> • Vietnam Era (1960s-1970s) <ul style="list-style-type: none"> ◦ Republicans <ul style="list-style-type: none"> ▪ Silent Majority ▪ Environmental Protection Agency ▪ New Federalism ▪ New Right ◦ Democrats <ul style="list-style-type: none"> ▪ Anti-war movement ▪ New Left ▪ Expand platform to include environmental protection • Reagan Era (1980s) <ul style="list-style-type: none"> ◦ Republicans <ul style="list-style-type: none"> ▪ “Reaganomics” tax cuts and deregulation ▪ Moral Majority ▪ Support for military spending and superiority ◦ Democrats <ul style="list-style-type: none"> ▪ Continued support for Great Society programs • Post-Cold War Era (1990s-2000s) <ul style="list-style-type: none"> ◦ Republicans <ul style="list-style-type: none"> ▪ Continuation of tax cuts and deregulation ▪ Shift towards assertive foreign policy in response to September 11, 2001 terrorist attacks ▪ Support for “War on Drugs” ◦ Democrats <ul style="list-style-type: none"> ▪ Centrist policies on welfare reform and fiscal conservatism ▪ Continue support for social issues ▪ NAFTA 	<ul style="list-style-type: none"> • Analyze some decisions of the Warren Court to draw conclusions about political party stances on social issues and the role of the federal government. Possible cases for analysis: <ul style="list-style-type: none"> ◦ <i>Brown v. Board of Education</i> (1954) ◦ <i>Gideon v. Wainwright</i> (1963) ◦ <i>Griswold v. Connecticut</i> (1965) ◦ <i>Miranda v. Arizona</i> (1966) ◦ <i>Loving v. Virginia</i> (1967) ◦ <i>Tinker v. Des Moines Independent Community School District</i> (1969) • Examine the significance of the silent majority/southern strategy as a turning point in party politics. • Describe political, economic and social conditions within the time period that gave rise to the “New Left” and “New Right.” • Summarize the evolution of the “New Left” and social progressivism that continued into the 2000s (e.g., affirmative action, women’s rights, LGBTQ+ rights, labor unions, consumer rights, racial justice, criminal justice reform, immigration reform, gun control, women’s health and reproductive rights, etc.). • Summarize the evolution of the “New Right” and emphasis on conservative values that continued into the 2000s (e.g., traditional definition of marriage, pro-life/anti-abortion, border security, etc.).

Content	
<ul style="list-style-type: none"> 21st Century (2010s-present) <ul style="list-style-type: none"> Republicans <ul style="list-style-type: none"> Fiscal conservatism, reduce government spending, lower taxes Democrats <ul style="list-style-type: none"> Shift towards progressive policies (e.g., healthcare reform, climate change, income inequality) <p>Significant Presidential Elections</p> <ul style="list-style-type: none"> Election of 1980 Election of 2000 Election of 2008 	

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
Political Movements	What were the core components of the New Right movement?	What specific policy positions of the New Right movement were different from earlier Republican Party platforms?	In what ways did the New Right movement have a lasting impact on the Republican Party?

Possible Terminology to Support Teaching Periodization:

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

Example Question/Sentence Stems:

- What is the significance of the events in the (stimulus)?
- How did (insert content) contribute to a new era in U.S. history?
- What characteristic(s) of the era is exemplified in the (stimulus)?
- What does the (stimulus) reveal about the U.S. during this time?
- Why was (insert content) 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?

USHC.5.CX:

Contextualize domestic economic development and American national identity within global politics.

This indicator was designed to support inquiry into the relationship between the Cold War and post-9/11 eras on the shaping of the American identity. This indicator also promotes inquiry into the impact of social and economic developments since the Election of 1980 on the American identity.

Topic: Economic Development and American Identity in Global Politics

Possible Questions for Inquiry:

- How significantly is America's identity shaped by its role in global affairs and global politics? (CTI)
- To what extent have digital technologies and social media platforms positively or negatively influenced the formation of American identity? (NRSD)

Content	Sample Tasks
<p>Impact of America's Role in Global Affairs on American Identity</p> <ul style="list-style-type: none">• 1940s-60s: International Influence<ul style="list-style-type: none">◦ United Nations◦ U.S. Support of Israel◦ Containment policy (e.g., proxy wars)• 1970s: Foreign Policy Challenges<ul style="list-style-type: none">◦ Withdrawal from Vietnam◦ Credibility gap◦ Watergate◦ Dependence on foreign oil<ul style="list-style-type: none">▪ Stagflation◦ Iran Hostage Crisis (1979-1981)• 1980s-1990s: Revival of American Dominance<ul style="list-style-type: none">◦ Persian Gulf War• 2000s: Post 9/11 Global Challenges<ul style="list-style-type: none">◦ War on Terror (i.e., Operation Enduring and Iraqi Freedom)	<p>Broader Historical Contextualization</p> <ul style="list-style-type: none">• Examine domestic and foreign reactions to American foreign policy across the time period to make generalizations about changes in America's national identity. <p>Focused Contextualization</p> <ul style="list-style-type: none">• Examine how internal and external beliefs about American identity influenced U.S. action in proxy wars, CIA global actions and conflicts, etc.• Identify factors that influenced American public opinion on the Vietnam conflict over the course of the war.• Examine how the credibility gap increased with the release of the <i>Pentagon Papers</i> and the impact it had on American national identity.• Assess the possible roles economic motives have played in America's involvement in foreign affairs since 1970.

Content	Sample Tasks
	<ul style="list-style-type: none"> Contextualize how dependence on foreign oil and the Oil Embargo of 1973 from the Organization of the Petroleum Exporting Countries (OPEC) impacted American national identity within global politics. Contextualize the shift in tactics in global politics in the 1980s using primary sources such as President Reagan’s “Evil Empire” speech from 1983. Explain the debates over U.S. involvement in global politics since the September 11th terrorist attacks and how legislation such as the U.S. PATRIOT Act impacted American identity.
<p>Impact of Social and Economic Developments Since 1980 on American Identity</p> <ul style="list-style-type: none"> Participation in Global Economics <ul style="list-style-type: none"> North American Free Trade Agreement (NAFTA) Global marketplace trends International regulation efforts (e.g., Paris Climate Agreement) Great Recession (2007-2009) Debates Around Social Developments <ul style="list-style-type: none"> Immigration War on Drugs AIDS epidemic Trends in workforce participation Digital communication technologies (e.g., social media, online commerce) 	<ul style="list-style-type: none"> Explain the domestic economic impacts of America’s role in global politics. Contextualize the debates over America’s participation in globalization (e.g., outsourcing of labor, multinational corporations, global supply chains, etc.) and the economic impacts on American workers. Contextualize the debates over social trends, such the War on Drugs or immigration, by describing differing viewpoints on those topics and identifying what influenced those opinions.

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
NAFTA	What countries were involved in the North American Free Trade Agreement (NAFTA) in 1994?	Why was the North American Free Trade Agreement (NAFTA) controversial?	How did the North American Free Trade Agreement (NAFTA) impact America's national identity within global politics?

Possible Terminology to Support Teaching Context:

- affected
- at the same time
- broad
- circumstances
- connection
- global
- immediate
- impacted
- influenced
- inspired
- local
- national
- past events
- regional
- shaped

Example Question/Sentence Stems:

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

USHC.5.CC:

Evaluate continuities and changes during the Civil Rights Movement and other subsequent movements for equal rights.

This indicator was developed to encourage inquiry into thematic continuities and changes into how marginalized groups sought and won legal rights. Inquiry into the leadership, methods, and outcomes of modern equal rights movements are supported by this indicator.

Topic: Movements for Civil Rights

Possible Questions for Inquiry:

- How did marginalized groups use democratic ideals and the structures of government to fight for their civil rights? (NRSD)
- What were the most effective methods employed by various civil rights movements and how did they contribute to lasting change? (NRSD)

Content	Sample Tasks
<p>Civil Rights Movement (1954-1968)</p> <ul style="list-style-type: none">• Methods of the Non-Violent Approach (e.g., Dr. Martin Luther King Jr.)<ul style="list-style-type: none">◦ Judicial system◦ Use of media◦ Direct action/civil disobedience/non-violent resistance/protests/boycotts/marches/voter registration drives/sit-ins• Methods of the Self-Defense Approach (e.g., Malcolm X)<ul style="list-style-type: none">◦ Critique of nonviolence• Outcomes<ul style="list-style-type: none">◦ <i>Brown v. Board of Education</i> (1954)◦ Civil Rights Act of 1964◦ Affirmative action◦ Voting Right Act of 1965◦ De facto and de jure segregation	<ul style="list-style-type: none">• Examine the shifts in methods and tactics used during the Civil Rights Movement.• Examine the changes resulting from civil rights legislation such as the Voting Rights Act of 1965.• Examine the ways technological advancements, such as the rise of television and social media, have impacted the strategies and reach of civil rights activists over time.• Identify continuities and changes in the tactics used during the Civil Rights Movement by comparing events such as the Montgomery Bus Boycott and the Freedom Rides.• Examine how Malcom X's methods (e.g., black empowerment, open carry of weapons, self-defense) differed from others in the Civil Rights Movement.• Explain how the Civil Rights Movement influenced the strategies and methods used by other movements for equal rights.

Content	Sample Tasks
<p>Women's Rights Movement (1960s-1980s)</p> <ul style="list-style-type: none"> • Methods <ul style="list-style-type: none"> ◦ Media and publications (e.g., <i>The Feminine Mystique</i>) ◦ Lobbying for legislation/lawsuits/protests • Outcomes <ul style="list-style-type: none"> ◦ Civil Rights Act of 1964 ◦ Failure of the Equal Rights Amendment (ERA) ◦ Title IX of the Education Amendments Act (1972) ◦ <i>Roe v. Wade</i> (1973) 	<ul style="list-style-type: none"> • Evaluate how the tactics and strategies of the Women's Movement were consistent with/a change from those of the Civil Rights Movement by comparing prominent actions within those movements such as the Women's Strike for Equality and the March on Washington. • Assess continuities and changes brought about by the Women's Rights Movement using legislative outcomes such as the Equal Pay Act (1963) or Equal Rights Amendment as evidence.
<p>Chicano Civil Rights Movement (1962-1970s)</p> <ul style="list-style-type: none"> • Methods <ul style="list-style-type: none"> ◦ Use of media ◦ United Farm Workers Union (1962) ◦ Protests/marches/strikes/boycotts/civil disobedience • Outcomes <ul style="list-style-type: none"> ◦ Won reforms at the state and federal level 	<ul style="list-style-type: none"> • Evaluate how the tactics and strategies of the Chicano Movement were consistent with/a change from those of the Civil Rights Movement by comparing events such as the Montgomery Bus Boycott and the Delano Grape Strike and Boycott. • Compare the outcomes of the Chicano Civil Rights Movement, such as legislation passed to receive federal funding for English language programs in schools and state protection of labor rights of agricultural workers, with the other movements for Civil Rights to identify continuities and changes at the federal or state level.
<p>American Indian Movement (1968-1979)</p> <ul style="list-style-type: none"> • Methods <ul style="list-style-type: none"> ◦ Use of media ◦ Direct action/protests/marches/caravans/occupations • Outcomes <ul style="list-style-type: none"> ◦ Won legal rights and recognition at the federal level 	<ul style="list-style-type: none"> • Evaluate how the tactics and strategies of the American Indian Movement were consistent with/a change from those of the Civil Rights Movement by comparing events such as Greensboro Sit Ins and the Occupation of Alcatraz. • Assess the continuities and changes of the outcomes of the American Indian Movement and the Civil Rights Movement using legislation as examples (e.g., Civil Rights Act of 1964 and Indian Civil Rights Act of 1968 or federal recognition of Native American tribes and protections of rights to religious sites and traditions).

Content	Sample Tasks
<p>LGBTQ+ (1969-present)</p> <ul style="list-style-type: none"> • Methods <ul style="list-style-type: none"> ◦ Use of media ◦ Direct action/protests/marches/lawsuits/political lobbying for legislation • Outcomes <ul style="list-style-type: none"> ◦ Won legal rights at the federal level 	<ul style="list-style-type: none"> • Evaluate how the tactics and strategies of the LGBTQ+ Movement were consistent with/a change from those of the Civil Rights Movement. • Describe the shift in methods and activism in the LGBTQ+ movement after events such as the Stonewall Uprising. • Compare the outcomes of the LGBTQ+ movement, such as legislation passed granting ability to serve in the U.S. Armed Forces or the U.S. Supreme Court recognition of same-sex marriage rights, with those of the other movements for Civil Rights to assess continuities and changes.

DOK/Cognitive Complexity Example:

Content/Topic	Low	Medium	High
<i>Brown v. Board of Education</i>	What was the outcome of the decision in <i>Brown v. Board of Education</i> in 1954?	What changes occurred as a result of the decision in <i>Brown v. Board of Education</i> ?	How were the principles established in the <i>Brown v. Board of Education</i> decision applied to the broader movement for civil rights?

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 in evidence in the (stimulus)?
- How did (insert content) change from (insert content) to (insert content)?
- How was (insert content/concept) been repeated throughout U.S. history?
- Which factors most contributed to the change in (insert content) during/between (insert content)?
- How were previous policies toward (insert content) different from the policy in the (stimulus)?
- In what way did the event(s) in the (stimulus) represent an example of continuity/change in U.S. history?

USHC.5.E:

Utilize primary and secondary sources to judge the impact of evolving American foreign policy on American identity and capitalism.

Examples of perspectives to consider through primary sources:

- Perspectives on various foreign policies
- Perspectives on technology and economic development
- Perspectives on the role of political alignment
- Perspectives on minority rights movements

Examples of perspectives to consider through secondary sources:

- Historical interpretations regarding the achievements of minority rights movements
- Historical interpretations on the role of the federal government in the economy
- Historical perspectives regarding the role of the Cold War on American society
- Historical interpretations on the impact of technological advancements
- Historical interpretations on the evolution and alignment of political parties

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
<p>“In the middle of the 20th century, a nationwide movement for equal rights for African Americans and for an end to racial segregation and exclusion arose across the United States. This movement took many forms, and its participants used a wide range of means to make their demands felt, including sit-ins, boycotts, protest marches, freedom rides, and lobbying government officials for legislative action. They faced opposition on many fronts and fell victim to bombings and beatings, arrest and assassination. By the end of the 1960s, the civil rights movement had brought about dramatic changes in the law and in public practice, and had secured legal protection of rights and freedoms for African Americans that would shape American life for decades to come.”</p> <p>–Library of Congress, Introduction to a timeline of the Civil Rights Movement, 2023</p>	<p>“...We believe that all men are entitled to the blessings of liberty. Yet millions are being deprived of those blessings - not because of their own failures, but because of the color of their skin. The reasons are deeply imbedded in history and tradition and the nature of man. We can understand - without rancor or hatred - how this all happened. But it cannot continue. Our Constitution, the foundation of our Republic, forbids it. The principles of our freedom forbid it. Morality forbids it. And the law I will sign tonight forbids it...”</p> <p>This Civil Rights Act is a challenge to all of us to go to work in our communities and our States, in our homes and in our hearts, to eliminate the last vestiges of injustice in our beloved country. So tonight I urge every public official, every religious leader, every business and professional man, every workingman, every housewife - I urge every American - to join in this effort to bring justice and hope to all our people - and to bring peace to our land. My fellow citizens, we have come now to a time of testing. We must not fail...”</p> <p>–Lyndon Johnson, Speech Upon Signing the Civil Rights Bill, 1964</p>	<p>“...The record before this Commission reveals that the causes of recent racial disorders are imbedded in a massive tangle of issues and circumstances...”</p> <p>Frustrated hopes. The expectations aroused by the great judicial and legislative victories of the civil rights movement have led to frustration, hostility, and cynicism in the face of the persistent gap between promise and fulfillment. The dramatic struggle for equal rights in the South has sensitized northern [African Americans] to the economic inequalities reflected in the deprivations of ghetto life.</p> <p>Legitimation of violence. A climate that tends toward the approval and encouragement of violence as a form of protest has been created by white terrorism directed against nonviolent protest, including instances of abuse and even murder of some civil rights workers in the South, by the open defiance of law and Federal authority by state and local officials resisting desegregation, and by some protest groups engaging in civil disobedience who turn their backs on nonviolence...”</p> <p>–Report of the National Advisory Commission on Civil Disorders (Kerner Report), 1967</p>

Content/Topic	Low	Medium	High
Civil Rights Movement	According to Source 1, what did the Civil Rights Movement achieve by the end of the 1960s?	In what ways does Source 2 support the conclusions of Source 1?	What evidence of continuity and change exists within these three sources regarding the impact of the Civil Rights Movement?

Appendix A United States History and the Constitution 2020 Alignment Guide Expository Narratives

Standard 1 Expository Narrative

The thirteen colonies came to see themselves as exceptionally “American” by 1754. This process involved the Atlantic Ocean playing a crucial role in the settlement of the colonies in the 1600s, and the development of a unique American identity in the 1700s. The British North American colonies were originally regarded as both a haven for the religiously persecuted and a land of economic opportunity. They eventually became economically vibrant and experienced a greater standard of living than their contemporaries in Great Britain. While the northern colonies were settled by groups seeking religious freedom and the southern colonies were settled by groups seeking economic opportunity, through the growth of self-government, both developed increasing religious toleration and pluralism. However, these changes were often at the expense of groups such as Native Americans, indentured servants, and enslaved Africans.

The colonial regions each experienced economic growth based on the unique features of their geographic regions. These economic systems led to differences in social structure. For example, the New England colonies used large families to support labor needs, as opposed to the use of enslaved Africans to supply the Southern plantation system for the production of cash crops.

The American Colonies achieved a political revolution through declaring independence and culminating in the writing of the Constitution. Originally the British encouraged settlement of these regions to provide raw materials for their mercantilist system. But by the mid-1700s, the use of salutary neglect and the distance across the Atlantic caused the colonists to develop an independent identity. When the practice of salutary neglect ended following the French and Indian War, Colonial North Americans began to see their rights as Englishmen as fundamentally challenged. Through a series of Parliamentary actions and colonial reactions, the desire for independence grew and the concept of inalienable rights became more prominent in their arguments.

When the colonists took up arms against the British, they did more than provoke military action. The American Revolution can be seen as the start of a social, political, and economic transformation.

During the Revolution, the Continental Congress and Confederation Congress provided a limited central government, a weakness that General George Washington’s leadership had to overcome. This trend towards a limited national government continued with the writing of the Articles of Confederation. Citizens of the new nation were skeptical of centralized authority; however, weakness inherent in the system created by the Articles convinced many that more power needed to be given to the national government. Delegates met at the Constitutional Convention and formulated a stronger system with the writing of the Constitution. While the

Antifederalists were suspicious of the new system, the arguments of the Federalist Papers and the promise of a Bill of Rights ultimately led to the ratification of the Constitution.

Increasingly, a libertarian American Identity was built, and rights were enjoyed by more Americans throughout this period, including gradual emancipation in the North. However, slavery remained entrenched in the South, and Native American tribes and nations were still considered foreign entities and given few rights. Still, the Constitution not only provided an enduring framework for effective government, it culminated with a Bill of Rights which synthesized Enlightenment ideals.

The development of republicanism and federalism can be categorized into periods anchored by turning points, focusing on how differences of opinion formed the traditional two-party system. For example, Federalist beliefs dominated the early Constitutional government, with the passage of Alexander Hamilton's financial plans. When Thomas Jefferson was elected in 1800, his Democratic-Republican policies sought to transfer more power back to the states. The viability of the Constitution proved key in sorting out these early disputes: balancing the protection of natural rights while also providing for a stable national union.

The American Revolution extends beyond the political sphere as it also encompasses religious and economic changes in North America. This can be illustrated with the religious experience of the First Great Awakening which fundamentally challenged the dominance of a single denomination while encouraging enduring religious pluralism. The idea of religious liberty endured within the debates leading up to the American Revolution and is reflected in the protection of religious freedom in the First Amendment. The Revolution also brought drastic changes to the American economy. With the separation of the colonies from England, the mercantilist system was cast aside. The new nation based its economy on capitalist principles, allowing the free market to determine trading partners, as opposed to government control. This was particularly prominent in the North as the Market Revolution emerged in the 1800s.

Americans adapted ideas from the Enlightenment, such as John Locke's idea of natural rights, to frame the causes for the American Revolution and as inspiration for the US Constitution. However the implementation of these ideals proved challenging when the founders began to actually create and implement policies within the new government.

American ideals were also put to the test by foreign affairs. The desire to balance Enlightenment ideals with the protection of the nation tested the early presidents. Washington's stance on neutrality, Jefferson's Embargo, and the War of 1812 all sought to protect American interests against the intrusions of the French and the British. At the same time, the early government both fought wars against and created treaties with Native Americans to extend America's frontier further west. The War of 1812 was an important turning point away from a Eurocentric foreign policy and towards westward migration as America's focus.

Standard 2 Expository Narrative

During the antebellum period, sectionalism increased as the North and the South further developed different economic systems, political beliefs, and social structures. Economically, the agrarian south was transformed from an Atlantic plantation economy to a westwardly expanding cotton-based economy. Due largely to the invention of the cotton gin, slavery expanded at an incredible rate, ultimately representing the primary source of Southern wealth. Simultaneously, the cotton kingdom supported the expansion of the northern textile mill system. Factory towns sprouted along rivers in the North and the area became increasingly industrial. These developments encouraged German and Irish immigration and urbanization. Northern cities became centers of trade while the South remained largely rural and agrarian.

Political differences between the regions were largely driven by economic needs. The dominance of the Democrats that began with Jefferson declined during Jackson's presidency. The new Whig Party, with its support base in the North, championed the building of roads and canals as well as protective tariffs in order to boost American industry. Democrats, with their Southern base, were resistant to the use of federal funds for internal improvements. The South came to champion states' rights, citing the 10th Amendment, regarding economic matters such as slavery and tariffs through nullification and secession. The Republican Party emerged in the 1850s, replacing the Whigs, with their platform centered on national improvements and free soil ideology.

The North and the South differed socially. Though both the North and the South were swept up in religious revivals at the time, the regional responses to social reform differed fundamentally. The North became a dynamic society centered around religion and reform as exemplified by abolitionism, and to a lesser extent, Women's Rights. The South, conversely, remained a status quo society, largely resistant to change. Though most Southerners did not own slaves, the subjugation of African Americans remained as a social continuity and many arguments were created in response to abolition.

As these developments were unfolding, population growth and westward migration led to new foreign policy initiatives. Efforts to encourage and justify expansion reflected both a growing sense of Manifest Destiny and the expanding economy. However, this expansion often resulted in conflict, both with other nations, exemplified by the Mexican American War, and within the nation as it further increased sectional divisions.

As settlers moved West, there was increasing political discord over the entry of new states into the union. Before 1854, several compromises prevented disunion, but after the Kansas-Nebraska Act, politicians failed to preserve the nation through compromise contributing to the secession of Southern states and ultimately the Civil War. During the war, the North was able to effectively utilize their industrial advantage (i.e. railroads, manufacturing, and steamboats) against the South, though the Civil War proved to last four

long years and evolved into a total war. The North also used the emancipation of enslaved persons as a war measure, although the ultimate goal was preserving the Union.

Technological innovation made many of the critical developments of the time period possible. An advanced transportation system was a product of the perfection of the steam engine. This directly benefited the growth of northern cities as centers of commerce and the beginning of American industry in the textile mill system. The cotton gin led to a dramatic growth of slavery in the South and made the American South the world's leading producer of cotton. The telegraph created a commercial network while the transportation revolution, the railroad in particular, created a more mobile society. In urban areas and some rural areas, prices fell and dramatically improved the quality of life for most Americans.

Throughout the time period 1830-1877, the federal government increased its efforts to secure natural rights. Early on the Supreme Court attempted to protect the rights of Native Americans. However, President Andrew Jackson defied the decision and enforced the removal of Southeastern Native American tribes and nations. In the lead up to the Civil War, the Supreme Court refused to protect enslaved persons, preferring to protect its definition of property rights. The most notable efforts at protecting minority rights came towards the end of the Civil War with the Emancipation Proclamation and throughout Reconstruction. The federal government significantly expanded the rights of African Americans by outlawing slavery, expanding citizenship, and establishing the right to vote for African American males. But following the Compromise of 1877, they retreated from enforcing these policies, which is a focus area in Standard 3.

The involvement of the national government in protecting natural rights as well as its involvement in the economy was often criticized as a violation of the rights of the states. Taking the lead from the Virginia and Kentucky Resolutions (Standard 1), South Carolina challenged the authority of the federal government with the doctrine of nullification, leading President Andrew Jackson to assert federal authority. Thirty years later, secession resulted from the South's dedication to preserving the institution of slavery. Federal Reconstruction legislation attempted to force states to implement changes meant to protect African American rights. This was accomplished through agencies like the Freedmen's Bureau and enforced through the protection of the US military. But following the Compromise of 1877, the desire to focus on national issues over local problems eventually led to the allowance of southern states to reassert authority through "home rule."

Standard 3 Expository Narrative

The United States economy grew exponentially in the second half of the 1800s due to the foundation of the Market Revolution, the opening of the West, and the increased amount of capital in circulation during and after the Civil War. Prominent industrialists,

representing railroads, finance, steel, and oil, used innovative methods to take advantage of these conditions by creating the first business monopolies in America. Although the United States' industrial output became the largest in the world, the disparity between the wealthy and the poor, especially in urban areas, contributed to demands for reform. Laborers began to join forces to protect themselves against exploitation by forming unions, utilizing collective bargaining, and participating in strikes. While vilified in the public imagination, these strikes were often unsuccessful because owners could rely on the abundance of unskilled laborers to replace striking workers as well as government intervention to end the strikes. While unions sought to curb the power of these monopolies, business owners utilized Social Darwinism to justify their practices and also argued that their accumulation of wealth was ultimately beneficial to society through their philanthropic efforts.

Government policies supported westward expansion at the expense of Native Americans and the growth of big businesses at the expense of the laborers. While laissez-faire policies allowed for the unprecedented expansion of big business, at the same time, the American Dream could not be realized by the masses. Policies to remove or assimilate Native Americans were enacted by the government to support the economic goals of corporations. The government provided subsidies to big businesses that allowed them to flourish and ultimately grow into monopolies in their respective industries. By the turn of the 20th century, big business owners began to heavily influence the political realm of American society, often backing the candidates that best served their interests.

Another response to this domination of big businesses was the political organizations formed by farmers to improve their economic well-being and standard of living. The Populist Movement not only reflected anxieties over the changing American Identity, which deemphasized the role of the American farmer, but also sought new measures to restrict big business, particularly railroads, through government regulation. The Populist Movement attracted support from many African American farmers. As a result, Southern Democrats resorted to fraud and violence to prevent the unity of African American and white farmers for fear of their combined voting power. While the Populist Movement was ultimately unsuccessful in maintaining long-term third-party legitimacy, its policy on bimetallism was absorbed into the Democratic party platform.

Like the Populists, the Progressives wanted to reform the excesses of laissez-faire capitalism. For Progressives, government proved to be the solution to political and economic ethical problems. They pushed for the government to regulate business practices, enact voting reforms, and ensure environmental protection. Both the Republicans and the Democrats had Progressive elements in their parties until the election of 1912, when Theodore Roosevelt split the Progressive element off of the Republican Party by running as a third party candidate. This was instrumental in shifting the parties' platforms, a trend that will continue in Standard 4 and 5. Though not part of any official party platform, the Progressive Era also included groups working for women's suffrage and Civil Rights. Early Civil Rights activists pushed for the enforcement of laws passed during Reconstruction, and Women's Suffrage groups worked on both the local and national level to obtain the right to vote. While the 19th amendment was passed granting women the right to vote, African Americans were less successful in getting enforcement of the 15th Amendment until after WWII.

With the rapidly changing economy came dramatic shifts in migration and immigration. The vast national resources of the West when combined with the unbridled industrialism of the North proved an irresistible pull for millions of immigrants. As industrial efficiency opened millions of jobs for unskilled workers, improvements in transportation increased the mobility of those immigrants throughout the nation, especially as immigrants moved to the Midwest to claim free land under the Homestead Act of 1862. However, most immigrants settled in urban ethnic neighborhoods, attracted by family members who had migrated previously. Political machines also catered to the immediate needs of these newly arrived people in exchange for their votes. The conditions in these neighborhoods would later be popularized, by the Progressives, as notoriously unhealthy. Despite this, urban development was driven by technological innovation: electricity, public transit, and elevators.

Most immigrants came from Southern and Eastern Europe and East Asia, representing a change from the early nineteenth century migration from Western Europe. Economic, social and environmental push factors included refugees from poverty, racial conflict, and natural disasters. In direct response to this large wave of new immigrants, nativism increased, a continuity seen throughout American history.

Continuing from the previous period, Americans migrated West in search of economic opportunity as the frontier closed. The transcontinental railroad facilitated this expansion. In addition to agricultural homesteaders, others continued to migrate in search of mineral resources. Just as in previous periods, Native Americans were pushed off of their lands by white settlers. The federal government often broke treaties with Native American groups in favor of the white settlers. This resulted in the many conflicts known collectively as the “Indian Wars” as well as the creation of the reservation system. When those attempts failed to end Native American resistance, Progressives pushed for assimilation through policies such as the Dawes Act.

While the traditional image of the cowboy dominates American culture, many groups were instrumental in expanding access to the West for American settlement and economic development, such as the Buffalo Soldiers. The West became a pluralistic society with groups such as the Mormons coming for religious freedom, Exodusters coming to escape the Jim Crow South, and Asian immigrants looking for economic opportunity.

Standard 4 Expository Narrative

At the onset of the 20th century, the United States was producing more goods than the American market could consume, which prompted a need for expansion into international markets in areas such as Latin America, the Pacific, and Asia. This trend, combined with a desire for increased military power and the promotion of democracy, resulted in American Imperialism. The Spanish-American

War resulted in America becoming an empire. This development was championed by some Americans and condemned by others. America's intervention abroad also contributed to resentment from foreign nations. The United States would eventually intervene in both World War I and II for a variety of reasons, including economic interests, a desire to promote democracy, and the protection of national security.

Involvement in world affairs during this period marked a major change in US foreign policy and led to the emergence of a new American identity. American interventionism provided an avenue to enter new markets around the world and to protect expanding American interests. Supporters of American intervention used Social Darwinism to justify a new global presence. However, critics viewed interventionism as a direct contrast to the values written in the Declaration of Independence. This debate lasts to present day.

As part of America's role in world affairs, its economy was responsive to world events and trends. Mass production increased after World War I and contributed to falling consumer prices. Throughout the 1920s, presidents popularized deregulation and minimal government interference in the economy. This consumerism, fueled by the Federal Reserve's easy credit policies, led to growing consumer debt, widespread stock speculation, and the nation's largest income gap. These factors caused the Stock Market Crash of 1929, which signaled the start of the Great Depression.

The Great Depression included bank failures, foreclosures, homelessness, poverty, and widespread unemployment. President Herbert Hoover initially addressed the growing depression with limited government involvement, but the Depression worsened. Franklin D. Roosevelt won the presidency through the promise of increased government involvement to turn the economy around. This expanded government intervention in the economy was fueled by deficit spending as the programs of the New Deal sought to provide relief, recovery, and reform. Throughout the 1930s, Republicans continued to debate this expansion of government power and to resist FDR's plans. Though the government initiatives provided some aid to the situation, ultimately the Depression did not end until the country mobilized for World War II. Massive government spending on the war effort helped to end high unemployment. Although Roosevelt sought some minority involvement in the New Deal, government programs did not provide the same degree of relief to minority groups in the US, as states were allowed to individually control who was eligible to receive the benefits of various programs. It wasn't until WWII and the increasing power of the command economy that FDR was able to provide more equal opportunities to all groups in the US through actions such as Executive Order 8802.

The World Wars and the Great Depression fundamentally challenged the accepted role of limited government intervention. The precedents of Progressive economic regulation proved a continuity through most of the period, and by the end of World War II, the federal government had unprecedented power over the economy, especially during times of crisis. Though conservative critics attacked this new scope of government, the strong support shown for the American War efforts, prominent global leadership, and postwar prosperity ensured minimal immediate conservative counter-reaction.

The rapid fluctuations in the economy contributed to shifting migration patterns. Many African Americans fled from the South as a part of the Great Migration in hopes of securing better opportunities that included access to education and employment in the North and Midwest while escaping harsh conditions in the South. As the African American and immigrant population grew in the North and Midwest, the creation and appreciation for the arts grew into multiple cultural and arts movements. Immigration significantly decreased in the interwar years due to nativism and fears of communism. Continued hardships for farmers, including fluctuating crop prices and the Dust Bowl contributed to more Americans moving from rural to urban areas, which contributed to other cultural conflicts.

Economic and social changes were also influenced by technological developments. Mass production techniques such as the assembly line allowed consumer goods to be produced at a lower cost and, along with the use of the installment plan and credit, contributed to an increase in consumerism. The automobile mobilized American society and supported migration while the radio revolutionized American culture. Radio was utilized for entertainment purposes and as a mode of communication for the government, such as President Franklin Roosevelt's "Fireside Chats", which signaled the beginning of a relationship with media coverage and the government.

The combination of political change, economic instability, and demographic changes led to many social tensions during this period. Dissenters of American involvement in world wars were censured and silenced with the Espionage and Sedition Acts. Tensions were heightened as different definitions of American 'identity' emerged in conflict with one another. Despite the positive contributions of marginalized groups to American society, tensions at the time led to increased racism, nativism, and xenophobia.. Stricter immigration quotas, such as the Immigration Act of 1924 were passed in response to exaggerated perceptions of "outsiders", and racial conflicts increased in the North where African Americans had migrated from the South. Animosity towards foreigners, particularly those who were viewed as communist sympathizers, led to Red Scares. These prejudices continued during the Second World War through systematic violation of citizen's civil rights when the US Government imprisoned Japanese Americans in internment camps throughout the country.

International involvement, itself, particularly in the World Wars, shaped American beliefs, political policies, and social roles. World Wars I and II were financed by selling war bonds and conserving precious resources. Soldiers were also active in the military fight abroad, changing the make-up of the economy on the homefront.

The conclusion of the Second World War was a turning point for the American economy as it finally rebounded from the Great Depression and consumerism reached new heights. As a result of segregated military units, the World Wars challenged the acceptance of traditional social beliefs about race as soldiers returned home. Inequality persisted even while economic opportunities for marginalized groups expanded.

African American military units served with distinction in both World Wars. Native Americans played crucial roles in the war effort, such as the Navajo Code Talkers. Women increased their presence in the military filling support roles and in factories to address wartime demand. At the same time, however, the wartime governments took aggressive measures to restrict civil liberties, such as Executive Order 9066. Remarkably, the horrors of fascism and the Holocaust led to international support for the Universal Declaration of Human Rights and social change within America following the war. The make-up of American society was also changed by postwar refugees seeking a new life who settled around the country, including in South Carolina.

Standard 5 Expository Narrative

An economic boom following World War II signaled the end of the Great Depression. The Cold War also fostered economic growth as the government increased defense spending. Returning veterans, with the help of the GI Bill, initiated a boom in the growth of colleges and suburbia, catalyzing the sustained economic growth of the postindustrial society. The expansion of government intervention that began under President Franklin Roosevelt continued with the Great Society under President Lyndon B. Johnson. During the 1970s, the United States entered a period of stagflation exacerbated due to American dependence on foreign oil. The Reagan years attempted to pull America out of the recession with the use of supply side economics, which provided tax cuts for the wealthy to promote investment and job creation. Combined with Reagan's military spending, the national debt rose. After the Cold War, deregulation played a large role in the instability of the American economy. The national debt continued to increase, despite a temporary budget surplus during the Clinton administration. It continued to grow again after the Great Recession, which was triggered by a drop in the housing market and other business failures.

While political policies shaped the economy, technological advancements did as well. Medical advancements from WWII contributed to an improvement in the quality of life and a decrease in the mortality rate. Other technologies influenced the economy and society as well, such as the television. The federal government encouraged innovation to educate and equip youth with skills needed to win the arms and space races. Through the later decades of the 1900s, the introduction of computers into the workplace both increased efficiency and created new consumer products. Access to the internet and the introduction of mobile technology vastly transformed the American economy and society. Even small businesses had to compete in a global marketplace and people became interconnected like never before, especially through the use of social media.

During and immediately following World War II, mutual distrust between the United States and the Soviet Union led to an intense rivalry. The United States saw itself as the defender of liberty, and communist countries as agents of repression. Due to this rivalry, the United States focused on containing the spread of communism. The Truman Doctrine served as a continuity through the Cold War and led to American involvement throughout the world. These policies were reinforced by financial support to other Western nations.

With the increasing tensions abroad, distrust of communists and foreigners dating back to the First Red Scare reemerged. These fears were epitomized by Senator Joseph McCarthy's smear tactics as well as a growing popular fear of spies and nuclear attack. The stalemate of the Korean War led to the expansion of covert operations to prevent the spread of communism without sacrificing American lives and resources. The Vietnam War proved to be a turning point in Cold War foreign policy from use of military threat and action toward the easing of Cold War tensions (i.e., détente). During the Vietnam Conflict, the Johnson and Nixon administrations were shown to have misled the public, resulting in a credibility gap between the American people and the government. The conservative New Right emerged to restore American military dominance and soundly criticized détente. Through the Reagan and Bush administrations, the movement took a hardline stance against Communism, continuing this effort until the collapse of the Soviet Union in 1991. The United States assumed the role of the world's only superpower after the Cold War. Following the terrorist attacks of 9/11, the United States devoted itself to a war on terrorism.

During the 20th century, both the Republican and the Democratic parties went through an ideological shift. The Democratic Party platform evolved in the post-Cold War era and came to represent the liberal side of the political spectrum. Protests of the 1960s led to the rise of the New Left which focused more on social reform than traditional economic concerns from earlier leftist unions. The Great Society continued and expanded many social welfare programs originally introduced during the New Deal era, contributing to even greater federal involvement in the economy. Civil Rights legislation aligned the Democratic Party as the party of desegregation, triggering the exodus of Southern Democrats from the party. As Democrats struggled in elections during the 1980s, a push to become more conservative grew within the party. After 2000, the party again pushed more liberal issues such as health care reform and regulation of business practices.

The Republican Party platform evolved during the Cold War era and came to represent the conservative side of the political spectrum. Supreme Court decisions that some viewed as liberal along with the growing New Left created strong opposition. Richard Nixon capitalized on this protest-weary "Silent majority" by enticing the working class away from the Democratic Party. Widespread dissatisfaction for the perceived decline of traditional values led to the rise of the "Moral Majority". Ronald Reagan epitomized these New Right ideals and pushed to rein in the growing federal involvement in the economy. The Republican Party was rejuvenated with this focus on deregulation, representing the working class and increasing defense spending. After the 2000 election, the party continued to advocate a decreased role of the government in the economy and a reduction of the social safety net.

Economic and social changes combined to foster debates over the American Identity. The Cold War military industrial complex drove the transition to a post-industrial economy, with the service sector outgrowing the manufacturing sector. College enrollment increased thanks to federal support and the need for specific skills in service industries. Higher paying white collar jobs contributed to increasing affluence and growing consumerism. Mainstream society embraced this suburbanization. However, this conformist culture sparked

counterculture movements, which aligned themselves with the New Left. Also, while suburbs grew in number, inner cities experienced a drain of resources due to this “White Flight”, contributing to growing income inequality. The New Left attempted to meet these challenges through greater emphasis on federal support for reform and environmental regulation.

In response, a wave of conservatism brought in a desire to return to traditional values, and a promise to restore law and order. The Reagan administration launched a war on crime and conservatives continued the rhetorical attacks on welfare abuse, affirmative action, and labor unions. Although the Clinton Administration did move the Democrats towards the center, debates over issues such as abortion, environmentalism, and LGBTQ rights intensified between groups. After 9/11, Americans also debated their role in the world in response to American intervention in Afghanistan and Iraq. These debates continued through the elections of 2008 and 2016.

Dominating these debates was the attempts of minority groups to secure their natural rights. Systematic discrimination (de jure and de facto) of African American citizens continued, but the methods and outcomes of protesting the status quo changed throughout the period. Following WWII, the Civil Rights Movement was initially characterized by the petitioning of the courts to chip away at segregation through legal action. These attempts ultimately won legal victories, such as *Brown v. Board of Education*. However, these victories were limited by social resistance. The media galvanized the modern Civil Rights Movement, led by Dr. Martin Luther King Jr. and others, allowing the mistreatment of peaceful protesters to be broadcast into American homes. Many civil rights organizations operated under a diversity of goals and strategies. Ultimately, they formed a short-lived alliance which would win enduring legislation in the mid-1960s, outlawing discrimination and guaranteeing voter protection.

Towards the end of the 1960s, more militant groups and opposition to the Vietnam War gained media attention and splintered the civil rights movement. Inspired by the Civil Rights Movement, other marginalized groups such as women, Latinos, LGBTQ, and Native Americans, used similar tactics to bring awareness and achieve progress. For example, the Latino movement was led by farm workers in California who used civil disobedience and the media to spread their message. Many women who felt confined by the traditional role of homemaker during the 1950s yearned for greater opportunities, as vocalized by *The Feminine Mystique*. The Women’s Rights movement sought to raise awareness for attaining natural rights within the workplace, ultimately winning increased opportunities in education. The conservative movement highlighted change as it criticized feminism, beginning in the 1970s, and successfully stopped the passage of the Equal Rights Amendment. Supreme Court decisions proved increasingly conservative, continuously limiting the impact of Civil Rights’ reforms as the 20th century came to a close.