

Grade 4: United States and South Carolina Studies Part I
Alignment Guide 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.

Grade 4: United States and South Carolina Studies Part I
Deconstructed Skills for Grade 4

Disciplinary Skill	Expression
<p>CO: Comparison- Identify comparisons based on common or differing characteristics or contexts.</p>	<p>To demonstrate their ability to use the skill of comparison, students should:</p> <ul style="list-style-type: none"> ● identify characteristics (i.e. who, what, where, why, when, and how) of historical developments. ● identify similarities and/or differences between historical events, ideas, and/or characteristics. ● identify similarities and/or differences between political, economic, and/or geographic regions. ● identify similarities and/or differences of perspectives between groups of people.
<p>CE: Causation- Identify multiple causes and effects, to include distinguishing long-term and short-term examples.</p>	<p>To demonstrate their ability to use the skill of causation, students should:</p> <ul style="list-style-type: none"> ● identify multiple causes and effects (i.e. short-term and long-term) for historical events. ● identify how previous events contributed to subsequent events. ● identify how history would be different if historical events had different outcomes.
<p>P: Periodization- Organize a historical narratives into time periods using units of time (e.g., decades, half centuries, centuries).</p>	<p>To demonstrate their ability to think in terms of periodization, students should:</p> <ul style="list-style-type: none"> ● identify and understand periods using units of time (e.g. decades, half centuries, and centuries.) ● organize major historical events chronologically. ● evaluate a historical narrative to identify its components. ● create a historical narrative to summarize major developments within a given time period.
<p>CX: Context- Make connections between historical developments</p>	<p>To demonstrate their ability to use context, students should:</p> <ul style="list-style-type: none"> ● explain how historical events have a local impact. ● explain how historical events have an impact beyond the local area.

Grade 4: United States and South Carolina Studies Part I
Alignment Guide 2020

Disciplinary Skill	Expression
in history with specific references to time, place, and broader circumstances.	<ul style="list-style-type: none"> ● use evidence to explain the progression of historical events. ● make connections between historical events and current events.
CC: Continuities and Changes- Recognize patterns of historical continuity and changes in history.	<p>To demonstrate their ability to understand continuities and changes, students should:</p> <ul style="list-style-type: none"> ● identify recurring patterns in historical events. ● identify changes in the patterns of historical events. ● identify continuities in the patterns of historical events.
E: Evidence- Identify, source, and utilize different forms of evidence (including primary and secondary sources) used in an inquiry-based study of history.	<p>To demonstrate their ability to use evidence in the study of history, students should:</p> <ul style="list-style-type: none"> ● identify the difference between primary and secondary sources. ● utilize primary and secondary sources to gather information and make connections. ● identify how point of view, bias and purpose allow of further understanding of a primary source. ● evaluate secondary sources for accuracy and validity.

Grade 4: United States and South Carolina Studies Part I
Alignment Guide 2020

Themes for Grade 4

Theme Name	Alignment Guide Abbreviation	Theme Description
Interaction Among People	IAP	The Interaction Among People theme encourages the study of cultural interactions, economic development, and societal differences which resulted in distinct perspectives within the regions of both the United States and South Carolina. Over time, these exchanges have caused both unity and division. The Interactions Among People theme builds on the primary themes of history, economics, and civics and government.
Physical Geography and Natural Resources	PGNR	The Physical Geography and Natural Resources theme encourages the study of the migration of humans to different regions and how geography influenced their way of life in a new place. As North America and South Carolina were settled, changes in economic, political, environmental, and societal conditions occurred over time and in different locations. The Physical Geography and Natural Resources Theme builds on the primary theme of Geography.
Development and Sustainment of a State and Nation	DSSN	The Development and Sustainment of a State and Nation theme encourages the study of the national and state political identities and perspectives. National and state political identities and perspectives are based on the founding principles contained in documents such as the Declaration of Independence, the Constitution, and the Federalist Papers. These perspectives serve as the basis of both debate and compromise over the course of the nation's history and allows the theme of Development and Sustainment of a State and Nation to build on the primary theme of civics and government.
Economic, Settlement and Territorial Expansions	ESTE	The Economic, Settlement, and Territorial Expansions theme encourages the study of changing economic, social, and political ideas within the United States and South Carolina. These expansions led to controversy, compromise, extension of boundaries, and the economic change from mercantilism to capitalism. The Economic, Settlement and Territorial Expansions theme builds on the primary theme of Economics.

Grade 4: United States and South Carolina Studies Part I
Alignment Guide 2020

Colonization

Standard 1:

Demonstrate an understanding of the settlement and colonization of North America, including South Carolina, between 1600–1730.

Enduring Understanding: The various cultures, establishments, and settlements of North American colonies were a result of interactions and contributions primarily of Native Americans, Europeans, and enslaved Africans. The British North American colonies each developed a unique culture connected to their economic, geographic, and political resources and beliefs.

Expository Narrative:

European nations supported the settlements of New Spain, New France, and New England in North America. The various interactions of different peoples in unfamiliar lands led to not only conflict but also cooperation. Spain, France, and England all approached settlement and exploration of North America differently. The interactions between the Native Americans already living in North America, colonists, enslaved Africans, and indentured servants resulted in different settlement patterns, economies, and social institutions. All colonies had a form of limited self-government that was based on government of the mother country. Each region also differed in religious expression.

There were several Native American groups in North America that initially traded with settlers, shared survival techniques, and sometimes formed military alliances. Over time though, many became enslaved or later removed from their land. Many conflicts arose which highlight the changing relationships between Native Americans and settlers throughout the colonial period.

Although the English were the first to permanently settle in Carolina, other groups such as French and English from Barbados also came looking for economic and social gain. The Fundamental Constitution of Carolina allowed for religious freedom and the practice of slavery regardless of social class. English plantation owners from Barbados moved to South Carolina bringing enslaved Africans and the plantation system with them. South Carolina's physical landscape and climate allowed large plantations which significantly altered the landscape for increased production of crops like rice and indigo. As demand for these resources increased, the colonial demand for labor increased. More and more Africans were forced from their homeland and enslaved to cultivate the cash crops. These cash crops made Carolina one of the wealthiest colonies and resulted in Charles Town becoming a major city.

The fusion of peoples, especially in the southern colonies, permanently established a unique culture that can still be felt today. The enslaved people who survived the journey from Africa to the colonies brought with them their own culture, skills, and languages and thus had a profound impact on the economy and culture of the developing colonies. The ultimate development of the Gullah culture would not have occurred had it not been for these contributions of enslaved Africans. Student inquiries regarding marginalized groups can lead to connections between Colonial and Modern-Day America.

Grade 4: United States and South Carolina Studies Part I
Alignment Guide 2020

Colonization

Possible Questions for Inquiry:

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

- How did the geography of the eastern coastal region impact the settlement patterns of early colonists?
- Based on evidence of geographic features, climate, and natural resources within each colonial region, which colonial group made the wisest location selection?
- What were the advantages and disadvantages for each group involved in the triangle trade route?
- How were the ethnic, political, and religious group that settled along the east coast alike and different?
- How were the lives of Native Americans disrupted by European colonization?
- How did the initial interactions between Europeans, enslaved Africans, and Native Americans lay the foundation for future race relations in the United States?
- Was colonial America a land of opportunity?

Grade 4: United States and South Carolina Studies Part I
Alignment Guide 2020

COLONIZATION

Standard 1:

Demonstrate an understanding of the settlement and colonization of North America, including South Carolina, between 1600–1730.

Indicator 4.1.CO: Compare the interactions among cultural groups as a result of European colonization.

This indicator was developed to promote inquiry into how European colonization impacted the interaction among African, European, and Native American cultural groups.

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 interactions of the Native Americans and colonists in the Carolina colony with the interactions between Native Americans and colonists in the Massachusetts Bay colony.

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

- New England, New France, and New Spain
- Jamestown, Virginia 1607
- Native Americans culture’s impact on colonists (agriculture; hunting/gathering; fishing)
- Barbadian contributions (cultural, economic)
- Indentured servants (diversity of European cultures)
- Impact of the African American culture (Gullah Geechee; music; food)
- Plantation Systems
- Enslaved African’s impact on colonial agriculture

Grade 4: United States and South Carolina Studies Part I
Alignment Guide 2020

COLONIZATION

Standard 1:

Demonstrate an understanding of the settlement and colonization of North America, including South Carolina, between 1600–1730.

Indicator 4.1.CE: Identify the effects of changing economic systems on the diverse populations in British North America.

This indicator was developed to promote inquiry into the effects of mercantilism and triangular trade on enslaved Africans, Native Americans, and European colonists in North America and the Caribbean.

Depth of Knowledge: Level 2 – Basic Reasoning

Target Skill: CE: Causation- Evaluate significant turning points, including 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 1.

- Determine the reasons for the creation of the Mayflower Compact and the effectiveness of it.

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)
- Eliza Pickney
- Finished goods exported and imported
- Headright System
- Mercantilism
- The Middle Passage
- Triangular Trade
- Plantation Systems
- Fur Trade-Northwest Passage
- Lord Proprietors
- Barbadian contributions (cultural, economic)
- Mayflower Compact

Grade 4: United States and South Carolina Studies Part I
Alignment Guide 2020

Colonization

Standard 1:

Demonstrate an understanding of the settlement and colonization of North America, including South Carolina, between 1600–1730.

Indicator 4.1.P: Explain the development of political institutions and social characteristics that defined the British colonial regions.

This indicator was written to promote inquiry into the unique development of ethnic, political, and religious identities in the New England, Mid-Atlantic, and Southern colonies.

Depth of Knowledge:

Level 3 – Complex Reasoning

Target Skill:

P: Periodization

Possible Content associated with the skill of Periodization:

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

- Investigate the arrival of the first enslaved Africans brought to the Carolina colony and the plantation systems that supported it.

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.

- The New England, Middle and Southern Colonies
- New England, New France, New Spain
- Colonial Economics (Goods and Services, mercantilism, raw materials)
- Colonial Geography (Climate, Land, Topography, raw materials, South Carolina Regions)
- Colonial Government (e.g House of Burgesses, Town Hall Meeting; Assemblies; Lord Proprietors)
- Limited Self-Government
- Colonial Religions (e.g Anglican, Huguenot, Quakers, Puritans)
- Impact of the Native Americans culture on colonists (agriculture; hunting/gathering; fishing)
- Powhatan
- Wampanoag
- Barbadian contributions (cultural, economic)
- Indentured servants (diversity of European cultures)
- Impact of the African American culture (Gullah Geechee; music; food)
- Plantation Systems
- Pilgrims
- Push and Pull Factors

Grade 4: United States and South Carolina Studies Part I
Alignment Guide 2020

Colonization

Standard 1:

Demonstrate an understanding of the settlement and colonization of North America, including South Carolina, between 1600–1730.

Indicator 4.1.CX Contextualize the experience of Africans, Europeans, and Native Americans in South Carolina.

This indicator was developed to promote inquiry into how South Carolina developed as a result of the relationship among various ethnic, political, and religious groups.

Depth of Knowledge:

Level 3 – Complex Reasoning

Target Skill:

CX: Context - Justify how the relationship between various historical themes and multiple historical developments create a multi-faceted context when analyzing significant events.

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.

- Explain the significance of the House of Burgesses in events leading to the American Revolution.

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.

- SC Economics (Goods and Services, mercantilism, raw materials)
- SC Geography (Climate, Land, Topography, raw materials, South Carolina Regions)
- SC Government (e.g House of Burgesses, Town Hall Meeting; Assemblies; Lord Proprietors)
- SC Religions (e.g Anglican, Huguenot, Quakers, Puritans)
- Impact of the Native Americans culture on colonists (Catawba, Cherokee, Yemassee)
- Barbadian contributions (cultural, economic)
- Indentured servants (diversity of European cultures)
- Impact of the African American culture (Gullah Geechee; music; food)
- Plantation Systems

Grade 4: United States and South Carolina Studies Part I
Alignment Guide 2020

COLONIZATION

Standard 1:

Demonstrate an understanding of the settlement and colonization of North America, including South Carolina, between 1600–1730.

Indicator 4.1.CC: Identify patterns of change and continuity in the development of economic systems in British North America.

This indicator was written to promote inquiry into the role of mercantilism in the growth of agriculture, early industry, harbor development, shipping and trade, and slavery in the British colonies.

Depth of Knowledge:

Level 3 – Complex Reasoning

Target Skill:

CC: Continuities and Changes

Possible Content associated with the skill of Continuity and Changes:

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

- Investigate how the economy of South Carolina changed with the knowledge of rice cultivation brought to America by enslaved Africans.

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.

- Bartering
- Charleston harbor
- Cash crops (rice, indigo, tobacco)
- Carolina Gold
- Headright System
- Mercantilism
- The Middle Passage
- Triangular Trade
- Plantation Systems
- Fur Trade-Northwest Passage
- Roles of Lord Proprietors
- Slavery in the North and South
- Resistance to Slavery

Grade 4: United States and South Carolina Studies Part I
Alignment Guide 2020

COLONIZATION

Standard 1:

Demonstrate an understanding of the settlement and colonization of North America, including South Carolina, between 1600–1730.

Indicator 4.1.E Analyze multiple perspectives through primary and secondary sources concerning the economic, political, and social developments of British North America and South Carolina.

Depth of Knowledge:

Level 4 – Extended Reasoning

Target Skill:

E: Evidence

Below examples of perspectives to *consider* through primary sources:

- Colonists
- Explorers
- Enslaved groups/records of slave auctions
- Early colonial governments
- Plantation ledgers
- Maps of Charleston harbor

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)

Grade 4: United States and South Carolina Studies Part I
Alignment Guide 2020

A New Nation

Standard 2:

Demonstrate an understanding of the identity of a new nation, including the state of South Carolina between 1730-1800.

Enduring Understanding: Colonial revolt against British regulations and restrictions resulted in the creation of the United States as an independent nation comprised of individual states. Following the American Revolution, Americans developed a new form of government that embodied and contradicted the ideals for which they had fought and unified the new nation.

Expository Narrative:

Colonial revolt against British regulations and restrictions resulted in the creation of the United States as an independent nation comprised of individual states. Following the American Revolution, Americans developed a new form of government that embodied and contradicted the ideals for which they had fought and unified the new nation. Both free and enslaved African Americans, Native Americans, and women played a vital role in the rise up to and the creation of the new nation. Loyalists and Patriots served their cause in various ways. Similarly, Native Americans, concerned about preserving their way of life, played a part whether they sided with the British or the colonists.

Taxation, regulations, issues of representation, and the presence of the British military in the colonies all played a role in the colonial independence movement leading to the beginning of the American Revolution and the Declaration of Independence. Following the French and Indian War, Britain faced large debts from costs of a global conflict coupled with how to pay for a standing army in North America. In the 1760s and 1770s, Parliament and King George III levied heavy taxation and regulation on North American colonies in an effort to relieve this incurred debt. Taxation without representation caused tension in the colonies. Colonists felt that the Stamp Act, Townshend Acts, Navigation Acts, and Tea Act were unfair because they had no representation in Parliament. Colonists formed the Stamp Act Congress and sent a petition to the King. They declared a boycott on British Goods. Throughout the colonies, boycotts, protests, publications, and newly organized assemblies were initiated in reaction to the British imposed acts, taxes, and military presence. A turning point and shock to the people throughout the colonies was the Boston Massacre. Economic and political strains in the colonies led several prominent colonial leaders to propose the concept of independence, and the creation of the First Continental Congress. Eventually the Stamp Act and Townshend Acts were mostly repealed, except the Tea Act, which was not a tax. This act gave the British East India Company exclusive rights to sell tea in the colonies. The Sons of Liberty feared that this would threaten the effectiveness of the boycott of tea. They devised a plan to revolt by boarding ships in the Boston harbor and throw the tea overboard, also known as the Boston Tea Party. Great Britain reacted by passing a series of new laws called the Intolerable Acts.

While many colonists remained loyal to the king (Loyalists) throughout the course of the Revolution, increasingly unfair laws and brutal military tactics motivated a majority of colonists to either fight for or support the efforts for an independent nation (Patriots). The colonies became increasingly volatile leading to bloodshed between British soldiers trying to destroy weapons and capture militias at Lexington and Concord. As the fighting began the Second Continental Congress met in Philadelphia. They had many decisions to make including creating the

Grade 4: United States and South Carolina Studies Part I

Alignment Guide 2020

Continental Army, which would give the colonists a fighting chance against British troops. The members of the Second Continental Congress read *Common Sense* by Thomas Paine. After other battles ensued as part of the American Revolution many members decided it was time to declare independence. Congress wanted a written document stating as such. This led to the creation of The Declaration of Independence.

Various turning points and founding principles led to the establishment of the United States as a constitutional republic, including the Articles of Confederation leading to the Constitutional Convention of 1787. The Articles of Confederation were written after the Revolutionary War, but were weak since they focused so heavily on the rights of the individual states, provided no means of collecting taxes, or to provide for a military. The Articles of Confederation was a direct result of the colonists experience with King George III and Parliament. Americans believed that the powers should remain in the state government. The Articles of Confederation was a one house legislature where each state had one vote. Therefore each state created its own army, its own rules and had its own currency. The national Congress could not impose taxes, they could only request funds from each state. Proponents for a strong national government argued against the Articles of Confederation. They felt that this created a weak government for our new nation.

The Constitutional Convention of 1787 was given the job of rewriting the Articles of Confederation. After much debate, the United States Constitution was created which describes the nation's founding principles, allows for amendments to be made, ensured individual rights through the creation of the Bill of Rights, and remains as the law of the United States today. The first constitution for the state of South Carolina was adopted during this time.

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 the British policies of taxation and trade regulation contribute to the colonial desire for independence?
- How were major forms of taxation and trade policies viewed by both the British and the Colonists?
- What is a democratic republic? What is a constitutional democracy? How are they related?

Grade 4: United States and South Carolina Studies Part I
Alignment Guide 2020

A NEW NATION

Standard 2:

Demonstrate an understanding of the identity of a new nation, including the state of South Carolina between 1730-1800.

Indicator 4.2.CO: Compare the roles of marginalized groups during the American Revolution.

This indicator was designed to encourage inquiry into the economic, political, and social roles of colonial groups, to include free and enslaved people of African descent, Native Americans, and women, during the revolutionary period.

Depth of Knowledge:

Level 2 – Basic Reasoning

Target Skill:

CO: Comparison- Utilize similarities and differences among multiple historical developments over culture, time, and place 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 2.

- Compare the role of Sybil Ludington with Paul Revere to highlight the valuable role women played during the American Revolution.

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.

- Emily Geiger
- Crispus Attucks
- Sybil Ludington
- Deborah Sampson (Sampson)
- Women
- Free and enslaved Africans
- Native Americans (changing roles)

Grade 4: United States and South Carolina Studies Part I
Alignment Guide 2020

A NEW NATION

Standard 2:

Demonstrate an understanding of the identity of a new nation, including the state of South Carolina between 1730-1800.

Indicator 4.2.CE Examine the economic and political motivations for colonists to declare independence from Great Britain.

This indicator was developed to encourage inquiry into the influence of taxation and regulation in the colonial independence movement leading to the Declaration of Independence and the beginning of the American Revolution.

Depth of Knowledge:

Level 2 – Basic Reasoning

Target Skill:

CE: Causation- Evaluate significant turning points, including 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.

- Examine the reasons for and the effects of the Stamp Act on the American Revolution.

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.

- French and Indian War
- Loyalists and Patriots
- Boston Massacre
- Tea Act
- British East India Company
- Intolerable Acts
- Taxation without representation
- Colonists reactions
- Creation of the Continental Army
- Olive Branch Petition
- Declaration of Independence
- British Abolition movement

Grade 4: United States and South Carolina Studies Part I
Alignment Guide 2020

A NEW NATION

Standard 2:

Demonstrate an understanding of the identity of a new nation, including the state of South Carolina between 1730-1800.

Indicator 4.2.P Analyze the sequence of events that led to the establishment of the U. S. as a democratic republic.

This indicator was developed to encourage inquiry into the process which led to the formation of the U.S. government, including the convening of the Continental Congresses, the passage of the Articles of Confederation, and the adoption of the U.S. Constitution.

Depth of Knowledge:

Level 2 – Basic Reasoning

Target Skill:

P: Periodization – Summarize, analyze, and assess the methods historians use to categorize historical developments to create historical periodization.

Possible Content associated with the skill of Periodization:

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

- Explore how the Continental Congresses were turning points in the development of the American nation

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.

- Battles of the American Revolution
- Sons and Daughters of Liberty
- George Washington
- Treaty of Paris (1783)
- Federalists/Anti-Federalists
- Federalism/States Rights
- Articles of Confederation
- Common Sense
- First Continental Congress (1774)
- Second Continental Congress (1775)
- Constitutional Convention (1787)
- Preamble of the Constitution (purpose)
- Three-Fifths Compromise
- Three Branches of Government
- Checks and Balances
- Bill of Rights
- Ratification of the Constitution

Grade 4: United States and South Carolina Studies Part I
Alignment Guide 2020

A NEW NATION

Standard 2:

Demonstrate an understanding of the identity of a new nation, including the state of South Carolina between 1730-1800.

Indicator 4.2.CX Contextualize South Carolina’s role in the development of the new nation.

This indicator was developed to encourage inquiry into South Carolina’s participation in the American Revolution and the subsequent creation of a new government.

Depth of Knowledge:

Level 4– Extended Reasoning

Target Skill:

CX: Context: Make connections between historical developments in history with specific references to local circumstances and to broader development.

Possible Content associated with the skill of Context:

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

- Explore the Treaty of Ninety-Six within the context of the American Revolution.

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.

- Representatives to the Continental Congress
- General Assembly
- Independent Constitution
- Treaty of Ninety-Six
- Andrew Pickens
- Francis Marion
- Edward Rutledge
- Charles Pinckney

Grade 4: United States and South Carolina Studies Part I
Alignment Guide 2020

A NEW NATION

Standard 2:

Demonstrate an understanding of the identity of a new nation, including the state of South Carolina between 1730-1800.

Indicator 4.2.CC Explain the continuities and changes in natural rights as seen from the French and Indian War to the creation of the Bill of Rights.

This indicator was developed to encourage inquiry into how Americans understood and enumerated natural rights from the period of salutary neglect through the American Revolution and into the first decade of the republic.

Depth of Knowledge:

Level 2 –Basic Reasoning

Target Skill:

CC: Continuities and Changes

Possible Content associated with the skill of Continuities and Changes:

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

- Explore the natural rights of citizens from colonial America to the creation of the United States.

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

- Taxation without representation
- Right to bear arms
- Right to a trial by peers
- Search and seizure
- Quartering Act
- Amendments

Grade 4: United States and South Carolina Studies Part I
Alignment Guide 2020

A NEW NATION

Standard 2:

Demonstrate an understanding of the identity of a new nation, including the state of South Carolina between 1730-1800.

Indicator 4.2.E Analyze multiple perspectives on the economic, political, and social developments of the new nation using primary and secondary sources.

Depth of Knowledge:

Level 4 – Complex Reasoning

Target Skill:

E: Evidence - Identify, source, and utilize different forms of evidence (including primary and secondary sources) used in the study of history

Below examples of perspectives to *consider* through primary sources:

- participants of colonial protests prior to the Revolutionary War
- participants of the American Revolutionary War
- participants of the creation of the United States government
- Bill of Rights
- U.S. Constitution
- *Common Sense*
- Diary of Benjamin Franklin
- South Carolina Constitutions (1776,78,90)

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)

Grade 4: United States and South Carolina Studies Part I
Alignment Guide 2020

EXPANSION AND SECTIONALISM

Standard 3:

Demonstrate an understanding of the expansion and growth of South Carolina and the United States between 1800–1850.

Enduring Understanding:

The new century saw the U. S. being transformed through land acquisitions in the West, which provided some Americans with a hope for land ownership and a better life. The expansion also heightened and continued the debate on the legalities and expansion of slavery and significantly impacted Native Americans' way of life.

Expository Narrative:

After the War of 1812, the United States continued to expand westward. The purchase of the Louisiana Territory nearly doubled the size of the country and expanded the United States territory beyond the Mississippi River. The annexation of Texas further increased the size of the country. Exploration of the western territory, such as the Corp of Discovery led by Lewis and Clark, led to new scientific discoveries, interactions with indigenous people, and economic opportunities that enriched the country and drew people westward.

People moved westward for political, social, and economic reasons and the subsequent migration changed the physical landscape of the West while having a negative impact on the culture of Native Americans. The first explorers provided information that resulted in the creation of geographic and climatic maps that assisted in the identification of access routes and the natural resources of the area. These maps provided knowledge of the landscape and allowed for a deeper understanding of the physical environment which later assisted in the settlement of the West. Explorers discovered the new land included a wealth of natural resources.

To encourage Westward Expansion the government established land acquisition policies, invested in the development of the railroad, and adopted positions towards Native Americans that led to the Homestead Act of 1862. These policies sparked interest from those living on the east coast of the US to move west in search of economic, political, or social gains such as free land, productive agriculture, and the possibility of striking it rich when gold was discovered in California. The government allowed pioneers to stake a claim in the “open west,” thus changing the physical landscape as farming spread throughout the plains and improved transportation expanded economic opportunities at the expense of others as goods were easier to transport. People from other countries were also motivated to immigrate to the West. With little opportunity to improve their lives both economically and socially in their current country of residence, they were drawn to inexpensive land and the possibility of improving their living conditions and economic status.

Land acquisition and resulting border changes of the United States impacted the indigenous peoples of the western territories during US Westward Expansion while expanding the land available for growing cotton thus increasing the demand for enslaved Africans. As more settlers

Grade 4: United States and South Carolina Studies Part I
Alignment Guide 2020

moved farther west, the interaction with the natives over land created conflict with the Native American tribes as they were forces from their ancestral lands. The United States government legislated the marginalization of the Native American tribes. The Indian Removal Act provided tracts of land west of the Mississippi River for Native American relocation in exchange for lands lost to settlers. The forced removal of Native Americans was characterized by starvation, hardship, and disease. An example of this is the Trail of Tears. The United States government also exercised its power by creating laws to forcefully move Natives from their ancestral lands and to live on Indian Reservations. The Indian Appropriation Act of 1851 established the reservation system, providing land for Native American resettlement but resulted in a diminished cultural identity. The fight of the Native Americans to ensure their cultural heritage continues to the present day.

As pioneers moved westward, the physical geography, climate, and environment played a major role in individual's quality and sustainability of life. Preparation and proper timing of travel and resources were important factors to consider. Unexpected delays such as illness, accidents, weather, and unavailability of resources made the journey difficult. The land and lack of natural resources in some areas, such as the Great Plains, challenged pioneers to develop new technology in order to successfully settle the region. The steel plow allowed the cultivation of the hard, rocky plains as did the discovery of a type of wheat that would grow in the arid region. Eventually windmills would be used to access water. Settlers learned to make use of their natural resources including constructing their homes from the prairie sod. The expansion of the railroad and telegraph systems continues to unite the country making the exchange of goods and communication much easier.

Westward expansion also stirred the debate surrounding the expansion of enslaved labor vs free labor and influenced the development of opposing views, sectionalism and abolitionism. As western territories applied for statehood, there was debate whether or not slavery would be legal in each state. The Missouri Compromise and Fugitive Slave Laws are examples of the rise of sectionalism. This, among other factors, led to the increased numbers of runaways on the Underground Railroad networks and highlighted the bravery and sacrifice of such leaders as Harriet Tubman while increasing tensions between the North and the South. The issue of slavery eventually divides the country.

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 did the discovery of new natural resources in the West impact the social, economic, and cultural landscape of the United States?
- Which natural resource discovered through westward expansion most greatly impact the daily lives of Americans?
- Were early abolition movements successful?
- How were various groups hurt by the expansion of the U.S. borders?

Grade 4: United States and South Carolina Studies Part I
Alignment Guide 2020

EXPANSION AND SECTIONALISM

Standard 3:

Demonstrate an understanding of the expansion and growth of South Carolina and the United States between 1800–1850.

Indicator 4.3.CO: Compare the motivations for and reactions to various expeditions into the Western territories.

This indicator was designed to encourage inquiry into the economic, political, and social reasons for Westward Expansion. It was also written to promote inquiry into how various people living in the western territories responded to migration.

Depth of Knowledge:

Level 2 – Basic Reasoning

Target Skill Indicators:

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 voluntary and involuntary settlement in the west.

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.

- Economic opportunities (miners, store owners, farmers)
- Industrialization
- King Cotton
- Technology (e.g. cotton gin, telegraph, steam engines, steel plow, windmill, clipper ships, railroads)
- Nationalism
- Monroe Doctrine
- Nullification Crisis
- Andrew Jackson
- Corps of Discovery (Lewis, Clark, Sacagawea)
- Manifest Destiny
- Enslaved labor
- Free labor

Grade 4: United States and South Carolina Studies Part I
Alignment Guide 2020

EXPANSION AND SECTIONALISM

Standard 3:

Demonstrate an understanding of the expansion and growth of South Carolina and the United States between 1800–1850.

Indicator 4.3.CE Analyze the effects of government policies in promoting United States territorial expansion into the west.

This indicator was developed to encourage inquiry into how government policy influenced Westward Expansion, including the purchase of the Louisiana Territory, policies towards Native Americans, the Mexican-American War, and support of railroad development.

Depth of Knowledge:

Level 2 – Basic Reasoning

Target Skill:

CE: Causation

Possible Content associated with the skill of Causation:

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

- Explore the causes and long-term effects of the Indian Removal Act.

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.

- Louisiana Purchase (1803)
- War of 1812 (native perspective)
- Missouri Compromise of 1820
- Bureau of Indian Affairs (1824)
- Indian Removal Act (1830)
- Trail of Tears
- Indian Reservations
- Mexican American War (1846-1848)
- Fugitive Slave Act (1850)
- Compromise of 1850
- Abolitionists
- Underground Railroad
- Combahee River Raid
- Harriet Tubman
- Frederick Douglass

Grade 4: United States and South Carolina Studies Part I
Alignment Guide 2020

EXPANSION AND SECTIONALISM

Standard 3:

Demonstrate an understanding of the expansion and growth of South Carolina and the United States between 1800–1850.

Indicator 4.3.P: Analyze the role of technology and the environmental impact during the period of Westward Expansion.

This indicator was developed to encourage inquiry into the technological advancements that supported Westward Expansion and the subsequent impacts on the environment, including the role of precious metals, advances in mining technology, and the invention of advanced transportation and communication.

Depth of Knowledge:

Level 4– Extended Reasoning

Target Skill:

P: Periodization

Possible Content associated with the skill of Periodization:

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

- Explore how the invention of the steel plow was a turning point in agriculture.

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.

- Mining (gold, silver, coal)
- Gold Rush (1849)
- Technology (cotton gin, telegraph, steam engines, steel plow, windmill, clipper ships)
- Pioneers/Homesteaders
- Wagon Train
- Western geographical resources (i.e. rivers, plains, mountains)

Grade 4: United States and South Carolina Studies Part I
Alignment Guide 2020

EXPANSION AND SECTIONALISM

Standard 3:

Demonstrate an understanding of the expansion and growth of South Carolina and the United States between 1800–1850.

Indicator 4.3.CX Contextualize South Carolina’s role in the development of sectionalism during the antebellum period.

This indicator was developed to encourage inquiry into how the debate surrounding the expansion of enslaved labor versus free labor influenced the development of sectionalism. This indicator was also developed to foster inquiry into the growth of the Abolitionist Movement leading up to the Civil War.

Depth of Knowledge:

Level 4– Extended Reasoning

Target Skill:

CX: Context

Possible Content associated with the skill of Context:

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

- Examine the work of the Grimke sisters in relation to the abolitionist movement at large.

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.

- Alamo (1835, SC leaders)
- Nullification Crisis
- Andrew Jackson
- Enslaved labor
- Fugitive Slave Act (1850)
- Abolitionist
- Harriet Tubman
- Grimke Sisters

Grade 4: United States and South Carolina Studies Part I
Alignment Guide 2020

EXPANSION AND SECTIONALISM

Standard 3:

Demonstrate an understanding of the expansion and growth of South Carolina and the United States between 1800–1850.

Indicator 4.3.CC Recognize patterns of continuity and change in the experiences of Native Americans and Spanish-speaking people as the U. S. expanded westward.

This indicator was developed to encourage inquiry into how land acquisition and the resulting border changes of the U. S. impacted the people of the western territories prior to Westward Expansion.

Depth of Knowledge:

Level 2 – Basic Reasoning

Target Skill:

CC: Continuities and Changes

Possible Content associated with the skill of Continuities and Changes:

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

- Explore the federal policies on the treatment of Native Americans throughout the first half of the 19th Century and the subsequent effects on Native American culture.

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.

- War of 1812 (native perspective)
- Chief Osceola
- Cherokees, Creeks, Chickasaws, Choctaws, Seminoles, Catawba
- Indian Removal Act (1830)
- Indian Reservations
- Mexican-American War (1846-1848)
- Bear Flag Revolt (California)
- George Catlin
- Assimilation
- Carlisle Indian Industrial School

Grade 4: United States and South Carolina Studies Part I
Alignment Guide 2020

EXPANSION AND SECTIONALISM

Standard 3:

Demonstrate an understanding of the expansion and growth of South Carolina and the United States between 1800–1850.

Indicator 4.3.E: Analyze multiple perspectives of early westward expansion, including the addition of slave and free territories and states through the use of primary and secondary sources.

Depth of Knowledge:

Level 4 – Extended Reasoning

Target Skill:

Evidence

Below examples of perspectives to *consider* through primary sources:

- participants of the War of 1812
- homesteader journals
- paintings of George Catlin
- images of Native Americans before and after attending the Carlisle School

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)

Grade 4: United States and South Carolina Studies Part I
Alignment Guide 2020

A Divided Nation

Standard 4:

Demonstrate an understanding of economic, political, and social divisions during the United States Civil War, including the role of South Carolina between 1850-1870.

Enduring Understanding:

Regional economic interests led to social and political differences that seemed insurmountable by 1860. The United States was forced to settle sectional differences through a costly and devastating civil war which ultimately resulted in the preservation of the United States of America.

Expository Narrative:

While the West continued to experience population growth, the eastern part of the United States was marked by sectionalism. Political and economic reasons, including an industrializing North and an agrarian South built largely on enslaved labor, divided the nation and eventually led to the Civil War. As tensions increased between the North and the South, sectionalism became a defining social and political topic. The abolitionist movement gained momentum under the leadership of such people as William Lloyd Garrison, Sojourner Truth, and Harriet Beecher Stowe. In South Carolina, the Grimke sisters of Charleston moved north to join the abolitionist movement. Raised on a plantation, they had first-hand knowledge of slavery. The industrial development of the North differed greatly from the agrarian South and the growth of the railroad system in different parts of the growing nation exacerbated this change. The election of President Abraham Lincoln in 1860 further inflamed the tensions leading to the secession of South Carolina and the first shots of the Civil War at Fort Sumter in Charleston harbor. Other states followed and formed the Confederate States of America.

The militaries fighting on behalf of the Union and Confederacy during the Civil War had many differences. After secession, the Confederacy needed to organize a military and relied heavily on the military academies in the region to form its army. The Union benefited from the established national military and an industrial economy. These differences materialized in the militia-style fighting of the Confederacy compared to the systematic plan of the Union. The Union's Anaconda Plan was a naval blockade to cripple the Confederacy's economy by gaining control of the Mississippi River, preventing the movement of people and supplies in the South, and preventing the export of cotton to Europe. The Confederacy was fighting on their homefront, familiar with the land, and was known for its military leaders. However, unlike the North, the South had few railroads to move materials and limited industry to produce needed military supplies.

Battles throughout the North and South during the Civil War left a path of destruction in many towns and cities while crippling the South economically for many years during and after the war. President Lincoln's Emancipation Proclamation freed slaves in the Confederacy, while leaving the institution in place in the union and border states to prevent them from joining the Confederacy. Sherman's March to the Sea destroyed everything in its path that might have helped the South during the war. Union victories at Antietam, Gettysburg, and Vicksburg

Grade 4: United States and South Carolina Studies Part I
Alignment Guide 2020

eventually led to the Southern surrender at Appomattox Court House in Virginia and much of the south in ruins.

Grade 4: United States and South Carolina Studies Part I
Alignment Guide 2020

A DIVIDED NATION

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.

- Were the actions of Robert Smalls effective? Support with evidence.
- Was the Civil War inevitable?
- How did the north benefit from the labor of enslaved African Americans?
- How was peace possible after the Civil War?

Grade 4: United States and South Carolina Studies Part I
Alignment Guide 2020

A DIVIDED NATION

Standard 4:

Demonstrate an understanding of economic, political, and social divisions during the United States Civil War, including the role of South Carolina between 1850-1870.

Indicator 4.4.CO: Compare the economic and political causes of the Civil War.

This indicator was developed to encourage inquiry into how debates over slavery led to the Civil War.

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 the beliefs of abolitionists and slave owners regarding 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.

- | | |
|--|-----------------------------|
| ● Slave Labor | ● Kansas-Nebraska Act |
| ● Growth of Railroads | ● Election of 1860 |
| ● Sectionalism | ● Transcontinental railroad |
| ● African Americans (enslaved, free, Northern) | ● industry |
| ● Secession | ● agriculture |
| ● Dred Scott Decision | ● cotton |
| | ● rice |

Grade 4: United States and South Carolina Studies Part I
Alignment Guide 2020

A DIVIDED NATION

Standard 4:

Demonstrate an understanding of economic, political, and social divisions during the United States Civil War, including the role of South Carolina between 1850-1870.

Indicator 4.4.CE: Explain the effects of military strategies utilized by the Union and the Confederacy.

This indicator was developed to encourage inquiry into the effects of military strategies to include but not limited to: wartime technologies, the Anaconda Plan, conscription, and Sherman's March to the Sea.

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 long-term effects of Sherman's March to the Sea.

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.

- Anaconda Plan
- Control of the Mississippi River
- Capture Richmond
- Ironclads
- 54th Massachusetts Regiment
- Sherman's March to the Sea
- Ulysses S. Grant
- Road to Appomattox
- Jefferson Davis
- Avoid invasion/where out the opponent
- Ironclads
- Robert E. Lee
- Appomattox Courthouse
- Stonewall Jackson
- 1st South Carolina Volunteer Infantry

Grade 4: United States and South Carolina Studies Part I
Alignment Guide 2020

A DIVIDED NATION

Standard 4:

Demonstrate an understanding of economic, political, and social divisions during the United States Civil War, including the role of South Carolina between 1850-1870.

Indicator 4.4.P: Explain how emancipation was achieved as a result of civic participation.

This indicator was developed to prompt inquiry into the role abolitionists played in influencing public opinion and urging policymakers to protect natural rights, which led to emancipation.

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.

- Examine the role the Massachusetts Abolition Society played in emancipation.

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.

- Abolitionists
- Emancipation
- Emancipation Proclamation
- Abraham Lincoln
- Gettysburg Address
- William Coffin
- Frederick Douglass
- Harriet Tubman
- Dred Scott Decision

Grade 4: United States and South Carolina Studies Part I
Alignment Guide 2020

A DIVIDED NATION

Standard 4:

Demonstrate an understanding of economic, political, and social divisions during the United States Civil War, including the role of South Carolina between 1850-1870.

Indicator 4.4.CX: Contextualize South Carolina’s experience during the Civil War.

This indicator was developed to encourage inquiry into the relationship between the Civil War and the experiences of women, African Americans, and the planter class in South Carolina.

Depth of Knowledge:

Level 4– Extended Reasoning.

Target Skill Indicators:

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.

- Investigate Robert Small’s actions in relation to other events in the Civil War.

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

- Compact Theory
- Fort Sumter
- Union Blockade of Charleston
- Military exemption
- Southern Women
- Robert Smalls
- H.L. Hunley

Grade 4: United States and South Carolina Studies Part I
Alignment Guide 2020

A DIVIDED NATION

Standard 4:

Demonstrate an understanding of economic, political, and social divisions during the United States Civil War, including the role of South Carolina between 1850-1870.

Indicator 4.4.CC: Identify and evaluate the impact of political, economic, and social changes experienced throughout the Civil War.

This indicator was developed to encourage inquiry into the continuities and changes experienced by Americans of various genders, positions, races, and social status during the Civil War.

Depth of Knowledge:

Level 2 – Basic Reasoning

Target Skill Indicators:

CC: Continuities and Changes

Possible Content associated with the skill of Continuities and Changes:

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

- Explore the social status of African Americans before, during, and after the Civil War.

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

- States' Rights
- Gettysburg Address
- Emancipation (economic and social impacts)
- Textile Mills
- Farms/Plantations destroyed
- Loss of labor force
- Escaped Slaves
- Woman
- Clara Barton
- Sojourner Truth
- Soldier's Life

Grade 4: United States and South Carolina Studies Part I
Alignment Guide 2020

A DIVIDED NATION

Standard 4:

Demonstrate an understanding of economic, political, and social divisions during the United States Civil War, including the role of South Carolina between 1850-1870.

Indicator 4.4.E: Analyze the economic, political, and social divisions during the Civil War using primary and secondary sources.

Depth of Knowledge:

Level 4 – Extended Thinking. Students can apply evidence to make judgments and synthesize a complex understanding of historical content in innovative designs.

Target Skill Indicators:

E: Evidence

Below examples of perspectives to *consider* through primary sources:

- Participants in the Civil War
- African Americans
- Women
- 1860 census
- Frederick Douglass' letters

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

Grade 4: United States and South Carolina Studies Part I
Alignment Guide 2020

REBUILDING

Standard 5:

Demonstrate an understanding of the contributions different groups made to impact the economic, political, and social developments during Reconstruction of the United States and South Carolina in the period of 1860-1880.

Enduring Understanding:

The United States faced multiple challenges in the planning and implementation of laws designed to heal and reshape the nation following the Civil War. Economic, political, and social forces provided unique, regional successes and failures, which ultimately resulted in a compromise to demilitarize the southern states leading to a turbulent reaction to Reconstruction and the design of new laws to reverse many of the advances by post-Civil War legislation.

Expository Narrative:

Various groups (i.e.: carpetbaggers, scallywags, poor white southerners, southern landowners, and African Americans) were impacted during and after Reconstruction. Black Codes were passed throughout the South to restrict the rights of African Americans and due to these codes, African Americans were denied many of the rights they were promised through amendments to the United States Constitution. Inquiries regarding the 13th, 14th, and 15th Amendments and individual rights can connect this era to related issues discussed today.

After the Civil War, there were several different Reconstruction plans, from Abraham Lincoln, Andrew Johnson, and the Radical Republicans in Congress. Political and economic opportunities brought northerners to the south, leading to sectional tension. Southerners viewed this migration as taking advantage of their faltering political and economic systems. Those who supported Reconstruction policies were disliked by the Southern elite who wanted to return to the Antebellum political and social structures. White southerners worked to restrict African American opportunities through a variety of political, economic, and social institutions.

African Americans were denied many of the rights they were promised through amendments to the United States Constitution. Federal government involvement aimed to aid African Americans with their newly enumerated rights and freedoms, even though these new rights were often blocked or disregarded in the South. The events and experiences surrounding Reconstruction through the lens of an individual living in South Carolina should be considered through economic, labor, political, and social conditions that could be found in the state. The rights of African Americans were further restricted after the withdrawal of federal troops from the South. Reconstruction in the South resulted in laying the foundation for the future Civil Rights Movement to push for equal rights for African Americans

Grade 4: United States and South Carolina Studies Part I
Alignment Guide 2020

REBUILDING

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.

- Are Constitutional Amendments effective?
- Use evidence to explain the effectiveness of the Freedmen's Bureau.
- Is sharecropping a good or bad system?
- What was the purpose of Reconstruction?
- When should Martial Law be imposed?
- Did Reconstruction fulfill the enforcement of emancipation?

Grade 4: United States and South Carolina Studies Part I
Alignment Guide 2020

REBUILDING

Standard 5:

Demonstrate an understanding of the contributions different groups made to impact the economic, political, and social developments during Reconstruction of the United States and South Carolina in the period of 1860-1880.

Indicator 4.5.CO: Compare the roles of various groups on Reconstruction.

This indicator was developed to encourage inquiry into the interactions between various groups to include northerners and southerners, such as African Americans, white landowners, politicians, and business leaders during Reconstruction.

Depth of Knowledge:

Level 2 – Basic Reasoning

Target Skill Indicators:

CO: Comparison

Possible Content associated with the skill of Comparison:

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

- Compare various Reconstruction plans and the possible effects they had on citizens.

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.

- Carpetbaggers
- Scalawags
- Segregation
- Black Codes
- Ku Klux Klan
- Redeemers
- Abraham Lincoln's Assassination
- African American civic participation
- Freedmen's Bureau
- Jim Crow Laws
- 10% Plan
- Radical Republican Plan

Grade 4: United States and South Carolina Studies Part I
Alignment Guide 2020

REBUILDING

Standard 5:

Demonstrate an understanding of the contributions different groups made to impact the economic, political, and social developments during Reconstruction of the United States and South Carolina in the period of 1860-1880.

Indicator 4.5.CE: Analyze the impact of federal legislation on the South during Reconstruction.

This indicator was developed to encourage inquiry into how new federal laws impacted the South during Reconstruction, to include the effects of the 13th, 14th, and 15th Amendments.

Depth of Knowledge:

Level 2 – Basic Reasoning

Target Skill:

CE: Causation

Possible Content associated with the skill of Causation:

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

- Explore the implications of the 13th, 14th and 15th amendments.

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.

- Reconstruction Plans (Lincoln, Johnson, Congressional)
- (1st) Reconstruction Act (1866)
- Civil Rights Act (1866)
- 13th Amendment (1865)
- 14th Amendment (1868)
- 15th Amendment (1868)
- Election of 1876/Compromise of 1877
- National Union Convention (1866)

Grade 4: United States and South Carolina Studies Part I
Alignment Guide 2020

REBUILDING

Standard 5:

Demonstrate an understanding of the contributions different groups made to impact the economic, political, and social developments during Reconstruction of the United States and South Carolina in the period of 1860-1880.

Indicator 4.5.P: Summarize Reconstruction as a turning point in American history.

This indicator was developed to encourage inquiry into founding principles as viewed through this period of federal government involvement, the development and realignment of a new labor system not based on a system of slavery, and the significant political realignment of the South.

Depth of Knowledge:

Level 4– Complex Reasoning

Target Skill:

P: Periodization

Possible Content associated with the skill of Periodization:

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

- Identify an event during Reconstruction that had a profound effect on the individual rights of 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.

- Jim Crow Laws
- Segregation
- Freedmen’s Bureau
- General Sherman (“forty acres and a mule”)
- Sharecropping
- Universal Education

Grade 4: United States and South Carolina Studies Part I
Alignment Guide 2020

REBUILDING

Standard 5:

Demonstrate an understanding of the contributions different groups made to impact the economic, political, and social developments during Reconstruction of the United States and South Carolina in the period of 1860-1880.

Indicator 4.5.CX: Contextualize the economic, labor, political, and social conditions in South Carolina during the period of Reconstruction.

This indicator was developed to promote inquiry into South Carolina's unique experience, to include the Port Royal Experiment and the adoption of the state Constitution of 1868.

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.

- Examine the Port Royal Experiment within the events of Reconstruction.

The following list contains additional content related to the events of Standard 5 that would provide students with opportunities to employ the target skill.

- Port Royal
- Universal Education
- State Constitution of 1868
- Governor Chamberlain
- Black Codes
- Jim Crow Laws

Grade 4: United States and South Carolina Studies Part I
Alignment Guide 2020

REBUILDING

Standard 5:

Demonstrate an understanding of the contributions different groups made to impact the economic, political, and social developments during Reconstruction of the United States and South Carolina in the period of 1860-1880.

Indicator 4.5.CC: Identify and evaluate the impact of economic, political, and social events on the African American experience throughout Reconstruction.

This indicator was developed to encourage inquiry into how Reconstruction resulted in the foundation for the struggle for civil rights. This indicator was also developed to foster inquiry into Reconstruction Era policies such as Constitutional amendments, black codes, and Jim Crow Laws.

Depth of Knowledge:

Level 3 – Complex Reasoning

Target Skill:

CC: Continuities and Changes

Possible Content associated with the skill of Continuities and Changes:

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

- Examine the rights of African Americans before, during, and after Reconstruction.

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.

- abolition
- Labor shortage
- Sharecropping
- 13th Amendment
- 14th Amendment
- 15th Amendment
- Civil Rights Act (1866)
- Segregation
- Jim Crow Laws

Grade 4: United States and South Carolina Studies Part I
Alignment Guide 2020

REBUILDING

Standard 5:

Demonstrate an understanding of the contributions different groups made to impact the economic, political, and social developments during Reconstruction of the United States and South Carolina in the period of 1860-1880.

Indicator 4.5.E: Analyze multiple perspectives of the economic, political, and social effects of Reconstruction on different populations in the South and in other regions of the U. S through primary and secondary sources.

Depth of Knowledge:

Level 4 – Extended Reasoning

Target Skill Indicators:

E: Evidence

Below examples of perspectives to *consider* through primary sources:

- carpetbaggers
- scalawags
- Southern Elite
- Poor Southern whites
- African Americans
- Different plans for Reconstruction
- Abraham Lincoln
- Andrew Johnson
- Radical Republicans
- Members of Congress

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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Grade 4: United States and South Carolina Studies Part I
Alignment Guide 2020

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