

Grade 8 Unit 9 The 1920s Through World War II

Unit Overview

This unit explores the national impact South Carolina had from the 1920s through World War II. Students will create a display that illustrates the changes in South Carolina. Students will examine South Carolina's contribution to the success of the United States in World War II. Finally, students will draw connections during the 1920s. They will also analyze New Deal Programs and make decisions about their usefulness to South Carolina. Next, connections between post-World War II policies and their impact, through an investigation of Jewish influences in South Carolina, will be explored.

This unit and subsequent units addresses difficult racial topics. The teacher would be wise to read about how to navigate these topics in the classroom. An excellent site for teachers to examine to learn about how to discuss difficult topics is a general guide provided by tolerance.org. The organization also provides suggestions for teaching slavery specifically at Teaching Hard History: American Slavery.

Overarching Inquiry Question

How do changes in South Carolina mirror the changes in the United States as a whole?

*All units are created to support the **Overarching Inquiry Question**. Inquiry-Based Learning supports the **Profile of the South Carolina Graduate** where students use skills to explore their inquiries related to the content as indicated in the standards instead of the teacher merely providing the information.*

Themes

Civic Participation – The Civic Participation theme encourages the study of people using the economic, political, and social processes to create change in South Carolina and the United States. People utilize these processes in order to serve varied interests at the local, state, and national levels.

Cultural Interactions – The Cultural Interactions theme encourages the study of how cultural exchanges have played a pivotal role in the foundation and shaping of society. These interactions have shaped the mosaic of South Carolina and the United States.

Development of Political Ideas and Institutions – The Development of Political Ideas and Institutions theme encourages the study of South Carolina’s leading role in establishing founding principles and documents that serve as the basis for our federal system of government. Citizens continue to exercise their natural rights to define the role of government locally, regionally, and nationally through civic participation.

Economic Decision Making – The Economic Decision Making theme encourages the study of how people make choices based on and influenced by scarcity and limited resources. From colonial mercantilism to modern day capitalism, these decisions impact political, geographic, and social issues at the local, state, and national levels. Through economic and policy decisions, South Carolinians have increased their role in the national economic landscape.

Geographic Relationships – The Geographic Relationships theme encourages the study of how geography defined the development of the economic, political, and social landscape in both South Carolina and the United State

Skills Emphasis at a Glance

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.

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.

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.

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.

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.

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.

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.

Standard(s)

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

I Can Statement(s)

I can create a display that illustrates the changes in South Carolina during the 1920s.

I can analyze New Deal Programs and make decisions about their usefulness to South Carolina.

I can explain why South Carolina was important to the success of the United States in World War II.

I can explore South Carolina's reaction to the Holocaust and explore Jewish immigration into the state after WWII.

I can draw connections between Post World War II policies and their impact on South Carolina.

**Unit Sequence of Teacher Instructional Practices and Actions
Students will Take to Answer the Overarching Inquiry
Question**

Instructional Guidance and Resources

Instructional Guidance and resources listed below are offered as suggestions for educators to assist students in reaching the goals of the proposed sequence.

I can create a display that illustrates the changes in South Carolina during the 1920s.

The Roaring Twenties

Since this decade consists of several mini-topics rather than a single cohesive narrative, teachers will need to present the information to students using a station-based instructional strategy, such as a gallery walk. In this gallery walk, students will rotate through the stations and should take notes in a chart (first column

If the teacher needs some additional information about gallery walks, visit [Facing History and Ourselves](#).

If the teacher needs some additional information about creating graphic organizers, visit [teach-nology](#)

is for topics, the second column is for observation, and the third column is for questions) about each of the following topics:
(The teacher can print the resources listed below or present them digitally using computers.)

- **Luxury and Technology** - [This Khan Academy article](#) gives an overview of the new consumer lifestyle of the 1920s. It also includes information on the Model T, Charles Lindberg and the new technology created for consumers.
- **Harlem Renaissance** - Pages 152-153 of the South Carolina Department of Education's [African Americans and the Palmetto State](#) details what the Harlem Renaissance is as well as its impact on South Carolina.
- **Mass Media (radio and cinema)** - [This article by Khan Academy](#) includes an overview of cinema, radio, and sports in the 1920s. It includes pictures of Charlie Chaplin in his movie *The Tramp*, as well as a picture of the Bronx Sisters (a singing trio from the 1920s) listening to the radio.
- **Jazz Age** - [This article by the Mob Museum](#) has a great article about the rise of jazz. There are also numerous photos of the era, as well as video clips including Louis Armstrong playing, and a silent film clip from the original *Great Gatsby* trailer in 1926.
- **Prohibition** - The pictures, along with their captions in this [article](#) by the *Post and Courier*, illustrate the Charleston police raiding liquor, the last bottle of beer legally distilled in America prior to national Prohibition, and the first bottle purchased after South Carolina ended Prohibition. The article itself gives a great overview of South Carolina's

For teachers who would like more information, here is an [overview of South Carolina during the Jazz Age](#).

Prohibition and compares it to the national Prohibition that would arise four years later. Additionally, the [SC Encyclopedia provides an excellent overview of Dispensary system in SC and the subsequent Prohibition.](#)

- **Southern Literary Renaissance** - [This article by Boundless](#) includes a discussion of the general motivation for the Southern Literary Renaissance, as well as specific references of H.L. Mencken, William Faulkner, and Richard Wright.
- **Trouble Comes (Farmers, textile mills, and the resurgence of the Ku Klux Klan)**
 - *Farmers*: Teachers will need to provide students with a brief overview of why South Carolina farmers were struggling in the 1920s as well as several photographs of South Carolina farming families.
 - *Textile Mills*: [This article from SC Encyclopedia](#) describes the difficulties faced by the textile mills post World War I. This is a lengthy article, but students will only need to read paragraphs 8-9.
 - *KKK*: [This Khan Academy article](#) gives an excellent overview of why the Ku Klux Klan of the 1920s was different from the original. It includes information on *Birth of a Nation* as well as a review of past content.

Students will demonstrate understanding by coming up with a proposal for a digital museum exhibit to document life in South

Carolina during the 1920s. Working in groups, they will create an exhibit of five artifacts from the time period. For each artifact, students should write a brief explanation who the artifact represents, who is not represented, and an explanation of the change in post-war society the artifact shows. Students should also use this time to work cooperatively to research answers to any questions that were written in the initial gallery walk activity. Students should use the Digital Public Library of America or the Library of Congress to gather their resources. The project can be compiled in a word processing document or in presentation software if the teacher would like students to present their project to the class.	If the teacher needs additional help with creating a virtual museum, visit Creative Educator. Teachers need to make sure expectations for this project are clear. Students should be given a rubric prior to beginning work on this project. Rubistar is an excellent resource for teachers to create one. Alternatively: This lesson from ETV has students research and present their findings to the class on various parts of the 1920's and the role South Carolina played. It includes guiding questions, and a rubric for the final assessment. The culminating project is a student created museum on one of these topics in South Carolina in the 1920s. Teachers must register for a free account to access this lesson.
I can analyze New Deal Programs and make decisions about their usefulness to South Carolina.	
The Great Depression In South Carolina The teacher will introduce the Great Depression by showing a quick overview video such as this video by Extra History to introduce the stock market crash. It includes historical quotes, and explains why the entire economy was fragile, not just the stock market crash itself. It links previous topics such as the plight of the farmers to the precarious economy. It also mentions the debate on the connection between the stock market crash and the Great Depression, clarifying that they are not the same thing.	Resources Here is a link to ETV's Know It All video The Great Depression South Carolina's Greatest Generation. This video is just under 4 minutes long. Depression and the New Deal in South Carolina could be chunked into sections for analysis. There is a great deal of information included here about the depressed conditions in South Carolina prior to the Great Depression. Dr. Melissa Walker, George Dean Johnson, Jr. Professor of History Emerita of Converse College talks with Walter Edgar about how

Students should write down any questions they have as they watch the video. These questions will become part of their notes.

After the video, teachers should verbally emphasize the idea that the stock market crash did not cause the Great Depression, but is symbolic of it beginning on a national scale. Include the idea that South Carolina started its depression earlier. Students should add both of these ideas to their notes.

Next, teachers should ask students “[*What is the Great Depression?*](#)” After several responses, the teacher should give the students a definition to add to their notes.

Teachers should ask students to brainstorm an answer to the question “[*Why did South Carolina experience the Depression earlier than the rest of the country?*](#)” and confirming or correcting their brainstorming by visiting the linked site. Guiding questions include “*How did South Carolina make their money prior to the Great Depression?*” “*What negative shifts in the economy have we been discussing?*”

This is also a good opportunity to review how communities in South Carolina led the Progressive changes and discuss why communities were unable to meet the needs of the people who lived there during the Depression. A Socratic strategy should be used to help students figure this out on their own. Questions such as “*Who led the change during the Progressive Era?*” (answer:

South Carolina made it through the Great Depression at [South Carolina Between Two Wars- South Carolina Public Radio](#)

This site provides many [photographs documenting the Great Depression specifically in South Carolina](#). It is a good resource for a photo analysis assignment.

If you need additional help with primary source analysis visit [National Archives-document Analysis Worksheets](#)

This site includes [several primary sources \(mostly photographs\) documenting the Great Depression in South Carolina](#). These primary sources could be used for a gallery walk.

This site includes an abundance of [primary resources describing the African American experience during the Great Depression through WWII](#). Sources from this site could be used in conjunction with the Great Depression site above to make a gallery walk or as an independent assignment.

If the teacher needs some additional information about creating graphic organizers visit [teach-nology](#)

Resources

communities) and “*Why did communities stop helping?*” (answer: they were too poor) should be posed.

Students should analyze the New Deal Programs and their effect on South Carolina. Using a chart or graphic organizer, students should explain each program as well as its impact on South Carolina.

At a minimum, the following New Deal Programs need to be discussed:

- Agricultural Adjustment Act (AAA; 1933)
- Civilian Conservation Corps (CCC; 1933)
- Federal Deposit Insurance Corporation (FDIC; 1933)
- Rural Electrification Act (REA; 1936)
- Santee Cooper Project (SCP; 1934)
- Social Security Act (SSA; 1935)
- Works Progress Administration (WPA; 1935)

Teachers who wish to increase their own background knowledge on the subject may want to read the [New Deal article](#) in the *South Carolina Encyclopedia*. It gives a general overview and specifically mentions several New Deal Programs.

A [resource on the controversy surrounding the Agricultural Adjustment Act](#) in South Carolina is found in SCETV’s *Know It All* program.

A [resource on the Civilian Conservation Corps](#) in South Carolina by SCETV’s *Know It All* program.

[This article](#) by the *Berkeley Independent* includes information on the Santee Cooper Electric Power Project, and provides a review of the Depression in South Carolina. [Map of Santee Cooper Project](#) includes maps showing the physical size of the project. [Santee Cooper Project in South Carolina](#) offers a good bit of photographs and information concerning the massive scope of the project, including the relocation of thousands of people.

[South Carolina and the REA](#) gives the timeline involved with bringing electricity to the state as part of the New Deal Program.

[The living New Deal in South Carolina](#) gives specific details of how the state benefited from New Deal policies.

[Photo collection of the WPA in South Carolina, by county](#) - This site, searchable by county, has a large number of primary resources relating the Works Progress Administration in South Carolina.

Students will use the “speed dating” strategy to accomplish this. First, students will work in small groups to research their topic. Then the groups will discuss and agree on the impact their assigned program had on South Carolina. Afterwards, the classroom will be rearranged so students can sit in pairs. One person in each pair will be planted while the other seat is the rotating seat. Students will pair up with a peer from a different topic and trade information. After a few minutes, the teacher will ask the students to rotate to a new partner. This will repeat until all students have all topics.

Students will engage in a Socratic Seminar to discuss whether or not South Carolina benefited from New Deal programs.

[Living New Deal - FDIC](#) describes the importance of the FDIC.

[Social Security Act - purpose](#) describes the issues that led to the creation of the SSA and how the SSA provides relief.

Mr. Betts Class’s [New Deal \("Uptown Funk" Parody\)](#) is a good general overview of the New Deal.

For additional information on Speed Dating, visit [Class Tools](#). A best practice is to have an ordered way of rotating, so students are guaranteed to be paired up with each topic once. The planted seat also gives the teacher the opportunity to seat students who do not work well together away from each other.

Extensions

Continuity and Change Extension

Additionally, teachers may want to have the class record the economic impact that this time period had on groups of people. It could be done as a whole class, and written on a poster or part of the whiteboard. The class will update this list after every new topic in the unit. This

will be helpful when drawing comparisons across time periods later on.

Political Cartoon Practice Extension

Teachers who would like to have their students [practice reading political cartoons](#) might be interested in this resource from *Newspapers In Education* website. It asks students to identify the context (the Great Depression) as well as identify the metaphor (a squirrel saves nuts for the future). It also asks the questions “*What makes a squirrel a “wise economist”?*” *What did the man do wrong if he really did “squirrel away” some money to help him through the bad times?*” *What’s different today from what happened during the Great Depression?*” *Do you think it can happen again?”*

Alternative Lesson Plans

Here is [a lesson plan from ETV](#) that has students analyze Franklin D. Roosevelt’s New Deal Programs and has them decide whether or not South Carolina would have supported each program and why. It also includes information on James F. Byrnes and Mary McLeod Bethune. The essential question the lesson focuses on is “*Which of FDR’s programs would South Carolina residents have supported and why?*” It also includes an assessment rubric for the final project.

I can explain why South Carolina was important to the success of the United States in World War II.

World War II

To build context for South Carolina's contributions to the war, students should first outline the war itself. A timeline is an excellent way for students to be able to record the key events of World War II and have the space to go back and annotate. Additionally, students may find it helpful to create their annotations in a different color to help make them stand out from the rest of the text.

Topics included in the timeline at a minimum should include:

- Doolittle's Raid
- Double V Campaign
- Executive Order #9981 (1948)
- German Prisoner-of-War Camps in South Carolina
- The Holocaust
- American Internment Camps for Japanese-Americans
- 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), Camp Croft
- Tuskegee Airmen
- Wartime Industry Board

While indicators detailing the events surrounding the Holocaust are not included in Grade 8 South Carolina and the United States, the Jewish migration into SC post WWII is. Appropriate Holocaust instruction is imperative. The United States Holocaust Memorial Museum has a wealth of information for teachers. Please visit their site for [Guidelines on Teaching the Holocaust](#). A short film introducing the Holocaust to students is included in the sequence of the next I can statement. Teachers may select to reference when constructing the suggested timeline.

The term *Holocaust* MUST be defined for students. The United States Memorial Museum defines Holocaust as "the systematic, state-sponsored persecution and murder of six million Jews by the Nazi regime and its allies and collaborators. Visit www.ushmm.org for more information and resources.

If the teacher needs additional information about annotated timelines, visit [History Matters 365](#).

Resources for students to create the annotated timeline:

[This article published by Salute to Freedom](#), is a project sponsored by the National World War II Museum and National History Day. It details South Carolina's contributions to World War II from an aviator standpoint.

[The SC Encyclopedia](#) includes a general overview of wartime actions in South Carolina during World War II.

[The USC Digital Collections](#) contains an abundance of images related to military activity and life on the homefront in South Carolina during World War II.

[PBS](#) has an extensive timeline of World War II.

[Ducksters](#) has a less detailed timeline that includes events leading up to WWII.

[The History Channel](#) has a page dedicated to major topics/events from World War II. It is a great resource for anyone who needs a little extra knowledge on a particular event.

Some additional resources are listed below:

[South Carolina History- Camp Croft WWII](#)

[Photo collection of Charleston Naval Shipyard](#)

[History of Marine Corps Center at Parris Island](#)

[German POW camp in South Carolina](#)

[GI Bill history](#)

[Japanese –American Internment](#)

[Japanese Internment from US government-video](#) shows the US government's view of Japanese internment with flashback facts provided by the History Channel. It can be used to provide information on the topic and to shows the propaganda efforts by the US Government to present this in a democratic light.

[Executive Order #9981 - Desegregation of Armed Forces](#)

[SCEncyclopedia-Fort Jackson WWII](#)

[Tuskegee Airmen monument in South Carolina](#) this site shows the monument in Colleton County as well as a background of the Tuskegee Airmen.

[Wartime Industries Board-US Dept. of Defense](#)

Know It All Video on Life on the [Homefront](#)

James F. Byrnes in 1 minute -[James F. Byrnes](#)

After students have compiled this information, students should be able to illustrate how they know South Carolina was important to the outcome of the war. Writing an alternative history of what World War II would have been like without South Carolina is an excellent way for students to illustrate that they firmly understand the concepts discussed. Give students the prompt <i>“What would World War II have been like without South Carolina’s involvement?”</i>	Teachers need to make sure expectations for this project are clear. This includes expectations on length, content, and creativity. Students should be given a rubric prior to beginning work on this project. Rubistar is an excellent resource for teachers to create one. For more information on using alternative history assignments in the classroom, visit Edublogs Continuity and Change Extension Once students have demonstrated understanding of the material, classes that created the economic chart during the Great Depression activity, can add World War II for those same groups of people.
I can explore South Carolina’s reaction to the Holocaust and explore Jewish immigration into the state after WWII.	
Ask students to determine if they are aware of any Jewish activities, centers, events, or influences in South Carolina. Students will view this short Centropa film on people lost in the Holocaust. Have students record their observations and subsequent inquires based on this 5 minute film. Facilitate a conversation with students about the plight of European Jews, why they would want to flee, and obstacles to freedom.	The term <i>Holocaust</i> MUST be defined for students. The United States Memorial Museum defines Holocaust as “the systematic, state-sponsored persecution and murder of six million Jews by the Nazi regime and its allies and collaborators. Visit www.ushmm.org for more information and resources.

Students will analyze this [timeline](#) and contextualize the events surrounding the changes in United States immigration laws by creating an amendment to their WWII timeline.

Students will read this SC Encyclopedia [article](#) and complete a 3,2,1 analysis.

Students will conduct a close read of this Goldring/Woldenburg Institute of Southern Jewish Life [article](#) about the history of Jewish immigration into South Carolina to construct a GIST for each time period.

Students will corroborate the sources to develop a set of questions regarding the Jewish migration to South Carolina after WWII, influences mentioned, and the possibilities of similar influences or pockets of Jewish culture in their local community.

The United States Holocaust Memorial Museum lesson [“Challenges of Escape”](#) will allow students the opportunity to explore the barriers that Jews trying to escape Germany faced. It is suggested to stop after Part One and review the questions for step 4 with a lens on South Carolina.

For the assessment prompt suggested in the USHMM lesson, educators are encouraged to have students engage in a research project related to student inquiries on the Jewish migration to and

If teachers need some additional information about the 3,2,1 reading response visit [Facing History and Ourselves](#).

If teachers need some additional information about the GIST strategy visit NCTE’s [ReadWriteThink](#).

It is likely that answering the questions to step 4 in Part One will generate questions, research, and likely dead ends to some questions based on the Unit author’s experience when creating this Instructional Unit. This is a wonderful opportunity to model next steps in research when this happens as well as a great connection to the project appearing later in the sequence.

The Jewish influence on South Carolina could be expanded upon in the next sequence.

influence on South Carolina. Some possible projects to consider include: ● research and suggest resources in South Carolina to add to USHMM Holocaust Survivors Resources page ● Research articles in South Carolina databases to add to the USHMM Project History Unfolded ● Prepare for the USHMM's <i>Americans and the Holocaust Travelling Exhibition</i> coming to Richland County Library from June 16, 2020 to July 28, 2020 by engaging students in this USHMM lesson and teacher guide. ● As a part of the USHMM guidelines to “Translate Statistics into People,” students may conduct interviews with local members of the Jewish community with ties to the time period. ● Students could present learnings from student-generated inquiries	No resources are listed for North or South Carolina. What questions could you modelling for students to explore the <i>why</i> behind this? What factors affect the relationship between Jews and their communities within contemporary South Carolina? It may be helpful to have students use specific dates such as the Nuremberg Laws, Kristallnacht, or Romania’s anti-Jewish riots as a way to model this medium of research (newspaper databases) while exploring how these events are covered in South Carolina newspapers if at all. Other questions to consider could be: What can SC newspapers tell us about the Holocaust? What can SC newspapers tell is about Jewish resettlement to our state? What can SC newspapers tell is about Jewish resettlement to our state? Students could be posed with anticipating SC's openness to Jewish refugees based on civil rights in the state's history thus far. https://www.smithsonianmag.com/history/us-government-turned-away-thousands-jewish-refugees-fearing-they-were-nazi-spies-180957324/?preview https://www.postandcourier.com/news/local_state_news/the-extraordinary-achievement-of-south-carolinas-holocaust-survivors/article_ce0e0a52-7dcb-11ea-9f22-2b9726f2734c.html
<i>I can draw connections between Post World War II policies and their impact on South Carolina.</i>	
Post World War II	If/Then Statements

Students can use information from either direct instruction, primary sources, or anything else deemed credible by the teacher to try to figure out how society was changed because of Post WWII policy. They will fill in “if__ then __” statements.

Topics that would be helpful to include are:

- **Continued Segregation** [The Right to Fight](#)
- **Consumerism after World War II** -[American Experience](#)
- **GI Bill** [GI Bill-National WWII museum](#)
- **Baby Boom**, [Baby boom photo and history](#), [Baby boom & rise of the suburbs video](#)
- **White Flight** [Migration patterns map](#) (this map can be edited for specific data: i.e. by state, decade, region, etc.), [White flight](#), [Poem: white flight](#)
- **Federal and State highway building**
- [South Carolina promoted Southern tourism](#)
- [Highways, fast food, & motel boom helped boost South Carolina's tourism](#)
- **Charleston & Myrtle Beach became popular vacation locations**, [Visit South Carolina video 1950s](#) (Note: This video was created in the 1950s and the perspectives are quite outdated, specifically concerning racial matters)
- [South Carolina Green Book](#)

Teachers can then go back and review the student responses to make sure everyone is on track.

Students need to be supplied with the “If” or “cause” and then they determine the rest. The “If”/”Cause” information can be presented as facts or as sources that need to be interpreted. For example:

- If soldiers were promised benefits such as college scholarships, as well as home and business loans, then ____ happened when they returned home.

Alternative Cause and Effect Worksheet

An example cause and effect worksheet that asks students to research using either the internet or a textbook is included in Appendix 1.

Continuity and Change Extension

Once students have demonstrated an understanding of the material, classes that created the economic chart during the Great Depression activity can then add Post World War II life for those same people.

This could be done as a whole class or by walking around and monitoring student progress. As a culminating activity, students can write a response to the prompt “Did life in South Carolina mirror life in the US as a whole?” Their argument should be backed with evidence from the lessons.	Teachers need to give students clear expectations for this writing assignment. A rubric would be helpful to pass out with the directions. Rubistar is an excellent resource for building rubrics or discovering pre-built ones tailored to the teacher’s needs. For additional information on evidence based writing, visit Scholastic.
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References

2019 South Carolina Social Studies College-and-Career-Ready Standards

2019 Alignment Guide for the South Carolina Social Studies College-and-Career-Ready Standards

Additional Resources

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Appendix 1 - Post World War II Cause and Effect

Directions: Research life in South Carolina, SC following WWII and use the information to fill in this chart. For each blank that includes a term with an asterisk (*), be sure to define the term as well.

Cause	Effect
Rationing* during WWII	
GI Bill*	
	White Flight*
Baby Boom*	
Federal and State highway building	
Highways, fast food, & motel boom	
	Charleston & Myrtle Beach became popular vacation locations
African Americans who served in the military, or supported the US in the war by working still faced discrimination.	