

Grade 8: SOUTH CAROLINA AND UNITED STATES HISTORY

Alignment Guide December 2020

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

Deconstructed Skills for Grade 8 South Carolina and United States History

Indicator	Expression
CO: Comparison- Utilize multiple characteristics of historical developments to create a comparative analysis.	To demonstrate their ability to use the skill of comparison , students should: <ul style="list-style-type: none"> explain characteristics (i.e. who, what, where, why, when, and how) of historical developments. categorize similarities and differences among historical developments.
CE: Causation- Identify and compare significant turning points, including the related causes and effects that affect historical continuity and change.	To demonstrate their ability to use the skill of causation , students should: <ul style="list-style-type: none"> identify significant events that led to change or maintain continuity. evaluate the causes of turning points and how they lead to change or continuity. evaluate the effects of turning points and how they lead to change or continuity. compare the importance of turning points related to causality.
P: Periodization- Utilize significant turning points to justify the historical narrative of a time period.	To demonstrate their ability to think in terms of periodization , students should: <ul style="list-style-type: none"> utilize turning points to identify historical periods according to historical themes. explain how significant events and related developments lead to changes in historical periods. justify the categorization of historical periods through the use of turning points and related developments.
CX: Context- Explain how historical themes are used to determine context when analyzing significant events.	To demonstrate their ability to use context , students should: <ul style="list-style-type: none"> identify and describe a historical theme. distinguish historical events based on time and place. analyze how historical developments affect the world in both historic and contemporary contexts. explain how one event can be contextualized within more than one theme.

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Indicator	Expression
	<ul style="list-style-type: none">• assess the impact of historical patterns on the conditions surrounding an event.
CC: Continuities and Changes- Analyze significant turning points and theme-based patterns of continuities and changes within a period of time.	To demonstrate their ability to understand continuities and changes , students should: <ul style="list-style-type: none">• define theme-based continuity and change.• cite evidence of theme-based continuities and changes within a period of time.• determine the significance of turning points in the context of theme-based patterns.
E: Evidence- Identify, interpret, and utilize different forms of evidence, including primary and secondary sources, used in an inquiry-based study of history.	To demonstrate their ability to use evidence in the study of history, students should: <ul style="list-style-type: none">• compare various types of sources to be used in a historical study.• engage in historical thinking skills to collect evidence from various sources that identifies bias, context, tone, purpose, and periodization.• evaluate secondary sources for accuracy and validity.• examine multiple points of view to construct a historical argument.• corroborate multiple sources.

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Settlement and Development

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

Enduring Understanding:

The Carolina colony was composed of indigenous, immigrant, and enslaved populations. Various factors across North America and the Carolina colony facilitated the eventual emergence of an American national identity.

Expository Narrative:

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

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

Throughout this time period, Natives and colonists interacted, oftentimes presenting a disadvantage for the Natives. The Catawba and Cherokee tribes, each unique in their cultural practices, experienced change with the foundation of British colonies, which encroached upon native-held land. Trade between the tribes and European settlers proved beneficial initially but

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became a tool of power as the presence of settlers increased and natives became dependent on European goods. The Yemassee War, as well as the increase in the importation of Africans, minimized the need for colonial and Native cooperation and the enslavement of Natives. Increased tensions, including concepts of land ownership, unfair trade practices, and enslavement of the native population were part of causes of this war. Ultimately, the growing conflicts diminished the perceived usefulness of the Native population, which led to increased warfare to take control of Native-held territories.

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

Possible Questions for Inquiry:

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

- Why would Europeans want to settle in North America?
- How did reasons for settlement impact the cultures of each colonial region?
- How did geography impact the amount of African heritage and cultural traditions that enslaved people were able to maintain?
- How did the economic system of mercantilism impact the colonies?
- How were individual rights protected in early forms of government in the colonies?

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SETTLEMENT AND DEVELOPMENT

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Indicator 8.1.CO: Compare the three British North American colonial regions economically, politically, socially, and in regard to labor development.

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

Depth of Knowledge: Level 2 – Basic Reasoning

Target Skill: CO: Comparison

Possible Content associated with the skill of comparison:

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

- Compare the natural resources found in each colonial region and determine how they impacted the economy of each region.

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

- Barbados Colony's Role in the Development of Plantations in South Carolina
- Cash Crops: Rice, Indigo, Tobacco
- Culture of Enslaved People
- Domestic Versus Agricultural Enslavement
- Headright System
- House of Burgesses (1619)
- Interactions Between Natives and Colonists
- Labor Systems in the Colonies
- Mercantilism
- Middle Passage
- Plantation Systems
- Proprietary Government in South Carolina
- Raw Materials from South Carolina (timber, deerskin, livestock)
- Royal Government in South Carolina
- Salutary Neglect
- Self-Government: House of Burgesses (1619), Mayflower Compact (1620), Virginia Charter (1606), Fundamental Constitution of Carolina (1669)
- Triangle Trade

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SETTLEMENT AND DEVELOPMENT

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Indicator 8.1.CE: Analyze the factors that contributed to the development of South Carolina’s economic system and the subsequent impacts on different populations within the colony.

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

Depth of Knowledge: Level 2: Basic Reasoning

Target Skill: CE: Causation

Possible Content associated with the skill of causation:

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

- Assess the impact of the development of indigo and rice on the economy of South Carolina.

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

- Barbados Colony’s Role in the Development of Plantations in South Carolina
- Cash Crops: Rice, Indigo, Tobacco
- Culture of Enslaved People
- Domestic Versus Agricultural Enslavement
- Headright System
- Labor Systems in the Colonies
- Mercantilism
- Middle Passage
- Navigation Acts (1660)
- Plantation Systems
- Proprietary Government in South Carolina
- Raw Materials from South Carolina (timber, deerskin, livestock)
- Salutary Neglect
- Slave Codes (1740)
- Triangle Trade

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Indicator 8.1.P: Summarize major events in the development of South Carolina which impacted the economic, political, and social structure of the colony.

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

Depth of Knowledge: Level 4 – Extended Reasoning

Target Skill: P: Periodization

Possible Content associated with the skill of periodization:

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

- Summarize how the Circuit Court Act, as a turning point, was used to address disparities between the Lowcountry and Backcountry.

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SETTLEMENT AND DEVELOPMENT

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

- Barbados Colony's Role in the Development of Plantations in South Carolina
- Cash Crops: Rice, Indigo, Tobacco
- Culture of Enslaved People
- Domestic Versus Agricultural Enslavement
- Free Black Population
- Headright System
- House of Burgesses (1619)
- Interactions Between Natives and Colonists
- Labor Systems in the Colonies
- Mercantilism
- Middle Passage
- Navigation Acts (1660)
- Plantation Systems
- Proprietary Government in South Carolina
- Raw Materials from South Carolina (timber, deerskin, livestock)
- Royal Government in South Carolina
- Salutary Neglect
- Self-Government: House of Burgesses (1619), Mayflower Compact (1620), Virginia Charter (1606), Fundamental Constitution of Carolina (1669)
- Slave Codes (1740)
- Split of the Carolina Colony (1712)
- Stono Rebellion (1739)
- Triangle Trade

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Indicator 8.1.CX: Contextualize the development of South Carolina’s political institutions during the colonization of British North America.

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

Depth of Knowledge: Level 4 – Extended Reasoning

Target Skill: CX: Context

Possible Content associated with the skill of context:

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

- Analyze colonial governments using the Mayflower Compact, Jamestown’s Charter, and the Charter of Carolina in correlation with the political and economic beliefs held by the colonial founders.

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

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| ● Barbados Colony’s Role in the Development of Plantations in South Carolina | ● Self-Government: House of Burgesses (1619), Mayflower Compact (1620), Virginia Charter (1606), Fundamental Constitution of Carolina (1669) |
| ● House of Burgesses (1619) | ● Slave Codes (1740) |
| ● Proprietary Government in South Carolina | ● Split of the Carolina Colony (1712) |
| ● Royal Government in South Carolina | |

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Indicator 8.1.CC: Analyze the changes and continuities of the Native Americans' experiences prior to and as a result of settlement and colonization.

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

Depth of Knowledge: Level 3 – Complex Reasoning

Target Skill: CC: Continuities and Changes

Possible Content associated with the skill of continuity and change:

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

- Trace the role of British economic development in creating changes in the relationship between colonists and the Native American population of South Carolina.

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

- Cash Crops: Rice, Indigo, Tobacco
- Culture of Enslaved People
- Interactions Between Natives and Colonists
- Labor Systems in the Colonies
- Plantation Systems
- Raw Materials from South Carolina (timber, deerskin, livestock)
- Triangle Trade

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Indicator 8.1.E: Utilize a variety of primary and secondary sources to examine multiple perspectives and influences of the economic, political, and social effects of South Carolina’s settlement and colonization on the development of various forms of government across the colonies.

Depth of Knowledge: Level 4 - Extended Reasoning

Target Skill: E: Evidence

Examples of perspectives to consider through primary sources:

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

Examples of secondary sources to assist in providing perspective:

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

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REVOLUTION AND IDENTITY

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

Enduring Understanding

Political and economic developments underscored how the colonists in British North America had become uniquely American, prompting the development of a new nation. Drawing on their experience under British rule, the founding generation created a government with shared powers between the state and federal institutions.

Expository Narrative:

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

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

The United States' first attempt at a system of government, the Articles of Confederation, proved unsuccessful because of the lack of national authority it granted the Federal Government. Due to turmoil resulting from a weak national government, Daniel Shays led a rebellion which prompted politicians to rethink the structure of the Articles of Confederation. This change would later help

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the new American nation defeat the English for a second time in the War of 1812 to solidify their independence. Within South Carolina, weak governmental oversight in the backcountry led to eventual calls for reform. The second attempt resulted in the Constitution, which, together with the Bill of Rights, ensured a balanced system of government and individual protections. During the Constitutional Convention, discussions also focused on the role of slavery in the distribution of political power. South Carolinians, including John Rutledge and Charles Cotesworth Pinckney, were instrumental in the development of the Constitution and the Three-Fifths Compromise.

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

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

Possible Questions for Inquiry:

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

- How did loyalists and patriots differ in their view towards to the king and Parliament?
- How did colonists use their economic power as a means of protest?
- How did colonists use their public opinion and actions to influence governmental policy?
- How did early success by the Patriots influence neutral colonists?
- How did increases in cotton production impact the expansion of slavery?
- How did the expansion of the United States impact migratory patterns of different groups?

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REVOLUTION AND IDENTITY

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

Enduring Understanding: Political and economic developments underscored how the colonists in British North America had become uniquely American, prompting the development of a new nation. Drawing on their experience under British rule, the founding generation created a government with shared powers between the state and federal institutions.

Indicator 8.2.CO: Compare the motives and demographics of loyalists and patriots within South Carolina and the colonies.

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

Depth of Knowledge: Level 2 – Basic Reasoning

Target Skill: CO: Comparison

Possible Content associated with the skill of comparison:

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

- Using physical location and economic status, determine how these factors influenced how people determined which side to support.

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

- Declaration of Independence (1776)
- Differing Political Views of South Carolina Backcountry and Lowcountry
- First Continental Congress (1774)
- Lord Dunmore's Proclamation (1775)
- Parliamentary Acts and Colonial Reactions: Stamp Act (1765), Townshend Acts (1767), Tea Act (1773), Intolerable Acts (1774)
- Roles of African Americans, Women, and Native Americans during the period of the American Revolution
- Revolutionary Leaders: Christopher Gadsden, Francis Marion, Henry Middleton, Rebecca Motte, Andrew Pickens, John Rutledge, Thomas Sumter
- Salutary Neglect
- Second Continental Congress (1775)
- Treaty of Ninety-Six (1775)

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Indicator 8.2.CE: Explain the economic, political, and social factors surrounding the American Revolution.

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

Depth of Knowledge: Level 2 – Basic Reasoning

Target Skill: CE: Causation- Identify and compare significant turning points, including the related causes and effects that affect historical continuity and change.

Possible Content associated with the skill of causation:

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

- How did colonists use British founding principles to make the case against King George III and Parliament for independence?

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

- Declaration of Independence (1776)
- Differing Political Views of South Carolina Backcountry and Lowcountry
- First Continental Congress (1774)
- Lord Dunmore's Proclamation (1775)
- Parliamentary Acts and Colonial Reactions: Stamp Act (1765), Townshend Acts (1767), Tea Act (1773), Intolerable Acts (1774)
- Revolutionary War Battles: Sullivan's Island (1776), Battle of Camden (1780), Siege of Charleston (1780), Battle of Kings Mountain (1780), Battle of Cowpens (1781)
- Roles of African Americans, Women, and Native Americans during the period of the American Revolution
- Revolutionary Leaders: Christopher Gadsden, Francis Marion, Henry Middleton, Rebecca Motte, Andrew Pickens, John Rutledge, Thomas Sumter
- Salutary Neglect
- Second Continental Congress (1775)
- South Carolina Compromise of 1808
- Treaty of Ninety-Six (1775)
- Two-Party System
- United States Constitution (1787)

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Indicator 8.2.P: Analyze significant founding principles that led to the development of federalism in South Carolina and the United States.

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

Depth of Knowledge: Level 4 – Extended Reasoning

Target Skill: P: Periodization

Possible Content associated with the skill of periodization:

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

- Compare and contrast the Articles of Confederation and the United States Constitution to determine the founding principles needed to ensure a long-lasting government.

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

- Articles of Confederation (1781)
- Bill of Rights (1791)
- Constitutional Convention (1787)
- Declaration of Independence (1776)
- Differing Political Views of South Carolina Backcountry and Lowcountry
- First Continental Congress (1774)
- Northwest Ordinance (1787)
- Parliamentary Acts and Colonial Reactions: Stamp Act (1765), Townshend Acts (1767), Tea Act (1773), Intolerable Acts (1774)
- Revolutionary Leaders: Christopher Gadsden, Francis Marion, Henry Middleton, Rebecca Motte, Andrew Pickens, John Rutledge, Thomas Sumter
- Salutary Neglect
- Second Continental Congress (1775)
- South Carolina Compromise of 1808
- Treaty of Ninety-Six (1775)
- Two-Party System

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- United States Constitution (1787)

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Indicator 8.2.CX: Contextualize the roles of various groups of South Carolinians as the colonies moved toward becoming an independent nation.

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

Depth of Knowledge: Level 4 – Extended Reasoning

Target Skill: CX: Context

Possible Content associated with the skill of context:

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

- Explain the role of Christopher Gadsden in South Carolina and the connection to the national Sons of Liberty movement.

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

- Articles of Confederation (1781)
- Bill of Rights (1791)
- First Continental Congress (1774)
- Constitutional Convention (1787)
- Differing Political Views of South Carolina Backcountry and Lowcountry
- Roles of African Americans, Women, and Native Americans during the period of the American Revolution
- Revolutionary Leaders: Christopher Gadsden, Francis Marion, Henry Middleton, Rebecca Motte, Andrew Pickens, John Rutledge, Thomas Sumter

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Indicator 8.2.CC: Analyze the continuities and changes of how different groups immigrated to and migrated within South Carolina.

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

Depth of Knowledge: Level 3 – Complex Reasoning

Target Skill: CC: Continuities and Changes

Possible Content associated with the skill of continuity and change:

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

- Analyze the impact of skirmishes and wars between the colonists and Native Americans on the migration of Native Americans.

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REVOLUTION AND IDENTITY

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

- Articles of Confederation (1781)
- Bill of Rights (1791)
- Cherokee War (1758-61)
- Constitutional Convention (1787)
- Cotton Gin and Expansion of Slavery
- Declaration of Independence (1776)
- Differing Political Views of South Carolina Backcountry and Lowcountry
- First Continental Congress (1774)
- Homestead Act (1763)
- Lord Dunmore's Proclamation (1775)
- Northwest Ordinance (1787)
- Parliamentary Acts and Colonial Reactions: Stamp Act (1765), Townshend Acts (1767), Tea Act (1773), Intolerable Acts (1774)
- Revolutionary War Battles: Sullivan's Island (1776), Battle of Camden (1780), Siege of Charleston (1780), Battle of Kings Mountain (1780), Battle of Cowpens (1781)
- Roles of African Americans, Women, and Native Americans during the period of the American Revolution
- Revolutionary Leaders: Christopher Gadsden, Francis Marion, Henry Middleton, Rebecca Motte, Andrew Pickens, John Rutledge, Thomas Sumter
- Salutary Neglect
- Second Continental Congress (1775)
- South Carolina Compromise of 1808
- Treaty of Ninety-Six (1775)
- Triangle Trade
- Two-Party System
- United States Constitution (1787)

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REVOLUTION AND IDENTITY

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

Enduring Understanding: Political and economic developments underscored how the colonists in British North America had become uniquely American, prompting the development of a new nation. Drawing on their experience under British rule, the founding generation created a government with shared powers between the state and federal institutions.

Indicator 8.2.E: Utilize a variety of primary and secondary sources to analyze multiple perspectives on the development of democracy in South Carolina and the United States.

Depth of Knowledge: Level 4: Extended Reasoning

Target Skill: E: Evidence

Examples of perspectives to consider through primary sources:

- Perspectives supporting the Patriot and Loyalist ideologies
- Perspectives on Revolutionary economic and warfare tactics
- Perspectives on the concept of federalism
- Perspectives on a central, federal government
- Perspectives on the new national democratic identity
- Perspectives on the idea of natural rights
- Perspectives on the Constitutional compromises
- Perspectives on the physical growth of the nation and related geography
- Perspectives on local contributions to the development of democracy in South Carolina

Examples of secondary sources to assist in providing perspective:

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

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COMPROMISES AND CONFLICT

Standard 3: Demonstrate an understanding of conflict and compromise in South Carolina, the Southern region, and the United States as a result of sectionalism between the period 1816–1865.

Enduring Understanding

As the nation expanded, regional differences were exacerbated creating sectionalism threatening South Carolina's identity and American unity. South Carolina struggled to maintain its unique culture and economy throughout the Reconstruction Era.

Expository Narrative:

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

To stop the conflict, compromises were attempted. The first notable compromise attempted was the Missouri Compromise (1820), which determined the protection of the institution of slavery based on geographic location. Following the Mexican American War, the Compromise of 1850 sought to tone down sectional discord as territories in the southwest applied for statehood. However, sectional strife increased in the 1850s as the debate over slavery, citizenship, and federalism entered the United States Congress and Supreme Court. Following the Presidential Election of 1860, South Carolina voted to secede from the United States. Additional southern states seceded. After shots were fired at the Union-held Fort Sumter in Charleston, the American Civil War began.

In retaliation for the attack on Fort Sumter, the Union regained control of the ports at Port Royal and Charleston and used them as a base of operations. The Union blockade of Southern ports initially closed opportunities for Southern trade with Europe. There were some successful attempts to circumvent this Union naval blockade due to Confederate innovations, but the lack of

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free trade and overprinting currency caused inflation within the South. Following the turning point at Gettysburg, Sherman's March to the Sea effectively brought the American Civil War to an end. The passage of the Thirteenth Amendment in 1865 - and subsequent Reconstruction amendments - expanded the vision of the Emancipation Proclamation, fulfilled some abolitionist goals, and demonstrated federal authority to arbitrate regional conflict.

Possible Questions for Inquiry:

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

- How is power shared between the state and national government?
- What factors influenced sectionalism prior to the American Civil War?
- How did agriculture change in South Carolina following the American Civil War?
- What was the impact of the military strategies on their targets?
- How did the 13th, 14th, and 15th amendments serve as a catalyst for Reconstruction?
- What factors disrupted Reconstruction era policies for African Americans?

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COMPROMISES AND CONFLICT

Standard 3: Demonstrate an understanding of conflict and compromise in South Carolina, the Southern region, and the United States as a result of sectionalism between the period 1816–1865.

Enduring Understanding: As the nation expanded, regional differences were exacerbated creating sectionalism threatening South Carolina’s identity and American unity. South Carolina struggled to maintain its unique culture and economy throughout the Reconstruction Era.

Indicator 8.3.CO: Compare the debates between South Carolina and the federal government regarding slavery, federalism, and the Constitution.

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

Depth of Knowledge: Level 2 – Basic Reasoning

Target Skill: CO: Comparison

Possible Content associated with the skill of comparison:

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

- Analyze how cotton production impacted the southern argument for protecting the institution of slavery.

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

- Abolitionist Movement
- Compromise of 1850
- Denmark Vesey (1822)
- Domestic Slave Trade
- Dred Scott Decision (1857)
- Election of 1860
- Emancipation Proclamation (1863)
- Free Soil
- Fugitive Slave Law (1850)
- Indian Removal Act (1830)
- Kansas-Nebraska Act (1854)
- King Cotton
- Mexican-American War (1846-1848)
- Missouri Compromise (1820)
- Nullification Crisis (1832)
- Plantation Systems
- Popular Sovereignty
 - Regional Discourse: John C. Calhoun, Henry Clay, Andrew Jackson, Daniel Webster
- South Carolina Ordinance of Secession (1860)
- Tariff of 1828
- Tariff of 1833
- Trail of Tears

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COMPROMISES AND CONFLICT

Standard 3: Demonstrate an understanding of conflict and compromise in South Carolina, the Southern region, and the United States as a result of sectionalism between the period 1816–1865.

Enduring Understanding: As the nation expanded, regional differences were exacerbated creating sectionalism threatening South Carolina’s identity and American unity. South Carolina struggled to maintain its unique culture and economy throughout the Reconstruction Era.

Indicator 8.3.CE: Examine consequences of the major Civil War military strategies.

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

Depth of Knowledge: Level 2 – Basic Reasoning

Target Skill: CE: Causation

Possible Content associated with the skill of causation:

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

- Explore the role of economics in contributing to the development of a military strategy against the southern states in rebellion.

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

- 54th Massachusetts Regiment in SC (1863)
- Civil War Strategies: Anaconda Plan (1861), Robert E. Lee, Ulysses S. Grant
- *C.S.S. Planter* (1862)
- Emancipation Proclamation (1863)
- Federal Military Presence: Fort Sumter (1861), Port Royal (1862), Charleston (1864), March to the Sea (1864-1865)
- *H.L. Hunley* (1864)

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COMPROMISES AND CONFLICT

Standard 3: Demonstrate an understanding of conflict and compromise in South Carolina, the Southern region, and the United States as a result of sectionalism between the period 1816–1865.

Enduring Understanding: As the nation expanded, regional differences were exacerbated creating sectionalism threatening South Carolina’s identity and American unity. South Carolina struggled to maintain its unique culture and economy throughout the Reconstruction Era.

Indicator 8.3.P: Analyze the Civil War Amendments (i.e., 13th, 14th, and 15th) as a turning point in the economic, political, and social structures of South Carolina.

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

Depth of Knowledge: Level 4 – Extended Reasoning

Target Skill: P: Periodization

Possible Content associated with the skill of periodization:

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

- Using evidence from the debates over slavery during the antebellum period, theorize how the Reconstruction Amendments serve as a clear turning point into a new period of American history.

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

- Abolitionist Movement
- Compromise of 1850
- Election of 1860
- Emancipation Proclamation (1863)
- Free Soil
- Domestic Slave Trade
- Mexican-American War (1846-1848)
- Missouri Compromise (1820)
- Plantation Systems
- Reconstruction Amendments: 13th, 14th, 15th
- South Carolina Ordinance of Secession (1860)

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COMPROMISES AND CONFLICT

Standard 3: Demonstrate an understanding of conflict and compromise in South Carolina, the Southern region, and the United States as a result of sectionalism between the period 1816–1865.

Enduring Understanding: As the nation expanded, regional differences were exacerbated creating sectionalism threatening South Carolina’s identity and American unity. South Carolina struggled to maintain its unique culture and economy throughout the Reconstruction Era.

Indicator 8.3.CX: Evaluate the economic significance of agriculture on South Carolina, the U.S., and the world.

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

Depth of Knowledge: Level 4 – Extended Reasoning

Target Skill: CX: Context

Possible Content associated with the skill of context:

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

- Identify and analyze the reach of South Carolina’s agricultural products and how they were bought and used around the world.

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

- Cash Crops
- Columbia Canal (1824)
- Domestic Slave Trade
- Fugitive Slave Law (1850)
- King Cotton
- Plantation Systems
 - Regional Discourse: John C. Calhoun, Henry Clay, Andrew Jackson, Daniel Webster
- Trail of Tears

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COMPROMISES AND CONFLICT

Standard 3: Demonstrate an understanding of conflict and compromise in South Carolina, the Southern region, and the United States as a result of sectionalism between the period 1816–1865.

Enduring Understanding: As the nation expanded, regional differences were exacerbated creating sectionalism threatening South Carolina’s identity and American unity. South Carolina struggled to maintain its unique culture and economy throughout the Reconstruction Era.

Indicator 8.3.CC: Analyze debates and efforts to recognize the natural rights of marginalized groups during the period of expansion and sectionalism.

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

Depth of Knowledge: Level 3 – Complex Reasoning

Target Skill: CC: Continuities and Changes

Possible Content associated with the skill of continuity and change:

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

- Analyze the Dred Scott case as a turning point in the debate over slavery, to include the implications of the decision on African Americans.

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

- 54th Massachusetts Regiment in SC (1863)
- Abolitionist Movement
- Denmark Vesey (1822)
- Domestic Slave Trade
- Dred Scott Decision (1857)
- Election of 1860
- Emancipation Proclamation (1863)
- Fugitive Slave Law (1850)
- Indian Removal Act (1830)
- Kansas-Nebraska Act (1854)
- King Cotton
- Mexican-American War (1846-1848)
- Plantation Systems
- Popular Sovereignty
 - Regional Discourse: John C. Calhoun, Henry Clay, Andrew Jackson, Daniel Webster
 - South Carolina Ordinance of Secession (1860)
- Trail of Tears

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COMPROMISES AND CONFLICT

Standard 3: Demonstrate an understanding of conflict and compromise in South Carolina, the Southern region, and the United States as a result of sectionalism between the period 1816–1865.

Enduring Understanding: As the nation expanded, regional differences were exacerbated creating sectionalism threatening South Carolina’s identity and American unity. South Carolina struggled to maintain its unique culture and economy throughout the Reconstruction Era.

Indicator 8.3.E: Utilize a variety of primary and secondary sources to analyze multiple perspectives on the effects of the Civil War within South Carolina and the United States.

Depth of Knowledge: Level 4: Extended Reasoning

Target Skill: E: Evidence

Examples of perspectives to *consider* through primary sources:

- Perspectives on the arguments surrounding the enslavement of African Americans
- Perspectives on the idea of nullification
- Perspectives on the rationale for secession
- Perspectives on the slavery debate with regard to westward expansion
- Perspectives on the experiences of African Americans during the Civil War
- Perspectives on states’ rights versus federal control
- Perspectives on local effects of sectionalism within South Carolina

Examples of secondary sources to assist in providing perspective:

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

Note: 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

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Lost Cause mythology should not be used as the basis of a historical argument because primary source documents and modern historiography refute such claims.

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AT A CROSSROADS

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

Enduring Understanding

Beginning with Reconstruction, South Carolina searched for ways to revitalize its economy and determine the social and political status of its population. Later in the period, South Carolina both contributed to World War I and grappled with economic depression.

Expository Narrative:

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

The geography of the South allowed for southern states to continue relying on agriculture as a primary source of revenue. However, the workforce shifted from enslaved people to a strict system of tenant farming and sharecropping. During this period, the white Southern elite maintained an agricultural economic base for South Carolina. South Carolina's reliance on agriculture proved devastating during the early 20th century as a result of natural disasters and international competition. With inconsistent demand of cotton and cotton production, large-scale textile production was introduced to the state. Textile mills and mill villages developed in the rural upstate, shifting the use of land from agriculture to production of consumer goods. Following national trends, the lack of safety regulations in the industrial workplace and in buildings resulted in dangerous and even deadly conditions. In an attempt to combat these problems, Progressive activists across the United States worked to enact legislation to bring about much needed changes for the labor force. As workers began organizing unions in northern factories, attempts were made to improve working conditions in South Carolina textile mills, but

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with a smaller impact. In addition, South Carolina began diversifying its economic base through using natural resources, which helped to fuel industrialization.

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

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

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

Possible Questions for Inquiry:

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

- How did the Jim Crow era dismiss the gains made by African Americans during Reconstruction?
- What reforms were implemented as a result of progressive calls for social and political change?
- How did the economy change between the American Civil War and the end of World War I?
- How were South Carolinians affected by World War I?
- How have the New Deal programs had a lasting impact on South Carolina?

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AT A CROSSROADS

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

Enduring Understanding: Beginning with Reconstruction, South Carolina searched for ways to revitalize its economy and determine the social and political status of its population. Later in the period, South Carolina both contributed to World War I and grappled with economic depression.

Indicator 8.4.CO: Compare perspectives toward reform that emerged during the Progressive Era.

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

Depth of Knowledge: Level 2 – Basic Reasoning

Target Skill: CO: Comparison

Possible Content associated with the skill of comparison:

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

- Compare and contrast the viewpoints of those in support and against women’s’ suffrage.

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AT A CROSSROADS

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

- African American Activism: Benjamin Randolph, Robert Smalls, Joseph Rainey, Rollin Sisters
- Artistic Expression: Harlem Renaissance & Southern (Charleston) Renaissance
- Black Codes (1865-1866)
- Disenfranchisement Strategies: Eight Box Law, Grandfather Clause, Literacy Tests, Poll Taxes
- Compromise of 1877
- Crop Lien System
- Farmers Alliance
- Gerrymandering
- Hamburg Massacre (1876)
- Ku Klux Klan
- Land Grant Colleges in South Carolina
- Labor: Child Labor, Convict Lease System, Domestic Work, Farmers, Millworkers, Sharecroppers, Tenant Farmers, World War I Workforce
- Labor Unions: Collective Bargaining, Blacklisting, Right to Work
- Migration: Exodusters, Great Migration, Immigration to South Carolina, Rural to Urban
- Military Bases in South Carolina: Charleston Naval Shipyard, Camp Jackson, Parris Island
- National Association for the Advancement of Colored People (NAACP)
- Populism
- Progressive Amendments: 17th, 18th, 19th
- Progressive Movement: Temperance / Prohibition, Women's Suffrage
- Reconstruction Amendments: 13th, 14th, 15th
- Reconstruction Plans: Lincoln, Johnson, Congressional Republicans
- Redshirts
- Redeemers
- South Carolina Constitution of 1868
- South Carolina Constitution of 1895
- Textile Production in South Carolina
- Transcontinental Railroad (1863-1869)

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AT A CROSSROADS

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

Enduring Understanding: Beginning with Reconstruction, South Carolina searched for ways to revitalize its economy and determine the social and political status of its population. Later in the period, South Carolina both contributed to World War I and grappled with economic depression.

Indicator 8.4.CE: Explain the causes and effects of World War I on South Carolina and the United States.

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

Depth of Knowledge: Level 2 – Basic Reasoning

Target Skill: CE: Causation

Possible Content associated with the skill of causation:

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

- Explore the lasting impact of the military bases that were expanded during World War I on South Carolina.

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

- | | |
|-----------------------------|---|
| ● Charleston Naval Shipyard | ● Farm income in South Carolina |
| ● Camp Jackson | ● Textile production in South Carolina |
| ● Camp Sevier | ● South Carolina State Council of Defense |
| ● Parris Island | ● Coleman Blease |
| ● Homefront | |
| ● victory gardens | |

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AT A CROSSROADS

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

Enduring Understanding: Beginning with Reconstruction, South Carolina searched for ways to revitalize its economy and determine the social and political status of its population. Later in the period, South Carolina both contributed to World War I and grappled with economic depression.

Indicator 8.4.P: Summarize the economic changes that emerged in South Carolina and the U.S.

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

Depth of Knowledge: Level 4 - Extended Reasoning

Target Skill: P: Periodization

Possible Content associated with the skill of periodization:

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

- Create a timeline showing the reduction in agriculture and increase in textiles then explain how this shift occurred.

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

- Compromise of 1877
- Crop Lien System
- Farmers Alliance
- Land Grant Colleges in South Carolina
- Labor: Child Labor, Convict Lease System, Domestic Work, Farmers, Millworkers, Sharecroppers, Tenant Farmers, World War I Workforce
- Labor Unions: Collective Bargaining, Blacklisting, Right to Work
- Populism
- Redeemers
- Textile Production in South Carolina
- Transcontinental Railroad (1863-1869)

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AT A CROSSROADS

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

Enduring Understanding: Beginning with Reconstruction, South Carolina searched for ways to revitalize its economy and determine the social and political status of its population. Later in the period, South Carolina both contributed to World War I and grappled with economic depression.

Indicator 8.4.CX: Evaluate South Carolinians’ struggle to create an understanding of their post-Civil War position within the state, the country, and the world.

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

Depth of Knowledge: Level 4 – Extended Reasoning

Target Skill: CX: Context

Possible Content associated with the skill of context:

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

- Assess Reconstruction as a watershed moment in American political and social history.

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AT A CROSSROADS

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

- African American Activism: Benjamin Randolph, Robert Smalls, Joseph Rainey, Rollin Sisters
- Artistic Expression: Harlem Renaissance & Southern (Charleston) Renaissance
- Black Codes (1865-1866)
- Disenfranchisement Strategies: Eight Box Law, Grandfather Clause, Literacy Tests, Poll Taxes
- Compromise of 1877
- Crop Lien System
- Farmers Alliance
- Gerrymandering
- Hamburg Massacre (1876)
- Ku Klux Klan
- Land Grant Colleges in South Carolina
- Labor: Child Labor, Convict Lease System, Domestic Work, Farmers, Millworkers, Sharecroppers, Tenant Farmers, World War I Workforce
- Labor Unions: Collective Bargaining, Blacklisting, Right to Work
- Migration: Exodusters, Great Migration, Immigration to South Carolina, Rural to Urban
 - Military Bases in South Carolina: Charleston Naval Shipyard, Camp Jackson, Parris Island
- National Association for the Advancement of Colored People (NAACP)
- Populism
- Progressive Amendments: 17th, 18th, 19th
- Progressive Movement: Temperance / Prohibition, Women's Suffrage
- Reconstruction Amendments: 13th, 14th, 15th
- Reconstruction Plans: Lincoln, Johnson, Congressional Republicans
- Redshirts
- Redeemers
- South Carolina Constitution of 1868
- South Carolina Constitution of 1895
- Textile Production in South Carolina
- Transcontinental Railroad (1863-1869)

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AT A CROSSROADS

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

Enduring Understanding: Beginning with Reconstruction, South Carolina searched for ways to revitalize its economy and determine the social and political status of its population. Later in the period, South Carolina both contributed to World War I and grappled with economic depression.

Indicator 8.4.CC: Analyze continuities and change in the African American experience in the period of Reconstruction and Jim Crow eras within South Carolina.

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

Depth of Knowledge: Level 3 – Complex Reasoning

Target Skill: CC: Continuities and Changes

Possible Content associated with the skill of continuity and change:

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

- Explain how the rights and liberties of African Americans protected by Reconstruction amendments and legislation at the federal level were systematically taken away through local and state-level legislation and actions by the end of the period.

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AT A CROSSROADS

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

- African American Activism: Benjamin Randolph, Robert Smalls, Joseph Rainey, Rollin Sisters
- Artistic Expression: Harlem Renaissance & Southern (Charleston) Renaissance
- Black Codes (1865-1866)
- Disenfranchisement Strategies: Eight Box Law, Grandfather Clause, Literacy Tests, Poll Taxes
- Gerrymandering
- Hamburg Massacre (1876)
- Ku Klux Klan
- Labor: Child Labor, Convict Lease System, Domestic Work, Farmers, Millworkers, Sharecroppers, Tenant Farmers, World War I Workforce
- Migration: Exodusters, Great Migration
- National Association for the Advancement of Colored People (NAACP)
- Populism
- Reconstruction Amendments: 13th, 14th, 15th
- Reconstruction Plans: Lincoln, Johnson, Congressional Republicans
- Redshirts
- South Carolina Constitution of 1868
- South Carolina Constitution of 1895

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AT A CROSSROADS

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

Enduring Understanding: Beginning with Reconstruction, South Carolina searched for ways to revitalize its economy and determine the social and political status of its population. Later in the period, South Carolina both contributed to World War I and grappled with economic depression.

Indicator 8.4.E: Utilize a variety of primary and secondary sources to analyze multiple perspectives of the challenges and changes within South Carolina and the nation that allowed the U.S. to emerge as a global power during the time period 1862–1929.

Depth of Knowledge: Level 4: Extended Reasoning

Target Skill: E: Evidence

Examples of perspectives to consider through primary sources:

- Perspectives on the increase of literary work from the South
- Perspectives on the role of geography in industrialization
- Perspectives on working conditions in mills by workers and management
- Perspectives on African American rights during Reconstruction
- Perspectives on the effects of *Plessy v. Ferguson*
- Perspectives on economic effects of New Deal policies
- Perspectives on Progressive Era reforms
- Perspectives on industrial leaders at the turn of the twentieth century
- Perspectives on the effects of industry on the working class
- Perspectives on local contributions to the challenges and changes during this time period

Examples of secondary sources to assist in providing perspective:

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

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.

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PROGRESS

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

Enduring Understanding:

As a result of new perspectives on national security following World War I, South Carolina continues to benefit from and contribute to national and global communities. Additionally, civic participation and social change altered South Carolina's social standing and political alignment.

Expository Narrative:

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

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

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

Many African-American soldiers returning home from active duty in World War II contributed to the push for civil rights in the US as they sought to rectify the gap between the democratic ideas

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

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

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

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

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PROGRESS

Possible Questions for Inquiry:

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

- How did South Carolina diversify the economy following the Great Depression?
- How has civic engagement been used to shape South Carolina's identity?
- How did World War II impact the economy of South Carolina and the United States?
- How was national security used as a rationale to restrict the civil rights and civil liberties of certain groups?
- What factors led to the evolution from the "solid south" (Democratic) to the current Republican stronghold?
- How did South Carolinians contribute to the national Civil Rights Movement?

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PROGRESS

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

Enduring Understanding: As a result of new perspectives on national security following World War I, South Carolina continues to benefit from and contribute to national and global communities. Additionally, civic participation and social change altered South Carolina's social standing and political alignment.

Indicator 8.5.CO: Compare South Carolina and U.S. wartime contributions and demobilization after World War II.

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

Depth of Knowledge: Level 2 – Basic Reasoning

Target Skill: CO: Comparison- Utilize multiple characteristics of historical developments to create a comparative analysis.

Possible Content associated with the skill of comparison:

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

- Analyze how the Holocaust impacted refugee policies, particularly those Jewish refugees entering South Carolina in the post-war period.

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

- Baby Boom
- Doolittle Raiders
- Double V Campaign
- Executive Order #9981 (1948)
- German Prisoner-of-War Camps in South Carolina
- Immigration and Migration: Hispanic Immigration, Post-War Jewish Refugees, White Flight
- American Internment Camps
- Servicemen's Readjustment Act [GI Bill] (1944)
- South Carolina Military Bases: Charleston Naval Shipyard, Columbia Army Air Base, Fort Jackson, Parris Island, Shaw Field (Army Air Corps)
- Tuskegee Airmen
- Wartime Industry Board
- White Citizens Council

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

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Indicator 8.5.CE: Analyze the factors contributing to the shifts in the political party platforms between 1946–1972.

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

Depth of Knowledge: Level 2 – Basic Reasoning

Target Skill: CE: Causation

Possible Content associated with the skill of causation:

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

- Summarize how Executive Order 9981 by President Truman served as a turning point for the modern political party platforms.

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

- Civil Rights Activism: Friendship Nine (1961), Kress Sit-In (1960)
- Civil Rights Legislation: Civil Rights Act of 1964, Voting Rights Act of 1965
- Civil Rights Court Cases: *Briggs v. Elliott* (1947), *Elmore v. Rice* (1947), *Loving v. Virginia* (1967)
- Dixiecrats
- Realignment of Political Parties (1948-1972)
- School Equalization in South Carolina (1951-1960)
- White Citizens Council

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

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Indicator 8.5.P: Analyze the transformation of South Carolina's economy from the Great Depression to its current economic diversification.

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

Depth of Knowledge: Level 4 – Extended Reasoning

Target Skill: P: Periodization

Possible Content associated with the skill of periodization:

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

- Analyze the role of air conditioning as a catalyst for economic diversification in South Carolina.

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

- Abbeville v. South Carolina (2014), Education Accountability Act (1998), Education Improvement Act (1984), South Carolina Act 388 (2006)
- Baby Boom
- Charleston Nurses Strike (1969)
- Industrial and Service Industries: Amazon, BMW, Boeing, Bosch, Continental Tire, Michelin Tires, Tourism
- Immigration and Migration: Hispanic Immigration, Post-War Jewish Refugees, White Flight
- National Defense Education Act (1958)
- New Deal Acts and Programs: Agricultural Adjustment Act (1933), Civilian Conservation Corps (1933), Federal Deposit Insurance Corporation (1933), Rural Electrification Act (1936), Social Security Act (1935), Works Progress Administration (1935)
- Savannah River Nuclear Plant
- Santee Cooper Project
- Servicemen's Readjustment Act [GI Bill] (1944)

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Indicator 8.5.CX: Analyze the correlation between the Modern Civil Rights Movement in South Carolina and the U.S.

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

Depth of Knowledge: Level 4 – Extended Reasoning

Target Skill: CX: Context

Possible Content associated with the skill of context:

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

- Evaluate the significance of *Briggs v. Elliot* in the national debate over school segregation.

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

- Civil Rights Activism: Friendship Nine (1961), Kress Sit-In (1960)
- Civil Rights Court Cases: Briggs v. Elliott (1947), Elmore v. Rice (1947), Loving v. Virginia (1967)
- Civil Rights Legislation: Civil Rights Act of 1964, Voting Rights Act of 1965
- Desegregation of the University of South Carolina and Clemson University
- Dixiecrats
- Education Reform: Abbeville v. South Carolina (2014), Education Accountability Act (1998), Education Improvement Act (1984), South Carolina Act 388 (2006)
- National Association for the Advancement of Colored People
- Orangeburg Massacre (1968)
- Prejudice-Motivated Crime Issues: Lynching, Isaac Woodard Case (1946), Mother Emanuel A.M.E. Church (2015)
- Realignment of Political Parties (1948-1972)
- School Equalization in South Carolina (1951-1960)
- Servicemen's Readjustment Act [GI Bill] (1944)
- Tuskegee Airmen
- White Citizens Council

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

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Indicator 8.5.CC: Analyze the continuities and changes in South Carolina's identity resulting from the civic participation of different individuals and groups of South Carolinians.

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

Depth of Knowledge: Level 3 – Complex Reasoning

Target Skill: CC: Continuities and Changes

Possible Content associated with the skill of continuity and change:

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

- Analyze the role of civic participation among the Baby Boom generation in creating social change following World War II.

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

- *Abbeville v. South Carolina* (2014), Education Accountability Act (1998), Education Improvement Act (1984), South Carolina Act 388 (2006)
- Anti-War Protests During Vietnam
- Baby Boom
- Charleston Nurses Strike (1969)
- Civil Rights Activism: Friendship Nine (1961), Kress Sit-In (1960)
- Civil Rights Court Cases: Briggs v. Elliott (1947), Elmore v. Rice (1947), Loving v. Virginia (1967)
- Desegregation of the University of South Carolina and Clemson University
- Education Reform: *Abbeville v. South Carolina* (2014), Education Accountability Act (1998), Education Improvement Act (1984), South Carolina Act 388 (2006)
- Immigration and Migration: Hispanic Immigration, Post-War Jewish Refugees, White Flight
- National Association for the Advancement of Colored People
- School Equalization in South Carolina (1951-1960)

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PROGRESS

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

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Indicator 8.5.E: Utilize a variety of primary and secondary sources to analyze multiple perspectives on the cultural changes in South Carolina and the U.S.

Depth of Knowledge: Level 4: Extended Reasoning

Target Skill: E: Evidence

Examples of perspectives to consider through primary sources:

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

Examples of secondary sources to assist in providing perspective:

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

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